Attachment 2 – Supplementary electronic materials
Qualitative Data Analysis

title/definition	engagement (Toolan & Coleman, 1994) (Clair, 2002) (Kim et al., 2009)	self-expression (Jinah Kim et al., 2008) (Burland & Magee, 2012)	participation (Thompson et al., 2014)	anticipation of cues (Holck, 2004) (LaGasse, 2014)	relationship (Geretsegger et al., 2014)
mentioned in the study on Fritz (a)	- Engagement - Engaging the client in the session - Engagement - *increased mutual engagement*	- self -expression - self -expression - *creative and self-expression.* - promotion of self-efficacy, self-regulation	- participation - participation - *To develop musical reciprocity* - perception as well as promotion of (emotional) expression	- anticipation of cues - anticipation of cues - availability of interpersonal[ly] interaction with restricted verbal expression	- relationship building - attuning and responding to his music
Total mentioned	4	4	4	3	2
mentioned in the study on Peter (b)	- Develop initiative - stimulate engagement	- encourage self expression - Encourage and support self-expression - *Improve verbal communication/pronunciation** - promotion of self-perception*, promotion of verbal expression	- *expand musical reciprocity (e.g. through turn-taking)*	promotion of motor function	- promoting turn taking - Establishing rapport by attuning to Peter promotion of interaction
Total	2	4	1	1	3

*Improve verbal communication/ pronunciation could be argued and discussed if this wasn't part of anticipation of cues because with for example Fritz the therapist needed to make meaning of the observed and react towards this in a supportive and empathic manner.

*In promoting self-perception, the therapist can help a client in understanding better what is going on inside of him and therefore be more adequate in what is being expressed about oneself to the outside.

Final questionnaire

title/ definition	unfamiliarity of concept	opinions (nothing to be observed)/ subjective	no related aspects in session	did not understand item	breadth of item(s)	item not relevant for MT	possibility to leave a note was missing
	- some of the concept[s] were unfamiliar - some of the items I was not familiar with - There were some concepts that were unfamiliar to me (e.g. some seemed mor[e] dance/movement therapy based)	- opinions not, something I thought I could see - needing to work with client to make this interpretation - It felt very subjective	- I couldn't find the related aspects on the session - many items refer to the content, which can't be evaluated for clients who are verbally limited	- didn't see them or know if I'd missed something - or didn't fully understand (mainly in physical outcomes section) - so I didn't understand completely what they meant	- It was difficult to score some other items based on such a short clip - I also felt that some of the objectives were rather broad/ would be assessed in general (e.g. the one about how the client is experiencing a sense of belonging with a shared cultural experience) - partly very detailed, could have been in coarser categories	- detailed movement analysis is not as relevant for music therapy	- possibility to leave/ take notes freely
Total	3	3	2	3	3	1	1

QT: i

title/definition	item description	guidance	format	rating options	missing area
	- some of the descriptors felt unfinished, like a sentence was unfinished - also you have 'evidence' used in one descriptor and [I] felt you meant 'evident' - Some objectives had incomplete sentence descriptors	- It would be great if it offers a clear step-by-step guidance on the same page so we don't have to look back at the other document to follow the instructions ☺	- I wasn't sure if it was my laptop or that it was just not clear or evident - could be a formatting issue? - I think the format was a little small and fiddly, and also had a bit of sometimes the explanations for objectives weren't always visible (might have been cut off) - Quick overview for ticking the boxes and looking at the definitions for each item (description of Outcomes Framework)	- Option of "disclosure not possible"/ "no statement possible to be made"	- An area to rate responsiveness and musical engagement through the specific parameters of music such as pitch, rhythm, timing, form, etc. - Possibly the previous choice of clients' groups and therefore item-restrictions, for example with these clients in these videos the language was highly limited, therefore no statement was made concerning for example a foresight/ transcendence-integration possible (and relevant)
Total mentioned	3	1	4	1	2

Overall feedback

a) Would you like to add any other remark or question?

title/ definition	potential	choice of domains and wording: what is relevant/musical domain	online assessment	download of app	aspect of time	clarity of items	high extent of assessment	looks of further functions	training	no further comments
	This has lots of potential I really like the con-cept of this App The approach of this app seems to be useful	I think that musical domains are required – it won't translate meaning-fully without using the musical domain we typically employ – the social domains were easily transferable for me though so it would be a process of taking what is relevant out of this assessment . There is a lot of detail in the physical domain that wouldn't be necessary in a music therapy assessment. - I do think the domains/ objectives can be rephrased to be more music therapy specific. - I think some of the phrasing of objectives can be less pathologizing (i.e. use of 'appropriate') and more based on observation rather than interpretation. - The whole Physical domain should be shortened and simplified for music therapy.	I think that we need an online assessment and th[i]s would be a great model.	However I did find the app download a bit tricky but I imagine that it wouldn't be so arduous were it not in a research study! hope that an official version would be a bit easier to download and interface with	quite time consuming to complete - For me the assessment seems to be too long for the practical use, for research purposes I can imagine it to be useful.	There were also several items that weren't super clear or required a degree of interpretation and subjectivity.	The assess-ment is VERY thorough	I would have liked to have seen some indication of what happens with the data after you do the assess-ment and how it helps you write your assessment (e.g. IMCAP-ND are developing a program that generates written response to each outcome assessed).	You should be trained in advance to really understand the items.	No
Total	**3**	**5**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**

b) How much time did it take you to complete this study?

title/definition	about 1.5 hours	4 hours	quite a few hours
	about 1.5 hours 90 mins	4 hours, however, there were technical difficulties. After the installation: 3 hours.	I found it difficult to download the file sharing app and MARA as I am not a very experienced [i]Pad user so I had to go to the store for help- [I] have spent quite a few hours on this! I spent a fair bit of time firstly due to some of the links/App codes not working. It was also a bit frustrating doing the survey in this word document – I'd strongly recommend looking at something like 'Survey Monkey' so that it can be done online (having to highlight everything was time consuming) – also, when I downloaded this document from the email, someone else's responses were already written in here, which has some confidentiality issues and also meant I had to go through and delete everything before I started
Total	2	1	2