


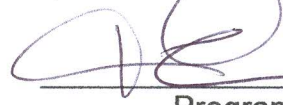
THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER
SCHOOL PROGRAM

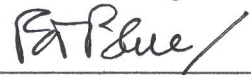
By

DALAL ALHUMAIDI

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment
of
the Requirements for the Degree of
Master of Arts in Art Therapy


Major Sponsor


Program/Department Chair


Assistant Dean, Graduate Studies

University of Wisconsin – Superior
2015

THE IMPACT OF ART THERAPY ON
SCHOOL STUDENTS ON ONE OF
AFTER SCHOOL PROGRAM

DALAL ALHUMAI
ART THERPY PAPERS
UNIVERSITY OF WISCONSIN SUPERIOR

Table of Contents

• LIST OF FIGURES.....	3
• ACKNOWLEDGMENTS.....	4
• ABSTRACT.....	5
• INTRODUCTION.....	6
<u>*CHAPTER ONE</u>	
• ART THERAPY MEANING.....	8
• ART THERAPY TECHNIQUES.....	9
• THE FUNCTION OF ART THERAPY.....	11
<u>*CHAPTER TWO</u>	
• PRACTICUM FILED.....	14
• STUDY PLACE (BOYS& GIRLS CLUB SUPERIOR).....	15
• ART THERAPY ACTIVITIES.....	16
• WHY CHILDREN DO ART?.....	19
• THE BENEFITS OF ART THERAPY FOR CHILDREN.....	21
○ EMOTIONALLY.....	22
○ PSYCHOLOGICALLY.....	25
○ SOCIALLY.....	29
○ COMMUNICATION SKILLS.....	33
○ BEHAVIORAL & DEVELOPMENTAL.....	37
<u>*CHAPTER THREE</u>	
• LIMITATIONS OF ART THERAPY.....	45
• FUTURE CHILDREN.....	46
• CHILDREN OPINIONS.....	47
• CONCLUSION.....	48
• REFERENCES.....	50

List of Figures

<i>Figures 1. Heart mosaic by Shy</i>	27
<i>Figures 2. Draw self-portraits by Jede</i>	31
<i>Figures 3. Storytelling by Alex and Chris</i>	36
<i>Figures 4. What do you do? By Ana</i>	40
<i>Figures 5. What do you do? By Keera</i>	41

Acknowledgments

I would like to thank my parents, family and friends for their love and support; I could not do that without you all. I would like to thank professors Susan Loonsk for accepting me into the program, and for giving me the chance to enhance my knowledge. I would also like to thank Gloria Eslinger for her support and supervision throughout my time in the Art Therapy program at UWS.

Abstract

Children can gain lot knowledge about themselves through expressive art therapy. They are likely to get in touch with their inner world and express their emotion and feelings. In our days there are some children who suffer from lack of communication with others, lack of attention from parents, less socialization, unhealthy psychological status and misconduct behavior. Art therapy been used among school age students at Boys and Girls Club Superior in Wisconsin to improve children emotionally, psychologically, socially, communicatively, behaviorally and developmentally. The results show that children were able to adopt new skills and knowledge about communicates and socialized communication and socialization with others, and more open to express their feelings and emotions.

INTROUDUCTION

“Expressive art therapy integrates all of the arts in a safe, non-judgmental setting to facilitate personal growth and healing. To use the arts expressively means going into our inner realms to discover feelings and to express them through visual art, movement, sound, writing or drama. This process fosters release, self-understanding, insight and awakens creativity and transpersonal states of consciousness.” Natalie Rogers.

Art therapy is a powerful tool that can enable children to express and improve themselves when they participate in art activities. Through art making process children can learn more about themselves and in the same time art therapy gives a voice for whom in need. All beneficiaries from art therapy session’s including children, art are universal language. Over years, Art therapy has been used as a healing tool from many disorders and in different places.

Children need to practice art in their lives, as plants need air to grow. During my experience in Boys and Girls club at Superior, WI I was witness to the expressive art therapy miracles. Art has changed these children for the better in many different areas. As an art therapist intern I facilitated weekly art activities with the children club to challenge them to explore and express themselves, resolve problems, improve skills and problematic behaviors, reduce fears, and achieve personal autonomy. In these papers, I will spotlights the way that expressive art therapy has changed the children at the boys and the girls club Superior, WI. I will discuss the art therapy history, functions, and the benefits of each art therapy technique for these children through cases study.

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

CHAPTER ONE

Art Therapy History

The meaning of Art therapy

Art therapy is a form of curative that help people who in survivor of illness, trauma or who face some challenges in living, also who are looking for self express and relief through the art making process. The creative process involved expressing the inner world of people who are in needs of style artistically, which can help people to resolve issues as well as develop and manage their behaviors and feelings, to reduce stress, and improve self-esteem and awareness. In the art making process people can dig in themselves to discover what are the things that prohibit them from living their lives.

Art therapy doesn't required artistic skills or being talented to do art activities. All it needs is the desire to open up yourself and listen to your inner world. Art therapy helped people over years to reduce stress, fears, depression, anger, madness, and others negative feelings that can destroy people's life. Art therapy emerged as a distinct profession in 1940s and since that time and untie now, art therapy proved that it promote emotional, developmental, and cognitive growth in patients. While art therapy started in mental health institutions, the therapists can be found in a variety of settings including:

- Hospitals and clinics, both medical and psychiatric
- Outpatient mental health agencies and day treatment facilities
- Residential treatment centers
- Halfway houses
- Domestic violence and homeless shelters
- Community agencies and nonprofit settings

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

- Sheltered workshops
- Schools, colleges and universities
- Correctional facilities
- Elder care facilities
- Art studios
- Private practice

As a result, the profession of art therapy grew into an effective and important method of communication, assessment, and treatment with children and adults in a variety of settings. Currently, the field of art therapy has gained attention in healthcare facilities throughout the United States and within psychiatry, psychology, counseling, education, and the arts (AATA About Us).

Art therapy techniques

In art therapy there are many techniques used by therapists. Each technique is developed to precisely assist the client's needs. Therapists' set which materials are suitable for the population they are working with. For each technique, therapists consider the age, physical and mental ability, marital status and occupation. The utilization of a variety of materials keeps clients regardless of their status and population motivated, energetic, and involved.

The most common techniques that therapists used in art making sessions are:

- *Warm-Ups*

- *Mindfulness*
- *Drawing*
- *Painting*
- *Collages*
- *Clay*
- *Puppets and Masks*
- *Combining Modalities*
- *Multimedia*
- *Holiday Projects/Celebrations*
- *Crafts*
- *Drawing a self portrait*
- *Games*
- *Dolls*
- *Pictorial stimuli*
- *Fabric*
- *Electronic media*
- *Photography & video therapy*
- *Drawing from the right side of the brain*
- *Sand paly*
- *Drawing a story telling*
- *Meditation*

Therapists should be able to use the perfect art therapy techniques that design to fit each client's ability, interest and population. These techniques should consider clients' ethnicity, gender, religion and sexuality wither if it is group or individual sessions.

THE FUNCTION OF ART THERAPY

Over the years, art therapy proved it can be utilized in many functions to help people that are in need. Art making process give those in need of a voice to make the unspoken spoken. Through years art therapy proved that it has many functions in helping people. Art therapy can be especially beneficial not only for children, but also for adults and who are in need. The art making process can enhance client's ability to search through their inner world to find solutions to their problems and needs, and to promote their self-awareness. Clients use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem ((Arttherapy.org)

A goal in art therapy is to improve or restore a client's functioning and his or her sense of personal well-being. (Arttherapy.org). It is based on the belief that the creative process involved in artistic self-expression helps people to reduce stress, resolve conflicts and problems, increase self-esteem, develop interpersonal skills, manage behavior, and self-awareness, and achieve realization of their inner world. Art therapy integrates the fields of human development, visual arts, and the creative process with models of counseling and psychotherapy.

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

The utilization of art therapy can be quite broad among the different populations, despite varying race, religions, genders, etc. Art creation is for all ages and for all low and high functioning clients who participate in-group or individual sessions. It's fascinating how art making can help clients who experience illness, mental health problems and trauma, and those who are seeking personal improvement. The art making process is a unique approach that can be used as a treatment for people who been suffering from: depression, stress, fears, phobia, autism spectrum disorders, anxiety, dementia, stroke, cancer, Alzheimer, etc. Art therapy improves low and high function patients through different stages of art activities to improve mental, emotional, physical, and well-being (Buchalter, S. I., 2009).

CHAPTER TWO

Art in the action

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

PRACTICUM FILED

To earn my master's degree in art therapy, I was involved in intensive practicum training service in the community. We were given the freedom to choose where we like to work and the population that we want to serve. Since I have always wanted to work with children, I immediately knew that the Boys and Girls Club at Superior was the right population and place for me. The feeling I have before starting my practicum was a mixture of excitement and fear.

Working with an intern for the first time gave me a lot of knowledge and insights about the art therapy session and its process. The observation process in the beginning enabled me to observe not only the actions of interns but also the clients' reactions and behaviors. Although the process was able to help me establish a general idea about the clients' personalities, I still found it insufficient for obtaining information about the clients' background and family history.

Luckily, when it was already time for me to lead the whole art therapy sessions, I felt ready and confident. During my time to lead, the children had the chance to know me and I was also given the time to bond with them and be friend with them. Children were open to establish new relationships with others who came to the club to work. Some of the workers worked as art therapists and social workers. The sessions were a lot easier and fun because of the help and support that the club staff gave to all the interns all the time and especially for art therapist interns like myself.

Before starting my sessions, I have already decided to schedule my art sessions ahead of time to be able to meet all ages and interns without forgetting to celebrate the

main holiday occasions. To begin my sessions, I chose to always start with giving and explaining some basic art rules. Some of the art rules in my class include sharing of art materials, no judging of each other's works, and listening carefully to the directions.

Then, I explained the art activity step by step to the children and eventually ended the sessions by answering to the intern's questions to be able to address their personal feelings and emotions about the process. Each art activity was designed to highlight the different sides of clients' self and life.

STUDY PLACE (BOYS & GIRLS CLUB SUPERIOR)

The Boys and Girls Club located in Superior is a place where children and adolescents spend time after school in a structured environment. The club is one of many clubs in the U.S. that been known as a safe place for children and adolescent to learn, grow and have fun with prices so anyone can afford it. It's the perfect place for parents who work late to leave their children in a secure place under adult cares. The club is open for children and adolescents from age 6 to 18 years and is open from 3 p.m. to 9 p.m. Its offers a lot of services and activities such as, homework and project helping, snacks and dinner served, books and magazines, art activities, games, basketball games, watching movies and bus trips to parks.

For art activities, the club is allocated a particular table for art therapy activities. They all note the time and the days for art therapy sessions for who have interns doing art. The art therapy session started with sitting rules between clients in how each client should cope in the group, know how to collaborate and communicate, show respect to the intern and to the group members. After that, clients followed the intern's directions for

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

the art making process and the session ends with client's self-expression and relief. As an intern, I worked in the Boys and Girls Club in Superior for over a year. My experiences in the practicum enhanced my knowledge and work skills. This study is past on my experience's in the art therapy practicum at the Boys and Girls Club.

ART THERAPY ACTIVITIES

In Boys and Girls Club in Superior, WI art activities were designed to meet all ages and interests. Art therapy activates varies between self-awareness, relaxation, relief, and self-exploration. Children loved to attempt different and new art activities that led them to explore themselves and discover an unknown side of them, and that could be feelings or talent. There are some main activities that I used with children:

- *Warm-Ups*

In the beginning of a session children used to asked to scribble on a piece of paper. That's an effort by the client to free their mind from anything that may prohibit them from participating in art making activates. This technique takes about five to ten minutes, and while it's not usually used in every session, it can be used depending on the client's mood.

- *Mindfulness*

It is a very important technique in an art therapy session, which help clients to explore themselves and achieve peace and clam. Clients focus on their inner world and needs,

and discover their feelings, emotions about people, and behaviors.

- *Drawing*

It's a way to aid clients to express unconscious and conscious issues and beliefs to achieve knowledge about themselves and situations.

- *Painting*

Painting is the most favorite activity to children. Paintings give them freedom from any constraints, especially when children use their hands in painting instead of using brushes.

- *Collages*

It's the easiest way to make art that does not require any artistic skills. Making artwork by using photos or text from magazines is a fun experience that children love. The process itself gains clients freedom, peace, and expresses them in one of the most interment art activities.

- *Clay*

Using clay in art activities is a way to put clients in touch with nature. Clients find in clay a way to promote expression of mood and feeling, when they experiment with texture and touch of clay to mold, shape and manipulate.

- *Puppets and Masks*

These are one of the most popular art activities in the club. These activities enhance client's abilities to create and explore themselves when they used their puppets and masks to speak on behalf of them.

- *Holiday Projects/Celebrations*

Art therapy takes advantage of clients' beliefs and religions to design art activities set to meet clients' interest. It's a great step to emphasis the celebration idea of clients' belief to enable them to express their feelings and emotions.

- *Crafts*

Making crafts promotes clients' self-esteem and self-confidence through the art process. It is also a great way to enable clients to feel peace and clam down.

- *Drawing a self portrait*

It's a fun process to test clients' self-image from their self-portrait drawings. This activity can led art therapist to discover clients' expectations and hopes about themselves and future.

- *Games*

Games can be the most fun, exciting and favorite activity to children. It energizes their energy to play and win also, its give children free mind of issues and thinking.

- *Dolls*

Using recycled materials to make dolls would be a helpful activity for children in evolving motor, social skills and morals.

- *Combining modalities*

It's a combination of music, movement, storytelling and other art therapy techniques to enable children to express their feelings, motions and thoughts. This technique adds excitement and energy to therapy groups and children end up with relaxed and with a free mind.

WHY DO CHILDREN DO ART?

Children learn how to draw before they talk or even walk; drawing for them is essential. Children find in art a way to play, to have fun, and to express themselves. In fact; studies show there is one thing you can do for your children that will increase their overall brain functioning capabilities, improve cognitive and creative skills, raise their self-esteem levels, and set foundations for co-operative, balanced relationships:

Sign them up for art class (kindynews.com).

Children have a strong connection with art, in any format of art: painting, drawing, playing music, dancing, and acting. Many of them find themselves in art, or they discover their talents in art, turn these talents to a career in the future or even found relief. When a child is in the art making process, he or she is in their zone, which he or

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

she can develop a new world to create their hopes, dreams, solutions and a moment of freedom of thinking. Art is building children's self-esteem and self-confidence through art making activities they like to do. Moreover, art can introduce children to different cultures from around the world (*Africa news service*, 2012).

Art teachers try to always encourage students to involve in art process not only in school but also out of school. Since some parents do not like the idea of their children taking art as a major or career, as a result, they do not encourage their children to participate in art classes. What they don't know though is that art can promote child-thinking processes of their future careers when they participate in art activities. The art making process can enhance a child's desire to discover, be creative and open minded, gain problem-solving skills, and open up to other cultures and improve a child's self awareness.

Researchers from the Michigan State University have found a very strong correlation between childhood engagement in the creative arts and measurable success later in life. Children who were exposed to a wide variety of arts and crafts were more likely to create unique inventions that are worthy of patents, come up with ideas good enough to start a new company, or publish provocative papers on science and technology. The researchers suggest that children exposed to arts and crafts are able to think "out of the box" since a lot of working with hands involves figuring out how to solve problems creatively. After studying, many scientists, such as co-authors Robert and Michele Root-Bernstein reached this conclusion: "The most eminent and innovative among them are significantly more likely to engage in arts and crafts avocations" than the average Joe

(Benefits of Arts to Kids).

Children love to do art whether they are in school or out of school. They found in art activities, whether it be drawing, playing music or theater, a way to reach their soul, mind, and body to enhance the communication between them and, art, world, and people. Art is the place where children who seek peace and comfort can express themselves, enjoy their time, and find motivation for their lives.

THE BENEFITS OF ART THERAPY FOR CHILDREN (IN BOYS & GIRLS CLUB SUPERIOR CLIENTS)

In the boys and girls club, children come to the club to spend their time in an after school program doing homework, working on school projects, or just meeting some friends while their parents are still at work.

When children come to the club and participate in art therapy sessions they look for new art experiences that school classes do not offer it with freedom. Children like to be involved in art therapy activities because they love any kind of art. During my experiences in working with the boys and girls club children for a year and a half, I notice how art therapy has had a positive impact on them. I can confirm alteration of these children who I have been working with all the time. In some levels art impacts these children through the art making process. Children become aware of their self-development, which lead them to pursue more and more of an art therapy session.

From my experience as a art therapy proves that it has a strong impact on children. Art therapy has benefits on children as individuals or as a group emotionally,

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

psychologically, socially, behavioral within communication and to obtain developmental writing skills. Each benefit will be addressed with an example of the case study. These will point out at the effect of art therapy, the huge changes on these children, and these being noticed by the people who are working or living among them.

EMOTIONALLY:

The ability to accurately identify and express feelings is apart of social emotional learning (SEL). Children naturally identify with, and express feelings through their play, art, or metaphorical stories. Language and recognition of more subtle emotions does not occur until much later. Children will tend to understand and verbalize the spectrums of feelings: happy, sad, and angry but have little understanding of less intense or moderate feelings. More subtle emotions such as shame, humiliation, despair, and jealousy are not recognized but are nevertheless felt by children. Expressing such feelings usually occur through imaginative play, art, or identification with characters in stories (Sorensen, J., & Ahmad, M. (2008).

Through art making, children were able to expressive their feelings and emotions about themselves, others and the world. Children love to do art due to the freedom that art gives them to speak up and address their feelings in healthy ways. They discover themselves through the art making process and playing. The children's need for doing art is as important as the needs for air to stay alive. In most situations, Children are spectators in the adults' world; they do not participate in most of the decision making process; even the ones that they are involved with in. Children express their negative

feelings in art therapy such as anger, sadness, and loss at giving closure to a relationship through death, trauma, and multiple losses, through divorce, separation, moving to another community, or other life or death endings. It also provides a base for children to express their positive emotions such as happy, loved, glad and exciting about family avocation or meeting, having new pets, stability in a family after divorce or separation, and being loved by parents and friends.

Art tools give a voice for a child in need to express what he or she is going through in a healthy manner. Children who feel confused about life situations are more likely to feel better when he or she is participating in art therapy sessions. There are Art Professional design art activities for each client or client's who are in need. These enable them to go forward and contact their inner world to understand their needs, emotions and feelings in a manner to solve the main problem or dilemma that impact their lives.

Art therapy is more like a comforting hand on a shoulder or a hug for children in need; it is comforting and a cure to extract all the negative emotions. It helps them understand the situations and their feelings. When a child came to an art session carrying anger for someone or something that he or she cannot control it and it's apparent in their behavior, once they participate in an art activity they unconsciously extract their negative feelings on a paper. In each session, a part of their anger will be extracted from them and be left on a paper until they end up with releasing all anger through the art making process, which means that art therapy has a positive impact on the children's emotions.

Art therapy enables children to understand their emotions and feelings among

other life conflicts, adults and family behaviors and act through them by opening the door to listen to the inner world in away to realize their emotions and feel relief from a dilemma.

Case study:

Hide and seek game with index cards with feelings written on them.

This activity is spotting the light on unspoken feelings and emotions by linking between feeling cards and occasions when they felt the same in-group interviews. Participants were recruited from elementary schools that were 7-12 years old. As directive activity clients had to find the index cards feelings (on each index card, words were written such as: mad, angry, loved, glad, sad, worry, etc.), which were hidden by the art practitioner all over the boys and girls club. Children were excited to play the game without knowing the second part of it. They were energized and active while looking for the cards. There were laughing and giggling in the place during the time it took them to find the cards. Older clients were very lucky collecting most of the cards due to their height. The second part is after finding all of the index cards, the children sat as a group for interviewing based on the index cards feelings to disclose their emotions of previous experiences. Clients had to describe the last time they felt what the words in the cards said. Most young clients did not face any difficulty talking in public about their feelings while the adolescent did.

Kathy

An 11-year-old girl who found this activity somewhat challenging. For a young

teenager it is difficult to her to speak about her feelings and emotions due to the fear of judgment from others, it is a sensitive stage in teen's life. Despite he being uncomfortable in the beginning of the interview part, without any hesitation, she talked about how she felt about each feeling and showed a lot of details about each experience.

Outcome:

Playing a hide and seek game is very fun but that was not the purpose. Children had to answer the question “ Is it hard to speak about our feeling as hard as it was to find these cards?” They acknowledged how it is important to speak about our feelings and emotions in a manner of empowerment and self relief.

PSYCHOLOGICALLY:

When we get sick we take some medicine to cure our bodies but when we forget to take care of ourselves we may feel down or depressed Healthy children are the ones who eat healthy food, do exercises and know how take care of themselves. Body and soul are linked together we cannot take care of one and forget about the other. The theory of a person, who does not have any mental illness is psychologically a healthy person, is not true. This definition of mental heal this very narrow minded, because there are some children do not suffer from any mental illness, but their performance in life is less than what is expected of them compared to their peers. Their behaviors in life and the way they socialize with others and the amount of creativity is less than expected.

A summary of many scientists' efforts, mental health has multi-levels: physical,

psychological, social and spiritual level and by balancing these levels, the person will feel Complacency about itself. If someone tries to satisfy one side of the multi-levels, the physical side over the psychological aspect or the spiritual side, it may upset the balance, and it becomes unhealthy psychologically.(Al-Mahdi. 2006)

Art therapy is a therapeutic manner of art making process, by art therapists. Children who experience fears, are neglected or face challenges in living are able to achieve personality growth. Through art making and reflecting on the art products and processes, children can increase awareness of self and other factors such as cope with stress, sadness, and anger experiences in a way to enhance child cognitive abilities to empowerment and self growth by enjoy doing art. Art therapy reduces children anxiety, tensions, fears, stress, feelings of insecurity, and lack of self-confidence. Moreover, It promotes children self esteem, self-expression, empowerment, and self-confidence; improve their functioning and sense of personal well-being, which leads to a general feeling of relief and better mental health.

Case study:

Heart mosaic for Valentine Day (collage)

Valentine Day is a special occasion for most people to express their feelings to the ones they love. Children in the boys and girls club are not excluded from celebration of this occasion. The directive activity was to make a heart mosaic by collage and dedicate to someone special. The goal of the activity is to promote children self-expression by expressing their feelings and emotion to someone without fears or shy. Children were

happy and excited to filing the heart shapes with out hesitating. They dedicate their works for their parents, siblings, friends and teachers. From my observation of clients' behaviors and body language I can inform that activity enhance children self esteem and made them proud of their artwork along the art making process. Children explore not only their emotions but also how is deep it was. By the end of the art session clients showed their artwork for everyone and they did not hide their desire to give their works to the loved ones.

Shy

She is a ten years old client who her family has low financial income and without family history background and family relationships I con not give a full assessment about clients' final statues. From my observation to the client's behavior among others since the day I came to the club until this activity, I can say that girl hardly never wear clean clothes. She has difficult times engaging in any Children games or club activities because of her different ideas which always been denied by others but she doesn't insist and finally she accepted the rules so she can get involved in the activities. She always looks as if she not in the place, and she lives in her own world, where she fighting to set boundaries to her life or her own space.

By looking at her, you can see that she is overthinking all the time and there are lots of things going on in her mind, as if she tries to cope with worries in her head. That girl seems to suffer from psychological conflict due to unknown reasons, that might be are family, school, peer or self factors, because of the lack of information that I have of each clients. In the activity heart mosaic, she tells me that she would love to do the

artwork when she find the Wisconsin public liberty book that she lost it in the club and if she couldn't find it she had to pay fine to the liberty.

After a half an hour searching for the public liberty book with no successes, she came to the art table to do the activity. Her artwork expresses some psychological conflict that she tests at that moment. Unlike the directive instruction she didn't fill the heart with collage instead she cut random pieces and glue them in a sparse style. She divides the background to two sides, one in black while the other is in orange and draw blue stars on the both.



1. Heart mosaic by Shy

She might use the colors black to refer to how her brain is thinking about the book dilemma and the conciseness. The color black means in psychology, is the color of the hidden, the secretive and the unknown, creating an air of mystery and keeps things bottled up inside, hidden from the world. That could mean that she is pessimistic about the situation. On the other hand, using color orange, which means the color of social communication and optimism and from a negative color meaning it is also a sign of pessimism and superficiality. Using that color maybe meant as a helping call to others in order to help her find that book and save her from getting trouble. Drawing blue stars to like between black and orange sides maybe meant her desire for peace and trust.

Outcome

The Client's unconscious refers to the problem by using two colors to divide the page. The way that the client acts after ending with the artwork shows that she disposes the stress and worries when she went to play with others and stop looking for the book. Her body also reacts differently than before the activity from walking slowly to run with Children. Clients seem that she found relief in the art activity by putting all the negativity on the paper and left with peace.

SOCIALLY:

Children are a part of the society, and are affected by historical, social, economic, and political contexts. There are many risk factors that play a major role in a child's life leading to multiple actions.

Risk invites us to worry, to think ahead, to create detailed pictures in our minds of

things that might happen, to experience in imagination the gamut of possible outcomes, to 'go through' some terrible things on our way to deciding what to do about a possible given situation. We calculate risks on a regular if informal basis in our everyday lives. The simple acts of driving, eating, walking, and allowing our children to surf the web involve estimations of risks that might be involved. Often, we will have been exposed to information through the media or from 'experts' about the potential risks of these kinds of activities, based on the assumed characteristics of different age groups, genders, races, or income groups (Swift, K., & Callahan, M., 2009).

The main risk factors that affect a child's life socially are family and school. Dealing with school problems include three different elements: peers, work, and teachers. Where peers are represent the social milieu in which the child practices social relations with comrades, and this is different from the family environment. Families are the primary source of support and encouragement for their children. There are several behavioral patterns that parents do during the upbringing of the child without the awareness of the seriousness of each of these behaviors, and those patterns are as follows: extra protection, unjustified bullying, discrimination in the treatment of children, bad ideal, degradation and humiliation, parent fights and divorce, drugs and alcohol abuse, and domestic violence.

In school there are always different stereotypes of children who are under risks: the aggressors and the victims to them. The bully and coward groups, could be diligent or lazy but the overall result of these differences create tense environment The results of friction with this makes a child compare him or herself with others, which makes them

distrust, have self-contempt, paranoia, and aggressive behavior. The outcome of an unhealthy family and school environment can cause a child to have one or more of these actions: lying, introvert, unsocial, shy, stealing, aggressive, drugs and alcohols abuse, low academic grades and may lead to quitting school, stubbornness and rebellion against the orders. (Ibrahim, J / Almcharfy, A (2015).

These children are victims for their society and as a therapist our goals are to enable clients to recognize the problem or the dilemma and extract the negativity and replace it with positivity; in some cases, parents are to also participate in art therapy activities for best results. Children who been suffering from social problems are likely able to express themselves through art making processes. Art therapy reduces children's fears and worries, with professional help they were able to establish new relationships with peers and family members. Clients will be able to understand themselves, others, and society among being active in the society.

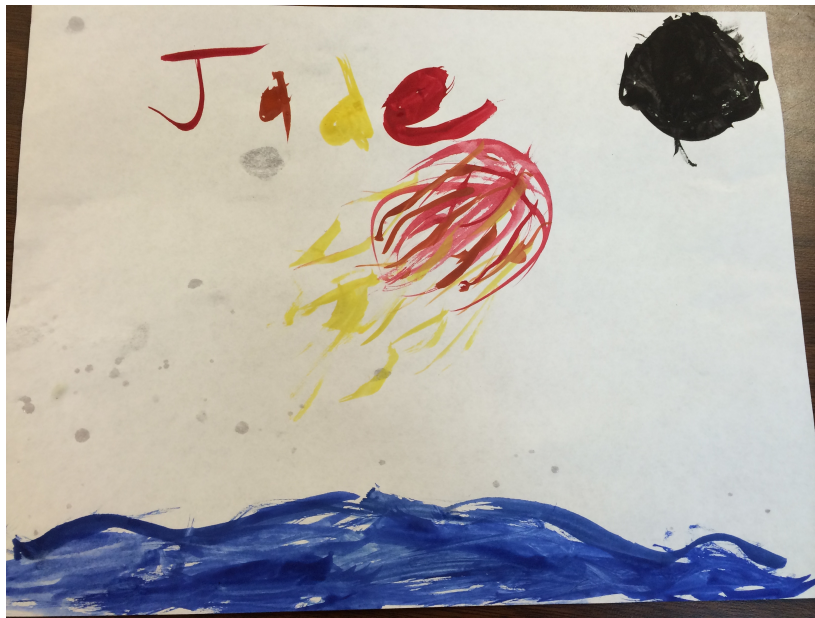
Case study:

Draw self-portraits.

Children were directed to draw themselves as the way they see themselves using watercolors, which are the clients' favorites art tools to use. It was a full set session most of the Children came to participate in drawing themselves while others came just to play with colors and made different layers of colors. The purpose of this activity was to identify how clients see themselves in a manner to promote self-awareness and face negativity.

Jade

She is 12 years old who is an unsocial client and introvert. She spends most of her time playing video games. She is not a regular client, coming and participating in an art session was surprising to me. She came to the session and listens carefully to my directions and then sits at the end of the table in order to paint.



2. Draw self-portraits by Jede.

Among the time she took to do the activity, she did not communicate with other clients and preferred to work in silence. She, unlike other clients, draws herself as a firing ball going to hit a black ball above the sea. Writing her name next to the fireball to emphasize her existence as the powerful ball. Without reflection from her side about her artwork, she left in quietly going back to the video games. Asking Jade to talk about her artwork,

she did not like me interrupting her time with video games saying, “ That’s me, the fireball” and ended the conversation by giving me her backside.

Outcome:

The client’s artwork may represent dealing with conflicts in her life that could be bullying or violence abuse in the school, family, or society. Due to her unsocial behavior and obsession with playing video games, that drawing might represent her favorite videogame that she wishes to be a part of it. Being an isolated person by video games can affect a client’s ability in establishing new friendships. Participating in an art therapy group session can reduce a client’s isolation in a way to promote client functions.

COMMUNICATION SKILLS:

Communication is defined as a two process sharing common understanding between the sender and the receiver. The basic communication model consist of five elements in any typical communication specifically the sender, the receiver, the message, the channel, and feedback. The sender plays an important role in initiating communication with others. Also, the sender must use effective verbal as well as non-verbal techniques in order to communicate effectively along with maintaining eye contact.

According to Encyclopedia of Children's Health, there is so much more to communication than words going out of one person’s mouth to another’s ear. In addition, messages are transferred by the tone and quality of voice, eye contact, physical closeness, visual cues, and overall body language. Experts in child development agree that all babies

develop skills for spoken and written language according to a specific developmental schedule regardless of which language the child is exposed to. Although the milestones follow one another in roughly the same sequence, there is significant variability from child to child when the first word is spoken and the first sentence is composed.

Language employs symbols words, gestures, or spoken sounds to represent objects and ideas. Communication of language begins with spoken sounds combined with gestures, relying on two different types of skills. Children first learn to receive communications by listening to and understanding what they hear (supported by accompanying gestures). Then, they start experimenting by expressing themselves through speaking and gesturing. Speech begins as repetitive syllables, followed by words, phrases, and sentences. Later, children start to learn how to read and write. Many children begin speaking significantly earlier or later than the milestone dates. Thus, it is important for parents to understand the fact that they should avoid attaching too much significance to deviations from the average. However, when a child's deviation from the average milestones of development causes great concern to the parents, a pediatrician or other professional may be contacted for advice.

In the school environment, there are some children who lack communication skills, which affect the personality of the child. Some of the characteristics of the child may be shyness, being reserved, or autistic (due to the presence of disorders such as social phobia). Children with these personalities are suffering from loneliness and may be dying for company. However, they do not do anything about it because of the fear of letting someone in into their lives. These first signs of lack of communication among

children are first seen and observed by parents and teachers. The basic signs include lack of friends, uninvolved in any school or family activities, lack of speaking and hearing, lonely personality and behavior, prefer activities that require one person, and always seats far from the active group people.

From my experience with children in boys and girls club, I have encountered some children who were not too active in the group and some who do not share art supplies. During my practicum time in the club, I designed art therapy activities that focused on and enhanced the participation of children in the different art activities and their communication skills with others people. I have observed that children who were involved in working group art therapy activities became less shy and selfish, had new friends, shared new knowledge, and looked forward to team building activities. In totality, art therapy succeeded in promoting children's communication through collaboration and coping skills.

Case study:

Make a story based on the names of characters' (Humans and animals names) directive activity.

Each child had to take one card from the cards group, which had different names of people and animals. Each group with two clients had to come up with a story based on the characters that they have picked. The story should be drawn using materials like the papers, colored pencils, and crayons. During the art activity, clients and children were working as a team without complaining about the directions given for the activity. Also,

the children were helping each other in spelling the words that they need for writing the story. The types of the stories vary between humor, horror, and friendships. During the activity, the Children were active and energized. Also, the Children were freely talking and discussing the kind of story that they want to write. Throughout the activity, none of the children showed any signs of disrespect to their partner's ideas or suggestions.

Alex and Chris

Alex is nine-year-old girl who is active. On the other hand, Chris is a girl who seven year old and is usually described as shy and inactive. Chris is spending most of her time coloring the color book and rarely playing with others. However, during the activity, Chris was able to reach out and collaborate with Alex about the development of their story, which is about the friendship between a dog and a raccoon. The story told us that when the dog walked in the forest to find the raccoon, the dog chose to become friends with the raccoon rather than to eat it. That story showed great values embodied among the children because of their common sense and good conduct when dealing with new situations. One of the values they portrayed in the story they have created was by renouncing violence.



3. Storytelling by Alex and Chris

Outcome:

In this activity, the children were able to find a place where they could use their imagination and creativity. In fact, the activity enhanced the children's teamwork skills by helping each other in spelling words. Specifically, Alex and Chris learned collaborating and coping skills in this teamwork activity. In addition, the activity gave Chris a chance to meet a new girl and reduce her shyness and encourage her to reach out to others. Although the activity was designed for enhancing children's communication skills, I found that this activity also promoted the children's writing skills.

DEVELOPMENTAL & BEHAVIORAL:

Children development is defined as the normal progression of the changes among

humans as they grow up by gaining and extracting knowledge and skills. The development process includes observing and assessing five areas:

1. Motor physical
2. Cognitive
3. Social and emotional
4. Communication and language
5. Self-help and adaptive

The principles of child development include differences of rate of development among children, the orderly process of development, and gradual occurrence of development. Some universal characteristics of childhood can be observed. One of the most obvious characteristics is complete dependence on others at birth and during early childhood. The psychological and sociological study of children has yielded a vast amount of information about development. Many studies in the literature described the stages of development and maturational tasks related to age.

Those working in childcare and protection must have some knowledge of such developmental milestones, but they cannot all be expected to be experts in all domains of development; rather, information needs to be pooled from across different disciplines and professions. For example, a teacher may well spot that a child's relationships with others are problematic, but will not be expected to analyze the child's attachment pattern. However, the teacher will be expected to supply detailed information about the child's learning style and stage of educational attainment (Daniel, Gilligan, & Wassell, 2010).

On the other hand, child development process and history is reflection of his or her

behavior. Behavior refers to overt action to underlying psychological processes such as cognition, emotion, temperament, and motivation; and to bio-behavioral interactions. (Behavioral and Social Sciences Research for the National Institutes of Health, 2010).

Psychologists define behaviors or behaviorism as people's behaviors, including their actions, emotions and thoughts, which rely on the theory that mental and emotional disorders can be improved through behavior-modifying techniques (What Is Behavioral Psychology? n.d.).

Children's act and behavior is a result of their development process. Children's behavior are first affected by their parents, followed by the school and peers, and finally the society. Parents influence the morals and beliefs of their children which means that children will act similar to their parents regardless of whether they are acceptable or not. In such situations, parents find it difficult to meet their children's emotional needs. Consequently, early childhood educators play a key role in influencing positive behavior as well as appropriate emotional development of the children (Onchwari, & Keengwe, 2011).

Both developmental and behavioral are continuing process and each one of them is dependent on the other. As an art therapist, I consider this aspect when I design or set art activity with children to enhance their ability to adopt good conduct and behavior. These activities enable me to observe clients' behaviors in situations where they are left alone without adults' supervision.

Case study:

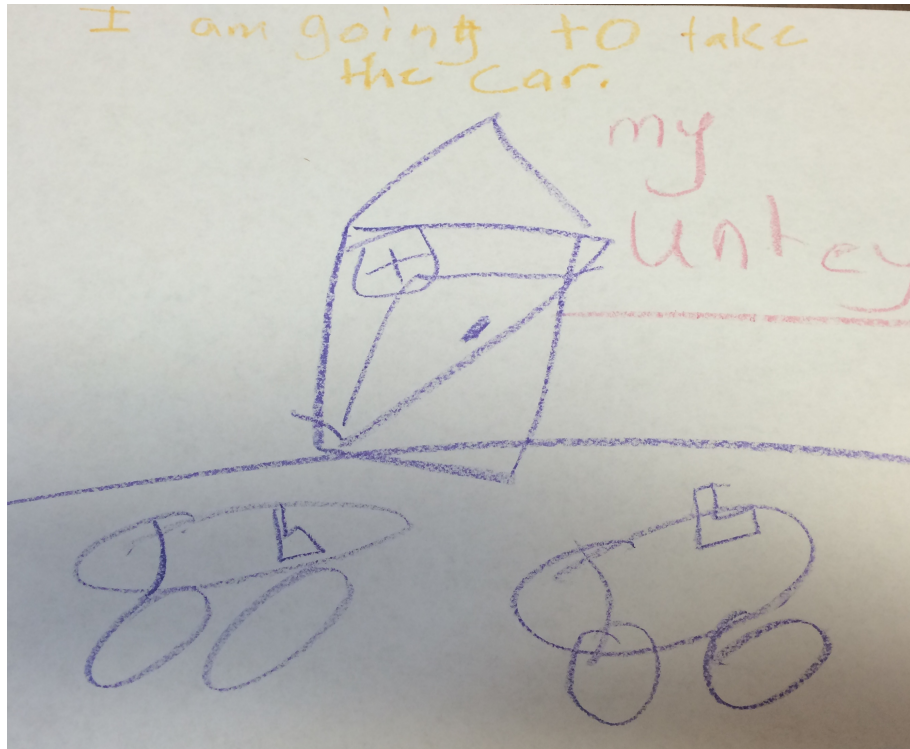
Testing clients' autonomy and act in the story what do you do?

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

Children were asked to listen to a story and then draw their answers using papers, colors pencils, and markers. The story goes “*One day, you were lost in the woods and found a house but you do not know who lives there. In front of the house were a car and a bicycle. Upon seeing the house, you became angry and tires. What do you do? Do you take the car, the bicycle, or ask the house resident for help?*” Children took their time to think about the correct answer. They were deeply thinking about the situation. The participants used the art materials that they preferred.

ANA

She is nine-year-old girl who has a beautiful personality but had some trouble following the rules. She is a person who made her own rules especially if she doesn't like how things are going. On a lighter note, she collaborates well with the therapist and others. In her drawing, she chose to take the car that is in the front of the house. Her excuse was that her unity lives there. She drew a very small house with one window and half door. The car and bicycle looked the same but with different sizes.

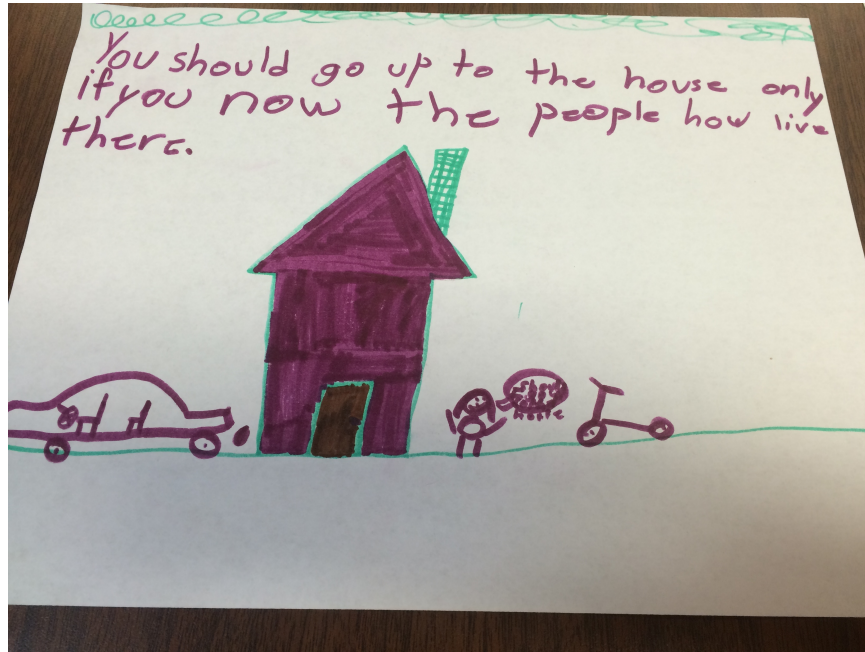


4. *What do you do?* By Ana

Keera

She is a nine year old who is a collaborator and generous girl. Although she loves to volunteer and help others in the club, she turned out to have low self-esteem when it comes to herself. She spent a long time thinking about what she would draw in the paper. When she started drawing, she was quiet and focused on making her answer to that question. She used markers to draw her artwork, which showed a small house with no windows. In the right, there was a bicycle and a little girl with a small bubble over her head that have some unreadable words. In the left side of the house was a car with two seats. She wrote over the house “you should go up to the house only if you now the

people who lives there” Based on the drawing, Keera’s parents gave her advices especially when dealing with strangers.



5. *What do you do?* By Keera

Outcome:

This activity was able to test the abilities of the children in making decisions without their parents. The answers provided by the children should reflect their development and behaviors. By sharing each other’s answers or drawings, they were able to see how others react in the same situation and compare answers. In the case of Ana, she wanted to make things happen based on how she wanted them to happen. She

claimed that her unit is living in the house, thus, she can go to the house and take whatever she wants without feeling guilty or ashamed.

She already have her own explanation for talking others staff without their permissions. She could have adapted this from her parents, family members, and peers. She believes that if others can do it and somehow get a way without any consequences, she can also do it. She may think that this act is normal based on the actions of adults or others. Maybe, she saw someone close to her acted the same way which is why she felt confident that she did not do anything wrong. Parents' act and behavior are what molds their children regardless of the acceptability of the act.

In the second case Keera, her answer was exactly based on the advices that her parents gave her, which typically meant, "Do not speak to strangers." Her behavior and act in real life would be based on her parent's morals and ethics. She trusts her parent's advices in her acts in life and in the activity. She believes that rules are not made to be broken under any circumstances.

Although both girls are nine years old, each one of them rose and adapted to different environments, which have, gave major results to their acts and behaviors. Based on the activity, clients who share their answers are more likely to develop a positive behavior.

CHAPTER THREE

ART THERAPY AND BEYOND

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

LIMITATIONS OF ART THERAPY IN BOYS AND GIRLS CLUB

Like any therapy, there are limitations to the usage of art therapy when it comes to treatment. Although art therapies have been applied to all age groups, most psychiatric and medical disorders, and in a variety of settings, there are still clients who may not benefit from art therapy sessions. First, some individuals, often boys, may be hesitant to engage in an art therapy activity because they believe that they are not artistic or they believe that these activities are only for Children . Therapists in this case should consider clients' gender and interests when scheduling the activities.

Secondly, clients can be distracted by other factors, which can greatly affect their consideration about art making process. Clients can be easily distracted by other club members, staffs, social workers, and parents when they are talking or taking a photos of the art group, or asking some clients to take a phone call, or leave because their parent are going to pick them up.

Finally, a therapist who has not had extensive training in art therapies especially with children maybe fail in interpreting clients' work and emotions. This is completely true of client artworks and their art expressions. Usually, practitioners are tempted to make their own conclusions about content the content of the art, which leads them to miss their clients' intended meanings. Additionally, therapists without experience may use expressive art therapy techniques routinely rather than thinking about what would be best for their clients.

FUTURE CHILDREN

“Art is the meeting ground of the world inside and the world outside.” Elinor Ulman.

Children today are women and men in the future who should be mentally and physically healthy to support themselves first and then their country. Mental health has interactive relationship with children’s physical health and their ability to succeed in school, or work in the future and in the society. Physical and mental health affects how a child thinks, feel, and act. Children who completely express their emotions and feelings are likely to be confident, relaxed, and have mentally healthy status. Through art therapy expression, children will be turn out to be individuals who are more social and self-sufficient in the future.

Children who practice art therapy gain empowerment through art making activities, which enhance their self-confidence making them more active in the society. They are tomorrow’s leaders who can run the whole world with their knowledge and confidence about themselves. They are the hope for better future in developing the society to be one union through cooperation and communication. Tomorrow’s children are people who can establish relationships with others easily and have the abilities to maintain it with care and support. They have the knowledge and the skills to improve themselves, others, and society.

We are looking at a new era where people are honest with themselves and others, have high self-esteem and self-confidence, gives help and support to all people,

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

transforms people socially and culturally, politically through art therapy expressive.

CHILDREN'S OPINIONS ABOUT ART THERAPY

Children have been asked, by the art therapy intern, to write down their opinions about the weekly art therapy sessions, and these are some of them:

- *Braealy 10 years old said; "I like art because it's creative"*
- *Dominick, 9 years: " I do art because it is a fun activity"*
- *Kyra 13 years: " I like to do art because its fun to do and its calming"*
- *Nevaeh 9 years: "I like art because it is fun and awesome and cool. I love art"*
- *Savannah 8 years: " I love to do art because it's beautiful"*
- *Natalie 8years: " Why I like art because we do interesting thing like face painting"*
- *Lorelei 9 years: "Why I like to do art is because we get to do fun stuff like face painting and making face masks. I also like art because we get to do paint sometimes and sometimes we paly games"*

- *Cassius 7 years: “ I like to do art”*
- *Madelxnh 6 years: “ I like to do art”*
- *Lucas 10 years: “ I love to do art”*

CONCLUSION

“The task of therapy is not to eliminate suffering but to give a voice to it, to find a form in which it can be expressed. Expression is itself transformation; this is the message that art brings. The therapist then would be an artist of the soul, working with sufferers to enable them to find the proper container for their pain, the form in which it would be embodied.” Stephen K. Levine.

It is amazing how one drawing can illustrate what’s in a child mind. That’s the power of art therapy, that it extracts what was hiding in children inner world that can affect their life. Art therapy helps children to process through the hard times wither in an individual or group sessions.

Expressive art therapy was beneficial for Boys and Girls Club at Superiors, WI. In fact, it changed these children for the best. Art therapy works by empowering children emotionally to express their feeling without fears or judgment from others. Enabling children to be more open about their emotions is a goal to seek for art therapies instead of being a secretive child. Art activities enhance children abilities to think more clearly by extracting all the negative thoughts from the child mind through the art making process.

THE IMPACT OF ART THERAPY ON SCHOOL STUDENTS ON ONE OF AFTER SCHOOL PROGRAM

Moreover, art therapy empowers children to adopt a positive thinking style and gain a free mind.

Through art making process, children were addressing their problems and fears in a way they could be safe and protected. It helps children to establish new relationships with others easily. Children who participate in art therapy sessions became more social and less shy. Art therapy activities improve children's communication and coping skills with each others. Children were able to start conversations with others in order to participate in the activities. They challenged themselves in these activities to break the silence and set up connections with others by using art. Art therapy gave them strength to be brave and improve self-confidence. Art therapy techniques improve children's behaviors by adopting and enhancing manners, morals, and principals. Art therapy can teach children how to behave in public and to others. On the other hand, art therapy enhances children abilities to distinguish between the acceptable and unacceptable behaviors.

Expressive art therapy has made changes the children at Boys and Girls Club at Superiors, WI in many ways. It has changed these children for the better, emotionally, psychologically, socially, communication skills, behavioral and developmental. Children have noticed the impact that art therapy has brought to them which let them ask for more.

References

1. Buchalter, S. I. (2009). *Art Therapy Techniques and Applications*. London: Jessica Kingsley.
2. [Http://www.arttherapy.org/upload/whatisarttherapy.pdf](http://www.arttherapy.org/upload/whatisarttherapy.pdf). (n.d.).
3. Art is Fun to Show Children Love and Patience - Art Teacher. (2012, February 6). *Africa news service*. Retrieved from <http://www3.uwsuper.edu:2600/ps/i.do?id=GALE%7CA279146703&v=2.1&u=superior&it=r&p=ITOF&sw=w&asid=cabd46da90dfa8a438f6144630b6e892>
4. <http://www.kindynews.com/art.html>. why your child needs art
5. [HTTP://WWW.RAISESMARTKID.COM/3-TO-6-YEARS-OLD/4-ARTICLES/33-BENEFITS-OF-ARTS-TO-KIDS](http://WWW.RAISESMARTKID.COM/3-TO-6-YEARS-OLD/4-ARTICLES/33-BENEFITS-OF-ARTS-TO-KIDS). Benefits of Arts to Kids. Raise Smart kids.com
6. Published online October 10, 2011, doi:10.1177/1742395311422613Chronic Illness March 2012 vol. 8 no. 164-75 Getting back to normal?: the added value of an art-based programme in promoting 'recovery' for common but chronic mental health problems. Author: Makin, Sally ; Gask, Linda

7. Sorensen, J., & Ahmad, M. (2008). *Overcoming Loss : Activities and Stories to Help Transform Children's Grief and Loss*. London: Jessica Kingsley Publishers.
8. Muhammad al-Mahdi. 2006. *Child mental health*. Anglo-Egyptian library
9. Swift, K., & Callahan, M. (2009). *At Risk: Social Justice in Child Welfare and Other Human Services*. Toronto: University of Toronto Press.
10. Ibrahim,J / Almcharfy,A (2015) *Socialization and the problems of childhood*. Umm Al Qura University.
11. *Communication skills*. Encyclopedia of Children's Health.
<http://www.healthofchildren.com/C/Communication-Skills.html>
12. Adams, L., Gouvousis, A., VanLue, M., & Waldron, C. (2004). *Social Story Intervention: Improving Communication Skills in a Child with an Autism Spectrum Disorder*. *Focus On Autism & Other Developmental Disabilities*, 19(2), 87-94.
13. Daniel, B., Gilligan, R., & Wassell, S. (2010). *Child Development for Child Care and Protection Workers*. London: Jessica Kingsley Publishers.
14. *A Definition of Behavioral and Social Sciences Research for the National Institutes of Health*. Office of Behavioral and Social Sciences Research

National Institutes of Health

July, 2010

15. http://learn.org/articles/What_is_Behavioral_Psychology.html. What Is Behavioral Psychology?. Leran.org
16. Onchwari, G., & Keengwe, J. (2011). Examining the Relationship of Children's Behavior to Emotion Regulation Ability. *Early Childhood Education Journal*, 39(4), 279-284. doi:10.1007/s10643-011-0466-9
17. Clinical child psychology and psychiatry [1359-1045] Waller, Diane yr:2006 vol:11 iss:2 pg:271 -82