

2020-1-TR01-KA227-ADU-097696

Enriching the Lives of Seniors Through the Art Therapy

ELISTAT MODULES

Art therapy for seniors

Module 02

Co-funded by the  
Erasmus+ Programme  
of the European Union



Elistat



# Elistat Modules



## Module 02

### Content of The Module

1. Working with seniors in art therapy: what you should know
2. Designing the art therapy room for individual and group practices
3. Planning a session for a group or for an individual
4. Group management in art therapy
5. Evaluation in art therapy

Co-funded by the  
Erasmus+ Programme  
of the European Union



# Elistat



# Learning Outcomes

## The knowledge, skills and attitude to be gained in the module

- Understanding senior needs and communicating with seniors through art therapy
- Organizing the room and planning the session for individual and group applications
- Implementing individual and group activities
- Evaluating the results of an art therapy session
- Creating a learning environment suitable for seniors

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



# Main Subject of The Module

1. Who are seniors? Going beyond stereotypes
2. Planning an art therapy session
3. Setting up individual and group sessions
4. Evaluating outcomes

## Materials and Documents of The Module

Coursebook  
Curriculum  
Visual tools



# Working with seniors in Art Therapy

## Be aware of your own perception of older people

- It has a profound influence on the working process, from setting the targets, choosing the methods, communicating and giving feedback.
- Think in advance, how you usually communicate with older people. How about with people of your own age, or younger? Are there differences? If so, why? Are the differences desirable?
- Analyse your perception and challenge the preconceptions which it is based on.

**Older people are not a homogeneous group but individuals with their needs, interests and desires**

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# Working with seniors in Art Therapy

Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) towards others or oneself based on age (WHO, 2021).

Co-funded by the  
Erasmus+ Programme  
of the European Union

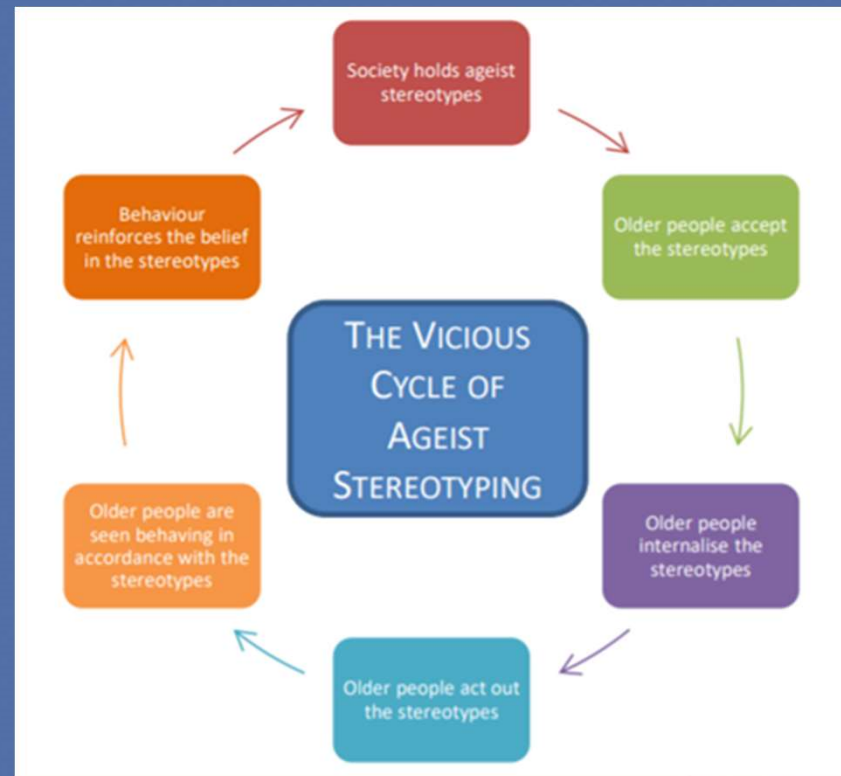


*Elıstat*



# Working with seniors in Art Therapy

- Ageism also affects the way seniors perceive themselves and their capacities, hence reinforcing their self-stereotyping.
- Whereas art-therapy can be conceived as a self-assuring and empowering activity for seniors.



Source : Darwin,J., & Pupius, M., (2019).  
Mindful ageing. ResearchGate

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



# Working with seniors in Art Therapy

## Things to keep in mind (1)

- There is great diversity in the target group: age, ethnicity, education, computer literacy, cognitive and physical capacity and income. You will need to acknowledge this diversity and learn to know the specific needs of the trainees to provide an effective and long-lasting training.
- Keep in mind national differences between countries in terms of habits, literacy, etc.

Source: e-Protect Erasmus + project, IO3. e-Protect Train-the-Trainer toolkit

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ





# Working with seniors in Art Therapy

## Things to keep in mind (2)

- Take into consideration the common health problems (e.g. impaired vision/hearing) that the trainees may have.
- Do not underestimate seniors' capabilities
  - Seniors can often be wrongly treated like children that need excessive adaptation. In reality, older adults are able to learn and to process greatly with the right motivation and support.
  - The ability to learn doesn't decrease with aging. It's the learning styles that change.

Source: [e-Protect Erasmus + project](#), IO3. [e-Protect Train-the-Trainer toolkit](#)

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# Working with seniors in Art Therapy

## Face-to-face Activity: Post-Its to fight ageism

Distribute post-its of two different colors to the group. They have the options to draw or to write. In one color post-its they write or draw a stereotype about older persons. In the other color post it they write or draw a way to fight this stereotype. The group can then discuss:

- What are the main stereotypes about older persons? Which ones are the worst to endure?
- How to fight these stereotypes? Which ways are the most efficient to educate society about them?



Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



Copyright: Raw Pixels



# Working with seniors in Art Therapy

## Online Activity: Senior Superhero

This online activity makes us reflect on our perception of aging in a positive and resourceful manner. First, draw how you picture yourself at 80 years old. Then, draw a senior superhero.

- Is your perception of aging rather positive or negative? Why?
- Look at your superhero, what are his/her main powers?
- How does this superhero comfort your perception of aging?



Adobe Stock | #446529403

Copyright: Adobe Stock

Co-funded by the  
Erasmus+ Programme  
of the European Union



Elistat



# Designing the art therapy room for individual and group practices

Establishing a functional, welcoming and comfortable room is an integral part of your art-therapy classes

1. Your room should be comfortable and private to put the person at ease to undertake the vulnerable process of therapy.
2. A comfortable room can be created through colours, textures, smells, and sounds.
3. The space should be functional as well: easy to clean up, stocked up with the necessary products, spacious, etc.

Source: <https://arttherapyresources.com.au/art-therapy-room/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



# Designing the art therapy room for individual and group practices

4. You may also need to have storage in a separate room or in a visually open place.
5. Your art-therapy room should be large enough for both individual and group work.
6. Furniture requirements typically include a sitting area for discussion as well as a creative area that contains tables, chairs, art supplies, and storage space.

Source: <https://arttherapyresources.com.au/art-therapy-room/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# Designing the art therapy room for individual and group practices

The art therapy room is an excellent conduit for self-expression for you as a therapist

1. Setting up your art therapy space is a reflection of how you value art and creativity and is an opportunity for you to invite your clients to enjoy the same art space as you.
2. Every person entering an art therapy room will use the room to form a unique relationship with that space and with the therapist. First impressions are important as this will be a place where trust is built and purposeful and thoughtful work will take place.

Source: <https://arttherapyresources.com.au/art-therapy-room/> ;  
<https://www.routledgehandbooks.com/doi/10.4324/9781315779799.ch3>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# Setting up your art therapy room

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Elivstat**



## Questions to ask yourself before setting up an art-therapy room: practical aspects (1)

1. Is my room large enough for group sessions?
2. Do I have the necessary materials for the creative art expression?
3. Do I have enough materials to allow individual choices?
4. Do I have storage for art supplies? For the art works that need to dry?
5. Are tables/desks appropriate for the art work? Can they be easily cleaned & moved around?

Source: <https://arttherapyresources.com.au/set-up-therapy-practice/>



# Setting up your art therapy room

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Elıstat**



## Questions to ask yourself before setting up an art-therapy room: practical aspects (2)

6. If you need to share the room with someone else, is this space designed and organised in a way that it fits best the needs of particular client groups and maximise therapeutic potential?
7. Is my art therapy room accessible for persons with disabilities (i.e. stairs into your building, doorway, space in the room, parking spots or easy drop off points for clients and carers)?
8. Are resources and aids available in the care setting?

Source: <https://arttherapyresources.com.au/set-up-therapy-practice/>





# Setting up your art therapy room

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Artistat*



## Questions to ask yourself before setting up an art-therapy room: atmosphere

1. Does the space look welcoming and comfortable?
2. Shall I add some plants, candles, inspiring & motivational images quotes, rugs, pillows, sitting areas for reading, sketching, talking, music and unique lighting?
3. What does this space tell about me as an art specialist?
4. Would I like to undergo an art-therapy session in such a place?
5. Does the art-therapy room provoke emotions and feelings sharing?



# Face-to-face Activity: Drawing inspiration for your art-therapy room

- If you set up an art-therapy room from scratch, create a board with the inspirational images with the design, quotes, and other ideas for your future art-therapy room.
- Look up examples of the art-therapy rooms on Pinterest or other banks of images and print out the pictures with the ideas which you would like to implement or adapt to your art-therapy room.
- Attach them to your board.



Copyright: upklyak on FreePik

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Edistat*



# Setting up some rules in your art therapy room

To help keep your art therapy room well organized and functional for your clients a few rules are necessary.

- The rules should be displayed in the art therapy room in the form of a friendly reminder.
- Some common rules include returning art supplies to their original place, cleaning up any art spills, and respecting the space of other participants.

Source: <https://arttherapyresources.com.au/art-therapy-room/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Artistat*



# Online Activity: Setting up some rules for the art-therapy room

- Reflect on some rules which you would like to apply in your art-therapy room filling in the table.
- Think of the ways you could formulate them kindly and politely.
- Display them in your art therapy room.

*Which simple actions applied by the sessions' participants would make your work easier?*

*Which simple actions applied by the sessions' participants would make the work of other participants easier?*

*Which communication rules would smooth the art-therapy process?*



# Setting up your art therapy practice

## What you should ask yourself before starting (1)

1. Am I professionally qualified to deliver the therapy I am offering? Do I have professional experience and skills to manage a caseload? Do I have peer supervision?
2. What type of workshops will I offer? Individual? Group? In presence? Online? Do I intend to focus in a psychological speciality in particular?
3. Am I knowledgeable and confident of my legal and ethical responsibilities towards the participants?

Source: <https://arttherapyresources.com.au/set-up-therapy-practice/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# Setting up your art therapy practice

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



## What you should ask yourself before starting (2)

4. Do I work best as part of a team environment?
5. What is my main motivation to establish my practice?
6. Have I established a referral network of participants and other professionals?
7. Am I good at managing my own time? Am I good at managing my own resources?

Source: <https://arttherapyresources.com.au/set-up-therapy-practice/>



# Setting up your art therapy practice

Co-funded by the  
Erasmus+ Programme  
of the European Union



## Art Therapy Supplies

PAINTING	DRAWING	SCULPTURE	COLLAGE
<input type="checkbox"/> Acrylic paints, <input type="checkbox"/> Watercolours <input type="checkbox"/> Gouache <input type="checkbox"/> Finger Paint <input type="checkbox"/> Spray paints <input type="checkbox"/> Brushes <input type="checkbox"/> Brayer <input type="checkbox"/> Journals <input type="checkbox"/> Loose paper <input type="checkbox"/> Canvas <input type="checkbox"/> Gel print plates <input type="checkbox"/> Stencils <input type="checkbox"/> Foam stamps	<input type="checkbox"/> Pencils <input type="checkbox"/> Pens <input type="checkbox"/> Pastels <input type="checkbox"/> Charcoal <input type="checkbox"/> Chalk <input type="checkbox"/> Markers <input type="checkbox"/> Crayons <input type="checkbox"/> Journals <input type="checkbox"/> Loose paper <input type="checkbox"/> Eraser <input type="checkbox"/> Sharpener <input type="checkbox"/> Tortillon	<input type="checkbox"/> Clay <input type="checkbox"/> Polymer clay <input type="checkbox"/> Paper clay <input type="checkbox"/> Paper mache <input type="checkbox"/> Carving tools <input type="checkbox"/> Decorative items <input type="checkbox"/> Dough <input type="checkbox"/> Rolling Pin <input type="checkbox"/> Painting items <input type="checkbox"/> Drawing items <input type="checkbox"/> Collage items <input type="checkbox"/> Molds <input type="checkbox"/> Balsa wood (light)	<input type="checkbox"/> Patterned papers <input type="checkbox"/> Magazines <input type="checkbox"/> Journals <input type="checkbox"/> Loose paper <input type="checkbox"/> Brayers <input type="checkbox"/> Adhesive <input type="checkbox"/> Cardboard <input type="checkbox"/> Scissors <input type="checkbox"/> Brushes <input type="checkbox"/> Stickers <input type="checkbox"/> Stamps & Ink Pad <input type="checkbox"/> Painting items <input type="checkbox"/> Drawing items
WRITING	PHOTOS	TEXTILES	DIGITAL
<input type="checkbox"/> Pencils <input type="checkbox"/> Pens <input type="checkbox"/> Journals <input type="checkbox"/> Loose Paper <input type="checkbox"/> Ruler <input type="checkbox"/> Scissors <input type="checkbox"/> Magazines <input type="checkbox"/> Dictionary <input type="checkbox"/> Thesaurus <input type="checkbox"/> Computer <input type="checkbox"/> Printer <input type="checkbox"/> Poetry books	<input type="checkbox"/> Photographs <input type="checkbox"/> Digital camera <input type="checkbox"/> Smart phone <input type="checkbox"/> Software (Gimp) <input type="checkbox"/> Computer <input type="checkbox"/> Printer <input type="checkbox"/> Photo paper <input type="checkbox"/> Transfer Medium <input type="checkbox"/> Journal <input type="checkbox"/> Drawing items <input type="checkbox"/> Painting items <input type="checkbox"/> Collage items	<input type="checkbox"/> Rulers <input type="checkbox"/> Scissors <input type="checkbox"/> Ribbon <input type="checkbox"/> Buttons <input type="checkbox"/> Fabric <input type="checkbox"/> Calico <input type="checkbox"/> Felt <input type="checkbox"/> Thread <input type="checkbox"/> Wool <input type="checkbox"/> Stuffing/Filling <input type="checkbox"/> String <input type="checkbox"/> Dye <input type="checkbox"/> Fabric Paint	<input type="checkbox"/> Photographs <input type="checkbox"/> Digital camera <input type="checkbox"/> Smart phone <input type="checkbox"/> Software (Gimp) <input type="checkbox"/> Graphics (Freepik) <input type="checkbox"/> Video software <input type="checkbox"/> Tablet <input type="checkbox"/> Graphics Apps <input type="checkbox"/> Computer <input type="checkbox"/> Printer <input type="checkbox"/> Photo paper <input type="checkbox"/> Secure storage <input type="checkbox"/> Video games

Elistat



Source:  
<https://arttherapyresources.com.au/welcome-art-therapy-resources/>

# Guidelines to set-up your workshop

1. The workshop should promote a safe, supportive and positive environment
2. In practice the facilities should have refreshments, cooling, heating, lighting, disability access and toilets
3. If any of the content is distressing to individuals, appropriate support should be given
4. Participants should be aware that negative thoughts or emotions might arise during the workshop
5. Staff should know their roles and what to do in case of distress. Participants should also know what to do in case of distress.

Source: <https://arttherapyresources.com.au/workshop-guidelines/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ





# Guidelines to set-up your workshop

6. Clarify the ownership of art material and use of art work . Clarify if any content will be posted on social media.
7. Provide if necessary consent forms (notably for photos taken during the workshop)
8. Limit the use of mobile phones and technology devices
9. Clarify group norms and group/individual expectations (see next slides
10. Encourage all participants to participate and engage in discussion. And give them the opportunity to address concerns in private.

Important: In case a member withdraws from the group, let the whole group know. Document every withdrawal.

Source: <https://arttherapyresources.com.au/workshop-guidelines/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# The structure of the art therapy session

## I- Pre Art Making

- Establishing what the person(s) need help with
- Gathering information about the person (individual session) or persons (group session)
- Make sure the person(s) understand what art therapy is
- Outline the benefits of art therapy, the process of the session, address any reluctance
- If you already know the person or if you already had a previous session, discuss about how the person(s) is feeling
- Set up the goal (s) of the session. Ex: focusing on the self, achieving control, address family issues or issues related to the environment (care, social networks).

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# The structure of the art therapy session

## II- Art Making

- What is the **art medium**? Ex: painting, drawing, sculpture
- What is the **theme**? Imposed or their own choosing? Ex: anger, disease, family, friendship, memory etc.
- **What is the process**? Are you being directive or non directive? Ex: If the senior is cognitively impaired, you may want to give more precise instructions in order to avoid confusion.

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# The structure of the art therapy session

## II- Art Making

- **Step 1: Introduce the art exercise** alongside suggestions of material to use. This may vary according to the therapeutical goal.
- **Step 2: Be open to the person(s) feedback** and keep the art making process flexible and adaptable to their reactions and needs. **Decision making and freedom of choice** from the person(s) is key.
- **Step 3: While the person(s) is making art, you can, if you wish, take notes.** Your goal is primarily **to observe.**

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# The structure of the art therapy session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



## II- Art Making

- **Step 4: Answer to questions and doubts.** If necessary, guide the person(s) with your expertise and even if it arises, reassure them. Ex: « I cant paint », « I am hopeless with art ».
- **Very important:** Assess any physical and cognitive impairment. Art therapy tasks should respect that so the person(s) dont feel uncomfortable or overwhelmed. Physical pain and frustration should be avoided.

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>



# The structure of the art therapy session

## What to observe?

- Was the person tense?
- Was the person impulsive?
- Was the person organized?
- Was there any hesitation? Or strong decision making process?
- Was the person(s)'s attitude independent? Or did he/she need more guidance?
- What was the body language? Facial expression ? Reaction whilst doing the art process.
- Is the person(s) pleased or highly critical of the art work?
- Was the person(s) interested or uninterested? What was the amount of energy during the activity?

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# The structure of the art therapy session

## III- Post Art Making

- Discussion
- Evaluating the effectiveness of the therapy session (see final slides)

### Questions to ask the person(s):

- What did they think of while doing art?
- What did they think about the material they used?
- Did any overwhelming feeling arise during the creative process?

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# The structure of the art therapy session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



## III- Post Art Making

- Did they notice a change of mood during the activity?
- Did any frustration or anger feeling arise, either during the art activity or about the result/art work?
- What ideas came to their mind regarding their current situation?
- Did the art work stir any memories?

**Remember:** Use **open-ended** question, be careful about your **own bias**.

Source: <https://arttherapyresources.com.au/happens-art-therapy-session/>



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ





# The structure of the art therapy session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



## TIMETABLE

### Introduction and warming up (10 to 30 min)

Start explaining the group goals, ground rules & group boundaries (see next slides)  
Bring people together, make them relax before plunging into the experience. If people don't know each other, allow some time for presentations. Stimulate them to share their feelings. Ex of activity: pass a piece of paper and everybody does a drawing or a mark on it.

Source: Liebmann M, 2004, Art Therapy For Groups A Handbook of Themes And Exercises



# The structure of the art therapy session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elistat*



## TIMETABLE

### Art Work (20 to 45 min)

According to the pre-defined medium and thematic. You can adapt the thematic and medium in the next sessions according to the group feedback. Give space for verbal reflection.

**Discussion of Images (30 to 45 min)** - It is a closing circle to reflect on group experience. Follow feedback questions (previous slide)

**Ending (5 to 10 min)** – Remember the next session or thank participants.

Source: Liebmann M, 2004, Art Therapy For Groups A Handbook of Themes And Exercises



T.C. ANKARA VALİLİĞİ  
AİLE VE SOSYAL HİZMETLER  
İL MÜDÜRLÜĞÜ



# Managing the art therapy group

## Group Goals

To provide a safe space with others

To promote creativity and engagement with art

To explore ways of using art for self regulation

To find new ways of expressing and transforming emotions

To build awareness of the self and others. To explore different ways of relating to others.

To break isolation through socialisation

Source: Liebmann M, 2004, Art Therapy For Groups A Handbook of Themes And Exercises

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Artistat*



# Managing the art therapy group

## Group Boundaries and rules

Respect for all members

Personal breaks (eating, bathroom breaks)

Confidentiality

Balanced participation of all

Keep track of attendance/absence through an attendance sheet

Consider individual factors and situations within the group

Source: <https://arttherapyresources.com.au/welcome-art-therapy-resources/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Artistat*



# Managing the art therapy group

## Individual members factors

Demographic (age, education level)

Disability & special needs

Illness

Neurocognitive disorder

Learning difficulties

Accommodating the carers (eventually)

Social skills level

Source: <https://arttherapyresources.com.au/welcome-art-therapy-resources/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# Managing the art therapy group

## Main principles to remind participants

It is not about producing beautiful works of art

It is about exploring in an open way. There is no right way to do it.

Relax , nobody is here to judge you

You can express your feelings using art materials. Art used in a personal way

There is no special ability or disability

Scribbled things and marks are ok. We are not looking for a completed work.

Source: Liebmann M, 2004, Art Therapy For Groups A Handbook of Themes And Exercises

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Artistat*



# Managing the art therapy group

**Facilitator(s):** which persons, which roles?

**Group schedule:** place, location and session duration are clear to all

**Group size:** the group size is not excessive (4 people not exceeding 10)

**Group goals:** set and clear. Related to mental health & social skills

**Give structure:** guidelines for introduction, art work, discussion and conclusion

Source: <https://arttherapyresources.com.au/welcome-art-therapy-resources/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Elıstat**



# Setting up your an individual session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



## For individual therapy interventions, ask yourself (1)

1. Does the art therapy meet a goal set by the person?
2. Is the art therapy appropriate for the person's developmental age?
3. Is the art therapy simple to follow without complex instructions?
4. Does the art therapy encourage personal insight and emotion expression?
5. What coping strategies are introduced through the art therapy?

Source: <https://arttherapyresources.com.au/art-intervention/>





# Setting up your an individual session

## For individual therapy interventions, ask yourself (2)

6. Does it provide emotional regulation? Will it help understand emotions, thoughts and behaviours?
7. Does it encourage problem solving skills?
8. Does the intervention provide a positive framework for the person? Is the intervention practical?
9. Can the art therapy be replicated? Does it focus on the person?

Source: <https://arttherapyresources.com.au/art-intervention/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Élistat*



# Setting up your an individual session

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



Once you have developed your art therapy intervention is developed, you can create a simple template to record the procedural parts of your art therapy intervention. This can be kept very simple as shown in the example below:

## **ART THERAPY INTERVENTION PROCEDURE:**

Art therapy intervention title: \_\_\_\_\_

Suggested art materials: \_\_\_\_\_  
\_\_\_\_\_

Instructions: \_\_\_\_\_  
\_\_\_\_\_

Client Discussion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**BLOG POST LINK:** <https://arttherapyresources.com.au/art-interventions>



# Evaluation – DDS

## Diagnosis Drawing Series (1)

**What is it?** It consists of three separate drawings. Formal elements of the drawings are rated using a standardized description. Data is related to various DSM diagnosis. It was first administered to a patient in a psychiatric institute in Virginia in 1982. It may also be used in private practices or any art therapy setting. The person administering it should be trained to its use. It has a good procedural validity compared to existing diagnosis tools.

**What material?** White paper size 12x16, 12 markers (black, brown, orange, yellow, red, hot pink, magenta, purple, turquoise, dark blue, green and dark green).

Source: <https://prezi.com/lybz8c8unbvn/the-diagnostic-drawing-series-an-art-therapy-assessment/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Elıstat*



# Evaluation – DDS

## Diagnosis Drawing Series (2)

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Edistat*



**How to use it?** The persons should create three drawings using 15 min per drawing. Allocate one sheet of paper per drawing. Drawing 1: « draw a picture using this material ». Drawing 2: « Draw a picture of a tree ». Drawing 3: « Make a picture of how you are feeling using lines, shapes and colours ».

**What is assessed?** Behaviour and appearance, use of art material, formal elements (use of space, line quality, colour, abstract or representational). Drawing 1 focuses on how much the person shares, defense mechanisms, coping mechanisms in response to stress. Drawing 2 focuses on a symbolic image depicting a psychic state and self representation. Drawing 3 focuses on the latitude of expression ranging from abstract to representational from personal to stereotypical and mundane. Requires more thought and control than the others.

**To be noted:** Speaking is not allowed during drawing but the drawing might be discussed afterwards

**Source:** <https://prezi.com/lybz8c8unbvn/the-diagnostic-drawing-series-an-art-therapy-assessment/>



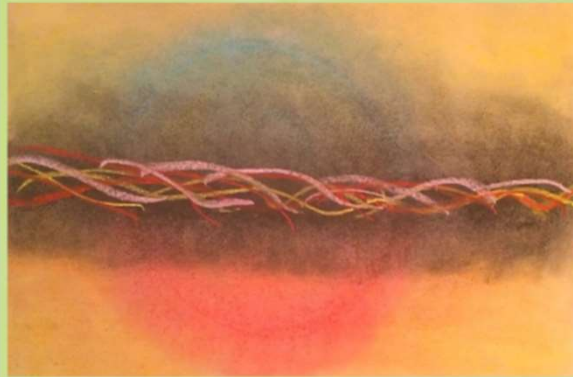
# Evaluation – DDS

## Diagnosis Drawing Series

"Draw a picture of a tree."



"Make a picture of how you are feeling using lines, shapes, and colors."



"Make a Picture using these materials."



Source: <https://prezi.com/lybz8c8unbvn/the-diagnostic-drawing-series-an-art-therapy-assessment>

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Elıstat**



# Evaluation – PPAT

## Person picking an apple from a tree Assessment (1)

**What is it?** Created by Lowenfeld (1930s), used as a **standardized formal assessment** technique by Gantt & Tabone (1987). It focuses on the **objective form** of the drawing rather than in the subjective content. An emphasis on **how** people draw rather than on **what** they draw.

**What material?** White paper size 12x16, 12 markers (black, brown, orange, yellow, red, hot pink, magenta, purple, turquoise, dark blue, green and dark green).

**How to use it?** The instructions are simple, the person should « draw a person picking up an apple from a tree ». Give the person as much time as needed.

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Edistat**



# Evaluation – PPAT

## Person picking an apple from a tree Assessment (2)

**What is assessed?** This was used in psychiatric hospitals. Gantt & Tabone gathered together drawings with « graphic equivalent of symptoms ». There were patients diagnosed with major depression, schizophrenia, bipolar disorder (manic phase).

**Conclusions:** People who are depressed often use less colour, not many details and do not use much space in the paper. People with schizophrenia use less colour or inappropriate colours, few details, unrealistic, erratic quality.

**To be noted:** Assess the artwork once it is finished. Observations and interviews are not necessary.

**Source:** <https://prezi.com/grxsvetqstyo/ppat-assessment/>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Élistat*



# Evaluation – PPAT

## Person picking an apple from a tree Assessment

Gantt & Tinnin, 2007 <http://www.sciencedirect.com/science/article/pii/S019745560600092X>



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Élistat





# Evaluation – FEATS

## Formal Elements Art Therapy Scale (1)

**What is it?** Used as a **standardized formal assessment** technique by Gantt & Tabone (1998). It starts from the image from the PPAT (see previous slide). The FEATS assessment provides a detailed manual and detailed pictures illustrating the scale. The population tested is categorized and the manual is well explained. Nevertheless, this assessment needs more empirical research, especially with children.

Source: <https://www.tandfonline.com/doi/pdf/10.1080/07421656.2009.10129372> and <http://sara-crafton.blogspot.com/2008/10/formal-elements-art-therapy-scale.html>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Élistat*



# Evaluation – FEATS

## Formal Elements Art Therapy Scale (2)

### The 14 elements of the scale:

- (1) Prominence of color (2) Color fit (3) Applied energy focus (4) Space used
- (5) Integration: Do the objects fit together and relate to one another?
- (6) Logic: Does the picture make sense?
- (7) Realism: Is the picture realistic? (8) Problem-solving: How does the person get the apples?
- (9) Normal graphic development (10) Details (11) Line quality (12) Person
- (13) Rotation and base line locations: Are any figures existing on a rotated plane?
- (14) Perseveration: Does the person continue adding details beyond what is typically expected?

Source: <https://www.tandfonline.com/doi/pdf/10.1080/07421656.2009.10129372> and <http://sara-crafton.blogspot.com/2008/10/formal-elements-art-therapy-scale.html>

Co-funded by the  
Erasmus+ Programme  
of the European Union



*Élistat*

