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WORKSHOPS FOR PROFESIONAL DEVELOPMENT AND SELF-CARE

UCLArts and Healing transforms lives through creative expression for self-discovery, connection and empowerment. We facilitate transformation by integrating the innate social-emotional benefits of the arts with mental health practices. The arts are inclusive, accessible and uniquely suited to enhance positive emotions. They offer an organic way to evoke unconscious information that lends itself to reflection and meaningful dialogue, which, in turn, develops empathy and community.

UCLArts and Healing offers professional development and self-care programs for educators, health and mental health professionals, community arts professionals, and others, to enable the sustainable delivery of services in the community.

The workshops below typically run 2 hours to 4 hours in length, so a 1 to 1½ hour workshop will abbreviate the curriculum. A number of these workshops are contained in our Social Emotional Arts (SEA) Certificate Program. *See description of the full 8-day SEA Certificate Program, and the Launching Your Career in SEA professional development program, on the UCLArts and Healing website.*

All programs are experiential, and each one offers practical tools for professional use as well as activities for staff team building and stress reduction. We can also customize our programs to meet your objectives.

1 to 1½-hour workshop possibilities

- **Beat the Odds®: Social and Emotional Skill Building Delivered in a Framework of Drumming – a program sampler**
This UCLA research-based program is scripted for clinical and rhythmic integrity and has been successfully delivered in many school settings. A one-hour program would give a sampler of the various activities, which can offer some tools for working with kids, as well as staff benefits of team building and stress reduction. [Ping Ho] – *See user-friendly attachment that summarizes program and benefits of drumming.*
- **Art-Based Approaches to Managing Stress in the Classroom**
How to help students manage stress and anxiety in the classroom through art activities. A brief overview of the cause and effect of childhood stress and anxiety on student behavior and learning outcomes will be followed by concrete art-based prevention



strategies that promote relaxation, healthy self-regulation skills, and an emotionally-supportive classroom culture. [Jessica Bianchi]

- **Communication**
Ground rules for establishing safe group interaction, setting boundaries, positive and specific verbal communication skills, and identifying and encouraging participant engagement through non-verbal cues. Participants will learn specific language to encourage cooperation and cultural sensitivity. Dyadic work will be used to build self-awareness of postural and other non-verbal messaging. [Kathy Cass]
- **Group Behavior Management**
Rhythm and movement-based strategies for managing groups, getting group attention, and transitioning from one activity to another. The presentation will revolve around socially- and emotionally-supportive strategies that are largely nonverbal in nature to prevent the need for yelling and other types of reactive or interventionist forms of classroom management. [Camille Ameen or Kathy Cass]
- **Managing Special Needs**
Understanding special needs. Nonverbal strategies for communication, stress reduction, and calming. Integration of students with special needs and regular students. Additional issues and methods to be considered in the delivery of arts experiences for special needs. [Camille Ameen or Kathy Cass]
- **Community Resilience through Expressive Arts**
Participants will learn to listen and dialogue meaningfully through creative activities that build self-esteem, spontaneous self-expression and positive social connection. They will get on their feet with movement to develop awareness of leadership and personal attributes in a supportive environment. [Mimi Savage]
- **Shifting Positions to Shift Perceptions: How Body Language Affects How We Think, Feel and Communicate**
Learn how to break habitual patterns of thought, feeling, and behavior in a fun and playful setting—using body language and humor to create well-being. Learn how facial expression, breath, and other subtle physical adjustments can literally change body chemistry as well as perception and judgments. [Stephanie Nash]
- **Presenting Yourself**
Learn vocal and physical techniques for strengthening confidence and presence in front of an audience. Activities will be rooted in principles of mindfulness meditation. [Stephanie Nash]
- **Traumatic Responses and Self-Care**
Learn to identify body language, movement patterns, and behavior that may be indicative of trauma. How to use breath, sound, and movement to manage traumatic responses and for general self-care. [Carolyn Braddock]
- **Finding Rest in the Midst of Stress**
Learn a variety of ways to calm the nervous system and bring balance between doing and being in life. Learn to apply simple and specific strategies involving breath, sound,



movement, sensory imagination, acupressure, and tai ji/qi gong-based movement that can have immediate effects. [Carolyn Braddock]

- **Dance-Movement for Life**
Participants will experience how to engage youth and other populations in dance and movement-based activities for expanding movement vocabulary, self-awareness, other awareness, and sense of community. These are enjoyable activities that anyone can do. [Gabrielle Kaufman or Lora Wilson Mau]
- **Music from the Soul**
Participants will learn experientially what constitutes relaxing music and sound, and will engage in an integrated arts experience of music, art and poetry. [Helen Dolas]
- **Poetry from the Heart**
Participants will experience poetry-based activities designed to encourage creative self-expression and meaningful dialogue in youth and other populations. Inspiration is drawn from reading poems on relevant themes that are engaging and encourage self-reflection. Writing activities include such topics as name poems and odes and anti-odes to things we like and don't like. [Jennie Linthorst]
- **Social Emotional Art**
Participants will create art to communicate their thoughts and will experience art activities designed to facilitate meaningful social interaction. Participants will also learn how to engage inquiry and facilitate dialogue about art without judgment. [Jessica Bianchi and Erica Curtis]
- **Managing Stress through Music, Sound and Yoga**
Learn how brain responses to stress can be altered by music, sound, and yoga. Discover the power of music to shift emotions and lift the spirit, and how active music making and engaging the voice enhances both. Experience how chair-based movement and sustained tones in the yogic healing tradition can bring peace. Learn how all of these techniques can attune us to our needs in the present moment, clear the mind, and soothe the soul. Practice listening to your needs throughout the program and take home simple techniques for daily use. [Kathy Cass, Ping Ho, Elizabeth Cohn]
- **Flash Mob**
This is a program that we developed for the YWCA Santa Monica/Westside "A Girl's Voice" project that prepares middle school girls for high school pressure by building skills for Social-Emotional Well-Being, Leadership and Decision-Making, Self-Expression and Communications, and Physical Health. In the Flash Mob, participants of any age are taught simple choreography to a popular song with positive lyrics. This choreography can be done in public settings and for the school community. [Kathy Cass]
- **Movement for the 21st Century Lifestyle**
Moving correctly throughout the day is exercise for the 21st Century lifestyle. Participants will receive quick tips for engaging posture muscles and will learn exercises that simultaneously involve balance, strength, flexibility, coordination, endurance, rhythm, and reflexes. These integrated exercises will move the body in a variety of



directions while sustaining the muscles needed to support the movement. Most of us do not use all of the muscles that we have; consequently, we are prone to injury in transitional movements throughout the day. When injury happens, one muscle group has overcompensated for another, and the resulting pain is information for us. In this workshop, we will learn to listen to our bodies and apply common sense in response. [Eva Nemeth]

- **All Bodies Dance™**
All Bodies Dance!™ is a simple, accessible, and structured approach to dance for adults that integrates fundamentals of modern/ethnic dance, creative movement, fitness, sensory awareness and meditation. Because these basic movements are adaptable to all bodies and abilities, you get to express the movements in your own way, providing a rich experience for both the novice and the most experienced of movers. We will ride the power of music to influence mood and self-expression by dancing to a delicious smorgasbord of music: from jazz, blues, funk, and classical, to world drumming, instrumental and pure tone. Come claim your unique body song and then float on the deep inner peace and stillness that remains. [Marilyn McLaughlin]

Longer Professional Development Programs

Beat the Odds®: Social and Emotional Skill Building Delivered in a Framework of Drumming [Ping Ho, Giselle Friedman]

Beat the Odds integrates the power of contemporary drum circles and group counseling to build core strengths such as focusing and listening, team building, leadership, expressing feelings, managing anger/stress, empathy, and gratitude. It is inclusive, culturally relevant, and does not bear the stigma of therapy.

UCLA researchers have shown that Beat the Odds can significantly reduce a spectrum of behavior problems in children, such as those associated with inattention, withdrawn/depression, post-traumatic stress, anxiety, attention deficit/hyperactivity, oppositional defiance, and sluggish cognitive tempo.

While this program has been designed for use with elementary age children, it can be easily adapted to any population, including older children, families, and older adults. The program can serve a whole classroom at a time and is designed for delivery by school personnel or those without musical experience. Many mental health professionals and teachers in the Los Angeles Unified School District and in Santa Clarita Valley have received training in Beat the Odds. No musical experience is necessary to be trained as a Beat the Odds facilitator.

Dance for All: Social and Emotional Learning through Creative Movement [Kathy Cass, Hilary Kern]

Originally designed for teens and adults with developmental disabilities, Dance For All is an innovative therapeutic program based in dance/movement and yoga that is easily adapted to a variety of populations. In addition to elementary and middle school special day classes, Dance



for All has been successfully delivered to children in traditional Pre-K and elementary schools as well as to older adults.

While regularly-scheduled classes are offered through the Dance for All organization, we have co-developed a one-day facilitator training that allows participants to learn the tenets of Dance for All so that they may bring the program into their own work.

The comprehensive Dance for All curriculum for this training includes eight theme-based modules, each with three sections, which can be mixed and matched according to needs of participants. Step-by-step directions, pre- and post-discussion prompts, props/music suggestions, and helpful hints are included for all movement activities.

MeCards4Kids™ [Nancy Weiss]

MeCards4Kids™ is the product of a three-year collaboration between Los Angeles psychotherapist, Nancy Weiss, LCSW, and veteran LAUSD kindergarten teacher Jane Raphael. An adaptation of Seena Frost's famous SoulCollage® made accessible for children, MeCards4Kids™ is a collage and poetry process designed to nurture deep self-awareness, empathy, and imagination in a fun and engaging way. It can also be used with persons of all ages and abilities.

The process of selecting images for the collage facilitates expression of the unconscious self. Bio-poetry written in a structured format (I am, I wonder, I wish, etc.) from the voice of any images in the collage (even inanimate objects) allows for freer self-expression via aesthetic distance. Case examples and discussion will facilitate a comprehensive understanding of this creative process. Topics of discussion will include defining engagement (with special considerations for trauma and disability), how to use dictation as a tool for active listening, interpersonal connection, and validation for individuals with and without literacy challenges.

Acting Out (Conflict resolution skills through movement, writing, and improvisation) [Camille Ameen]

We developed Acting Out curriculum for use by Boys and Girls Club staff that was rated exceptionally highly by staff as fun and meaningful. This program builds skills in self-expression, empathy, communication, self-confidence and creativity through the principle of "yes-and" in theater, enactment, reflection and dialogue. [Camille Ameen]

Playful and Positive Engagement [Kathy Cass, Zahava Weiss]

This workshop was developed as a result of a five-year project training Boys and Girls Club staff from the Greater Los Angeles area in verbal and nonverbal (rhythm, movement, sound-based) communication strategies for positive engagement and cooperation. We have already given such training programs to the City of Santa Monica Human Services - Youth and Families Division as well as A Place Called Home, a major nonprofit serving underserved families in South Los Angeles.



AVAILABLE SHORTLY as full professional development:

Playful and Positive Parenting – creative movement and other approaches to encourage positive interactions and minimize power struggles. [Gabrielle Kaufman and Olivia Karaolis]

Feather, Fabric and Funny Faces – playful and creative ways to facilitate parent attachment with infants to children up to age 3. [Olivia Karaolis]

Personal Public Service Announcements – a videographic approach to self-expression for adolescents and other populations. [Mimi Savage]

Rhythm, Movement, and Voice Games for Social-Emotional Development – this curriculum will extend the Beat the Odds drumming curriculum with the addition of movement and voice engagement options. [Mary Knysh]

Instructor Bios

Camille Ameen co-founded Inside Out Community Arts (IOCA) - a nationally award-winning, theater-based program that builds communication, socialization and problem resolution skills, and fosters understanding between diverse middle and high school youth. As Co-Director from 1996 through 2007, Camille trained and supervised all teaching artists; oversaw a mentoring program for IOCA graduates in high school; produced and directed performances; and designed/oversaw program evaluation. She has served as a teaching artist at all IOCA sites, including numerous public middle schools, LA Bridges programs, Star View Wraparound Program, L.A. Child Guidance Clinic, Metropolitan State Hospital, and Dubnoff Center for Child Development. She co-wrote IOCA's *Curriculum for Youth Empowerment* and continues to train new teaching artists in the curriculum and methodology. Camille has worked at Gompers, Markham and Synergy Academy with Collective Voices. Through artworx/LA she combines her theater techniques and work as a certified Council trainer (a listening and speaking circle practice) into a curriculum culminating in performance art at continuation high schools. She created a puppet making/performance workshop for adults and children at Metropolitan State Hospital and worked as a teaching artist with UCLA's Imagination Workshop for nine years, serving psychiatric patients, homeless families, the elderly, and homeless/addicted veterans in recovery. She has received a Certificate of Commendation from the City of L.A, the Wave Award from the Venice Chamber of Commerce for teaching excellence, among others. She received a Professional Designation in Arts Education from the L.A. County Arts Commission. A graduate of Mount Holyoke College in Theatre Arts and Speech, she's had a long career as a professional actress in NY and LA including Broadway, TV and film.

Jessica Bianchi, EdD, ATR is an art therapist who completed her doctoral work at Loyola Marymount University, studying Educational Leadership and Social Justice. A master's graduate in Marital and Family Therapy/Art Therapy from Loyola Marymount University (LMU), Jessica has served as art therapist at Aviva Family and Children's Services working with emotionally disturbed teens. Jessica is also part-time faculty at LMU teaching on the importance of providing visual arts in all classrooms for holistic learning, and also co-teaches a class focused on art therapy with children in LMU's graduate Marital and Family Therapy/Art Therapy Department.



Jessica teaches a class for the Visual and Performing Arts Education Program within the UCLA School of the Arts and Architecture that is focused on creating empathetic communities by way of creative expression with defended youth. In addition, Jessica directs an annual weeklong summer arts camp in collaboration with LMU's Marital and Family Therapy/Art Therapy Department at Dolores Mission Middle School in East Los Angeles.

Carolyn Braddock, MA is a nationally and internationally known consultant, educator, trainer, and group facilitator who specializes in innovative mind/body approaches to managing stress and patterns resulting from traumatic events. Many of these methods are based in The Braddock Body Process® — a body-centered approach based in Tai Ji and Qi Gong movement and philosophy, whereby individuals learn to identify and respond to signals of stress and manifestations of trauma in their distinctive patterns of breath, movement and sound. Carolyn received intensive training in family therapy at the Colorado Institute for Marriage and Family Therapy and studied extensively with renowned pioneer psychiatrist Carl Whitaker in the field of family therapy. She founded the Institute on Child Abuse and Neglect in 1981 through the Graduate School of Social Work at the University of Denver and The Professional Psychology Department at the University of Northern Colorado. In addition, Carolyn works with individuals, couples, families, groups, and businesses in areas such as team development, communication, management skills, addictions, and post-traumatic stress disorder. Carolyn serves as mentor/trainer to graduate students and psychotherapists; consultant/trainer at the Chi Chi Rodriquez Youth Foundation (an organization for at risk youth in Florida); guest lecturer at California State University Northridge and at the University of Denver; and featured presenter for organizations, conferences and national/international symposia. She authored *Body Voices: Using the Power of Breath, Sound, and Movement to Heal and Create New Boundaries*, and chapters in other books and publications.

Kathy Cass MA, BC-DMT, NCC, CYT, E-RYT, 500 is a board certified dance/movement therapist, nationally certified counselor, and a certified yoga therapist with over 25 years of instructional and clinical experience with a variety of populations. She has expertise as a long standing director of a non-profit therapeutic dance/yoga organization called Chance to Dance, serving persons of all ages and abilities, and as a movement/yoga consultant for numerous institutions and individuals. This organization continues under the direction of Kathy's protégé, under the new name Dance for All. Kathy served three years, one, as head of the national BC-DMT panel of the Dance/Movement Therapy Certification Board. She has been a guest lecturer at Scripps College, Center for Movement Education and Research at Loyola Marymount University, UCLA and Los Angeles Chapter of the California Association of Marriage and Family Therapists. Kathy is currently a part-time faculty member at Santa Monica College Emeritus Division, El Camino Community College and Center for Movement Education and Research. She has been an Advisory Board Member for California State University, Fullerton, Extended Education in Expressive Arts Therapies. She also maintains a private Yoga Therapy /Ayurveda Life Skills practice in Santa Monica, CA. On the side, she has worked as a consultant for Pacific Resident Theater, Salty Shakespeare Company, and various actors around town, doing choreography, musical staging, and character movement.

Elizabeth Cohn, MT is a music therapist, voice teacher, professional singer, and cantorial soloist in high demand. She has been providing music therapy at The Help Group for children, teens, and adults with all diagnoses and special needs—including severe, moderate, and high-functioning abilities. As a cantorial soloist, she served many years for Temple Emanuel of Beverly Hills and Temple Isaiah of Los Angeles, and currently serves at Beth Shalom in Santa Clarita and Creative Arts Temple in West Los Angeles. She earned her BA in Special Fields and



Music at UCLA, completed a Cantorial Soloist program at Hebrew Union College/USC, and obtained a second degree in Music Therapy at California State University, Northridge. Elizabeth is also bilingual in Spanish. She maintains a thriving private studio of voice students and music therapy clients, as well as officiates events such as Bar and Bat Mitzvahs.

Erica Curtis, LMFT, ATR-BC is a practitioner, writer, consultant, and educator in the fields of art therapy and marriage and family therapy. A Board Certified Art Therapy and Licensed Marriage and Family Therapist, Erica has 15 years of experience and education in integrative approaches to health and well-being. Erica is a professor at the Loyola Marymount University Department of Marriage and Family Therapy with a specialization in art therapy and has a therapy practice in Santa Monica where she works with children, adults, and families and supervises interns. She served multiple terms on the board of directors of the American Art Therapy Association and is past president of the Southern California Art Therapy Association. Currently, Erica serves as a media ambassador to the American Art Therapy Association. Erica was formerly clinical director at the Help Group, a widely respected Los Angeles non-profit agency and has lectured widely for institutions and organizations including UCSD, USC, UCLA and Kaiser Permanente. Erica was previously editor for the art therapy section of *AllThingsHealing.com* and has been used as an expert source for articles appearing in *USA Today*, *Boston Globe*, *EHow Family*, *Shine from Yahoo!*, and *Women's World Magazine*, to name a few. She holds special certifications in Behavioral Intervention (as a certified Behavioral Intervention Case Manager), Disaster Mental Health (by the American Red Cross), and Collaborative Family Law (by the Los Angeles Collaborative Family Law Association). She has written several articles for Special Education Advisor and has been published in the *Journal of Clinical Art Therapy*.

Helen G. Dolas, MS, MT-BC has a BA in Music Therapy and an MS in Special Education from California State University, Long Beach. In 1982, she founded Arts & Services for Disabled, Inc., a nonprofit organization that has provided quality creative arts education and therapy, driven by a "Love before Learning" philosophy, to over 4,000 individuals with disabilities since 1982. In this capacity, she supervises and trains approximately 65 employees and 600 community volunteers. As one of the largest employers of music therapists in the region, Helen has been the Clinical Training Director of her American Music Therapy Association (AMTA)-approved music therapy internship program since 1984. She is currently on the music therapy faculty at California State University, Northridge. Previously, as an adjunct professor at Chapman University, she established several new music therapy clinical training sites: at a private school for youth with autism, at a center that serves traumatized at-risk youth, and at UC Irvine Medical Center's Chao Family Comprehensive Cancer Center. Helen is currently partnering with two other music therapists to establish the International Foundation for the Healing Arts to promote the development of music therapy services. In 2008 and 2009, she was invited by Her Highness Sheikah Mozah of Doha Qatar in the Middle East as one of 15 U.S. delegates to participate in the Third Annual International Forum of Children with Special Needs. She has received numerous awards including a National Model Program Award at the U.S. Senate from the National Coalition of Creative Art Therapies (2002), the Betty Isern Howrey Award - the highest award in the Western Region AMTA (2006), and the National Professional Practice Award from the AMTA (2007).

Giselle Friedman, LCSW is a licensed clinical social worker who is bicultural and bilingual in Spanish and English. Giselle received her undergraduate degree from the University of California, Santa Barbara, and her master's degree from USC School of Social Work. As a psychotherapist, she has worked in school settings, agencies, hospitals and private practice, with a focus on children and families. Giselle spent four years as a treating and on-call therapist



for Santa Monica-UCLA Medical Center's Rape Treatment Center, Stuart House, and Santa Monica-UCLA Psychotherapy Group. She has been working as a full time psychiatric social worker for the Los Angeles Unified School District (LAUSD) since 2000. In this capacity, Giselle provides individual and group therapy to students and their families at several elementary schools. She also leads parenting classes and educates teachers and staff on topics such as children's responses to trauma, Attention Deficit Hyperactivity Disorder, childhood depression and anxiety, classroom behavior management, and addressing bullying behavior. Giselle is a member of the school Student Success Teams, and she participates in her local district's LAUSD Resource Coordinating Council and neighborhood community meetings. She is a co-developer of the program, *Beat the Odds: Social and Emotional Skill Building Delivered in a Framework of Drumming*.

Ping Ho, MA, MPH is Founding Director of UCLArts and Healing, which transforms lives through creative expression for self-discovery, connection and empowerment (uclartsandhealing.org). UCLArts and Healing is an organizational member of the UCLA Collaborative Centers for Integrative Medicine, of which Ping is a Steering Committee Member and was the founding administrator. She was also the founding administrator for the UCLA Cousins Center for Psychoneuroimmunology (PNI), which led to the privilege of writing for Norman Cousins and co-writing the professional autobiography of George F. Solomon, M.D., founder of the field of PNI. In addition, Ping has an extensive background as a health educator and performing artist. She has a BA in psychology with honors from Stanford University - where she was appointed to spearhead the still-thriving Health Improvement Program for faculty and staff, an MA in counseling psychology with specialization in exercise physiology from the University of California, Santa Barbara, and an MPH in Community Health Sciences from UCLA School of Public Health. Ping serves on the Council of Advisers for the Academic Consortium for Complementary and Alternative Health Care, a national network of educational organizations and agencies in complementary and alternative medicine. She has also served on the professional learning subcommittee for CREATE CA, a California Arts Council collaborative to educate school administrators regarding the value of the arts for learning and behavior, what constitutes quality arts education, and models for successful implementation and outcomes. Ping is a co-developer of the program, *Beat the Odds: Social and Emotional Skill Building Delivered in a Framework of Drumming*, which has been successfully delivered in school and community settings across the country and overseas, and was principal investigator of the study (published in a top integrative medicine journal, *Evidence-Based Complementary and Alternative Medicine*) upon which the program is based.

Olivia Karaolis, MA is an Associate Professor of Early Childhood Education, and Supervisor for Special Education Field Work at Santa Monica College. She is also an Elementary School Inclusion Specialist for the Los Angeles Unified School District. Olivia has a Masters in Special Education and a degree in drama, with 12 years' experience teaching drama to students with Autistic Spectrum Disorders (ASD) and other developmental disabilities. In 2008, she started and managed the UCPlay Project with United Cerebral Palsy in Los Angeles, Ventura, and Santa Barbara Counties, which brings creative arts classes to hundreds of children with special needs in underserved urban schools and preschools in Los Angeles. In her native Australia, she served as artist-in-residence at St Lucy's School, where she coordinated the Creative Arts Program and founded the St. Lucy's Theatre Project. Using her extensive educational and professional background, Olivia has given workshops to children and adults of all abilities in her hometown of Sydney, Australia; New York City; and Los Angeles, where she also offers many programs in special education classrooms within the Los Angeles Unified School District.



Gabrielle Kaufman, MA, BC-DMT, NCC is a board-certified dance/movement therapist and counselor with over 20 years experience in the helping profession. Currently, she is director of Training and Technical Assistance for the Los Angeles County Perinatal Mental Health Task Force. Prior to this, she served as director of the New Moms Connect Program of Jewish Family Service of Los Angeles providing services to new parents, particularly those suffering from symptoms of postpartum depression. Gabrielle has worked extensively with new families and aided in providing solutions to many parenting concerns. She has run several programs for high-risk children and teens, taught classes to parents of newborns and toddlers, and runs support groups for single parents and women with postpartum depression. Gabrielle has spoken widely, published articles on parenting, and served as editor for *Bringing Light To Motherhood*. She serves as Los Angeles coordinator for Postpartum Support International also has a private practice in Los Angeles providing services in both English and Spanish languages.

Hilary Kern MA, ATR, CYT is the director of Dance For All and has been a dedicated member for over 15 years. Hilary has initiated healing arts programs including yoga-based programs in the Santa Monica School district and in the School-Age Parent and Infant Development program. Hilary's clinical experience includes providing art therapy to children, adolescents, families, and adults at the Los Angeles Children's Hospital, Masada Homes, and The Maple Counseling Center. She currently brings her multidisciplinary background of movement, yoga, and clinical art psychotherapy as an MFT Registered Intern (#67448) to a private practice under the supervision of Jonathan Flier, LMFT, and runs Art Therapy groups for adolescents in recovery at Paradigm Malibu. Hilary currently co-chairs the Expressive Arts Therapy Committee for the Los Angeles Chapter of the California Association of Marriage and Family Therapists.

Jennie Linthorst, MA, CAPF is a poet, expressive writing teacher, and founder of LifeSPEAKS Poetry Therapy. Jennie has been teaching a unique poetry workshop in all 3rd grade classrooms for the Manhattan Beach Unified School District using a variety of "voice energies" to inspire poetic writing, while fostering social and emotional growth. Jennie has taught expressive writing workshops at UC Irvine Extension, the University of Santa Monica, the National Association for Poetry Therapy, and other organizations. For the past 14 years, Jennie has facilitated ongoing adult writing groups, and original curriculum for private clients exploring their life stories through reading and writing poetry. After graduating *cum laude* from Skidmore College with a BA in Psychology, and a concentration in dance, Jennie began her career in arts education coordinating artist-in-residency programs for *Leap . . . imagination in learning* in San Francisco, and the Cultural Arts Division of the City of Manhattan Beach. She has certification as an Applied Poetry Facilitator from the National Federation of Biblio/Poetry Therapy. She has also obtained an MA in Spiritual Psychology from the University of Santa Monica; a highly experiential counseling program which applies a soul-centered approach to mental and physical well-being. Jennie is the author of two books of poetry by Cardinal House Publishing: *Silver Girl* and *Autism Disrupted: A Mother's Journey of Hope*. Her poetry has been featured in *Edison Literary Review*, *Forge*, *Sanskirt Literary Arts Magazine*, *Kaleidoscope*, and *Bluestem* magazines. Her work has been featured online at *Hopeful Parents*, *Wellsphere*, *The SPD Blogger Network*, and *WOW! Women on Writing*.



Lora Wilson Mau, MA, BC-DMT is a board certified dance/movement therapist and served as President of the California Chapter of the American Dance Therapy Association (ADTA) for two terms. A longstanding member of the ADTA Public Relations Committee, Lora currently serves on the ADTA Board of Directors as Public Relations Chairperson. Lora graduated cum laude with honors from Wright State University with a B.F.A in Acting and earned an M.A. in Dance as Healing and Therapy from the University of California, Los Angeles. She furthered her dance/movement therapy (DMT) training at Kinections™ in Rochester, New York, under the tutelage of respected dance/movement therapy pioneer, Danielle Fraenkel, PhD, BC-DMT. Under the supervision of Dr. Fraenkel she pioneered the development of the first DMT program at Strong Memorial Hospital's eating disorder clinic in Rochester, New York. A recipient of the ADTA's "Leader of Tomorrow" award, she currently works in psychiatric hospitals throughout Orange County and with elderly with dementia. She teaches "Nonverbal Communication and MindBody Interaction" for the California State University, Long Beach, Department of Dance and presents on dance/movement therapy locally and nationally.

Marilyn McLaughlin, MFA, CLMA, RSMT is an ebullient teacher who brings integrated expertise from a diverse background of dance, fitness, yoga therapy, neuromuscular therapy, fall prevention, movement analysis, voice, drumming for health, and theatrical performance. Founder of All Bodies Move!™, she creates custom multidisciplinary movement/fitness programs for individuals and groups at midlife and beyond. All Bodies Dance!™ is a culmination of 26 years of experience in these fields. Marilyn is a Registered Somatic Movement Therapist, Certified Laban/Bartenieff Movement Analyst, Healing Drum Practitioner, Certified Personal Trainer (NASM) and Senior Fitness Specialist (NASM), as well as a Certified Fall Prevention Balance and Mobility Specialist. She has had a private practice in her Westchester studio since 1994, while also teaching movement analysis and choreography in the dance department at Loyola Marymount University. She has been an ongoing guest lecturer in movement and creativity studies at Otis College of Art and Design since 2007. Marilyn's passion is to help her clients re-connect, and stay connected, to their inner fire for creative expression, engaged embodiment, and whole person wellness.

Eva Nemeth, MPT is a physiotherapist and movement educator who offers an original approach to wellness and rehabilitation that draws on disciplines as diverse as modern dance, yoga, ballet and tai chi. Her skills as an educator are further enhanced by years of study in the practices of mindfulness and psychology. Always eager to bring new things to her clients and to work in new modalities, Eva is trained in hypnotherapy and neurolinguistic programming. As a child in Hungary, Eva was recruited into the national gymnastics academy and competed in national and international gymnastics throughout her school years. At age 19, she began studying and working with the innovative movement teacher Eva Kovacs, a modern dance pioneer in Europe who became her lifelong mentor. Modern dancers in Europe developed the founding principles for many of the advanced physical therapy treatments currently in use. They were the first to recognize that the techniques of modern dance increase longevity. The leading European hospitals and physical therapy schools also utilize these approaches, and Eva has integrated them into her practice. Eva obtained graduate and postgraduate degrees at the Medical University in Physiotherapy in Budapest. There, she also taught modern dance techniques and rhythmical gymnastics to hundreds of students each year. In 1990, she founded and led the acclaimed Marina Physical Therapy Center in Marina del Rey, California where she practiced for twenty years. Today, she presents her Eva Movement workshops locally and internationally. She also works individually with clients and offers lectures and keynote speeches in corporate settings. Her clients range in age from 6 to 96 at every level of fitness. They include men and



women from vast variety of professions, among them professional athletes, actors and business executives.

Stephanie Nash, MFA has an MFA from the Yale School of Drama, and a BA in psychology from Duke University. She has been a working actress in New York City and Los Angeles for 30 years, in television, film, theater, and many commercials. Stephanie is also a respected acting teacher, an Associate Professor at Art Center College of Design Film Directing Department, and has taught expressive movement at University of Southern California. Stephanie also coaches executives, professionals and special groups in mindful body language and public speaking. She founded Mindfulness Arts, a nonprofit organization for which she serves as mindfulness coach and integrative counselor; she also founded Laugh for Inner Fitness, which brings laughing programs to health and business organizations, corporations, and community groups. Stephanie has studied extensively in the Alexander Technique and Linklater Voice Training, directly with Kristin Linklater and top Linklater teachers, and also trained with master acting teacher, Tina Packer, founding artistic director of Shakespeare and Company, whose groundbreaking methods are a key component to Stephanie's teaching. Stephanie is presently a senior teacher for Shinzen Young, whose innovative mindfulness techniques continue to be studied by Harvard Medical School and other institutions. She also trains other meditation facilitators in Shinzen's Basic Mindfulness Program (that is also taught in schools, sometimes as a music mindfulness program), and his Home Practice Phone Program, which has enabled people all over the world to benefit from mindful awareness techniques.

Mimi Savage PhD, MA, RDT is a registered drama therapist and Southern California Chapter President of the North American Drama Therapy Association. She has created drama therapy programs in acute psychiatric in-patient units as a member of rehabilitation departments in hospitals. She has also developed a full-time expressive arts group therapy program in the adult and children's units at Kedren Psychiatric Hospital in Los Angeles, where she has trained drama therapy and occupational therapy interns. In addition, Mimi has facilitated drama therapy and life skills groups as a member of the Behavioral Health Unit (BHU) at Brotman Hospital. She has been a drama therapist for ECHO-Malibu – a drug, alcohol and self-harm residential rehab facility for young adults – and is currently researching and working with foster and adopted youth in an arts-based study using digital film. As a teaching artist, Mimi has created year-round curriculum and original performances in theater arts via PS ARTS for elementary and middle school youth. She has implemented theater arts classes for the LA's BEST program, breaking ground by creating an after-school creative drama program for acute physically and mentally challenged youth in a Los Angeles Unified School District special needs school. She is currently teaching a course in critical thinking through improvisation at UCLA's Pathway Program for developmentally delayed and challenged young adults. Mimi began the journey of facilitation with theater after the 1992 Los Angeles uprising, joining coalitions of concerned actors who mentored youth to create the acclaimed documentary, "Through the Eyes of the Children: 113th and Central" and to form the Virginia Avenue Project. She received her BA at Princeton University in Comparative Literature and her MA at California State University, Los Angeles in Theatre Arts. Mimi will receive her PhD in Expressive Arts Therapy at Lesley University in May 2015, and she is a 2014 Drama Therapy Fund Professional Research Grant recipient. She presents at national conferences such as The Qualitative Report (TQR) and the NADTA. She is a graduate of The Drama Therapy Institute of LA as well as a graduate of the Neighborhood Playhouse School in New York. She is a professional actress of theater, television and film who has currently been leading expressive arts groups for women in skid row for a French-produced documentary film called, "Game Girls".



Nancy Weiss, LCSW is a psychotherapist, spiritual director, and SoulCollage® facilitator in Los Angeles. Her private practice blends depth psychology, dream work, and expressive arts. Nancy is a collage artist and poet, having led numerous collage and poetry workshops and trainings (including several for UCLArts and Healing). In collaboration with the teacher of a multi-age elementary classroom, she adapted the SoulCollage® process of collage and journaling to develop MeCards4Kids™. In monthly MeCard sessions for 3 years, she has experienced the great pleasure of guiding children in the expression of their inner depth and wisdom through collage-making and expressive writing. The children's joy and enthusiasm inspired the book, *How to Make MeCards4Kids™: Creative Expression for Children and the Grown-Ups in Their Lives*. It is this process of making MeCards4Kids™ that she hopes to share with teachers, families, clinicians, and other interested adults.