WELCOME

Our session is about to begin ...
An Arts Therapist’s Tips to Supporting Students through COVID-19 Collective Trauma

September 15, 2020
Welcome to the 2020 Arts Education Partnership Virtual Gathering! AEP was founded in 1995, making 2020 our 25th anniversary. While we never anticipated celebrating AEP’s 25th anniversary in any way other than being in San Diego with all of you in person, we’re so happy that we’ll be spending time together over the next two weeks.

The virtual gathering sessions are arranged around three thematic arts education policy in...
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What Is Art Therapy?

As one school-based art therapist put it:

“Art is an inherent trait in everyone. When we are stressed [we] automatically look to the arts. These things help us relax and de-stress. Having an art therapist and doing art therapy has the added benefit of a relationship with a trained professional to process your emotions.”
Even before COVID-19:

- One out of every six children in the U.S experience a mental health disorder each year (NAMI).
- And more than two thirds of children report at least one traumatic event by age 16 (SAMHSA).

*Drawing obtained with permission, courtesy of the NYU Art Therapy in Schools Program.*
Generally speaking, are your clients (K-12) bringing up any of the following during the Coronavirus pandemic? (Check all that apply.)

- Increased stress due to additional responsibilities at home
- Anxiety due to isolation
- Concerns unique to children (e.g. health fears, isolation anxiety)
- Concerns about older family members in isolation
- Concerns related to existing medical illnesses of clients or loved ones
- Anxiety due to financial issues
- Increase in domestic abuse or concerns of violence
- Increased experiences of racism, bias and/or discrimination
- Increase in addiction issues
- Increase in suicidal ideation

![Bar chart showing percentages of clients mentioning various issues during the pandemic.](chart.png)
Potentially traumatic events to include:

- Psychological, physical, or sexual abuse
- Community or school violence
- Witnessing or experiencing domestic violence
- National disasters or terrorism
- Commercial sexual exploitation
- Sudden or violent loss of a loved one
- Refugee or war experiences
- Military family-related stressors (e.g., deployment, parental loss or injury)
- Physical or sexual assault
- Serious accidents or life-threatening illness
- Neglect
Collective Trauma During COVID-19

"Sea of COVID" by Kari Bleich, art therapy graduate student at Ursuline College. Image included in “Art Therapy During A Mental Health Crisis: Coronavirus Pandemic Impact Report.”
Art-Making Experience

Take out a pen and paper (or your favorite art materials)!
Taking a Trauma-Informed Approach

SAMHSA’s Concept of Trauma:

- Event(s)
- Experience(s)
- Effect
Six Key Principles

- Safety
- Trustworthiness and Transparency
- Peer Support
- Collaboration and Mutuality
- Empowerment, Voice and Choice
- Cultural, Historical and Gender Issues
When to Refer Your Student to a Mental Health Professional

Identify the signs and symptoms
Implementation Domains

1) Governance and Leadership
2) Policy
3) Physical Environment
4) Engagement and Involvement
5) Cross Sector Collaboration
6) Screening, Assessment, Treatment Services
7) Training and Workforce Development
8) Progress Monitoring and Quality Assurance
9) Financing
10) Evaluation
THANK YOU!

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