PORTUGUESE VERSION VALIDATION TRIAL AND FUTURE RESEARCH POSSIBILITIES WITH DATA GATHERED BY MARA

LAUNCH OF MARA 3.0 AND OUTCOMES FRAMEWORK FOR DANCE MOVEMENT THERAPY

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Portuguese version validation trial

- Translation of a Portuguese version of the Framework and MARA
- Trialling of the Outcomes Framework and MARA
- Graphing functions into an excel form to enable it to be used without an iPad
- Using the Framework and MARA to create a group profile
We suggest that mean scores of participants’ achievement on subdomains and items can be utilised for program planning. If we assume that higher scores are indicative of higher performance of participants on these aspects, then we might choose to focus future planning on areas in which participants had lower scores, in this case Body use, Body organisation and connectivity, Effort, Shape, Fitness, and coordination, Relaxation, Breathing (P) and Creativity and aesthetic sense (C). We might offer activities that are

Figure 1. Group Profile – Outcomes Framework for Dance Movement Therapy V. 46 (Dunphy & Mullane, 2018).
Portuguese version validation trial - Content validity

(Caridade, Lebre & Dunphy, 2020)

N=6

Content Validity Index (CVI)

Item-level (I-CVI) between .69 to .94 moderate to high

Scale-level CVI (S-CVI) between .82 to .95 – high
FUTURE RESEARCH POSSIBILITIES WITH DATA GATHERED BY MARA

- **Content validation** experts scoring on of the Framework’s assessment elements: relevance, clarity, simplicity, ambiguity
- **Test-retest, Inter-rater reliability and intra-rater agreement of scores**: How much agreement is there in the scores of different DM therapists? people in different professions (DM therapist, psychomotor therapists, student, untrained assistant)?
- **Exploratory factor analysis (EFA)**
- **Confirmatory factor analysis (CFA)**

1. First order six factor model-multidimensional construct composed of six intercorrelated factors
2. Second order single factor model- factors are distinct, but be accounted for by one common underlying an higher order construct.
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- **Non-norm referenced scoring:** MARA’s assessment process requires the therapists to estimate what the client’s potential is on every element includes the possibility of changing the scale of clients’ maximum capacity over period of time. Is this a reasonable consideration?
- **Length of observations needed:** how long should observations and/or video used for assessment observations be? MARA currently enables video clips of 15 seconds.
- **Developing client perspective in assessment:** can MARA also be used to stimulate clients’ engagement and agency in the therapeutic process?
- **For clients who have communication preferences that are non-verbal** and may not involve reading and writing, how can media options of photos, videos and drawings potentially support their engagement in assessment of their own progress?
- **Assessment findings:**
  - What are outcomes of DMT programs for various client groups, as assessed using MARA and the Framework, tested in an RCT?
- **Reporting:**
  - What would a report from MARA look like that was useful for funders, host agency and clients and families of DMT programs? How would reporting using data such as gathered through MARA, impact agencies’ understanding and valuing of DMT programs?
- **Training of therapists:**
  - What are the implications of the use of such an instrument on student learning?
  - What does a process of assessing using a formal tool such as MARA contribute to students’ capacity, for observation, for planning, for sensitive leadership?
- **Other languages**
  - Translation of the Outcomes Framework and MARA into other languages including Korean and Chinese, including validity testing of the translation.
- **Cross profession use of the tools**
  - Trialling of the Outcomes Framework and MARA app as assessment tools that could be useful for other therapy professions: drama therapy, art therapy, music therapy, physiotherapy, occupational therapy, psychomotor therapy, psychotherapists and counsellors, special educators, dance educators.
- **The tools on other technology platforms**
  - Development of MARA on other platforms: tablets, computers, phones.
- **Client videos**
  - Development of a library of videos of clients, offering examples of assessment scoring, to help improved therapists assessment capacity and inter-rater reliability.
- **Literature bank**
  - Development of a bank of literature to substantiate all the elements in the Framework.
- **Bank of activities**
  - Development of a bank of data about activities that therapists can use to support participants to progress towards specific outcomes.
- **Transferability of outcomes from DMT:** How could outcomes of DMT evidenced in sessions, as assessed by MARA, transfer into everyday life? What can a therapist do to advance transference?