

The Theatre Connect Collaborative Theatre Model

Stage of Model	Description	Arts in Health Professional Roles	Mental Health Professional Roles
<i>Pre-Planning</i>	Partnership forms; roles on the facilitating team are determined, logistics and responsibilities assigned, dates and times set, recruitment begins.	Either professional may propose the partnership	Either professional may propose the partnership
<i>Co-Creation</i>	Facilitating team co-creates the programming; curriculum finalized, activities rehearsed, protocols established, research and/or evaluation goals and methods established.	Proposes theatrical and other arts activities for the curriculum. Rehearses some activities to begin acclimating mental health partners. Establishes boundaries for practice and guides curriculum. Aesthetic distance prioritized. Research/evaluation goals co-created.	Assesses proposed activities and considers potential social, emotional, physical issues/challenges. Suggest protocols for mental health first aid, referrals and reporting. Research/evaluation goals co-created
<i>Group Formation</i>	Facilitating team formalizes roles and agreements (together as a team and with youth participants as a group). A white-board or easel-board can aid in recording the agreements. All parties sign their names on the final version of the agreement. Keep visible in a conspicuous location. In the first group, lead process with brief introductions, and/or a short name-and-pronoun game if time allows.	Roles and agreements process facilitated by director or co-director. Ensure that trust, privacy, and pronouns are established and respected. e.g. <i>How do we take turns; who speaks? What if a participant needs a break? What, if any, words are permitted/banned?</i> Moderate the discussion process and note participant energy, participation, and interest. Encourage participation to ensure all voices are heard.	Agreements proposed, discussed, and added to a running list. e.g. <i>Are there any triggers / off-topics? How do participants get the attention of mental health co-facilitators?</i> Assist with moderating the discussion process and note emerging issues or potential conflicts amongst participants. Active observation of participants, especially those with lower engagement.
<i>Facilitation</i>	Lead the group in a variety of activities that should avoid straying past the realm of the 4th ring of Baim’s drama spiral (Baim, 2020). Rehearsals consist of: 1) a warm-up: games/exercises that welcome, ground, and/or a “check-in,” 2) core activities that engage creative, social, and mental muscles, and 3) a cool-down: activities that re-center. The final class can incorporate a show-and-tell or family/friends showcase structure if youth would like this to occur.	The director / co-director / co-facilitators lead, demonstrate, and participate in the curriculum activities. Observe participation/engagement and modify/change activities as needed. Lead group discussions in relation to the creative process, story-telling, and the skills being learned.	Mental health co-facilitators participate in the activities and can serve as “first volunteers” when participants hesitate. Observe participant engagement, mood / affect, and suggest guidance to co-facilitators. Provoke deeper conversations when appropriate.
<i>Decompressing</i>	Participants are not obligated to participate in every activity and can take respectful breaks as determined by group agreements. When participants take a break, a mental health professional should acknowledge the participant with an open invitation to talk. If a participant becomes disruptive, abruptly ends participation, or enters a moment of crisis, the mental health professional(s) should attempt to provide mental health first aid.	Acknowledge that a crisis is occurring and encourage the group to give the participant(s) space. Continue facilitation of the activity, or switch to a different activity if the activity was triggering. Hold space for others who may have been impacted by the crisis.	Guide the participant(s) through mental health first aid. Help the participant(s) resolve the issue through any technique or tactics deemed appropriate by the mental health professional(s). Escalate as needed: contact parents, provide referral, required reporting.

<i>Reintegration</i>	After decompressing, if the participant wishes to return to the group, then the team guides a smooth, gentle reintegration process. This may involve apologies and/or discussion. However, a simple acknowledgement that decompression occurred may suffice. Activities, facilitators, and participants should adapt to avoid re-traumatization.	Welcome the participant back and allow the participant and/or the mental health facilitators to express any emergent needs. Provide a brief break if needed to check-in with mental health facilitators or the affected participant(s). Lead the next activities with a nod at normalcy while still honoring the needs or apologies expressed.	Ask the participant how they wish to reintegrate--the mental health facilitator may serve as an advocate or voice for the participant as needed. Communicate any need-to-know information to the rest of the facilitating team as appropriate while respecting confidentiality. Observe the rest of the participants and provide mediation for any discussion that may be necessary to reintegrate
<i>Debriefing</i>	After facilitation concludes, and all participants have been dismissed, the facilitating team should gather to debrief. Discussion on observations, challenges, and successes should take place and any evaluation measures, data, or notation should be recorded	Share observations on the creative process, noting successes and challenges in facilitation. Discuss general impressions of the class and group dynamics. Provide insight as to the skills imparted by various activities. Record any data using the appropriate instruments and measures.	Share observations on the perceived mental wellness of the participants, emotional and social perceptions, and general impressions of the class. Provide insight as to how socially, mentally, or emotionally successful or challenging certain activities were. Record any data using the appropriate instruments and measures.
<i>Post Planning</i>	After the season ends, the facilitating team should convene and debrief in reflection of the entire season. Overview of season-long observations, challenges, and successes distilled for a lessons-learned document. Any recorded data should be coalesced, organized, and analyzed. Pre-planning for the next season should begin	Reflect on the season as a whole, note the recorded notes from all debriefs and observe progress, successes, and challenges.	Reflect on the season as a whole, note the recorded notes from all debriefs and observe progress, successes, and challenges
