

Trust-Based Relational Intervention® Tools For The Trauma-Informed Piano Studio

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Abstract

The National Child Traumatic Stress Network states that one out of every four children in schools has experienced trauma, which can negatively impact learning and behavior. As piano teachers, we are not exempt from encountering these students in our studios. This poster displays strategies from Trust-Based Relational Intervention® to develop a trauma-informed studio. TBRI® is an attachment-based, evidence-based, trauma-informed, neuroscience-researched therapy model for at-risk children that focuses on building connections. The poster lists the factors for childhood trauma and the resultant effects on the child's physical, cognitive and socio-emotional development.

Because of trauma's significant impact on learning, the strongly ingrained fear response must first be disarmed before any learning can occur. When the person is in felt safety, cognitive and creative functions are engaged. Activities and current piano pedagogy practices that can facilitate this process in the studio are described, along with suggested equipment. A child who has experienced trauma also usually struggles with behavior and emotional regulation; therefore, the poster suggests language to develop a culture of mutual respect and open communication, giving the child a voice with which to communicate his or her emotions and needs.

This presentation aims to equip piano teachers with the tools necessary to teach the vulnerable students in our respective communities. Along with the gift of music, we can offer compassion and direction in the journey towards healing and wholeness for these children from hard places.

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