**![A close up of a logo

Description automatically generated]() Intake form for dance movement therapy programs**

This template is provided as an example for therapists who do not have an existing intake process to use. Therapists and agencies should adapt these for their own situation.  
A range of intake information is included. The first parts may be undertaken in an interview with participants, while baseline assessment is undertaken in a movement session.

**PART 1: Participant details**

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| **First Name:** | **Family Name**: | | **Preferred Name:** |
| **Date of birth:** | |  | |
| **Parent/Legal Guardian (if under 18)/ representative:** | | | |
| **Address:** | | | |
| **Contact number/s:**  **OK to leave a message?** | | **Email:** | |

**PART 2: How I like to be supported**

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| **How I like to communicate:**  In this section, you are invited to share with me your thoughts about how you best like to communicate. | ***Communication preferences/support needs if relevant. This may also include preferences relating to out of session correspondence*** |
| **My mobility:**  In a CAT session, we might be inviting you to move in diverse ways. Can you tell us how you might like to be supported with your mobility? | ***Mobility preferences, support needs and/or any pre-existing injuries. This information might be available from an existing referral.*** |
| **My health:**  In this section, I invite you to share any information about your health that you feel might be relevant. This might be your level of fitness, issues you are facing, medication you are taking, are anything else you think might be helpful for me to know. | ***A general overview of health, fitness levels and details of any pre-existing health conditions or injuries it is important for the CA therapist to know about. Please attach relevant documentation such as Epilepsy/Asthma/Allergy Plans. These will be stored securely and confidentially.*** |
| **My safety:**  In this section, I invite you to share information that might help us better support your safely. Is there anything you can share with us about behavioural or other types of support that might help us work with you successfully. | ***If relevant, please detail any positive behavioural support information to support the therapist in providing safe and supportive service to you. Please attach your Behavioural Support Plan if you have one. It will be stored securely and confidentially.*** |
| **My mental health:**  In this section, I invite you to share things that you have been thinking about lately, or how you been feeling lately. Can you connect this with any other times that you felt/ thought this and what happened on that occasion?  Have you ever seen a counsellor, psychologist,psychiatrist about these feelings and thoughts? Are you taking medication for mental health issues? Do you have any family history of mental health concerns? Do you have any coping mechanisms or practices that help you deal with these experiences? | ***If you would like to share any information with the therapist relating to your mental health or life experiences, please indicate this here with a description or request to speak in person. Some examples might include managing a mental health condition, significant life experiences (positive or negative), or managing relationships in your life.*** |
| **Important people in my life:**  In this section, I invite you to tell me about people who are important in your life who we might speak to, to find out information that might help us offer you better support. | ***Family, friends or professionals who know me well, that I am happy for the therapist to speak to about supporting me with my permission.*** |
| **Other important information:**  In this section, I invite you to tell me anything else about you that might help me serve you better. This might include your cultural background, or other aspects of your life, language/s you speak at home, your family situation or anything else that is important to you. | ***Please add here any other important information you would like your therapist to know about. This might include your cultural background or identification, for example.*** |

**PART 3: What I want to get out of my creative arts therapy program**

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| **I am interested in: Group sessions  One on one sessions** |
| **My strengths and/or special interests are:** |
| **My interests in dance and music are:** |
| **I want to explore the following issues/themes in my CAT sessions:** |
| **Important goals for me are:** |
| **In my CAT sessions it is important that I….**  ***Please add here any information linked to preferences for sessions – ie. length of sessions, opportunities for rest, a space to retreat to, any special equipment required.*** |
| **Any other information you would like to share:** |

**PART 4: Details of funding scheme/s that support my participation**

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| **Name of plan or scheme: Participant Number**: | |
| **Plan Management:**  Agency  Self  Plan  Not Sure  *(Please tick all that apply)* | |
| **Do you have a current plan?**  **Yes, and I have provided a copy**  **No**  **Yes, but I’d like to find out more about creative arts therapy first** | |
| **Case/Plan Manager:** | **Organisation:** |
| **On what date is your funding plan due for review?** | |

**PART 5: Documents provided in referral**

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| **Name of document** | **Provided by referral agency** | **Date** |
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**PART 6: Baseline assessment for DMT using *Outcomes Framework***

The following table provides an approach to baseline assessment that uses *the Outcomes Framework for Dance Movement Therapy* (Dunphy, Lebre & Mullane, 2020, [www.makingdancematter.com.au](http://www.makingdancematter.com.au)). Therapists and participants may choose to assess all outcomes in order to identify areas that could be supported in a DMT process or select a smaller number of outcomes based on pre-identified program goals, or ideas for focus that arose in interview. This process could be completed here on this form, on app *MARA* [www.makingdancematter.com.au/help/](http://www.makingdancematter.com.au/help/) or on Excel documents available [www.makingdancematter.com.au/about/outcomes-framework/](https://www.makingdancematter.com.au/about/outcomes-framework/). Use in conjunction with Outcomes Framework available on [www.makingdancematter.com.au/about/outcomes-framework/](https://www.makingdancematter.com.au/about/outcomes-framework/) that provides a full explanation and definitions for each item. Space is provided for up to four scores and a mean, which allows therapists to record the potential range of scores for each item that might be evident in a session/s. The mean for each sub-domain can be calculated from the items within that sub-domain, allowing the therapist to identify areas of strength and potential development.

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| **OUTCOME DOMAIN 1 PHYSICAL: Towards a stable, mobile, functional & expressive body** | | | | | | | |
|  | **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | |
|  | **1.1** | **Body parts: awareness, activation, connection** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **1.1.1** | **Use of breath to support movement** |  |  |  |  |  |
|  | **1.1.2** | **Activation of body parts: upper, lower body** |  |  |  |  |  |
|  | **1.1.3** | **Activation of body hemispheres left, right** |  |  |  |  |  |
|  | **1.1.4** | **Body parts connection: centre to extremities, head to tail connections** |  |  |  |  |  |
|  | **1.1.5** | **Body parts connection: upper and lower body** |  |  |  |  |  |
|  | **1.1.6** | **Body halves connection: right and left sides** |  |  |  |  |  |
|  | **1.1.7** | **Body parts connection: diagonal movement** |  |  |  |  |  |
|  | **1.1.8** | **Sequencing of body parts in movement** |  |  |  |  |  |
|  | **1.1.9** | **Self-synchrony: body parts moving in rhythm with oneself** |  |  |  |  |  |
|  | **1.1.10** | **Control of movement succession** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **1.2** | **Space: Body in space** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **1.2.1** | **Kinaesphere: access to near-, mid- and far- reach space** |  |  |  |  |  |
|  | **1.2.2** | **Movement planes: access to vertical, horizontal, sagittal planes** |  |  |  |  |  |
|  | **1.2.3** | **Spatial intention: mover identifies and uses directions or points in space** |  |  |  |  |  |
|  | **1.2.4** | **Levels in space: access to low, medium, high levels** |  |  |  |  |  |
|  | **1.2.5** | **Managing body boundaries in space** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  |  | **Shape: Body shaping** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **1.3.1** | **Shape Flow: access to Shape Flow, representing a relationship of the body to itself** |  |  |  |  |  |
|  | **1.3.2** | **Directional: access to Directional Shaping of the body** |  |  |  |  |  |
|  | **1.3.3** | **Carving: access to Space Carving, the body’s active and three-dimensional interaction with the volume of the environment** |  |  |  |  |  |
|  | **1.3.4** | **Shape qualities: access to Shape qualities, opening and closing** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **1.4** | **Effort: Movement qualities** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **1.4.1** | **Weight**: **access to Active (light - strong) and Passive (limp - heavy) Weight Efforts** |  |  |  |  |  |
|  | **1.4.2** | **Space: access to Direct – Indirect Space Efforts** |  |  |  |  |  |
|  | **1.4.3** | **Time: access to Sudden –Sustained Time Efforts** |  |  |  |  |  |
|  | **1.4.4** | **Flow**: **Access to Bound - Free Flow Efforts** |  |  |  |  |  |
|  | **1.4.5** | **Effort combinations: access to combinations of Effort elements** |  |  |  |  |  |
|  | **1.4.6** | **Effort phrasing: access to Effort phrasing** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **1.5** | **Fitness and release** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **1.5.1** | **Stamina** |  |  |  |  |  |
|  | **1.5.2** | **Strength** |  |  |  |  |  |
|  | **1.5.3** | **Flexibility** |  |  |  |  |  |
|  | **1.5.4** | **Balance** |  |  |  |  |  |
|  | **1.5.5** | **Release of physical tension** |  |  |  |  |  |

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| **OUTCOME DOMAIN 2 CULTURAL: Towards a creative, aesthetic, expressive self** | | | | | | | |
|  | **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | |
|  | **2.1** | **Creativity and aesthetic sense** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **2.1.1** | **Creativity expressed** |  |  |  |  |  |
|  | **2.1.2** | **Experience of aesthetic enrichment** |  |  |  |  |  |
|  | **2.1.3** | **Aesthetic decision-making** |  |  |  |  |  |

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|  | **2.2** | **Cultural appreciation and belonging** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **2.2.1** | **Appreciation of diversity and difference of cultural expression** |  |  |  |  |  |
|  | **2.2.2** | **Sense of belonging to a shared cultural heritage experienced** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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| **OUTCOME DOMAIN 3 EMOTIONAL: Towards healthy, regulated emotions** | | | | | | | |
|  | **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | |
|  | **3.1** | **Emotional expression** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **3.1.1** | **Identification of own feeling or emotional states** |  |  |  |  |  |
|  | **3.1.2** | **Expression of own feeling or emotional states** |  |  |  |  |  |
|  | **3.1.3** | **Experience of fun, pleasure, enjoyment** |  |  |  |  |  |
|  | **3.1.4** | **Access to playfulness** |  |  |  |  |  |
|  | **3.1.5** | **Access to full range and intensity of affects** |  |  |  |  |  |
|  | **3.1.6** | **Sense of positive body image** |  |  |  |  |  |
|  | **3.1.7** | **Sense of confidence in self** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **3.2** | **Emotional regulation** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **3.2.1** | **Expression of feelings and emotions appropriate to current situation** |  |  |  |  |  |
|  | **3.2.2** | **Capacity to cope with challenges and difficulties** |  |  |  |  |  |
|  | **3.2.3** | **Release of psychological tension** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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| **OUTCOME DOMAIN 4 COGNITIVE: Towards an Active, enquiring mind** | | | | | | | |
| **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | | |
|  | **4.1** | **Attention and initiative** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **4.1.1** | **Attention to activity** |  |  |  |  |  |
|  | **4.1.2** | **Energy attuned appropriately to activity** |  |  |  |  |  |
|  | **4.1.3** | **Indication of preferences and choice-making** |  |  |  |  |  |
|  | **4.1.4** | **Independent initiation of an action or activity** |  |  |  |  |  |
|  | **4.1.5** | **Leading, taking ownership of an activity** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **4.2** | **Memory** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **4.2.1** | **Sense of enthusiastic anticipation evident** |  |  |  |  |  |
|  | **4.2.2** | **Recall of movement sequences** |  |  |  |  |  |
|  | **4.2.3** | **Recall of themes or ideas from previous activities** |  |  |  |  |  |
|  | **4.2.4** | **Meaningful evocation and exploration of life memories** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **4.3** | **Executive function** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **4.3.1** | **Following directions** |  |  |  |  |  |
|  | **4.3.2** | **Processing speed** |  |  |  |  |  |
|  | **4.3.3** | **Reflective capacity** |  |  |  |  |  |
|  | **4.3.4** | **Organisation of thinking, making connections, identifying patterns** |  |  |  |  |  |
|  | **4.3.5** | **Attribution of mental states to oneself and other (Theory of mind)** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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| **OUTCOME DOMAIN 5 SOCIAL: Towards satisfying, reciprocal relationships** | | | | | | | |
|  | **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | |
|  | **5.1** | **Embodied (non-verbal) communication** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **5.1.1** | **Comfort in proximity to others** |  |  |  |  |  |
|  | **5.1.2** | **Appropriate eye gaze or contact** |  |  |  |  |  |
|  | **5.1.3** | **Appropriate facial expression** |  |  |  |  |  |
|  | **5.1.4** | **Appropriate use and reception of touch** |  |  |  |  |  |
|  | **5.1.5** | **Appropriate physical contact or connection with others** |  |  |  |  |  |
|  | **5.1.6** | **Appropriate use of personal space in relation to others, including body boundaries** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **5.2** | **Social reciprocity** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **5.2.1.** | **Appropriate response to offer of social connection** |  |  |  |  |  |
|  | **5.2.2.** | **Appropriate initiation, sustainment, release of social connection** |  |  |  |  |  |
|  | **5.2.3** | **Appropriate give and take in relationship, turn-taking** |  |  |  |  |  |
|  | **5.2.4** | **Synchrony of movement with others** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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|  | **5.3** | **Expressive (including verbal and vocal) communication** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **5.3.1** | **Identification of feelings or emotional states of others** |  |  |  |  |  |
|  | **5.3.2** | **Socially acceptable or appropriate response to emotions of others** |  |  |  |  |  |
|  | **5.3.3** | **Emotional connection with others** |  |  |  |  |  |
|  | **5.3.4** | **Receptive communication** |  |  |  |  |  |
|  | **5.3.5** | **Expressive vocal or verbal communication** |  |  |  |  |  |
|  | **5.3.6** | **Appropriate vocal or verbal communication** |  |  |  |  |  |
|  | **5.3.7** | **Capacity to reflect on experiences and to communicate them** |  |  |  |  |  |

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| **Sub-domain Mean** |  |

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| **OUTCOME DOMAIN 6 INTEGRATION: WHOLENESS, VITALITY, ALIVENESS** | | | | | | | |
|  | **SUB-DOMAIN & OBJECTIVES Scoring: 1 (minimal) to 10 (maximum conceivable)** | | | | | | |
|  | **6.1** | **Sense of integration within self** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **6.1.1** | **Integration of past, present and future dynamic (embodied) self** |  |  |  |  |  |
|  | **6.1.2** | **Adaptation to adversity, coping, resilience** |  |  |  |  |  |
|  | **6.1.3** | **Integration of whole self: sensations, feelings, thoughts, imagination** |  |  |  |  |  |
|  | **6.1.4** | **Embodied sense of a positive future** |  |  |  |  |  |
|  | **6.1.5** | **Experience of flow state** |  |  |  |  |  |

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|  | **6.2** | **Sense of integration between self and outside world.** | **Score 1** | **Score 2** | **Score 3** | **Score 4** | **Mean** |
|  | **6.2.1** | **Resonance: sense of felt unity with music, partner or other stimulus** |  |  |  |  |  |
|  | **6.2.2** | **Embodied pleasure and sensuality** |  |  |  |  |  |
|  | **6.2.3** | **Experience of sense of meaning, spiritual or numinous connection or transcendence** |  |  |  |  |  |
|  | **6.2.4** | **Sense of belonging and becoming, connection and contribution** |  |  |  |  |  |

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**PART 7: Therapist undertaking assessment**

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| **Name of therapist** |  |
| **Signature** |  |
| **Date of report** |  |
| **Therapists’ comments** | |
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