School based Art Therapy &
the ASCA National Model

An Adlerian Approach for Enhancing Resilience in High Risk Youth

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Objectives

- Describe the special demands of working with high-risk youth.
- List three art therapy interventions to help build resilience in high-risk youth based on the PBIS model.
- Describe three areas in which an art therapy program can fit within the ASCA National Model for schools.
High Risk Youth

- High-risk youth are those from an at-risk environment whose choices make it highly likely that they will be overtaken by their circumstances.
  - Under resourced neighborhood
  - Minority youth
  - Ages 14-24

- Engagement in serious criminal and violent behavior and/or lower-level offenses that may not necessarily include violence.
Risk Factors

- **YOUTH:**
  - associating with anti-social peers
  - Low educational aspirations, and low commitment and attachment to school
  - Alcohol/drug consumption
  - Low self esteem
  - Abuse
  - Low maternal attachment

- **FAMILY:**
  - Family instability
  - family conflict
  - pro-violent parental attitudes
  - Single-parent home

- **ENVIRONMENT**
  - Drugs are prevalent
  - Economic deprivation
  - High crime rate
  - Low graduation rate
  - Low income community
Resiliency

- Resilience:
  - *Resilience* refers to positive adaptation of a system during or following significant disturbances.

- Resiliency:
  - *Resiliency* refers to the individual characteristics and personal attributes to be able to bounce back and overcome.

- Focus is on the external (interconnectedness) and the internal (self-adapting).
Benefits of Art Therapy in Schools

- Brief-time limited
- Here and Now
- Nonjudgmental
- Safe/caring environment
- Client controlled creativity
- Feelings are communicated safely
- Ability to focus on future and strengths internally as well as visually
ASCA National Model

- Four Domains
  - Foundation
  - Delivery System
    - Guidance Curriculum
    - Individual Student Planning
    - Responsive Services
    - Systems Support
  - Management System
  - Accountability
Bridging the Gap

- Art therapy
  - School-based
- American School Counseling Association
  - Positive Behavior Interventions and Support (PBIS)
Goals

- The academic, social and emotional school counseling goals mirror those of art therapy
  - increasing self-esteem
  - increasing self-confidence
  - self-advocacy
  - developing coping skills
  - healthy risk taking
  - promoting healthy communication
  - increasing social interest
Art therapy interventions can help support and strengthen student competencies that make up the foundation of a school counseling program.

- Improvement in one area effects another (Baskin et al., 2010)

- Academic
  - Academic anxiety (Gibbins, 2010)
  - Middle school transition (Spier, 2010)

- Career
  - Sense of self (Wallace-DiGarbo & Hill, 2006)

- Personal/Social
  - Social skills (Sutherland et al., 2010)
Adlerian Principles

- Human developmental stages
- Using strengths-based art therapy interventions
- The challenge for professional school counselors
- An example of hierarchical learning (Nicolle, 1994) based on Adlerian psychology includes:
  1. Understanding of self and others
  2. Empathy skill development
  3. Communication skills
  4. Cooperation skills
  5. Responsibility skills
Adlerian Goals

- Four goals of misbehavior
  - Attention
  - Power
  - Revenge
  - Display of inadequacy

- Positive Behavior
  - Attention
  - Involvement/contributing
  - Autonomy and self-responsibility
  - Justice and fairness
  - Acceptance of other people’s opinion
Art Therapy

- Increases
  - Social cooperation
  - Social skills; pro-social choices
  - Self-esteem/self confidence
  - Reflection of feelings
  - Connection with student
  - Self-reflection/exploration
  - Encouragement

- Decreases
  - Stress
  - Helplessness
  - Hopelessness
  - Anxiety
  - Anger/Aggression
  - Being “stuck”
  - Aggression
Delivery System

- The delivery system involves four separate, but integrated, components that outline methods of interventions.

- Guidance Curriculum
  - Weekly lesson plans (Froeschle and Riney, 2008)

- Individual Student Planning
  - Technology based (Nelson, 2010)

- Responsive Services
  - Solution focused (Spier, 2010)

- System Support
  - Staff development (Nelson, 2010)
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
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  - Intense, durable procedures

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  - All settings, all students
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**Diagram**

- 80-90%
- 5-10%
- 1-5%

- Assessments
- Open Studio
- Groups
- Art Passes
- Team Meetings
- Clinical Summary
- All have access

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**Focused Groups**
- Individuals
- Skill Building
- Team Meetings
- Progress Reports
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**Student Centered**
- IEPs & BIPs
- Response Services
- Scheduled Sessions

**Behavioral Systems**

**Academic Systems**

80-90% 1-5% 5-10% 80-90%
Universal Interventions
Secondary Interventions
Tertiary Interventions
Inspiration Cards
Management System

- School counseling programs are organized, solid, and reflective of the overall school philosophy
  - agreements, advisory councils, data collection, action plans, effective use of time, and calendars

- Team meetings (Nelson, 2010)
  - Collaboration, share challenges, future goals

- Clinical Art Therapy Department (Isis et al., 2010)
  - Establishment of support for students

- Referral process (Sutherland et al., 2010)
  - Scheduling, IEP’s, finding space, communication
Accountability

- Application of data collected (IEP’s, grades, attendance, curriculum)
- Evidenced-based measurements
  - A-COPE (Spier, 2010)
  - Conners Teaching Rating Scale (Hoagwood & Erwin, 1997)
  - Levick Emotional and Cognitive Art Therapy Assessment (LECATA) (Isis et al., 2010)
  - Projective art therapy tests (Sassen et al., 2005)
Future Developments

- **Goals**
  - Increase self esteem; self confidence; self advocacy; develop coping skills; healthy risk taking; promote healthy communication, and increase social interest

- **Challenges**
  - Evidenced-based research
  - ASCA National Model
  - School systems
Conclusion

- Disruptive classroom behaviors
- American School Counseling Association (ASCA)
- Counseling needs of students
- Interagency collaboration
  - Art therapy
  - School counseling
- Blended Model
  - Supports instruction
  - Self confidence
  - Healthy risk taking
  - Validation of the individual
References

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References


