Our session is about to begin ...
A Model for Trauma-Informed and Healing-Centered Practice Through the Arts

September 15, 2021
VIRTUAL Gathering 2.0
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Introduction & Welcome
Akash Bhatia
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SPEAKER

Sara Ziglar
Director of Education and Community Partnerships
Red Clay Dance Company, Inc.
Courtney Cintrón
Manager of Partnerships & Learning
Ingenuity Inc.
Our mission is to ensure that every child, in every grade, in every CPS school has access to high-quality arts experiences as part of a well-rounded education. To do so, we employ:

- Data and Research
- Advocacy and Systems Building
- Direct Investments in Arts Programs
- Professional Learning
Who’s in the room?
OUR MEETING IS HELD ON NATIVE LAND

USDA.C.US/NATIVE LAND
The content and discussion in today’s session and throughout this program will necessarily engage with trauma. Some of the content may be emotionally and intellectually challenging to engage with. We encourage you to do what you need to do to take care of yourself throughout today’s session.
Agenda

● Learning objectives
● Definitions
● Program Overview
● Training and Working Group Insights
● Intro to Guidebook and Toolkit
● Practical Applications for Guidebook and Toolkit
Participants will:

- **Interpret and draw connections** among strategies and arts-specific ideas to integrating and implementing trauma-informed and healing-centered approaches.

- **Access and engage** with Ingenuity’s Trauma-Informed & Healing-Centered Practice Guidebook and reflect on case examples and research insights.

- **Know about** the Trauma-Informed and Healing-Centered Training Program Through the Arts.

- **Utilize** Ingenuity’s program findings and research insights to understand and know the ways that trauma can be expressed in the arts classroom.

- **Identify** the unique challenges and solutions for teaching artists and arts organizations in integrating trauma-informed and healing-centered practices into programs.
Definitions and Terminology
What is Trauma?

1. A threatening/harmful physical or emotional experience to self and others
2. Overwhelms our ability to cope
3. Affects functioning in multiple domains

SAMHSA’s Concept of trauma- The Three “E’s” of Trauma
Trauma does not = destiny

Trauma ≠ Destiny
<table>
<thead>
<tr>
<th>SAMHSA’s Trauma-Informed Approach: The 4 R’s</th>
<th>Healing-Centered Approach: 4 characteristics</th>
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<tr>
<td><strong>Realizing</strong> the prevalence of trauma</td>
<td><strong>Political</strong> - Views trauma and well-being as function of environment and structures</td>
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<td><strong>Recognizing</strong> how trauma affects all</td>
<td><strong>Restorative</strong> - embraces holistic view of well-being including spiritual domains of health</td>
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<td>individuals within the program,</td>
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<td>organization or system- including its</td>
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<td>own workforce</td>
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<td><strong>Responding</strong> by putting this knowledge</td>
<td><strong>Asset-based</strong> - departure from solely viewing young people through the lens of harm and focuses on asset driven strategies</td>
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<td>into practice</td>
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<td><strong>Resist</strong> re-traumatization of clients</td>
<td><strong>Caregivers</strong> - explicit focus on restoring and sustaining adults who work to heal youth</td>
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<td>and staff</td>
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TIHCP Program Overview
PARTNERSHIPS & LEARNING: TRAUMA WORK

PREVIOUS INSTITUTES ON TRAUMA

NEED FOR TRAUMA RESPONSIVE RESOURCES & TRAININGS DURING COVID-19

ARTSED RESPONSE COLLECTIVE OUTCOMES
Trauma Informed & Healing Centered Training Program
Trainings & Working Group Insights
Insights From An Arts Partner

- Identifying Trauma Responses
- Analyzing Program Design
- Evaluating TA Support and Training
- Determining Systems of Care

Sara Ziglar
Director of Education and Community Partnerships
Red Clay Dance Company, Inc.
Findings, Trends, and Insights from Working Group Convenings

- How is trauma expressed in the arts classroom?
- What are the challenges to implementing trauma-informed and healing-centered practices in the classroom?
- What are some the assets that the arts has when approaching these practices?

Akash Bhatia
Music Therapist and Intake Coordinator
Institute for Therapy Through the Arts
Guidebook & Toolkit
Guidebook Overview

Virtual Guidebook Elements

- 15 multimedia video trainings
- Multiple self-assessments
- Quizzes
- Guiding Questions
- Arts-specific case examples
A Look at Topics Covered

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Guidebook Navigation & Application

- What work are we already doing?
- What work do we need to do?
- Should this work be done by one person or by a team?
- What is our capacity for this work?
- Who owns what part of this work?
- How do we build capacity if needed?
Practical Applications & Activity Example

Scenario: Corrective touch in a dance rehearsal

Guiding questions:
1. What do you think could have happened with the student? What is the student communicating?

1. What might you be experiencing as the teaching artist in this situation? What are your needs right now?

1. How might you respond to the student?

1. How might you re-establish safety in the classroom in this situation?
Brian is a substitute for an elementary dance class. Shortly after he arrives at the school for his first class the teacher drops off the class and leaves without introducing the sub to the class or providing any information about the students. After demonstrating a dance exercise Brian observes Maya experiencing trouble with the movement.

Brian calls Maya to the front of the classroom to correct her and give an example to the rest of the class. As Brian begins to physically correct Maya, Maya’s body becomes rigid and resistant. Brian tells Maya to relax so that he can help her find the correct position in her body so she won’t injure herself and the movement will be easier to do.

At this point Maya runs out of the class and begins to cry. Brian instructs the class to practice the exercise while he checks on Maya. Brian convinces Maya to come back to class. When she returns she is unable to focus and sits out for the rest of the period.
Is there an active, meaningful role for the arts in addressing critical issues around trauma within arts education and beyond?
THANK YOU!

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Thank you for attending!
THANK YOU!

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