<table>
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<th>Section</th>
<th>Criteria</th>
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| **Set up for session – 0.5 pt.** | ____ all materials available and ready  
____ arrangement including instruments and materials  
____ note cards ready—don’t read from your lesson plan |
| **Opening of session – 1 pt.** | ____ informal greeting of clients  
____ starting on time  
____ hello/welcome intervention is age and population appropriate  
____ implementation (i.e. inclusive, musical, engaging) |
| **Implementation of interventions – 3.5 pts.** | ____ flow (i.e. no dead space, but also not hurried)  
____ MT allows expanded time if there is a sense that something is “happening”  
____ MT is prepared  
____ MT affect (enthusiasm, interest and compassion)  
____ demonstrate intentionality  
____ clarity (speech, directions, volume)  
____ adequate number of activities planned  
____ musicianship  
____ additional material used, if needed  
____ facilitate group dynamics/process well  
____ use of live music ____ acc. instr.  
____ brings closure to each intervention |
| **Response to client needs – 3.5 pts.** | ____ MT perceives/responds clearly to/specifically to client behavior/needs  
____ responses are ethical, appropriate and positive  
____ (focused on “do” rather than “don’t”)  
____ MT demonstrates awareness of client behavior  
____ MT is spontaneous  
____ adapt/extend intervention as to the need of the client(s)  
____ MT uses verbal and visual cues as needed |
| **Closure of session – 0.5 pt.** | ____ is relaxed  
____ ending on time (esp. not early)  
____ informal goodbye with clients |
| **Professionalism – 1 pt.** | ____ appropriate dress  
____ arriving early to be ready to start on time  
____ MT verbal interactions with clients and site personnel (avoid “you guys”, and slang)  
____ MT non-verbal interactions with others (respectful, professional distance)  
____ no drinking or eating at session |