



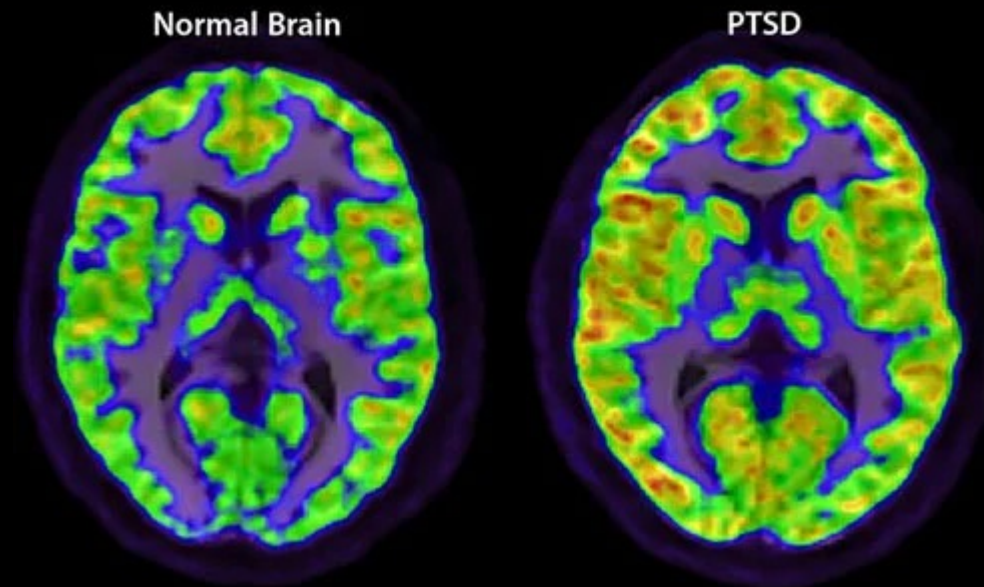
ART SAVED MY LIFE

Building Resiliency for Students Struggling from Trauma

PURPOSE

- To find the supports and internal strengths that build self-efficacy despite symptoms of PTSD and failure during K-12 education.

(Melinoski, 2019)



METHODOLOGY

• Autoethnography

Auto-self

ethno-referring to culture

graph-writing

10 diaries (1981-1991)
6 interviews
 3 family
 3 long-term friends

(Meyer, 2014)



SIGNIFICANCE

- Over 1 in 4 children face significant trauma(s)
- Traumas change brain structures, affecting
 - Ability to socialize
 - Learning
 - Ability to trust adults in authority
 - Self-regulation
 - Identity formation
 - World view
 - Negative life outcomes

(Blubaugh, 2022)



NEGATIVE OUTCOMES

- Children with a traumatic background are far more likely to
- Experience life-long poverty
- Engage in risky behavior
- Have poor healthy/mental health
- Become incarcerated
- Face incarceration
- Become addicted to harmful substances
- Have an abusive domestic partnership
- Take their own lives



(Blubaugh, 2022)

POSITIVE OUTCOMES

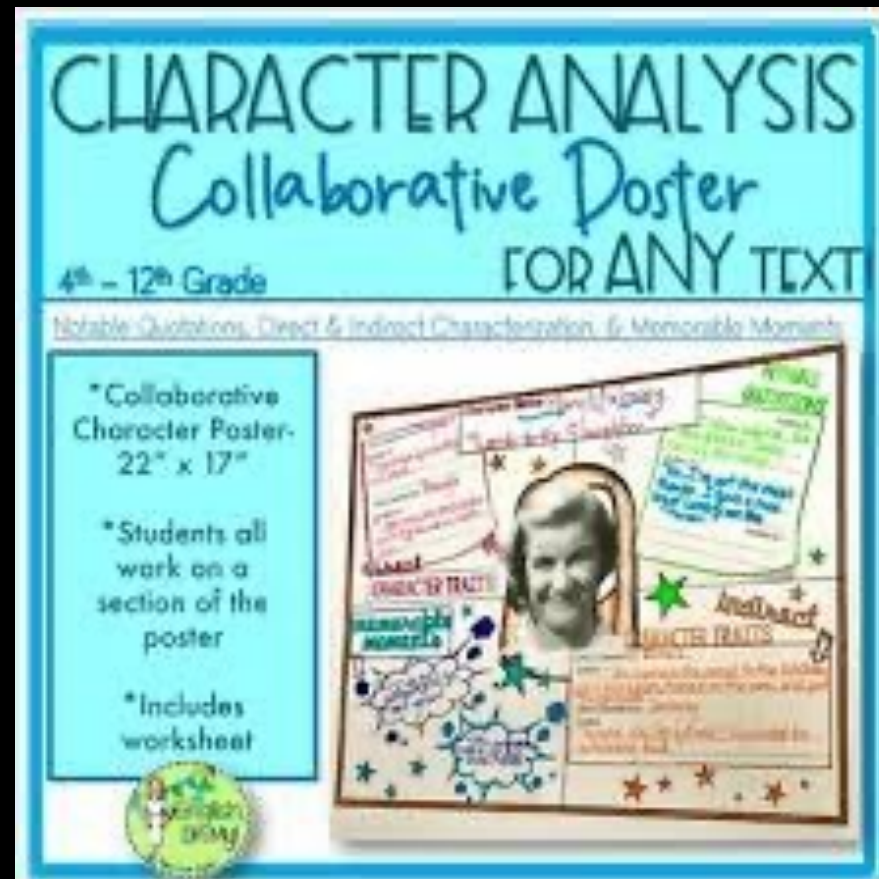
- According to studies, using art in the classroom has the potential to bolster academic achievement, social competence, and emotional regulation.



FINDINGS

- Difficulty processing information
- Increased self-expression and comprehension

(English, 2022)



FINDINGS

- Difficulty with verbal expression
- Increased self-expression

- (Portumen, 2022)



FINDINGS

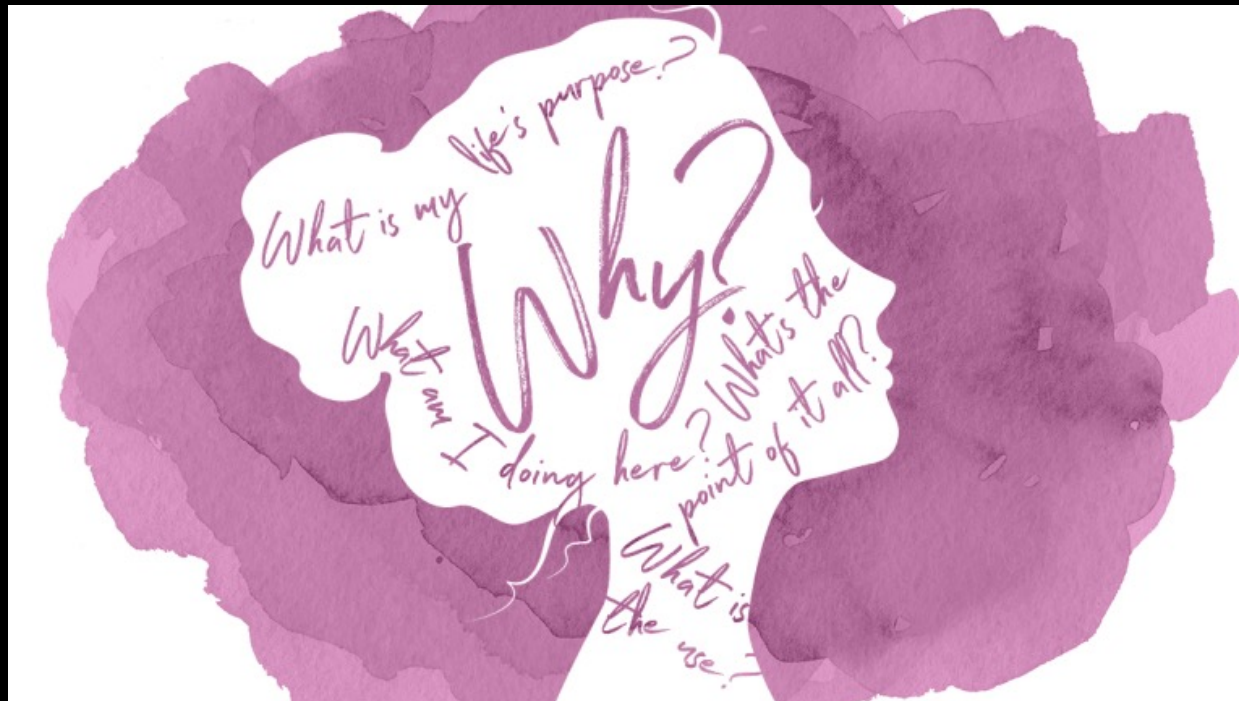
- Difficulty with memory.
- Improves retention and can be used as assessment.



(ILS, 2022)

FINDINGS

- Negative world view
- Hope and purpose
- Foreshortened future



(Virgo, 2019)

FINDINGS

- Dissociation
- Increased self-awareness & mindfulness



(Tarras, 2020)

FINDINGS

- Overwhelm and shut-down
- Increased problem-solving



(Thompson, 2020)

FINDINGS

- Feelings of isolation.
- Difficulty socializing.
- Social competence
- Community Building.

(Haring, 1989)

