

Creative Arts-Based Restorative Justice

Collaborative Projects between
Mental Health, School
and Primary Care

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Core Questions

- ◎ How can creative arts-based restorative justice help high-risk adolescents?
- ◎ How do health care providers, mental health care providers, school counselors and school administration collaborate to develop arts based restorative justice groups for adolescents in school based clinics?
- ◎ How can groups serve as a gateway for adolescents to increase their use of the school based clinic services?

What is Restorative Justice?

- ◎ Healing over punishment “justice”
- ◎ Collaboration
- ◎ Inclusion over exclusion
- ◎ Positive Community Support
- ◎ Circle/Continuous Process

Why should the creative arts play a central role in Restorative Justice Practice?

The Creative Arts can:

- ◎ Promote self expression
- ◎ Build creative thinking
- ◎ Involve risk taking
- ◎ Expand perception
- ◎ Promote self reflection
- ◎ Encourage expression of emotions
- ◎ Foster respect of self and others
- ◎ Increase empathy

What is the benefit of integrated primary medical care with mental health care?

- ◎ ACCESS
- ◎ Holistic Intervention
- ◎ Relationship Building with Whole Team
- ◎ Positive Impact upon how School Counselors and Administrators view SBHC
- ◎ Expansion of Services
- ◎ Clinicians develop deeper understanding of each other's Clinical Practice

Group Formation and Getting Started

Step 1: Information Sharing/Brainstorming

Step 2: Assessing school needs, marketing to school staff and recruitment of group members based upon **specific criteria** (A high rate of in school suspensions and out of school suspensions, gender, behavior problems in school, poor academic performance and poor attendance records.)

Step 3: First Group Meeting: Introductions, Expectations, Transparency/Self Disclosure (What does each person need to work on during group?), Group Rules, Group Philosophy from “**Private to Public**” and “Clean Slate”, Naming of Group and Brainstorming

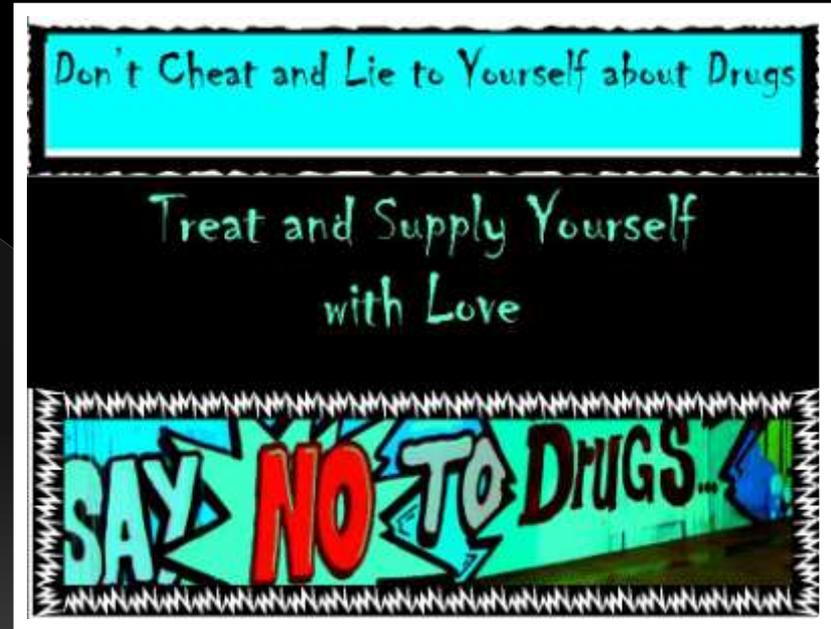
Step 4: Group leaders must be completely client centered and make sure to have good snacks.

Parkrose SBHC RJP: Launched in February, 2013 Mondays for 60 minutes, weekly and bi-weekly in May, 2013. Originally scheduled for 10 weeks and extended to the end of the school year.

Branding the Group; Group Logo Design



Creative Arts Based Restorative Justice in Action: Postcard Project



Group Role Formation: The “Board of Directors”

<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Tonga Director of Fun</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>	<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Hassan The Translator</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>	<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Deonta VD the Creator</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>
<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Nino The Communicator</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>	<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Andre Scouting Agent</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>	<p>RESTORATIVE JUSTICE PROJECT</p>  <p>Qhianthony The Deal Maker</p> <p>Parkrose High School 12003 NE Shawer Portland, Oregon 97230</p>

ACTION PORTRAITS
What Others Say about Me
Verses the Truth about Who I Am

Qhianthony



“RJP is really helpful for me because it keeps me out of trouble.”

Tonga



“RJP gives us something to look forward to because I believe each and everyone of us are born leaders.”

Deonta



“So when I spread out my wings an’ do good things in the back of my mind I’m thinking RJP. “

Andre



“Our goal is just to stop the violence and the drugs and help people/kids go in the right direction.”

Nino



“ At this school I am perceived in bad ways. People see me as cocky but I am proud. Boastful but I am confident. “

RJP School Wide Event May, 2013

The Restorative Justice Project group members wrote and received a grant from the Multnomah County Youth Commission



Thursday, May 30th 11:45 am—12:45pm	
Parkrose High School Lunch Quad 12003 NE Shaver, Portland, OR 97230	
You are cordially invited to the Restorative Justice Project for an interactive art experience to change our school and our community. The event will feature an exhibition of the group's self portraits, a group mural project, a speech by our group about our social justice work and a Forgiveness Tree planting ceremony on school grounds.	
The Restorative Justice Project is a student centered group in collaboration with the MCHD Parkrose School Based Clinic, and the MCHD Mental Health and Addictions Services Division. Special thanks to the Multnomah County Youth Commission and to Deep Creek Garden Center.	

Forgiveness Tree



Group Formation

Step 1: Group leadership/Collaboration/Art Therapist, Intern and Teacher/ Information Sharing

Step 2: Assessing school needs, marketing to school staff and recruitment of group members based upon criteria developed by group leaders.

The group is made up of 6 to 8 female academically high achieving students from Somalia, Congo, Ethiopia, China and India. Some group members experienced war trauma and in their countries of origin from early ages.

Group served as a gateway/connection to clinic and clinic services.

World Girls Group



Draw Out Your Conflict



Self Portrait Box



Partner Response Drawing



Connecting to the School Environment



School Environment



Work together on a drawing of a conflict and a solution which you have encountered and then present this work to the rest of the group in the form of theater.



The Island



Group members create their own button designs. Designs communicate what they need from their school and what they would like to give back to the school community.



How does this collaborative practice increase the range of SBHC services students access?

- ◎ Relationships
- ◎ Group members with clinician
- ◎ Then group members with peers – supporting them to access clinicians

What specific needs have students addressed while participating in our co-facilitated group?

- ◎ Contraceptive services
- ◎ Individual mental health services
- ◎ Skin related issues
- ◎ Sports injuries

Hand Art Experiential

- Choose a piece of paper, place your right hand on the paper and write one word on your hand to represent a strength you bring to your work then place your left hand on the paper and write one word to represent a strength you will take away from your experience today to incorporate into your work
- Pose your hands on the paper at one of the photo stations
- Photographs of all hands will be displayed in an installation near the exit of the conference
- As you leave please feel free to take your photograph with you