**Appendices**

**Appendix 1**

**Inclusion and exclusion criteria**

| **Include** | **Exclude** |
| --- | --- |
| Studies which include primary care-giver interviews or focus groups where data is analysed qualitatively  Qualitative data in mixed methods studies  Described specifically as 'music therapy' in abstract. Intervention must be delivered by a qualified music therapist, or trainee under the supervision of a qualified practitioner.  English language  Music therapy with children aged 0-18 or children and parents  Full article  Studies seeking parent views on music therapy | Studies which do not include primary care-giver interviews or focus groups  Quantitative studies, surveys with qualitative data, studies observing behaviour rather than eliciting views or perspectives, intervention studies, questionnaire surveys, studies where interview/focus group data is not extractable, case studies.  Described as 'music’ in abstract, but not ‘music therapy’. Focus is on a part of intervention (e.g. a performance) rather than intervention as a whole.  Not English language  Music therapy with parents alone  Music therapy exclusively with neonates or infants aged under 2  Music therapy with adults  Abstract only  Studies comparing parent views on music therapy to other interventions. |

**Appendix 2 – Search Strategies**

**Database Search strategies (MeSH terms in capitals)**

| **Database/Publication** | **Search Terms** |
| --- | --- |
| PsycINFO | (("MUSIC THERAPY"/ OR (music\* AND therap\*).ab) AND ("FAMILY MEMBERS"/ OR PARENTS/ OR (parent\* OR carer\* OR famil\*).ab)) AND (INTERVIEWS/ OR (interview\* OR "focus group" OR "focus groups").ab) |
| CINAHL | (("MUSIC THERAPY"/ OR (music\* AND therap\*).ab) AND (PARENTS/ OR FAMILY/ OR (parent\* OR carer\* OR famil\*).ab)) AND ("FOCUS GROUPS"/ OR INTERVIEWS/ OR (interview\* OR "focus group" OR "focus groups").ab) |
| MEDLINE | (("MUSIC THERAPY"/ OR (music\* AND therap\*).ab) AND (PARENTS/ OR FAMILY/ OR (parent\* OR carer\* OR famil\*).ab)) AND ("FOCUS GROUPS"/ OR "INTERVIEWS AS TOPIC"/ OR (interview\* OR "focus group" OR "focus groups").ab) |
| AMED | (("MUSIC THERAPY"/ OR (music\* AND therap\*).ab) AND (PARENTS/ OR FAMILY/ OR (parent\* OR carer\* OR famil\*).ab)) AND (INTERVIEWS/ OR (interview\* OR "focus group" OR "focus groups").ab) |
| EMBASE | (("MUSIC THERAPY"/ OR (music\* AND therap\*).ab) AND (PARENT/ OR FAMILY/ OR (parent\* OR carer\* OR famil\*).ab)) AND (INTERVIEW/ OR (interview\* OR "focus group" OR "focus groups").ab) |
| PubMed | ((music\* AND therap\*).ab AND (parent\* OR carer\* OR famil\*).ab) AND (interview\* OR "focus group" OR "focus groups").ab |
| EThOS | “music therapy” |
| *British Journal of Music Therapy*  *Nordic Journal of Music Therapy*  *Journal of Music Therapy* | Google scholar search using “parents” and “interviews” |

**Appendix 3**

**Data Extraction form – list of categories**

|  |
| --- |
| Reference |
| Type of publication/Country of publication |
| Sponsorship of study/Institution |
| Size of research team |
| Methodology |
| Other data collection/analysis methods used (if relevant) |
| Sample size/Sample methods |
| Inclusion/exclusion criteria |
| Intervention (individual or group, parent inside/outside room, length of time) /Description of intervention |
| Patient group (age, gender, reasons for referral/diagnosis) |
| Setting |
| Research Questions/Aims |
| Data collection method (interview/focus group, facilitator, transcription method) |
| Method of analysis |
| Findings/results (verbatim) |

**Appendix 4**

**CASP Quality appraisal**

| *Author (Year)* | *Was there a clear statement of the aims of the research?* | *Is a qualitative methodology appropriate?* | *Was the research design appropriate to address the aims of the research?* | *Was the recruitment strategy appropriate to the aims of the research?* | *Was the data collected in a way that addressed the research issue?* |
| --- | --- | --- | --- | --- | --- |
| Allgood (2005) | YES | YES | YES | CAN’T TELL | YES |
| Archer (2004) | YES | YES | YES | YES | YES |
| Chiang (2008) | YES | YES | YES | YES | YES |
| Flower (2014) | YES | YES | YES | YES | YES |
| Jimenez and Franco (2018) | CAN’T TELL | CAN’T TELL | CAN’T TELL | CAN’T TELL | CAN’T TELL |
| Kaenampornpan (2015) | YES | YES | YES | CAN’T TELL | YES |
| Lindenfelser et al (2012) | YES | YES | YES | CAN’T TELL | YES |
| Lindenfelser et al (2008) | YES | YES | YES | YES | CAN’T TELL |
| Oldfield (2003) | CAN’T TELL | CAN’T TELL | CAN’T TELL | YES | CAN’T TELL |
| Procter (2005) | YES | YES | YES | CAN’T TELL | YES |
| Schwartzberg and Silverman (2017) | YES | YES | YES | YES | YES |
| Thompson (2017) | YES | YES | YES | YES | YES |
| Thompson and McFerran (2015) | YES | YES | YES | YES | YES |

| *Author (Year)* | *Has the relationship between researcher and participants been adequately considered?* | *Have ethical issues been taken into consideration?* | *Was the data analysis sufficiently rigorous?* | *Is there a clear statement of findings?* |
| --- | --- | --- | --- | --- |
| Allgood (2005) | CAN’T TELL | YES | CAN’T TELL | YES |
| Archer (2004) | YES | CAN’T TELL | CAN’T TELL | YES |
| Chiang (2008) | YES | YES | YES | YES |
| Flower (2014) | YES | YES | YES | YES |
| Jimenez and Franco (2018) | NO | NO | CAN’T TELL | NO |
| Kaenampornpan (2015) | YES | YES | YES | YES |
| Lindenfelser et al (2012) | NO | YES | YES | YES |
| Lindenfelser et al (2008) | NO | CAN’T TELL | CAN’T TELL | YES |
| Oldfield (2003) | CAN’T TELL | YES | NO | NO |
| Procter (2005) | YES | CAN’T TELL | CAN’T TELL | YES |
| Schwartzberg and Silverman (2017) | YES | CAN’T TELL | YES | YES |
| Thompson (2017) | YES | CAN’T TELL | YES | YES |
| Thompson and McFerran (2015) | YES | YES | YES | YES |

| *Author (Year)* | *How valuable is the research?* |
| --- | --- |
| Allgood (2005) | Little discussion of impact on practice or existing knowledge. Recommendations made for further research. |
| Archer (2004) | Contribution to the literature is stated and recommendations for further research are made |
| Chiang (2008) | Contradictions explored. Detailed description of findings. |
| Flower (2014) | Clear consideration of next steps and avenues for further research. |
| Jimenez and Franco (2018) | Value of research is unclear. Conclusions about parents' perceptions are valid. Conclusion that 'music therapy can be used with good success' is not supported by the evidence. No recommendations for further research. |
| Kaenampornpan (2015) | Relates to existing knowledge. Recommendations for further research provided. |
| Lindenfelser et al (2012) | Findings are considered in relation to current practice. No recommendations are made for further research. |
| Lindenfelser et al (2008) | New findings are identified and related to existing literature. Some consideration of influence on current practice. No new recommendations for research identified. Some consideration of general application within PPC field. |
| Oldfield (2003) | Value of the interviews is unclear in the context of the project. No recommendations made for further research. |
| Procter (2005) | Impacts on practice explored in detail. Reflections shared on value of model of collaborative research strategy. No recommendations for further research. |
| Schwartzberg and Silverman (2017) | Implications of all findings considered. Limitations of the study and recommendations for further research included. |
| Thompson (2017) | Implications for practice explored in detail. Limitations of the study explained and recommendations for further research are discussed. |
| Thompson and McFerran (2015) | Emphasis is on transformation of parent-child relationships. Further recommendations made for research and for parent collaboration in future studies. |

**Appendix 5 –** ***Analytic Themes***, **Descriptive themes** & Codes

|  |
| --- |
| *Some parents described difficulties with engaging with music therapy* |
| Disempowerment of parents |
| Parents' lack of confidence |
| Confidentiality not helpful re own child |
| Ambivalence about music therapy |
| Varied experiences of assessment |
| Parents wanted more input |
| Challenges with child's engagement |
| *Parents perceived positive impacts of music therapy on child* |
| Emotional benefits |
| Social - becoming more outgoing |
| Increased openness and flexibility |
| Improved self-regulation |
| Improved confidence |
| Child Strongly Engaged |
| Calming effects of music therapy on child |
| Physical benefits |
| Physical responses |
| Social communication benefits |
| Improved concentration |
| Improved communication |
| Encouraging independence |
| Child understanding boundaries |
| *Parents experienced music therapy as a nurturing environment for family relationships* |
| Meeting child and family's needs |
| Useful connections between families |
| Therapeutic benefits for parents |
| Opportunity to focus on child |
| Opportunities for expression |
| Non-judgemental safe environment |
| Music therapy distinct from other therapies |
| Music as active agent |
| Importance of therapist-parent communication |
| Trust in therapist |
| Reports useful for representing work to others |
| Carers learning new skills |
| Importance of therapist-child relationship |
| Importance of consistent routine |
| Empowerment of parents |
| Comparison of home and clinic environment |
| Changing family relationships |
| Making connections |
| Significance of songs |
| Sibling roles |
| Generalised changes in parent interactions with child |
| Use of music at home |
| Closeness between parent and child |
| Shared positive experiences |
| Changes in family perception of child |
| Parent hope - music therapy will help child to accept adult direction |