

Understanding the challenges of evaluating treatment for people with intellectual disabilities: following a manualised model of dramatherapy to guide practice

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People with intellectual disabilities experience a higher burden of chronic disease and mental health challenges than the general population, and they have an increased risk of hospitalisation and mortality. Due to these difficulties, they have often been institutionalised for long periods of time and consequently excluded from society. Unfortunately, validated psychological interventions, tailored to their preferences, understanding, strengths and needs are often excluded from treatment guidance.

A dramatherapy manual incorporating storytelling and role-play as primary focus to the intervention, 'which are universal accessible methods used to help people make sense of the world', was developed as a pathway towards determining an evaluation process and standardising practice. Its impact within the world of arts therapies, particularly dramatherapy, is explored in this workshop. This workshop also acknowledges how the development of psychotherapy treatment manuals have reformed psychotherapy research, whilst provoking controversy around their function and value.

As part of my PhD by published works, the inner components, shared relationships and significant elements from across a collection of studies will be presented as a theoretical framework. Visually, this framework is presented in a logic model as an intervention programme with inputs and expected outcomes for group working.

As part of this workshop the first part will discuss the manual, theoretical framework, and logic model as a practiced intervention for people with intellectual disabilities. The second part will integrate the process into a live group experience to support learning. This psychosocial treatment model provides arts therapists with a manual which can be easily implemented/

facilitated into their practice enabling people with an intellectual disability to share their lived experiences of their disability through storytelling and performance.

Biography

Jane Bourne is a senior clinician working for Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust in the UK. She sits on the National Learning Disability Senate representing dramatherapy and is the current elected Chair of the British Association of Dramatherapists (BADTH).

Part of Jane's week is working with children and young people on an inpatient unit as a senior arts psychotherapist (dramatherapist). Within this role she offers a psychosocial intervention that helps these young people to express themselves in a way that places less burden upon verbal communication. Creative and playful interactions within structured therapy sessions offer real benefits to patients, who begin to experience positive interactions, having a positive impact on their mental health and wellbeing.

The other part of her week involves engaging in active research. She is currently affiliated with Newcastle University and works on a number of funded research projects within an active research team.

Recent publications and conference presentations

Wigham, S., Kaner, E., Bourne, J., Ahmed, K. and Hackett, S. (2023). **Public mental health and wellbeing interventions delivered by allied health professionals (AHPs): mapping the evidence and identification of gaps. A systematic review.** *Journal of Public Mental Health*, <https://doi.org/10.1108/JPMH-04-2023-0033>

Wigham, S., Melvin, E., Lester, J., Bourne, J., Harris, M., McKinnon, I., & Hackett, S. (2023). **Factors associated with the identification of mental health conditions among people with learning disabilities in primary care: A scoping review.** *British Journal of Learning Disabilities*, 1–18. <https://doi.org/10.1111/bld.12544>

Keiller, E., Tjasink, M., Bourne, J., Ougrin, D., Carr, C.E., & Lau, J.Y.F. (2023). **A systematic review of dramatherapy interventions used to alleviate emotional distress and support the well-being of children and young people aged 8–18 years old.** *JCPP Advances*. <https://doi.org/https://doi.org/10.1002/jcv2.12145>

Salonen, D., McGovern, R., Sobo-Allen, L., Adams, E., Muir, C., Bourne, J., Herlihy, J., Tasker, F., Hunter, D. & Kaner, E. (2023) **Being and becoming a father in the context of heavy drinking and other substance use—a qualitative evidence synthesis,** *Drugs: Education, Prevention and Policy*, DOI: 10.1080/09687637.2023.2167650

Wigham, S., Bourne, J., McKenzie, K., Rowlands, G., Hackett, S. (2022) **Improving access to primary care and annual health checks for people who have a learning disability. A multi-stakeholder qualitative study.** *BMJ Open*.12:e065945. doi:10.1136/bmjopen-2022-065945

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