**RECORDING SHEETS TO MONITOR IMPACT**

**RECOVERY FOCUS: confidence and self-esteem**

**Name of pupil:**

**Name of class and year group:**

Refer to separate musical activities to support this area of therapy and monitor progress using a tick system on a weekly basis and assess the change over a 6-week period

**Record week 1:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 2:**

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| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 3:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 4:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 5:**

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| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 6:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Reference of progress made:**

Music Therapist will produce a graph that shows the impact of the Recovery Focus programme from the data received above. Please add specific comments in the box below about your child/pupil’s interactions and what they responded to the most and any particular changes or progress you observed – thank you!

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|  |

**RECORDING SHEETS TO MONITOR IMPACT**

**RECOVERY FOCUS: emotional stability and regulation**

**Name of pupil:**

**Name of class and year group:**

Refer to separate musical activities to support this area of therapy and monitor progress using a tick system on a weekly basis and assess the change over a 6-week period

**Record week 1:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 2:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 3:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 4:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 5:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Record week 6:**

|  |
| --- |
| **Level of Response and Interaction**  |
| **Number scale 1-10****[1 = least response and 10 = most response]**  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Eye contact  |  |  |  |  |  |  |  |  |  |  |
| Facial expression |  |  |  |  |  |  |  |  |  |  |
| Use of voice  |  |  |  |  |  |  |  |  |  |  |
| Initiating play on an instrument  |  |  |  |  |  |  |  |  |  |  |
| Prompting a movement  |  |  |  |  |  |  |  |  |  |  |

**Reference of progress made:**

Music Therapist will produce a graph that shows the impact of the Recovery Focus programme from the data received above. Please add specific comments in the box below about your child/pupil’s interactions and what they responded to the most and any particular changes or progress you observed – thank you!

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