

ARTICLE

The effects of music therapy on enhancing the overall health of elderly patients receiving home health care: A controlled study

Supplementary Material

List of selected items from the SEMPA scale.

Psychomotor area	Communication and language
Is able to keep in balance while sitting	Able to emit vocal sounds in a communicative context with a music therapist
Is able to keep in balance while standing	Expresses oneself to communicate
Is able to keep in balance during a walk	Keeps shuffling with another person
Activates the body from musical stimuli	Expresses oneself orally
Intentional rhythmic pulse marking	Naturally establishes a coherent discourse with good cohesion
Able to adapt rhythmic pulse according to rhythmic changes	Imitates non-verbal sounds
Able to move parts of the body when ordered so	Imitates body movements
Able to make body percussion with different parts of the body	Explains and expresses opinions about a chosen song
Able to explore instruments with the fingers	Understands the lyrics of the songs
Able to hold an instrument that the music therapist puts in one's hands	Comprehends orders given by music therapist
Capable of releasing one instrument to pick up another	
Able to use the gripper grip of the hands to hold an object	
Perceptual-cognitive area	Social-emotional area
Able to respond to visual stimuli	Able to express emotions
Able to visually locate a stimulus	Able to talk about oneself
Able to respond to auditory stimuli	Able to have a positive appreciation of one's personality
Capable of audibly locating a sound source	Expresses satisfaction or makes positive comments about oneself for one or more previously performed tasks
Able to differentiate two or more different sounds	Makes positive comments about tasks
Able to say the year/month/week/day one is in	Makes positive comments about the music therapist
Able to remember one's date of birth	Able to express thankfulness
Takes action while listening to a sound stimulus	Shows an attitude of help and collaboration with other people
Able to respond when called by name	Shows listening attitude
Keeps attention on the conversation by looking at who is speaking	Able to express humor
Capable of maintaining attention during musical activities	Performs the activity due to interest and curiosity
Able to remember important episodes of life at the request of the music therapist	
Able to recognize at least one song heard in the past	
Able to mention songs mentioning characteristics of the same	
Able to sing lyrics of known songs	
Able to memorize rhythmic-melodic patterns	
At the end of the session, one is able to recall a performed activity	
Able to plan various daily actions	
Able to decide between two or more alternatives offered as solutions to a given problem	

Relationship between selected items of each scale, the music therapy procedures performed, and the corresponding life dimensions.

Life dimension: Corporal			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Wide motor skills	Able to keep in balance while sitting	i. Breathing	Body rhythmic and instrumental exercises for gait, grip, and reach; breathing exercises for aerobic capacity; vocalizing with facial mime for expressiveness; and listening to music for audio-motor skills
i. Moves spontaneously		ii. Vision	
ii. Shows proper muscle tonicity during movement	Able to keep in balance while walking	iii. Hearing	
iii. Approaches to have contact/play instrument	Activates the body from musical stimuli	iv. Mobility	
iv. Displays heel-to-toe gait		v. Gait	
v. Shows regular gait		vi. Gross motor coordination	
vi. Established right-/left-dominance	Able to make body percussion with different parts of the body	vii. Fine motor coordination	
vii. Crosses body line	Able to hold an instrument that the music therapist puts in his hands		
Fine motor skills			
i. Displays the use of both hands			
ii. Uses palmar grip			
iii. Uses clamp grip	Able to explore instruments with the fingers		
iv. Holds object/instrument independently with one hand			
v. Holds object/instrument independently with two hands	Able to decide between two or more alternatives offered as solutions to a given problem		
vi. Right-/left-hand dominance established			
vii. Forms figures with fingers and/or separates fingers during play activities with hands			
viii. Plays instrument by alternating hands			
ix. Supports palmar hold with the dominant hand			
x. Supports palmar hold with non-dominant hand			
Oral motor skills	Able to emit vocal sounds in a communicative context with a music therapist		
i. Displays full range of movements when opening the mouth			
ii. Displays full range of movements when smiling	Imitates non-verbal sounds		
iii. Demonstrates full range of motion by contracting lips			
iv. Gets full mouth closure			
Oral motor skills – air production			
i. Tolerates putting instrument mouthpiece on lips			
ii. Produces sound			
iii. Able to produce sound as an indication			
iv. Produces sound for a second or less			
v. Produces sound for more than one second			

- vi. Produces simple rhythmic pattern
- vii. Integrates sound production and wide motor skills movement
- viii. Integrates sound production and fine motor movement

Sensorial

- i. Integrates sensorial stimuli of two types in the activities
- ii. Integrates several types of sensory stimuli in the activities

Life dimension: Communicational			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Receptive communication/auditory perception i. Displays awareness of sound vs. silence ii. Turns the head toward the sound source iii. Looks at the sound source iv. Distinguishes two different sounds v. Imitate simple musical motifs	Able to respond to auditory stimuli	i. Relationship with family ii. Relationship with friends iii. Verbal Expression	Working with songs for language, voice in speech and singing.
Receptive communication/auditory perception – Following instructions i. Following verbal instruction involving a action ii. Follows verbal instruction involving two actions iii. Follows simple musical directions	Takes action while listening to a sound stimulus Able to plan various daily actions		
Receptive communication/auditory perception – Rhythm i. Plays 1 – 4 bars on the tempo of the therapist ii. Imitates simple rhythmic pattern iii. Imitates rhythmic intermediate pattern	Intentional rhythmic pulse marking Able to memorize rhythmic-melodic patterns		
Life dimension: Cognitive			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Expressive communication i. Tries to communicate ii. Communicates without frustration iii. Communicates needs and desires iv. Communicates ideas and concepts v. Communicate emotional content or idea development	Understands the lyrics of the songs Explains and expresses opinions about a chosen song	i. Understanding ii. Communication iii. Memory iv. Attention v. Planning vi. Self-thought vii. Reflection	Learning new music or remembering familiar melodies to help in memory, creativity exercises and improvisation for executive functions and attention and orientation to reality.
Cognitive i. Holds attention throughout activity	Capable of maintaining attention during musical activities		

ii. Searching for hidden or laid aside object	Able to remember important episodes of life at the request of the music therapist		
iii. Demonstrates understanding of rules and structures	Able to remember people from the closest family bond. Able to recognize at least one song heard in the past		
Dimension of life: Social			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Social	Able to say the year/month/week/day	i. Social interaction ii. Achievement or frustration in life iii. Coordination relations iv. Expression of generosity	Activities with song lyrics to stimulate reflections on lived accomplishments; group musical activities for appropriate social interaction.
i. Reacts to the use of one's own name			
ii. Displays awareness of the therapist's presence			
iii. Demonstrates interest in the activities presented	Performs the activity due to interest and curiosity		
iv. Displays shared attention	Able to express thanks		
v. Interacts appropriately with the therapist	Shows an attitude of help and collaboration with other people		
vi. Uses appropriate social greeting	Makes positive comments about the tasks and/or the music therapist		
vii. Uses appropriate social farewell	Shows listening attitude		
viii. Uses appropriate social eye contact			
ix. Socially refers to others			
x. Displays understanding of rules and structures	Understands the order given by the music therapist		
xi. Displays awareness of the appropriate physical space			
xii. Displays confidence in the Music Therapy situation	Keeps turn-based games with another person		
Life dimension: Musical			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Musical		i. Musical pleasure ii. Vocal ability iii. Rhythmic ability iv. Knowing songs	Explore and experience music in greater depth in its own aspects (pitch, duration, intensity, and timber)
i. Alerted by music			
ii. Expresses pleasure with music			
iii. Indicates desire to play/have contact with instruments			
iv. Plays instrument when presented			
v. Explores instruments			
vi. Vocalizes in response to music			
vii. Moves rhythmically in response to music			
viii. Plays instruments spontaneously			
ix. Sings spontaneously			
x. Responds to simple musical cues			
xi. Engages in interactive music activity			
xii. Regulates with musical support			

Life dimension: Emotional			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
Emotional i. Displays a variety of feelings ii. Appropriately demonstrates feelings	Able to express emotions	i. Affective care ii. Humor iii. Sensitivity iv. Appreciation of beauty	Listening to appropriate songs to facilitate affective expression.
Life dimension: Spiritual			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
	Able to talk about oneself	i. Belief or devotion ii. Love for neighbor iii. Solidarity iv. Connection with the transcendent	Singing and listening to songs of the person's spirituality to develop greater positivity and peace and universal love for greater union.
Life dimension: Self-awareness			
IMTAP evaluation	SEMPA evaluation	Specific observation	Music therapy procedures
	Able to have a positive appreciation of one's personality Expresses satisfaction or makes positive comments about oneself by one or more tasks previously performed	i. Self-knowledge ii. Self-love iii. Personal synthesis	Listening to classic songs or free improvisations for the imagination, intuition, and experiences of self-knowledge.

IMTAP: Individualized Music Therapy Assessment Profile