

AEP Virtual Gathering

An Arts Therapist's Tips to Supporting Students Through COVID-19 Collective Trauma

Presenters

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Session Description

Research in the value of a STEAM education and the significance of adverse childhood experiences (ACEs) have increased in recent years. In the face of the collective trauma related to the COVID-19 pandemic, schools will have to pivot quickly to ensure all personnel follow trauma-informed approaches. Utilizing SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, a licensed art therapist will lead a discussion on the critical role of arts education in supporting students' emotional health. Presenters will guide attendees through a brief drawing activity focused on feelings of isolation to inform a robust discussion on how arts educators can help students address this collective trauma.

Learning Objectives

- 1) Participants will learn to define collective trauma and understand it in the context of the COVID-19 pandemic and beyond.*
- 2) Participants will be able to identify three specific trauma-informed approaches arts educators can utilize with students in class.*
- 3) Participants will explore the role of arts educators in supporting behavioral health teams and when to refer students to an art therapist or other mental health provider by identifying three markers.*

Session Outline and Summary

Given the organic use of art expression to bring communities together and as an individual coping tool throughout this pandemic, this session will focus on the power of creativity to confront collective trauma in schools. Attendees will be invited to walk in their students' shoes as an art therapist guides them through a drawing activity and discussion. Please have pen and paper (or your favorite art materials) on hand!

Supplemental Materials



[PowerPoint Slides, SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, Art Therapy During A Mental Health Crisis: Coronavirus Pandemic Impact Report, \[arttherapy.org\]\(http://arttherapy.org\).](#)