



Welcome to the Meet In The Music© (MITM) Program

This user guide is designed to help you begin using MITM© within the UnitusTI cloud system.

Hello! I'm Esther Thane, the creator of Meet In The Music©, the music therapy curriculum designed for neurodivergent children and individuals with diverse needs. My hope is that you will be able to utilize this curriculum and the associated goal bank to establish meaningful connections with your clients. This will enable you to guide them on their unique developmental journey and monitor their progress using evidence-based data, narrative reporting, or a combination of both.

The dynamic musical experience creates a safe and nurturing environment where children can feel secure and confident in their explorations. Music, with its stimulating, sensory, motivational, and emotional qualities, serves as a powerful tool for eliciting musical, verbal, emotional, or corporeal responses and promoting interaction and engagement in an enjoyable and often effortless manner. When a child is intrinsically motivated and curious, they naturally integrate new information and skills on a deeper level, with music acting as an inherent reward.

Tip: It's advisable to print this user guide and keep it within easy reach while working in your UnitusTI account. Thank you for subscribing to Meet In The Music©.

Esther Thane, BMT, MTA, AVPT

Author of Meet In The Music©

TABLE OF CONTENTS:

Getting Started	3
The MITM© Assessments	7
1. MITM© Sensory Assessment	8
2. MITM© Main Assessment	8
The MITM© Program	22
What Is the MITM Program	22
1. Intervention Based Programs (songs & interventions)	23
2. Skill Based Program Templates (goal bank)	25
How To Use The MITM Goals & Interventions	26
Searching for specific programs	26
A. Search By Category	27
B. Search By Program Title	27
C. Search By Program tags	28
D. Search By Subtitle:	29
E. Where to find Sheet Music, Audio Files, Picture Cards	30
Creating Custom Program Templates	31
Cloning an MITM© program	34
Assigning Programs to a Client	36
Documenting	45
Generating Reports	49
Checking for updates/new programs to MITM© & adding them to your UnitusTI account	57

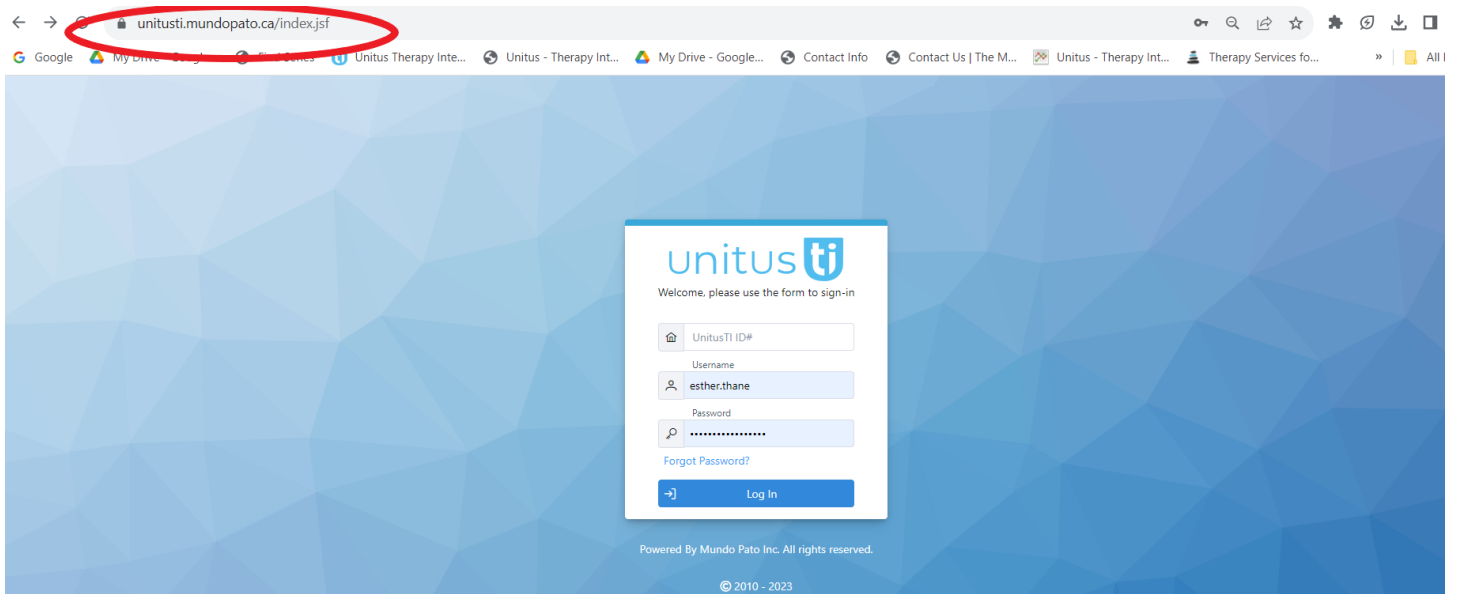
Getting Started

Logging In

1. Open a new web browser and enter in the URL address (we recommend using either Chrome or Safari as your web browsers):

United States, Australia subscribers, & New Zealand subscribers: <https://app.unitusti.com/>

Canada subscribers: <https://unitusti.mundopato.ca/>



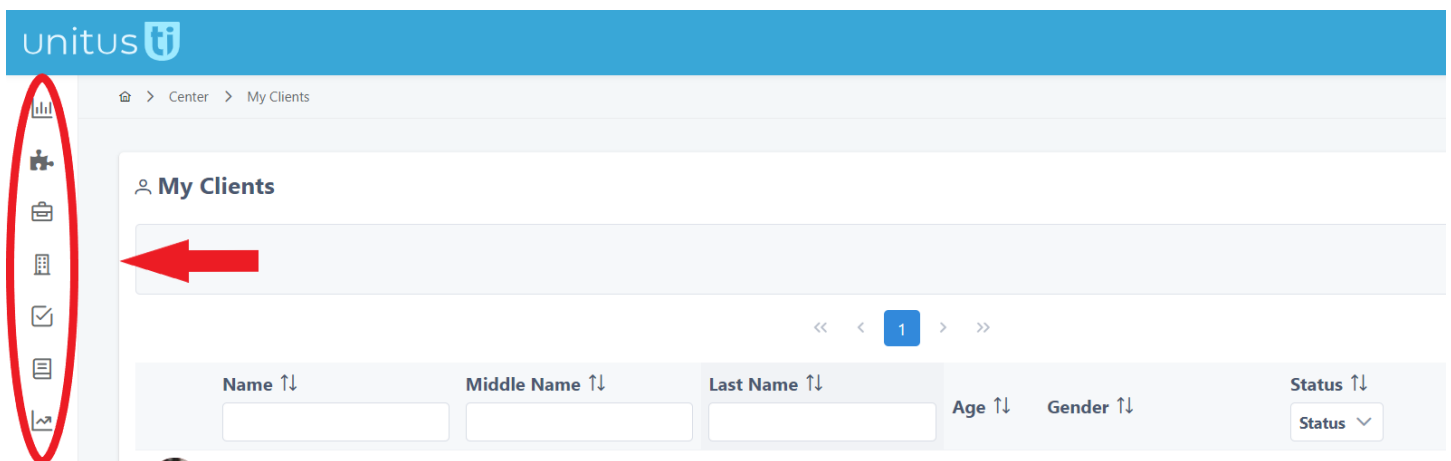
2. Enter in your login info: UnitusTI ID#, username, password
The UnitusTI ID# is your account number. For example "12345"



Adding Icons With Labels

The icons in the main menu (found on the far left side of your screen) default to displaying images only. If you prefer, you can add text labels.

Main Menu Without Labels:



Main Menu With Labels:

unitus

Center > My Clients

My Clients

<< < 1 > >>

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender ↑↓	Status ↑↓
Ella		Johnston	11	Non binary	ACTIVE
Jennifer		Jones	4	Female	ACTIVE
Justin		Jones	6	Male	ACTIVE
Sam		Smith	8	Male	ACTIVE

Dashboard (BETA)
Toolsets
My Workspace
Center
Assessment
Programs
Reports Tracking

If you prefer to see the main menu displayed with labels, go to your account icon on the top right and click **My Account**:

-  Dashboard (BETA)
-  Toolsets
-  My Workspace
-  Center
-  Assessment
-  Programs
-  Reports / Tracking

Today's Events
10/9/2023






No events for today

Embed flashcards into Assessments and Programs

Run Virtual Materials slides while executing Assessments and Programs

[Learn More](#)

esther

-  My Account
-  Log Out
-  Clock In



Click on **Account Settings**:



Esther Thane

 **User Information**

User ID:	esther	First Name	Esther
Second Name		Last Name	Thane
Initials	ET	Date of birth	
Title		Personal Quote	
Home Phone		Mobile	
Email	esther.thane@mundopato.com	Third Party	No
Security Role	ADMINISTRATOR ASSESSMENT_MANAGER AUTHOR		

- [Demographic](#)
- [Contacts](#)
- [Medical Info](#)
- [Human Resource Info.](#)
- [Credentials](#)
- [Clients Assigned](#)
- [User Documents](#)
- [Account Settings](#)

Home Address	Postal Code
City	State/Province
Country	

Click on **Menu Mode**, and choose **Icons With Label**:

Video Conferencing Providers

Zoom Integration

Zoom API Token

Zoom has **not** been connected to your user account. To connect Zoom, please 'Click here' and input a valid Zoom To

Security

Password


 [Change Password](#)

Pairing

 [Pairing](#)

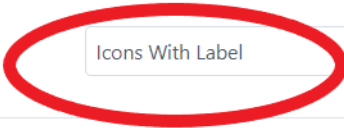

User Preferences

Language

[Select One] 

Language in which the buttons, titles and other texts of the application will be displayed

Menu Mode

 Icons With Label 

The MITM[©] Assessments

The Meet In The Music[©] (MITM) program comes with 2 assessments:

1. MITM© Sensory Assessment

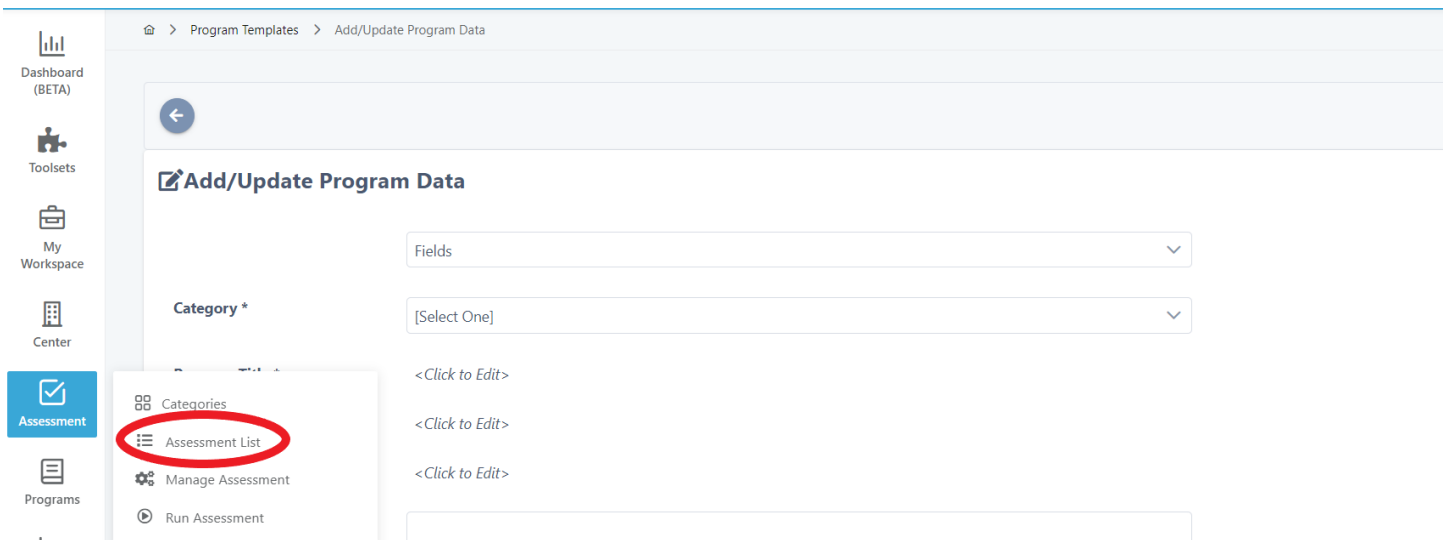
This is meant to be a preliminary assessment used when as a facilitator, you see some red flags in your client for sensory dysregulation. Complete this SCREENING TOOL, and then based on the results, reach out to the caregivers, case managers, or admin to suggest a full sensory assessment be completed by a licensed occupational therapist, or alternatively, request a completed sensory assessment report be shared with you.

2. MITM© Main Assessment

This assessment is consistent with the MITM© program in that it contains the same rating scale scoring criteria and skill domains (Categories). It has the added benefit of being mapped both on the front end and on the back end to the MITM© program templates. Specific activities or interventions will be suggested throughout the assessment to help you assess your client. After submitting the assessment, additional goals and activities will be suggested for your treatment plan, and can be assigned directly to each client.

It is recommended that you familiarize yourself with the assessments before administering them on clients.

1. Review them by going to **Assessments**, then **Assessment List**:



2. Click on the **Preview** button to open up the assessment for review:

Assessment List

<< < 1 > >>

Name	Description	Status	Actions
Meet In The Music® (MITM) Sensory Assessment	<p>This assessment provides a preliminary sensory profile for clients. These questions are by far not exhaustive, but serve only as a preliminary assessment.</p> <p>If the client scores poorly on this small assortment of questions (ie. rates 1- Severe or 2- Moderate for some or many of the questions):</p> <ol style="list-style-type: none"> 1) seek guidance from the client's team designated Occupational Therapist and request a copy of a completed OT report 2) discuss observed issues with parents/caregivers for further input and details 3) request permission from the parents to seek guidance from an outside occupational therapist if the child does not have one on their treatment team, for how to progress forward 	PUBLISHED	Preview
Meet In The Music® (MITM) - Music Therapy Assessment	<p>This is an assessment for autistic children and/or children with diverse needs. The MITM® assessment addresses the same skill domains as does the MITM® Curriculum:</p> <ol style="list-style-type: none"> 1. Communication 2. Cognitive 3. Emotional 4. Physical 5. Social <p>These skill domains are labeled as "Sections" in the assessment.</p> <p>There are 129 questions in total.</p> <p>UPON COMPLETION OF THE ASSESSMENT:</p> <ol style="list-style-type: none"> 1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION). 2. Program templates: both "intervention based" (interventions) and "skill based" (goal bank) tagged program 	PUBLISHED	Preview

3. Scroll through the various tabs. The **Introduction** tab will give recommendations on how to take the test, how results are reported etc.:

View Assessment

Introduction Supplemental Materials Demographic fields Questions Scoring

Name: Meet In The Music® (MITM) - Music Therapy Assessment

Description:

This is an assessment for autistic children and/or children with diverse needs. The MITM® assessment addresses the same skill domains as does the MITM® Curriculum:

1. Communication
2. Cognitive
3. Emotional
4. Physical
5. Social

These skill domains are labeled as "Sections" in the assessment.

There are 129 questions in total.

UPON COMPLETION OF THE ASSESSMENT:

1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION).
2. Program templates: both "intervention based" (interventions) and "skill based" (goal bank) tagged program templates are mapped to the assessment.
3. When mapping, goal bank program templates ("skill based") will be listed at the top of the list.
4. These recommended program templates are based on the client's assessment scoring a rating of: "2-Emerging" (does not execute) or "1-Challenged" (executes less than 50%).
5. From the recommended list, select "skill based" program templates to assign to the client, building his/her/their treatment plan.

4. You will notice in the **Questions** tab, it includes examples of possible observable behavior (bullet points) you might see in a session, in order to assess that particular assessment question. This is particularly valuable for practicum students, interns, and new staff, not experienced in this wheelhouse:

View Assessment

Introduction Supplemental Materials Demographic fields **Questions** Scoring

Exhibits tactile defensiveness:

The individual will demonstrate one or more of the following reactions to tactile stimulation, and/or exhibit behaviors such as:

- - flinches or retrieves when approached by touch
- - picks up items/ holds items with only the tips of fingers
- - engages in rubbing
- - engages in scratching
- - displays negative facial expression
- - becomes upset with light or sudden, unexpected touch
- - irritated by textures, clothing, tags in clothes
- - difficulties walking barefoot on certain carpets or floor textures
- - demonstrates a need to keep hands clean

- 1-severe
- 2-moderate
- 3-mild
- 4-non evident

5. The MITM© Main Assessment will suggest certain music therapy activities/ interventions to employ during assessment sessions, in order to target & answer each assessment question (as noted in the bolded areas). You may want to write these intervention titles down, review them, and implement them in in your assessment sessions (*instructions on how to implement them can be found by searching for them by their title in the Program/Program Templates area of UnitusTI*):

View Assessment

Introduction Supplemental Materials Demographic fields **Questions** Scoring

- Communication
 - Receptive Language Comprehension
 - Expressive Communication
- Cognitive
 - Auditory**
 - General
- Emotional
- Physical
 - General
 - Gross Motor
 - Fine Motor
- Social

Auditory

Turns eyes/head towards direction of instrumental/vocal sound:

The individual will turn eyes/head:

- when facilitator plays instrument behind individual or to the side, or individual will look up when facilitator plays instrument in front of individual

- during **Orientation To Sound** intervention (Subtitle: "Orientation to Sound (Large Buffalo Drum)"; Program tags: "intervention based")

- 1-Challenged (does not execute target)
- 2-Emerging (executes target less than 50%)
- 3-Competent (executes target 50% or more)
- 4-Mastery (consistently executes target)

Responds to tone quality changes in singing/spoken voice:

For example, when the facilitator drastically changes: 1) the range (from high to very low, or vice versa), 2) the volume level, 3) the tone quality emphasizing certain words, 4) the tone quality portraying a different character, the individual will respond by one or more of the

B. Assigning an Assessment to a Client

1. Click **Assessment**, in the main menu, then **Manage Assessment**:

Dashboard (BETA)

Toolsets

My Workspace

Center

Assessment

Programs

Manage Programs

Bulk Assign

Manage Programs

<< < 1 > >>

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender ↑↓	Actions
		Smith	8	Male	
		Johnston	11	Non binary	
		Jones	6	Male	

2. Click on the **Actions** button:

(DETA)

Toolsets

My Workspace

Center

Assessment

Programs

Reports /


Manage Assessment

<< < 1 > >>

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender ↑↓	Actions
Sam		Smith	8	Male	
Ella		Johnston	11	Non binary	
Justin		Jones	6	Male	
Jennifer		Jones	4	Female	

3. You will see there are 'no records found'. This means no assessment has yet to be assigned to this particular client. Click the **Assign Assessment** tab, and select the assessment you want to assign, using the **Actions** column, and the "+" button:

←


Jennifer Jones

Manage Assessment

Assessments Assign Assessment

Name ↑↓	Description ↑↓	Assignment Status ↑↓	Actions
<input type="text"/>	<input type="text"/>	Status ▾	

No records found.

Jennifer Jones

Manage Assessment

Assessments **Assign Assessment**

Name ↑↓	Description ↑↓	Actions
<input type="text"/>	<input type="text"/>	

Meet In The Music© (MITM) Sensory Assessment

This assessment provides a preliminary sensory profile for clients. These questions are by far not exhaustive, but serve only as a preliminary assessment.

If the client scores poorly on this small assortment of questions (ie. rates 1- Severe or 2- Moderate for some or many of the questions):

- 1) seek guidance from the client's team designated Occupational Therapist and request a copy of a completed OT report
- 2) discuss observed issues with parents/caregivers for further input and details
- 3) request permission from the parents to seek guidance from an outside occupational therapist if the child does not have one on their treatment team, for how to progress forward

Now you are ready to run the assessment on the client!


C. Completing ("running") an Assessment

1. Click **Assessment** on the main menu
2. Click **Run Assessment**
3. Click the button in the **Select** column for the client you want to run the assessment on

(BETA)

Run Assessment

<< < 1 > >>

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender ↑↓	Select
 Sam		Smith	8	Male	<input type="button" value="📄"/>
		Johnston	11	Non binary	<input type="button" value="📄"/>
		Jones	6	Male	<input type="button" value="📄"/>
		Jones	4	Female	<input type="button" value="📄"/>

<< < 1 > >>

Assessment

- Categories
- Assessment List
- Manage Assessment
- Run Assessment**

4. Click the Arrow button in the **Actions** column:

Jennifer Jones

Assessments to Execute

Name ↑↓	Description ↑↓	Actions
Meet In The Music© (MITM) - Music Therapy Assessment	<p>This is an assessment for autistic children and/or children with diverse needs. The MITM© assessment addresses the same skill domains as does the MITM© Curriculum:</p> <ol style="list-style-type: none">1. Communication2. Cognitive3. Emotional4. Physical5. Social <p>These skill domains are labeled as "Sections" in the assessment.</p> <p>There are 129 questions in total.</p> <p>UPON COMPLETION OF THE ASSESSMENT:</p> <ol style="list-style-type: none">1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION).2. Program templates: both "intervention based" (interventions) and "skill based" (goal bank) tagged	

5. Click **I agree, proceed** and **Execute Now**:

Meet In The Music© (MITM) - Music Therapy Assessment

Introduction Supplemental Materials

Description:

This is an assessment for autistic children and/or children with diverse needs. The MITM© assessment addresses the same skill domains as does the MITM© Curriculum:

1. Communication
2. Cognitive
3. Emotional
4. Physical
5. Social

These skill domains are labeled as "Sections" in the assessment.

There are 129 questions in total.

UPON COMPLETION OF THE ASSESSMENT:

1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION).
2. Program templates: both "intervention based" (interventions) and "skill based" (goal bank) tagged program templates are mapped to the assessment.
3. When mapping, goal bank program templates ("skill based") will be listed at the top of the list.
4. These recommended program templates are based on the client's assessment scoring a rating of:
"2-Emerging" (does not execute) or "1-Challenged" (executes less than 50%).
5. From the recommended list, select "skill based" program templates to assign to the client, building his/her/their treatment plan.

6. The next screen displays the **Demographic Fields** of the client. These are autofilled from the client's file in **My Clients**. Click **Next**:

Meet In The Music© (MITM) - Music Therapy Assessment

Demographic fields

Name: Jennifer

Last Name: Jones

Date of birth: 01/01/2019

Gender: Male Female Custom

7. You have two options for completing the assessment- in sequence or out of sequence. The **Next Section** button moves you through the Sections in order, until you reach the end of the assessment. The **Sections** button allows you to jump around and complete sections/questions in any order:

Meet In The Music© (MITM) - Music Therapy Assessment

Started at 10/15/2023 05:29:46 PM

Communication

Sections Next Section →

Allows you to jump ahead and complete sections/questions in any order

Takes you through the assessment sections in order

For example, you may have completed your first assessment session with a client, and only want to answer questions in the Emotional skill domain (section) that week. By clicking on the **Sections** button, you can skip to the Emotional Section.

Meet In The Music© (MITM) - Music Therapy Assessment

Started at 10/15/2023 05:29:46 PM

Emotional

Makes choices in the session:
Individual will demonstrate choice making in one or more of the following:
- session schedule components

Assessment Sections

- Communication
 - Receptive Language Compre
 - Expressive Communication
- Cognitive
 - Auditory
 - General
 - Emotional
- Physical
 - General
 - Gross Motor
 - Fine Motor
 - Social

The down arrows expand the Sections into their subsections

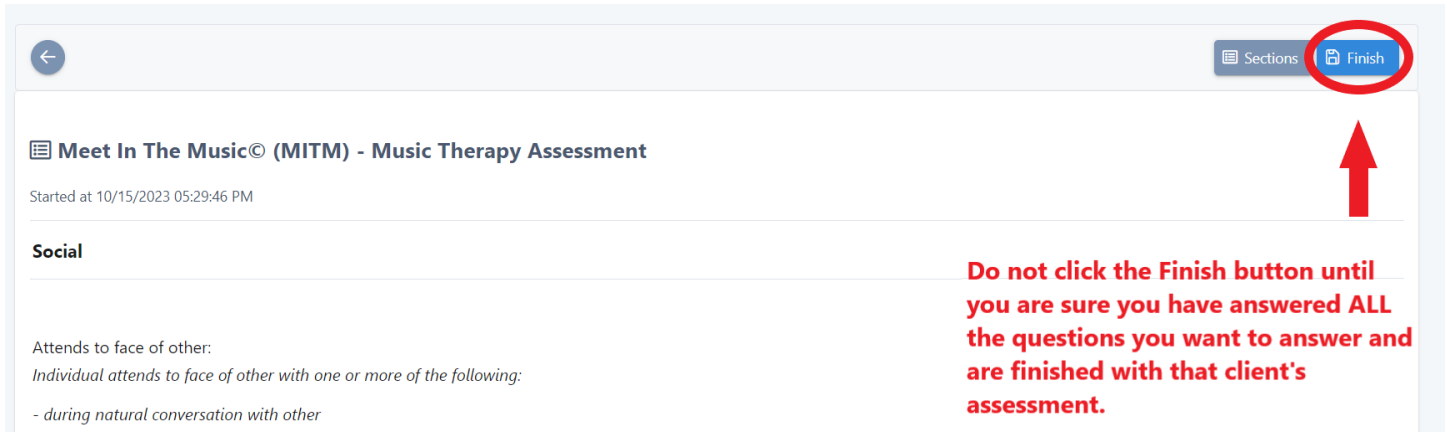
8. All questions are automatically saved. You can go to another area in UnitusTI, and return back and continue answering other questions the following week, after another session with the client.
9. You can change the scores to previously answered questions.

10. You cannot, however, unclick an answer.

IMPORTANT NOTE:

When you click the **Finish** button, UnitusTI will score that assessment.

Scenario: If you take 3 weeks to complete an assessment, it is important to NOT click the **Finish** button until the 3rd week.



← Sections **Finish**

Meet In The Music© (MITM) - Music Therapy Assessment

Started at 10/15/2023 05:29:46 PM

Social

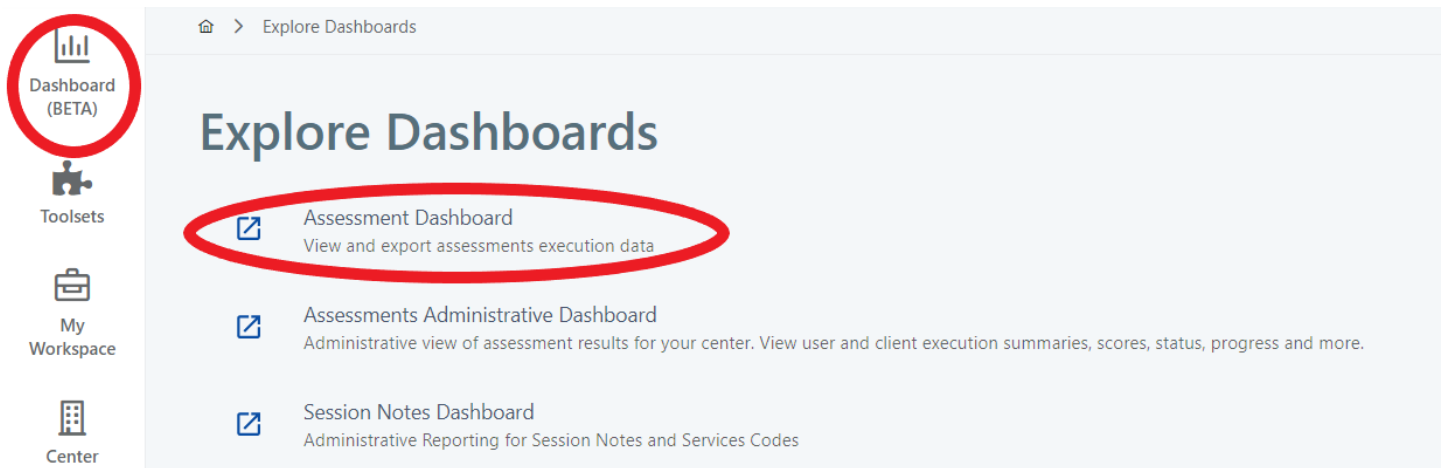
Attends to face of other:
Individual attends to face of other with one or more of the following:
- during natural conversation with other

Do not click the Finish button until you are sure you have answered ALL the questions you want to answer and are finished with that client's assessment.

D. Viewing Assessment Results- Assessment Dashboard

Now it's time to see assessment results using the *Assessment Dashboard*.

1. Go to **Dashboard**, and then **Assessment Dashboard**:



Dashboard (BETA)

Toolsets

My Workspace

Center

Explore Dashboards

- Assessment Dashboard**
View and export assessments execution data
- Assessments Administrative Dashboard**
Administrative view of assessment results for your center. View user and client execution summaries, scores, status, progress and more.
- Session Notes Dashboard**
Administrative Reporting for Session Notes and Services Codes

2. Go to **Client Selection** and enter in the client's name:

Explore Dashboards

Client Filter

To view Assessments data, begin by selecting one or more clients. When you are ready, Select an assessment to view the results.

(Note that you must be assigned to a client to view them in this dashboard)

Client Selection

I
Ella Johnston
Jennifer Jones
Justin Jones
Sam Smith

3. Select Period:

Select Period

I
2022
2023

4. Click **Load Assessment List** and select the assessment to view:

10-2023

Year - Month

Load Assessment List

Assessments List

Select the assessment that you want to view in detail



Meet In The Music© (MITM) - Music Therapy Assessment : 1

5. View the raw data: questions and answers stored. Assessment questions and answers can be downloaded into an excel/CSV:

Question	10/15/2023 16:29:47
Expressive Communication - Responds with 1-2 words:	1
Expressive Communication - Uses pronouns such as: I, you, me, we, and they:	1
Expressive Communication - Answers yes/no questions:	2
Auditory - Turns eyes/head towards direction of instrumental/vocal sound:	4
Auditory - Attends to music for 15 minutes:	3
Auditory - Rhythmic Imitation- Imitates simple rhythm patterns:	3
Auditory - Melodic Imitation- Imitates simple melodic phrases:	4
Auditory - Auditory Sequential Memory- Imitates instrument sequencing of 2 instruments:	3
Emotional - Makes choices in the session:	4
Emotional - Identifies/labels a variety of emotions/feelings:	4
Emotional - Expresses desires to therapist:	3
Emotional - Engages in new, challenging musical experiences (even despite apprehension, when present):	4
Emotional - Demonstrates an ease with vocal expression, within musical interactions:	4
Gross Motor - Imitates 2 step gross motor sequences (i.e stomp-clap, jump-bend):	3
Gross Motor - Crosses midline with left side:	3
Gross Motor - Reciprocal Movement- Pats drum, alternating right & left hands, 2 beats per hand:	3
Gross Motor - Reciprocal, Non Symmetrical Movement- Pats drum, alternating right & left hands, with different number of beats for each (ie. left hand: 2 beats, right hand: 1 beat):	4
Social - Manages turn taking for short periods, within musical experiences:	2
Social - Manages frustrations/maintains self regulation:	2
Social - Does not require assistance to carry out ideas:	3
Social - Manages changes with ease:	3

6. The MITM© main assessment is scored by Category. It will give you an average score based on the 4 point rating scale for each skill domain. This informs which skill domain(s) (Categories) one should target for the client. In this instance, one can see that the client needs support in the Communication and Social areas:







Categories

Category	10/15/2023 16:29:47
Communication	(1.33) 
Cognitive	(3.4)
Emotional	(3.8)
Physical	(3.25)
Social	(2.5) 

E. Creating a Client Treatment Plan/Goal List (Program List), Based on Assessment Results

Based on the answer to each question, UnitusTI will provide a list of **Suggested Programs** to assign to the client goal list/plan. Suggested goals (programs templates) will be displayed for questions that were answered with a Rating Scale of a 1 (Challenged: Does not execute target) or a 2 (Emerging: less than 50%).


1. Go to **Assessment** on the Main Menu
2. Go to **Manage Assessment**
3. Click the button in the **Actions** column for the client:

Name ↓	Middle Name ↓	Last Name ↓	Age ↑↓	Gender ↑↓	Actions
 Sam		Smith	8	Male	
 Ella		Johnston	11	Non binary	
		Jones	6	Male	
		Jones	4	Female	

4. Click the **History** button:


Manage Assessment

Assessments Assign Assessment

Name ↓	Description ↓	Assignment Status ↑↓	Actions
Meet In The Music© (MITM) - Music Therapy Assessment	<p>This is an assessment for autistic children and/or children with diverse needs. The MITM© assessment addresses the same skill domains as does the MITM© Curriculum:</p> <ol style="list-style-type: none"> 1. Communication 2. Cognitive 3. Emotional 4. Physical 5. Social <p>These skill domains are labeled as "Sections" in the assessment.</p> <p>There are 129 questions in total.</p> <p>UPON COMPLETION OF THE ASSESSMENT:</p> <ol style="list-style-type: none"> 1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION). 2. Review assessment both "intervention based" (interventions) and "skill based" (goal bank) and... 	IN_PROGRESS	

5. Click the **Actions** button:

Assessment Executions List

Name	Description	Execution Date ↑↓	Execution Status ↑↓	Finish Date ↑↓	Actions
Meet In The Music© (MITM) - Music Therapy Assessment	<p>This is an assessment for autistic children and/or children with diverse needs. The MITM© assessment addresses the same skill domains as does the MITM© Curriculum:</p> <ol style="list-style-type: none"> 1. Communication 2. Cognitive 3. Emotional 4. Physical 5. Social <p>These skill domains are labeled as "Sections" in the assessment.</p> <p>There are 129 questions in total.</p> <p>UPON COMPLETION OF THE ASSESSMENT:</p> <ol style="list-style-type: none"> 1. A list of recommended program templates to assign to a client will be found in the tab "Manage Assessment" (review and/or download the PDF: "Mapping Programs to a Client's Program List" in found in SUPPLEMENTAL INFORMATION). 2. Program templates: both "intervention based" (interventions) and "skill based" (goal bank) tagged program templates are mapped to the assessment. 3. When mapping, goal bank program templates ("skill based") will be listed at the top of the list. 4. These recommended program templates are based on the client's assessment scoring a rating of: <ul style="list-style-type: none"> "2-Emerging" (does not execute) or "1-Challenged" (executes less than 50%). 5. From the recommended list, select "skill based" program templates to assign to the client, building his/her/their treatment plan. 	10/15/2023 05:29:46 PM	FINISHED	10/15/2023 06:59:58 PM	

6. Scroll down and click the **Suggested Programs** tab. Here you will see a list of suggested goals (programs) to assign a client.

7. UnitusTI will suggest two types of programs from MITM©:

- A) Goal bank program templates- what gets assigned to a client's goal list (Program List). They are always listed first. There may be many options/variations recommended to choose from.
- B) Intervention program templates- for session planning, activities that target the goal. Intervention program templates are demonstrated when there are bracketed words in the **Subtitle** column (ie. When I was at the Ocean (song)).

Execution Date: 10/15/2023 05:29:46 PM
 Status: FINISHED
 Finish Date: 10/15/2023 06:59:58 PM
 Scoring Executed Assessment **Suggested Programs**

<< < 1 2 > >>

Assigned	Section ↑↓	Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Map By	Actions
	Expressive Communication	Communication	Expressive Language	Responding with 1-2 Words	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Expressive Communication	Communication	Vocal Imitation (Words) - Call & Response	Words/Sounds In Songs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Expressive Communication	Communication	Verbal Expression (Words)	Verbalize/Sing Words & Phrases	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Expressive Communication	Communication	Verbal-Words & Phrases, Memory Recall, Objects	When I was at the Ocean (Song)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

8. The **Map By** column displays the question and the answer chosen:

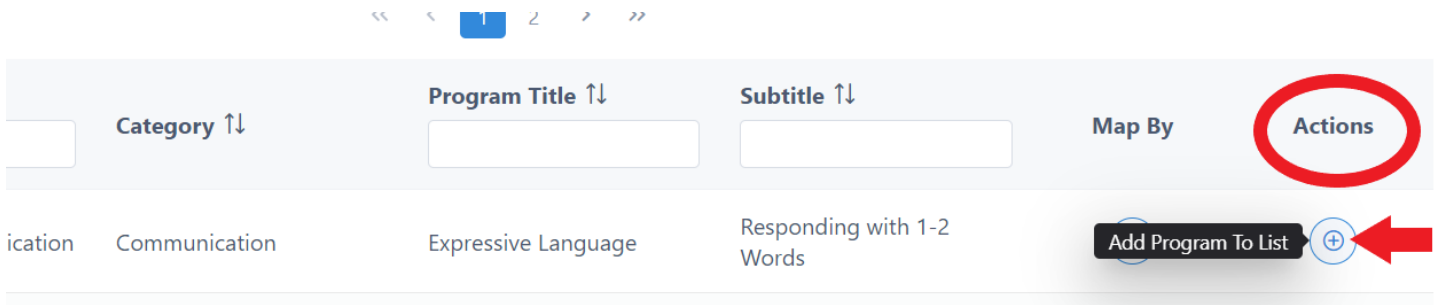
Map by Answer

Responds with 1-2 words:
 Answer [1]

Background Table Row:

Section ↑↓	Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Map By	Actions
Expressive Communication	Communication	Expressive Language	Responding with 1-2 Words	<input checked="" type="checkbox"/>	<input type="checkbox"/>

9. The **Actions** column starts the process of selecting that goal to a client's program list:



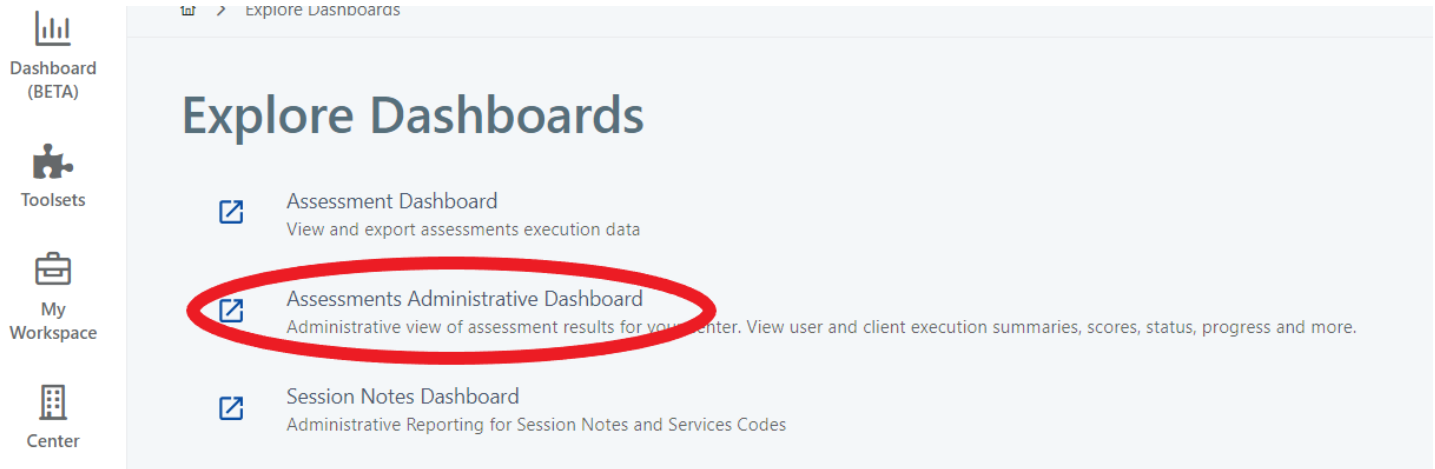
10. If this is the first goal added to a new client's goal list, it will ask you to create a new program list.

* To continue on with this process, please skip ahead to **Page 40: Creating a Program List (Music Therapy Treatment/Goal List)**

F. Tracking Assessment Progress on the Assessment Administrative Dashboard

This dashboard helps you monitor where you are at with assessments on all of your clients, and your staff with their clients. It demonstrates who has completed assessments, who is still in progress, who the user was, execution dates and finished dates.

1. Go to **Dashboard** on the main menu
2. Go to **Assessment Administrative Dashboard**:



3. Select the clients (**Client Selection**)
4. Select the date range (**Set Dates**)
5. Click **Next**

Explore Dashboards

Schools, clients and dates | Assessment Progress | Assessment Scoring

Select a School

Client Selection ←

Ella Johnston × Jennifer Jones × Justin Jones × Sam Smith ×

←

Dates selected :
7/1/2023 - 10/15/2023

←

6. Filter by Users and clients:

Schools, clients and dates | Assessment Progress | Assessment Scoring

Clients and Users

Filter for one or more users or clients using the filters below. Filters will update the entire dashboard.

Users

Select one or more users to filter the information displayed in the dashboard.

Esther Thane	0.0	4.0
Configuration User	0.0	2.0
Susan Jones	0.0	2.0
John Jones	0.0	1.0

← **Click on a user name to filter by one user only, or multiple users**

Clients

Select one or more clients (students) to filter the information displayed in

Total Clients :

This list displays users (by username) and their assigned clients (first, last names). Filter what information displays here using the Users and Clients filters.

Clients Assigned To Users

- Susan Jones**
 - Sam Smith
 - Ella Johnston
- John Jones**
 - Ella Johnston
- Esther Thane**
 - Sam Smith
 - Justin Jones
 - Jennifer Jones
 - Ella Johnston
- Configuration User**
 - Sam Smith
 - Ella Johnston

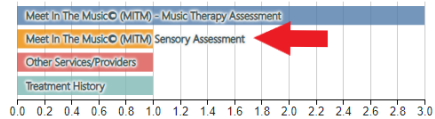
← **Click on a client to filter**

Clear Filters

7. Filter by type of assessment:

Assessments List

This chart displays the list of assessments that have been assigned at least once to a client (it does not list assessments that have never been assigned to any client.) The X-axis and hovering over data displays the total number of executions. The details of the executions can be viewed in the Assessments Table above. Click on individual data to filter results shown in the dashboard



Assessments Status

This chart shows the total breakdown of assigned assessments by their execution status. Select data to filter other charts in this section

- Finished : An assessment was completed and submitted.
- Assigned : Assigned to a client but not run yet.
- Invalid : A draft assessment was assigned and data was taken, then the assessment was edited or published (the data becomes invalid, then).
- In_Progress : Assigned and run but not completed.



8. See the execution date, finished date, user
9. Download to an excel/CSV:

Assessments Table

[Excel](#) [CSV](#)

This table displays progress details for clients' assigned assessments. Use the dashboard filters and the filters in this section to change the information displayed here

Client	User	Assessment	Status	Execution Date	Finish Date
Jennifer Jones	esther - Esther Thane	Meet In The Music© (MITM) - Music Therapy Assessment	FINISHED	10/15/2023 4:29 PM	10/15/2023 5:59 PM
Ella Johnston	esther - Esther Thane	Meet In The Music© (MITM) Sensory Assessment	IN_PROGRESS	09/15/2023 1:05 PM	
Ella Johnston	esther - Esther Thane	Other Services/Providers	IN_PROGRESS	09/15/2023 1:02 PM	
Justin Jones	esther - Esther Thane	Meet In The Music© (MITM) - Music Therapy Assessment	FINISHED	09/15/2023 12:15 PM	09/15/2023 12:16 PM
Sam Smith	esther - Esther Thane	Treatment History	IN_PROGRESS	09/06/2023 12:44 PM	
Ella Johnston	esther - Esther Thane	Meet In The Music© (MITM) - Music Therapy Assessment	IN_PROGRESS	07/17/2023 3:35 PM	

The MITM© Program

What Is the MITM Program

Meet In The Music© content is divided into two segments: music therapy interventions & songs (to help you plan your session content), and a music therapy goal bank of goals and objectives (to be used for documentation). Both are categorized using the following skill domains:

Categories

1. Cognitive
2. Communication
3. Emotional
4. Physical
5. Social
6. Therapeutic Music Instruction
7. Training Videos

You can review the categories in the Categories areas of UnitusTI (see screenshot below) or use them to quickly search for goals and activities.

☰ Categories

Name TI	Short Name TI	Description
Cognitive		Auditory Awareness, Auditory Attention, Auditory Discrimination, Association, Auditory Processing, Auditory Figure Ground, Sequential Memory, Temporal Pacing, Dynamics, Impulse Control, Joint Attention, Leadership, Matching, Numbers, Colors, Alphabet-Letters, Animal Names & Sounds, Body Parts, Facial Features, Days of the Week, Months, Seasons, Musical Instruments, Clothing, Objects, Categorization, Directional Concepts, Positional Concepts, Opposing Concepts, Counting, Following Directions
Communication		Vocal Responsiveness, Vocal Expression (Inflection, Range), Vocal Imitation (Letter Sounds), Expressive Language, Verbal Expression (Words, Phrases, Sentences, Questions, Emotional Needs, See Also Social Domain), Verbal Imitation, Oral-Motor, Blowing, Body Language & Communicative Gestures, Sign Language, Augmentative Communication, Duration & Frequency of: Protest/Stressed Vocalizations, Spontaneous Vocalizations, Spontaneous Verbal Statements, Conversation, Prosody, Articulation, Grammar
Emotional		Self Awareness, Self Awareness- Facial Features, Self Concept, Self Expression: Vocal Expression, Verbal Expression, Instrumental Expression, Creative Movement, Choice Making, Leadership, Role Play, Representational Play, Responsiveness to Music, Self Confidence, Emotional Recognition- Facial Expression & Musical Interpretation, Self Regulation, Coping Strategies, Impulse Control.
Physical		Gross Motor, Fine Motor, Mallet Grasp, Tripod Grasp, Digit Manipulation, Guitar/Autoharp Pick Manipulation, Eye- Hand Coordination, Mallet grasp- Duration, Actions, Imitation, Sequencing, Impulse Control, Crossing Midline, Motor Praxis, Directional & Positional Concepts, Sensory Processing, Auditory Defensiveness, Self Regulation, Relaxation, Respiration, Vocal Projection, Oral-Motor, Bilateral Integration, Coordinated Movement
Social		Active Participation, Musical Engagement, Musical Reciprocity, Establishing Rapport, Unfamiliar/New Instruments/Activities, Following in Line, Joint Attention, Turn Taking, Leadership, Eye Gaze, Greeting Rituals, Farewell Rituals, Verbal Expression, Imitation- Sign Language, Impulse Control, Conversation, Musical Engagement- Frequency & Duration, Group Engagement, Volume Level, Initiation, Receptivity & Acceptance of Other's Music.
Therapeutic Music Instruction		Piano Instruction- Basic Fingering, Black Note Groupings, Finding All the C's..., Music Notation, Guitar Instruction- Guitar Positioning, Holding a Pick, Exploring the 6 Strings, Orientation to Frets, Strumming, Barring a Chord, Chords, Songs with Two Chords, Vocal Instruction- Stretching, Posture, Breathing, Tonic Note Exercise, 3 Note- Descending exercise, 5 Note- Descending Exercise, General Musicianship
Training Videos		Creating Curiosity, Establishing Trust, Establishing Parameters, Encouraging Vocal Responses, Encouraging Vocal Imitation, Challenging Flexibility, Vocal Matching, Connecting Through Piano Improvisation

Each skill domain includes templates that are included in the goal bank and the interventions & songs sections of MITM[©]. The **Description** column gives you more detail on the sub-skill domains that fall under each category. These subcategories are also used as the **Program Titles** for goals and interventions that you'll find in the Program Templates area of UnitusTI. For example, under the **COGNITIVE** skill domain, there are a variety of programs, both goal bank programs, and intervention program templates that address Temporal Pacing, the Alphabet, Colors etc.

The **THERAPEUTIC MUSIC INSTRUCTION** skill domain contains beginning introduction programs for the voice, piano and guitar. Knowing music therapists use a variety of method books when teaching, this category includes just the beginning programs for introducing the instrument to a client, such as how to hold the guitar, learning the frets, how to find all the "C's" on the piano, or proper stretching before engaging in vocal practice.

The **TRAINING VIDEOS** category offers a variety of videos modeling strategies with a client such as how to challenge flexibility. They can be a useful resource when training new staff who otherwise have not had exposure or experience with working with the autistic or diverse needs community.

Interventions & Goals

1. Intervention Based Programs (songs & interventions)

Intervention based programs are a collection of session interventions and songs that provide you with a rich resource of activities to implement into your music therapy sessions. For example, as music therapists, we can often stagnate- doing the same interventions in our sessions over and over again (FYI 6 original hello and 6 goodbye songs are included). We often crave fresh ideas to introduce to our clients. This is true for the seasoned music therapist. This curriculum is also a great resource for the new music therapist, or one that has little experience working with autistic or diverse needs children. There are over 150+ interventions and songs included within MITM[©].

To search for interventions and songs in MITM[©]:

- 1) click on **Programs** in the main menu
- 2) click **Program Templates**
- 3) type in the words: **"intervention based"** in the **Program Tag** field:

Program Templates

Category: [List All] Template Type: [List All]

Template Catalog Columns

<< < 1 2 3 4 5 6 7 8 9 10 > >>

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags	Actions
Communication	Vocal Imitation- Letter Sounds	Letter Sounds (Cabasa Talk- Level 2)	Offer proprioceptive input of the cabasa to elicit and motivate imitation of letter sounds.	#CLINAME will imitate targeted letter sounds at designated moments in the song.	<input type="text" value="intervention based"/> <ul style="list-style-type: none"> communication verbal imitation vowel sounds letter sounds proprioception intervention based articulation sheet music 	Preview

You can also filter by **Category**. For example, if you'd like to see the list of interventions that target physical skills,

- 1) select **"Physical"** in the **Category** field at the top
- 2) type in: **"intervention based"** in the **Program tags** field:

Program Templates

Category: **Physical** Template Type: [List All]

Gross Motor, Fine Motor, Mallet Grasp, Tripod Grasp, Digit Manipulation, Guitar/Autoharp Pick Manipulation, Eye- Hand Co-ordination, Mallet grasp- Duration, Actions, Imitation, Sequencing, Impulse Control, Crossing Midline, Motor Praxis, Directional & Positional Concepts, Sensory Processing, Auditory Defensiveness, Self Regulation, Relaxation, Respiration, Vocal Projection, Oral-Motor, Bilateral Integration, Coordinated Movement

Template Catalog Column

<< < 1 2 3 4 > >>

Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags	Actions
Gross Motor Actions- Imitation	Gross Motor Imitation (Action Song #1- Level 1)	Introduce action songs to explore & execute an assortment of gross motor	#CLINAME will execute an assortment of gross motor actions within an action	<input type="text" value="intervention based"/> <ul style="list-style-type: none"> gross motor actions action song imitation gross motor imitation intervention based videos sheet music telehealth picture cards actions 	Preview

In the above example image, you can see there are 4 pages (10 per page), approximately 34 interventions that target the physical skill domain (illustrated by the numbers bar in the middle of the screen '1234').

You can further refine your search by: typing in a sub skill domain call up word in the **Program Title** field, such as *Crossing Midline*. This will filter by & give you a list for all the interventions in MITM© that target Crossing Midline:

The screenshot displays the MITM Program Templates interface. At the top, there are filters for 'Category' (Physical) and 'Template Type' ([List All]). Below these is a list of categories: Gross Motor, Fine Motor, Mallet Grasp, Tripod Grasp, Digit Manipulation, Guitar/Autoharp Pick Manipulation, Eye- Hand Co-ordination, Mallet grasp- Duration, Actions, Imitation, Sequencing, Impulse Control, Crossing Midline, Motor Praxis, Directional & Positional Concepts, Sensory Processing, Auditory Defensiveness, Self Regulation, Relaxation, Respiration, Vocal Projection, Oral-Motor, Bilateral Integration, Coordinated Movement. The main area shows a 'Template Catalog' with a pagination bar indicating page 1 of 4. The table below has columns for Program Title, Subtitle, Instruction, Client Response, Program tags, and Actions. The 'Program Title' and 'Program tags' fields are circled in red. The 'Program Title' field contains 'crossing midline' and the 'Program tags' field contains 'intervention based'. The table lists a program titled 'Crossing Midline, Motor Praxis, Sequencing' with a subtitle 'Crossing Midline (Vibra-slap Intervention- Level 2, Upper Body)', an instruction 'Offer opportunities to cross the midline (upper body), practice eye-hand coordination, and 2 step sequencing.', and a client response '#CLINAME will cross midline and execute 2 step sequencing hand rhythm patterns.' The program tags include 'Intervention based', 'crossing midline', 'motor praxis', 'sequencing', and 'eye-hand coordination'. A 'Preview' button is visible in the Actions column.

Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags	Actions
crossing midline				intervention based	
Crossing Midline, Motor Praxis, Sequencing	Crossing Midline (Vibra-slap Intervention- Level 2, Upper Body)	Offer opportunities to cross the midline (upper body), practice eye-hand coordination, and 2 step sequencing.	#CLINAME will cross midline and execute 2 step sequencing hand rhythm patterns.	Intervention based crossing midline motor praxis sequencing eye-hand coordination	Preview

2. Skill Based Program Templates (goal bank)

Skill based programs are a collection of preloaded music therapy goals and objectives you can assign to your client, and take evidence based, quantitative data on. These goal bank programs can all be cloned to suit your verbiage, or used as is, in their original form. There are over 150+ music therapy goals and thousands of objectives included within MITM©.

To search for goals in MITM©:

- 1) click on **Programs** in the far left drop down menu
- 2) click **Program Templates**
- 3) type in the words: **"skill based"** in the **Program Tag** field:

Program Templates

Category Template Type

Template Catalog

<< < 1 2 3 4 5 6 7 8 9 10 > >>

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags
Social	Impulse Control & Joint Attention	Responding After Musical Phrases in Songs	Offer percussive/ melodic instrument of choice to play after each musical phrase within a song.	#CLINAME will demonstrate impulse control by playing after each musical phrase within a song.	<input type="text" value="skill based"/> impulse control joint attention songs skill based musical phrases
			Offer an assortment of instruments to play within a song or		

(Follow the same procedure as in the Intervention based content above, to search for specific category skill domains and sub skill domains.)

How To Use The MITM Goals & Interventions

1. Planning your session: Search for interventions and songs to implement into your music therapy sessions. The instructions and extra resources are included in the program template for you to use as you wish.
2. Creating a Treatment Plan: Searching for goals that you can use to take qualitative data and document (these are intended to be assigned directly to clients for this purpose in Manage Programs - see more on assigning programs in the next section)

Searching for specific programs

Goals and interventions can all be found in the Program Templates area of UnitusTI. There are many fields to help you search and filter for specific goals or interventions, such as:

- A) Category
- B) Program Title
- C) Program tags
- D) Subtitle

A. Search By Category

Select the **Category** (skill domain) you'd like to look up, from the drop down menu (and then enter in *intervention based* or *skill based*, depending on whether you are searching for interventions or goals):

Program Templates

Category: [List All] (dropdown menu open with options: [Select One], [List All], Cognitive, Communication, Emotional, Physical)

Template Type: [List All]

Client Response: skill based

Program tags: impulse control, joint attention, songs, skill based, musical phrases

Social	Impulse Control & Joint Attention	Responding After Musical Phrases in Songs	Offer percussive/melodic instrument of choice to play after each musical phrase within a song.	#CLINAME will demonstrate impulse control by playing after each musical phrase within a song.	impulse control, joint attention, songs, skill based, musical phrases
Social	Musical Engagement- Playing	Active Participation-	Offer an assortment of instruments to play within a song or improvisational experience. The	#CLINAME will actively play instruments during	participation, instrumental engagement

B. Search By Program Title

* Remember, **program titles** are the list of words under **Categories** (& in the description column of the **Categories** area):

Program Templates

Category: Social

Template Type: [List All]

Active Participation, Musical Engagement, Musical Reciprocity, Establishing Rapport, Unfamiliar/New Instruments/Activities, Following in Line, Joint Attention, Turn Taking, Leadership, Eye Gaze, Greeting Rituals, Farewell Rituals, Verbal Expression, Imitation- Sign Language, Impulse Control, Conversation, Musical Engagement- Frequency & Duration, Group Engagement, Volume Level, Initiation, Receptivity & Acceptance of Other's Music.

Template Catalog

Program Title ↑↓ Subtitle ↑↓ Instruction ↑↓ Client Response Program tags

Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags
Impulse Control & Joint Attention	Impulse Control- (Let's Hear you Blow the Horn- Level 2)	Offer an assortment of blowing instruments. Encourage #CLINAME to demonstrate impulse control by blowing after each musical phrase in the song, modulating responses to changes in	#CLINAME will demonstrate impulse control by blowing a variety of wind instruments, after each musical phrase in the song, modulating responses to changes in	blowing impulse control joint attention intervention based sheet music telehealth

C. Search By Program tags

Think of **Program tags** like a Google search. For example, if you are looking for goals/ interventions that are about “self regulation”, “colors”, or “articulation”, type those words into the **Program tags** field:

Program Templates

Category: [List All] Template Type: [List All]

Template Catalog

Category ↑↓ Program Title ↑↓ Subtitle ↑↓ Instruction ↑↓ Client Response Program tags

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags
Communication	Vocal Imitation- Letter Sounds	Letter Sounds (Cabasa Talk- Level 2)	Offer proprioceptive input of the cabasa to elicit and motivate imitation of letter sounds.	#CLINAME will imitate targeted letter sounds at designated moments in the song.	articulation

communication verbal imitation vowel sounds letter sounds proprioception intervention based articulation sheet music

Here are a list of some common **Program tags**, (though not limited to):

- impulse control
- imitation
- letter sounds

- words
- memory recall
- alphabet
- colors
- songs
- crossing midline
- sequencing
- animals
- actions
- relaxation
- respiration
- oral motor
- body parts
- joint attention
- counting
- numbers
- questions
- choice making
- sign language
- blowing
- leadership
- coping strategies
- self concept
- self regulation
- gross motor
- fine motor
- motor praxis
- crossing midline
- eye-hand coordination
- greeting rituals
- farewell rituals
- frequency
- duration
- turn taking

Other common search words in the **Program tags** field, for **'intervention based'** *Program templates* are:

1. sheet music
2. picture cards
3. audio files
4. telehealth

D. Search By Subtitle:

Subtitle fields include the name of interventions or more defined goals that fall under a skill domain:

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags
		jumping squares			
Physical	Gross Motor Praxis, Impulse Control, Sequencing	Jumping & Gross Motor Impulse Control- (Jumping Squares Activity)	Implement activity which promotes coordination, balance, motor planning, sequencing & impulse control as well as providing excellent proprioception.	#CLINAME will execute jumping sequence on numbered squares, within an established rhythmic and melodic structure.	gross motor jumping impulse control sequencing 2 step sequencing intervention based balance coordination motor planning motor praxis videos sheet music sequencing

E. Where to find Sheet Music, Audio Files, Picture Cards

Intervention based program templates that include sheet music, picture cards, and/or audio files, are found in the program templates' Supplemental Information tab. Sheet music and picture cards can be downloaded and printed off:

Viewing Videos in Program Templates

Videos can only be viewed on the far right column by clicking the *Preview* button. This calls up a "newspaper column view of the program template. It is here that you can click on the "play" button to open up the video. Videos CANNOT be viewed when viewing program templates in the **Update Program Template** view:

<< < 1 2 3 4 5 6 > >>

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags	Actions
Cognitive	Colors & Clothing	Colors & Clothing Identification (Who is Wearing the Color Red- Song)	Introduce song targeting identification of colors and clothing.	#CLINAME will identify and label colors and clothing items.	video cognitive auditory attention colors clothing signing intervention based videos sheet music telehealth	Preview
Physical	Gross Motor Actions-	Gross Motor Imitation (Action	Introduce action songs to explore & execute an	#CLINAME will execute an assortment of gross	gross motor actions action song imitation gross motor imitation intervention based videos sheet music telehealth picture cards	Preview

Gross Motor Praxis, Impulse Control, Sequencing

Training Video- Jumping Sq...

should be played with less accent).
7. Once proficiency is achieved, introduce 2 step sequences (i.e. jumping on beat 1 of each measure, crashing hand cymbals together on beat 3).

Client Response
#CLINAME will execute jumping sequence on numbered squares, within an established rhythmic and melodic structure.

Video Reference

Scroll down the screen & click on the Play icon to new video

Creating Custom Program Templates

UnitusTI includes the ability to create your own program templates. You can do this by creating them from scratch or cloning the MITM templates to tweak them for your needs (see next section on cloning). Below are the steps to create your own custom templates.

1. Go to **Programs** in the main menu, and click the **red button** on the bottom right. This will create a new program template for you. *NOTE: the red button is your 'call to action' button on UnitusTI and is a consistent workflow, for creating something new (i.e. program templates, clients, users, program lists, etc.).*

The screenshot shows the 'Program Templates' page in the UnitusTI interface. On the left sidebar, the 'Programs' menu item is circled in red. In the main content area, there is a 'Program Templates' section with filters for 'Category' and 'Template Type'. Below this is a 'Template Catalog' with a table of templates. The table has columns for 'Program Title', 'Subtitle', 'Instruction', 'Client Response', 'Program tags', and 'Actions'. A red arrow points to a red circular button with a white plus sign in the bottom right corner of the interface, with the text 'click red button to create own template' next to it.

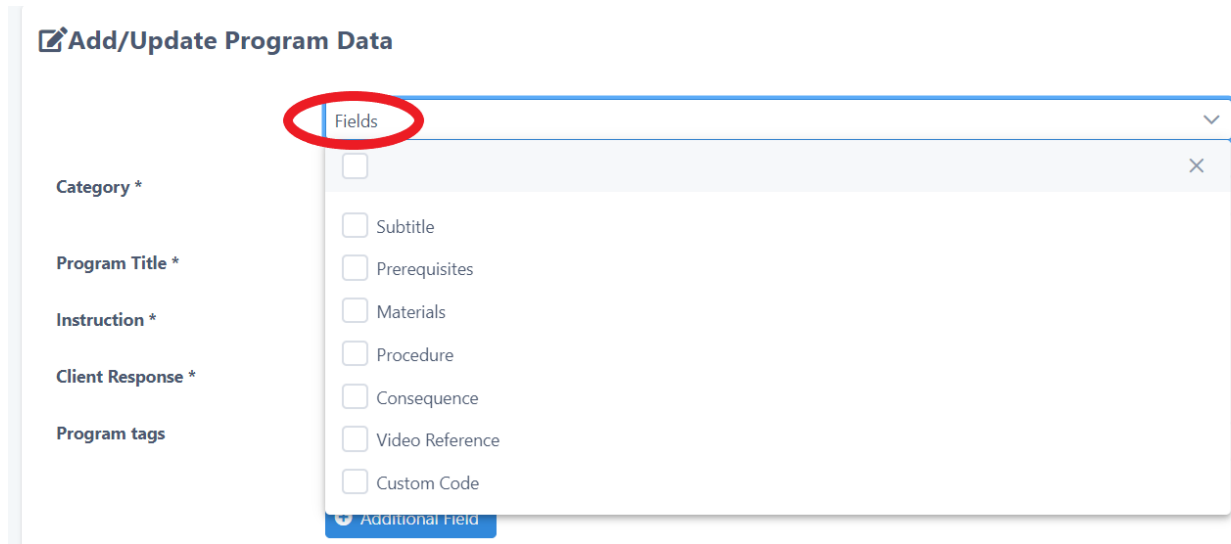
2. Presented are the minimum required fields to save a new program template:

The screenshot shows the 'Add/Update Program Data' form. The form includes the following fields:

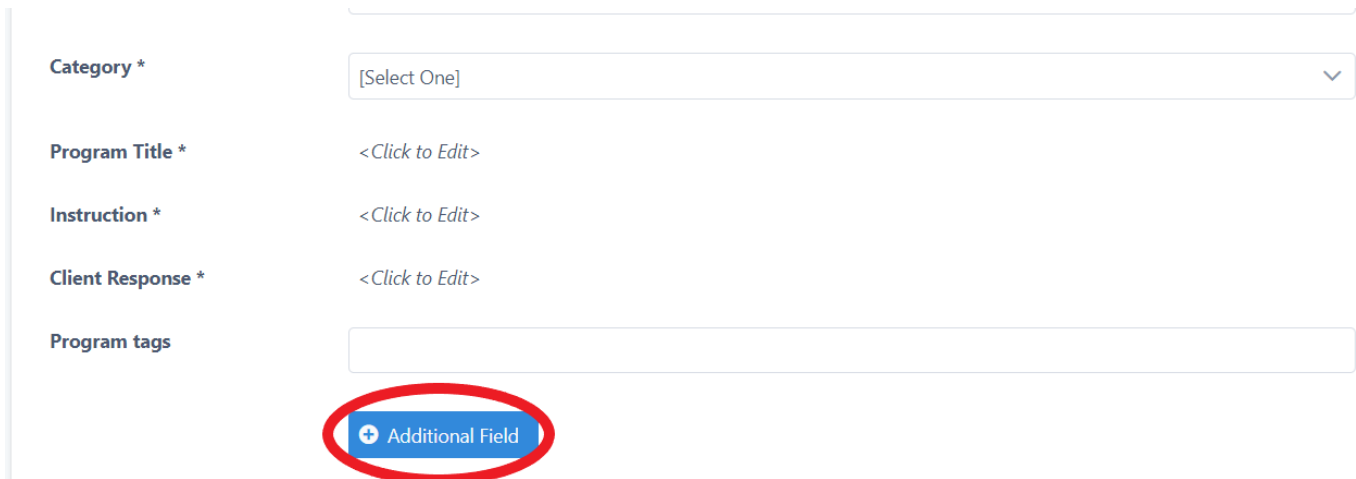
- Fields: [Dropdown menu]
- Category *: [Select One]
- Program Title *: <Click to Edit>
- Instruction *: <Click to Edit>
- Client Response *: <Click to Edit>
- Program tags: [Text input field]
- Additional Field: [Blue button with plus icon]
- Target type *: [Select One]

**please view videos in our video tutorials library for explanations of what each field does and how to manipulate*

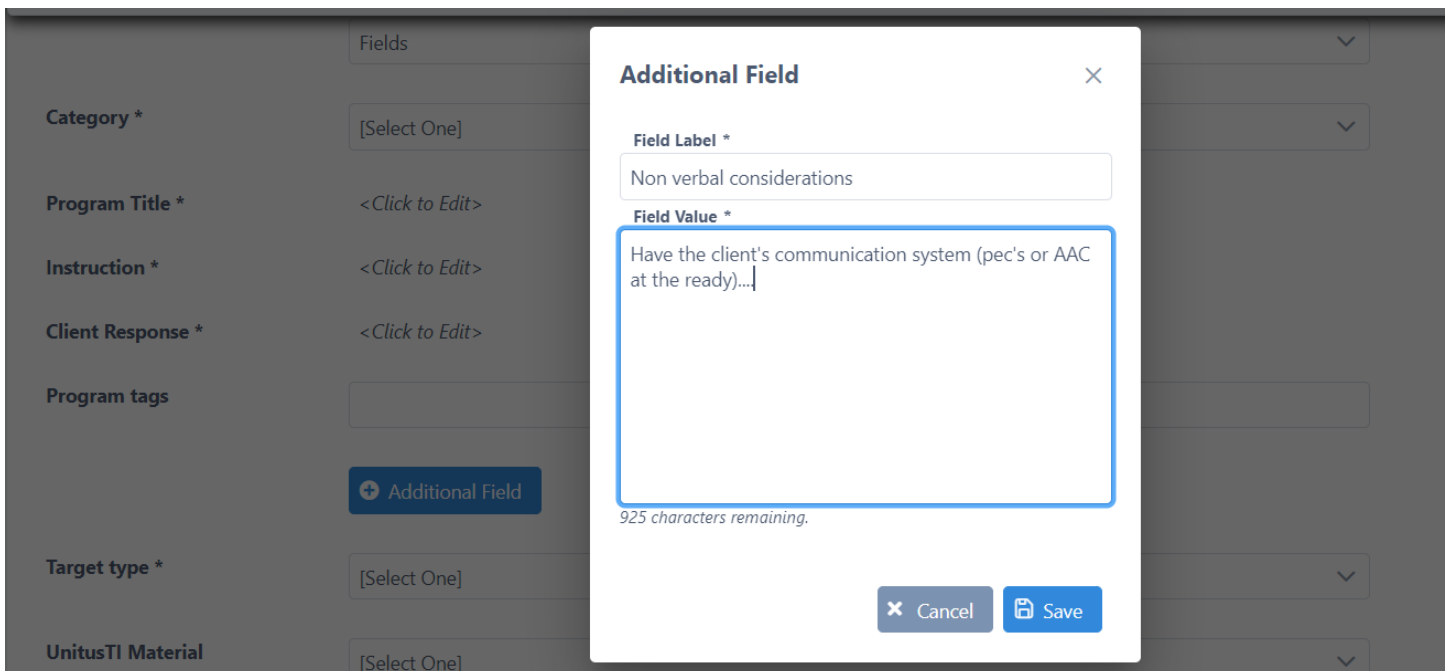
3. You have the option of adding in more fields using the **Fields** area:



and/or the **Additional fields** button to create your own customized fields:



Enter in the **Field Name**, and **Field Value** accordingly. Click **Save**:



4. Click **Save** after all fields have been filled in.

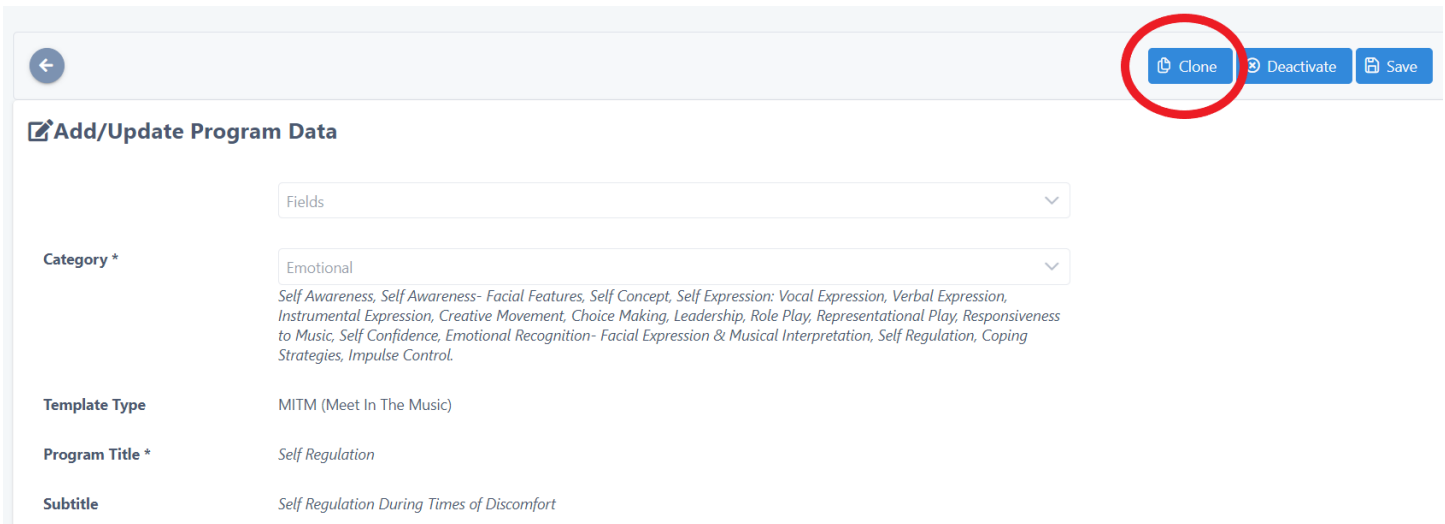
Cloning an MITM© program

You may want to slightly edit a pre-existing MITM© program template, change the wording of the goal (client response), add in different targets or procedures, or make other changes. This is an easy process to do. Instead of creating a program template from scratch, it is recommended to first search up pre existing program templates. Try and find a template as close to what you want as possible and edit that. This will save you valuable time since the fields are already pre filled, and may just require a bit of tweaking. For example, the rating scale criteria are already filled in and brought over from pre existing MITM© templates.

1. Find the template that comes closest to the goal you are searching for.
2. Click the **down arrow** button to the right of the **Preview** button on the far right:



3. Click the **Clone** button at the top right:



This will open up all fields for you to edit.

4. Delete the **{COPY}** in the **Program Title**. This is how UnitusTI differentiates the original template from your cloned version:

Add/Update Program Data

Fields ▼

Category * ▼
Emotional
Self Awareness, Self Awareness- Facial Features, Self Concept, Self Expression: Vocal Expression, Verbal Expression, Instrumental Expression, Creative Movement, Choice Making, Leadership, Role Play, Representational Play, Responsiveness to Music, Self Confidence, Emotional Recognition- Facial Expression & Musical Interpretation, Self Regulation, Coping Strategies, Impulse Control.

Template Type MITM (Meet In The Music)(Custom)

Program Title * [COPY]Self Regulation

Subtitle *Self Regulation During Times of Discomfort*

5. Add a **Program Tag** (perhaps the initials of your company name), so you can call up and filter for that program template easily. When you clone numerous MITM© templates, adding your company program tag, it will filter by all of your cloned templates, apart from the original MITM© templates. So for example, add "HMT" for "Happy Music Therapy LLC." Click "enter" after each new program tag you add:

Procedure *Self regulation involves the ability to be (or become) organized, calm and ready to engage in a task for reasonable lengths. Certain stimuli may provoke a negative reaction from the client, which can lead to dis-regulation. For example, the sound of a certain timbre, a particular voice, feelings of performance pressure, or a change to the routine may trigger a physiological and/or behavioral response. Supportive strategies may include: 1) deep breathing, 2) removing stimuli and re-introducing intermittently, 3) chew necklaces/beadlets, 4) review of schedule, 5) pausing for a moment of silence, 6) negotiating a set number of turns remaining, 7) modeling phrases for emotional identification and communication of needs (i.e. "I'm feeling nervous, but I am ok").*

Client Response * *#CLINAME will self regulate during times of discomfort, exercising self coping strategies.*

Program tags coping strategies ⊗ support strategies ⊗ skill based ⊗ self regulation ⊗ HMT ⊗

+ Additional Field

6. Now you can edit the content in any of the fields and even add new fields. Simply delete or edit the content already there:

Subtitle *Self Regulation During Times of Discomfort*

Instruction *

Support with client specific coping strategies, during moments of dis-regulation.

413 characters remaining.

Procedure

Self regulation involves the ability to be (or become) organized, calm and ready to engage in a task for reasonable lengths. Certain stimuli may provoke a negative reaction from the client, which can lead to dis-regulation. For example, the sound of a certain timbre, a particular voice, feelings of performance pressure, or a change to the routine may trigger a physiological and/or behavioral response. Supportive strategies may include: 1) deep breathing, 2) removing stimuli and re-introducing intermittently, 3) chew necklaces/bracelets, 4) review of schedule, 5) pausing for a moment of silence, 6) negotiating a set number of turns remaining, 7) modeling phrases for emotional identification and communication of needs (i.e. "I'm feeling nervous, but I am ok").

1224

Client Response *

#CLINAME will self regulate during times of discomfort, exercising self coping strategies.

7. Always remember to click the **Save** button at the top right:

←

Save

Add/Update Program Data

Fields

Category *

Emotional

Self Awareness, Self Awareness- Facial Features, Self Concept, Self Expression: Vocal Expression, Verbal Expression, Instrumental Expression, Creative Movement, Choice Making, Leadership, Role Play; Representational Play; Responsiveness to Music, Self Confidence, Emotional Recognition- Facial Expression & Musical Interpretation, Self Regulation, Coping Strategies, Impulse Control.

Assigning Programs to a Client

(Music Therapy Treatment/Goal List)

Creating a Program List

Assigning programs (i.e. goals) to clients is done by creating a program list (or multiple lists), and this can be done in two ways:

OPTION #1 After completing the MITM© assessment on a client, UnitusTI will give you a list of suggested programs that you might want to assign. You can create a treatment list (program list) right from assessment.

OPTION #2 For current clients that do not require an assessment to be completed on them (perhaps you did this already prior to using UnitusTI), and you already have a treatment list of goals- you just need to replicate it now on UnitusTI.

Note: for #1, please refer to the Assessment section of the user guide (pg.)

For #2, read below instructions:

TIP: It is recommended that you have a notepad beside you when going through this process, to write down and list the **program title & subtitle** names you have searched for and chosen, to add to your client's treatment goal list.

STEP 1

Before you create your list, you will want to choose your goals for the client (skill based program templates). Click on **Programs** (main menu), then **Program Templates**, and search and select the programs (goals/ skill based programs) you want to assign to your client. Write down these Program Titles and Subtitles on your notepad.

STEP 2

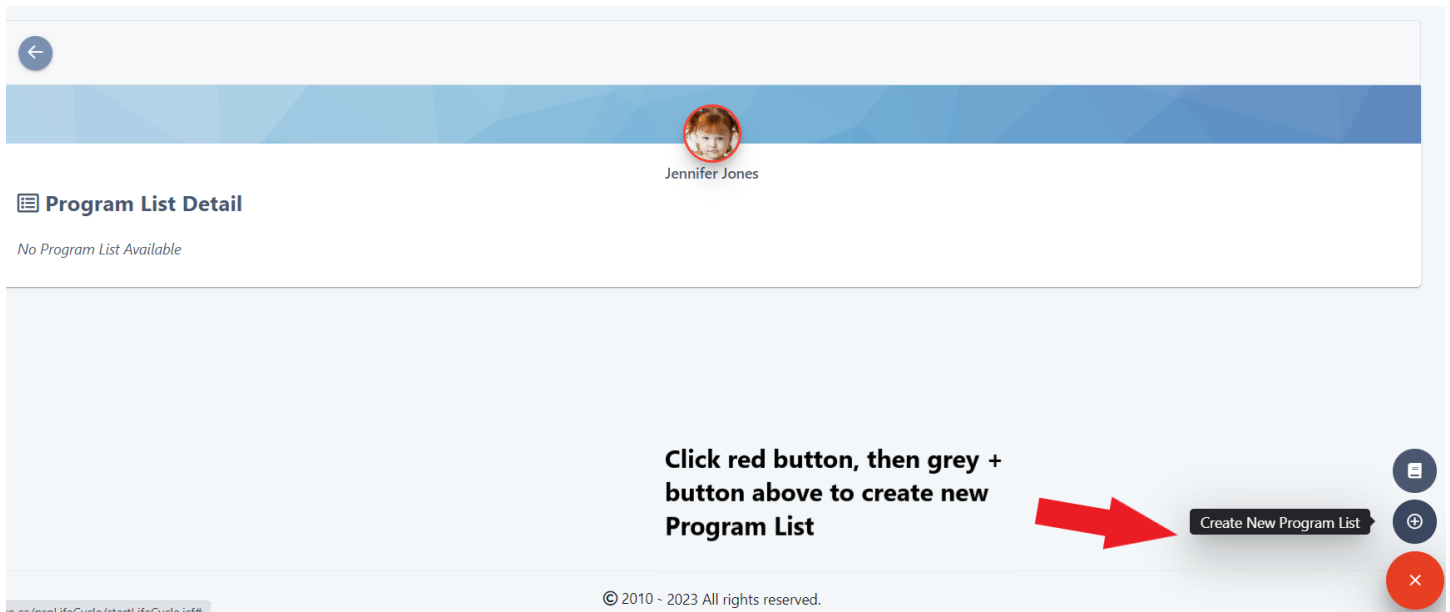
Go to **Programs**, then **Manage Programs**, and click the **Actions** button for the client you want to create a goal list for:

The screenshot shows the 'Manage Programs' interface. On the left is a sidebar with navigation options: Dashboard (BETA), Toolsets, My Workspace, Center, Assessment, Programs (highlighted), and Reports / Tracking. The main content area is titled 'Manage Programs' and features a table with columns for Name, Middle Name, Last Name, Age, Gender, and Actions. The table lists four clients: Sam (Age 8, Male), Ella (Age 11, Non binary), Justin (Age 6, Male), and Smith (Age 0, Female). A red circle highlights the 'Actions' button for Ella. Below the table, a dropdown menu is open, showing options: Categories, Program Templates, Manage Programs (circled in red), and Add Program. A 'Bulk Assign' button is visible in the top right corner.

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender ↑↓	Actions
Sam		Smith	8	Male	[Action]
Ella		Johnston	11	Non binary	[Action]
Justin		Jones	6	Male	[Action]
		Smith	0	Female	[Action]

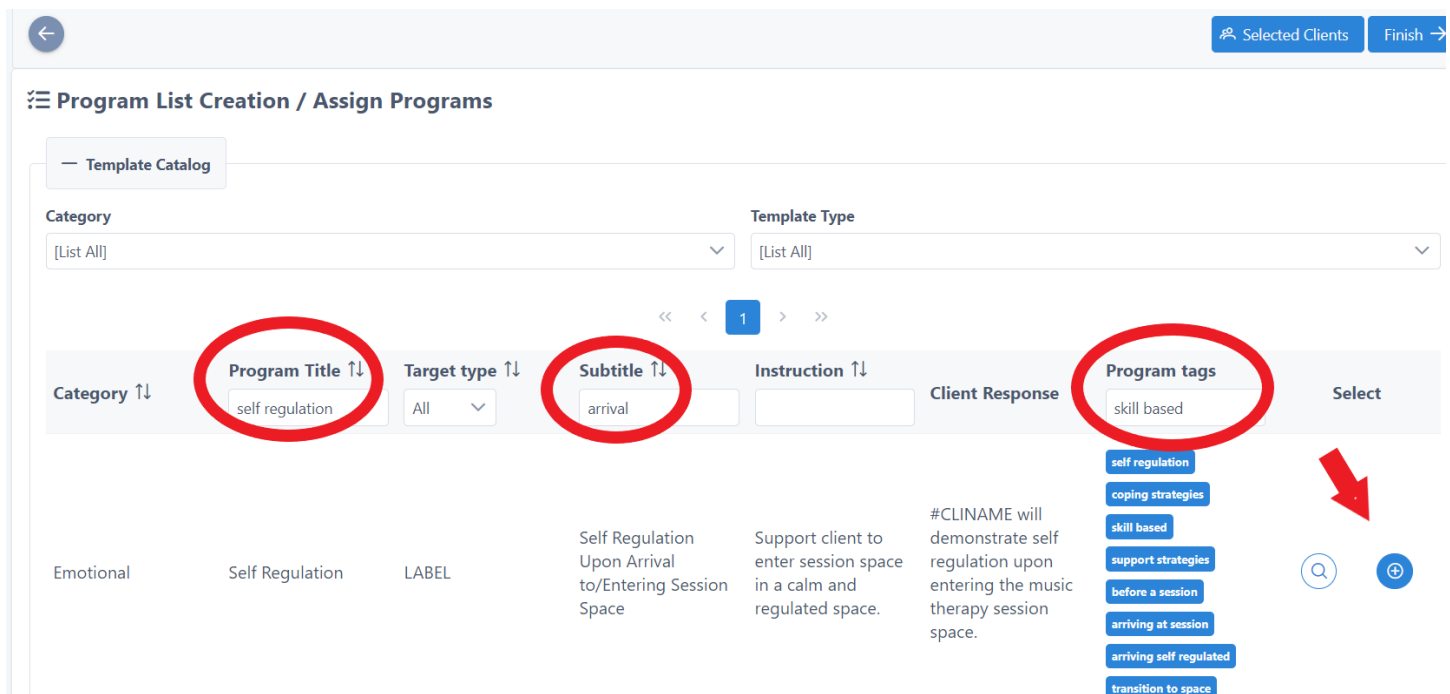
STEP 3

Click the **Red button**, then the grey "+" button above to create a new program list :



STEP 4

Type in the **Program Title**, **Subtitle**, and "skill based" in the **Program tags** field. Then click on the far right "+" button:



STEP 5

Read the **Program Details** to ensure this is the correct program/ goal to assign to the client. Click **Next**:

←

Customizing Program

Program Targets Parameters Prompts Additional Info Notes

Program Title Self Regulation
Subtitle Self Regulation Upon Arrival to/Entering Session Space
Prerequisites The client demonstrates disregulation and protest when entering session. This may include one or more of the following behaviors: 1. throws tantrums 2. cries 3. yells 4. kicks 5. verbally refuses to enter session space
Instruction Procedure Support client to enter session space in a calm and regulated space. To encourage receptivity and regulation during the transition to a session space, employ one or more of the following strategies such as: 1. play a favorite song before client enters/opens the door to the space 2. meet the client in the hallway/car/outside with a preferred item/toy/instrument, to create curiosity & an easier transition to the space 3. complete a portion of the session outside of the designated session space, gradually moving towards the space when client indicates a continued comfort level and receptivity. This may take a few sessions to actually enter the space itself for the session.
Client Response #CLINAME will demonstrate self regulation upon entering the music therapy session space.
Target type LABEL

Next

STEP 6

Checkmark the targets you want to assign. Use the middle arrows bar to move them over from the **Targets Available** box into the **Targets Selected** box, then click **Next**:

Customizing Program

Program Targets Parameters Prompts Additional Info Notes

Specific Target Selection *

Targets Available

Self Regulation

Targets Selected

Back Next

STEP 7

Select **Rating Scale** from the drop down menu (*for discrete trial, frequency, duration or other data collection types, please watch training videos in our video tutorials):

☰ Customizing Program

Program	Targets	Parameters	#Rates	Def.	Prompts	Additional Info	Notes
		<p>Data Acquisition Type *</p> <p>Record prompt data?</p> <p>Max Scale Rate</p>					

...e way, the prompt and program data?

STEP 8

A) If you'd like to record prompt data toggle over the **Record prompt data** button to the "on" position:

B) Click around the dials to set the **Maximum Scale Rate** and the **Scale Mastery** at "4".

C) Enter in the number of **Consecutive Sessions** for mastery to occur before you consider it mastered (typically this is 3-5). *It can, however, be any number of consecutive sessions you'd like to see this skill mastered. For example, you may have programs in your practice or center that run a specific number of weeks (ie.16 weeks), and you may want to track data on this skill for the entire 16 weeks, whether or not mastery occurs earlier on. Thus, you would type in the number "16".

D) Enter in the number of **Consecutive Targets** you want to work on at a time. In this particular example there is only one target, but you may select a program goal that has multiple developmentally progressional targets (objectives), such as 1 word, 2 words, phrases, verses. You can assign ALL targets to the client, but set the **Consecutive Targets** at "1". This way, as the client masters "1 Word", UnitusTI will automatically release "2 Words" as the next target you are documenting on.

E) Click **Next**:

Record prompt data?



Do you want to capture in separate way, the prompt and program data?

Max Scale Rate



Mastery Criteria

Scale Mastery



Consecutive Sessions *



Concurrent Targets *



Mastery Notes



Back

Next



STEP 9

Move the rates over from the **Rates Available** box to the **Rates Selected** box, using the double arrows button, then click **Next**:

Customizing Program

Program Targets Parameters **#Rates** Def. Prompts Additional Info Notes

Number of rates selected must equal max rating scale in parameters *

Q

Rates Available

- Challenged
- Emerging
- Competency
- Mastery

>>

Rates Selected

^

^

v

v

⏪ Back ⏩ Next

STEP 10

Select prompts from the **Prompts Available** list, checkmark them, and move them to the **Prompts Selected** box using the middle arrows:

Customizing Program

Program Targets Parameters #Rates Def. **Prompts** Additional Info Notes

Specific Prompts Selection

Q

Prompts Available

- Full Physical
- Gesture
- Model
- Full Verbal
- Positional

>

>>

<

<<

Prompts Selected

^

^

v

v

⏪ Back ⏩ Next

STEP 11

The **Additional Info** area is an optional behavioral based information area, and used in instances when you want to expand on behavior reduction goals or skill acquisition goals:

←

Customizing Program

Program Targets Parameters Prompts **Additional Info** Notes

Fields Set

[Select One] ▾

[Select One]

Behavior Reduction Goals

Skill Acquisition Goals

Next

STEP 12

The **Notes** area can be used for whatever notes you'd like to include on the client. You can also leave this area blank, if you choose. Example of Use Case: you may want to use this area to write out the general interventions used to target this goal, or to provide the baseline on this goal. FYI When it comes to generating reports, you can choose to include or exclude the **Notes** section in your report:

←

Customizing Program

Program Targets Parameters Prompts Additional Info **Notes**

Notes

Interventions Used:

1. Song Writing
2. Loop Pedal compositions
3. Garage Band
4. Improvisation

Baseline:

01/01/2023 Results from Music Therapy assessment, Ella does not demonstrate assertion in decision making, self expression, self identity.

Back Save

STEP 13

A) Since this is the first program/ goal you are adding to a client's program list, you will need to complete the list set up. First, click the **Finish** button:

B) Decide on a consistent name protocol for your program lists, across all clients. For example, you may want to name the list “Treatment Plan 2021”, or incorporate the name of your practice into the list name: “Song and Dance Music Therapy Winter 2022”, or simply “Music Therapy Goal List”. Summary Information field is optional. Click the **Confirm Program List Setup** button:

STEP 14

Now you are ready to add another program to the client’s list. Click the **Actions** button, and then **Add Program to List** and repeat the process. Typically one adds anywhere from 3-5 goals per client

Documenting

STEP 1

After you complete a session:

- A) Click **Programs** on the far left menu
- B) Click **Run Program**

Dashboard (BETA)

Toolsets

My Workspace

Center

Assessment

Programs

Reports / Tracking

Center > My Clients

My Clients

<< < 1 > >>

Name ↑↓	Middle Name ↑↓	Last Name ↑↓	Age ↑↓	Gender
Ella		Johnston	11	Non b
		Jones	4	Fema
		Jones	6	Male
		Smith	8	Male

<< < 1 > >>

- C) Click on the client to make the row blue
- D) Click **Run List**

Run Program - Client Selection

Client List

<< < 1 > >>

Name ↑↓

- Sam Smith
- Ella Johnston
- Justin Jones
- Jennifer Jones

<< < 1 > >>

Program List

> Music Therapy treatment List Add to Run List

Click client to make blue

STEP 2

Click the arrow button in the **Actions** column of the goal:

Ella Johnston

Run Program

Program List: Music Therapy treatment List

Program Title ↑↓	Subtitle ↑↓	Actions
> Acceptance of Other's Music & Joint Attention	Joint Play	
> Crossing Midline, Motor Praxis, Sequencing	Crossing Midline- Coordination of Upper Extremities	
> Gross Motor, Coordinated Movement	Coordinated Movement- Playing Instruments	
> Musical Engagement	Duration of Musical Engagement Throughout Session	

STEP 3

If need be, review the **Detail, Parameters, Targets, Scoring Criteria** by clicking on each tab, then click **Run This Program:**



Ella Johnston

Run Program

> Program List: Music Therapy treatment List

▼ Program: Acceptance of Other's Music & Joint Attention

▶ Run this Program

Program Targets Scoring Criteria Parameters

Program Title Acceptance of Other's Music & Joint Attention

Subtitle Joint Play

Prerequisites Disengages/withdraws from music experience when another attempts to participate.

Instruction Offer opportunities in which the client is challenged to accept another's participation in his/her music. This may involve: 1) co-ordinating with eachother to play an instrument (one strums the autoharp while the other pushes the buttons), 2) singing along, 3) cueing other's music/movement, 4) clapping to other's hands, swaying/rocking to the music, cueing m etc.

Procedure Techniques: 1) Initially, introduce "musical offering" sporadically and subtly, (i.e. Play a single note on the piano then remove hand immediately following. Strike key once every 30 seconds, gradually increasing the frequency). Observe the client's comfort level to find a good balance between self regulation and slight discomfort- in being challenged to accept another's sound offering. 2) Introduce a quiet humming voice, gradually opening up to vowels when client demonstrates receptivity to voice (hum-ooh- ee- ah). 3) Pick up a smaller sounding instrument (egg), increase distance from client before playing. Gradually increase proximity back to the client as receptivity is observed.

Client Response Ella will tolerate other's participation & engage in joint play during musical interactions.

Program tags: joint attention joint play skill based acceptance of other

STEP 4

Click the number of stars that correlate to the Rating Scale Scoring Criteria:

- 1- Challenged (does not execute target at current time)
- 2- Emerging (executes target less than 50%)
- 3- Competency (executes target 50% or more)
- 4- Mastery (consistently executes target)

> Program List: Music Therapy treatment List

> Program: Acceptance of Other's Music & Joint Attention

▼ Current Program

Record Data

10/13/2023 05:07:01 PM

Execution

Target	Rating
Joint Play	★ ★ ★ ☆ 3

(ie. in the above image, this client demonstrated joint play 50% or more of the session (3- Competency).

STEP 5

If you'd like to round out your quantitative data with qualitative statements, you can add a comment (*when generating a report, you can choose to include or exclude comments). Click **Comments** at the top:

← Comments End Session

Ella Johnston

Run Program

> Program List: Music Therapy treatment List

> Program: Acceptance of Other's Music & Joint Attention

∨ Current Program

Record Data

10/13/2023 05:07:01 PM

Execution

Target	Rating	
Joint Play	★ ★ ★ ☆	3

Click the **Red Button:**

Ella Johnston

Comments Detail

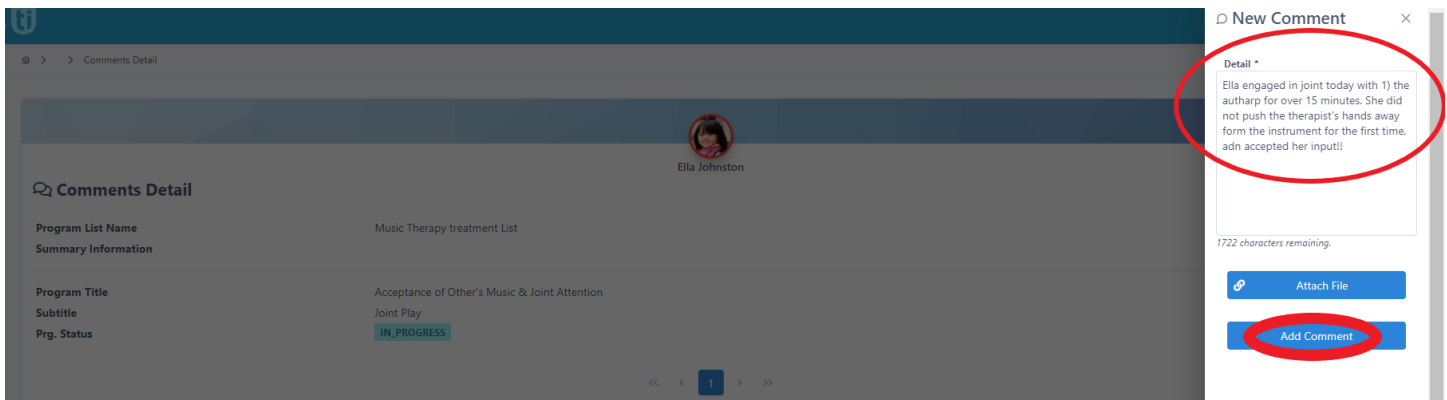
Program List Name: Music Therapy treatment List
Summary Information

Program Title: Acceptance of Other's Music & Joint Attention
Subtitle: Joint Play
Prg. Status: IN_PROGRESS

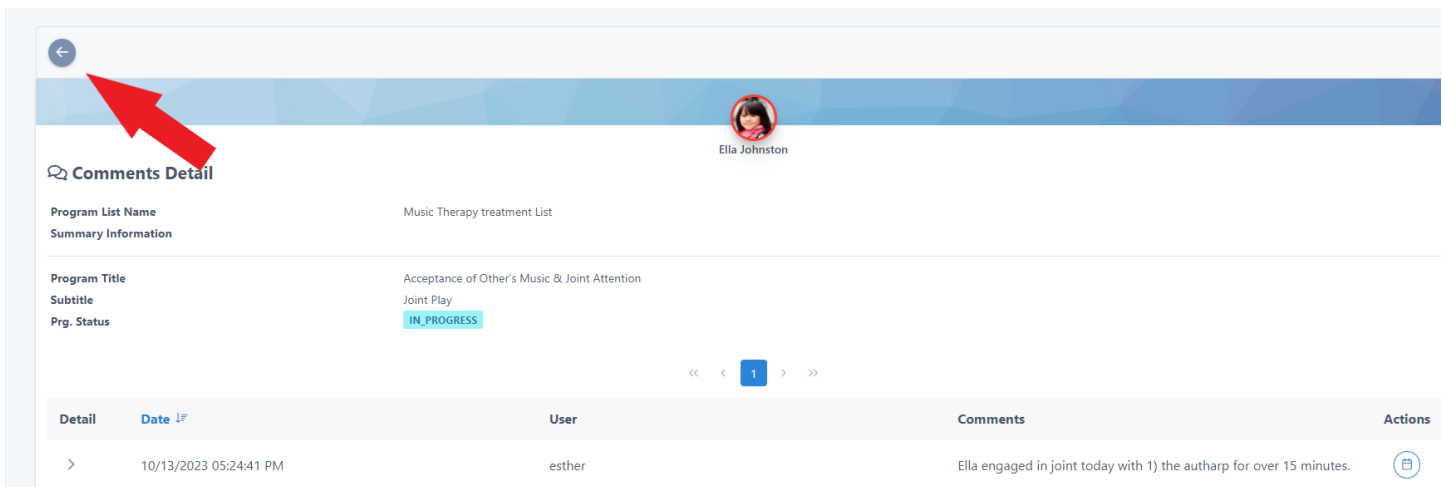
<< < 1 > >>

Detail	Date	User	Comments	Actions
>	10/12/2023 12:18:01 PM	esther	...	
>	02/03/2023 04:55:10 PM	esther	...	
>	10/20/2022 09:41:48 AM	esther	...	
>	04/08/2022 09:51:19 AM	esther	...	

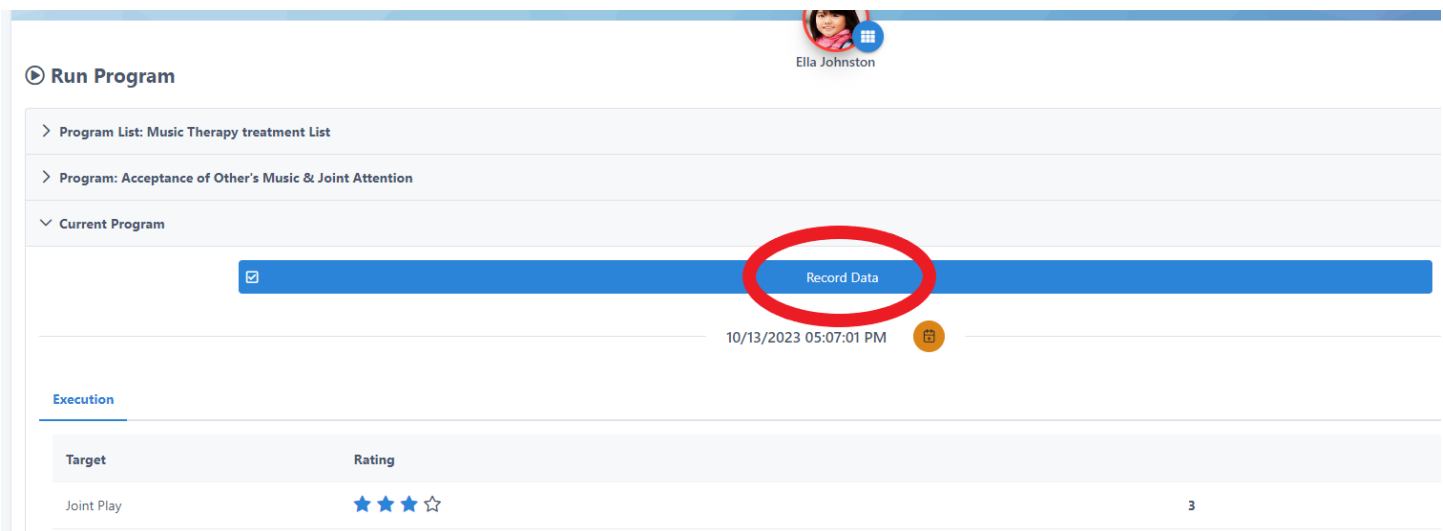
Write narrative comments in the box, then click **Add Comment:**



Click the **Back** button at the top left:



Click **Record Data**, and then repeat this process with the other goals on the list:



Generating Reports

STEP 1

Click **Reports** on the far left menu, click **Program List Report**, then click the **Select a Client** button of the client:

The screenshot shows a sidebar menu on the left with the following items: My Workspace, Center, Assessment, Programs, and Reports / Tracking. The Reports / Tracking menu is expanded, showing a list of report types: Program List Report (circled in red), Rate of Mastery, Daily Program Report, Program Implementation Record, Sign In/Sign Out Records, and Session Tracking. The main content area displays a table with columns: Name, Middle Name, Last Name, Age, and Gender. The table contains four rows of client data. A pagination control at the top shows page 1 of 1. A copyright notice at the bottom reads: © 2010 - 2023 All rights reserved.

Name	Middle Name	Last Name	Age	Gender
Ella		Johnston	11	Non binary
Jennifer		Jones	4	Female
Justin		Jones	6	Male
		Smith	8	Male

Program List Report

The screenshot shows the Program List Report table. The columns are: Name, Middle Name, Last Name, Age, Gender, Status, and a 'Select a Client' button (circled in red). The table contains four rows of client data, all with a status of 'ACTIVE'. A pagination control at the top shows page 1 of 1.

Name	Middle Name	Last Name	Age	Gender	Status	Select a Client
Ella		Johnston	11	Non binary	ACTIVE	
Jennifer		Jones	4	Female	ACTIVE	
Justin		Jones	6	Male	ACTIVE	
Sam		Smith	8	Male	ACTIVE	

STEP 2

Use the **Filter button** to select which program list you want to generate a report on (if you have more than one. For example, you may have created a different goal plan for each year of service). If this is a client you have been servicing for a while, and you'd like to generate a clinical report on only the most current 3 or 6 months, you can select a date range:

Program Filter [X]

Program List
[Select One or More] v

Program State
[Select One or More] v

- ASSIGN
- IN_PROGRESS
- MASTERY
- DISCONTINUED
- DELETED
- MAINTENANCE
- MAINT_ERROR
- ARCHIVE

Date Introduced ↑↓ Date Mastered ↑↓ Date Discontinued ↑↓ Date Reintroduced ↑↓

020 11:13:00

Date Discontinued

STEP 3

Now it is time to generate your graphs for each of the goals you have been working on with that client. For each goal, click the **History** button:

Sam Smith

Program List Report - Program List Details

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Status ↑↓	Date Introduced ↑↓	Date Mastered ↑↓	Date Discontinued ↑↓	Date Reintroduced ↑↓	History
Social	Acceptance of Other's Music & Joint Attention	Joint Play	IN_PROGRESS	09/03/2020 11:13:00 AM				
Physical	Crossing Midline, Motor Praxis, Sequencing	Crossing Midline-Coordination of Upper Extremities	IN_PROGRESS	08/06/2020 11:17:00 AM				
Communication	Verbal Expression (Words)	Verbalize/Sing Words & Phrases	IN_PROGRESS	02/24/2021 11:55:00 AM				

Click the arrow underneath the **History Execution** button to expand and see all the raw data points you have entered for each session:

Program List Details - Historic Detail

Program Title Crossing Midline, Motor Praxis, Sequencing
Subtitle Crossing Midline- Coordination of Upper Extremities

Historic Detail

History Execution	Targets Executed	Select
[Cross Midline]		
08/06/2020 11:17:00 AM	esther	1
08/13/2020 11:18:00 AM	esther	1
08/20/2020 11:18:00 AM	esther	2
08/27/2020 11:19:00 AM	esther	2
09/03/2020 11:19:00 AM	esther	2
09/10/2020 11:19:00 AM	esther	3

To generate the graph, click the **Graph** button at the top right, and then **Daily Graph**:

Sam Smith

Program List Details - Historic Detail

Program Title Crossing Midline, Motor Praxis, Sequencing
Subtitle Crossing Midline- Coordination of Upper Extremities

Historic Detail

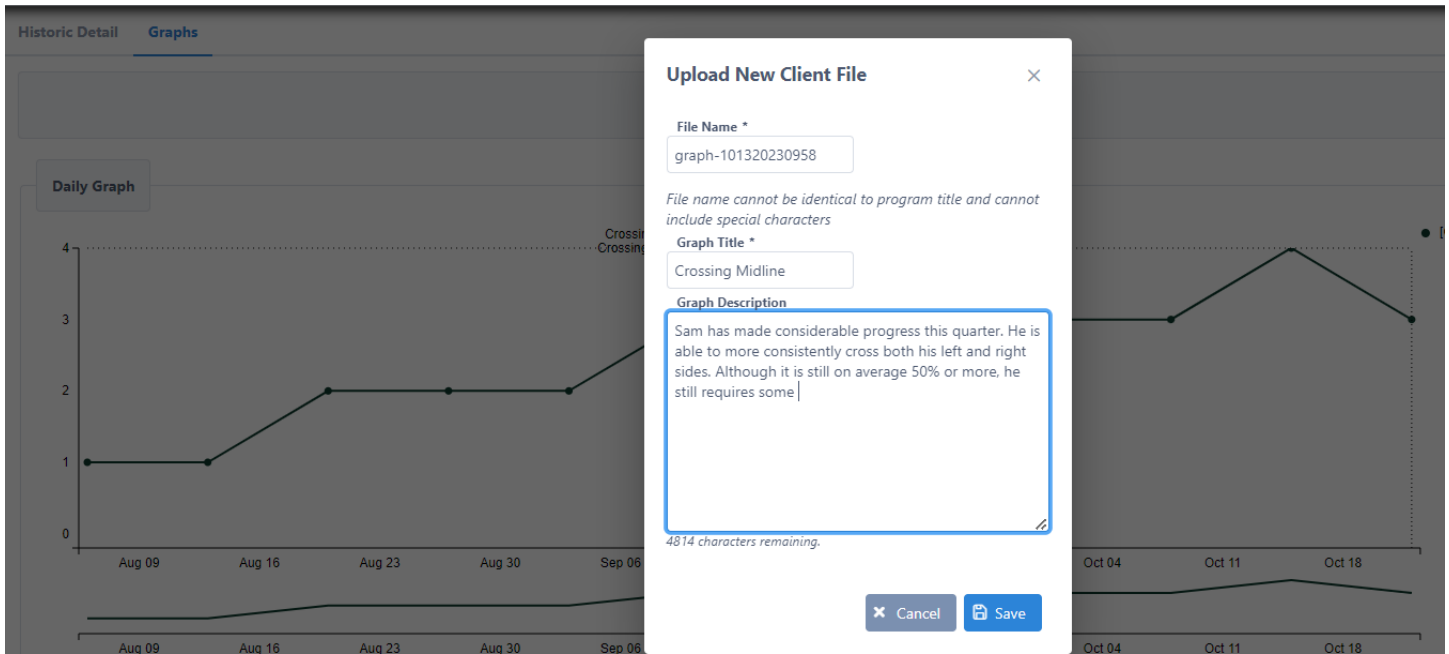
With the 3 grey buttons, you have 3 functions you can execute with this graph:

- A) Store to client records
- B) Export (to add to your own clinical report template)
- C) Print



STEP 4

To include a graph in the UnitusTI generated **Program List Report**, click the third grey button “**Store to Client Records**”. This is where you will add an interpretation of the graph/ summary of the client’s progress on this particular goal. Leave the **File Name** as is, type in the goal name into the **Graph Title** field, and add your summary in the **Graph Description** field. Click the green **Save** button:

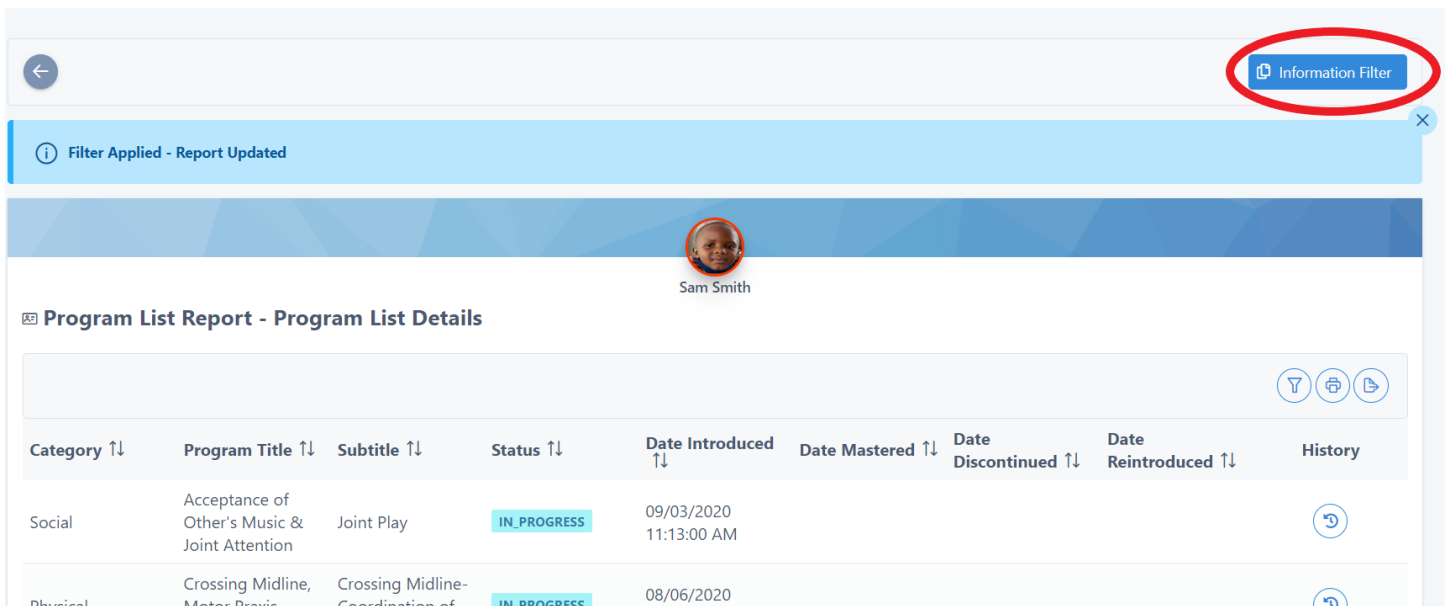


Repeat this process for each goal.

STEP 5

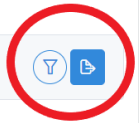
After you have written a summary under each goal and uploaded to the client file, it is time to generate the full clinical report (program list report).

Click on **Information Filter**:



Click on the **filter** button & select the fields you want to include in the clinical report (program list report):

Program List Report - Information Filter



Acceptance of Other's Music & Joint Attention

Category: Social

Checkmark any field to be included in your report

Click here

Filter Report Fields

- Center Information
- Client Information
- Category
- Data Acquisition Type
- Program Title
- Subtitle
- Prerequisites
- Procedure
- Instruction
- Materials
- Client Response
- Consequence
- Additional Field
- Notes
- Parameters
- Mastery Criteria
- Program Targets
- Scoring Criteria
- Comments History
- Graphs

Apply Filters

STEP 6

Now it's time to add all the graphs with your summaries, and COMMENTS (if you checkmarked it) into your report. Click the **Select Graph** & **Select Comments** buttons for each of your goals:

Comments History

Date	User	Prg. Status	Comments
No Data Collected			

No graphs selected

First check mark the graph, then click the **Select Graphs** button:

← Select Graphs

Sam Smith

Program List Details - Historic Detail

Program Title: Crossing Midline, Motor Praxis, Sequencing
 Subtitle: Crossing Midline- Coordination of Upper Extremities

<< < 1 > >>

<input type="checkbox"/>	File Name ↑↓	Document Title ↑↓	Date Upload ↑↓	User ↑↓
<input checked="" type="checkbox"/>	graph-102220202530.png	Crossing Midline- Upper Extremities	10/22/2020 11:26:54 AM	esther

STEP 7

The final step is exporting your report! Click the blue **Export** button and select the type of report you want to download:

Sam Smith

Program List Report - Information Filter

Center Information

Company name	Meet In The Music Curriculum
Address	222 Melody Blvd. Los Angeles, CA
City	Los Angeles
State	California
PostalCode	97819
Phone	(503) 720-6435

- To PDF
- To MS Word
- To MS Excel
- Progress Report

If you download into a pdf, it will ask you for a password. Note: the password is your UnitusTI #ID (5 digit number you use to login). This will always remain the same. When you send someone the report via email, as an attachment, it will ask them for the password as well. This reassures parents, case managers, etc. that the report will not fall into the wrong hands and be viewed:

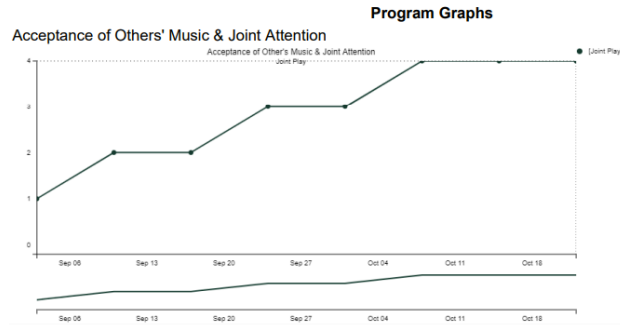
Password required

This document is password protected. Please enter a password.

.....

Submit

Scoring Criteria	
Name	Description
Challenged	Does not execute target at current time
Emerging	Executes target less than 50%
Competency	Executes target 50% or more
Mastery	Consistently executes target



Sam struggled initially in the first session with tolerating the therapist's musical input during improvisation and with accompanying with guitar. He quickly has made fast progress and now accepts the therapist's music and engages in joint play and attention throughout the session.

Checking for updates/new programs to MITM[®] & adding them to your UnitusTI account

The content in MITM[®] continues to grow, whether brand new interventions and goals are being added, or revisions to existing programs are being done. With a few simple clicks, any new content can be automatically added to your UnitusTI account. It is recommended that the following procedure be completed every month for the most up to date version of MITM[®]. Anyone with *Administrator*, or *Curriculum Manager* access can complete this task.

- 1) Click **Programs** on the main menu
- 2) Click **Program Templates**
- 3) Click **Program Library**:

- 4) Click **Check For Updates** under the MITM[®] (Meet In The Music) package:

Program Library

(1 of 7) << < 1 2 3 4 5 6 7 > >> 12 ▾

MITM (Meet In The Music)

Music Therapy Curriculum that includes 2 types of program templates: 1) SKILL BASED: a goal bank of music therapy goals/objectives 2) INTERVENTION BASED: goal & objective templates offering specific activities, songs, methods, and techniques. Templates are designated with Program Tags: SKILL BASED or INTERVENTION BASED. Categories include: Cognitive, Communication, Emotional, Physical, Social, Therapeutic Music Instruction. Category description words: search in Program Title.

intervention based skill based videos sheet music telehealth parent programs
training videos picture cards audio files

Check For Updates

...

Creating moments of independence... Friendship is a strong... one of the most important learning... forced. Creativity is a genuine idea... Preparation for real world experie... independently and responsibly. E...

communication collaboration emo
creativity responsibility

If any updates or new programs have been added, they will appear in rows:

In the **Actions** column, you will see if it is a previously created program, that has now simply been edited. To compare the original version and the edited version, click on the binoculars icon. You can choose to update all of the program templates by clicking the **Merge All Updates** button, or update one program template at a time:

← Merge All Updates


Package Details

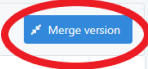
Package Name MITM (Meet In The Music)

Description Music Therapy Curriculum that includes 2 types of program templates: 1) SKILL BASED: a goal bank of music therapy goals/objectives 2) INTERVENTION BASED: goal & objective templates offering specific activities, songs, methods, and techniques. Templates are designated with Program Tags: SKILL BASED or INTERVENTION BASED. Categories include: Cognitive, Communication, Emotional, Physical, Social, Therapeutic Music Instruction. Category description words: search in Program Title.

Available Updates

<< < 1 > >>

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags ↑↓	Version	Actions
Therapeutic Music Instruction	Guitar Instruction 7- Chords	Building a Chord	In standard tuning, the client will learn a chord, two strings at a time. Once comfortable with the string pairings, the client will build the chord with three strings etc. Suggested order for Introduction of Chords: G, C, D, em, am.	#CLINAME will form a variety of chords on guitar with left hand, and strum with right hand.	guitar,guitar instruction,chords,skill based	1.2	click to compare 



Merge version

Package Name MITM (Meet In The Music)

Description Music Therapy Curriculum that includes 2 types of program templates: 1) SKILL BASED: a goal bank of music therapy goals/objectives 2) INTERVENTION BASED: goal & objective templates offering specific activities, songs, methods, and techniques. Templates are designated with Program Tags: SKILL BASED or INTERVENTION BASED. Categories include: Cognitive, Communication, Emotional, Physical, Social, Therapeutic Music Instruction. Category description words: search in Program Title.

Local Program Information

Version 1.1

Program Title Guitar Instruction 7- Chords

Subtitle Building a Chord

Instruction In standard tuning, the client will learn a chord, two strings at a time. Once comfortable with the string pairings, the client will build the chord with three strings etc. Suggested order for Introduction of Chords: G, C, D, em, am.

Procedure Materials: 2 Guitars, 2 Guitar picks. In standard tuning, the client will learn a chord, two strings at a time. Begin with the G chord. 1) hold down the notes on 6th and 5th strings. 2) strum 6th & 5th strings, in a downward motion with pick or thumb. 3) hold down 4th & 3rd notes and strum 4th & 3rd strings. 4) hold down 2nd & 1st notes and strum 2nd & 1st strings. 5) build chord with three strings (strings 6, 5, 4). 6) build chord with four strings (strings 6-3). 7) build chord with five strings (strings 6-2). 8) build chord with all strings.

Program Library Information

Version 1.2

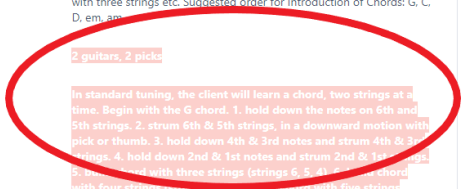
Program Title Guitar Instruction 7- Chords

Subtitle Building a Chord

Instruction In standard tuning, the client will learn a chord, two strings at a time. Once comfortable with the string pairings, the client will build the chord with three strings etc. Suggested order for Introduction of Chords: G, C, D, em, am.

Materials 2 guitars, 2 picks

Procedure In standard tuning, the client will learn a chord, two strings at a time. Begin with the G chord. 1. hold down the notes on 6th and 5th strings. 2. strum 6th & 5th strings, in a downward motion with pick or thumb. 3. hold down 4th & 3rd notes and strum 4th & 3rd strings. 4. hold down 2nd & 1st notes and strum 2nd & 1st strings. 5. build chord with three strings (strings 6, 5, 4). 6. build chord with four strings (strings 6-3). 7. build chord with five strings (strings 6-2). 8) build chord with all strings.



merge all updates  [Merge All Updates](#)




Package Details

Package Name MITM (Meet In The Music)

Description Music Therapy Curriculum that includes 2 types of program templates: 1) SKILL BASED: a goal bank of music therapy goals/objectives 2) INTERVENTION BASED: goal & objective templates offering specific activities, songs, methods, and techniques. Templates are designated with Program Tags: SKILL BASED or INTERVENTION BASED. Categories include: Cognitive, Communication, Emotional, Physical, Social, Therapeutic Music Instruction. Category description words: search in Program Title.

Available Updates

<< < 1 > >>

Category ↑↓	Program Title ↑↓	Subtitle ↑↓	Instruction ↑↓	Client Response	Program tags ↑↓	Version	Actions
Therapeutic Music Instruction	Guitar Instruction 7- Chords	Building a Chord	In standard tuning, the client will learn a chord, two strings at a time. Once comfortable with the string pairings, the client will build the chord with three strings etc. Suggested order for Introduction of Chords: G, C, D, em, am.	#CLINAME will form a variety of chords on guitar with left hand, and strum with right hand.	guitar,guitar instruction,chords,skill based	1.2	  Merge one program templates at a time 

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