

COURSE II. TRAUMA-INFORMED PRACTICE FOR ARTS EDUCATION ADMINISTRATORS

INTRODUCTION AND COURSE FRAMING

This course will ask attendees to explore big picture concepts in the fields of neurobiology, behavioral health, education, and the arts, in order to make connections to their work as humans, artists, facilitators, and administrators. The first five sections of the course examine the theories presented through the lens of how they may impact program participants, with the handbook providing additional probing into how these concepts may be applied when considering program partners and staff. The sixth session provides a review of these foundational theories to connect them specifically to administration, as well as the organizations and systems of which one may be a part.

Foundational knowledge is provided through the use of a handbook and course videos, as well as a slate of supplementary reading and videos by experts in the field. In between the course modules listed below, attendees will move through a blend of freewrites, assignments, sample activities, discussion board prompts, and shared practices from arts educators who have activated trauma-informed practice in their spaces.

SECTION 1: TRAUMA, THE BRAIN, AND SAFETY

Defining Trauma

The study of trauma is relatively new, and researchers across all the sciences are uncovering new information about trauma every day. For this reason, defining trauma is not a simple task. This module explores two of many ways to define trauma, as well as some of the types of trauma an individual may encounter over the course of their life.

Trauma and the Survival Response

Stress, crisis, and trauma each have a direct impact on how our brain functions, how it allocates resources to the rest of our body, and how we react and respond to what is going on around us. This module examines the relationship between safety, stressors, and our brains and bodies.

Safety

All of our brains are wired to protect our well-being, but how we each define safety is different. This module reviews why safety is highly individualized, and why we cannot guarantee safe spaces for our participants.

Considering Brain States

One thing educators can consider when planning lessons and interacting with participants is how both their sense of safety and facing novelty can affect their brain

state. This module introduces the brain states and connects them to how trying new things affects our brain and body.

Novelty and the Brain

When considering the brain states of our participants, it's important to account for the concept of novelty. This module examines how the brain receives and responds to anything it determines as new in our lives.

Connecting Novelty, Rituals, and Roadmaps

This module connects theory to practice by outlining multiple ways educators can account for safety, brain states, and novelty in their learning spaces. Included is an examination of how educators can provide predictability and consistency through rituals and road maps.

Put into Practice: Discussion 1

To further examine the ways educators can bring the theories in Section 1 into their workshop spaces, the Bartol course facilitators discuss how they incorporate the concepts of invitation and welcoming into their own learning spaces.

SECTION 2: TRAUMA, TRUST, AND BELIEFS

How Beliefs are Formed

Part of trauma-informed practice is recognizing the intersection between our brains, bodies, and beliefs. This module begins this exploration by outlining how our brain forms and strengthens beliefs to ensure our safety.

Beliefs and Culture

Culture is integral to helping us make connections between old concepts and new in order to learn, and the brain and body use culture as a compass to measure our safety. This module explores one method of defining culture, and how culture shapes and impacts belief systems, making each of us unique.

Our Beliefs and Building Community Culture

Culture is part of an educator's authentic teaching style, enriching how they teach and relate to participants. It also shapes how educators interpret the actions of participants, who often come from a culture different than their own. This next module examines how culture may shape an educator's belief systems when it comes to learning.

Beliefs and Our Basic Needs

The brain is always watching to see if basic needs are fulfilled. This module introduces

two systems of exploring our basic needs, and how these basic needs intersect with relationships, art, and learning.

Building Trust and Viewing Trust on a Scale

These modules pair together to examine how trust operates in relation to belief systems. In the first module, Harvard professor Frances Frei outlines three key areas for us to consider when we're communicating with others. In the second, two trust frameworks explore how the structure of workshops and curricula intersect with trust.

Put into Practice Discussion 2

To further examine the ways educators can bring the theories in Section 2 into their learning spaces, the Bartol course facilitators discuss how they account for the concepts of basic needs and trust in their learning spaces.

SECTION 3: TRAUMA AND BEHAVIOR

The Survival Response, Brain, and Body

To begin the exploration of how trauma, crisis, and stress can impact behavior, this module outlines how the continued activation of our survival response can change how our brains and bodies function in order to keep us safe.

Social Interaction and the Survival Response

This module examines how relationships can affect our brain and body on a physiological level using Zaretta Hammond's *Social Interaction Elements That Activate Threats in the Brain* as a framework.

Co-Regulation and Self-Regulation

Bodies need opportunities to process and move through experiences and sensations just like brains. This module introduces the concepts of self-regulation and co-regulation, and the potential positive impact these soothing activities can have on the body.

Guest Artist Demonstration and Discussion: Rhythm and Regulation

Vocussionist Bethlehem Roberson demonstrates providing a road map through rhythm and sound to help individuals navigate through emotions of sorrow, stress, joy and happiness. After the demonstration, she shares how she breaks down the activity through the lens of trauma-informed practice to support her participants.

Membership Circles and Low-Risk Participation

This module introduces two tools educators can use to create an environment of support: Membership Circles and Low-Impact Participation Plans. These tools, which



can be activated during curriculum planning or in the learning space, can help educators be affirming and responsive to the individual needs of every participant.

Trauma and the Nervous System and Responding to Changed Behavior

Helping a participant navigate charged emotions and actions is one of the most complex tasks educators face. These two modules pair to explore stress, crisis, and trauma in relationship to external behavior. In the first module, the Trauma Foundation outlines how the autonomic nervous system plays a part in how we interact with the world. The second module provides a framework that educators can use when a participant is emotionally charged.

Put into Practice Discussion 3

To further examine the ways educators can bring the theories in Section 3 into their learning spaces, the Bartol course facilitators discuss how they incorporate the idea of low-risk participation into their workshop culture, and how they provide opportunities for participants to engage in regulation.

SECTION 4: SUPPORTING YOUNG PEOPLE RELATIONALLY, EMOTIONALLY, AND COMMUNALLY

Defining Resilience and the Challenges Surrounding Resilience

To begin the examination of how educators can support participants relationally, emotionally, and communally, these paired modules introduce and challenge the concept of resilience. For a snapshot of how resilience is currently defined in the behavioral health community, the first module features videos from Harvard University's Center on the Developing Child. The second module seeks to broaden the understanding of resilience by exploring alternative definitions and how resilience can be misunderstood, misconstrued, and leveraged by systems.

Protective Factors and Skills that Fortify Us

The learning process invites participants to be builders by using their experiences with educators to build and expand upon what they already know. This allows educators a unique opportunity to dialogue openly with participants about the skills present in arts spaces, and how they connect to life. This module introduces two life skills frameworks to explore connections between the frameworks and arts education.

Guest Artist Demonstration and Discussion: Visualizing and Articulating

Musician Betsaleel (**Bets**) **Charmelus** invites attendees to make use of online visualizers as a catalyst to identify and navigate thoughts, feelings, and needs and then translate them into writing. After the demonstration, he shares how he breaks down the activity through the lens of trauma-informed practice to support his participants.

The Importance of Affirmation

One of the most powerful things educators can offer participants as they engage with novelty, productive stress, or even heightened emotion is affirmation. This module will outline several different types of affirmation, its benefits, and how educators can plan for affirmation in both workshop structure and facilitation practice.

Put Into Practice Discussion 4

To further examine the ways educators can bring the theories in Section 4 into their learning spaces, the Bartol course facilitators discuss how they connect art-making and life skills in their workshop spaces, and how they encourage peer-to-peer affirmation as part of their classroom culture.

SECTION 5: BOUNDARIES, REFLECTION, AND SELF-CARE

The Importance of Processing

When the brain doesn't have regular opportunities to process, it can have a direct effect on what a person remembers, learns, and how they see themselves and the world. This module explores the connections between the brain and different styles of reflection.

When Participants Share Personal Stories

As a participant learns and creates, and their trust in their facilitator grows, sometimes they will share personal stories or use art-making as an opportunity to explore and process different aspects of their lives. This module introduces tools to help educators lead with listening and support their participants as they share personal stories.

Guest Artist Demonstration and Discussion: Processing and Reflection

Writer Enoch Church introduces a method to help participants reflect and process their personhood with his *Life Garden* worksheet. Using pens, pencils, color pencils, and markers, participants will be invited to draw a plant in nine different pots as a way to explore how each quality was watered during their childhood. After the demonstration, he shares how he breaks down the activity through the lens of trauma-informed practice to support his participants.

Self-Care, Community Care, and Boundaries

This module explores the potential impact of working as a service provider, and the importance of taking care of our own needs while holding space for participants. This video addresses that need through three avenues: self-care, community care, and boundaries.

Creating Trauma-Informed Practices

This module introduces two brainstorming tools that educators can use to consider how

to incorporate trauma-informed practice into learning spaces and facilitation style moving forward.

Put into Practice: Discussion 5

To further examine the ways educators can bring the theories in Section 5 into their learning spaces, the Bartol course facilitators discuss how they incorporate reflection into the workshop culture, as well as techniques they use to support a participant who is making art inspired by a personal story.

Section 6: Trauma-Informed Arts Education Administration

Safety, Novelty and the Workplace

No matter age or experience level, everyone's brains and bodies benefit from clear structures and expectations. This module reviews the concepts of safety, novelty, and brainstates to examine why providing road maps at the workplace can have a great impact on relationships as well as the work.

Beliefs, Culture, and the Workplace

This module re-examines the five basic needs often challenged by stressors, how beliefs are formed, and how deep culture shapes an individual's values, in order to connect these concepts to workplace culture. We invite attendees to examine how their culture and previous work experiences have shaped their beliefs and needs when it comes to the workplace, and how this translates into expectations and style as an administrator.

Membership Circles and Relational Dynamics at the Workplace

This module reviews membership circles and the five social circumstances that can activate threat as a means to explore relational dynamics within an organization. We invite administrators to examine how their culture and previous work experiences have shaped their beliefs when it comes to relationship dynamics at the workplace, and how this translates into their expectations and style as both a worker and manager.

Heightened Interactions at the Workplace

This module reviews several concepts related to safety, the brain, and relationships to apply them to heightened moments at the workplace. As attendees move through this content, they are invited to re-examine how their brain and body respond to relational stressors, and consider how they can offer themselves support, in addition to their staff.

Resilience and Workplace Culture

This module re-examines the concept of resilience through the lens of mission, culture, and expectations at organizations. As attendees move through this content, they are invited to examine how their culture and previous work experiences have shaped their



view of work, and how this translates into their expectations and style as an administrator.

Self-Care, Community Care, and Boundaries at the Workplace

This module explores how self-care and community care can be activated in the workplace, and examines how organizations and programs consider boundaries for staff. As attendees move through this content, we acknowledge that administrators each have different duties and agency, and attendees are invited to view this module through the lens of their particular role, goal, and control.

Creating Trauma-Informed Programs

This module introduces three brainstorming tools to aid incorporating trauma-informed practice into programs, partnerships, and organizational practices.

COURSE CLOSING

The final modules of the course outline additional resources for attendees who are interested in further learning, as well as a clear road map to remain involved with both the cohort and the Bartol learning community at large. Upon completion of assignments, each attendee receives a certificate for completing the training.