

# Therapeutic Acting Program for Prisoners (TAPP)

Video Production for  
Information, enlightenment, and entertainment

# TAPP's Goals

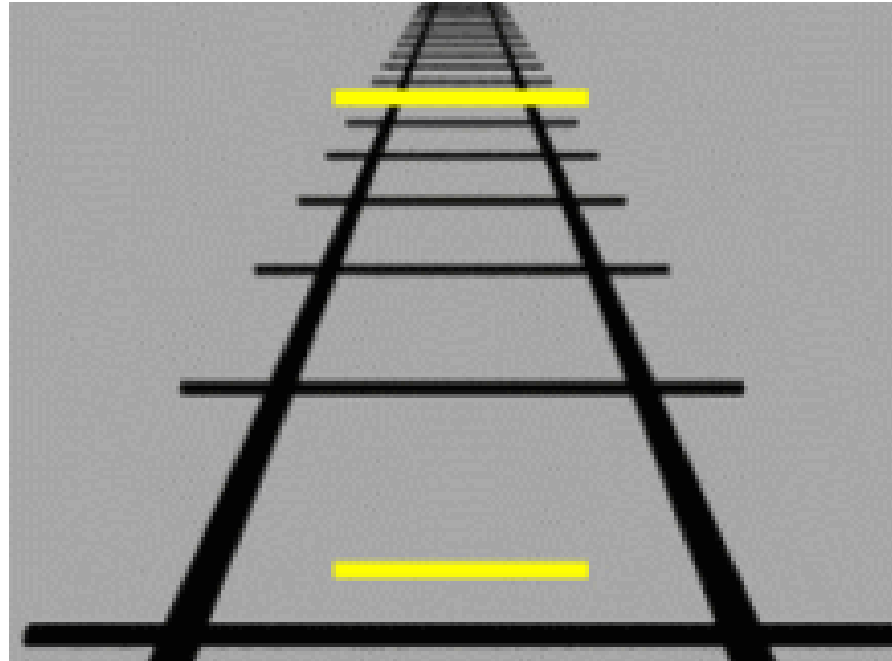
- ▶ Improve team work and social skills
- ▶ Exploring empathy
- ▶ Learn important life skills
- ▶ Improving communication skills
- ▶ Increase sense of community



# Depth and Breath

The 4 week program, (2) three hour visits per week for four weeks, is structured as a traditional film production and acting class, with the therapeutic dimensions woven throughout.

- ▶ Acting and performing
  - ▶ Story telling
  - ▶ Embracing the other
- ▶ Equipment care and uses
  - ▶ Sound, lights, camera
  - ▶ storyboard
- ▶ Production and editing



# Research Support for the Therapeutic Arts Program for Prisoners (TAPP)

- ▶ The Council of State Governments 2015 report on arts programs in prisons, rightly asserts that they “can help reduce violence, improve interracial tensions, and bolster self-esteem within prisons.”
- ▶ In the Fall 2014 Justice Policy Journal, Larry Brewster notes, that prison arts programs “often provide authentic learning experiences that engage the minds and hearts of the incarcerated. For example, arts education can lead to improved writing skills, greater intellectual agility and creativity, motivation, and enhanced performance in other academic disciplines.”
- ▶ A California Department of Corrections study on the impact of its arts program during the 1980s, revealed that the positive impact on such factors as reduced parole difficulties, and reduction in felonies and other serious infractions lasts as much as 2 years later.

## References:

[www.csgjusticecenter.org](http://www.csgjusticecenter.org)

[www.cjcj.org/jpj](http://www.cjcj.org/jpj)

[www.williamjamesassociation.org](http://www.williamjamesassociation.org)

# Questions



# Thank You

For more information, please contact Curtis Thorpe at 724-624-3341  
(Call or text)

# Class Slides



# Hour Break Down

6 hours per week for four weeks

## First week

The project will start with both acting and storyboarding at the same time. Students will learn the art of the (other). This is a technique used in acting that helps actors leave their own thoughts and situations and take on the (other). Therapeutically, the inmates are thought that seeing through another's eyes produces a different view. By using spoken word the facilitator is able to give an example of the technique and require the inmate to reach the higher level of the (other).

Artist are encouraged to start working on frames-of-view.



# Hour Break Down

6 hours per week

## Second Week

In addition to the instructional period the facilitator will talk about the idea of parenting from prison.

### *Being the character*

1. Monologue development
2. Existential isolation
3. Providing character space
4. Body acting

# Hour Break Down

6 hours per week

## Third Week

- ▶ Progression of a story

1. The beginning (introduction of character)
2. Introduction of plot

- ▶ The middle

1. Conflict (the stories stress). The inmate is to focus on the difficulties of parenting from prison. They are encouraged to ask others about what they are going through and what they did to address the issue.
2. The set up (tools for conflict resolution) The inmate is encouraged to review conflict resolution skills and techniques

# Hour Break Down

6 hours per week

## Forth Week

The resolution should be clear. The better a story and plot is the better audiences can see how the character reached his or her conclusion. You don't have to have a consensus just a reasonable path. Make the resolution clear. Pull all the strings together and complete the picture.

- ▶ Realism
- ▶ Surrealism
- ▶ Abstract