



# SEMTA© Summary of Engagement in Music Therapy Assessment

Name: Ben Richardson

Date of Birth: 23/04/1997

Date of Assessment: 27/08/2024

Number of Sessions: 5

SEMTA© is a music therapy tool designed to provide qualitative and quantitative data. By using both an engagement and intentionality scale, SEMTA© scores music therapy interventions to create insights into a client's needs and, therefore, future aims for the work. For example, a score of 10 for engagement but 0 for intentionality might suggest support is needed with impulse control.

## Assessment Overview and Future Aims

### A: Musical Engagement and Participation

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### B: Emotional Expression and Regulation

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### C: Social Interaction and Communication

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### D: Motor Skills and Physical Coordination

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### E: Cognitive Skills

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Signed:

### Future Aims

**Aim 1:** Test Aim 1

**Aim 2:** Test Aim 2

**Aim 3:** Test Aim 3

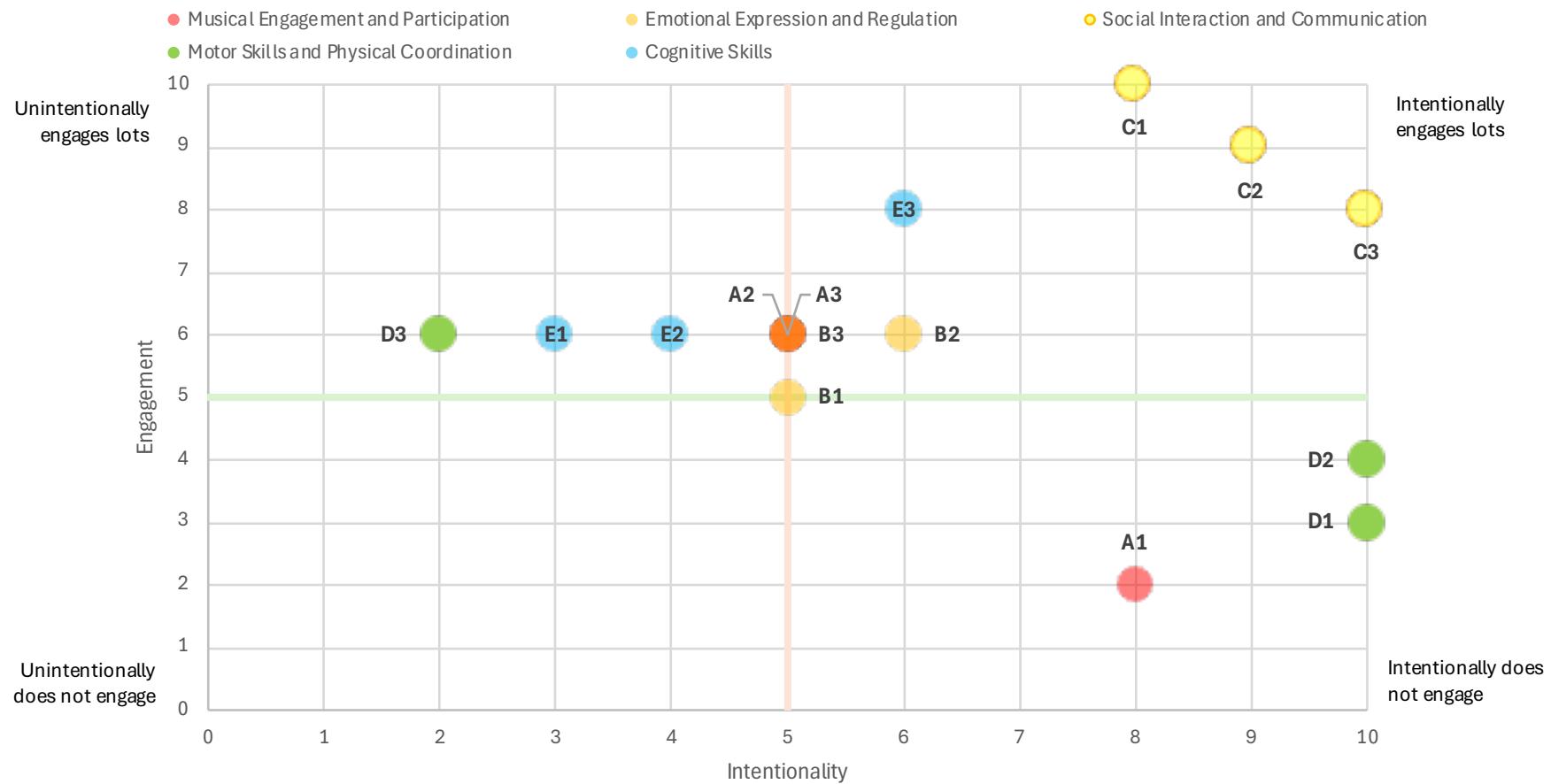
**Aim 4:** Test Aim 4

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# SEMTA© Summary of Engagement in Music Therapy Assessment

## SEMTA© Quadrant





# SEMTA© Summary of Engagement in Music Therapy Assessment

## In-Depth Assessment Breakdown

### A: Musical Engagement and Participation

Criterion:	Description:	Intention:	Engagement:	Analysis:
Criteria 1:	Initiating improvisation	8	2	Test analysis
Criteria 2:	Persisting with the improvisation with change	5	6	Test analysis
Criteria 3:	Attending to the musical improvisation	5	6	Test analysis
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### B: Emotional Expression and Regulation

Criterion:	Description:	Intention:	Engagement:	Analysis:
Criteria 1:	Talking about emotions	5	5	Low engagement but with lots of intention.
Criteria 2:	Using music as a regulatory or coping tool	6	6	Difficulties with change of improvisation.
Criteria 3:	Applying emotions appropriately or predictably	5	6	Once started, showed stuck behaviours.
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### C: Social Interaction and Communication

Criterion:	Description:	Intention:	Engagement:	Analysis:
Criteria 1:	Turn-taking	8	10	Low engagement but with lots of intention.
Criteria 2:	Collaborating	9	9	Difficulties with change of improvisation.
Criteria 3:	Using their primary mode of communication	10	8	Once started, showed stuck behaviours.
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## D: Motor Skills and Physical Coordination

Criterion:	Description:	Intention:	Engagement:	Analysis:
<b>Criteria 1:</b>	Using fine motor skills	10	3	Low engagement but with lots of intention.
<b>Criteria 2:</b>	Using gross motor skills	10	4	Difficulties with change of improvisation.
<b>Criteria 3:</b>	Manipulating time and rhythm	2	6	Once started, showed stuck behaviours.
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## E: Cognitive Skills

Criterion:	Description:	Intention:	Engagement:	Analysis:
<b>Criteria 1:</b>	Recalling moments in the improvisation	3	6	Low engagement but with lots of intention.
<b>Criteria 2:</b>	Sequencing musical ideas	4	6	Difficulties with change of improvisation.
<b>Criteria 3:</b>	Working out how instruments work	6	8	Once started, showed stuck behaviours.
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## Executive Summary

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<b>Aim 1:</b>	Test Aim 1
<b>Aim 2:</b>	Test Aim 2
<b>Aim 3:</b>	Test Aim 3
<b>Aim 4:</b>	Test Aim 4