



SHINE January 'Rehearsal for Real-life' Social and Well-being Support Program

The SHINE Program is a renowned intervention program run for 28 years by the Andrew Dean Fildes Foundation (SHINE). This year the January Program will be targeting social and emotional skill development and will be overseen and facilitated by SHINE's Dramatherapist, Dr Amanda Musicka Williams, who has twenty years' experience delivering creative arts therapies programs in school settings. Amanda will be supported by a team of Creative Arts Therapists. **The 'Rehearsal for Real-life' program covers a wide variety of topics broadly aimed at developing social, emotional and life skills that support student's self-awareness, resilience, and overall well-being. Students will engage in experiential learning delivered through Dramatherapy, Dance-Movement and Art Therapy techniques.**

The program is free for families and funded through philanthropy. SHINE employs highly qualified and experienced professionals from a variety of disciplines who use evidenced-based practices and work together to support children. Children are involved in fun and engaging activities that target their learning/intervention goals. The SHINE staff work with university students studying health degrees to assist in program delivery.

In 2025, the January SHINE Program will be delivered at **St Kilda Primary School** in St Kilda Monday-Friday over 2 weeks, between the **6th - 17th of January**. Successful applicants will be invited to attend for one full week (Monday-Friday) 9am-3pm each day (except on the last Friday when the program finishes at 1pm).

In order to be eligible to attend a program, a child must:

- Be of school age
- Have an IQ (70 or above), hearing and vision in the normal range (or have glasses or hearing aids that allow this)
- Be able to independently move and care for self (toileting, eating)
- Be able to participate in individual and group activities - not have a major mental health or behaviour problem that prevents group participation

Selection for the program is based on factors including understanding of child's needs based on application information and suitability for programs/groups relating to child needs and age. Priority may be given to those who 1. Supply more information to support their application 2. Return application earlier 3. Have limited access to assessment and intervention services 4. Vulnerable families and children experiencing disadvantage in relation to their diagnosis and family/social/economic situation

Below are more details about the specific program offered.

Please distribute the Expression of Interest Form (attached) to families who you believe would benefit.

More information about SHINE at the SHINE website: www.shine.org.au

The 2025 January SHINE's 'Rehearsal for Real-life' Program is a free intensive social and well-being support program covering a wide variety of topics aimed at developing social, emotional and life skills that support self-awareness, resilience, and overall well-being.

The 'Rehearsal for Real-life' program:

The **'Rehearsal for Real-life'** Dramatherapy Programs at SHINE aim to support young people identified as needing additional support of social/emotional well-being. Selected children will participate in a group program (of 6-10 children)

Specific goals of the program address the following topics:

- Emotional Intelligence & Self-Regulation
- Social Skill Development & Social Problem Solving
- Personal Boundaries and Consent
- Exploring Personal strengths and positive self-talk
- Life skills: Resilience, Adaptability & Self-Reflection
- Teamwork

And the general overview for the 5-day program is briefly summarised as:

- **Starting out Session:**
Getting to know one another, building the working alliance & recognizing commonalities, exploring team-work skills.
- **Getting along with others:**
Exploring social fundamentals -listening, personal boundaries, respectful engagement with others and negotiating consent.
- **Understanding our feelings:**
Exploring scales of feeling, reading and responding to body cues, managing tricky feelings, understanding triggers and practicing self-regulation strategies.
- **Who am I and who can I be:**
Exploring personal potential. Using Mask and projective device to represent one's self and one's perfect world.
- **Group dynamics and peer problem solving.**
Using imaginative role-play to explore group/community experience and think about how we interact with others. Rehearsal of prosocial behaviors.
- **Tribes: creating and reflecting on community.**
Community role-play creations and thinking about expected versus unexpected social behaviors within different social contexts/relationships.
- **Forum Theatre: Responding to bullying/social challenges.**
Using role-play related to real-life as a tool for peer problem solving. Exploration of 'What do I do when?' scenarios related to real-life challenges as identified by group members.
- **Putting life skills in focus:**
Dramatic exploration and reflection on the need to be able to focus, adapt & demonstrate resilience as key life skills through individual and group-work team challenges.
- **What's in my toolbox?:**
Identifying and rehearsing self-care strategies. Creation of a take-away toolbox for ongoing reference to key learning/self-help strategies.
- **My future self:**
Review of key learning, final goal setting and role-play presentation of one's hoped for future self.

Why Dramatherapy?

Dramatherapy is an alternative to traditional talk therapies that utilises play, drama and other creative techniques to address specific goals related to achieving psychological, emotional and/or social changes for individuals/groups who engage with the process.

Dramatherapists employ a wide variety of dramatic and creative tools including role-play related to real life experiences, dramatic tableaux, story-making, group games, social problem-solving tasks, movement and artmaking to create a therapeutic process that is fun, accessible and engaging.

Dramatherapists are master's level trained, registered and regulated by ANZACATA the Australian, New Zealand and Asia Creative Arts Therapies Association. They work in a wide variety of settings and are often employed in schools as a mental health support practitioners for students.

Who and What is SHINE Andrew Dean Fildes Foundation

The SHINE Foundation was started 28 years ago in response to the gaps facing children with language and learning difficulties and has been dedicated to improving the lives of children with language/learning disabilities, offering programs to assist them to reach their full potential. The foundation was founded by Andrew Dean Fildes and has been overseen and run by Dr Carl Parsons and Dr Jessica Matov.

SHINE and our staff recognise that sometimes our community is challenged to provide the specific supports children need to thrive and develop to their full capacity in learning and life endeavours. The SHINE School Programs therefore provide opportunities for unique intensive programs in school for learning and/or social/emotional development. <https://www.shine.org.au/>

If you have interest to know more about the program, scope of practice and intended aims please contact the Program Coordinators or SHINE Dramatherapist.

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