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Fostering Resilience During Turbulent Times

Through Educator Self-Care

Title: Fostering Resilience During Turbulent Times Through Educator Self-Care

Date: Thursday, January 23, 2020 | 7-8 pm ET

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When traveling on airplanes, adults are asked to secure their own oxygen masks before assisting children. This directive can also apply to art educators, who often find themselves challenged by the variety of challenges our learners encounter and bring with them to the classroom. Research indicates that educators should develop social-emotional competencies, be able to manage their stress and regulate their emotions, and strive to develop resilience. It is imperative that educators recognize their need for self-care, are equipped with an understanding of what self-care is, and know what they can do to develop this practice. Self-care for busy educators is not a selfish use of one's time. In fact, by tending to our own self-care needs, we are better able to support our learners. This session, organized by the NAEA Research Commission's Professional Learning Through Research Working Group, explores how self-care can contribute to our professional success.

Please note that participation in this webcast does not provide NAEA professional development credit.

Moderator:



Trina D. Harlow, PhD, Kansas State University

Trina Harlow has been teaching art in Texas for 23 years, has coordinated the art education program at Kansas State University for six years, and is currently a teaching assistant professor. She has a BA from Kansas State University, an MA in art education from Boston University, and a newly acquired PhD in curriculum and instruction with art education emphasis from Kansas State University. Her research involves social-emotional artistic learning, biopsychosocial art education, biography-driven instruction, and newcomer students (refugees, recent immigrants) and newcomer programs. Trina recently co-directed the documentary film, *Refuge in the Heartland*, which focuses on the experiences of refugee children in American schools, and secured scholars and experts in child policy making, refugee organizations, and educators to make a quality tool for educators. She also edited the companion book, *Journey to Refuge: Understanding Refugees, Exploring Trauma, and Best Practices for Newcomers and Schools*. Trina has presented at state, national, and international conferences and was awarded the 2020 Emerging Scholar Award by the International Arts in Society Research Network.

Presenters:



Lisa Kay, EdD, Temple University

Lisa Kay is an associate professor and chair of the Department of Art Education and Community Arts Practices within the Tyler School of Art and Architecture at Temple University. Lisa is a Fulbright Scholar, the recipient of NAEA's 2014 Women's Caucus Mary Rouse Award, and the 2016 NAEA, Council on Exceptional Children (CEC), Kennedy Center Very Special Arts (VSA), Peter Geisser Special Needs Educator of the Year for her significant contributions to the art education profession. A board-certified art therapist, Lisa's research and publications concern the intersections and collaborations of art education and art therapy, with a focus on students with special needs and the resilience of artmaking adolescents who have experienced trauma and adversity. Her interest in narrative storytelling that encourages personal reflection, self-knowledge, and healing in the context of making art is evident in her scholarly publications, her dedication to art education and art therapy, her selection of focus as a Fulbright Scholar, and her own artwork. Her forthcoming book, *Therapeutic Approaches to Art Education* (Davis Publications, anticipated March 2020) offers therapeutic art strategies to support and enhance art teaching practice.



Donalyn Heise, EdD, University of Texas at Austin

Donalyn Heise is a visiting associate professor at the University of Texas at Austin with more than 30 years of experience in K-12 public and private schools. Her research focuses on fostering resilience through art using a strengths-based approach for those who have experienced trauma from societal or school violence, homelessness, abuse, neglect, displacement from natural disasters, incarceration, poverty, or trauma from loss or death of loved ones. Donalyn's awards include the NAEA-CEC-VSA Beverly Levett Gerber Special Needs Lifetime Achievement Award, NAEA Southeastern Region Higher Education award, Tennessee Higher Education Art Educator of the Year, Tennessee Art Educator of the Year, Tennessee Special Needs Art Educator of the Year, and Nebraska Art Teachers Association Supervisor/Administrator of the Year. Donalyn has designed and evaluated art programs in schools, family emergency shelters, homeless shelters, senior centers, and urban community centers, as well as more than 100 professional development workshops and presentations at the state, national, and international levels. Publications include seven book chapters, numerous journal articles, and two books: *Art for Children Experiencing Psychological Trauma: A Guide for Art Educators and School-Based Professionals*, and *Working With Students Who Have Anxiety: Creative Connections and Practical* (co-authored with Beverley H. Johns and Adrienne D. Hunter).