

# **ART-BASED PROGRAM FOR SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN**

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# INTRODUCTION

- art-based techniques and art therapy in classroom setting:
  - ✓ shape **intellectual and emotional development**
  - ✓ evoke **emotional responses**
  - ✓ affect **interpersonal relationships**

# CURRENT RESEARCH

- a wide spectrum of clients:
  - children and young adults, single gender or mixed
  - from one case to whole class studies
- a wide spectrum of issues:
  - academic performance
  - attitudes toward school and self
  - emotional understanding and anger management
  - self growth

# GOALS

- improve **communication, cooperation, emotion management and understanding, and identity enforcement**
- competencies chosen after evaluation of CES (by Trickett & Moos) and B-3 (by Braun) tests



# METHODS – ART-BASED TECHNIQUES

- art-based techniques develop and influence:
- work with children from difficult **family** background
- **acceptance and integration**
- **communication** styles
- **cooperation, understanding, self-esteem**
- improve **mood** and reduce anxiety

# METHODS - CES

- how children evaluate teaching methods, teacher personality and classroom environment
- children saw their class:
  - **high in competition and in teacher control**
  - **low in teacher support**

# METHODS – B-3

- classroom atmosphere, relationships and characteristics children attribute to each other
- **absence of trust, safety, friendship, cooperation, and tolerance**
- the group quality - very low
- 19 children 'lonesome', 'rude', 'unreliable', 'unfair', or 'ungrateful'
- 7 children received positive characteristics

# RESPONDENTS

- 25 children aged 11-12 years:
  - 16 children brought up by their grandparents
  - 6 children diagnosed with ADHD/ADD
  - 4 children diagnosed with dyslexia
  - negative relationship towards their teacher
  - 16 children had no friends in the class
  - inability to cooperate
  - boys and girls unable to talk to each other



# PROGRAM OUTLINE

- **8 week-long program** for social and emotional development
- once a week for 45 minutes
- skills in communication, cooperation, manifestation and recognition of emotions and identity enforcement

# THE TECHNIQUES

- group imaginations
- drawing a tree
- drawing classmates enchanted into animals
- expressing emotions with musical instruments
- drawing images with a finger on each other's back
- drawing a group island
- drawing and performing own fairytales
- making an advertisement on one's own personality
- collages on themes like 'safety', 'trust' or 'tolerance'
- box of miseries

# THE LESSONS

- a short ice-breaker activity → main program  
→ discussion
- **a combination of art, music and drama**
- dealing with the label „*problematic children*“

# RESULTS

- **B-3:**
  - ✓ levels improved from 4 to 3 for safety and tolerance and from 4 to 2 for other factors (at a 5 point scale)
  - ✓ overall quality of group changed from 5 to 3
  - ✓ 5 children labelled as 'lonesome'
  - ✓ 17 children received positive characteristics in peer rating

# RESULTS

- **CES:**
  - ✓ significantly lower level of teacher control and higher level of teacher support ( $p < .05$ )



# ADVERTISEMENT ON MYSELF

# CONCLUSIONS & FUTURE DIRECTIONS

- **measurable changes** in followed competencies and class atmosphere
- **voluntary classes** for children
- promoting healthy **school atmosphere**
- **promoting school psychology** in the Czech Republic

# THANK YOU FOR YOUR ATTENTION!



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