

Outcomes & Applications

There are a number of important educational and social development benefits that are advanced through the use of Art Therapy.



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ACADEMIC PERFORMANCE ENHANCEMENT

Nine schools were included in this study to obtain measurable observable terms and to identify the: problematic behavioral presentations observed in inner city schools; overall effect of school resources on target behaviors; and, changes promoted by art and music therapy intervention. Tepper, B. & Silva, R. (2010).

The use of art therapy to improve academic performance. Pleasant-Metcalf, A. & Rosal, M. (1997).

A 12-year-old whose academic performance decreased after parents divorced received art therapy treatment, which focused on problem solving and self-concept. Pleasant-Metcalf, A. & Rosal, M. (1997).

COGNITION / REMOVE BARRIERS TO LEARNING

Three elementary students having experienced personal trauma reap the benefits of art therapy which helped them re-energize, relaxed sense of sadness, and developed or re-developed a sense of empowerment and hopefulness. Kaufman, B. (2010).

Study of 34 primary school children to investigate the use of three art-based instruments using imagery that measure children's cognitive development. Hagood, M. (2002).

Correlational study of art-based measures of cognitive development: clinical and research implications for art therapists working with children. American Art Therapy Association.

RETENTION / ATTENDANCE IMPROVEMENT

Art therapy services implemented for students in a ninth-grade English classroom of an urban high school were successful in reducing drop-out rates, decreasing school failure, and improving students' attitudes about school, family, and self. Rosal, M., McCulloch-Vislisset, S., & Neese, S. (1997).

GIFTED STUDENTS PROGRAM

Do gifted students have greater depression levels in contrast to non-gifted students? Clarissa Nieves, Lisa Buckingham Mentors: Michael M. Barsnack, Sabato D. Sagaria. According to Mueller (2009) "gifted children that are exposed to bullying, and their extreme sensitivity have led them to aggressiveness, extreme depression and social isolation." Gifted students function at higher cognition levels than non-gifted students, but may require greater attention to their emotional needs because of barriers they encounter with depression (Neihart, 1999). "Distance Training in Gifted/Talented Education: Description of a Collaborative Working Mode," Rural Special Education Quarterly (1996); "Enhancing Emotional Development Through Art and Imagery With Gifted Students" (1993), Dr. Heidi Van Ert.

SOCIALIZATION IMPROVEMENT

Art therapy programs meet a variety of student needs, allowing students the opportunity to address emotional and social needs. Bush, J. (1997).

Pregnant adolescent females from economically and socially disadvantaged environments participated in a comprehensive program enhanced by art therapy. Stiles, G. & Mermer-Welly, M. (1998).

Group art therapy intervention within a school setting to increase coping skills and decrease disruptive behaviors in a group of 6 eighth-grade students at risk for making a poor transition to high school. Spier, E. (2010).

POSITIVE INTERACTION AS ALTERNATIVE TO BULLYING

Group of teens engaged in expressive mask making to address the age appropriate developmental tasks of identity formation and improve self-concept. Brumleve, E. (2010).

A cooperative classroom art therapy intervention in a public elementary school that provided conflict resolution education, social learning, and group cohesion among sixth-grade students. Gibbons, K. (2010).

SPECIAL NEEDS STUDENTS PROGRAM

Art therapy treatment implemented with two boys who had similar classroom behavior disorders. Rosal, M. (1993).

Single-case study investigated the effectiveness of art therapy with a five year-old male with sensory integration difficulties. Kearns, D. (2004).

Art therapy study of two boys opens the door to children participating in tangible ways in the screening and evaluation of their own AD/HD drug trials. Munley, M. (2002).

