

PROGRAM EVALUATION REPORT

2024-25



San Mateo County
Mental Health Services Act (MHSA)



**NORTH EAST
MEDICAL SERVICES**
東北醫療中心

a california *health+* center

**INN PROJECT:
MUSIC THERAPY FOR
ASIANS/ASIAN AMERICANS**



Year 2/3: 2024-25

Evaluation report prepared by:



Psychological
Associates

**Program Evaluation Report
for the INN project
*Music Therapy for Asians/Asian Americans***

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**2024-25 Program Evaluation Report
Music Therapy for Asians/Asian Americans
San Mateo County, California**

BACKGROUND

As part of their MHSA Innovations (INN) Initiatives for FY 2024-26, San Mateo County funded and supported the “Music Therapy for Asian Americans” Innovations project. Aims of the project are to “provide music therapy for Asian/Asian Americans as a culturally responsive approach to reducing stigma, increasing behavioral health literacy, and promoting linkage to behavioral health services. Additionally, music therapy will enhance interpersonal skills and foster connectedness and unity across Asian American communities, thereby building protective factors that can prevent behavioral health challenges and crises” (MHSA Music Therapy for Asians/Asian Americans INN Project Plan, page 5).

San Mateo County engaged Creative Vibes Music Therapy and North East Medical Services (NEMS) to manage and deliver the Music Therapy for Asian Americans program. These organizations are described below.

North East Medical Services (NEMS) is a non-profit community health center serving medically underserved areas and populations in San Francisco, San Mateo, and Santa Clara counties in California. NEMS’ mission is to provide affordable, comprehensive, compassionate, and quality health care services in a linguistically competent and culturally sensitive manner to improve the health and well-being of its community. Creative Vibes Music Therapy is a private practice that uses a resource-oriented approach to providing music therapy, grounded in the belief that individuals have the inherent capacity to achieve their goals and that music therapy should focus on enhancing existing strengths and abilities. Creative Vibes’ goal is to support and empower their clients as they navigate their unique journey towards health and well-being.

Through the MHSA INN Project, NEMS and Creative Vibes have partnered together to create and implement the Music Therapy for Asian Americans Program, which provides culturally and linguistically appropriate music therapy and behavioral health (BH) peer support groups catered towards Asian/Asian American residents of San Mateo County. The program consists of ten weekly sessions of group music therapy classes and a BH peer support group for elementary, middle, and high school students, as well as adults and seniors. Music therapy is a creative arts therapy that utilizes all aspects of music (both receptive and creative), is easily adapted to each person’s needs, and can benefit people of all ages and abilities. The music therapy classes will provide culturally responsive, goal-directed music therapy programming, while the BH peer support groups will focus on building connections and empathy amongst participants. Creative Vibes provides the music therapy programming while NEMS leads the BH peer support groups. The goal of the program is to promote music therapy as a culturally responsive approach to reducing stigma within the Asian community, increasing BH literacy, and promoting linkage to BH services within San Mateo County.

Evaluation Team

San Mateo County engaged Community Connections Psychological Associates, Inc. (CCPA; project leads Joyce Chu, Ph.D., and Gabe Corpus, Ph.D., both program evaluators and licensed clinical psychologists) to provide program evaluation services. These services included developing

and implementing an evaluation system and conducting mixed-method analyses of quantitative and qualitative data. The aims of the evaluation were to assess program effectiveness and to generate data-driven recommendations. These recommendations are intended to inform iterative program improvements as the program continues to innovate to meet the needs of its target communities over a three-year period. The current report presents results and recommendations from the FY 2024–25 program participant cohort.

Towards these evaluation goals, CCPA aims to provide the following services over the course of the project:

- Collaboratively develop and implement a comprehensive program evaluation plan inclusive of a logic model and associated outcomes and measures. This program evaluation plan will align with program goals and objectives, and will include identification of data collection measures, variables, tools, and methods. Provide consultation to project leads as they collect data within the Music Therapy for Asian Americans Program implementation.
- Collaboratively ensure that program evaluation activities are responsive to the unique cultural elements and needs of the targeted Asian American communities in San Mateo County.
- Collaborate with the identified project leads to ensure the program evaluation plan fits with program, community, and regulatory needs.
- Collaborate with County MHSA personnel to ensure that evaluation plans and reports meet MHSA regulations.
- Conduct formative evaluation activities to evaluate progress of the project.
- Complete data analysis and draft annual data reports.

METHODOLOGY

Evaluation Goals for FY24-25

FY24 was focused on continued program development and management by the North East Medical Services (NEMS) and Creative Vibes Music Therapy staff. Evaluation goals (depicted below) focused on collecting data for cohorts 2 and 3 and reporting on effectiveness of the program.



Collect Qualitative and Quantitative Data

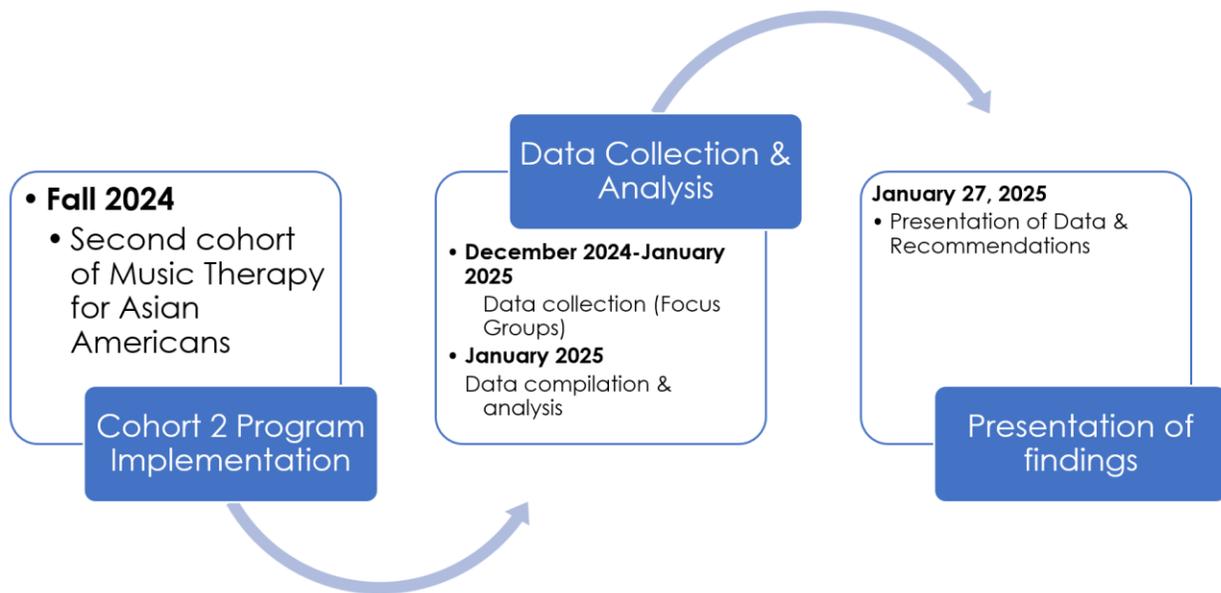


Year 2 data report

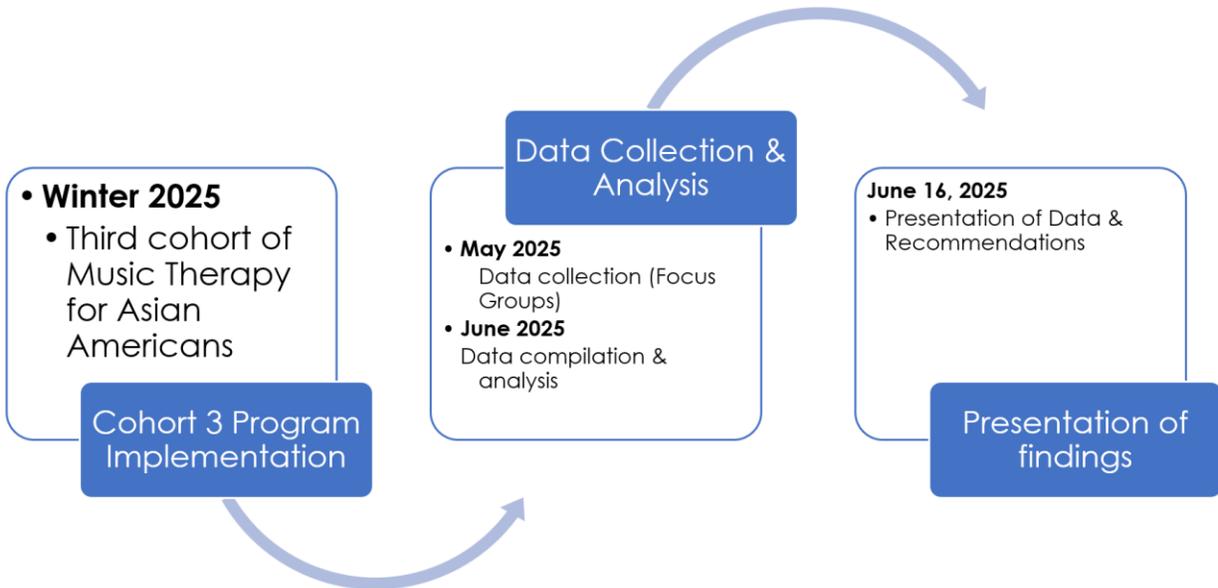
Overall Timeline

The overall timeline for Year 2 of the program and its evaluation are shown in the figure below. Two cohorts were completed during year 2. Each cohort underwent similar data collection and analyses processes. Recommendations of each analysis were presented to NEMS, Creative Vibes, and the San Mateo County Team.

Cohort 2 Timeline



Cohort 3 Timeline



Music Therapy For Asian Americans

INTERGENERATIONAL MUSICAL CELEBRATION

November 13, 2024



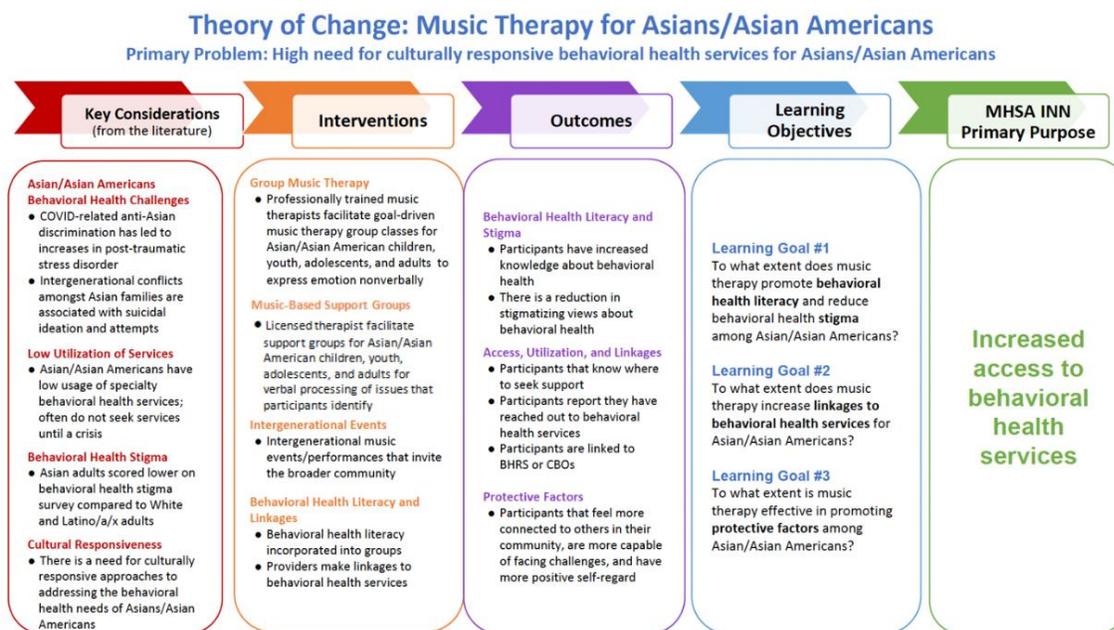
NEMS NORTH EAST
MEDICAL SERVICES
東北醫療中心
a *california* health center

 
SAN MATEO COUNTY HEALTH
BEHAVIORAL HEALTH
& RECOVERY SERVICES


CREATIVE VIBES
MUSIC THERAPY

Grant Goals

Identification of targeted program outcomes and the evaluation plan discussed in this report were anchored in the main program goals, objectives, and outcomes specified in the County’s grant / Innovation Project Plan. The following figures show the theory of change, goals, and potential measures and data sources outlined in the original project’s plan.



Note: The theory of change graphic shown above are pulled, unmodified, from the original County grant description, and may not reflect current or modified program practices.

Learning Goal	Potential Measures	Potential Data Sources
1. To what extent does music therapy promote behavioral health literacy and reduce behavioral health stigma among Asian/Asian Americans?	<ul style="list-style-type: none"> ✓ Percent of participants with increased knowledge about behavioral health ✓ Percent of participants with increased knowledge of where to go to seek support ✓ Percent of participants with a reduction in stigmatizing views about behavioral health 	<ul style="list-style-type: none"> ✓ Retrospective survey administered at end of group therapy classes and support groups (e.g., using behavioral health literacy and stigma scales) ✓ Interviews and/or focus groups with program participants and staff
2. To what extent does music therapy increase linkages to behavioral health services for Asian/Asian Americans?	<ul style="list-style-type: none"> ✓ Number of linkages made to BHRS ✓ Number of referrals made to community-based behavioral health supports ✓ Number of participants who self-reported reaching out to behavioral health services and supports 	<ul style="list-style-type: none"> ✓ Program administrative records ✓ Retrospective survey administered at end of group therapy classes and support groups (asking whether clients were linked) ✓ Interviews and/or focus groups with program participants and staff
3. To what extent is music therapy effective in promoting protective factors among Asian/Asian Americans?	<ul style="list-style-type: none"> ✓ Percent of participants that feel more connected to others in their community ✓ Percent of participants that feel more capable of facing challenges in their life ✓ Percent of participants that feel have more positive self-regard 	<ul style="list-style-type: none"> ✓ Retrospective survey administered at end of group therapy classes and support groups (e.g., using community cohesion and resilience scales) ✓ Interviews and/or focus groups with program participants and staff

Note: The goals and measures shown above are pulled, unmodified, from the original County grant description, and may not reflect current or modified program practices.

Program Model

An additional outcome of Cohorts 2 and 3 was the development of a formalized program model for the Music Therapy for Asian Americans early-intervention program. Drawing on the established theories of change and previously identified goals, the model outlines a clear structure for future cohorts, including recruitment, screening, an 8-session music-therapy series, two support-group sessions, a joint familiarization session, and a final intergenerational celebration. The model also highlights culturally responsive components tailored for Asian American participants—such as integrating cultural themes in music, addressing stigma, and fostering culturally congruent emotional expression—as shown in the program framework (see *Music Therapy for Asian Americans Program Concept*). Overall, the model clarifies how music therapy functions as an early-intervention pathway that identifies early or mild behavioral-health concerns, strengthens coping and emotional-regulation skills, increases behavioral-health literacy, and connects participants to appropriate professional services when needed.



Evaluation Methodology, Year 2

To gather feedback from the second and third cohorts of the Music Therapy for Asian Americans Program, both qualitative and quantitative data were collected. Data sources included ten focus groups with 73 participants, interviews with four staff members from collaborative program sites, and surveys completed by 31 participants. These program evaluation data sources are listed

below. Together, the data were analyzed using a mixed-methods approach to inform concrete recommendations from CCPA's independent program evaluation team.

Program Evaluation Data Sources



FOCUS GROUPS

Elementary School K-5 (N=29)
Middle School (N=9)
High School (N=5)
Older Adults (N=14)
Music Therapy Program Team (N=16)



INTERVIEWS

Elementary School Staff Counselor Support (x2)
Counselor for Middle School
Bayshore Community Center Manager
Adult school Support Staff



SURVEYS

Elementary (N=11)*
High School Students (N=8)
Older Adults (N=12)

1. QUALITATIVE COMMENTS ABOUT EXPERIENCES WITH THE MUSIC THERAPY FOR ASIAN AMERICANS PROGRAM

To hear directly from program participants, CCPA staff hosted in-person focus groups following the completion of each cohort. For Cohort 2, three focus groups were conducted: one with elementary school participants, one with middle school participants, and one with older adult participants. High school participants were unavailable for a focus group; therefore, feedback from this group was collected via written survey responses.

For Cohort 3, three focus groups were conducted: one with elementary school participants, one with high school participants, and one with older adult participants. Participants engaged in each session through open verbal discussion, and detailed notes were recorded by the facilitator following each focus group. The general focus group questions that guided each session are presented below.

Focus Group Prompts for Feedback from Participants about the Music Therapy program team

1. What have you found to be helpful or meaningful about the music therapy program?
2. How does the music therapy and support group program fit or not fit your cultural background?
3. Do you have any recommendations to make the music therapy program better? What about the support group parts of the program?
4. One hope of the music therapy program is to give people from the Asian American communities access to the information, resources, and referrals for mental health or substance use issues, if and when they're needed. How did the program do with this? Any ways for this to be improved?
5. Another hope of the music therapy program is to make people more aware of and comfortable talking about their feelings and mental health. How did the program do with this? Any ways for this to be improved?
6. The music therapy program aimed to make people feel better, more mentally healthy, more proud, less stressed, and better able to cope with the stress of daily life. How did the program do with this? Any ways for this to be improved?
7. Would you recommend the music therapy program to others? Why or why not?

Individual interviews and a focus group were also conducted with staff from program partnership sites (e.g., MP Brown Elementary School and the Doelger Senior Center in Daly City), staff from the Music Therapy for Asian Americans Program (e.g., North East Medical Services and Creative Vibes Music Therapy), and members of the program's community advisory group. Site administrators at Oceana High School in Pacifica were unavailable for interview. The following open-ended qualitative questions guided these staff interviews and focus groups:

MUSIC THERAPY FOR ASIAN AMERICANS PROGRAM EVALUATION PLAN: FOCUS GROUPS WITH STAFF & COMMUNITY ADVISORY GROUP

1. What has gone well this year? Anything that you're particularly proud of?
2. Please describe any success stories and/or evidence you've seen, of participants in the Music Therapy for Asian Americans Program experiencing improvements in the following outcome areas. *How* did this change come about?
 - a. Protective factors (i.e., positive self-regard, community connection, coping skills)
 - b. Linkages with behavioral health services
 - c. Behavioral health literacy
 - d. Reduced mental health stigma
3. What has been valuable about the music therapy as compared to the support group components?
4. What changes or improvements have you made in the course this year? What are ongoing challenges?
 - a. Are there any parts of the community that have been hard to reach?
 - b. Have there been any challenges with the music therapy cohorts?
 - c. What challenges have been inherent in the music therapy as compared to the support group components?

- d. Any challenges in affecting change in the above outcome areas?
5. What goals and/or solutions will you pursue in the next phase of this project?
6. Please describe the key cultural elements of your programmatic activities. What are the specific cultural and spiritual nuances, beliefs, practices, and norms specific to Asian American communities that you've found need to be incorporated into the planning, delivery, and outcomes of the music therapy and support group programs?

Qualitative feedback was also obtained from post-program evaluation surveys from high school and older adult participants, in response to three open-ended write-in questions, listed below. Comments from the above focus group prompts were combined with responses from the following qualitative write-in questions on the post-program evaluation survey.

Post-Program Evaluation Survey Write-In Questions

- What have you found to be helpful or meaningful about the music therapy and support group program?
- How does the music therapy and support group program fit or not fit your cultural background?
- Do you have any recommendations to make the music therapy or support group program better?

Data Analysis for Focus Groups

Verbal and written qualitative responses from interviews, focus groups, and written surveys were combined for qualitative analysis. Across both cohorts, a total of 653 qualitative comments were collected through these data collection modalities during the current year. Each comment was coded using a thematic analysis approach to identify primary themes, which are presented in order of frequency. When applicable, primary themes were further organized into subthemes (i.e., “secondary themes”) to provide additional clarity regarding participant feedback.

Themes were coded across three primary categories relevant to the Music Therapy for Asian Americans Program: (1) areas of strength; (2) areas for growth; and (3) areas for further discussion (i.e., to support ongoing program innovation and improvement over the three-year project period).

2. QUANTITATIVE SURVEY AND DEMOGRAPHIC DATA

Music Therapy for Asian Americans Program participants from the high school and older adult groups were invited to complete quantitative items on a post-program survey to provide feedback on their experiences. A separate survey was designed for elementary and middle school participants (see below), which focused on social-emotional learning goals and used pictures and an emoticon-based rating system. This survey process was implemented beginning in Cohort 3. A total of 11 elementary school participants completed this version of the survey.

MUSIC THERAPY PROGRAM

What's your overall rating of the program?



Did it help you...

Be more connected to other people



Feel less stressed and better inside



Learn to express yourself through music



Demographic Data

Demographic items were self-reported by the high school and older adult participants, whereas demographic information for elementary and middle school students were either: a) culled from school administrative records, or b) recorded by the Music Therapy for Asian Americans Program staff. Demographic questions included in the quantitative survey included questions from the San Mateo County MHSA reporting form, shown below.

MUSIC THERAPY FOR ASIAN AMERICANS PROGRAM

Pre-Program Survey

San Mateo is committed to serving diverse communities. Your answers to these questions will help us understand who we serve and who we need to reach. All this information is voluntary and confidential.

Instructions: The information below will be kept anonymous and confidential. Your name will not be attached to your answers, and only the Music Therapy for Asian Americans Program staff will have access to the information.

<p>Name:</p> <p>1. Date of today's event or program:</p> <p>2. Location of Music Therapy for Asian Americans Program:</p> <p>3. Name of facilitator:</p> <p>4. What age range are you under? (check ONE)</p> <p><input type="checkbox"/> 0-15 years <input type="checkbox"/> 16-25 years <input type="checkbox"/> 26-59 years <input type="checkbox"/> 60-73 years <input type="checkbox"/> 74+ years <input type="checkbox"/> Decline to state</p> <p>5. What is your primary language spoken at home? (check ONE)</p> <p><input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Mandarin <input type="checkbox"/> Cantonese <input type="checkbox"/> Tagalog <input type="checkbox"/> Russian <input type="checkbox"/> Samoan <input type="checkbox"/> Tongan <input type="checkbox"/> American Sign Language <input type="checkbox"/> Another language: <input type="checkbox"/> Decline to state</p> <p>6. What race(s) do you identify with? (check ALL that apply)</p> <p><input type="checkbox"/> Asian or Asian American <input type="checkbox"/> Black or African American <input type="checkbox"/> Native American, American Indian or Indigenous <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White or Caucasian <input type="checkbox"/> Another race: <input type="checkbox"/> Decline to state</p>	<p>7. What ethnicity or ethnicities do you identify with? (check ALL that apply)</p> <p>Latino/a/x or Hispanic</p> <p><input type="checkbox"/> Caribbean <input type="checkbox"/> Central American <input type="checkbox"/> Mexican/Mexican-American/Chicano <input type="checkbox"/> South American <input type="checkbox"/> Another ethnicity or tribe: <input type="checkbox"/> Decline to state</p> <p>Non-Latino/a/x or Non-Hispanic</p> <p><input type="checkbox"/> African <input type="checkbox"/> Asian Indian/South Asian <input type="checkbox"/> Chamorro <input type="checkbox"/> Chinese <input type="checkbox"/> Eastern European <input type="checkbox"/> European <input type="checkbox"/> Fijian <input type="checkbox"/> Filipino <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Middle Eastern or North African <input type="checkbox"/> Samoan <input type="checkbox"/> Tongan <input type="checkbox"/> Vietnamese <input type="checkbox"/> Another ethnicity or tribe: <input type="checkbox"/> Decline to state</p> <p>8. Do you have a disability?¹ (check ONE)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Decline to state</p> <p>9. If you have a disability, what type do you have? (check ALL that apply)</p> <p><input type="checkbox"/> Mental disability² <input type="checkbox"/> Physical/mobility disability <input type="checkbox"/> Chronic health condition³ <input type="checkbox"/> Difficulty seeing <input type="checkbox"/> Difficulty hearing or having speech understood <input type="checkbox"/> Another type of disability: <input type="checkbox"/> Decline to state</p>
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10. What group(s) are you part of? (check ALL that apply)

- Behavioral health consumer/client
- Family member of a behavioral health consumer/client
- Provider of behavioral health services
- Provider of health and social services
- Law enforcement
- Homeless
- Student
- Community member
- Another group:
- Decline to state

11. Are you a Veteran? (check ONE)

- Yes
- No
- Decline to state

12. What city do you live in San Mateo County?

(1) Disability includes physical or mental impairment of medical condition lasting at least six months and limiting major life activity (not the result of a severe mental health condition); (2) Mental disability refers to impairment in the mental domain not including a mental illness (including but not limited to a learning disability, developmental disability, dementia); (3) Chronic health condition includes (but is not limited to) chronic pain. (4) Cisgender is a term used to describe people who, for the most part, identify as the gender they were assigned at birth; (5) Transgender is a term used to describe people whose gender identity and/or gender expression differs from what is typically associated with the gender they were assigned at birth; (6) Intersex is a general term for several conditions resulting in a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male at birth.

Note: County-funded programs (including the Music Therapy for Asian Americans Program) are required to ask the following questions about gender identity and sexual orientation.

Reminder: All questions are voluntary; if you prefer not to answer any of the questions on this form, select "Decline to state." Your responses will not affect your ability to participate in the Music Therapy for Asian Americans Program.

13. What is your gender identity? (check ONE)

- Female/Woman/Cisgender⁴ Woman
- Male/Man/Cisgender⁴ Man
- Transgender⁵ Woman/Trans Woman/Trans-Feminine/Woman
- Transgender⁵ Man/Trans Man/Trans-Masculine/Man
- Questioning of unsure of gender identity
- Genderqueer/Gender Non-Conforming/Gender Non-Binary/Neither exclusively female or male
- Indigenous gender identity
- Another gender identity:
- Decline to state

14. What is your sex assigned at birth (check ONE)

- Female
- Male
- Decline to state
- Other:

15. Are you intersex?⁶ (check ONE)

- Yes
- No
- Decline to state

16. What is your sexual orientation? (check ONE)

- Lesbian or Gay
- Straight or Heterosexual
- Bisexual
- Queer
- Pansexual
- Asexual
- Questioning or unsure of sexual orientation
- Indigenous sexual orientation:
- Another sexual orientation:
- Decline to state

A total of 85 individuals participated in Year 2 (FY 2024–25) of the Music Therapy for Asian Americans Program, including elementary school, middle school, high school, and older adult participants. Demographic information was collected from 56 participants, including 11 elementary school participants, 18 high school participants, and 27 older adult participants. For elementary school participants, only race/ethnicity, gender identity, and preferred language were collected. Demographic tables summarizing the available data by age cohort are presented below.

**Available Demographic Data for High School Participants
(N=18)**

Race or ethnicity	<p>10 (56%) Asian or Asian American 4 (22%) Filipino 4 (22%) Chinese 2 (11%) Asian Indian/South Asian 4 (22%) Another Race 2 (11%) Arab 2 (11%) Black or African American 1 (6%) Native American, American Indian 1 (6%) Decline to State 1 (6%) Decline to state</p>
Preferred language	<p>12 (67%) English 1 (6%) Cantonese 1 (6%) Mandarin 2 (11%) Spanish 1 (6%) Tagalog 1 (6%) Another Language</p>

**Available Demographic Data for High School Participants
(N=18)**

Disability	<p>3 (17%) Yes (individuals could list more than one disability) 3 (17%) Mental Disability 3 (17%) Difficulty Seeing 2 (11%) Difficulty hearing or having speech understood 11 (61%) No 4 (22%) Decline to state</p>
City of residence	<p>12 (67%) Daly City 5 (28%) Pacifica</p>
Gender identity	<p>6 (33%) Female/Woman/Cisgender Woman 7 (39%) Male/Man/Cisgender Man 1 (6%) Genderqueer/Gender Non-Conforming/Gender Non-Binary/Neither exclusively female or male 4 (22%)) Decline to State</p>
Sex assigned at birth	<p>9 (50%) Female 9 (50%) Male</p>
Sexual orientation	<p>5 (28%) Straight or heterosexual 3 (17%) Bisexual 1 (6%) Questioning or unsure of sexual orientation 1 (6%) Pansexual</p>

**Available Demographic Data for Older Adult Participants
(N=27)**

Race or ethnicity	27 (100%) Asian or Asian American 12 (44%) Burmese 12 (44%) Chinese 1 (4%) Filipino 1 (4%) Asian Indian/South Asian
Preferred language	13 (48%) Burmese 9 (33%) Cantonese 2 (7%) Mandarin 1 (4%) Tagalog 1 (4%) English 1 (4%) Decline to State
Disability	3 (11%) Yes (individuals could list more than one disability) 2 (7%) Physical/mobility disability 1 (4%) Chronic Health Condition 1 (4%) Another type of disability 18 (67%) No 6 (22%) Decline to state

**Available Demographic Data for Older Adult Participants
(N=27)**

City of residence	21 (78%) Daly City 2 (7%) San Bruno 2 (7%) San Francisco 2 (7%) Decline to state
Gender identity	18 (67%) Female/Woman/Cisgender Woman 6 (22%) Male/Man/Cisgender Man 3 (11%) Decline to State
Sex assigned at birth	19 (70%) Female 8 (30%) Male
Sexual orientation	3 (11%) Straight or heterosexual 24 (89%) Decline to state

Available Demographic Data for Elementary School Participants (N=11)

Race or ethnicity	<p>6 (55%) Asian or Asian American 3 (27%) Chinese 2 (18%) Filipino 1 (9%) Middle Eastern or North African 4 (36%) White or Caucasian 1 (9%) Hispanic</p>
Preferred language	<p>8 (73%) English 1 (9%) Spanish 1 (9%) Cantonese 1 (9%) Another Language</p>
Sex assigned at birth	<p>10 (91%) Female 1 (9%) Male</p>

Targeted Program Outcomes

A total of 20 participants completed the post-program survey. Quantitative survey items assessed targeted program outcomes aligned with: (1) the original goals of the grant; (2) the design of the Music Therapy for Asian Americans Program, including programmatic innovations; and (3) key common outcomes measured across County behavioral health programming.

As noted previously, a separate survey was developed for elementary and middle school participants that focused on social-emotional learning goals and used pictures and an emoticon-based rating system. This survey process was implemented beginning in Cohort 3. A total of 11 elementary school participants completed this version of the survey.

Listed in the Table below are the program’s overarching outcome categories, specific outcomes, and their corresponding survey items. Each survey item was measured on a 5-point Likert scale used throughout San Mateo County program evaluation efforts: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree.

Table 1a: List of Overarching Outcome Categories, Specific Measured Outcomes, and Corresponding Survey Items

Overarching Outcome Category (in CAPS) & Specific Measured Outcome	Corresponding Survey Item
CULTURAL HUMILITY / IDENTITY (San Mateo Indicator 3)	I feel like my identity, cultural background, and experiences (race, ethnicity, gender, sexuality, religion, etc.) were affirmed by the Music Therapy for Asian Americans Program.
<i>All of the below items have the prefix of “Because of the Music Therapy for Asian Americans Program...”</i>	
PROMOTION OF PROTECTIVE FACTORS Positive self-regard or self-esteem	...I feel more proud or confident.
PROMOTION OF PROTECTIVE FACTORS Feelings of community and connection with each other	...I feel more connected with other people.
PROMOTION OF PROTECTIVE FACTORS Feelings of community and connection with each other	...I learned how to listen to other people and/or their music.
PROMOTION OF PROTECTIVE FACTORS Acquired coping skills to face challenges in life (for support group and music therapy components)	...I learned new coping skills.
PROMOTION OF PROTECTIVE FACTORS Acquired coping skills to face challenges in life (for support group and music therapy components)	...I learned how to use music to feel better.
PROMOTION OF PROTECTIVE FACTORS Emotional Health	...I am less stressed out and more calm.
INCREASED BEHAVIORAL HEALTH LITERACY Knowledge about mental health	...I know more about how music affects my behavioral health.

INCREASED BEHAVIORAL HEALTH LITERACY Knowledge about mental health	...I know more about my behavioral health.
INCREASED BEHAVIORAL HEALTH LITERACY Insight about behavioral health issues (being more aware)	...I am more aware of how music makes me feel.
INCREASED BEHAVIORAL HEALTH LITERACY Insight about behavioral health issues (being more aware)	...I understand myself and my feelings more.
INCREASED BEHAVIORAL HEALTH LITERACY Insight about behavioral health issues (being more aware)	...I feel like I have more tools to talk about my behavioral health.
INCREASED BEHAVIORAL HEALTH LITERACY Insight about behavioral health issues (being more aware)	...I am more aware of when I may need support with my behavioral health. (can also be part of the pathway to linkages)
INCREASED BEHAVIORAL HEALTH LITERACY Knowledge of where to go to seek support	... I know more about where to get help if I was having a hard time with my behavioral health.
REDUCED STIGMA Stigma discrimination reduction (San Mateo Indicator 5)	...I feel more comfortable talking about my mental health and/or substance use.”
LINKAGES TO BEHAVIORAL HEALTH SERVICES Openness to learning about and considering seeking behavioral health services	...I’m more open to learning more about behavioral health services.
LINKAGES TO BEHAVIORAL HEALTH SERVICES Openness to learning about and considering seeking behavioral health services	...I’m more open to considering behavioral health services for myself.
LINKAGES TO BEHAVIORAL HEALTH SERVICES Openness to learning about and considering seeking behavioral health services	...I have reached out to or been connected with behavioral health services, supports, or resources.
LINKAGES TO BEHAVIORAL HEALTH SERVICES Access to Treatment/Prevention Programs (Reducing Barriers) (San Mateo Indicator 4)	...I have learned knowledge and skills that I can use to access mental health and substance use health services.”

EXECUTIVE SUMMARY OF RECOMMENDATIONS

STRENGTHS FROM YEAR 2

Participants overwhelmingly reported positive experiences with the Music Therapy for Asian Americans Program during Year 2. They particularly valued the social connection and teamwork fostered during the program, the quality of instruction, the snacks provided, and the opportunity to share their work across age groups in a large end-of-program performance.

Participants also reported positive behavioral health outcomes, including improved stress coping, enhanced mood, having a safe space to share feelings, and experiencing pride in themselves and their musical accomplishments. Survey data further indicated that participants benefited from improvements in multiple protective factors—such as self-esteem, community connection, emotional health, and coping skills—as well as increased behavioral health literacy, including greater knowledge of music’s impact on well-being, heightened awareness of their emotions and need for support, and understanding of where to access help when needed.

AREAS FOR GROWTH AND/OR RECOMMENDATIONS FOR YEAR 3

Recommendations, areas for discussion, and areas for growth are summarized below.

Focus on the Program as an Early Intervention

1. Establish selection criteria of youth participants. Coordinate with youth site coordinators accordingly, and recruit participants that match the targeted goals of the program as an early intervention. This will include identifying student’s that could benefit from mental health/music therapy who are experiencing initial distress related to mental health. This will allow music therapy to be used as a way to identify and connect student’s in need of mental health services.

2. Determine approach to selection for older adult participants. Establish a screening approach for adult and older adult participants. The current program takes older adult participants through word of mouth without incorporating a concrete screening approach.

Planning Ahead for/within Community Partnerships

3. Plan ahead for community site partnerships. Coordinate ahead of time and plan with particular attention to: a) the timing of sessions to match with any major scheduling conflicts for participants; b) a marketing strategy for recruitment; and c) the ability to recruit high school students given their busy schedules. Some participants desired having more people in the groups so that they could have more opportunities for social connection.

4. Increase coordination between program staff and community site liaisons to select participants. Have ongoing discussion about how to recruit participants that match the targeted goals of the project and chosen approach, how involve parents as needed, and how to ensure that participants are motivated to participate.

Curriculum Planning

5. Timing and content of performance pieces. Pay attention to the timing of preparation for the performance to ensure that participants have sufficient time to prepare. Consider changing the performance to include just older adult/high school age participants while allowing elementary students to participate in the intergenerational bonding without pressure of performing.

Cultural Components of the Program

6. Continue developing approach to focusing on Asian American community needs. Following the suggested program model diagram, identify approach to targeting the goals of the grant related to reaching Asian American communities to decrease stigma and promote behavioral health, particularly among the elementary and middle school cohorts.

Referrals or Resource Connection

7. Develop / implement the program's approach to detecting participants in distress and/or connecting them to resources or referrals. Learning knowledge, skills, or tools to access behavioral health services should they be needed was one of the lower-rated survey items, and staff stakeholders discussed uncertainty about how participants in distress might be detected and service/resource connected.

RESULTS

The following section of the report discusses qualitatively coded themes in the two areas of strength and areas of growth, listed in order of how frequently they were mentioned by participants. Example quotes are provided for each theme, and a full list of qualitative data / comments are provided in the Appendix data tables. Note that the following coding key is used for example quotes.

Coding Key for Example Comments

- E-Elementary (N=29)
- M-Middle School (N=9)
- O-Older Adults (N=14)
- H-High school (N=5)
- PS-Program staff (Support group)
- PM-Program staff (Music Therapy)
- PA-Program staff (Administration)
- SEM-Site contact for Elementary/Middle
- SO-Site contact for Older Adults

QUALITATIVE DATA: AREAS OF STRENGTH

1. Positive experiences with the program (98 comments; general comments about music and art)

The most frequently mentioned strengths were overwhelmingly related to positive experiences with the program, with 98 comments reflecting this theme. These comments included general expressions of appreciation and enjoyment of the program. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- It was so much fun (E)
- One of the seniors always talks about how great it is. (SO)
- I really enjoyed my time here (H)
- I enjoyed singing and listening to music. (O)
- I found the music therapy and support group program is good for me (O)
- Our adult group turned out to be very very engaged musically (PM)
- For both groups they are pretty engaging, although they are loud, but they (elementary students) are curious and I think they are excited and actively participated in musical activities (PS)

2. Mental Health Outcomes (71 comments; linked to the outcomes of Behavioral Health Literacy and Stigma)

Consistent with the program's goals of increasing behavioral health literacy and reducing stigma, the second most frequently mentioned strength related to improvements in mental health outcomes resulting from participation in the Music Therapy for Asian Americans Program. Participants reported feeling calmer, less stressed, more proud, and more able to share their feelings, among other benefits. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- It made me feel incredible (E)
- It made me feel really happy (E)
- It made me feel better (H)
- Made me feel more creative through music making (H)
- I found that music can help me feel good and improve my mood (O)
- When I listen to music, I feel like I'm young (O)
- I think with the younger group, a lot of girls were shy and they actually opened up a lot more after music therapy (SEM)
- I do see a lot of therapeutic value in there (PS/PA)

3. Positive Experience with Music Components (47 comments; linked to the outcomes of Protective Factors)

Another frequently mentioned strength was participants' positive experiences with the music components of the program. This included practicing musical skills, discussing music, using instruments, and learning about music. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- I learned how to do the trill (musical skill) and I had a lot of fun. (E)
- I liked playing with the instruments. My favorite one was the maracas (E)
- I like musical instruments and singing. It makes my life, peaceful, happy, and satisfied in my mind (O)
- We like the music. It's so pretty, just listening to Unchained Melody (O)
- It was very entertaining because we got to make beats. We got to play with instruments and like here different types of musics and rhythms and stuff (M)
- They love learning about music (SEM)
- It was really cool to see them [the older adults] in a way, rediscover their interest and passion for music. It was a really great vibe being around them (PA)

4. Social Connection / Teamwork (45 comments; linked to the outcomes of Protective Factors)

The fourth most frequently mentioned strength was the social connections formed among participants, including some that developed into lifelong friendships. Teamwork required to prepare for the program's final music performance may have facilitated these connections. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- It helped me make friends (E)
- We got to meet people we didn't know before (M)
- Meeting new people and socializing with kids was fun. (M)
- Having the ability to meet new people... that was nice (H)
- It was pretty fun meeting new people (H)
- Working as a group, as a team, was a new experience. And also for some of us, that kind of brings back the old school days of a band or something (O)
- I gained friends, that's best part. I gained friends (O)

5. Positive Experiences with the Performance (34 comments; supplementarily linked to the outcomes of Protective Factors)

Another strength identified by participants in qualitative comments was the positive experience of the group performance at the end of the program. Participants reported enjoying the performance, feeling proud and recognized, and appreciating the opportunity to connect across generations, as every age group participated in the final performance. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- The field trip part was fun (M)
- The party (ie performance) was the best (E)
- I liked how we got to perform and have the stage (E)
- It was nice to see like everybody's performance, I think. And for them all to like talk (H)
- The performance was good (O)
- At first I thought, oh my God, we might bore them. So I was thinking, this teacher just got to bore them. Maybe cut our performance in half. But I guess it was fine. The singing really made up for it. (O)

6. Teachers (26 comments)

Participants reported that a notable strength of the program was the music therapy instructors. Seven comments highlighted appreciation for their competence and talent. Example representative comments are provided below; a full list of qualitative data / comments from this theme are provided in the Appendix data tables.

Example Comments

- I liked meeting (the music therapists). They were very nice (E)
- The leaders were all very friendly and helpful (O)
- I love the staff (O)

7. Strong Project Management (13 comments)

There were thirteen comments of appreciation of the strong project management noted by site contacts across all sites. They noted professionalism, organization, and communication which allowed the music therapy programs to be successful.

Example Comments

- The decision to run a music therapy group in a high school setting, while accommodating special education students, reflects strong leadership (PA)
- I really appreciate (staff member), they're very professional, well thought out, and caring people. (SEM)

8. Addressing Stigma and serving as an early intervention (9 comments; linked with the outcomes of Behavioral Health Literacy and Stigma)

Comments from site contacts identified the benefits of music therapy as an upstream early intervention. Site contact identified the need to focus on this early intervention aspect as a way to connect students (primarily elementary students) to additional therapy services.

Example Comments

- Also just, like, normalize, like, whenever you're bringing in therapy at an elementary or middle school, you know, parents were like, why is my child being referred, something's wrong with my child, or they have a behavior problem, whereas I want to introduce it to families as capacity building, and an opportunity, it's not to say that anything's wrong with your child, or, why they're in the group, it's a benefit to them to make connections with other students, and adults, and learn about music, and feelings, and everybody could use this, but this is actually a privilege for your child to be in here, you have to flip the script on the stigma of that. (SEM)

9. Enjoyed Diverse Cultural Content (8 comments; linked with the outcomes of reducing Stigma)

Participants provided comments related to praising the diverse cultural content of the music therapy program, focusing on how the intersection of culture and music improved the approachability of therapy as a practice and connecting with others.

Example Comments

- Well, one thing is strengths side is we've got us together as a group. Normally, we would be speaking to the non-English-speaking Chinese, but now we are communicating together with a Google Translate app. With the Chinese-speaking group members at lunch, because we do come from senior lunch right before we come to this class. So now we're a community now. We talk. (O)

10. Alignment with school/participant needs & goals (6 comments; supplementarily linked to the outcomes of Protective Factors)

Another strength noted by site contact staff was that the Music Therapy for Asian Americans Program helped alleviate some of their previous responsibilities for providing therapy services. For example, one site contact reported that their caseload was reduced due to the program, allowing them to support students they had not previously had capacity to assist.

11. Technology / Software (5 comments)

Another category of strengths from qualitative comments related to technology and software. Middle school participants enjoyed the integration of a music software application into the creation of their final performance (e.g, “They used an application / software. That was cool” and “I liked using the software. It was my idea to bring it in. They were going to use Music Lab, but we suggested Sound Trap and they agreed.”)

12. Flexibility of the program (4 comments)

Four comments from music therapy staff reflected how well the program adapted to changes as needed by participants. They commented on how each type of group (elementary through older adults) had called for specific needs to be met. For example, separating the elementary students into two separate groups allowed for more participation from those that tended to talk less. They also identified adapting music skills for the older adult group to allow for more musical improv as opposed to basic skills.

QUALITATIVE DATA: AREAS OF GROWTH

1. Problems with Participant Engagement (29 comments)

The most frequently reported area for growth was participant engagement, noted by site contacts and music staff in 29 comments. Site contacts identified students and adults who had difficulty engaging with the program at the start of the music therapy sessions. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- Even though I think there was some feedback from the therapist that they weren't getting enough like engagement from kids or they weren't, you know, really engaging some of them in like the lessons, I think (SEM)
- I was, like, it's disappointing to hear that, like, uh, you know, it sounds like, you know, [student], you know, didn't, uh, didn't get as much out of it as, like, that was, that would be a student that, you know, I would like to see, um, get more out of it. (SEM)
- Sometimes, you know, especially if they're in a bad mood... are they there because they really want to be there, or are they there because they don't want to be in math? (PM)
- [Middle school student] also didn't have as good a time as last year because the introverted group was more focused on the lessons and structure. (SEM)

2. The Performance (26 comments)

The second most frequently mentioned area for growth was the desire for additional time to prepare for the final performance. Some participants reported experiencing anxiety related to performing without sufficient time to practice.

Example Comments

- I was scared about being on the stage for the musical performance (E)
- It was kind of scary because a bunch of people were watching us perform (H)
- I was kind of disappointed we couldn't sing it all because we didn't have time to prepare the song (H)
- I'll agree with, like, there is a lot of pressure on, like, okay, once it gets, I think they're, kids are enjoying the process, but I think the performance part, um, puts, um, like, pressure or a deadline when they're, like, enjoying the music group. (SEM)
- They really wish they had more time to practice and they could actually try to even think about, if not performing, at least record a song." (re: musical piece) (PS)

3. Communication & Framing (Program Purpose and expectations) (15 comments)

With 15 comments, the next most frequently mentioned area for growth related to the program's purpose and framing. Feedback in this area highlighted that program advertisements and messaging sometimes caused confusion among parents of elementary school participants. Some parents interpreted music therapy as "intensive therapy," raising concerns that their children might have mental health challenges. Similarly, some students initially believed they were participating in music therapy because they were "in trouble." Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- It's usually the older kids because they don't know how they feel about it. They feel like, oh, maybe I'm in trouble because I'm in this class. (SEM)
- I kind of tell the kids it's a.. a music class. So like, because a lot of the worries that came from, like the parents specifically...they thought it was like intensive therapy. Learn to read music and play guitar or piano. (SEM)
- If we were to bring it back...I would love for like.. that [NEMS form] to be tweaked. Because...it seemed very, like medical. (SEM)

4. Group Composition & Management (12 comments)

With 12 comments, staff highlighted concerns regarding the group composition of elementary and middle school student groups. They noted that some students did not get along, that differing levels of maturity affected engagement in music therapy, and that students' mental health needs varied. Example representative comments are provided below, and a full list of qualitative data for this theme is included in the Appendix data tables.

Example Comments

- Third to fifth grade I think we just had a little bit of a challenging group like some of the dynamic didn't mix very well like because some of the students didn't really like each other. (SEM)
- The levels of maturity were just like vastly different between third graders and fifth graders... The other half of the group [3-5th] was struggling with group cohesion in communicating with each other (SEM)
- We had this like really big standoff with the middle schoolers... about them being divided into groups and working with people that they don't normally work with. (PM)

5. Neutral or negative experience with the support group (10 comments)

The fifth most frequently mentioned area for growth concerned the support group component of the music therapy program, which participants found less impactful than intended. Some participants had difficulty distinguishing between the music therapy activities and the support group elements.

Example Comments

- No [I don't remember meeting with a therapist] (O)
- The second support group. Just for my personal observation. I feel like not that much of engagement I feel like toward the end, students are more excited or anticipated more music activities. (PS/PA)

6. Counselor Role Clarity (6 comments)

Another commonly mentioned area for growth, reported by site contacts, was the initial burden of recruitment. Staff noted that, at elementary school sites, ongoing conversations with families were needed to educate them about the purpose of music therapy for their children. Staff also reported having to help manage students with behavioral challenges during music therapy in addition to their regular therapist responsibilities.

Example Comments

- I had to help you [facilitators] manage behaviors. (School staff supporting facilitators) If that was more clear to like, the sites, that would be really helpful. (SEM)
- I had to help you manage behaviors. (SEM)
Ideally, the staff wouldn't need to be there (SEM)

POST-PROGRAM SURVEY: PARTICIPANT RATINGS ON TARGETED PROGRAM OUTCOMES

On average, high school through older adult survey respondents rated all outcome items positively, indicating that, because of participation in the Music Therapy for Asian Americans Program, they experienced improvements across outcomes such as feeling more proud or confident, understanding their feelings better, and being more open to learning about behavioral

health services. Means and standard deviations for each quantitative item are presented in Table 2a.

Within these generally positive outcomes, relative areas of strength and growth were identified. Relative areas of strength—defined as average scores between 4.2 and 4.5 out of 6—are highlighted in green in Table 2a and include: feeling more proud or confident, feeling more connected with others, being able to listen to others and their music, using music to feel better, feeling less stressed or calmer, understanding how music affects their behavioral health, increased awareness of how music makes them feel, and greater understanding of themselves and their emotions.

Relative areas for growth—defined as average scores between 3.5 and 3.8 out of 6—are highlighted in shades of red in Table 2a. These include: uncertainty about where to seek help for behavioral health challenges, discomfort discussing mental health or substance use, and uncertainty about whether they had been connected to behavioral health services.

Analyses were also conducted on the new survey designed specifically for elementary and middle school students. Among the 11 elementary school participants who completed the survey, the overall program received an average rating of 5.4 on a 1–6 scale (6 = highest). However, responses related to three specific outcome measures—(1) feeling connected to others, (2) feeling less stressed and better inside, and (3) learning to express oneself through music—revealed uncertainty among students, highlighting ongoing areas of growth for future cohorts.

Table 2a: Quantitative Results on Targeted Program Outcomes (High school to Older Adult participants)

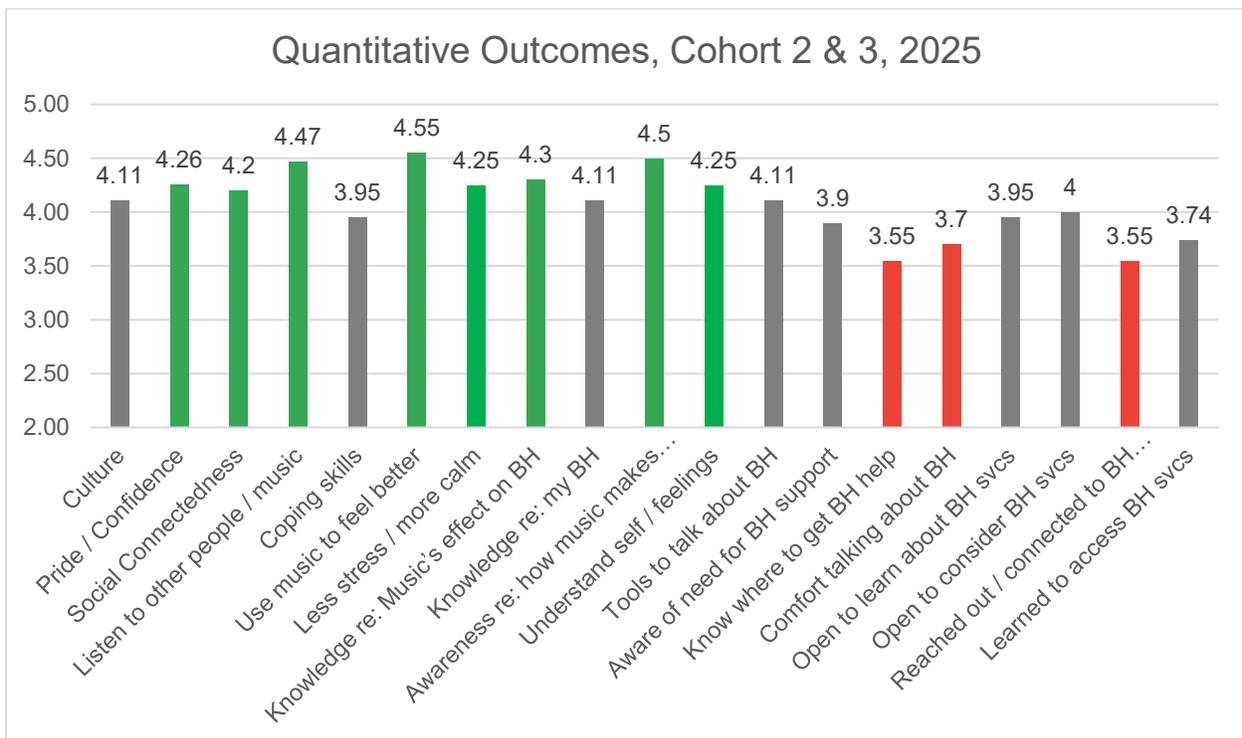
Because of the Music Therapy for Asian Americans Program...		N	Mean	Standard Deviation
1.	I feel like my identity, cultural background, and experiences (race, ethnicity, gender, sexuality, religion, etc.) were affirmed by the Music Therapy for Asian Americans Program.	20	4.11	0.72
2.	...I feel more proud or confident.	20	4.26	0.55
3.	...I feel more connected with other people.	20	4.20	0.93
4.	...I learned how to listen to other people and/or their music.	20	4.47	0.5
5.	...I learned new coping skills.	20	3.95	1.02
6.	...I learned how to use music to feel better.	20	4.55	0.83
7.	...I am less stressed out and more calm.	20	4.25	0.83
8.	...I know more about how music affects my behavioral health.*	20	4.30	0.78
9.	...I know more about my behavioral health.*	20	4.11	0.79
10.	...I am more aware of how music makes me feel.	20	4.50	0.59
11.	...I understand myself and my feelings more.	20	4.25	0.77
12.	...I feel like I have more tools to talk about my behavioral health.	20	4.11	0.55
13.	...I am more aware of when I may need support with my behavioral health.*	20	3.90	0.94

14.	... I know more about where to get help if I was having a hard time with my behavioral health.*	20	3.55	0.86
15.	...I feel more comfortable talking about my mental health and/or substance use.”	20	3.70	1.02
16.	...I’m more open to learning more about behavioral health* services.	20	3.95	0.86
17.	...I’m more open to considering behavioral health* services for myself.	20	4.00	0.71
18.	...I have reached out to or been connected with behavioral health* services, supports, or resources.	20	3.55	1.02
19.	...I have learned knowledge and skills that I can use to access mental health and substance use health services.	20	3.74	0.85

Table 2b: Quantitative Results on Targeted Program Outcomes (Elementary Students)

	N	Mean	Standard Deviation
What’s your overall rating of the program? (1 – 6)	10	5.40	0.52
Did music therapy help you be more connected to other people? (1 – 3)	10	1.80	0.92
Did music therapy help you feel less stressed and better inside? (1 – 3)	11	2.36	0.92
Did music therapy help you learn to express yourself through music? (1 – 3)	11	2.27	0.90

Figure 1: Graph of Quantitative Results for Targeted Program Outcomes



AREAS FOR DISCUSSION

1. What the Program Should Be Called

Comments also highlighted an area for discussion regarding the program's title. Specifically, the inclusion of the word "therapy" in the program name may have deterred some participants from enrolling. For example, the elementary school coordinator reported that some families reacted negatively to the word "therapy," and the older adult site coordinator noted a similar response from participants.

Example comments

- Parents specifically, when I gave them a form, they thought it was like intensive therapy.(SEM)
- Especially with the Asian culture, I don't think they're very familiar with mental health because there's a student that I wanted to participate...the fact that she heard wellness or mental health, it kind of like straight her away from this program"? (SO)
- I think that, yeah, if we didn't have therapy in it, I think we would have a lot more like this is a social, you know, a social friendship group or something like that. You know, even within that, you can still do social emotional topics. (SEM)

2. Suggestions for logistics

Comments also identified some advice for improving logistics, coordination, and attendance for future music therapy cohorts. Suggestions included provided snacks each session to encourage consistent engagement, increasing the number of sessions to help prepare for the performance components of the program, and being cognizant of student class obligations.

Example Comments

- It's also very hard for teachers to remember one or two students from their class that needs to go. Sometimes, like, the transition is just like, oh, people are late to class or teachers forget. It's not something that I think the program, like, flaws. It's just I need to work out how to communicate it with teachers in a more clear way."(SEM)
- I suggest giving snacks every session so that more people will stay in the program. (H)
- Start a bit more early, so when performing, the people have more time to prepare, but overall, I think its good as it is. (H)

APPENDIX

for Asians/Asian Americans, Cohorts 2 and 3 2025, Qualitative Data (coded)

Coding Key

- E-Elementary (N=29)
 - M-Middle School (N=9)
 - O-Older Adults (N=14)
 - H-High school (N=5)
 - PS-Program staff (Support group)
 - PM-Program staff (Music Therapy)
 - PA-Program staff (Administrators)
 - SEM-Site contact for Elementary/Middle
 - SO-Site contact for Older
 - *-double coded
 - **Overarching tertiary themes are in blue**
 - **Secondary themes are in bolded black**
 - Primary themes are in underlined black
-

Program Strengths (N=361 comments)

General Positive Comments About the Program (N=98)

1. It was an experience that you can't really repeat anymore. It's like once in a lifetime. (E)
2. It was so much fun. (E)
3. It was like great. (E)
4. One of the seniors always talks about how great it is. (SO)
5. Everybody loves it. (SO)
6. Very fun. (E)
7. I liked it. It was fun. (E)
8. It was really fun. (E)
9. Good. (E)
10. It was fine. It was fun. I liked it. I like everything. (E)
11. It was good. (E)
12. It was amazing. I liked it. (E)
13. It was really fun. (E)
14. I look forward to it. (E)
15. It was fun. It was a new experience. (M)
16. I had fun. It was fun. Very entertaining. (M)
17. Pretty good. (M)
18. It was pretty fun. (M)
19. It was pretty fun. (H)
20. I enjoyed it. (H)

21. It's positive. (O)
22. I'm enjoying it. (O)
23. I really like it. (O)
24. It was fun. (O)
25. It was fun. (O)
26. it's good. (O)
27. I'm happy with it. (SEM)
28. They love coming here. (SEM)
29. From what I've heard, the seniors loved it. (SO)
30. We were hoping to bring you guys back. (SO)
31. Its availability is great. (O)
32. Keep up the good work. (O)
33. *I mean, I'm open. I'm totally open to running it again. And I would like to run it again. They might want to, you know, move on to another school or try a different, you know, different population or whatever. They may want to do something. But I'd like to run it again. I'm I'm happy with it. I think the elementary last year and this year has run well both years. (SEM)
34. I was not with Senior Group last time... I do high school and senior, and I can see how beautiful they [the older adult participants] are like sharing their life experiences. (PS)
35. *[Are there Asian families that you tried to engage with this that even had a positive experience with it?] I know [Elem or MS student's] family. Um, they yeah, wait, [student]. Yeah, he did it last year. They were very excited that he was doing it and joining it. And [student] as well. And and [student]'s family, like they wanted a recording of the picture of the video of last year. He did his performance, so they were really excited. (SEM)
36. No, I don't think so [I wouldn't change anything]. (M)
37. I wouldn't really change anything about it. (M)
38. No, I think it's all right [I wouldn't change anything]. (H)
39. *Seeing the kids. And like some of them describe it as life changing for them. (SEM)
40. Like more, like two days. Like the Tuesdays, the Thursdays, the holiday days. (E)
41. To make it the whole week. (E)
42. Turn it into more of it. Like every single day at the same time. (E)
43. I would like to do it at least three times a week (E)
44. I want more time in here. (E)
45. I wish we had it more times, like every day. (E)
46. I wish it was longer. (E)
47. I want to do it again. (E)
48. *I'll do anything and I'll come back here. But if it's not, if it's on the weekend, no. (E)
49. The kids loved it, the kids expressed, like, excitement, uhm, going to the classes. (SEM)
50. Overall, I think it was a very positive experience. (SEM)
51. The party (performance) was very nice because they knew they were working towards something. Of course, the treats help. (SEM)
52. I like it when we talk about it, music and I learned so much (about music). (E)
53. "I'm going to miss this so much. I want to stay here more like longer." (E)
54. "It makes me really happy. (E)
55. "It makes me very poised a little bit. It makes me calm." (E)
56. "Good." (re: music class); Liked "The music." (E)
57. "I have a lot of fun." (E)

58. "It was fun." (re: performance) (E)
59. "It was fun." (E)
60. "It was fun." (re: how it made them feel) (E)
61. "Good." (re: performance) (E)
62. "I learned. I learned how to do the trill (musical skill) and I had a lot of fun." (E)
63. "I like, uh, the inside out characters and the field trip (performance)." (E)
64. Enjoyed "Learning music."(E)
65. "I liked how we get on the stage." (E)
66. "I wish this could happen again." (E)
67. "it's cool." (re: Inside Out characters)
68. Liked the music. (E)
69. "Pizza." (as favorite part) (E)
70. "You like the performance?" "Okay." (E)
71. "You like the food?" "OK." (E)
72. 9 out of 10 wanted it to happen again. (E)
73. Majority circled happy/super green faces for overall rating. (E)
74. "I think the students really like the class and the program in general." (SO)
75. "our students really enjoyed because everyone loves music." (SO)
76. "I would love it. Like I said, the students really enjoyed it." (re: continuing program) (SO)
77. "It's very happy and very useful." (O)
78. "Feeling good and happy." (O)
79. Likes the dancing and the teaching (of music/dance). (O)
80. Likes it exactly as it is. (O)
81. Like the activities... performance and the party. (O)
82. "Everything is perfect." (O)
83. Enjoyed "Singing and singing...Singing and listening and listening (to music)." (O)
84. "I like musical instruments and singing. It makes me the life, peaceful, happy, satisfied in my mind." (O)
85. "Yeah, happy." (re: playing instruments together) (O)
86. "The feeling is good, yeah." (O)
87. "When I listen to music, I feel I'm young." (O)
88. "Because the whole thing is a new experience for them, so they don't have any expectation of how things should go (the thought it went well)." (O)
89. "I have found the music therapy and support group program is good for me." (O)
90. The program is the best for me. (O)
91. "It was good." (H)
92. "it's all pretty good and enjoyable." (H)
93. "I really enjoyed my time here." (H)
94. "I like it in school better...sometimes after school, I'm busy (current cohort was conducted during school)" (H)
95. "our adult group... turned out to be... very, very engaged (musically)" (PM)
96. "K through two group which I think went really well. They were super excited about music and very engaged (with musical activities)" (PM)
97. "MP Brown school and then two groups and then adult school, they all rehearsed several times, well prepared, very confident." (PA)
98. "for the both groups, they are all pretty engaging, although like they are loud, but they are curious and I think they are excited and actively participated (in musical activities)" (PS)

Mental Health Outcomes (*better self-esteem, feeling connected to other people, Coping skills, Knowledge about behavioral health, Tackling any stigma about mental health, more aware of and comfortable talking about their feelings and mental health*) (N=71)

1. [It made me feel] Incredible (E)
2. Whenever I'm here, I feel my mood is very light. I feel very light. I feel happy (O)
3. It made me feel better. (H)
4. I found that music can help me feel good and improve my mood. (O)
5. Happy (E)
6. So good (E)
7. Calm (E)
8. Excited (E)
9. [How did you feel after the program?] [I felt] Good. (E)
10. I think, like, after a long school day, it's kind of, like, something different. So it felt like—it felt good afterwards. (H)
11. [How do you feel after engaging with the music?] It [my feelings] was better. (H)
12. *I'm alone. At daytime, my husband is at work, so I'm alone. So I come here, my mood is better. And the music affects my mood, too. It improves my mood. Like, I'm happier. So really, music affects our mood, just like what I've learned here. (O)
13. Because I really enjoy music on my own, outside of music therapy. Yeah. To me, it's like, it's called therapy, right? Because am I really in therapy? I think I'm okay. I don't know how I can answer it better. (O)
14. And then I love, I mean, the younger ones are always so much more enthusiastic. So it's so positive to see their reaction. (SEM)
15. *There is a student that I know needs would benefit from individual or more group therapy. And the student was specifically placed in this group so that the family would warm up and build trust. And like this is a starting point. (SEM)
16. One or two of the senior participants... use it to create their own Youtube playlist for songs that they can listen linked to a particular mood or emotions that they were trying to get. (PM)
17. it was really cool to kind of see them in a way, rediscover their their interest and and passion for music. And to just see how happy it made them for the most part. (PA)
18. It helped and I'm happy now (O)
19. Good feelings. (O)
20. Less stressed. (O)
21. I do see a lot of therapeutic value in there (PS/PA)
22. It [music] makes me feel good. (O)
23. They were actually utilizing the music outside of session to identify emotion. (PM)
24. They help us. You know, like, they're playing music. And then they ask us, how do you feel after listening to the music? So they're trying to see if your mood is improving, how do you feel, et cetera. They always ask after playing some music. (O)
25. I was like, every time I come here, I feel better, you know, because I'm a lot of support. So whenever I'm here, I feel happy. I tend to, you know, interact with my co-singers. So it improves my mood, too, and stress. That's so great. (O)
26. *I saw them when we did the session... some people quite unable to draw or express, and they may write, and they may be like staying silent, but I see some shift. (PS)

27. They teach us how to express our emotions. [10 of the students agreed that the activity helped them to figure out how they feel - indicated below] (E)
28. [Helped us figure out how we feel] (E)
29. [Helped us figure out how we feel] (E)
30. [Helped us figure out how we feel] (E)
31. [Helped us figure out how we feel] (E)
32. [Helped us figure out how we feel] (E)
33. [Helped us figure out how we feel] (E)
34. [Helped us figure out how we feel] (E)
35. [Helped us figure out how we feel] (E)
36. [Helped us figure out how we feel] (E)
37. "The kids expressed, like, excitement" (SEM)
38. "I think with the younger group, a lot of the girls were shy and they were...they actually opened up a lot more." (SEM)
39. "one of our kindergarteners, Jason, he was very shy...saw like growth with him. He's doing a lot less of the baby whining, whatnot." (SEM)
40. "teachers saw a lot of growth" (SEM)
41. "It makes me really happy." (E)
42. "It makes me very poised a little bit. It makes me calm." (E)
43. Majority indicated "Yes" to "Did it make you feel better inside?" (E)
44. "And then afterwards I'll ask like, Oh, like, how did that make you feel when you play really fast and really loud? And the kids would tell me, Oh, I feel a little bit anxious or like. And then when I do like a... breathing song. And I will ask them, when I, miss [Music therapist], slowed down the music, how did that make you feel? They're like, Oh, I feel relaxed. I feel calm." (PM)
45. "Feeling good and happy (from music/activities)." (O)
46. "Meditation (with music) makes the mind at peace and relaxed." (O)
47. "(Playing) musical instruments and singing. It makes me the life, peaceful, happy, satisfied in my mind." (O)
48. "peaceful in my mind (after music/drumming circle)." (O)
49. "This is teaching for the emotion (through music). Yeah, it's very good for controlling the mind." (O)
50. "It actually helped your mental health? Yeah. Oh, that's good. I think, yeah." (O)
51. "Feeling well. The feeling is good, yeah." (O)
52. "When I listen to music, I feel I'm young." (O)
53. "I like the part that we listen to the music and imagine. Oh, she likes the guided meditation (with music)." (O)
54. "I found music therapy and supported group program is very meaningful and helpful for young and old guys. I feel alert and active more." (O)
55. "I think it may relax our mind peaceful and happy." (O)
56. "It is fit to my cultural background to make happy." (O)
57. "Listening and singing music mindfully can reduce stress and too much energy. Music therapy improves memory and brain function." (O)
58. "Music therapy fits my cultural well because music plays an important role in emotional expression and social activities." (O)
59. "I have found to be helpful about the music therapy and support group program is feeling good." (O)

60. "The music therapy and support group program to help to happy for us and my cultural background." (O)
61. The music therapy and support group program to help to happy for us and my cultural background. (O)
62. The music therpay support our group as a team work. It fit our cultural background. I hear the music to become a good health. the music is help for our health. I happy and delight music therapy." (O)
63. I felt calm and stress free (O)
64. "I found the music give our signing, do activity, with team work made me my mine happy." (O)
65. "Made me feel good." (H)
66. "Open-minded... because it made me give people chances and listen to people more (when they shared their music)." (H)
67. "It also made me feel good." (H)
68. "Like more happy (than when I came in), because it also made me open about myself." (H)
69. "made me feel more creative (through music making)." (H)
70. Survey Meeting new people and learning from them. Also listening to people and what they think. I learned to be more open minded. (H)
71. "I see they have grown a lot throughout this whole process." (re: MP Brown & Adult groups) (PA)

Social Connection / teamwork (N=45)

1. We got to meet people we don't know before (M)
2. Meeting new people and socializing like kids was fun. It was awkward. I mean it was fun... I guess it got less awkward over time. (M)
3. Having the ability to meet new people...that was nice. (H)
4. To be able to see them working together... it was like really, really sweet to see really some like beautiful teamwork that I loved seeing. (PM)
5. I gained friends, you know. So I like it. That's the best part. I gained friends. (O)
6. We got to learn from everybody. Like know everybody, know everybody here. (M)
7. Were making rhythms together. (M)
8. Last time was like, I feel like less. There was less people last time and it was a good thing. (M)
9. It was pretty fun meeting new people.(H)
10. It was pretty cool to meet, like, new people and, like, listen to other people's music. It's just, like, different. (H)
11. *It was nice to see like everybody's performance, I think. And for them all to like talk. They took the bus with FDR kids, so they got to talk to each other. They took the bus all together. (H)
12. *Well, one thing is strengths side is we've got us together as a group. Normally, we would be speaking to the non-English-speaking Chinese, but now we are communicating together with a Google Translate app. With the Chinese-speaking group members at lunch, because we do come from senior lunch right before we come to this class. So now we're a community now. We talk. (O)
13. You get to connect. And it's fun. (O)
14. Connection with your lunch mates. Now it's more than just senior lunch. (O)

15. Working as a group, as a team, so for some of us, maybe a new experience. And also for some of us, that kind of brings back the old school days of a band or something. (O)
16. I gained friends, you know. So I like it. That's the best part. I gained friends. (O)
17. You know, now we make friends. Friend takes friend to love. (O)
18. I just met them here. (O)
19. *I'm alone. At daytime, my husband is at work, so I'm alone. So I come here, my mood is better, and I really interact with other people. (O)
20. I don't sing only to my wife anymore. I can sing to other people. (O)
21. We would have found out from the beginning that Ken could sing. We didn't know until the very end. We didn't know until halfway. Halfway to the end, we knew that he plays guitar. But I never knew. I knew he could sing, that was at senior lunch class, but I didn't know that was an opportunity at a performance. (O)
22. Being together, singing together, and singing as a unit. (O)
23. It's new to [participant], because she hasn't been to our lunches, but now she knows how we get to know each other already. Yeah. Because we have new rooms together. (O)
24. They love the group [aspect]. (SEM)
25. I think, first, maybe some of them, like especially [participant name]. She's not part of like, the whole like, Chinese group, you know. It seems like she really got to meet and get to know more friends, you know. But other than that, I think the rest of them were kind of just like, you know, [participant's] friends. And it was just like a group event. (SO)
26. Students were sitting together, and they were like, Hey, I like what you're doing here. And it was like, Oh, I like the way that you did that. And so that was really sweet to kind of see, something that we didn't see as much at the beginning of the group. (PM)
27. The group is very cohesive. It's a good team spirit. (PS)
28. Yeah, she's usually here just for lunch. But yeah, I don't really know how the dynamic changed, you know. But I do see, especially [participant], she's more outgoing. Because before, it's just her and her sister here. And they don't really, they kind of keep to themselves, you know. But yeah, I would say like, this class was able to bring her out. (SO)
29. "he was also in a group with older students...that was very good for him because he had role models." (re: Jason, Kindergartener) (SEM)
30. Majority indicated "Yes" to "Did it help you make friends?" (E)
31. "My favorite part was that we got to sit with the in the bus." (E)
32. "being with the older adults and the younger kids? It was fun." "What about with the older adults there and the younger kids? Like in a gym. I don't know. It was fun. (E)
33. "I think she would be a good candidate...wanted her to just be able to be involved a little bit more" (goal of participation for a specific student) (SO)
34. "It's how building community within the Asian community (through shared activities like music)." (SO)
35. "I like that we play musical instruments together." (O)
36. "I found music therapy and supported group program is very meaningful and helpful for young and old guys. I feel alert and active more." (O)
37. "what I liked most was working together and sharing the music we made." (H)
38. "it was awesome, because I haven't seen kindergartners, like, in forever." (H)
39. "They definitely were like, definitely bonded. Yeah. Over the multiple meetings we've had (making music)." (H)

40. "I was pretty surprised, because I didn't think any of the adults would actually do something." (H)
41. Meeting new people and learning from them. Also listening to people and what they think. I learned to be more open minded. (H)
42. I found more connection to music and had fun in the program along with making new friends. (H)
43. I found music therapy helpful because it made me closer to other people. (H)
44. How music unites people and bring emotion. (H)
45. "I do notice some of them, like some more emotionally mature students are able to show social bonding by sitting together or encourage their peers." (PS)

Positive Experience with the Music Components (N=47)

1. "they love the.. rapping. The older kids love the rapping (and learned to rap)." (SEM)
2. "I love that the like, the intro (song/ritual) was always the same and very consistent." (SEM)
3. "I like it when we talk about it, music and I learned so much (about music)." (E)
4. "Good." (re: music class); Liked "The music." (E)
5. "I learned. I learned how to do the trill (musical skill) and I had a lot of fun." (E)
6. "I learned so much. Like I learned the- the violin (conceptually), like a lot of stuff (about music)." (E)
7. Enjoyed "Learning music." (E)
8. "our students really enjoyed because everyone loves music." (SO)
9. Likes the dancing and the teaching (of music/dance). (O)
10. Enjoyed "Singing and singing...Singing and listening and listening (to music)." (O)
11. "I like musical instruments and singing. It makes me the life, peaceful, happy, satisfied in my mind." (O)
12. "Yeah, happy." (re: playing instruments together) (O)
13. "They like the performance and the party." (O)
14. "I've found it's helpful or meaningful about the music therapy and support group program." (O)
15. "I have found to be helpful about the music therapy and support group program is fres feeling good sound." (O)
16. "I found the music, a power of health. When I heard the song sometime happy sad and active." (O)
17. I found more connection to music and had fun in the program along with making new friends. (H)
18. "our adult group... turned out to be... very, very engaged (musically)" (PM)
19. "K through two group which I think went really well. They were super excited about music and very engaged (with musical activities)" (PM)
20. "MP Brown school and then two groups and then adult school, they all rehearsed several times, well prepared, very confident." (PA)
21. "for the both groups, they are all pretty engaging, although like they are loud, but they are curious and I think they are excited and actively participated (in musical activities)" (PS)
22. I like when we used instruments and stuff. (E)
23. It's interesting how you say that music will help people a lot. That's great. It can just bring music in people's lives. (O)
24. It was very entertaining because we got to make beats. We got to play with instruments and like hear different types of musics and rhythms and stuff. (M)

25. *Making music and meeting [other participant], which is making the music, like playing with the pads on the tablet, making the music. (H)
26. I like doing the music, I like the instruments the most. The Maracas. The rapping (E)
27. I like the music. playing the drums with your hands was fun... We made different rhythms on the whiteboard. Like we made different, like... melody. Like a beat. (E)
28. I liked playing with the instruments. My favorite one was the maracas (E)
29. I liked making beats and making music. (E)
30. I liked the hand drums, doing the instrument. (M)
31. It was fun when one time we got to like choose a place of music. Like we would all listen to our own music taste. And then we would pick like which, which kind of music we would do for like our beat. (M)
32. I enjoyed listening to music and stuff like that. (M)
33. I also like making the music too. (H)
34. Learning about music was meaningful, and it was worth it. (H)
35. Unchained Melody is a really pretty song. (O)
36. Unchained Melody-one of my favorites. (O)
37. We like that music. It's so pretty, just listening to Unchained Melody. (O)
38. *Some were very nice. Of course, we don't understand it, but I don't mind looking it up. [Chinese Music] (O)
39. We just like the tune. (O)
40. I like your music. (O)
41. I love your music. (O)
42. It's like, Ken and I don't really need the therapy, but we love the music. (O)
43. They love learning about music. (SEM)
44. *...there were even times when we came back, and someone one of the kids, would be like, Hey, you know, I was thinking about you because I was listening to a low energy music the other day, and I was like, that's low energy, you know, which is like great to see that they're thinking about it and like implementing that outside of the time that we had together. (PM)
45. It was really cool to kind of see them [the older adults] in a way, rediscover their interest and passion for music. It was a really great vibe being around them for those couple months (PA)
46. Learning how to make music. (H)
47. *I think that there was with the kids that we work with. I think I saw a lot more kids that were like really excited about music and not just like in music therapy because they are like in band or like they have taken music lessons before. (PM)

The Performance (N=34)

1. The party was the best. (E)
2. The field trip part was fun. (M)
3. Very impressive [the performance]. (SO)
4. And then also, the program that we had, the performance, I like it because I can practice my guitar talent. (O)
5. I think creating a final performance was fun too. (H)
6. It [the performance] was cool. (E)
7. The performance was pretty cool. (E)
8. The performance was great. (E)

9. I like how we get to perform and have the stage. [Agreed that the program should keep the performance] (E)
10. Because everything that we were learning while doing music, we like perform it. So everything that we learn we do. [Agreed that the program should keep the performance] (E)
11. I just like performing, but sometimes it's scary. [Both exciting and scary. [Agreed that the program should keep the performance] (E)
12. I liked how we prep for the performance and stuff like that. (M)
13. The preparing for the performance was fun (M)
14. It was nice to see like everybody's performance, I think. And for them all to like talk. (H)
15. At first I thought, oh my God, we might bore them. So I was thinking, this teacher just got to bore them. Maybe cut our performance in half. But I guess it was fine. The singing really made up for it. (O)
16. The performance was good. (O)
17. The performance was good. (O)
18. I think they should do it again. I mean, the next time there should be always some presentation like that performance. (SO)
19. it [the performance] was really great. (SO)
20. [Student] was pretty vocal in the interview about the performance... (SEM)
21. I do think they associated a lot with they love the field trip [performance]. (SEM)
22. *It was nice to see like everybody's performance, I think. And for them all to like talk. They took the bus with FDR kids, so they got to talk to each other. They took the bus all together. (H)
23. Getting them to that point where they were willing to kind of let that go and try new things... overall, yeah, I think they did really, really well. (PM)
24. *It gave like, it's like, I'm scared of having lines, but it didn't have no lines. It just had a beat and we had a paper. So it's like better to have something to look at. (E)
25. The idea is that you all come together and perform and see each other perform. They call it an intergenerational performance. Is that important? - I think, yeah. I think it's important because it gives people a sense of achievement at the end, a completion, because everything you do in life, you have a goal. I mean, it can't be like, just ask how you feel about this song and then at the end of the whole session, everybody go their own way and like, what have I achieved? (O)
26. More parties (O)
27. "drumming circle...each of them get their solo session or some practice listening awareness...ask them afterward how that reflects their feelings (from the music)." (O)
28. "(the best thing about the performance) Like, the food. The food, with the other, with the younger people." (O)
29. "we tried different instruments. And we made beats and stuff." (H)
30. "musically rather than talking about their music preferences...we just kind of engaged more in musical improv" (re: adult ESL group, specific music technique) (PM)
31. "shaker song. And I asked them to, Oh, she can really loud and fast here. And then afterwards I'll ask like, Oh, like, how did that make you feel (from the music)." (PM)
32. "before the session ends, I usually do some sort of like breathing song." (PM)
33. "they like the mystery box scene and they also like the emotional based activities. They have high engagement on those two." (PS)
34. "K to two, we did use like in like inside out character to show emotion...for the three to five group, we did mystery box"

Facilitators / Teachers (N=26)

1. I liked meeting [facilitator names]. They were very nice. (E)
2. It was fun (Meeting the therapist) (E)
3. I really like [Music therapist] and [Music therapist] though. (E)
4. She's good at guitar. [[Music therapist]] (E)
5. Kevin was nice. (M)
6. The leaders, [Music therapist] and [Music therapist] and Corinne and Jennifer, they're all very friendly, helpful. (O)
7. I love the staff. (O)
8. They're very helpful. (O)
9. They had a beautiful voice too, [Music therapist]. (O)
10. Beautiful voice. [[Music therapist]]
11. [Music therapist] has a beautiful voice. So that was fun. (O)
12. I think there was some feedback from the therapist that they weren't getting enough like engagement from kids or they weren't, you know, really engaging some of them in like the lessons, I think. (SEM)
13. They're very sweet, but just like awkward. I hope they can spend more time with [Music therapist] and [Music therapist] as well. (PS)
14. [Student] was pretty vocal...about that she really liked [Music therapist] and [Music therapist] and you know. (SEM)
15. "they acknowledged that the kids love Takis. So they [facilitators] brought Takis to the performance for them. And that was very cute." (Proactive, culturally aware action by facilitators) (SEM)
16. "I like the facilitators helped make sure students understand the questions and translating the questions in their language so they can have like a better response, yeah. I do hear them translate the language, English into Burmese." (Skill of a facilitator) (SO)
17. "leaders for the Mandarin [likely [Music therapist]] have care, and they're very proud for this school." (O)
18. "drumming circle...each of them get their solo session or some practice listening awareness...ask them afterward how that reflects their feelings" (Description of effective facilitation technique) (O)
19. "musically rather than talking about their music preferences...we just kind of engaged more in musical improv" (Adaptable facilitation with adult ESL group) (PM)
20. "shaker song. And I asked them to, Oh, she can really loud and fast here. And then afterwards I'll ask like, Oh, like, how did that make you feel" (Facilitation technique) (PM)
21. "before the session ends, I usually do some sort of like breathing song." (Facilitation technique) (PM)
22. "both [Music therapist] and [Music therapist] ask them a few questions, how they feel about their life. What are some advice they will give to, uh, freshmen?...Those are very, very great questions. Very engaging." (Positive observation of [Music therapist] & [Music therapist]'s facilitation) (PA)
23. "I'm very proud of my and [Music therapist] can scramble all the thing together at the performance because the boy didn't give us anything that he will show up or not." (Praise for [Music therapist] & [Music therapist]'s adaptability and problem-solving) (PA)
24. "most students, I say, take turns, were able to articulate their thoughts and feelings effectively (due to facilitation)." (PS)

25. "K to two, we did use like in like inside out character to show emotion...for the three to five group, we did mystery box" (Effective facilitation techniques) (PS)
26. "with my [facilitator] working with the boys group, the use of like that music app to create beats, I thought it sort of was a good way to connect with the boys who seem to really enjoy that in terms of the style of music, the type of music that they listen to." (PS)

Resource Connection & Outreach Efforts (N=13)

1. "we distribute the social determination of health staff form...able to collect more personal information...identified one particular participant clearly indicated that would benefit from more mental health services." (PA)
2. "Pandora and Mary...attended a event to reach out to the community...Jefferson for like a mental health fair." (PA)
3. "a few student in MP Brown, I check in with the counselor ____ ... She said there are potentially a few family could benefit from our services" (PA)
4. "We send out several newsletters, like information about our services...to all the participants" (PA)
5. "They were doing this sign-up type of sheet in the hallways. And so me and my friend decided to sign up for fun (improvement over last time, increasing promotion outside of the band program." (H)
6. "I don't normally refer people. Go straight to like services. I usually refer them to our family liaison: "The family liaison is separate...works for the district" (SEM)
7. "I don't normally refer people. Go straight to like services. I usually refer them to our family liaison: "The family liaison is separate...works for the district" (SEM)
8. I think it did make a difference, having them table at the event. Even just in terms of families, sometimes I think families feel like, even with me at school, there's a barrier, or you're afraid to connect. And I think that them presenting and being present helped take down that a little bit, and maybe made the families more willingness even to try this. (SEM)
9. I saw flyers about it, and I found it interesting. (H)
10. I was attending lunch one time and then I saw the flyer and said, oh, I like that. So I came over. I seldom go to lunch, but then when I saw the flyer, I was like, oh, I'm very interested. (O)
11. I don't remember what's in the flyer, but then I said, oh, I like this. (O)
12. *I think it [open house marketing] went well, we did have a lot of parents come up to us, or kind of approach us with their kids wanting to join the program. But at the end we did kind of mention to them that you know that this was just going to be a sign up sheet, and that Amber would kind of be like a second eye to it, to determine whether or not their kids would be best fit for the program, and then we also had some parents with second and 3rd graders approach us who wanted to join the program. So it was. I think it was a positive experience. We did get some sign ups, and it was a nice time that we got to communicate directly with parents. (PA)
13. I did it [Music therapist]nly because [other participants kept asking me], "are you going to join?", "Are you going to join?", "Are you going to join?" I said, "okay, I'll join." (O)

Strong Project Management (N=13)

1. They're [NEMS staff] very professional, well thought out, and caring people, and responsible, which you always, you know, want to work with, you know, at a school. (SEM)
2. The decision to run a music therapy group in a high school setting, while accommodating special education students, reflects [strong leadership]....(PA)
3. They're [NEMS staff] also joyous and dedicated about the cause and kids, and...definitely...you want to want to see that. I have always been...a [Support therapist] of innovation, and then I see [that] people [NEMS staff] are really dedicated to music, to children, and to mental health (SEM)
4. Working with [Support therapist] and... Jennifer. You know, the communication has always been very easy. (SO)
5. Innovation.I think it's, you know, safe, and everything that's happening is safe, and so I feel like, okay, this is, like, let's try some of these things, and see, like, where they hit, where they fall, and I know that, you know, the group is new, you know. (SEM)
6. Good Outreach. *Our staff were there to share the information about program, had a chance to talk to parents directly. (PA)
7. Inclusivity. The decision to run a music therapy group in a high school setting, while accommodating special education students, reflects ...[a commitment to inclusivity]. (PA/PS)
8. I really appreciate, I really appreciate [Support therapist], and [Music therapist], and [Music therapist], and they're very professional, well thought out, and caring people, and responsible, which you always, you know, want to work with. (SEM)
9. They're also joyous and dedicated about the cause and kids. (SEM)
10. Never had a problem, you know. They're quick to respond. (SO)

Enjoyed Diverse Cultural Content / Broke Down Cultural Barriers (N=8)

1. Yeah, I think it's just perfectly fine. I'm Filipino, she's Filipino, Chinese. We got a chance to hear Chinese music, too. And I liked that. I enjoyed that. (O)
2. It's a multicultural area. (O)
3. The Chinese-speaking participants would play Chinese music... Some were very nice. Of course, we don't understand it, but I don't mind looking it up... I enjoyed hearing it. (O)
4. Some people don't know about some songs that they grew up in China... will show curiosity and ask them about their life there. (PS)
5. It's very suitable because there is Chinese (O)
6. *Some were very nice. Of course, we don't understand it, but I don't mind looking it up. [Chinese Music] (O)
7. *Well, one thing is strengths side is we've got us together as a group. Normally, we would be speaking to the non-English-speaking Chinese, but now we are communicating together with a Google Translate app. With the Chinese-speaking group members at lunch, because we do come from senior lunch right before we come to this class. So now we're a community now. We talk. (O)
8. I think, first, maybe some of them, like especially [participant name]. She's not part of like, the whole like, Chinese group, you know. It seems like she really got to meet and get to know more friends, you know. But other than that, I think the rest of them were kind of just like, you know, [participant's] friends. And it was just like a group event. (SO)

Positive Experience with the Support Group / Activities (N=7)

1. We also played charades with Inside Out 2 characters and that was fun too. (E)
2. I really like the inside out. (E)
3. The activities were really fun. (M)
4. Talking's good. (O)
5. *I felt the 1st group was 1st time support group was great. Student, very engaged with all the activities and topics. (PS/PA)
6. It sounded very positive, that portion, in terms of, um, connecting drawing, and music, and, you know, as, you know, a, a physical way of integrating, like, what they're doing. (SEM)
7. *I saw them when we did the session... some people quite unable to draw or express, and they may write, and they may be like staying silent, but I see some shift. (PS)

Alignment with School/Participant Needs & Goals (N=6)

1. "it kind of takes a little bit away from my caseload, too." (SEM)
2. "there are some students in the program that basically were in music therapy, so they didn't need to be in a group with me. So I can support other students" (SEM)
3. "it felt kind of fulfilled that need. Yeah, it was great in that way." (SEM)
4. "when we selected students on, like, who didn't have any services that could use services, or who was interested in music" (SEM)
5. (scheduling): "flex period...pretty good. I didn't have to pick out any other flex" (SEM)
6. "MP Brown...intentionally select...the behavior challenge student...They feel like the high needs student need more support and could benefit more from us. Which is fine." (PA)

Technology / Software (N=5)

1. Yeah, like a tablet or like an Apple Pro with an app. It was really fun to make the beats, and we even tried to make a rock sound. (E)
2. I liked doing the launch pad. (E)
3. *Making music and meeting [other participant], which is making the music, like playing with the pads on the tablet, making the music. (H)
4. It was pretty cool. There's, like, two apps we use. The first one, we had, like, it was, like, the tunes were ready-made, and he was putting it together. The second one was pretty cool because we could record, like, different sounds, and we made beat from that. (H)
5. I think just keep using the app. Keeping the app. It's cool to, like, experiment with different sounds. (H)

Flexibility of Program/Curriculum (Musical Approach) (N=4)

1. "musically rather than talking about their music preferences...we just kind of engaged more in musical improv" (re: adult ESL group, adapting music technique) (PM)
2. "we eventually kind of separated them into two different groups (3-5th graders), which I think went fairly well." (PM)
3. "this time we have a younger group...Also people who- it's harder for them to understand English...So we did less of that portion (music & emotional part using ISO principle)...And also less talking...more instrument playing or actually making music." (PM)
4. "it's more like learning through playing instrument, like for the little, little kids." (PM)

Program Challenges, Areas of Improvement, or Recommendations (N=151 comments)

Negative or Neutral Experience with the Program / Problems with Participant Engagement (N=29)

1. *I think this time I did get some feedback from some of the introverts, indicating they didn't enjoy it as much this time. [One middle school student] also didn't have as good a time as last year because the introverted group was more focused on the lessons and structure. (SEM)
2. Even though I think there was some feedback from the therapist that they weren't getting enough like engagement from kids or they weren't, you know, really engaging some of them in like the lessons, I think (SEM)
3. I was, like, it's disappointing to hear that, like, uh, you know, it sounds like, you know, [student], you know, didn't, uh, didn't get as much out of it as, like, that was, that would be a student that, you know, I would like to see, um, get more out of it. (SEM)
4. For different reasons, maybe because some of the kids were a little bit more withdrawn, I think the one last year for the middle school, what they did was a little bit better than this year, I think. (SEM)
5. Sometimes, you know, especially if they're in a bad mood... are they there because they really want to be there, or are they there because they don't want to be in math? (PM)
6. *The high school is difficult. That group dynamic was very difficult very challenging because of the ability differences. (PS)
7. Having the typical developmental students and students on the spectrum together were very hard for us to design the courses, and also to build up the group cohesion that we were aiming for. (PM)
8. The middle schooler can be a little harsh sometimes with themselves or with us. (PM)
9. I have the same idea that [the kids] come here just for snacks... the first thing kids ask me is like, where are the snacks at the beginning of the session. Maybe in the future the curricular itself could be a little bit more... interesting to the kids. (PS)
10. We always challenges with high school different ways, different students, different ways. (PS/PA)
11. *The whole thing is too long. (SEM)
12. At the first meeting, I got my friends from my church. The first meeting, the first couple of meetings, but then they flicked out because they're not very musical. A lot of people think you have to be musical, you know. (O)
13. *[Middle school student] also didn't have as good a time as last year because the introverted group was more focused on the lessons and structure. (SEM)
14. I think maybe the first couple of times, if you can see people that is not musical and not so interested, get them more involved. So, it's like church. If you get the members more involved, to let them have a task or chore, then they feel like they belong. (O)
15. I think if a little bit more fine tune, I think it would probably benefit some people. Bring them out of their shell, so to speak. (O)
16. "if we could incorporate more instruments in one way or another, like that was one thing that was being asked." (SEM)
17. "the older kids thought they were going to learn like piano or even like.. a guitar." (SEM)

18. "I think the kids wanted to play...if there's a way to even incorporate a little bit of like keyboarding...I think the kids will feel like it's more of a music class." (SEM)
19. "to make it better, you guys need to teach how to play the instruments." (E)
20. "Like the microphone, the piano thing, saxophone (wanted to learn)." (E)
21. "The one thing I didn't like is that every time they want every instrument. And there was only like five different instruments that was for the whole part (wanted more types of instruments)." (E)
22. "They hope that we can perform (instructors perform music)." (O)
23. "I think you might to teach our group to sign and dance and how to feeling." (O)
24. "Yes, I have any recommendations for making effective. I think tailor music to the individual;s needs." (O)
25. "I would just give other students chances to explain their ethnic background so we could open up more opportunities for songs (cultural music)." (H)
26. "Doesn't explore songs about being in poverty and growing up without a father." (H)
27. Explore more ethnic background to explore emotion. (H)
28. "if we have like, like a theme, for example, if it is about life transitioning...Then maybe make, we may be able to make it more clear (how music connects to theme)." (PS)
29. "they need to get to know instruments, get to know how instruments and music related to emotions and then make a piece of music (process felt rushed for HS)." (PS)

Performance Preparation & Execution (N=27)

1. "some of the food kind of ran up a little bit...I think a few of my parents went late, so I think some of them didn't get any." (SEM)
2. "the older kids, they rapped, so it was a recording...I don't think they knew what was going on for the performance...they weren't aware that they weren't rapping on stage (live)." (SEM)
3. "with the younger kids...They also didn't let them know this is what you will be doing up there (musically)." (SEM)
4. "So it wasn't not enough preparation (for the musical performance)." (SEM)
5. "I was a little bit unclear." (re: celebration vs performance)
6. "What were you scared about? Being on the stage (for musical performance)." (E)
7. "Anything that you didn't like? being no stage (scary for musical performance)." (E)
8. "The only thing that I didn't like is about is about like my dad wasn't here." (Parental attendance issue) (E)
9. "it was kind of scary because a bunch of people were watching us (perform music)." (H)
10. "I was kind of disappointed we couldn't sing it at all because we didn't have time to prepare (the song)." (H)
11. "So a little more time would have been actually helpful (for music/song preparation)." (H)
12. "they really wish they had more time to practice and they could actually try to even think about, if not performing, at least record a song." (re: ers' musical piece) (PS)
13. Overall Neutral to Negative Experience with the Performance
14. "I'll agree with, like, there is a lot of pressure on, like, okay, once it gets, I think they're, kids are enjoying the process, but I think the performance part, um, puts, um, like, pressure or a deadline when they're, like, enjoying the music group." (SEM)
15. "If the performance were taken away, maybe the time would be better spent in the last half, continuing to enjoy the music, yeah, in, like, a therapeutic way? - Yeah, and then"

- performing in front of each other, or if they wanted to in front of their class, you know, like, give them, like, some kind of choice, or something they wanted to do that. (SEM)
16. I do see that there's value in it [the performance], but I just don't, like, it just hasn't been worked out. (SEM)
17. I don't know. I think it's just because I'm in Texas. I just don't like being in front of big group of people. (M)

Meaning / Purpose of the Performance and Intergenerational Focus Not Clear

18. That's why I look at the performances, like, you know, it's a part, you know, it's like, we're going to have a party. We're going to celebrate like what you did. You know, but I don't know that they're connecting [the point of having the performance]. Like I said, the intergenerational piece. (SEM)
19. [It's a really good question. What is the intergenerational piece for?...Some of them describe it as life changing for them.(The program)] - Well, I mean, yeah. And like I so that's good for me to know, because like even in talking to the kids about, well, why are we going? Like, is that part of the program? Like, you know, yeah. Sharing and connecting, you know, people who, you know, don't have contact with youth or like, you know, you're they're part of your community. So, you know, this is a beautiful way to make that. I don't I don't know if that conversation is happening in the group. (SEM)
20. Even the question in looking at more of the community or the like social skills piece of having a therapeutic group - how does your performance impact other people or how are those questions being asked to the to the kids? Are they making that connection? (SEM)
21. Maybe that day, maybe [Music therapist] or [Music therapist] could tell the audience that music therapy could last a lifetime. because people are very linguistic and visual. If you don't tell it, you're not going to sell it. Because a lot of people just come in and say, oh, I'm here to see a performance. But they didn't realize, not only looking at the performance, because we're doing it, because music fits a different lifestyle and could be for or against your mood. (O)
22. Yeah, like, I mean, I, yeah, I, well, I don't think they're making the connection of, like, I don't know, like, I don't, like, a part, I don't know, are they, like, in the groups, are they talking about intergenerational, you know, music, so, like, I don't, I don't know that part, because I'm not in every group. Yeah. And, like, when you were talking to the kids, I didn't hear that come up at all. (SEM)
23. I, for me, I would like them just, like, to enjoy it, and then I think, I'm not sure that they're really making the connection of, like, why we're having a celebration with the intergenerational, with, you know, the seniors, like, how that is happening, like, at the actual event, like, the kids didn't even, they didn't want to stay and watch the seniors, you know, they just want the food. It's a party. And so they were not sitting in watching the seniors perform. They were out in the hallways running around. I think they're not making the connection of the intergenerational piece. (SEM)

Improvements for Youth's Performance Content

24. ...this time, there weren't words, whereas, for a student like [student name], she's done rapping or some kind of performance individually before, she could have made a little rap or something, and that would have been, felt good for her, you know. (SEM)
25. *I would say, too, it [the intergenerational performance] took a long time of just, like, it could be short, maybe not as many songs or something, it does take long, and it was kind of awkward, because the kids go up there, and they're just playing a recording, they're

standing up, they're kind of embarrassed... The whole thing is too long, you know, I think. (SEM)

26. I like not this year, but last year. We, we did it, it was on a video, but it didn't show our faces and we just stood there on like stage, but we didn't do it. (E)
27. I don't know, but like I said, like the performances, though, last year, though, with like the words and the songs that they wrote, I felt was, you know, more of a performance and more, you know, something to listen to. Whether I think like the audience is like, okay, beats. Like, what are they, you know, it's like, it might be an audience disconnect, you know, or like what, you know, like what, you know. (SEM)dd

Communication & Framing (Program purpose, expectations etc) N=15)

1. "It's usually the older kids because they don't know how they feel about it. They feel like, oh, maybe I'm in trouble because I'm in this class." (SEM)
2. "I kind of tell the kids it's a.. a music class. So like, because a lot of the worries that came from, like the parents specifically...they thought it was like intensive therapy." (SEM)
3. "I did have to have a lot of communication with the parents on, like what the program is" (SEM)
4. "if we were to bring it back...I would love for like.. that [NEMS form] to be tweaked. Because...it seemed very, like medical." (SEM)
5. "I think the kids will feel like it's more of a music class (if curriculum changes to include more instrument instruction)." (SEM)
6. "it would be nice if they can go into the classroom and kind of simplify what wellness or mental health means so that way it can kind of take away the stigma from that." (SO)
7. "if it's gonna be like a therapeutic group, as long as we know ahead of time that that's what we're looking at, then we can plan a little bit better (before going in)." (PM)
8. "I guess like the content of the class and like the goal and how like, what is the purpose of this group can be more emphasis at the beginning. So they know what, why they're in the group." (PM)
9. "I feel like they [parents] might be kind of blind side because they would think it's just a music class for the kids." (PM)
10. "this is just one of the struggles with music therapy in general is that people tend to really misunderstand what we're doing and just consider it like we're just doing music rather than like the therapeutic benefit of music therapy as a field." (PM)
11. "If we have a goal, we use music and theme is to talk about a certain theme. Then maybe make, we may be able to make it more clear. This is therapeutic (not just a music class)." (PM)
12. I think some of the feedback was maybe some of the behaviors that were more difficult, the younger kids felt awkward, or that they maybe didn't take as much advantage of the music program, because they felt withdrawn, like maybe they didn't want to be their authentic selves. [So maybe it wasn't] as safe as it could have been, because they feel judged...(SEM)
13. I'm usually a pretty open book, but I think it could use a little more improvement as far as psychological end of it. I gather it's kind of a new program for them, too. So it's like, there's a lot of things that could be, you know, fine-tune it a little better. Because it's really hard to just say, how do you feel? It's like, you know, it's like sometimes have to be led by example, I guess. So I don't know, I'm not a psychologist or anything like that. How would you teach people like, how do you use music to express your feeling? It's not as easy or simple as that. (O)

14. Not really. It doesn't click. [It did not really help his/her understand his/her feelings through music.] (M)
15. But yet, we're having this performance, and, like, you know, to me, as, you know, like, it is kind of a strange thing, like, you're in a therapy group, but then you have, and, you know, an open performance, like, I, like, for me, that is, you know, yeah, the income, potential incongruence. (SEM)

Group Composition & Management (including Participant Selection) (N=12)

1. "Three to five I think we just had a little bit of a challenging group like some of the dynamic didn't mix very well like because some of the students didn't really like each other." (SEM)
2. "So our selection process, we have our own like staff meetings where teachers bring up like students that like are on their radar for certain things. And some like the of the students are in groups, some of them have individual counseling, some also enjoy music. So we kind of like, when we selected students online, who didn't have any services that could use services, or who was interested in music, because we didn't want to put a student that was not interested in music in the class. So it was a combination between the principal and like the teachers for selecting students. (SEM)
3. "This was also a group [3-5th] that like had a lot of behavioral management needed a lot of behavioral management support. The levels of maturity were just like vastly different between third graders and fifth graders... The other half of the group [3-5th] was struggling with group cohesion in communicating with each other" (PM)
4. "MP Brown...teacher and counselor...intentionally select...the behavior challenge student put in that group. So it become more like a treatment group instead of like a prevention group." (PA)
5. "as soon as we introduced about the, Mr. Therapy idea to MP Brown, both the school counselor and a person. Really excited about this. They, they shared immediately. Oh, we have, uh, a group of students would benefit from this. So they have someone in their mind. Are challenging behaviors, uh, social, emotional, high needs. They will refer." (PA)
6. "if we target more on the emotional needs...We may not be able to hold this and talk about this in a group as another focus because this is another curriculum." (if high-needs and performance is goal) (PM)
7. "Maybe it's time to stop that one [] because of all of the continual problems." (PM)
8. "the K2 group, there are some girls or some boys secretly talk to each other and might indicate they need some redirection and some reinforcement of the group expectation." (PS)
9. There are students need a special education or special need join the group. We learned that next time, maybe we need to differentiate that as a different marketing population, because there are students like in the [Music therapist]nstream student, join it, and they expect high, more, more activities or faster speed. (PS/PA)
10. We had this like really big standoff with the middle schoolers... about them being divided into groups and working with people that they don't normally work with. (PM)
11. We had to totally adjust the way that we were approaching these conversations and approaching the way that we were doing a group. Inclusivity isn't just like, you know, throwing these kids who are in life skills programs into a group with, you know, general education students without like additional support. (PM)

12. The high school is difficult. That group dynamic was very difficult very challenging because of the ability differences. (PS)

Neutral or Negative Experience with Support Group (N=10)

1. *The second support group. Just for my personal observation. I feel like not that much of engagement I feel like toward the end, students are more excited or anticipated more music activities. (PS/PA)
2. The support group was also quite confusing for my both groups... It's an awkward end with us. (PS)

Awareness / Don't remember it

3. No, we have Kevin. That wasn't actually his name. It was a girl and a boy. (M)
4. No [I don't remember meeting with a therapist] (O)
5. [Can you share your thoughts and insights on the support group aspect of the program, particularly regarding how it was remembered by the kids this time compared to last time and whether it felt more coordinated?] - You know, I can't say, uh, I really do, because, um, I wasn't honestly aware, you know, what day, or when that happened, or, because sometimes, I'll just use one continuous thing, yeah, yeah, so, you know, I can't really reflect on that (SEM)

Need better fit between support group and music therapy

6. To have a support group after the performance was very confusing... I would want to next time if we can plan to have the support group before performance. Because performance really feels like it's an end. (PS)
7. I think maybe next cohort we can think about that. That if we have time constraints, maybe just do one support group... so we can process whatever they're feeling, maybe anxious, or maybe conflict in a group before going into performance. (PS)
8. *I [support group leader] do want to see them as a group... if we have more time... we can do more, or maybe at least we can see them being together more so that we can see the change. (PS)

Counselor/School Staff Burden & Role Clarity (N=6)

1. "I love the program, but it put a lot of work on my end..where I had long conversations...with families." (SEM)
2. "my experience with it was positive, but I would love for me to be a little bit hands-off, uhm, because it does take two hours of my day every.. Like, every week." (SEM)
3. "I had to help you manage behaviors." (SEM)
4. "if that was more clear to like, the sites, that would be really helpful. Okay, just so they can coordinate for like staffing support and whatnot." (SEM)
5. "Ideally, the staff wouldn't need to be there." (SEM)
6. "it would also be helpful for like having a teacher or someone to be there cause we're therapists, we're not educator."

Role Clarity & Support Needs for Facilitators (N=5)

1. "I had to help you [facilitators] manage behaviors. (School staff supporting facilitators) If that was more clear to like, the sites, that would be really helpful. Okay, just so they can coordinate for like staffing support [for facilitators] and whatnot." (SEM)
2. "But you're not needing them to help identify students that need, you already know who's in need." (re: school identifying students) (SEM)

3. "if it's gonna be like a therapeutic group, as long as we know ahead of time that that's what we're looking at, then we [facilitators] can plan a little bit better." (Need for clear expectations for facilitation) (PM)
4. "if we [facilitators] know beforehand and also things can be more exact about the student information, then yes." (Need for student info for effective facilitation) (PS)
5. "if we target more on the emotional needs...We [facilitators] may not be able to hold this and talk about this in a group as another focus because this is another curriculum." (Challenge for facilitation if scope is too broad) (PS)

Tried to Adapt Support Group Strategies to Diverse Participants (N=4)

1. We had a planned conversation or communication with all the school counselors... trying to modify our support group contents with their contents. (PS/PA)
2. I think my 1st round was, I think it was more general. Just talk about our, because 1st round I let the support group for the seniors. Very different population. So with seniors, more general psycho, psycho, psychoeducation, psychosocial knowledge, and then introduce all about them services. This time I led the younger group, the elementary and middle school groups, so very different, very different in terms of the activities we did, the curriculum, and then the language I used. It's just I don't know. It's just I I my 2 experience are totally different populations. (PS/PA)
3. There is, but it's not like from our fixed it. Curriculum. Each of us depending on the group members, the participants. We will do some activities. So there is content, but not like centralized around, because, the participants are different. They are in different state of life. They have different issues. So we we don't by like, build up like a curriculum for everyone. (PS)
4. Organization within the curriculum. [Speaking to how the support group curriculum was organized] Just customize with each [support] group. And then based on the group dynamic. And they're presenting issues because we did collaborate with [Music therapist], and [Music therapist] was a dynamic for this particular group, and then we need to pay more attention about their activity and dynamic, and then cater to those characters. Yeah, it's yeah. The therapists are different. So it's hard to compare. (PS/PA)

Facilitator Preparedness for High-Need Students (N=3)

1. "the students we do refer do have some type of like behavior, or like, SEL support needs...some didn't know how to help them." (SEM)
2. "if it's like more of a therapeutic group because like there's less time to build these safe relationships. There's less time to accomplish these like behavioral needs" (PM)
3. "I did not expect Apollo to be so difficult...I just didn't expect like there are a lot of things that I come to realize after like three sessions" (PS)

Referrals / Linkages (N=3)

1. Community school...it would be great if we had a community school and like we have music therapy or NEMS...and resources [as] just part of the school. Like this is your linkage to it. Like, FDR is working with Jennifer and [Support therapist] and they're going to be your contact people. And here's your group. (SEM)
2. They gave us a pamphlet, a pamphlet of different resources, I believe. I don't know if it was emphasized. I don't remember if it was emphasized. (O)
3. I noticed someone that could benefit from individual services... but I don't wanna offer them [it is awkward to bring up]. (PS/PA)

Referrals

- No comments