

## **THERAPIST SELF-EVALUATION INSTRUMENT IN DRAMATHERAPEUTIC PROCESS: A PILOT STUDY**

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### **Abstract**

The paper presents a pilot study introducing an instrument of evaluation in dramatherapy focused on self-evaluation of dramatherapists involved in the dramatherapeutic process. The research team of Palacky University in Olomouc developed a self-observation scale that dramatherapists complete after each provided dramatherapeutic session. The creation of an assessment tool for evaluating the work of dramatherapists was based on the need to capture this part of a complex evaluation. The overall goal of the research team was to design a comprehensive evaluation set that would reflect the therapy outcomes and the process including areas of influence that are specifically dramatherapeutic. In previous part of the research, the team introduced an evaluation rating scale that dramatherapists used for assessing dramatherapeutic changes in clients over time. It served as a source of data about the clients from the perspective of changes in behaviour observed by dramatherapists. In current phase of the research, we shifted the focus from clients on dramatherapists and their influence on the process and possible therapeutic changes. Dramatherapists involved in the self-observation process undergo an introspective task. They need to evaluate the effect of their presence as an agency factor in each of the provided dramatherapeutic sessions. The self-evaluation tool consists of a list of tasks that dramatherapists follow during a session. It includes items focusing on the dramatherapist personality and professional characteristics. They include empathy, congruence or aesthetic distance and enrolment. These factors are considered important in using dramatic involvement and drama activities in health and change promotion. The observation scale also contains evaluation of components of session structure, which serves as a way of quality control. It reflects the dramatherapists' perspective on the success rate of creating conditions for group involvement and individual benefits for clients. The pilot study supplied data on the usability of the self-evaluation scale in assessment of dramatherapeutic process. It also provided feedback and comparison between the perceptions of particular sessions by the therapist and co-therapist. Even though the observations are subjective and follow personal attitudes of dramatherapists, they also reflect their professional background, involvement and type of goal orientation. The self-evaluation instrument complements the assessment ratings focused on clients and therefore its usage in the evaluation process can provide original additional data. The research was supported by project grants of *IGA 2014 Evaluation and verification of currently constructed instruments of special education diagnostics* and by *POST-UP II. Support of creating excellent research teams and inter-sectorial mobility at Palacky University in Olomouc II.*

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