

# Project of the Rural Schools Marin/Sonoma/Napa/Lake/Butte Counties

## A Cognitive Approach

1. Autogenic Breathing
2. Somatic Education
3. Art Therapy

## Goals

To bring support through hands on experimental through art therapy and provide and bring the integrative services of Health-Education and prevention to the remote areas of the Sonoma/Marin County District schools.

These schools are remote and not within easy access of transportation. Most often children walk for miles to get to their schools and often lack of economic resources they are limited to receiving equitable education.

The project will establish a pilot program which will demonstrate the efficacy of the integrated services providing direct services to these children.

The pilot project initiated on November 8, 2018 in Sonoma/Marin county line Laguna District School will do hands on experimental in the area of self-regulation with children that includes art therapy as the intervention – Autogenic breathing for self-regulation in Health and social interaction through the children’s creation and artistic expression within the school classroom settings with a purpose of community self-esteem building.

## Objectives

The pilot program will be successfully conducted and measurable results will be achieved through qualitative methods of individual testimony and self- expressions outcomes of each student.

Schools in the remote areas of Sonoma and Marin will be identified and will perform the same as the pilot school addressing Education through Art Therapy – Self Regulation through autogenic breathing and social interaction through community self-esteem building.

These schools will begin in the year 2019 and will conduct the program within the school year. The program after the year completion will be sustainable and can maintain the process autonomous.

These programs having been implemented in the public schools in 1993-1998 from K-12 in Marin County Novato Unified school district and Sonoma in Yulupa Elementary school from 1990-1995.

Later these programs were implemented in Mexico from the year 2005 with the Secretary of Health state of Jalisco in Guadalajara – Puerto Vallarta and Lake Chapala. In 2009 from South to North of Mexico in 4 states Border States of Mexico Quintana Roo- Chiapas- Chihuahua – as well as Guadalajara but in the rural schools. In 2015 in South Africa, Zimbabwe, Village of MiFui with the entire village school.

In 2018 in India Bombay with disadvantage children in the village of Silvasa.

Justification to bring these immediate services with two major goals

1- Health Recovery from the fires that is ongoing threat

2- Equitable Education for the underprivileged children

- 1- Since the River fires – Tubs Fire and the Camp Fire more recent it is imperative to help with children who are traumatized by loss of homes – threat of fires and the instability of their community and environment.
- 2- Rural schools are the least attended and supported economically.
- 3- The economic sustainability of the families and their children is essential for healthy community recovery.
- 4- Funds given to these rural schools can help revitalize the growth of the surrounding areas and bring a positive outcome to the rest of the improvised area.
- 5- Making healthy whole child as a campaign for a healthier community for children.
- 6- Teaching children firsthand how to become resilient in these times of hardship that can also help towards better learning styles within the schools.
- 7- The rural schools will be identified in the areas of the River fire – Tubs Fire and the Camp Fires?
- 8- Teacher training in the pilot schools.

### Laguna School District (Pilot Program)

Campaign for a Healthier Community - Teaching Children Self-Regulation in Recovery

