

# The Game to Grow Method of Therapeutically Applied Role-Playing Games

*A Level One Training for Mental Health Professionals*

Presented by:  
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# Meet Your Instructor



**Adam D. Davis, MA Ed**, is a founder and Executive Director of Game to Grow, lead author on Critical Core, and has been a therapeutic game master since 2011. He earned his degree in drama therapy from Antioch University Seattle, and is a recognized member of the North American Drama Therapy Association. Adam developed the CoRe Gaming program at the Atlantic Street Center utilizing video games to teach Dialectical Behavioral Therapy skills, served as an experiential educator at Seattle's Woodland Park Zoo, and taught fourth-grade literacy for Seattle Public Schools.



# Additional Contributors to this Training



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# Game to Grow

**Game to Grow's Mission** is three-fold:

- **Provide Direct Services:** Game-based social flourishing groups, counseling and assessment services.
- **Provide Training:** Empowering mental health professionals, educators, and community advocates.
- **Advocate** for a better world through better games.





# Game to Grow

## Why Game to Grow?

- Games have the power to enrich and improve lives.
- Even more when played with intention.
- That power can be maximized when the game is facilitated by a trained professional.





# Game to Grow

## Game to Grow's Vision:

A game in every **home**,  
a game in every **school**,  
a game in every **hospital**,  
a game in every **clinic**.

Thank you for helping this vision come true!



# Agenda

- Introductions/Legal Content
- Learning Objectives/Parking Lot
- Overview of the method
- Potential Risks
- Introduction to TTRPGs
- Core Capacities
- Dimensions of Capacity Building
- The Method in Practice
- Materials
- Session Structure
- Diversity
- Accessibility
- Expectations/Treatment Goals
- The Spectrum of Yes

# Disclosures

This training is presented by Game to Grow, a 501c(3) nonprofit organization and has received no commercial support. Critical Core is a game system developed by Game to Grow, and proceeds from sales support Game to Grow's mission.

No other game systems or organizations mentioned in this training provided financial support or incentives for this training.

The trainers and developers of this training declare no conflict of interest.



# Competency/Liability

No part of this training gives you permission or license to act outside of your bounds of competence in professional or personal settings.

You are not required to follow any advice given during this training, and you retain all legal responsibility for any suggestions you employ in your practice.

This training does not qualify you to train others in The Game to Grow Method of Therapeutically Applied Role-Playing Games.



# Learning Objectives

1. Describe the theory of the Game to Grow Method of Therapeutically Applied Role-Playing Games (TA-RPG).
2. List the Core Capacities addressed through the Game to Grow Method of TA-RPG.
3. Describe the three dimensions of capacity-building.
4. Describe the structure of a Game to Grow Method TA-RPG social skills group.
5. Describe the structure of a Game to Grow Method TA-RPG counselling group.
6. Discuss the potential benefits and risks of engaging in TA-RPG with stakeholders such as clients, parents, and program administrators.



# The Game to Grow Method of TA-RPGs

- Inspired by:
  - ACT, drama therapy, psychotherapy process groups, DIR/Floortime, marriage and family therapy, systems theories, education, and other established interventions.
- Transtheoretical:
  - Useful to a ranger of professionals in multiple settings.
- Group Types:
  - Therapeutic social skills groups (aka “social flourishing groups”)
  - Counselling groups
- Settings:
  - E.g., schools, residential facility, outpatient mental health
- Populations:
  - E.g., veterans, ASD, anxiety, trauma (no replication of trauma content)



# Potential Risks

Currently, there is no research to suggest utilizing TTRPGs in group therapy has an increased risk from traditional group therapy methods. Two recent reviews of the literature on applied RPGs did not identify areas of risk, but noted the research in this area is still emerging (Henrich, & Worthington, 2021; Arenas et al., 2022).

Consistent with traditional group therapy methods, clients may experience uncomfortable emotions as a result of engaging in this group. Clients should not engage in this group if it is clinically contraindicated. Groups should only be run by individuals competent in providing such services with the given population.



# A Brief History of Tabletop Role-Playing Games

- Developed from traditional war games in 1970s
- Decline in popularity during moral panic in 1980s and competition with video games in 1990s
- Rise of popularity after indie game movement in 2000s



## What is a Tabletop Role-Playing Game?

- Not a video game, it's face-to-face. <sup>not</sup>
- Not competitive, it's collaborative.
- Not tokens on a board, players play as characters.
- No earning points to win, building a story is the success criteria.

# What is a Tabletop Role-Playing Game?

*Group members are guided by a facilitator (often called a “game master”) to collaborate with each other while role-playing characters they create to solve puzzles, uncover treasure, and defeat monsters in a fictional environment, creating a story together using formal rules and participation structures.*





# Characters

- Consist of both narrative and mechanical elements
  - Strengths
  - Weaknesses
  - Flaws
  - Personality traits
- Create new characters or adapt pre-made sheets

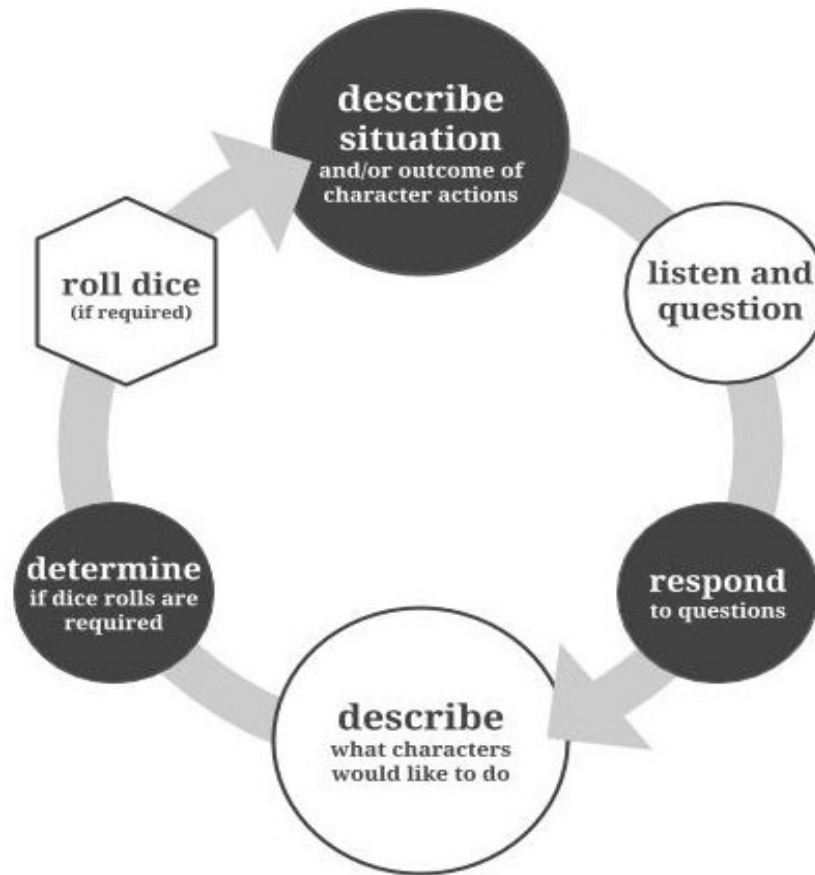
# Overview of Play

- The game master (GM) introduces the story, describes the environment, and plays the role of any non-player characters in the world.
- Group members create a character and play as that character throughout the group.
- Characters evolve over time.
- Dice are (often) used as a randomizing agent.
- In any given environment or story, there are multiple ways to approach a problem, promoting creative thinking.

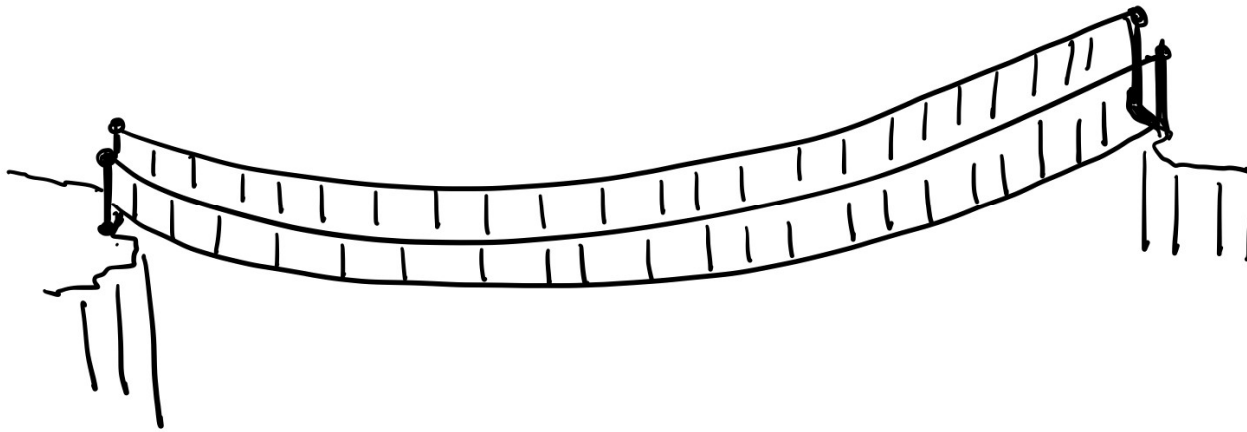
# Cycle of Play

● Game Master

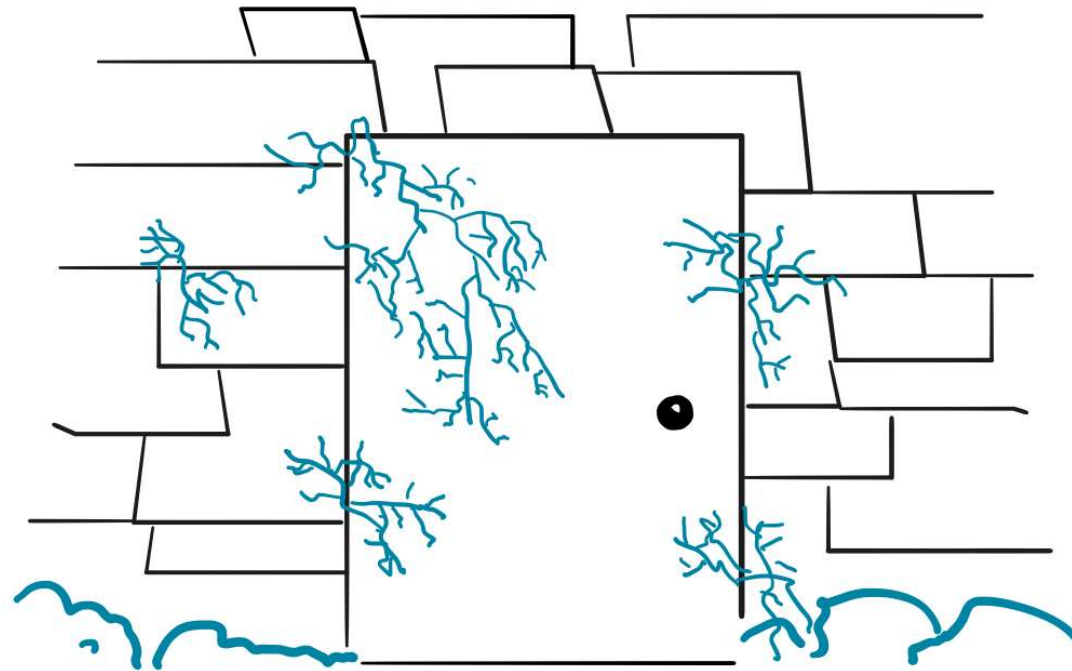
○ Players



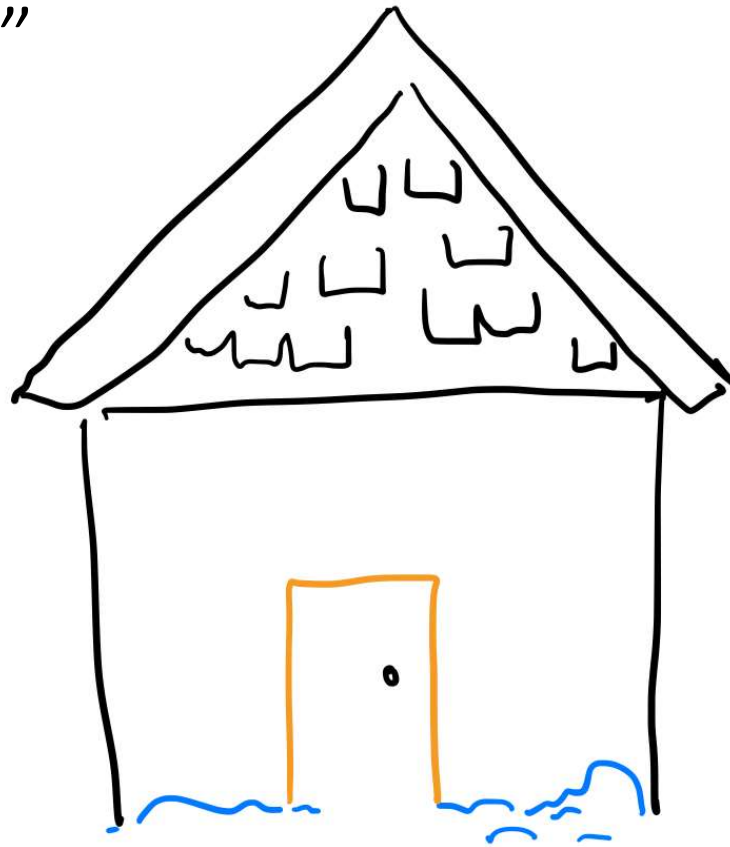
# “Crossing the Canyon”



# “The Frozen Door”

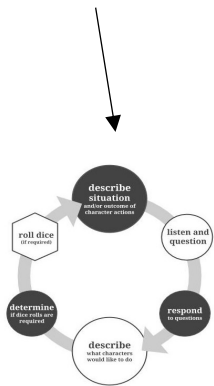


“Person in Hut”

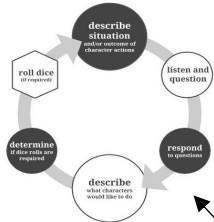


# The Adventure Continues

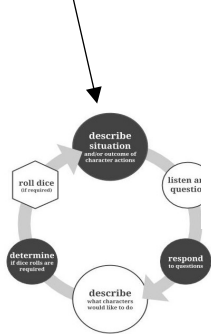
Crossing the Canyon



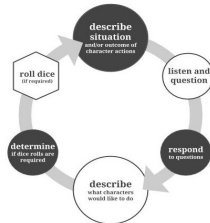
The Frozen Door



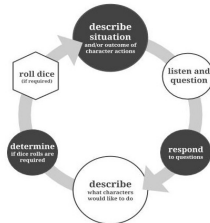
Person in the Hut



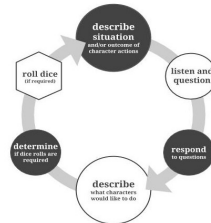
Bones in the Catacombs



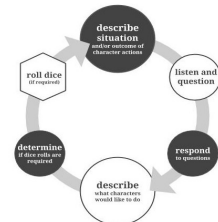
Enter the Crypt



The Agent of Wrathbane

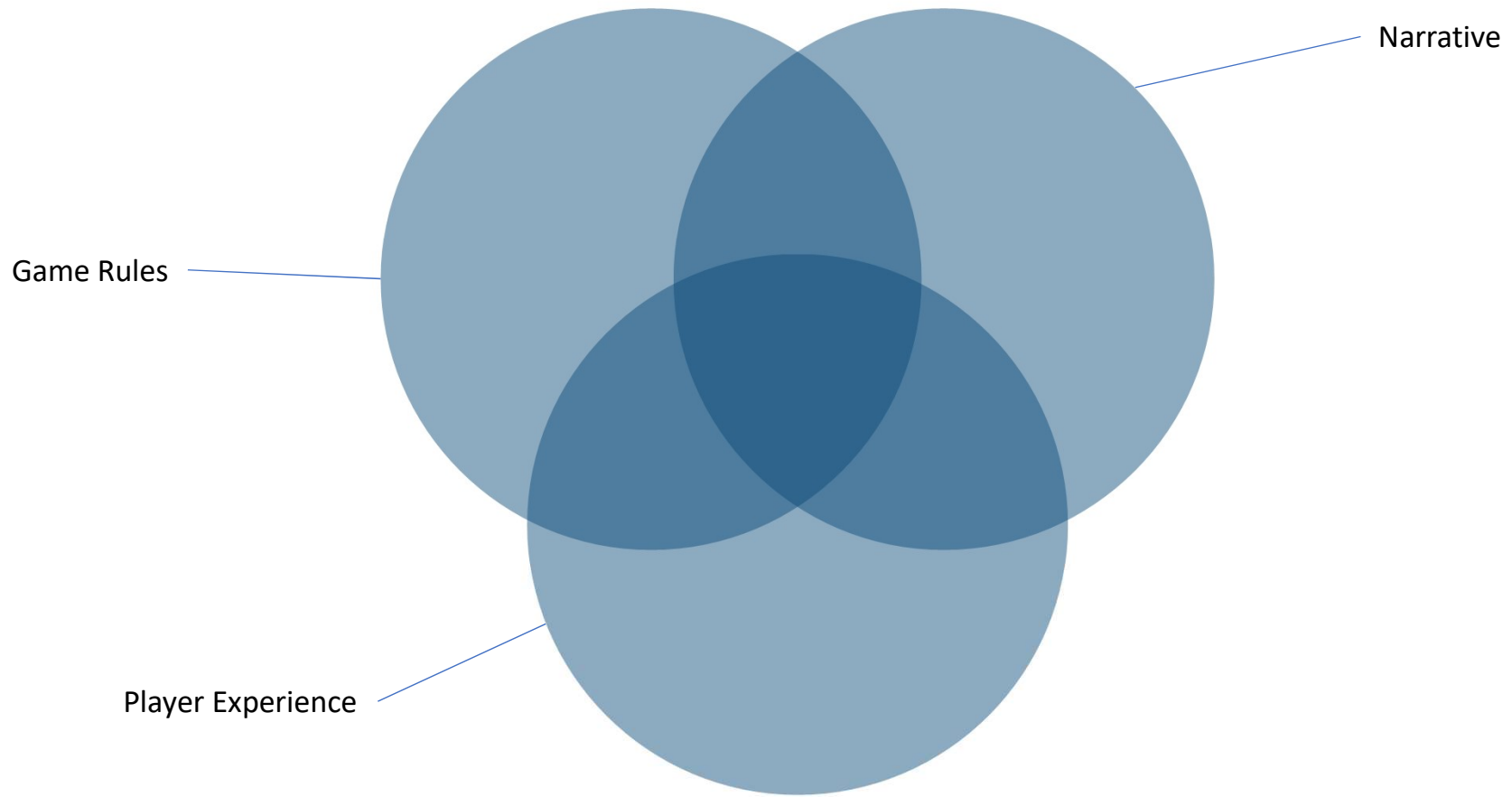


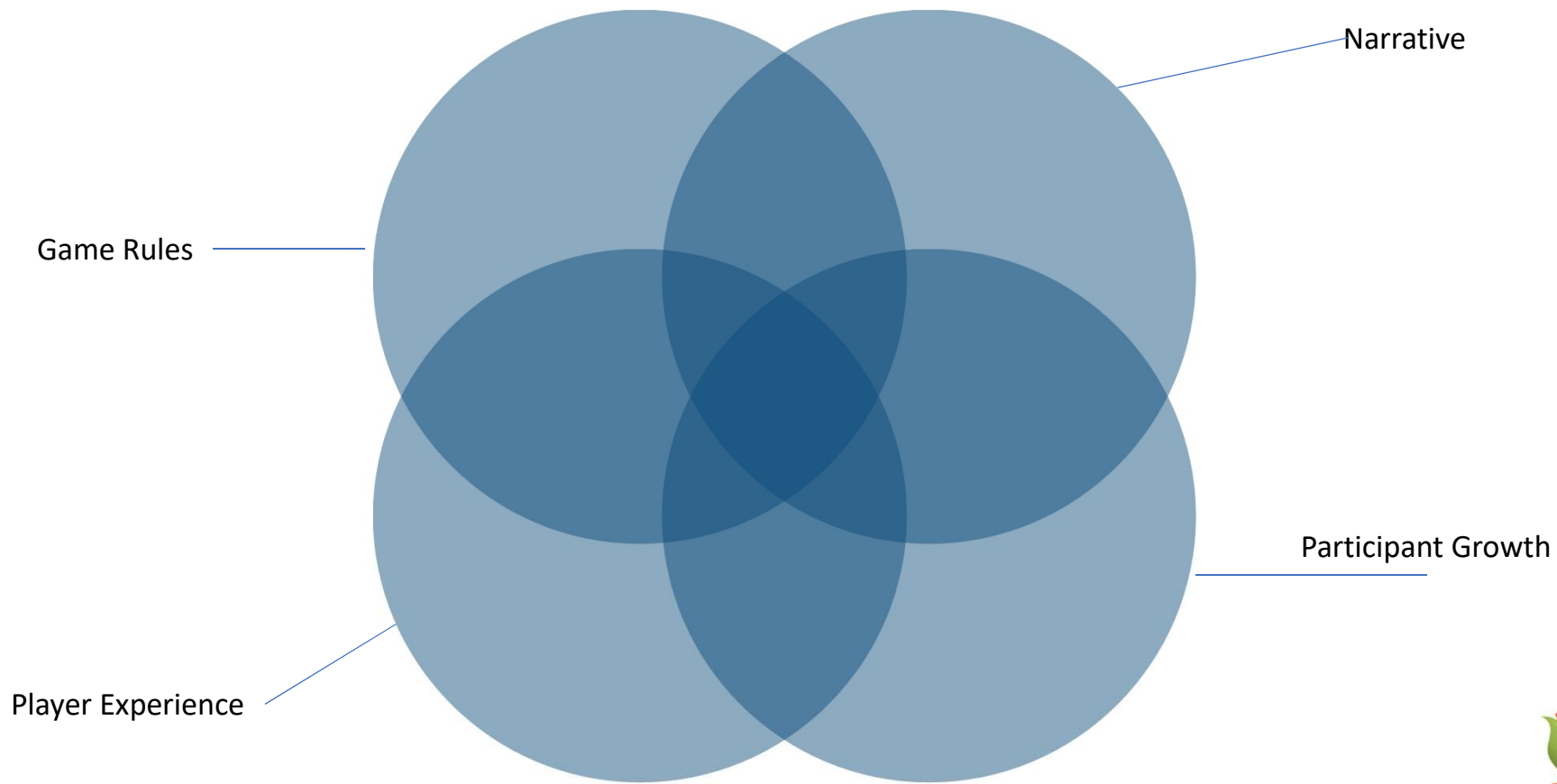
The Heroes' Reward



# The Adventure Expands

- Various genres
- Various adventure types
- Some TTRPGs have rules that structure gameplay more than others
  
- Tone and pacing
- Story arcs within story arcs
- Characters grow and change over time



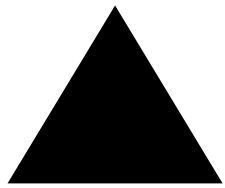


# Therapeutic Applications

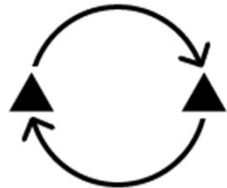
- Gameplay is synthesized with therapeutic techniques to catalyze inherent benefits of TTRPGs.
- Real-world and fantasy space are both utilized in intervention.
- Opportunities for teaching, prompting, encouraging, reinforcing, and coaching: both instructor-led and peer-led.
- Translation of acquired skills (similar to simulation training in sport, medicine, military fields).
- Intentional variability of psychological stress to increase skill mastery.



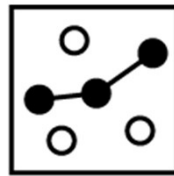
# Core Capacities



Regulation



Collaboration



Planning



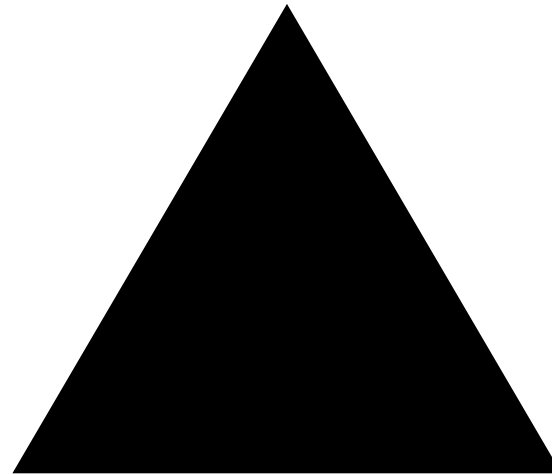
Perspective



Pretend Play

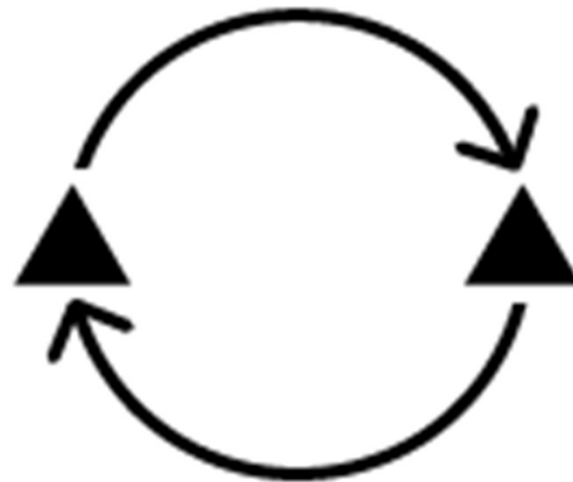
# Regulation

- Managing excitement and stress
- Responding appropriately to frustration
- Delaying gratification
- Dealing with high-pressure situations
- Coping with other people



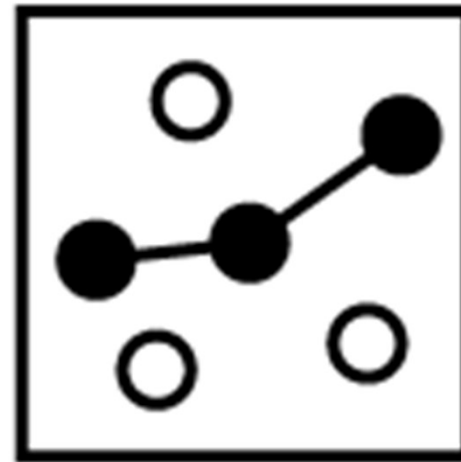
# Collaboration

- Working with others toward a common goal
- Interacting positively with peers
- Interacting positively with leaders
- Communicating verbally and nonverbally
- Using affect in back-and-forth communication
- Giving and receiving feedback



# Planning

- Connecting events through cause and effect and multi-causal thinking
- Using logical deductive and inductive reasoning
- Setting goals
- Predicting obstacles
- Adapting plans as circumstances evolve



# Perspective

- Identifying, considering, and responding to others' views
- Developing appropriate trust
- Adjusting behavior in relationships
- Understanding how individual context informs perspectives
- Understanding and recognizing conflicted internal states in self and others
- Empathizing with others



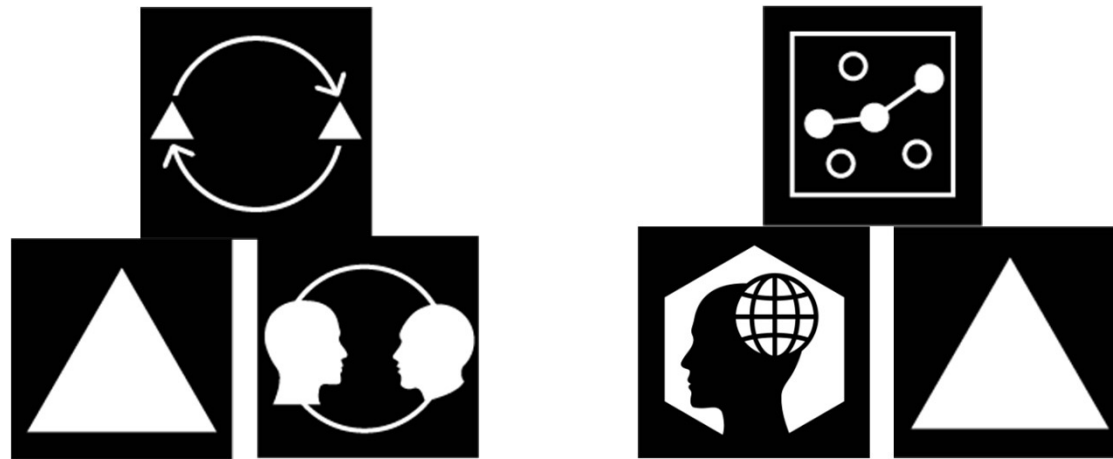
# Pretend Play

- Imitating real life
- Imagining alternate realities and different futures
- Interpreting humor
- Practicing skills
- Testing out identities



# Combining the Blocks

- Conflict Resolution = Regulation + Perspective + Collaboration
- Leadership = Perspective + Regulation + Collaboration
- Completing Projects = Regulation + Collaboration + Planning
- Changing Habits = Pretend Play + Regulation + Planning



# The Three Dimensions of Capacity Building



Knowledge



Performance

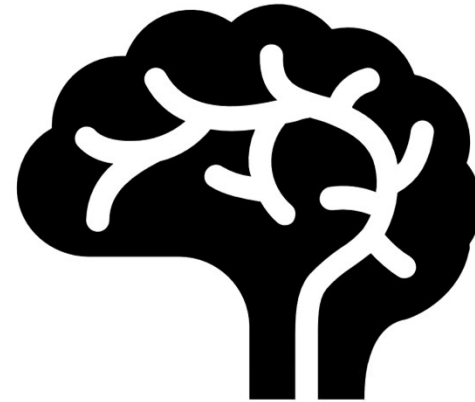


Fluency

# The Knowledge Dimension

Individuals lack knowledge or skill,  
so they must learn it.

Our job is to *teach*.



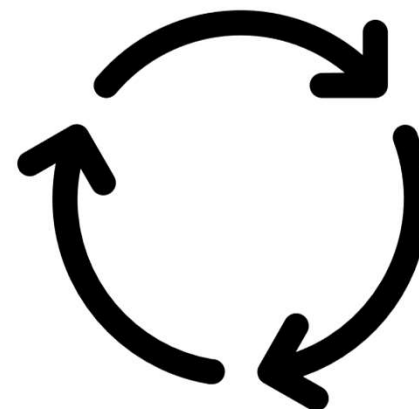


# The Performance Dimension

Individuals possess the knowledge, but don't use it.

They need *practice*.

Our job is to *prompt, encourage and reinforce*.



# Prompt, Encourage, Reinforce

- **Prompt:**

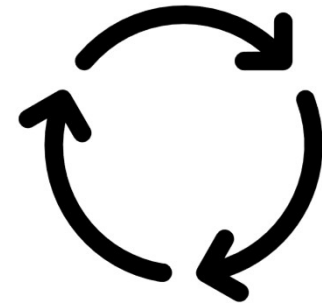
- Provide opportunities to practice social interaction.

- **Encourage:**

- Make the opportunity clear to players.
- Make the group a safe place to try new interactions.

- **Reinforce:**

- Let the players' interactions have desirable outcomes.



# Leveraging Motivation

- Games are enjoyable, satisfying, and largely aligned with personal values, so they have tremendous potential for intrinsic motivation.
- They also have in-game advantages that can be bestowed as extrinsic motivation.
- Extrinsic motivation can undermine intrinsic participation desire.
- When in doubt, leverage the inherent fun of the game and the fun of play-based social engagement as intrinsic motivation.

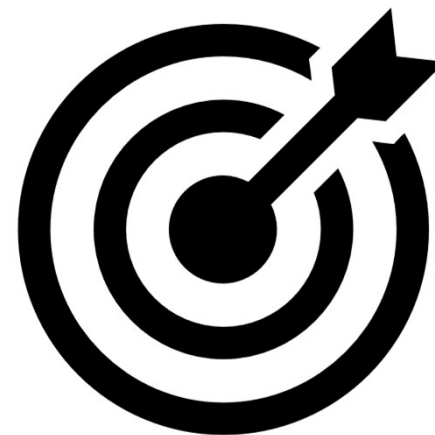


## The Fluency Dimension

Individuals possess the knowledge and use it, but not fluently.

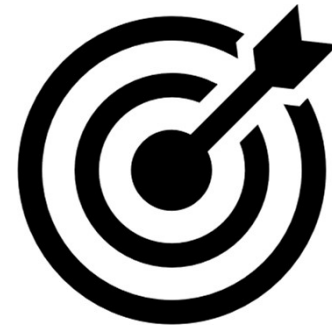
They need *feedback*.

Our job is to *coach* them.



# Coaching

- “Here’s what I observed.”
- “What outcome were you hoping for?”
- “Can I offer some suggestions to help you be more effective?”
- “Let’s try that again.”





Knowledge



**Teach**

to provide  
*knowledge.*



Performance



**Prompt,  
encourage,  
reinforce,**

to provide  
*practice.*



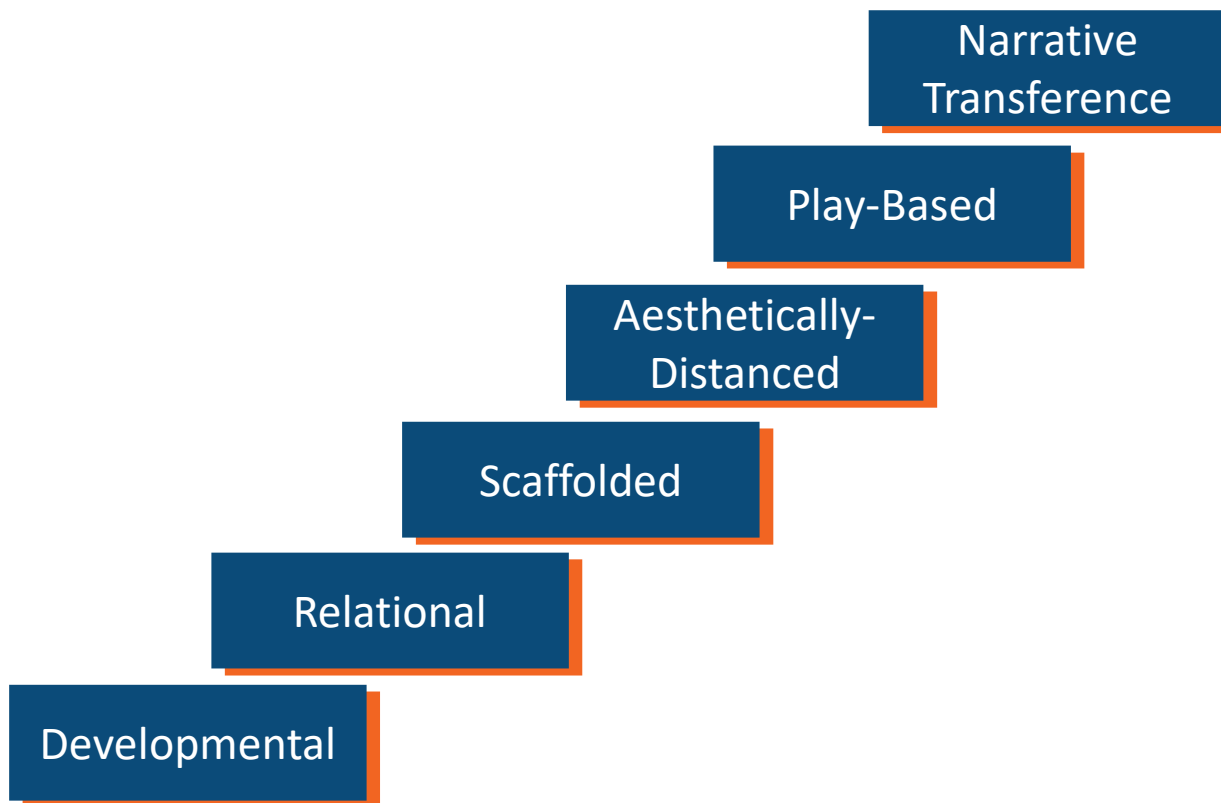
Fluency



**Coach**

to provide  
*feedback.*

# The Method in Practice



# Narrative Transference

- Transference: Projection of unconscious or subconscious thoughts/feelings/desires onto something/someone other than their original focus
- Narrative: relating to character, plot, and other story elements
- Narrative transference is the personal resonance we feel with a compelling story.
- Our history, experiences, and context influence how we connect with stories (some universal, but much more are individual).

# Narrative Transference

- Relevant literature:
  - The use of metaphor and narrative is common in many therapeutic approaches, including ACT, humanistic, and trauma-focused cognitive behavioral therapy approaches (Deblinger et al., 2011; Finlay, 2015; Hayes, & Wilson, 1994)
  - Narrative approaches can positively impact depressive symptoms and interpersonal functioning in adults (Vromans & Schweitzer, 2011).
  - The use of metaphors can shift the way we reason with and approach problems (Thibodeau & Boroditsky, 2011).

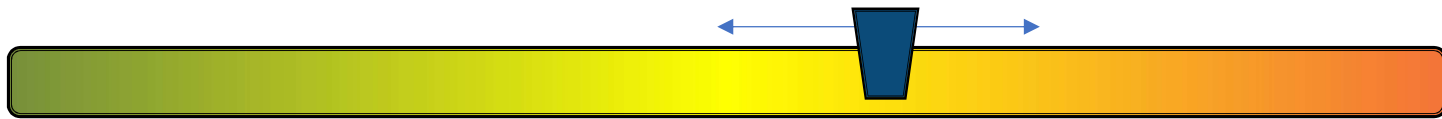
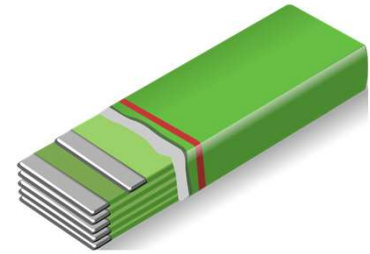
# Analogous Experiences and Non-Player Characters

- Analogical induction:
  - The specifics of an encounter/scene can be generalized and pluralized.
- Scenarios:
  - Feeling stuck
  - Feeling thwarted
  - Feeling out of control
- NPCs:
  - The punitive authority figure
  - The *too*-helpful helper
  - The distracted friend

# Play-Based

- Not just “game-based!”
- Attributes of play according to Stuart Brown:
  - Appears purposeless
  - Voluntary
  - Inherent attraction
  - Freedom from time
  - Diminished self-consciousness
  - Improvisational potential
  - Continuation desire

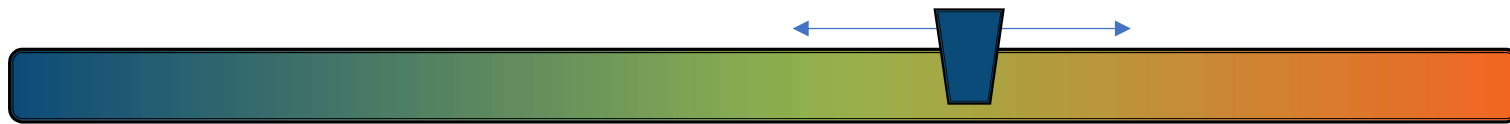




# Play-Based

- Relevant Literature:
  - Skills taught and practiced in simulated environments translate to the real world, and are commonly used in medicine (Alinier, Hunt, Gordon, & Harwood, 2006, Cook et al., 2011, Okuda, et al., 2008, Sturm et al., 2008), sport (Fadde, & Zaichkowsky, 2018), and flight training (De Winter, Dodou, & Mulder, 2012, Hays, Jacobs, Prince, & Salas, 1992).
  - Enjoyment is cited by child, adolescent, and adult learners as important for increasing motivation, engagement with material, and retention of information (Ares, & Gorrell, 2002, Lucardie, 2014)

# Aesthetically-Distanced



# Aesthetically-Distanced

- There is a range of cognitive and emotional identification a player can have with their character.
  - Under-distanced: emotionally overwhelming
  - Over-distanced: purely conceptual, non-emotional
  - Aesthetically distanced: conceptual while being emotionally resonant
- Cognitive and emotional identification can be adjusted through narrative immersion.

# Aesthetically-Distanced: The Power of Pronouns



# Aesthetically-Distanced: The Power of Pronouns



“Your character...”

“You...” 



# Aesthetically Distanced

- Relevant Literature:

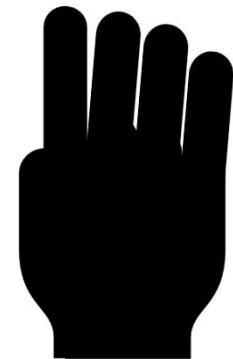
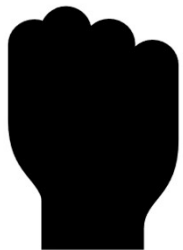
- Increased ability to view “self-as-context” in ACT is associated with improved levels of functioning in chronic pain patients (Yu, Norton, & McCracken, 2017).
- The “empty chair” technique in Gestalt therapy approaches utilizes perspective taking and shifts the focus from self to other (Brownell, 2016).
- “Theatre of the Oppressed” work uses manipulation of the speaker and the subject (Boal, 1985).

# Developmental

- Meet players where they are:
  - On their larger journey of growth
    - Cognitive development
    - Social development
    - Core Capacity development
    - Development of knowledge/familiarity with TTRPGs
  - In the moment of interaction

# Developmental: HALT

- **H**ungry
- **A**ngry
- **L**onely
- **T**ired



# Developmental

- Relevant Literature:
  - Creating a collaborative treatment space is a core component of many approaches such as Acceptance and Commitment Therapy, Humanistic, and Interpersonal approaches (Cooper, 2007; Wampold, 2015; Mallinckrodt, 2010)
  - The DIR/Floortime model is based on (and named for) a developmental and relational approach that respects individual differences (Greenspan & Wieder, 2006; Mercer, 2017)



# Relational

- Participant-facilitator reciprocity
  - Common factors
  - Therapeutic alliance
- Trust is key for mentorship and coaching.
  
- Participant-participant reciprocity
  - Yalom's 11 factors
  - Cohesion
  - Interpersonal learning
  - Corrective recapitulation
- The cohort is key for peer learning and corrective recapitulation



## Relational: Yalom's Eleven Factors

1. Instillation of Hope - a feeling of optimism about one's future
2. Universality – a feeling one is not alone in their suffering
3. Imparting of Information – empowering with knowledge
4. Altruism - helping and being helped by other group members
5. Corrective Recapitulation - rectification of past events
6. Development of Socializing Techniques –  
tolerance, boundaries, empathy, and conflict resolution



## Relational: Yalom's Eleven Factors

7. Imitative Behavior – opportunity to witness others' modeling
8. Interpersonal Learning - members share and communicate, receive support and share feedback
9. Group Cohesiveness - a sense of belonging
10. Catharsis - releases strong or long-suppressed emotions
11. Existential Factors - quest to find meaning in their life



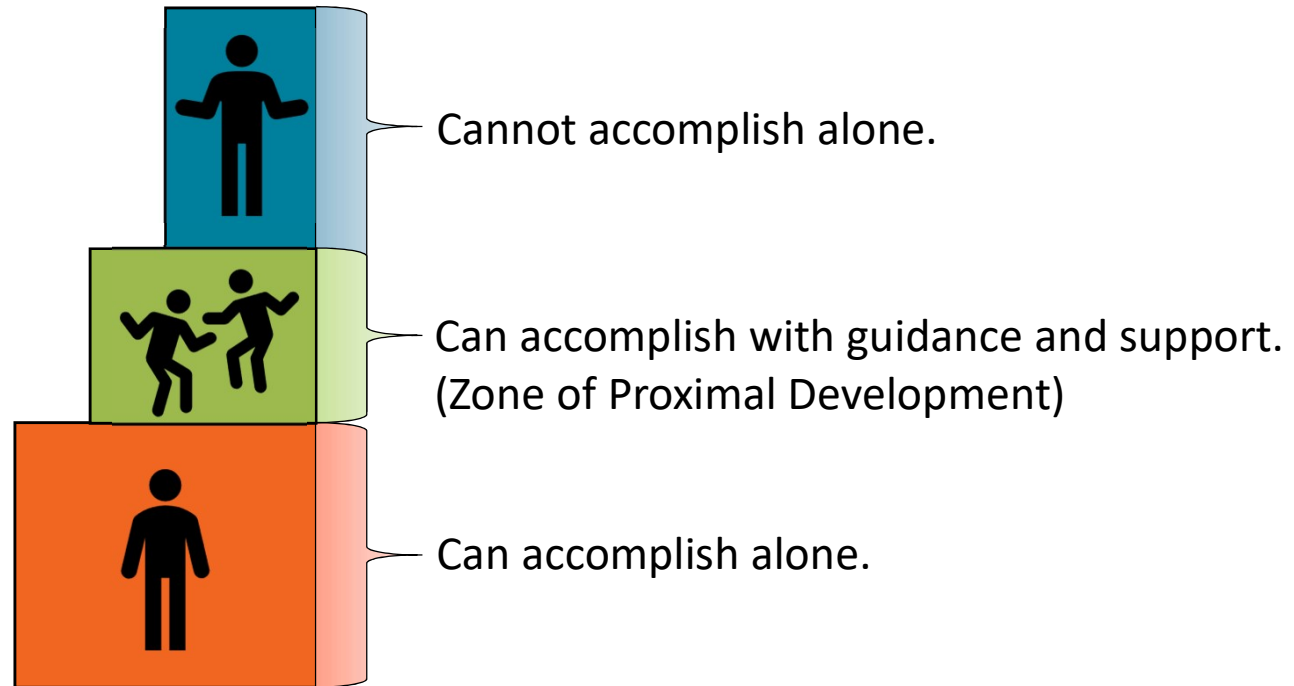
# Relational

- Relevant literature:
  - Levels of group cohesion are positively correlated with treatment outcome (Burlingame et al., 2001).
  - Process elements such as group functioning, bonding, and encouragement positively correlate with outcomes in groups with youth (Shechtman & Leichtenritt, 2010).

# Scaffolded

- Provide the appropriate support
  - Teach, prompt, encourage, reinforce, and coach
- Provide accommodations (supports that allow access to success)
- Provide modifications (changes to success criteria)
- Adjust difficulty/challenge
  - Game-based challenges
  - Performance expectations
- Aim for the Zone of Proximal Development

# Scaffolded: Zone of Proximal Development



# Scaffolded

- Relevant Literature:
  - Variable simulated pressure helps skills translate more effectively to real-world situations (Low et al., 2020).
  - When people feel too overwhelmed, they aren't able to learn skills as well (Fraser et al., 2012).
  - Scaffolding methods are commonly used in educational settings to improve learning and create optimal levels of difficulty (Kim et al., 2018).

A TA-RPG is:

A collaborative, fun, **and personally enriching** activity

in which players are **intentionally guided and supported**  
by a **therapeutic** game master

to follow a **selectively-applied** set of rules and participation  
structures,

role-playing as **meaningful** characters, **aspects of which they are**  
**guided to maintain personally-beneficial levels of identification**  
**with,**

to create **and reflect on a personally resonant story together.**



# Materials: Choosing a Game System

- **Game Master** or no GM?
- Story or **strategy**?
- **Randomizers** or none?
- **Magic/Mystery/Science** or real world?
- Are there **supplements/resources**?

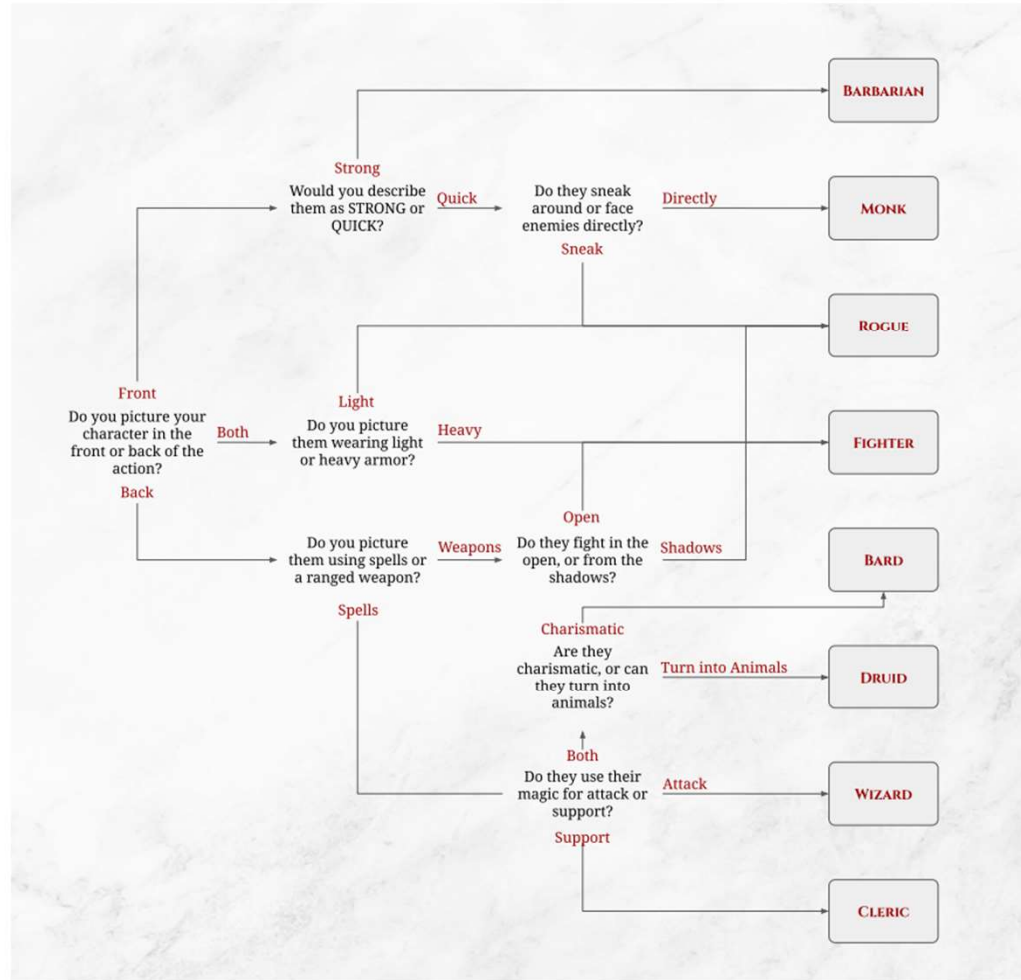
# Materials: Platform

- Tabletop/pen-and-paper
- Online teleconferencing
- Virtual tabletop
- **Play to your strengths and remember what is non-negotiable.**

# Materials: Character Sheets

- Have pre-made characters at the ready.
  - Clear, diverse range of skills/abilities
  - Keep narrative elements open
- Have players create characters, but set boundaries.
  - Do you allow “home-brew?” How much?
  - What supplemental materials will you include?
  - How will players “roll their stats?”
  - **Remember what’s non-negotiable.**
- Remember: Every player chooses their character/ization for a reason, even if they aren’t aware of it. Allow the meaning to emerge.





# Materials: Adventure Modules/Stories

- Pre-published modules can be great foundations  
*(but read through them first!)*
- Create your own adventures
- **Play to your strengths and remember what's non-negotiable.**

# Session Structure

- Therapeutic Social Skills  
(i.e., “Social Flourishing”)  
Groups
    - 90 minutes
      - 10 min check in
      - 75 min game play
      - 5 minute check out
  - Counselling Groups
    - 120 minutes
      - 5 min check in
      - 85 min game play
      - 30 processing
- Group Members: 3-6\*

# Check-In Questions

- Provide structured social interactions
- Transition clearly into group
- Create opportunity for individual sharing
- Connect participants with others
- Feature a “bonus” for deeper reflection
- Differentiate between player and characters
- Adjust the process based on your population

## Check-In Question Examples:

- “What’s the weirdest thing you’ve ever eaten?”
- “What is something you’re proud of?”
- “What is a trait you look for in a friend?”
- “If you could have one fictional character as a real-life friend, who would it be and why?”
- “What is a goal you’ve set for yourself?”
- “What is something that makes you go ‘hmmmmm....’”
- “If you could jump into a swimming pool full of *something*, what would it be and why?”
- “What is something you admire about your character?”
- “What advice would you give your character?”



# Check-Out Questions

- Check-Out Questions
  - What is a spotlight you have for someone else?
  - What was something you found challenging or something you learned?
  - What is something you predict or look forward to for the next time we play?
- Create clear transition out of session (supports regulation)
- “De-roll” players through aesthetic distance tools
- Increase insight
- Prompt learning opportunities
- Provide feedback
- Reveal player motivations



# Processing In Counselling Groups

- Utilize traditional process group techniques
- Use Socratic questioning:
  - Concise
  - Direct
  - Open
  - Neutral
- Encourage in-group interaction, reduce interaction through facilitator
- Validate emotions and the experiences
- Managing vulnerability and support authenticity
- Connect insights that players have gained into their personal lives

# Rituals and Transitions

- Transitions
  - Entering the Space
  - Check-In Questions
  - Distributing Materials
  - Recapping the Story
  - Beginning the Play
  - Ending the Play
  - Check-Out/Processing
  - Ending the Session/Leaving the Space
- Features of Ritual
  - Rigidity
  - Repetition
  - Redundancy
- Purpose of Ritual
  - Reduce time lost in transitions
  - Predictability reduces anxiety
  - Group cohesion
  - Opportunity for meaning-making

# Diversity and TTPRGs

- Who's in the room?
- Who's in the story?
- General story and world guidelines
  - Create a diverse world with representations of many experiences
  - Avoid relying on racial/ability stereotypes
- ADDRESSING (Hays, 2008):
  - Age
  - Disability (Developmental)
  - Disability (Acquired)
  - Religion
  - Ethnicity
  - Socioeconomic status
  - Sexual orientation
  - Indigenous heritage
  - National origin
  - Gender

# Accessibility

- Goals: increasing access while maintaining autonomy
- Some available accessibility accommodations include:
  - Braille dice
  - Digital dice
  - Screen readers
  - Large print dice/fonts
  - Closed Captioning services
  - Chat functions
  - Mute
  - Fidget devices
- Remember that advocating/asking is labor
- Consider “Universal Design”



# Screening, Contact, Safety Tools

- Screening/Intake
  - Fit for *a* TA-RPG group: Are there safety concerns?
  - Fit for *this* TA-RPG group: How would they connect with the cohort?
- Confidentiality/Outside Group Contact?
- Session 0/Session 0.5
- Safety Tools
  - No/Please List
  - T for Timeout/Ziping out
  - Behavior expectations / Group norms

The Great Garganoff's Guide  
to ~~Good Gaming~~: to Life!

1. Be Present!
2. Stay Curious!
3. Work Together!
4. Prepare... to be Unprepared!
5. Fail Forward!

# Safety Tools/RPG Consent Checklist

- <https://www.montecookgames.com/store/product/consent-in-gaming/>

**RPG CONSENT CHECKLIST**

GM Name: \_\_\_\_\_

Player Name: (or leave blank) \_\_\_\_\_

Planned Game Theme: \_\_\_\_\_

If this game were a movie, its movie rating would be: G PG PG-13 R NC-17 Other: \_\_\_\_\_

Mark the color that best illustrates your comfort level with the following plot or story elements.

Green = Enthusiastic consent; bring it on!  
 Yellow = Okay if veiled or offstage; might be okay onstage but requires discussion ahead of time; uncertain.  
 Red = Hard line; do not include.

	G	Y	R		G	Y	R
<b>HORROR</b>				<b>MENTAL AND PHYSICAL HEALTH</b>			
Bugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cancer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Claustrophobia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Freezing to death	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eyeballs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gaslighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genocide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm to animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heatstroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Natural disasters (earthquakes, forest fires)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Paralysis/physical restraint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Police, police aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pregnancy, miscarriage, or abortion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Severe weather (hurricanes, tornados)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RELATIONSHIPS</b>				Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Romance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Starvation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fade to black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Terrorism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Torture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between PCs and NPCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thirst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between PCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fade to Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between PCs and NPCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between PCs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<b>ADDITIONAL TOPICS</b>			



# Expectations/ Treatment Goals

Know your audience and speak their language!

1. Parents
2. Adolescent/Child Clients
3. Adult Clients
4. Administrators
5. Educators
6. Colleague

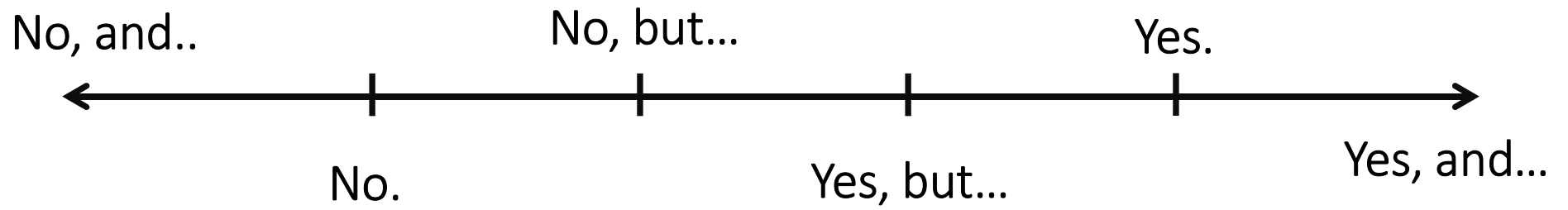


# The Pitch

- Open with an ask: “Are you familiar with tabletop role-playing games?”
- Follow up to establish rapport, open dialogue.
  - “Have you played yourself? Do you know someone else who has played?”  
“What do you know about it?”
  - “Then you may already know...” / “Despite what you may think...”
- Spiral down:
  - Start with the basics, e.g., “It’s a guided storytelling activity where participants role play as characters...”
- Give an example:
  - E.g, “Crossing the Canyon”
- Use narrative, paint a picture of growth using the language and outcomes appealing to the listener.
  - If you don’t know, ask!



# Spectrum of Yes



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# Further Reading

*Play* by Stuart Brown

*Game Play 3rd Edition* by Jessica Stone and Charles Schaefer (eds)

*Interpersonal Neurobiology of Play* by Theresa Kestley

*The Functions of Role-Playing Games* by Sarah Lynne Bowman

*Together* by Vivek Murthy

*Acting for Real* by Renee Emunah

*Theatre for Community Conflict and Dialog* by Michael Rohd

*Play Anything* by Ian Bogost

*The Well Played Game* by Bernie DeKoven

*Acts of Service: Spontaneity, Commitment, Tradition in the Nonscripted Theatre* by Jonathan Fox

*Man's Search for Meaning* by Viktor E. Frankl



# Relevant Links

Level Two: <https://gametogrow.org/training/gtgmethod/mentalhealth2/>

Game Master Workshops: <https://gametogrow.org/training/gmworkshops/>

Critical Core: <https://gametogrow.org/criticalcore/>

Newsletter: <https://gametogrow.org/newsletter/>

Discord: <https://discord.com/invite/NA5agck>

Knowledge Check/Feedback: <https://forms.gle/B56uJHk5qLX5srxB8>

