

Finding Inner Harmony:

The Trauma-Informed Student and the Music Classroom

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▶ ACEs Survey/Resilience Survey

▶ Jim Sporleder/ Paper Tigers

▶ www.papertigersmovie.com

▶ In the Schools

▶ Trauma, Abuse, Neglect, and Chaos

▶ Dr. Bruce Perry

▶ The functions of different brain areas

▶ Repetitive Rhythmic Patterning

▶ Music for regulation and healing

ACEs Resources

<https://www.acesconnection.com/g/resource-center/blog/resource-list-extended-aces-surveys>

33% of participants had an ACE score of zero.
64% had an ACE score of one.
Of those 64%, 87% had a score of 2-3.
Of those 64%, 12% had a score of 4 or more.

Source: Nakazawa, Donna Jackson. *Childhood Disrupted: How Your Biography Becomes Your Biology and How You Can Heal*. Atria Books, New York, NY. 2015.

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Music and the brain

Playing and listening to music works several areas of the brain

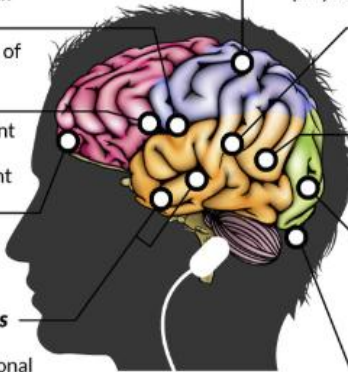
Corpus callosum:
Connects both sides of the brain

Motor cortex:
Involved in movement while dancing or playing an instrument

Prefrontal cortex:
Controls behavior, expression and decision-making

Nucleus accumbens and amygdala:
Involved with emotional reactions to music

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Sensory Cortex:
Controls tactile feedback while playing instruments or dancing

Auditory cortex:
Listens to sounds; perceives and analyzes tones

Hippocampus:
Involved in music memories, experiences and context

Visual Cortex:
Involved in reading music or looking at your own dance moves

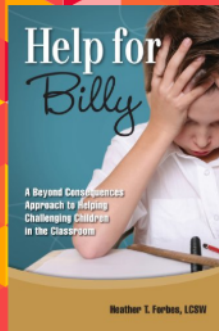
Cerebellum:
Involved in movement while dancing or playing an instrument, as well as emotional reactions

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"It's the repetition of affirmation that leads to belief.

And once that belief becomes a deep conviction, things begin to happen."

-Heather T. Forbes



It's about RELATIONSHIPS!

The student/teacher relationship is the first intervention.

But...who has time? But.. But... But...

It's also about RESELIENCE!

The capacity to *PREPARE* for disruptions, *RECOVER* from shocks and stress, and *ADAPT* and *GROW* from a disruptive experience.

www.acestoohigh.com



Expectations

We can't expect more out of our students than we are willing to give.

How would we feel if our administrator treated us the way we sometimes treat our students?

MINDSET CHANGES

Our Regulation

If we are dysregulated, there is no way we can expect our students to be in a regulated state.
Respond, don't react.

Out with the old...

It's a mindshift change. It's not so much about COMPLIANCE as it is about meeting students' needs through engagement.

The Effect of Music Experiences in Healing the Brain (cont.)

**“Patterned, repetitive,
rhythmic somato-sensory activity...
elicits a sensation of *safety*...”**



The Effect of Music Experiences in Healing the Brain (cont.)

Rhythm is *regulating*.

**All cultures have some form of patterned,
repetitive rhythmic activity as part of their
healing and mourning rituals - dancing,
drumming, and swaying.”**

-Bruce Perry, *Born to Love*



Regulating Strategies

Repetitive, rhythmic patterning
with pitched and non-pitched inst.
Brain Gym.
Bal-A-Vis-X.
Growth Mindset principles.
Class Mantras.
Mindfulness activities.
Movement/Dalcroze activities
Calming Corner or Peace Spot.



“It’s okay to make mistakes. Mistakes are proof you are TRYING!”

There will be days that students in crisis may not want to play, move or sing...

May play or sing with 'attitude,
May not be able to think of a response.

Honor that.

At some point... they will join in.

It requires TRUST.
It requires RELATIONSHIP.

Thanks!

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<http://childtrauma.org/>