

Pedagogical psychological aspects of expressive therapies in individuals with special educational needs

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Reviewed by Katarína Majzlanová

Expressive Therapy is a very current topic. It includes an educational, diagnostic, therapeutic-reeducational and corrective-developmental element.

From the positive effects of expressive therapies, it is essential to highlight the individual's ability to express their feelings, moods, states through art forms and support their development in changing experiences and actions to increase their quality of life.

The authors of the publication aim to point out the possibilities of applying expressive therapies to selected groups of individuals with special educational needs based on their research.

The introductory part of the monograph explains the basic concepts of expressive therapeutic approaches – Art Therapy, Music Therapy, Drama Therapy (includes both disciplines drama/theatre), Dance Therapy, Play Therapy, Bibliotherapy, Fairytale Therapy and Poetry Therapy.

The next chapter describes the professional scientific disciplines – pedagogy, psychology, psychotherapy and art as inseparable components in the client approach.

The chapters Expressive therapies in Slovakia and Expressive therapies in the Czech Republic give a specific picture of their origin and development in these countries, which can also be more widely differentiated from the so-called developmental aspects. In the next chapter, the authors describe Art Therapy from a broader perspective in terms of its application with other art forms when working with the client (see the above-mentioned expressive therapies) and also when working with the client focusing exclusively on the application of art activities. In both approaches, it is a process of creation and subsequent interpretation of its course.

The chapter Art Therapy in the international context provides information on the application of art therapy in the United States and Europe in various facilities, institutions, educational opportunities, focus, goals, and approaches.

Within the topic Diagnostics in art therapy, the authors focused on the importance of a considered approach in the interpretation of its results in the interest of client protection and safety. We can agree that the perfection of the client's artistic activities is not evaluated, but instead how the client benefits from the given approach, how they felt during the art creation, what was pleasant and what was not and so on.

The chapter Directions in Art Therapy provides much information about the possibilities of art therapeutic approaches focusing on the client in terms of psychoanalysis, holistic understanding of the art therapeutic process, cognitive-behavioural aspect. It can be agreed that "an integratively oriented art therapist, in order to be able to apply the relevant parts of the theory to the client's problems, should have a perfect overview of all the theories mentioned."

Methods in Art Therapy contain a description of activities according to the experienced author S. Šicková – Fabrici, explaining specific approaches and the possibility of their application when working with the client.

One of the other main chapters is Art Therapy in Practice in the Czech Republic, which provides information on treatment options in the medical, social and pedagogical spheres. In this part of the paper, the so-called "inducing" techniques are supposed to arouse the client's sense of confidence, security, state of relaxation, remove the fear of artistic expression, and calm strong emotions.

The next part of the paper presents possible problems, techniques and approaches focused on working with clients with special educational needs, specifically for clients with hearing impairment, visual impairment, impaired communication skills, mental, physical, combined disabilities and educational problems.

As part of a practical demonstration using art therapy when working with a client with special needs, a restructuring method was chosen – called a picture, suitable for individuals with behavioural disorders with the possibility of various variations of its application.

In the next part – Research possibilities – description of the implementation of research methods in art therapy is supplemented by pictures. The approaches and findings also describe Work at the Clay Field Method, which provided information on traumatic experiences and "self-healing" resources in expressive therapies. The therapeutic process using the method "Work at the clay field" with a client with developmental trauma is described in a case study (20 meetings).

The chapters Play as a therapeutic tool in special education and Play Therapy contain a description of the meaning of play activity, the theory of child-centred games, types, application and description of techniques – Sandtray/Sandplay, Metaphors and Stories of Expressive Arts, drama in play therapy and board games in play therapy.

Metaphors and stories are used to discover, change, create and model concepts for a complex change in behaviour and strengthen relationships between parents and children. Within them, various theories apply, e.g. Cognitive-behavioral, Rogerian, Jungian, Adlerian and others. Identification with a story and metaphor can be suitable for clients with emotional problems to realize their behaviour and existence. In this part of the paper, there are several interesting topics and information about the possibilities of approaches in prevention and treatment. This part's end is a description of a case study from a therapeutic meeting conducted in 2018. It was a 13-year-old boy diagnosed with cerebral palsy. The case report contains a description of meetings with recommendations in practice and a description of non-directive play in a hospital environment. In Bibliodrama, where the book is the mediator of information, it provides a deeper understanding of the text through experience. The Bibliodrama finds a relatively wide application in the possibility to focus on the text, which is also the Pastoral Bibliodrama, Hagiodrama and Mimesis. A specific method of Bibliodrama is the work with biblical characters, having a conversation, creating scenes, and so on.

This paper presents a comprehensive case study with the application of biblical characters in the story with students with a detailed description of the course and results of the creative process during the meetings.

A relatively comprehensive part of the paper is The Creative Writing Method for people with multiple disabilities in the intervention program, which aims to develop and strengthen the person's communication skills, where the choice of activities is a crucial multisensory approach.

Research on "Me and my family", which aims to develop vocabulary, is focused on composing sentences from pre-selected words, developing creativity and increasing the level of communication abilities for the client. Instances of games with a detailed breakdown of their content, techniques and approaches and the client's reflection are inspiring.

It turns out that creative writing with many different variations and approaches has significant importance for clients with multiple disabilities in developing communication skills and overall development (literary comprehension, vocabulary development, communication skills).

Conclusion

The monograph represents comprehensive professional material in the application of expressive therapies in people with specific educational needs. It provides several ideas for working with children, youth and adults, answers many questions when searching for new opportunities and approaches with these clients.

In addition to the therapeutic focus – counselling and diagnostic centres can be used as an occasional element of expressive therapies to enrich the learning material in schools and meetings within extracurricular activities. The findings in the

publication are clear and easily applicable, based on a detailed description of the course of expressive activities and experiences from working with the client within the research.

Doc. PaedDr. Katarína Majzlanová, Ph.D.
Department of Medical Pedagogy
Comenius University
Bratislava
Slovak Republic