

Saturday, Jun 01

Start Time	End Time	Event Name	Workshop Title	Room	CE Credits	Presenter(s)	Abstract	
9:00 AM	9:30 AM	Opening: welcome, Acknowledgments and House-Keeping in room 407						
9:30 AM	12:30 PM	3 Hour Workshops	Psyche's Cabaret: A Liminal Space Where Therapeutic Theatre, Depth Psychology and Expressive Arts Meet	416	3 CE Credit - RDT, LCAT, NBCC	Maude Davis, PhD(c), RDT, REAT	The zeitgeist of modernism and a turbulent socio-political environment in early 20th century Europe influenced the pioneers of depth psychology as they developed methods which translate the contents of the unconscious into images, narratives and personifications. At this same time, cabaret emerged in cities across the continent as a dynamic new performance mode. Elegant and satirical, comic and transgressive, grotesque and transcendent, this "theatre of small forms" incorporated poetry, song, dance, monologues, short skits, puppetry, and more. The magic of literary-artistic cabaret was revealed through the performer's intimate relationship with the audience. In this workshop, participants will be invited to experience a new therapeutic technique which integrates depth psychology with the carnivalesque spirit of cabaret. Drawing on CG Jung's idea that the ego is not the only complex in the psyche, we begin with an improvisation practice to illuminate the multiple perspectives of one's inner dialogues. Next, we apply a seminal idea from expressive art therapy—poiesis, or bringing forth—as a paradigm for working with symbolic images, feelings, body sensations and memories. Participants will learn to aesthetically shape their psychic explorations utilizing a variety of performance disciplines: storytelling, song and sketch writing, movement, puppetry and Playback Theatre. These activities help to "hold" the psyche's multiple states, creating the necessary tension to develop a new attitude. Now, participants enter a liminal performative space in which expressions of psyche may come into being. The workshop culminates in Psyche's Cabaret. Participants are invited to take turns presenting their vignettes. The audience's role as witness is essential to the therapeutic process. Lastly, we will discuss how to use Psyche's Cabaret in clinical settings. Just as modernist cabaret was, in part, a response to a tumultuous era, Psyche's Cabaret can be a powerful tool for individual and cultural renewal in today's challenging times.	
			Playing with the Unplayable: Developmental Transformations and our Unspeakable Bodies	403	3 CE Credit - RDT, LCAT, NBCC	Adam Reynolds, PhD, LCSW, RDT; Tami Gatta, LCAT	The world is not safe, and we are not safe within it. This has always been the case, and yet we seek ways to connect, to play, to heal, despite being aware of how likely it is that we will, in some forms, experience, witness, and perpetrate harm. What contributes to staying open, playful, and creative within this pressure? In this workshop we will explore how drama therapy and specifically DvT maps onto (and around) Trauma-Informed Principles and how to practice a trauma-informed playspace. We will have the opportunity to engage with each other in group and individual play. We will reflect on our intersectional identities as playful persons, stuck persons, and people who have tried to make a difference in cycles of harm and aggression.	
			Finding Home: First Responders, Therapeutic Theatre, and the 20th Anniversary of 9/11	405	3 CE Credit - RDT, LCAT, NBCC	Elizabeth Swearingen, MA, LCAT, RDT; Jessie Cozza, MA, LCAT, RDT	The anniversary of a traumatic event can bring with it increased challenges for those individuals directly impacted. One way we can navigate a trauma is through the purposeful construction of narrative. When that traumatic event is a collective trauma, such as 9/11, the stories are so many that a grand narrative is needed to house both the individual voices and collective themes. Using Homer's The Odyssey as a frame, we explore the healing process of NYC first responders directly impacted by the events of 9/11 and how they navigate a return home twenty years later. This didactic and experiential workshop will guide participants through our process of creating a work of therapeutic theatre, from conceptualization to performance, with active and retired members of the New York City Fire Department (FDNY). Participants will be provided with concrete examples of this process through didactic exploration of our drama therapy therapeutic theatre protocol coupled with an experiential to conclude the workshop. In this workshop, participants will increase their cultural awareness of working with first responders, gain insight into ways in which drama therapy and therapeutic theatre can address collective trauma, and explore the intersections of drama therapy and first responders.	
			Incorporating therapeutic theatre into grade 6-12 lesson planning	407	3 CE Credit - RDT	Deirdre McAllister	This workshop aims to explore the integration of therapeutic theatre techniques into lesson planning for middle and high school educators. Through interactive discussions, experiential activities exploring exercises inspired by rasa boxes, Laban movement, improv, immersive theatre, newspaper theatre, and object performance, participants will gain insights into the principles and benefits of therapeutic theatre in educational settings. Ultimately, participants will be able to share resources they use in their own classrooms, and leave with a toolkit of innovative approaches to enhance their teaching practice and cultivate holistic pedagogy.	
9:30 AM	11:00 AM	1 Hour 30 Minute Workshops	The Hero/Shero's Journey: telling personal story using the Improvised Musical Drama Therapy (IMDT) model	110	1.5 CE Credit - RDT, LCAT, NBCC	Jason Conover, RDT/BCT, LCAT, CASAC	This interactive workshop will introduce a new drama therapy intervention called Improvised Musical Drama Therapy (IMDT) and invites participants to explore personal stories through engaging in the method. The workshop will provide a short didactic introductory section at the beginning and then transition to an experiential format for the rest of the presentation. There will be time for everyone to participate in some capacity and time to process and reflect on the experiences of each workshop participant. The workshop will use power point slides to provide prompts as participants are guided through the method and will invite participants to create poetry, short story forms and improvised singing to explore personal stories and trauma narratives in a safe and supportive environment.	

			The Multiverse of Grief: A Multicultural + Expressive Arts Approach to being in relationship with diverse grief narratives	414	1.5 CE Credit - RDT CHED	Adam D-F Stevens, MA, RDT, LCAT-LP	An innovative and interactive workshop: The Multiverse of Grief: A Multicultural + Expressive Arts Approach to being in relationship with diverse grief narratives; A Grieving Hero's Journey Through an Intersectional Identity Lens for Children + Adolescents. Delve into the intricate tapestry of grief as it performs across diverse cultural intersections. Participants will explore embodied grief through metaphorical lenses, drawing parallels with the transformative narratives found in the framework of a graphic novel, drawing from comic book narratives such as the X-MEN, Batman, and many many others. This workshop introduces Drama Therapy and Role Theory + Methods, offering an expressive arts approach to grief work that considers cultural humility and social justice. Uncover grief roles specific to various communities, acknowledging the nuances of embodied grief. Through didactic and experiential learning processes, participants will engage in population and person centered grief planning. We will broaden our understanding of grief beyond conventional boundaries, exploring collective, disenfranchised, suffocated, and non-death related grief. Delve into cultural responsibilities in serving youth populations, focusing on language, verbal and non-verbal communication, aesthetics, and the overall experience. Pulling from the work of Joseph Campbell's 'Hero's Journey', participants will take away a tangible directive to support youth in relationship with their grief and bereavement narratives through the creation of their own Super Hero or Shero Graphic Novel. This workshop promises a unique journey, weaving research and data into a rich fabric of exploration, fostering a connected and empathetic approach to grief across diverse cultural landscapes.
			Welcome to Postnormal Possibilities: Shifting the Cultures of Practice in Drama Therapy	112	1.5 CE Credit - RDT	Kristina Olegario Loy, Caelum A'Hearn	The concept of postnormal possibilities, conceived of by neuroqueer theorist Nick Walker (2021), suggests a worldview in which difference is the desired outcome. How might we locate ourselves outside the similar, the familiar, the pathologizing hierarchies of the clinical relationship? How can interdependence modeled on mutual aid and reciprocity offer a framework for postnormal mental health? Together, we will examine the postnormal possibilities of drama therapy and how concepts drawn from drama therapy, disability justice, queer theory, neuroqueer theory, and mutual aid can inform and nurture new ecosystems of care for us to begin inhabiting together within our shared present.
			Dramatic Drumming: A Collective Process	203	1.5 CE Credit - RDT	Kirsten Ajax	Stress, anxiety, depression, tension, and isolation affect all populations, cultures, demographics, and abilities, but these universal experiences often go unaddressed in vulnerable populations. Examining the need for mental health care inclusion in multiple environments, this interactive presentation will examine the effectiveness of drama therapy, applied theatre, expressive art, and music interventions on emotional regulation, pro-social behavior, community building skills, and cognitive functioning. Utilizing interactive assessment measures with special education youth, seniors living with Parkinson's and memory concerns, IDD adults in a job skills and vocational training center, and with incarcerated female prisoners; the group process design with the collaborative application of drama therapy and drumming, can be effective for addressing mental health care in diverse environments. Utilizing both sides of the brain, dramatic collective drumming can promote Alpha Wave production, increase Dopamine and Serotonin levels, and engage individuals in an enjoyable, relaxing, and socially connected interaction. This presentation will highlight aspects of the process, investigation, research, and provide an interactive experience with collective drumming and dramatic performance.
BREAK 11:00 AM - 11:15 AM							
11:15 AM	12:45 PM	1 Hour 30 Minute Workshops	Theatre Intersections: When Drama Therapists and Artists Meet	110	1.5 CE Credit - LCAT, RDT CHED, NBCC	Nataria Lee Soy, MA, LCAT, RDT; Natalie Doyle Carroll, MA, LCAT, RDT; Kim Awon; Frankie Spear	Everyday our roles as drama therapists permeates our relationships, our communities, and our worldview. Our relationships expose our multiple identities as clinicians, mothers, artists, and community members. During the process of creating a Dragonfly Method Performance Installation two drama therapists and two artists converged. What and who we hold walked into the rehearsal space. Although this was a non-clinical experience it offered a catharsis for held identities. An opportunity to share and acknowledge how held identities merge and become. It was a moment-to-moment discovery of how our identities collaborated. In addition, practical techniques utilized in the rehearsal process will be taught.
			Create Your Shift: Narrative Puzzle Pieces- Integrating Expressive Arts Therapy Modalities to Create Independent Projects with Young Adult Clients in Agency and Private Practice Settings	112	1.5 CE Credit - RDT	Lindsey Sherwin MSc, RDT, EXAT, CMHC trainee	I will present a PowerPoint presentation in lecture format discussing the components of Expressive Arts Therapy and how the modalities can be used intermodally when working with young adult clients ages 18+. I will discuss my professional experiences working with clients in a vast array of community mental health, foster care agencies, inpatient clinic/residential treatment facilities, public schools, non-profit organizations, and private practice settings to develop a therapeutic tool I developed integrating both drama therapy and the expressive arts. I will share a range of ways to work creatively and successfully with specifically high-risk young people as well as how I went from creating tools and activities to developing a fully 12-week integrated program, which has been adopted by several of the institutions in which I worked. Lastly, I will discuss the program steps in addition to the ways that others can adapt this program to their needs or create their own program for youth using experiential processes and the skills and principles that can best support them to succeed in these spaces with an alternative training background and entrepreneurial mindset.

			Talking To Children About Death: And s* t We Don't Like To Discuss	414	1.5 CE Credit - LCAT, RDT	Stephanie Omens, LCAT, RDT/BCT	Children learn what they are taught and what can be played with, however how can children cope with illness, death and complicated topics if the adults around them are too dysregulated to support their children? This workshop will explore the themes of loss and the impact on children when simple truths are hidden from them. The presenter has rehearsed conversations about death and dying and will present some of here findings during this workshop.
			Opening the Jar of Feelings: Drama Therapy and Trauma-Centered Approaches for Short-Form Stress Reduction Sessions with Refugee Children	203	1.5 CE Credit - RDT CHED	Katrina L Sanyal, MA	Refugee children are a growing population globally, however, there is limited educational and professional training for drama therapists and mental health practitioners on the specific considerations in supporting refugee mental health. There is a need for more research and discussion on how drama therapy can be used with refugees, particularly as they are exposed to high amounts of traumatic stress throughout multiple stages. For many refugee children, the experience of traumatic stress begins before the departure from their home and continues well into their re-settlement phase. This presentation will include both didactic and experiential elements offering reflections on my professional experience working as an in-school counsellor for refugee children resettled in the US. The approach of my work is framed by drama therapy, DvT, and trauma-centered psychotherapy. Using these as a guiding framework, there will be an overview of particular considerations around working with refugee children with a focus on navigating different cultural constructions of emotions, working with containment, handling traumatic material and disclosure, working with translators, and making developmentally appropriate decisions centering the refugee child. Various drama therapy methods will also be presented including DvT art, "the jar of feelings", and how to use a DT approach with multi-lingual and multi-national groups of refugee children. The session will also include an experiential element of these methods so that participants can see them in action.
LUNCH 12:45 - 1:45 pm							
1:45 PM	4:45 PM	3 Hour Workshops	Helping Children Say Goodbye: Psychosocial Support for Children and Adolescents when a Family Member is at End-of-Life	110	3 CE Credit - LCAT, RDT, NBCC	Rebecca Versaci, LCAT, RDT, CCLS	What are the unique needs of children and adolescents who are experiencing the death of a family member? How can engaging with the dramatic reality and participating in the creative process support the psychosocial needs of children and adolescents with a family member who is at end-of-life? These are the questions this workshop seeks to answer. Weaving together theory from the fields of drama therapy and child life, this presentation will ground participants in the theory and practice of psychosocial support for children and adolescents who have a family member is at end-of-life. Through didactic and experiential learning, participants will review the theoretical foundations of mental health treatment for grieving children and developmental concerns for children of different ages. Participants will also be introduced to drama therapy interventions to support children and adolescents in (1) expressing emotions related to grief, (2) supporting bonds with the person who is dying/has died; (3) making meaning of their loss and integrating the grief experience into their life narrative; and (4) developing insight into a child's thoughts, feelings, and behaviors related to grief.
			Swiping right: Bridging the Gap Between Sex Therapy and Psychodrama	416	3 CE Credit - RDT, NBCC	German Sanchez, MA, LCSW, RDT	Sexual issues and concerns are prevalent in many individuals' lives, often accompanied by complex emotional and psychological factors. Drama Therapists frequently encounter clients grappling with these issues, requiring a therapeutic approach that can effectively address the psychological and emotional dimensions of sexual experiences.
			How a Drama Therapist can approach the 12 steps of Recovery	203	3 CE Credit - LCAT, RDT	Rondi Sewelson, MA, RDT, LCAT	This session will provide the therapist with an understanding of the 12 steps of recovery by going through the 12 steps themselves, using drama therapy techniques to deepen the understanding and experience. It is not necessary for the participant to identify as an addict to benefit from this process. Each participant can select what they feel "powerless" over and use that to direct their personal healing. I will include meditation and breathing techniques to aid that process.
			Radical Aliveness: Opening up to all of who we are and our intersectionalities	405	3 CE Credit - RDT CHED, NBCC	Jonathan Godfrey, CPRA, CCEP; Yi-Li Godfrey, CCEP, DMA	This experiential workshop harnesses the power of somatic therapy through the Radical Aliveness approach, to explore the intersection of personal and social identities. Grounded in five core principles, participants will embark on a journey of self-discovery, examining how their unique personal and social identities shape their experiences. The session further equips participants with six concrete skills to bridge differences and build meaningful connections regardless of our various social backgrounds. Key elements: Framework of Radical Aliveness: This workshop utilizes the five principles of Radical Aliveness to guide participants' exploration of self and social identity. Building Skills for Connection: Participants will acquire six practical skills to foster understanding and connection with diverse individuals. Embodied Learning: Movement and vocal expression will be encouraged to solidify learning and deepen self-awareness. Collaborative Practice: Guided exercises will provide opportunities to immediately apply newfound skills, knowledge, and understanding to build relationships with fellow participants. By integrating self-discovery and systemic level work, this workshop empowers participants to navigate diverse social landscapes with empathy and build bridges for connections with oneself and each other.

1:45 PM	3:15 PM	1.5 Hour Workshops	Caregiver/Caretaker: DvT with Traumatized Youth	414	1.5 CE Credit - RDT, NBCC	Nicole Ventura, MA, LPC, RDT	As part of my work with the Miss Kendra Programs, I have the difficult privilege of implementing short-form DvT sessions with students in Kindergarten through 5th grade who have been removed from their district schools, often due to repeat violent offenses either towards themselves, peers, or staff. These children have experienced, or are currently experiencing, horrific traumas and rarely receive the support, compassion, or validation needed in order to regulate their mind and body in school and beyond. They are labeled as "bad kids" and are typically seen as behaviors rather than individuals. Adults have failed them. Through DvT, I have the opportunity to embody (or be cast in) the four main roles in the trauma grid (victim, perpetrator, bystander, or collaborator) and allow the students to experience an anxiety curve adjacent to their original harm in a mutual and restorative way. This presentation would be lecture style with open conversation and would touch upon short-form DvT, principles of trauma-centered psychotherapy, and vicarious trauma.
			Following Your Passions: Drama Therapy & Creating a Board Game	407	1.5 CE Credit - RDT, NBCC	Michelle Yadon, MA, RDT/BCT, CTRS, CPRP	In 2015, Michelle Yadon produced a board game with her partner and friends. The game is called Buy the Rights, a movie-pitching party game. She started utilizing the game in DT sessions and groups following the Integrated 5 Phase Model. Come learn how to produce a passion project and how to create this path for yourself. Attendees will play the game and learn how to implement it in sessions and groups. Creating a new path as an entrepreneur and game developer was daunting but led to more joy. This session will explore the intersection between drama therapy and passion projects for drama therapists.
			Consultant as Container: Expanded Roles for Drama Therapists	403	1.5 CE Credit - RDT, LCAT, NBCC	Elizabeth Speck, RDT-BCT, LCAT, PhD	Organizations in the business of human services hold multitudes of individual and collective stories. Staff, volunteers, and program participants express direct and indirect needs through patterns of interaction. New frontiers of psychological safety are sought, yet professionalized institutions were never designed for safety. In this moment in the world of work, the role of organizational and professional development consultants is especially complex and rich. This experiential workshop will explore nonlinear pathways to the practice of consulting for drama therapists and adjacent professionals. In the presenter's experience, drama therapists and trainees may find themselves cast in the role of de facto consultant, as colleagues ascribe to them qualities of witnessing and sensemaking beyond the boundaries of their clinical work, embodying a mirrored narrative that makes sense or validates the nonsensicalness of institutional life. This workshop will be an opportunity for participants to play with the Organizational Consultant role, and to name the ways they hold space, emotions, and trauma for interdisciplinary colleagues. The presenter will share insights on the shifting landscape of process consulting or "capacity building" in human service systems, emerging research, and critical perspectives. Participants will leave with awareness of where and how they may contain the pain and hope of their colleagues, and will imagine new possibilities for their own boundary-spanning career journeys.
			Creative Climate Social Work: Healing the Art of Authentic Relationship in Crisis	112	1.5 CE Credit - RDT CHED, NBCC	Julia Levine, LMSW	I am proposing a presentation on my burgeoning social work practice, which builds on my theatre background and climate activism. This experiential lecture will guide participants through my blueprint for building authentic relationships, which I call Healing the Art of Authentic Relationship in Crisis. This blueprint bridges micro and macro interventions to the climate crisis in order to promote transformative, liberatory, and healing communities. My practice builds on the work of a growing number of organizations at the climate-mental health intersection, including Climate + Mind and Climate Psychology Alliance-North America, as well as critical social work methods by Dr. Alexis Jemal. Through the course of my presentation, participants will ground themselves in the present and practice a model for cultivating collective action.
BREAK 3:15 - 3:30 PM							
3:30 PM	5:00 PM	1.5 Hour Workshops	CRTC Presents: 'Welcome to THE DOLL DEPOT' (PERFORMANCE)	407	1.5 CE Credit - RDT CHED	Adam D-F Stevens, MA, RDT, LCAT-LP	Collideoscope Repertory Theatre Company (CRTC) celebrates the work of BIPOC artists and clinicians through the constant recreation of performances that illuminate the diverse and unique experiences of suffering, joy, possibility, and passion. CRTC's mission is to advance racial justice and healing through performance and artful affinity. Representing a multi-generational and international group of drama therapy students, professionals, and partnering artists the goals of this endeavor aim to deepen relationships and bring a sense of belonging to communities through intersectional and holistic practices. This workshop will center a performance of CRTC's latest work, 'Welcome to THE DOLL DEPOT'. It will include videos from the play, live performance of excerpts from it, a discussion about the process of creating it, and an experiential part which will give a peek into how the play was devised. 'Welcome to THE DOLL DEPOT' is a devised therapeutic theatre piece featuring drama therapy students and professionals. CRTC invites you to enter into the world of the greatest toy store in the entire universe filled with the most multicultural and magical doll collection in history. 'Welcome to THE DOLL DEPOT' uses the narrative frame of dolls, action figures, cultural consumerism, and capitalism. This satirical and provocative play examines how white supremacy dictates which bodies matter and which ones do not. How can we resist these narratives to self-determine our worth to live quality, fulfilling lives? Enter into a space where play pushes unimaginable boundaries.

		To Pray and Play: A Drama Therapist and Muslim Chaplain facilitate a Prayer Group at an Adult Inpatient Psychiatric Unit	414	1.5 CE Credit - RDT CHED	Akhila Khanna, MA, LCAT; Shifa Rhaman	Despite the significant number of individuals who identify religion as important in their lives in U.S and globally (Oxhandler et al., 2021), mental healthcare professionals often lack adequate training in addressing spiritual and religious issues during therapy (Vieten et al., 2016). This discrepancy becomes particularly evident in the treatment of individuals with serious and persistent mental illness. While some patients find solace and hope in their faith, others experience distress and alienation due to conflicts between their religious beliefs and personal identity (Park et al., 2016; Oman & Syme, 2018). This presentation addresses the need for therapists, especially drama therapists skilled in 'playing with the unplayable' (Johnson, 2009), to collaborate with spiritual leaders to provide holistic care for clients and navigate complexities of religious trauma. Drawing on insights from Sajani and Dokter's (2021) recently published Intercultural Drama Therapy, this proposal presents a case study of a unique intervention: a weekly 'Prayer Group' co-led by an Indian Hindu Drama Therapist and an American Muslim Chaplain in an adult inpatient psychiatric unit in the Bronx, NY.
		Storying Sustainability	112	1.5 CE Credit - RDT CHED, NBCC, LCAT	Britton Williams, PhD, LCAT, RDT/BCT	"Treating each other and ourselves with care isn't a luxury, but an absolute necessity if we're going to thrive. Resting isn't an afterthought, but a basic part of being human." — Tricia Hersey, Rest Is Resistance: A Manifesto. This session lifts the necessity of centering rest, interdependence, and collective healing as drama therapists working within oppressive systems and facing vast need(s). Work that drains, overwhelms, and exhausts is not sustainable. And yet, white supremacy culture, ableism, and neoliberalism – which produce harmful and unsustainable conditions – are foundationally embedded in care systems. Societal messaging often conflates one's level of productivity with their level of worth. In this session, we will explore personal and societal stories that inform our understandings and viewpoints of giving and receiving care. Time will be spent re/authoring internalized stories of care and considering how we might radically (re) imagine sustainability in drama therapy education and practice.
BIG APPLY PLAYBACK PERFORMANCY 8PM AT NYU PLESS HALL - 36 WASHINGTON PLACE, NEW YORK, NY 10003 AT THE CORNER OF WASHINGTON SQUARE EAST AND WASHINGTON PLACE						