

Art as Therapy: Self-Expression and Special Needs

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ART THERAPY





Learning Outcomes

- Use the strong therapeutic power of art to promote well-being, empathy, as well as personal and professional development
- Learn how art therapy can promote mental and emotional growth through art making- in special needs education and in general
- Understand how to use art as a tool to promote integration among students and serve as a special means of communication
- Experiment with art techniques to find the relevant role of art for a positive/ effective teacher/ student relationship.

1. Art therapy is a creative method of expression used as a therapeutic technique. Art therapy originated in the fields of art and psychotherapy and may vary in definition.

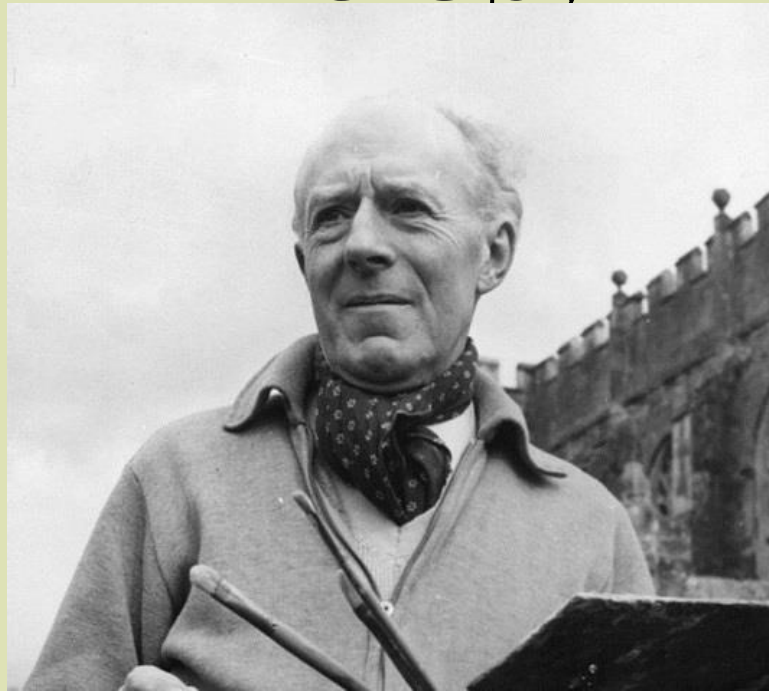




ART- Definitions

- Human activities aimed at creating works in which recognizes an aesthetic value, by means of forms, colour, sounds and/ or words
- .
- Set of techniques and rules dictated by experience and by the study, which serve to carry on certain activities.
- Skills, abilities and talents.

2.The History of Art Therapy



The first person to refer to the therapeutic applications of art as art therapy was **Adrian Hill**



Hill's work was expanded upon by the artist **Edward Adamson**. He worked with Hill to introduce this new therapy to long-term British patients in mental hospitals starting with the Netherne Hospital in Surrey.



. **Margaret Naumburg** is called “The Mother of art Therapy” and is the primary writer of art therapy. She was heavily influenced by Carl Jung and Sigmund Freud and took many of her ideas from psychoanalytic practices .

ART THERAPY

INCLUDES:

- Psychodynamic Therapy (Freud & Jung),
- Humanistic Therapy (Gestalt, Existentialism, Person-Centered, Adlerian, & Phenomenological),
- Cognitive / Behavioral Therapy,
- Developmental Therapy,
- Behavioral Psychology
- Marriage and Family Therapy as well as many others.



WAYS TO EXPLORE THERAPY THROUGH THE ARTS

- Visual Art Therapy
- Dance Therapy
- Drama Therapy
- Expressive Therapy
- Music Therapy
- Writing Therapy

<https://www.youtube.com/watch?v=8e-clYqNA0I>

Expressive
arts therapy
may be used
as a part of
the treatment
strategy for a
wide variety of
behavioral,
emotional, and
mental health
conditions.



4. Who can benefit from art therapy?

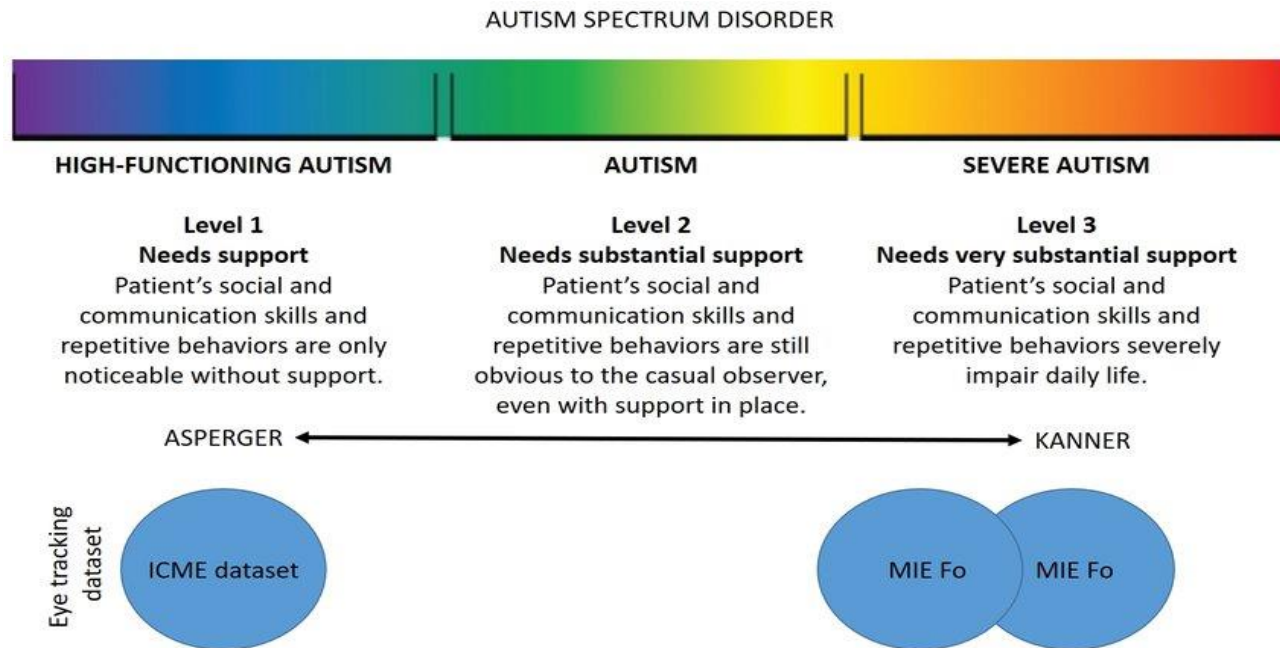
- Those with mental health problems
- Those with learning difficulties
- Those on the autistic spectrum
- Those in the justice system
- Those with dementia
- Those with a chronic/terminal illness
- Anyone who finds it difficult to talk about their feelings or feels distanced from their emotions.

Autism Spectrum Disorder & Art Therapy

Where/ Why/ When it is useful

Art therapy offers a way for individuals who have trouble speaking their mind with words to express themselves directly, without words. In Autism, verbal self-expression and language is often especially difficult.

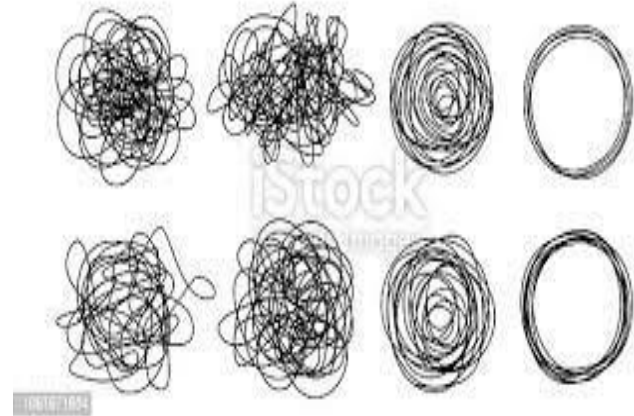
<https://www.youtube.com/watch?v=KhT0NxCayEg>



- Teach time management
- Set realistic expectations
- Reinforce positive behaviours
- Give choices for non- preferred activities
- Use visual and social stories
- Teach coping skills and calming strategies
- Practice transitions
- Be consistent each day
- Consider sensory needs
- Teach self- monitoring and emotion regulation

FUN OPENERS

Making sense of Scribbles

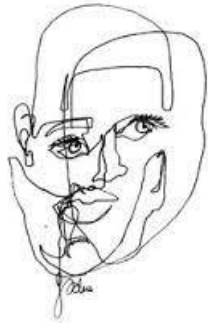


What do you see in scribbles? To play this game, start with one Person scribbling on a piece of paper with their eyes closed. The other person then must use their scribbles as the starting point for a drawing. This game works best with a partner, but more than two people are welcome to play.

FUN CLOSING activities

Blind contour

A blind contour drawing is when you sketch only looking at your subject (no peeking at your paper) and keeping your utensil on the paper. For this quick yet amusing game, pair with a partner and at the same time draw one another using this technique. Compare artworks.



5. Different art mediums

Painting



Crayons/chalk



Sculpting



Drawing/Illustrating



Photography



Found objects



Collaging



Art activities

Paint your emotions

Draw a self-portrait

Create an art journal

Paint someone
you've lost

Make a mandala

Create a calming
collage

Paint in the dark

Draw in the sand

Draw a visual
autobiography

Draw something big

Paint your dreams

Work on a group

What it means to be creative? The “Four C” model

A specific understanding and categorization by J. C. Kaufman and R. A. Beghetto

Big-C



	mini-c	little-c	Pro-c	Big-C
What it means?	Novel and personally meaningful interpretation of experiences, actions, events, creative insights.	Production of something novel and useful. It requires domain-specific skills, personal factors (such as tolerance for ambiguity, risk-taking, self-discipline) and specialized talent. It can be reached after repeated attempts and encouragements.	Remarkable creative accomplishments, the capability of working on problems, projects and ideas that affect the respective field/domain as a whole. It is a result of a developmental and effortful progression.	Clear-cut, eminent creative contributions that have lasted for a long time (even centuries).
How frequent is it?	Most people experience it, at least early in life.	Lots of people experience it during their studies, work or hobbies.	It can be reached by many after at least 10 years of learning, experimenting, exploring in a certain domain.	Reserved for the elite few, typically a posthumous distinction.
Examples	Kids playing with their early creativity as they discover new things; surprising or just interesting insights expressed by young children in their daily activities of learning and playing.	Enjoying creativity in everyday life and creative expression. E.g. writing a good essay, a poem, making home-made ice-cream, starting a video blog, playing a new song on a guitar, acting in a local production.	Achievements of scientists, artists, actors, craftsmen, etc. with domain-specific achievements (published articles, performed plays, exhibited works) that are not necessarily ground-breaking but push their domains ahead.	Albert Einstein, Mozart, etc.; winners of the Nobel prize, “legends” of their domain of activity, people who have entries in the Encyclopaedia Britannica longer than maybe 100 sentences.
How to get to next level?	Starting from mini-c, little-c can be reached after repeated attempts and encouragements.	Most people might stop at this level. However, if a person stumbles upon the domain that she or he feels an initial pull of passion, with years of acquired expertise and advanced schooling, the s/he may move to Pro-c. For this s/he usually undergoes a formal apprenticeship/academic institution OR years of “tinkering”/experimenting.	After years, the Pro-c creator may achieve a lasting Big-C, or history will make the final judgement as to whether he or she has entered the pantheon of Big-C.	
What can teachers/mentors do to bring kids to the next level?	Teachers should support creative ideation and nurture creativity. Kids should also be encouraged by parents, mentors to help creativity grow. Best way to foster creativity-nurturing environment is: encouraging curiosity and exploration, letting children make decisions, and respecting children's opinions. This will lead to increased later creative potential.	Teachers should identify (even rate) creative talents and offer subsequent placement and support. At this level teachers have a complex role, as trainers in various academic institutions, as mentors, as older, more experienced colleagues.	Do we know what Mozart's or Einstein's teachers did different? Big-C means: “the disciple has surpassed the master.”	

EVERY DAY
creativity



The Four C Model of Creativity

Take a moment to think about what we have just discussed regarding The Four C Model of Creativity.

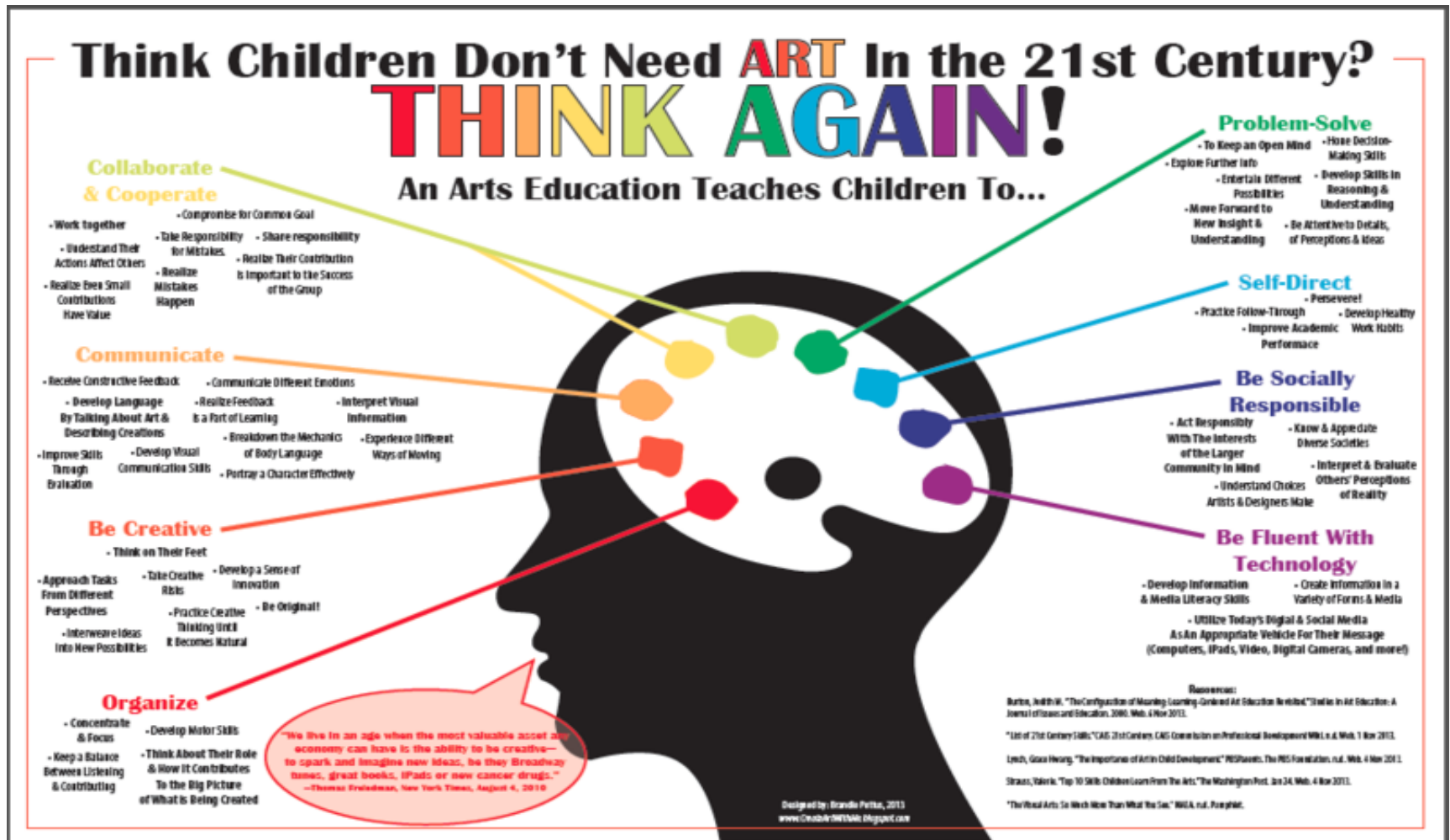
Write an example of each of the different categories

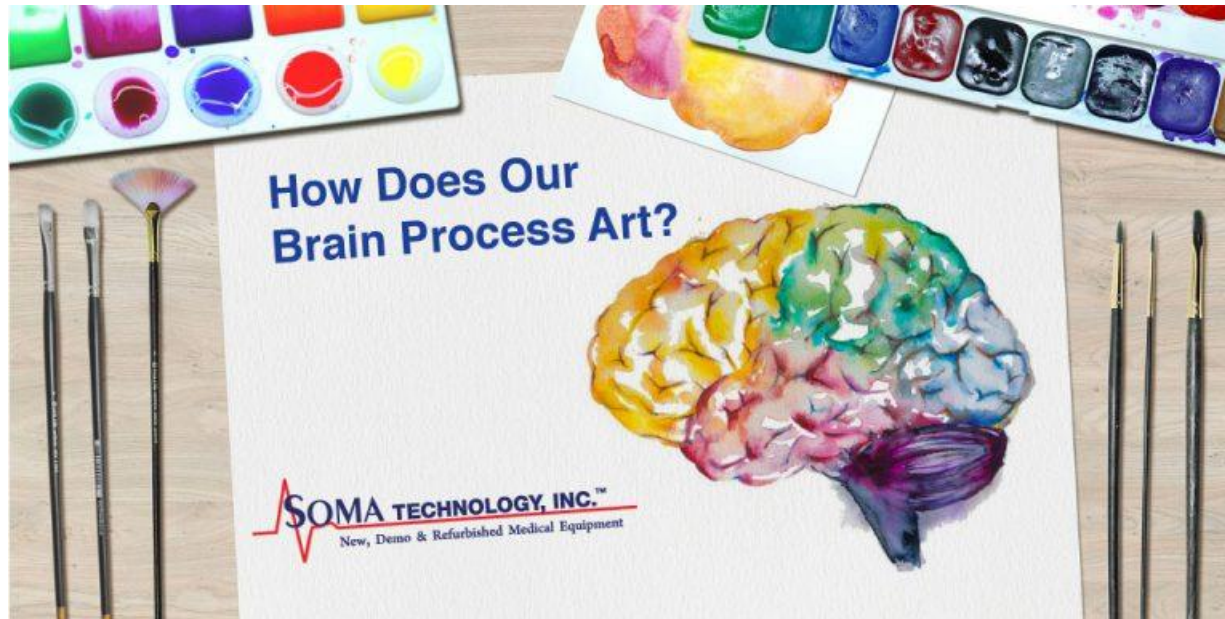
- Mini- C
- Little- C
- Pro- C
- Big- C

With each category, write an example of how these individuals could access some inspiration.



ART IN OUR BRAIN

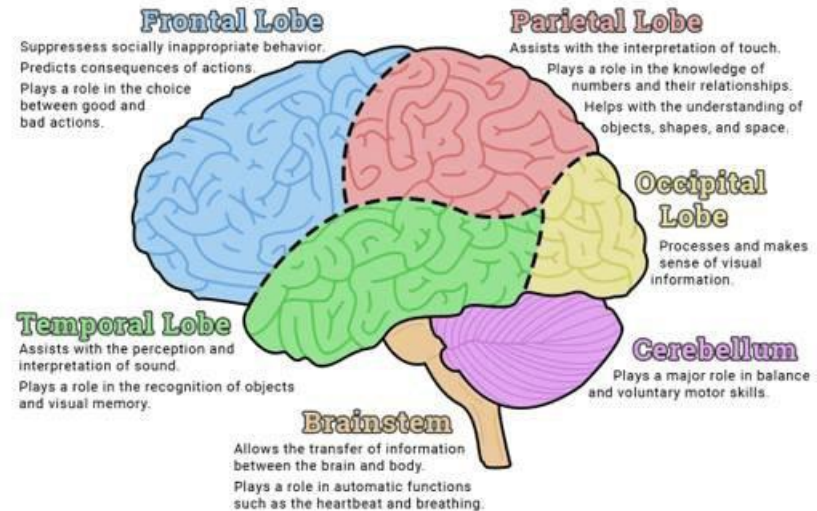
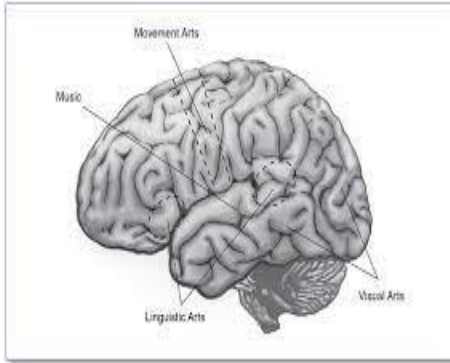




Types of Colours and Patterns

There are some colours that our brains find more please than others. Blues and greens tend to make us feel tranquil and give us a sense of peace. Yellows and oranges tend to make people feel happy. Pinks and purples are whimsical; with reds representing anger or passion. Some patterns as well can make us feel different emotions. Rectangular shapes can make us feel organized, while ellipses, circles, and waves can make a person feel calm. After viewing art, our brains have improved cognitive function.

The Human Brain

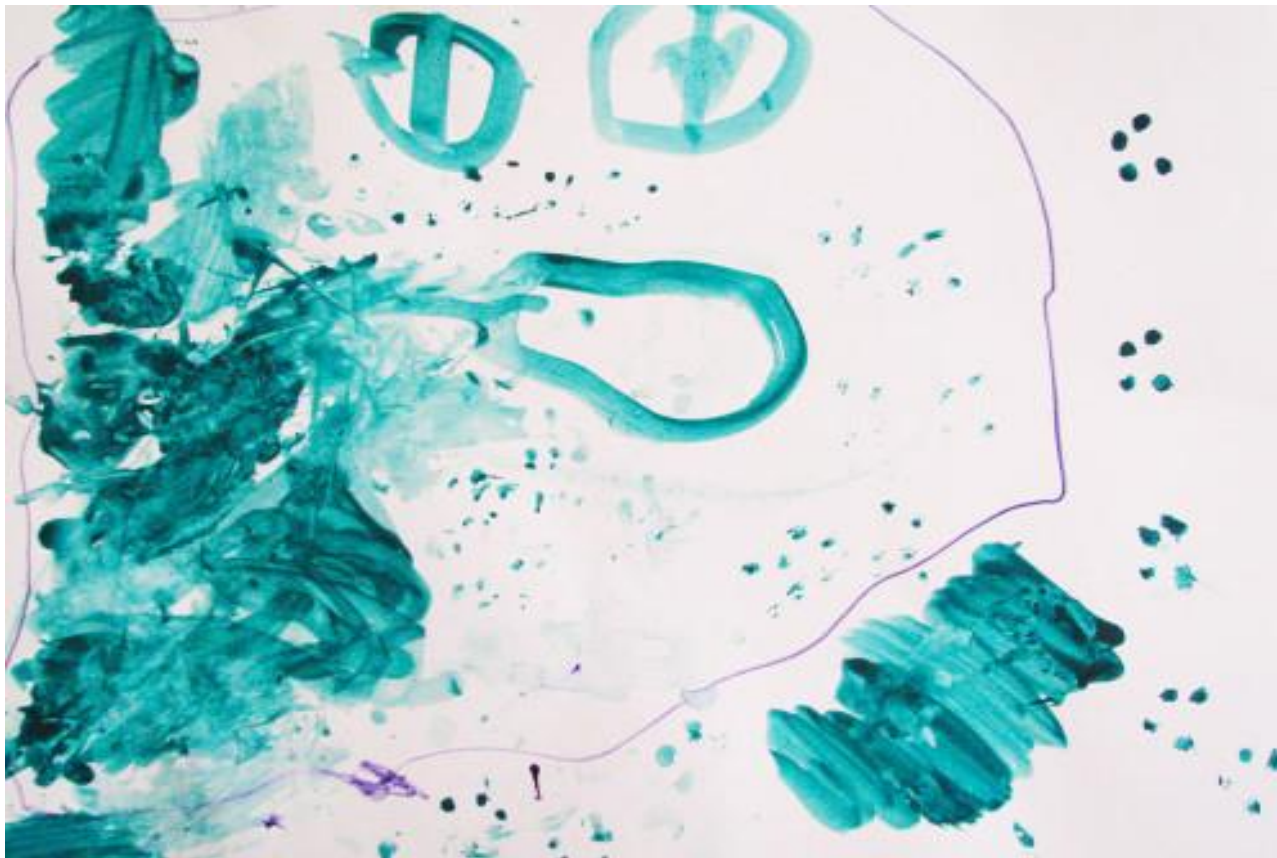


Art in all its forms is an identifying characteristic of the human being, which was fundamental for the transmission of culture and basics for survival. Every artistic activity activates a different brain area.

- music is processed in the auditory cortex located in the temporal lobe
- dance or theatre activates the motor cortex
- the visual arts such as painting are processed in the occipital and temporal lobes
- poetry and literature areas are related with language.

EXAMPLE ART THERAPY-

Draw your emotions



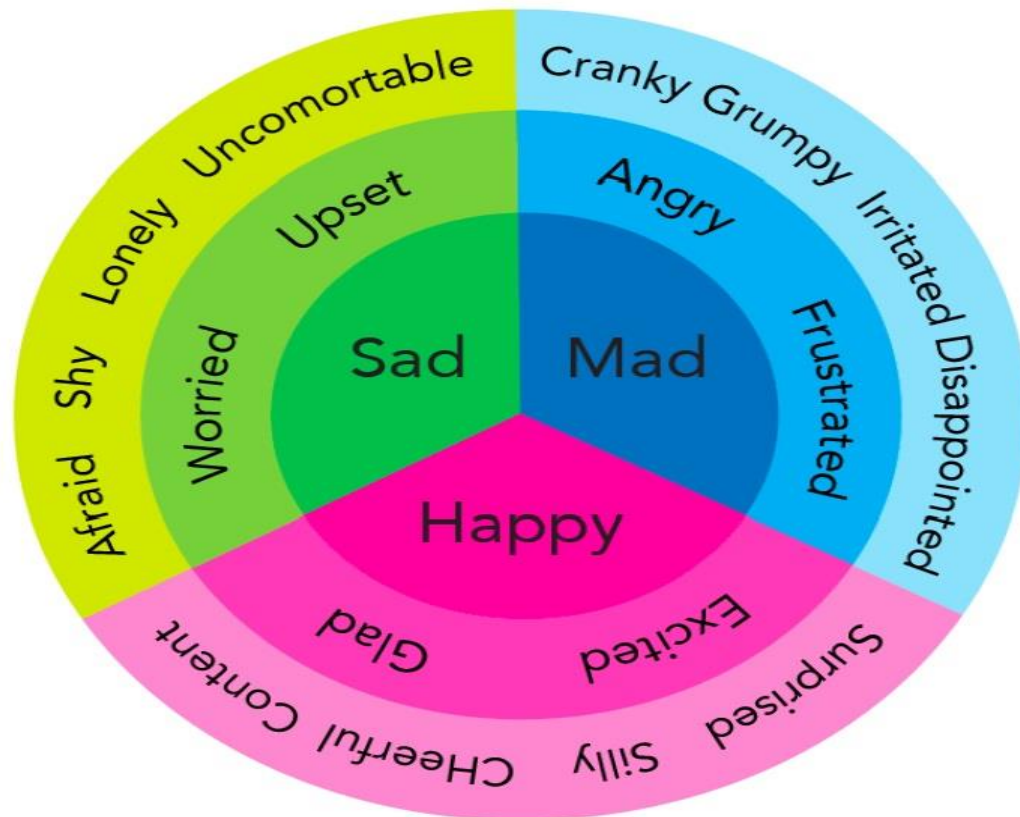
EXAMPLE ART THERAPY

Create an Emotion Colour Wheel



Feeling Wheel

Expand the words used to describe feelings in infants and toddlers



This document was made by Dima Madalina.
July, 2022, Buzau, Romania



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