

Report on

Psychosocial rehabilitation ToT

HEALING THROUGH DANCE MOVEMENT THERAPY



At: Children Care Institution (CCI)- Girls, Hyderabad

Programme conducted by:

Supported by:



Report on: Dance Movement Therapy sessions
Venue: Children Care Institution (CCI)- Girls, Hyderabad
Organised by: HELP
Supported By: TDH
Trained by: Kolkata Sanved
Date: 25th September 2015 to March , 2016

Executive Summary

Dance Movement Therapy (DMT) is a process where dance and movement is used therapeutically and creatively to engage the participants within a structured methodology so that they can reintegrate themselves physically, emotionally, cognitively and socially and thereby restore their lost self dignity. Kolkata Sanved uses Dance Movement Therapy as a creative tool for psycho-social rehabilitation of survivors of trafficking, violence and abuse.

HELP is an organisation combating trafficking in women and children in AP since 2000. Its key areas of intervention include rehabilitation, reintegration and protection of children rescued from situations of trafficking, prosecution of traffickers and advocacy with the government's line departments both at the State and National level. HELP is involved in linking up with organisations within the State of AP and Telangana and outside the State to ensure a collective action against trafficking at the National level.

Terre des hommes Foundation (TDH) with headquarter in Lausanne, Switzerland, operates in more than 30 countries around the world with a mission to protect the rights of the children. TDH supports in building a better future for disadvantaged children and their communities, with an approach that is innovative, practical and sustainable. TDH primarily focuses on issues relating to child health and protection. TDH Indian Delegation Office is based in Kolkata, managing programmes in India, through local partners.

The present report will reflect on the implementation and impact of Kolkata Sanved DMT process with the children of a government shelter home called Children Care Institution (CCI), Hyderabad, between September and , 2015. There were a total of 56 participants undergoing the DMT process during this period.

The project was initiated after a meeting between TDH and Kolkata Sanved representatives, where the need and details of the project was discussed. It was decided that there will be no selection process and that each child would participate in the process. The main aim for the participants is to experience emotional release and healing from pain.

A brief on Need Assessment

In line with the first component of the project for restoration and rehabilitation of the Children Care Institution (CCI), our practitioners conducted a basic level need assessment on

the first day, from where the entire implementation plan was developed. Although we had a guideline but it was important for the process to conduct the session as per the need of the child. In our assessment method, we always check both way the positive quality as well as area of improvement.

Positive quality of the children:

- Energy level was high
- Communicative participants
- Interest in topic matters

Areas of Improvement:

- Lack of eye contact
- Feeling of shame and guilt
- Concentration level
- Self-expression
- Self-Confidence

Aside from their emotional release, our practitioners looked into the area of improvement and worked on these areas for six days to bring a positive shift.

Profile of Children's group

The group comprised of children and adolescent girls who were mostly survivor of some form of abuse including child labor, trafficking, orphaned. Their age range was 8-18 years, with the oldest being 21 years of age.

The children's background included:

- 1) Sexual abuse
- 2) Substance abuse
- 3) Orphaned
- 4) At-risk children from unsafe or unstable home lives.



Implementation: The Process

Dance Movement Therapy (DMT) is a creative Psychotherapeutic process, and one of the foundations of this process is the therapeutic relationship between the therapist and the children. Establishing trust within this relationship is an essential component for the success of this therapeutic relationship, which is why DMT, like any other approach to psychotherapy is a confidential process. The report provides detailed information on the shift/ progress of the children.

For six days the DMT workshop was organized by HELP and supported by TDH within the government shelter home Children Care Institution (CCI), Hyderabad. On behalf of Kolkata Sanved, two facilitators led this 6-day workshop series: Ms. Rangana Sengupta and Ms. Jhuma Das and DMT Practitioner, Ms. Tillotama Chowdhury led the workshops. The span on the training was September to , 2015, from 10:30am to 5:30pm.

The entire process started with the assessment and ended with a ceremony with certificate of participation. Everyday 6 hours of session were conducted which include 63 hours session with 56 children.

Process structure followed for conducting DMT sessions:

- Opening Ritual
- Body warm up
- Process work
- Relaxation and healing touch
- Closing Ritual
- Power circle

After process work, each time there was feedback and group discussion.

Methodology was: dance, movement, music and colours.

Daily participation status:

During the first two classes, 15 participants did not fully participate or cooperate. After the third day, they all joined in and became regular participants in all activities. The 6-day course began with 56 girls, and ended with the same number.

Facilitator Observations: All children participated willingly. Some were shy, maintaining their dupatta closed and close to their body. During the first two days of movement exercises, the participants stepped into the beats with measured reluctance. There were a number of icebreakers, including a couple name games using music beats and repetition. Three participants could not join in some activities; one in particular was a mental illness patient that had comprehension difficulties. Facilitators practiced non-verbal ways of communicating direction. Other local women attended some of the individual processing exercises, and the missionaries and caretakers of the orphanage also took part.

During meditation, the cool-down portion of the DMT process, about half a dozen participants opened their eyes intermittently. Most kept their eyes open, some blinked frequently, and only a few focused. Two students seemed from their affect to appear bored and drifted to sleep as a result.

Participants showed low capacity to focus during a name activity. The energy was very scattered and the participants extremely talkative and engaging in attention-seeking behaviors. The first day they did not follow instructions properly. Most of the children were not confident and felt the need to prove something to the group. Topics covered during discussions include feelings about confidence and eye contact. During activities, one person would fully engage and openly try the activity, which was met with some giggles from other group members before they themselves began to feel comfortable enough to attempt the activity.

The second day constituted of a rhythm activity that had very positive outcomes. One observation was a body-centered energy among participants: they constantly fixed and rearranged their dupatta, and sometimes spoke with low voices when speaking of their bodies. In a later activity, they walked to the sound of music. Chaotic and disordered at first, the group shifted from nervous laughter to a more present-minded, relaxed state. They began to practice safe touch and began shaking hands and communicating enthusiastically.



During another healing touch exercise participants held back emotion, and many appeared stiff in their bodies. The home's caregiver also participated in the individual activity and shivered during the exercise. Ultimately, the situation became peaceful after practicing some healing and safe touch exercises afterward.

In a group activity halfway through the course, the 56 participants divided into five groups with different dynamics:

- Group 1: Demonstrated a lack of cooperation and communication. One participant became the main leader and others in the group followed her direction.

- Group 2: Demonstrated far better communication. The participants adjusted to one another's abilities, selecting tasks based on a conversation and then coordination of their skill strengths. They incorporated sound effects into their performance.
- Group 3: Revolved around the leadership of one participant. The group nevertheless performed with intentional effort and enthusiasm.
- Group 4: One leader also seen here, others in the group followed willingly; concerted group effort.
- Group 5: Much more jovial and dynamic group with fairly equal participation between members.

The variance in group dynamics was appreciable and allowed for facilitators to target improvements with particular behaviors.

Among the 56 children who went through entire process, on Day 2 they spoke about their dream and goals. They children developed some long-term goals goal and given a chance would definitely access the opportunity to achieve the same:

My dream is to become	Numbers
Dancer	17
Musician or singer	17
Eng language	1
Sport athlete	2
Independent professional	1
Cook	1
Teaching	3
Reading	1
Beautician	2
Other/ undecided	14

A significant shift took place between Day 3 and Day 4. The participants began participating and communicating more effectively with one another, listening and responding appropriately and with aligning affect. A body-mind coordination activity was conducted with mixed results. Many participants appeared disconnected from their bodies, unable to complete the exercise, but most awkwardly made a concerted effort toward improvement. In another activity, the 56 participants were divided into three groups and prompted to act out contrasts between love and sadness, happiness and hatred, and pride and fear. This activity increased compassion among the participants, and feedback included noticing some rigidity in accepting other participants, which led to increased awareness, and later, acceptance of others. Feedback was received positively and leadership skills were honed.

Day 5 resulted in the creation of the participants' own ritual. Even a deaf and mute girl participated in developing her own ritual. One of the more emotionally disturbed students also participated with enthusiasm. Initially, she whistled and disturbing process, manipulating

other participants to leave the class with her. By the end, she was cooperative and enthusiastic about the benefits of dance.

Day 6 started with meditation. With eyes closed, participants recalled the activities done in previous classes, then quietly proceeded to create their own healing ritual. Performances and leadership were present and well synchronized.

At the end of the programme the participants felt proud about themselves. The sense of achievement was very high, much more so than in the beginning of the workshop. The children have a better understanding of their potential and express that fully. Motivating factor for children was all counsellors and HELP staff participated in the process.

Observation and Analysis:

While feedback was positive, lack of concentration and feelings of dissociation were present throughout the workshop series, with moderate but sustained improvement by the end. Significant improvements included a collaborative environment where peer bonding was markedly improved by the end of the workshops. Participants communicated at a deeper level, practiced more vulnerably in their sharing, and listened to one another at a higher frequency. Possibly because of the competitive nature that initially controlled the inter-group dynamics, there was added emphasis on the importance of cooperation, and that resonated all the way to the individual level for the majority of the participants. This is a stark contrast from their initial levels of inhibition and shyness. While issues such as low confidence and self-esteem cannot be resolved overnight, the added cohesiveness of the group can now support individual development at a more meaningful level. Goals that remain include focus, balance and listening skills.



After assessing this need in the day one our practitioners choose to work on the following:

- Reduce body inhibition and increase flexibility
- To increase eye contact levels and alignment of affect with words
- To develop body-mind coordination (Concentration, Balance and Focus)
- Increase self Confidence (self-expression, respect, communication)
- Overcome shame (through individual and group work)
- Create a safe space
- Develop a sustainable, healthy vision for life

Positive Changes seen:

- Body flexibility increased and movement became more free and open. They created intentional movement and shared that movement with others.
- Overall increase of focus level increased.
- Listening and accepting the feedback within the group increased.
- The children took initiative of their own growth process by creating a group pact to be more honest in communicating with one another so the effects of the workshop continue into their daily experience.
- Participants began encouraging one another by the second half of the workshop series.
- There is in the level of confidence was highly observable. The 56 participants performed individually in front of the group on the last day. Each of them shared their journey and feedback on the experience.
- The participants completed homework assignments pertaining to more cohesive and healthy group dynamics and thus understood with more depth the importance of a safe space.



Feedback of the children's experience with DMT exercises:

- Most of the children said that they want to use this process in their daily life activities
- Most appreciated the opportunity they received for DMT. If they get more chance they would continue with this.
- Peaceful and light-bodied, "like waking up from deep sleep"
- Body is relieved, open, and with no pain.
- Feelings of togetherness, happiness, fun,
- "A wish come true" to feel like they have silent support and were listened to by others
- All felt their bodies were lighter by the fifth day of activities
- Some felt the need to quarrel or follow others without understanding why
- Initial feelings of need to overpower others or to etch out some physic space for themselves; part of the boundary-setting communication work.
- Memories about beatings and other violent and harassment images arose

- A feeling of relaxation inside the walls of the room and tension outside was described
- Release of emotions, tension and fear
- Access to positive self-regard and positive emotions
- Descriptions of heavy body parts, vibrating, aching and tingling body parts
- Uncomfortable silence in their minds
- Thinking of parents and other loved ones
- Friendly atmosphere to experience good feelings in the body and mind
- Body relief and release of tension by dancing
- Loneliness and aloneness feelings arose, and that confused some participants
- Feelings of being supported through sadness



Learning for future:

- An orientation workshop with the Care provider is necessary before engaging children into the process so that the Government Shelter home staff is aware.

Recommendations:

- Care provider workshop through DMT
- Creative therapy intervention required for children on a regular basis
- Counsellor who participated the entire process can continue with the children
- A translator throughout the workshop days, as it is a process based work

Overall the six day experience was excellent. All the staff and volunteer of HELP were very understanding, supportive and cooperative. We are looking forward to deepened collaboration and maintaining our healthy working relationship.



Photos – TDH HELP WORKSHOP HELD IN HYDERABAD