Music Therapy Treatment Goals

**Auditory Perception Goals**

a. **Sound Awareness** – discriminating between sound and silence

b. **Sound Localization** – discriminating where sound is coming from

c. **Sound discrimination of intensity** – loud vs. soft

d. **Sound discrimination of duration** – difference between different tempos, rhythms, meters

e. **Sound discrimination of pitch** – recognizing same and different, high and low, up and down as they relate to a melody

f. **Sound discrimination of timbre** – recognizing sound quality or identifying characteristics of a sound

g. **Auditory Figure Ground** – Identifying a specific sound when lots of sounds are present in the environment

h. **Auditory memory and sequencing** – recalling things you learned by rote or by ear

**Visual Discrimination Goals**

a. **Visual awareness** – focusing attention on a specific visual stimuli

b. **Focus and figure ground** – focusing attention on a specific visual stimuli when background stimuli is present

c. **Visual tracking** – following moving object with the eyes (essential pre-reading skill)

d. **Visual discrimination of color** – recognizing/identifying different hues

e. **Visual discrimination of shape** – recognizing objects by their distinctive form

f. **Visual discrimination of size** – recognizing how large and small things are

g. **Visual discrimination of quantity** – recognizing/demonstrating how much or how many
h. **Visual discrimination of direction** – recognizing/demonstrating up/down, right/left, etc.

i. **Visual discrimination of distance** -

j. **Visual memory** – recalling something that was seen

k. **Visual sequencing** – recalling something that was seen in order

**Motor Goals**

*Gross motor* - large muscle groups: arms, legs, trunk

a. **Body awareness** – recognizing body parts and how to use them

b. **Agility** – changing body movements suddenly but smoothly as a result of stimulus

c. **Balance** – being able to maintain an upright position, standing or sitting

d. **Strength and endurance** – having enough muscle control and energy to do something over a period of time

e. **Laterality** – recognizing different sides within the body; right, left, up, down

f. **Directionality** – directions as they relate to space

*Fine Motor* – small muscle groups: fingers, toes

a. **Grasp and release** – ability to hold on to an object and let it go

   - **Palmer grasp** – whole hand
   - **Pincer grasp** – thumb and finger

a. **Finger dexterity and strength** – being able to move fingers with energy, flexibility and/or smoothness

b. **Wrist movement** – moving wrist up, down, sideways, and in rotation
Communication Goals

a. **breath and muscle control** –
   *breath* – the ability to direct one’s breath so as to sustain a sound cleanly and audibly
   *muscle* – the ability to manipulate one’s vocal mechanisms appropriately in order to produce and sustain sounds – tongue, face, lips, mouth

b. **vocalization** - making sounds with the voice

c. **verbalization** – making words with the voice

d. **receptive language** – understanding words, ideas, thoughts that are put into words – any song giving directions

e. **expressive language** – putting ideas and thoughts into words

f. **speech rhythm and inflection** – using accents and pitch in language

g. **articulation** – saying words clearly

Social

a. **individual play** – playing alone, independently, by one’s self

b. **parallel play** – 2 or more people doing the same activity at the same time, but not interacting with each other

c. **cooperative play** – 2 or more people working together toward a common goal

d. **competitive play** – trying to do better than you have done before or better than other people

e. **impulse control** – the ability to start and stop as directed, or the ability to manage the self physically, mentally, emotionally in order to interact with others or the environment well

f. **coping skills** – the ability to adapt to situations/environment/people in a healthy manner

g. **1 & 2 step directions** – ability to comply with instructions both individually and in a sequence
h. **eye contact** – the ability to establish a visual hold with another person by respectfully looking into the other’s eyes
Enhanced Goals (more commonly associated with, but not exclusive to adolescent and/or adult clients)

Cognitive

a. awareness of self, others and environment – being oriented to time, place and person

b. creativity – free personal expression

c. discriminatory thinking – being able to make choices, note differences, understand and conceptualize information

d. expression of opinions, perceptions – conveying personal thoughts, values, understandings in meaningful ways

e. role or behavior exploration – the ability to view the self objectively and to examine personal behavior

f. memory/recall – the ability to remember events, information – long and short term

g. goal setting – setting and/or evaluating personal expectations

h. independent thinking – the ability to think and form opinions free from influence of others

i. decision-making – ability to discern choices, select one and follow through

j. attention span/concentration – duration and quality of the ability to focus on a specific task

k. exploration of alternatives – ability to view and examine multiple possibilities

Motor

a. relaxation/stress reduction – ability to be in repose, physically and mentally

b. coordination – (gross and fine) – movement that is smooth, efficient and direct

c. physical conditioning – improvement or maintenance of physical strength, endurance and flexibility
Social/emotional

a. **self-expression** – ability to speak or act in ways that convey meaning and emotion

b. **verbal interaction** – the ability to speak with others

c. **non-verbal interaction** – understanding and using non-verbal ways of communicating, i.e. hand gestures, proxemics, tone of voice, eye-contact, etc.

d. **cooperation** – ability to work with others in an effective manner

e. **motivation/mood elevation** – brightened affect, and demonstration of interest and ability to influence personal circumstances

f. **leisure activity exploration** – ability to discover ways of creatively and productively using free time

g. **sportsmanship** – the ability to win or lose gracefully

h. **listening skills** – the demonstration of active and accurate listening behaviors
Enhanced Goals (more commonly associated with, but not exclusive to elderly clients)

Cognitive

a. response to intellectual stimulation/creativity – learning, retention of mental faculties, opportunity to share from a wealth of knowledge

b. reality orientation/awareness – an ability to convey an understanding of orientation to time, person, place – be sensitive to how this goal is approached and if it is at all appropriate

c. memory/reminiscence – the ability to recall significant events in the past, whether short term or long term

d. attention span/concentration – the duration and quality of the ability to focus on a specific task

e. decision-making – to select between choices – many elderly have experienced a decrease in opportunity for decision-making and have become less adept at it over time

Motor

a. breathing – focus on strengthening muscles of breathing system to increase strength, oxygen flow to the brain

b. relaxation – ability to be in repose, physically and mentally

c. rhythmic response/coordination – (gross and fine) – movement that is smooth, efficient and direct, rather than jerky and spasmodic

d. physical conditioning – improvement or maintenance of physical strength, endurance and flexibility

Social/Emotional

a. mood elevation/motivation – brightened affect, and demonstration of interest and ability to influence personal circumstances

b. verbal interaction – the ability to speak with others
c. **self expression** – ability to speak or act in ways that convey meaning and emotion

d. **self disclosure** – ability to speak or act in ways that convey personal information as to history, feelings, thoughts, etc.

e. **expression of needs** – ability to speak or act in ways that convey personal desires

f. **leisure exploration** – ability to discover ways of creatively and productively using free time – possibly learning new skills, or adapting existing skills

g. **cooperation/team work** – ability to work with others in an effective manner

h. **impulse control** – ability to control one’s behavior

**Language**

a. **distinct verbalization** – ability to speak understandably – articulation and volume

**Social Goals**

a. **individual play** – playing alone, independently, by one’s self

b. **parallel play** – 2 or more people doing the same activity at the same time, but not interacting with each other

c. **cooperative play** – 2 or more people working together toward a common goal

d. **competitive play** – trying to do better than you have done before or better than other people