

INTEGRATION OF ART THERAPY AND ART EDUCATION

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ABSTRACT

Sarah Niemi: Integration of Art Therapy and Art Education

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This final paper was written to point out the beneficial attributes of art therapy and art education integration into the k-12 educational system providing constructive student development. Currently, art education has been slowly removed from school curriculum due to mostly budget cuts and the inability to prove its importance, as necessary, through standardized testing. Art therapy however, has seen an increase of notability in today's world. By combining the techniques used in art therapy with the structure found in art rooms, students will be provided an outlet as they go through developmental stages that can be confusing, scary, difficult, etc. Results configured by a survey built to gain the perspective of the public opinion debating the integration of art therapy in art education classes, proves that the integration would be valuable for student development. Conclusively, this thesis paper promotes the benefits of the integration of art therapy and art education in the k-12 education system.

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INTRODUCTION:

Does Art Therapy benefit the population when integrated into Art Education?

Art Therapy has been a new and upcoming form of psychotherapy in today's society. It encourages individuals to search for self-expression through painting, drawing, modeling, etc. Unfortunately, as art therapy slowly gains acknowledgement, art education is quickly being removed from schools. There is an ongoing discussion regarding the importance of art education, especially in the developing stages of childhood. Some argue that art is not a core class like math, science, history and other courses where the student's knowledge is tested with standardized tests. Others argue that art education has the potential to teach many children the broader aspects of those core classes. When it comes to the debate of whether art education is important or not, research and reviews of literature have only been able to show the benefits of art education. Art allows students to think critically and show self-expression; something that today's minds are lacking. Unfortunately, art has always been on the chopping block when it comes to budgeting and standardized testing. Even though art cannot necessarily show substantial statistics through test scores, research has shown the psychological benefits of having a creative outlet. By integrating art therapy techniques into art education classes, the importance of art in a child's developing years will prove art education should be offered in schools, ranging from kindergarten to high school.

CHAPTER 1: WHAT IS ART THERAPY?

According to the American Art Therapy Association (AATA), “art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship.” Art therapy is found in the field of psychotherapy where the psychoanalytic approach is one of the earliest forms of art psychotherapy. The method of psychoanalysis is one that allows the patient to express him/herself as freely as possible. The therapist and patient work together toward understanding the patient’s internalized conflicts. (Rubin, 2001) Current art therapy includes affective approaches such as: cognitive, person-centered, behavior, narrative, Gestalt, Adlerian, and family.

Art therapy is a nonverbal therapy constructed from thoughts and feelings. Like other forms of psychotherapy and counseling, art therapy and its’ creative process has been known to help individuals gain self-understanding, boost personal growth, guide emotional amends, self-heal, and enhance life. Art therapy supports the idea that the therapeutic process is more important than the final product allowing everyone the ability to express themselves creatively. (American Art Therapy Association, 2017)

Art therapy has been placed in a variety of populations consisting of children, adults, families, and groups and can be found in hospitals, personal business, community outreach programs, jails, schools, etc. Art therapy is a flexible tool that can help individuals of all ages create meaning and achieve insight, find relief from overwhelming emotions, trauma, resolve problems, enrich daily life, and achieve an increased sense of well-being. (Malchiodi, 2003)

Background of Art Therapy:

The two pioneers of art therapy are Margaret Naumberg and Edith Kramer. Naumberg, known as the “mother of art therapy,” was an American psychologist, educator, artist, author, and one of the first to develop theories in concerns to art therapy. She began her work during the Freudian era of “ID psychology.” During this era, “making the unconscious conscious” was the main therapeutic goal. Naumberg primarily based her theories on Freudian’s understandings, but also understood Jung’s notions about universal symbolism. (Rubin, 2001) In 1914, she developed Walden, a school based on psychoanalytical philosophies emphasizing on art. Her approach to education at Walden was to teach the ability to express conscious imagery using art expression. As a scholar however, she was well-informed about a school’s thought on symbolism. She was doubtful about naïve approaches to decode symbolic meanings; therefore, Naumberg insisted that the only valid meaning of anyone’s art came from the individual themselves. (Rubin, 2001)

Edith Kramer on the other hand, an Austrian social realist painter, focused on the “implications for art therapy of psychoanalytic ego psychology, with particular attention to sublimation and symbolization.” (Rubin, 2001) For the most part, Kramer adapted Freud’s notions from his personality theory to explain the art therapy process. Her “art as therapy” approach is based off the basic therapy in the art-making process and the role sublimation plays. Kramer’s work in therapeutic schools allows for more direct application of her ideas to an educational setting. (Vick, 2003)

These two pioneers followed psychologists Carl Jung and Sigmund Freud. Freud was the first to use the term “psychoanalysis” in 1896. His earliest model of the mind was known as the “topographic” theory. With this theory, Freud claimed that individuals have layers of

consciousness. The deepest and most inaccessible is known as the unconscious, the accessible but not in awareness is the preconscious, and lastly, “on one’s mind,” the conscious. Freud soon added the belief of a “tripartite” part of the mind, with the “ID” as the source to our prohibited thoughts. These impulses instinctual drive, constantly strive for satisfaction and are released in a masked form to get past our brains censor. The “Ego” finds a way to satisfy those thoughts without offending socially acceptable actions and/or the individual’s morals. This theory helped Freud explain psychological symptoms such as slips of the tongue and dreams. Most analysts agree that the only valid way to understand the hidden meaning of these psychological symptoms, are for the individuals to associate with them for themselves. (Rubin, 2001)

Psychologist, Carl Jung, focused on the idea of using inner sources of imagery in therapy. Throughout his life – particularly at times of personal crisis – Jung drew, painted, and sculpted representations of his inner experiences; no other psychologist attended to his own inner life through imagery in this way. Realizing the psychological value with images from the unconscious, Jung began to encourage patients to make visual representations of their dreams or fantasies. (Rubin, 2001)

In conclusion, Freud led the way in giving recognition and importance to the use of imagery, especially in dreams and treating the unconscious factor in a picture as a puzzle to be solved and explained; Whereas Jung attempted to relate to the unconscious image as an object from a number of perspectives. (Rubin, 2001) Naumberg and Kramer pushed these two psychologist’s ideas even further into theories that are used in many art therapists’ practices.

CHAPTER 2: THE IMPORTANCE OF ART THERAPY

Hospitals have long served, as facilitators, for the field of art therapy. Medical models such as diagnosis, disease, and treatment have had a strong influence on the development of psychotherapy, including art therapy. While psychiatry has always been a medical specialty, art therapists have worked with patients being treated for everything ranging from cancer and AIDS, to chemical dependency and trauma, along with other medical and rehabilitation needs. This shows that the understanding between biochemistry, mental status, and creativity continues to progress; suggesting that art therapy will continue to play a role in discovering the connection between body and mind. (Vick, 2003)

There is a dynamic in art therapy that is not often discussed; the experience of a patient's interaction with a medium and the images produced. Making a mark on paper, or twisting clay into its first shape, begins as an entirely private matter. This step is often filled with doubt and anxiety simply because that person is taking the first step. For the non-artist, the fear of image-making is a daring task and therefore the skill of the art therapist is often looked to for reassurance. When the decision to enter into a relationship with the medium is taken, the following steps can still be filled with doubt. The correspondence between what is experienced inside and what is expressed outside rarely feels perfect, even to a mature artist. For a patient, the connection between inner and outer reality may be absent, which can lead to withdrawal from the art activity. As the image-making process comes to completion, the dialogue that was originally entirely within the image changes into a different perspective. The image can now be seen as a separate object that allows the maker to look, step back, and move across the room. (Rubin,

2001) Once the patient is ready to discuss their work, the art therapist creates a dialogue between the patient and the patient's work.

In conclusion, the therapeutic relationship is both simplified and complicated by the artwork. It is simplified because it does not have to depend solely on confrontation. Instead, the relationship takes place through the artwork as a buffer. In the triangular situation, the artwork mediates between patient and therapist. Even when resistances are high and the patient produces nothing, the art therapist remains a representative of symbolic communication through art.

(Rubin, 2001) With the help of art therapy the patient will be able to pull their issue out from the unconscious and make it a valid conscious thought.

The Art, Brain, and Science:

Because it is a relatively new field, there is still a debate on how to define art therapy. Some therapists see it as a tool that assists individuals in expressing their thoughts, feelings, beliefs, problems, and world views. In that case, art therapy would be considered as an aide to psychotherapy, simplifying the process through both image-making and verbal conversation with the therapist. Other therapists see art itself as the therapy. In that case, art therapy would be the creative process in art making; drawing, painting, sculpting, etc. The creative process is what enhances life and ultimately holds therapeutic value. In actuality, both facets contribute to art therapy's effectiveness as a form of treatment and most art therapists subscribe to both definitions in their work. (Vick, 2003)

In the past, art therapy struggled to associate itself with science and has favored a more art-based stance in its philosophy and practice. However, recent scientific findings about how images influence emotion, thoughts, well-being, and how the brain and body react to the experiences of drawing, painting, or other art activities are clarifying why art therapy may be

effective with a variety of populations. As science learns more about the connection between emotions and health, stress and disease, and the brain and immune system, art therapy is discovering new frontiers for the use of imagery and art expression in treatment. How the brain functions and how it influences emotions, cognition, and behavior are important in the treatment of most problems people bring to therapy, including mood disorders, posttraumatic stress, addictions, and physical illness. (Vick, 2003)

Until recently, researchers have only been able to speculate about how guided imagery works and how close it pertains to art therapy. Neuroscience is rapidly increasing the understanding of mental imagery, image formation, and the regions of the brain involved in image creation. For example, research shows that our bodies respond to mental images as if they are reality. The increasing understanding of the brain's hemisphere and their interactions has also contributed to the understanding of mental images and art making. In the past, it was believed that the right and left brain generally had two different functions; the right brain was the center of creativity, while the left brain is home to logical thought and language. Art therapy's value is its ability to tap into the right brain's creativity, while at the same time the left-brain hemisphere works to find a way to speak logically for the art created by the right brain's consciousness. (Vick, 2003)

CHAPTER 3: WHAT IS ART EDUCATION?

Art education is based on the learning of the performing arts and visual arts. The performance arts include dance, music, and theater; while the visual arts include drawing, painting, sculpture, jewelry, pottery, and weaving. These arts provide an outlet for human curiosity, inclination towards self-expression, responsiveness to feedback, desire for self-determination, and for feelings of competence.

Education is about normal incentives such as; college career, attention from family for good grades, rewards that are meaningful, enjoyment of completion, potential shame in failing grades. If students don't find meaningfulness and a method of instruction that is responsive to their growing edge, the "turn off and tune out" dwells in the student's mind resulting in dropping out of school or acquisition of behavioral problems. Art education is a curriculum that provides the connection that students need in order to strive and connect; to succeed. When students experience vital curriculum and see real purpose in school, it can help them break away from the feelings of hopelessness and change those feelings into purposefulness. (Stankiewicz, 2001)

Not only does art education provide ways to connect the curriculum to the students' lives, it can also support their stages in development. For example, children first learn to develop from parenting skills. The parenting skills can be nuclear or extended, single parenting, or divorced/separation – but the child is still learning to develop from parenting scenarios. After that, children develop based off of their home lifestyles; healthy living environment or alcohol/drug abuse, only child, siblings, or multiple families. Lastly, they develop characteristics from their school; bullying, friends, grades, and through teachers. In the schools, the student is assigned to multiple teachers, especially as they go through higher grade levels. This may lead to

students' self-esteem to fall due to dealing with new situations and rules without consistency. (Gardner, 2013)

Art Educators help students develop strategies that can help them understand the world they live in by teaching them to see situations in multiple perspectives rather than one, allowing the students to act on their worlds; career, culture, and self-curiosity. By connecting the student to career exploration, the students can dive into the deepest sort of self-determination and devise a future for them self. Allowing the students to also learn about their culture and others, creates possible projects that can ultimately renew communities in a positive way. Art teachers have been successful with encompassing projects that allows students to learn while seeing the wholeness of a project through to its end. (Walker, 2001)

One thing that art education provides that other core classes often don't, is choice; the value of sparking one's curiosity. By giving the students a choice, students will be motivated through natural curiosity and self-determination. By giving them a choice, art teachers are also allowing the students to connect to the project through relevance of their own life. When students find connection to a topic that applies to their lives, they become self-directed and determined. In art education, inquiry is often floating in the room and based on the inherent 'question-asking' that happens in all humans. Art provides discussion as part of the process for students. Attempting to orient curriculum and instruction so that students have the opportunity to answer their own real questions seems validated in and of itself. (Walker, 2001)

Not only does the art curriculum hold value, but the art teacher's role is highly important as well. The role of the Art Teacher is to support and reconnect student interests and give responsiveness to feedback from peers, elders, and other audiences. The Art teacher's acceptance and belief in each student is what makes the student's success applicable. Also, the ability to help

students believe in themselves by finding subjects they succeed in isn't always available in other classes, but easier to assimilate into the art curriculum. Art teachers can do all this by establishing a safe environment so that students can recognize the classroom as a safe place and thus, drop defensive strategies, allowing them to freely express themselves. Art also provides a collaborative environment where students can build confidence in groups where students receive and obtain reassurance from their peers. Lastly, art educators become role-models that show instead of tell through self-expression with writing, visual art-making, and discussions. (Stankiewicz, 2001)

In conclusion, caring is essential for a child's stages of development and art education provides that necessity. The relationship between student and teacher is more essential than what subject is being taught. In the art room setting, students learn where they are at and where they want/need to be. Art teachers have the ability to encourage and motivate them to be self-determined, help find reason in the world they live in, and connect them to the right role models. Art education provides a way where students can declare their own learning goals and evaluate their own progress. (Stiggins, Chappuis, 2012)

Background of Art Education:

According to Davis in *History of Art Education*, art education has been around for centuries. Starting with the Greeks, whom valued their art as an important part of culture, rather than a major component in the education system. Greek artists had to be trained in family workshops through an apprentice system. During the Classical era, a large-scale investment system flourished and by the Hellenistic times collecting art was an established practice. Drawing classes started to become a major component in education until the Romans decided that art was a less important topic. (Davis, 2005)

During the Middle Ages the production of art was centered upon the Gospel where art was mostly created by monks and nuns. The development during this time was in monastery workshops, craft guilds, apprenticeships, and workshop papers which offered some of the earliest methods of art education found in today's western world. The Renaissance marks a major turning point in the history of art education where the conceptions about fine arts versus crafts were first uprooted. The artist was viewed as a genius; causing a significant change in the structure of art education. Students were taught to value the beauty in all forms of art; poetry, drama, and music and aesthetics. (Davis, 2005)

However, by the seventeenth century, science began to take on a higher importance than the arts and art education. During the first 200 years of art education in America, girls were primarily taught in the decorative art courses and boys were taught in drawing and architecture courses. Apprenticeships continued to play an important role in trade and most art education for practical purposes. Artists such as painters and sculptors had to travel abroad for their education until the 19th century when art academics in America were developed slowly back into education. During the twenty-year span from 1850-1870, two different approaches emerged; the rigidity and practical learning versus the creative expression through sensory learning. Both methods became the foundation for practices and theories in the years to come. (Davis, 2005)

Before World War I, education was focused on the development of industry due to the United States being the largest manufacturing nation in the world. As the war ended, the U.S. is the dominant power until the stock market crash of 1929. The nation turns from patriotism and production towards building a better society. Beginning with the Great Depression and ending with WWII, the era from 1931-1950 holds change for the United States, which is reflected in the educational system. Art education plays a major role in the Progressive Education Movement at

the same time Americans became immersed in democracy and the foundation of Creative Self Expression; dominating instructional methods. Leaders in art education are able to take advantage of the Progressive Education Movement, giving the arts a place within education. Many of the individuals who impacted art education during this era generated research that is still debated and discussed today. (Davis, 2005)

Art education in the 1950s was greatly influenced by Sputnik, which pushed the curriculum enveloped in math and science. However, this time creative self-expression was viewed as a way to increase creative thinking skills in math and the sciences. Davis implies that the social events such as color television, McCarthy's Communist witch hunt, Brown vs. Board of Education, and the appearance of Elvis Presley on television impacted the arts in education, finding itself in one of its most dynamic time periods. Research in art education increases dramatically and dozens of conferences and seminars are held regarding the development of art education. (Davis, 2005)

Between 1970-1990, public concerns fluctuated social issues such as the U.S. involvement in the Vietnam War, political controversy on the Watergate incident, concerns with America's world economic markets, civil rights, the environment, and rapid advancements in science and technology. These concerns became the push for much of the educational debate, resulting in movements to reform and improve the schools in America. (Davis, 2005)

Art education in America engages in cycles of the same ideas but a new twist or title change each time around. Creative self-expression, reconstructionist theory, and disciplined based art education have all played a major role in the field of art education over the past years. Efland (1990) states, "the conflict in art education has been between those intent upon teaching the content of art and those seeing it as self-expression" (p. 263). How educators teach art has

become increasingly important and widely debated. The twenty-first century may resolve this long conflict by introducing art education theories and practices that meld together both content and self-expression. Art education K-12 could evolve into a comprehensive pedagogy that reaches across disciplines to help educate the whole child.

CHPATER 4: THE IMPORTANCE OF ART EDUCATION

There is a debate between people regarding the importance of art in the educational field. Some argue that art is not a core class such as math, science, history and other courses where standardized testing is used to prove learning outcomes. However, art education has the potential to teach many children broader aspects in life than the core classes. When it comes to the debate of whether art education is important or not, the research and reviews of literature have only been able to show the benefits of art education. There is a need to teach students art; especially in their developing years.

Upon completion of “Are the Arts Important in Education” by Pam Stephens, the statistics prove that art education is beneficial to early childhood development. Looking at the “At Risk Students” section of the article, children in Texas whom were considered at-risk for passing the state mandated comprehensive fifth grade exam, passed after their teacher incorporated art education into their curriculum before the exam. By teaching the students art, they were better able to understand the difference between fact and opinion. Additionally, the students were better able to grasp the main idea of literature. Examining art or studying art history involves a deeper thinking by many students and allows them to solve more complex problems. Studying art also teaches students about other cultures so they don’t become ethnocentric or that only one culture is superior. In the article there was a strong correlation between high school students who participated in art having higher math and reading scores on their SAT versus those students who did not participate in the arts. (Stephens, 2013) Thus, proving that art education has a strong link to the idea of critical thinking and being able to solve complex tasks.

In looking at studies that have been done, we can see that art gives children confidence and changes their relationship with the world around them. One project, carried out by Binder and Kotsiopoulos in 2013, resulted in the children moving from a singular mentality to a group mentality. Students gained confidence to share information about themselves; giving each student a voice and a better group relationship. For this project, every student worked on an individual project of a quilt square about themselves that was later added to a large group quilt. This led the students to have deeper interactions with each other over the course of the project. This is important because collaborative projects like this could be used in schools to teach the value of each student as a whole and combat bullying, among other things. While making their individual squares, the students were instructed to show why they were important. The sharing of personal information results in giving each student a sense of value and importance. The confidence to speak can be gained by the positive reactions from teachers and other students to the individual's project. A platform is created for the students to speak when they share or open up about themselves to the class. Especially if they are shy or overpowered by more confident or energetic students. Students who are normally quiet in class are given a voice by having a chance and a reason to speak. The overall result of art projects like this, and of art programs in general, is that students gain better relationships with each other and their teachers through the art process.

(Binder, Kotsiopoulos, 2013)

According to Eisner's "10 Lessons the Arts Teach", the arts help children learn good judgements about relationships because in the arts, judgement is more important than rules. The arts give children a chance to think differently. As stated in the Binder and Kotsiopoulos article, when a teacher and their students better understand each other, there can be a better developed

sense of mutual respect and collective thought. Art has the ability to change the environment for each individual. (Eisner, 2002)

Art is an important medium for children to be able to express their emotions, as they may not have developed the articulation skills necessary to express themselves in words. Art also provides a means to see a task through from beginning to end. As Howard Gardner's research shows in his book "Art Education and Human Development", very few guidelines or rules exist for what a child is to create in art class. Nowhere will there be the "ideal" example or that "right" answer that they will find in other classes. Rather, students are able to take a blank canvas and paint their feelings and emotions. They can attempt to draw a picture, or they can scribble the whole page. While children are painting or drawing they may begin to understand their feelings that are being represented by what they are painting. The simplest explanation is that students are unable to be wrong when creating art. The teacher may ask them what they are creating and why. A student can respond with whatever they may be feeling and they will be honest, because they are aware that there is no wrong answer. (Gardner, 2013)

When reviewing "The Four Pillars of Early Childhood Education" by Anna Kindler it becomes obvious that students are highly invested in the projects they are creating in their art classes. One girl spoke about the difficulties she had in building her sculpture to the correct scale. Another student spoke about the remarks that other students gave her on her work that allowed her to improve her project even further. These students are all learning the value of creating something with their own two hands in which they can express themselves with no judgement. (Kindler, 2013)

By providing art education through K-12 education, students will obtain more confidence and respect for themselves and their classmates. According to the Change for Kids program,

surveys show that students can express themselves and their talents better with art education than if they didn't have art education in their lives. Along with an increase in confidence, results from the Change for Kids foundation also shows a student's leadership values grows stronger. One way that art helps to gain confidence, according to Eisner, is by helping them express things that the children didn't know how to say. By gaining the ability to express their emotions the children are able to become more confident and speak for themselves. (Smith C., 2013)

In a 2005 report by the Rand Corporation, resources show that Art Education "can connect people more deeply to the world and open them to new ways of seeing" (Smith F., 2013). In Edutopia, a foundation dedicated to improving the K-12 learning process that prepare students to thrive in their future education, careers, and adult lives wrote an article called, "Why Art Education is Crucial" and "Who's Doing it Best". Smith reports from the articles that art education actually increases awareness to solve problems and improves "math, reading, cognitive ability, critical thinking, verbal skills, motivation, concentration, confidence, and teamwork." The article proves that art education helps promote a positive outlook on the world, an open mind that is willing to problem solve issues in the community, and a boost in confidence. (Smith F., 2013)

As the research above presented, art is a very crucial element of education for students of all ages. Art can improve grades of other class's work, provide students with outlets to express themselves, teach students to see a project through, and boost confidence in students. With art programs being dismissed due to budget cuts, it is essential that people realize what they are taking away from children who are our future leaders. Art has been around since the beginning of time and taking away that creative outlet from our nation's youth will have huge negative implications. As for others thinking that art cannot be a core curriculum because it cannot be

tested with a standardized test, there are other ways to assess students' growth or knowledge such as; selected response, written response, journal prompts, skill assessment, performance assessment, portfolio assessment, and affective assessment. (Stiggins, Chappuis, 2012)

In conclusion, the assessments previously described play an important role in the students' full understanding of a subject. It is important for teachers to know the different types of assessments and the benefits of each one. The more work that the assessment leaves for the teachers to perform, the better outcome and understanding the students will obtain. Teachers should strive to challenge and push their students to recollect from their experience; not just remembering the information to pass the test and move on to the next test. In the end, all these different assessments that are available can be more beneficial than standardized testing for students. (Stiggins, Chappuis, 2012)

Overall Outlook:

When looking at art education as a whole, it is clear that the problems consist of art education being underfunded and under supported. An art class only occurs, on average, in elementary school once every eight days or in high school for only a quarter/semester. The core classes pushed on students provide no outlet for expressing emotions and art is being removed from the school curriculum because it cannot be tested with a standardized test. (Horne, 2010)

While looking at all the benefits that art education provides, such as helping students decipher the difference between fact and opinion, along with helping students understand the main context of literature, and the research proving a strong link to the idea of critical thinking, it is hard to fathom why the education systems would dismiss art as a course. After all, art creates self-growth, solving problem, community involvement, math, reading, cognitive ability, critical thinking, verbal skills, motivation, concentration, and teamwork. A few things that can change

the outcome of art education being completely removed from the schools is to support the arts with more funding, change the curriculum to have art more often, offer after school programs focused on art, and incorporate art into other main class coursework.

CHAPTER 5: THE BENEFITS OF INTEGRATING

Have you ever compared an Art Teacher's job to an Art Therapist's job? A teacher not only teaches the knowledge of art to children, they set the tone of their classrooms, build a warm environment, and mentor and nurture students. They also become role models and are constantly on the look for signs of trouble. Art Therapists are dedicated to helping individuals with their mental, physical, and emotional health by incorporating the art-making process into a counseled session. Both careers are created to help and guide individuals and push them to strive for personal growth. When comparing the details that both these jobs consist of, it is hard to deny how powerful they could be if integrated together.

For example, Art Teachers already have knowledge about basic psychology and the stages of human development including behaviorism. Behaviorism is a concept taught to all upcoming teachers. According to Funder, behaviorism is a type of learning; it is where your personality is simply the sum of everything you do. (Funder, 2013) Teachers often have to handle behaviorism on top of teaching the subject at hand. Behaviorism is essentially a behavioral approach to psychology that combines elements of philosophy, methodology, and theory. According to McLeod, behaviorism was the primary model in psychology between the 1920s and the 1950's. As teachers take into account behaviorism, they also have to have the understanding that behaviorism can be observable as well as also internal. Observable behavior can be objectively and scientifically measured while internal events, such as thinking should be explained through behavioral terms, or as Funder states, to "get inside the head." (Personality, pg. 522)

Personality is one of the most important things a person can know about themselves and take pride in. Through art activities, an individual can find them self and not be afraid to be them self or be different than the crowd. After all, being the same is boring. Change is what keeps us alive, according to Freud. The challenge with human development is the need to strive for more, causing individuals to lose track of what matters in life. Art allows us to push the pause button and be mindful and realize what really matters in life. Art can create small goals leading up to reaching bigger goals and examining what bridges need to be burned in order to move forward. Art often reflects the existential questions; what is life? Why am I here? Or better yet, who am I supposed to be? Who am I? When an individual is placed in a room with art, they have the chance to deeply ponder the answers to those existential questions. (Walker, 2001)

Through the guidance of a teacher or therapist, individuals should be able to realize what their personality traits are. According to Funder, personality traits are real and affect important life outcomes. (Personality, pg. 139) It is a goal for most teachers and therapists to allow individuals to know themselves well enough that they no longer have to put up a façade. In other words, “acting in a way that is contrary to your real personality takes effort and can be psychologically tiring.” (Personality, pg. 185) Teachers and therapists help and guide individuals to find themselves and be comfortable in their own skin. Looking back at this matter of knowing yourself, Funder states, first impressions are usually based on superficial stereotypes. In other words, your possible boss will meet you for the first time and their first impression of you will be based on their own stereotypical judgement. It is not until they begin to ask you questions that they really will be able to see the person you really are. (Personality, pg. 189)

In a reading done by Tom Horne, the superintendent of public instruction in Arizona stated, “We’re preparing kids for jobs, we’re preparing them to be citizens, and we’re teaching

them to be human beings who can enjoy the deeper forms of beauty. The third is as important as the other two” (18). Tom Horne implies that individuals need a higher frequency of art education in schools across the nation. The positive outcomes far exceed any negative outcomes related to art education in the schools, especially at younger ages. With the influence of art, guided by the trained teacher or therapist, knowing who you are and understanding yourself fully will allow you to have a better chance at finding and creating a job. The job that you create will not only be a successful one, but you will love doing that job because you interviewed as you and no one else. In means of you being you at this job, you don’t have to be someone you’re not while working 40 hours every week – which can become physically, emotionally, and mentally exhausting. “Looks may fade, but personality lasts forever.” –anonymous.

Aside from personality, we are human; we have a mind, and our own morals. Some things like the environment we grow up in, the family we grew up with, the community and friends we learned from, and more can persuade us to be the person that we are, but in the end, we are who we set ourselves out to be. We create our own morals that define our personality due often to life experiences. Funder could not put it in better terms, when stating that people’s biological aspects of personality that are inherited from their parents may determine their psychological starting point, but not their life outcome. Art can provide an appropriate outlet for those that are going through confusing or hard times during certain periods in their life, often seen in the developmental stages of students at all ages. (Gardner, 2013)

Everyone is unique and teaching the students to understand this can be possible through art therapy techniques. Funder states, “it is important to summarize cross-cultural differences between cultures because misunderstandings can lead to conflict...understanding how other peoples’ view reality can expand our understanding of the world.” (Personality, pg. 515)

Teachers must remember that “culture comes into play for two reasons. First individuals may differ from each other to some extent because they belong to different cultural groups...Second, members of same groups may differ from each other in distinctive ways.” (Personality, pg. 474) In art classes, teachers can teach students about different cultures respectfully, allowing students to be more successful in the outside world where cultures meet face to face every day.

Art in general allows individuals to creatively express themselves and unconsciously depict their problem(s) in a way that they may not have known how to describe verbally before. (Walker, 2001) By bringing art therapy techniques into the art education curriculum by using the creative process of art making students of all ages have the ability to improve and enhance the physical, mental, and emotional well-being. According to AATA, Art therapy has been known to help individuals with anxiety, depression, mental illness, substance abuse and other addictions, family and relationships, abuse and domestic violence, social/emotional difficulties, related to disability or illness, personal trauma, post-traumatic stress disorder and loss, physical, cognitive and neurological problems, and psychosocial difficulties related to medical illnesses. If art can provide guidance during the developmental stages, we may be able to prevent or decrease the number of people who are struggling with the above illnesses.

The idea of self-exploration that art allows can often lead a person to insightful conclusions about themselves. Self-exploration can be a hard outcome to reach if the students cannot get past the fear of failing, stigmas, allowing the teacher into their deepest corners, and standing up to their biggest enemy at time – themselves. With the professional guidance of the teacher using correct tools and techniques of art therapy, the outcome will be the progress in the students’ self-worth. (Walker, 2001)

States and nations are starting to realize the importance of self-value, self-worth, and how people can make the change to better themselves and their communities. Integrating art therapy into art education classes will allow students to view themselves in multiple perspectives; by allowing the students a variety of expressive techniques, the student will be able to see and hear their story from different viewpoints, yet their story is still being told by themselves. Therefore, they may be able to connect the dots in a way they didn't know was available before. The debate about the importance of art in the educational fields needs to come to an end and be reinforced instead. The students, our future leaders, are being robbed of an essential concept as they develop through their stages of life.

CHAPTER 6: SURVEY RESULTS

A survey designed in Typeform was distributed to secondary educators, art educators, art therapists, and the general public. The questions were laid out in a way in which participants had a chance to give their opinion and point of view on the importance of art therapy, art education, and if they believe it would be beneficial to integrate the two.

The results of the 39 people that completed the survey show that individuals are for integrating art therapy into art education. They are not only in favor of keeping art education in the schools and art therapy being a beneficial factor for our society but believe that integrating art therapy and education would be a tangible move to make for future leaders – the students.

Question one from the survey asked participants, on a scale of 0 – 10, 10 being highly important, how crucial they thought art education is for child development. The results gradually rose in percentage as the scale went up in importance. The results are as follows below in Fig. 1. The scales results visually show that the participants genuinely believe art education benefits the development of children.

On a scale of 0-10, how important do you think art education is for child development?

39 out of 39 people answered this question

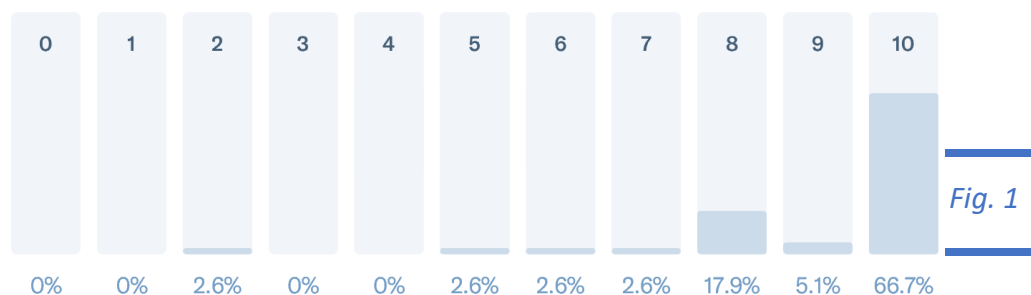
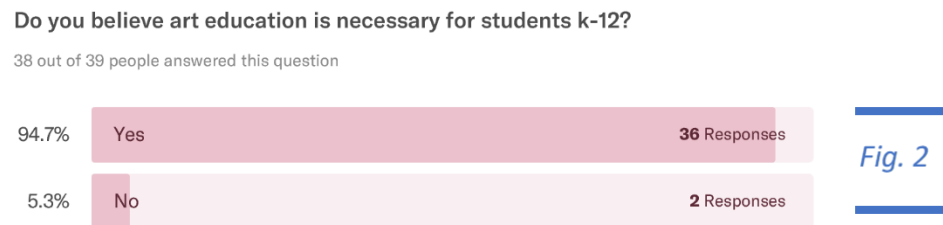
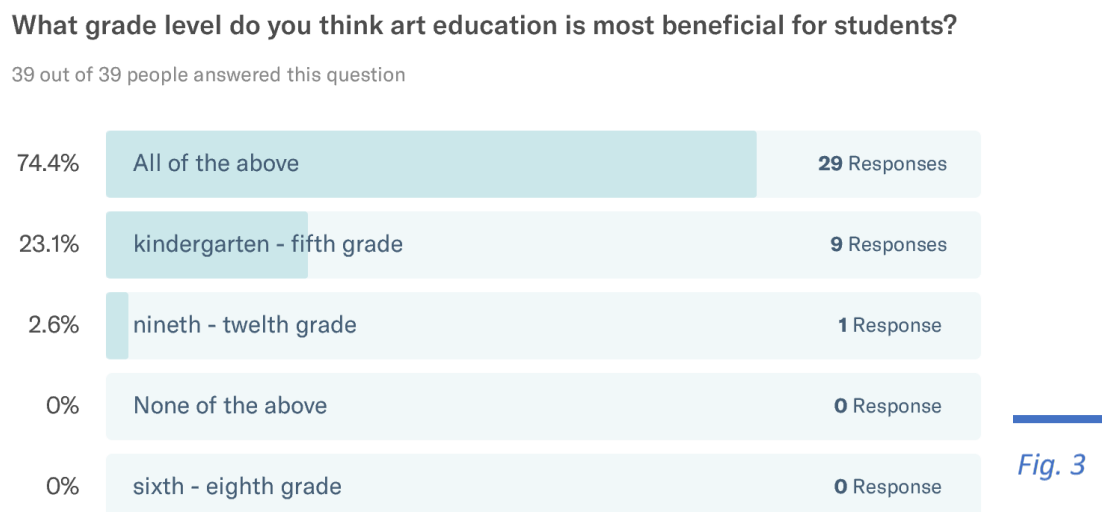


Fig. 1

Question two on the survey continues to imply more about art education's importance to children's development by asking if participants believe art education is necessary for students K-12 in a forward yes or no format. The results showed 94.6% of the participants stating yes and only 5.3% replying with a no.



The third question on the survey allows the yes or no answers to be looked at in a deeper form by asking what grade level the participant thinks that art is most beneficial for students. It was interesting to see that even though 5.3% said that art education was not important, there was 0% in the fields stating that art education wasn't important for any grade. Instead the majority of participants agreed that all grades would benefit from having art education available to students. The results are as shown in Fig. 3.



The fourth question on the survey allows us to understand why the participants answered yes or no and explain their choice. Question four allowed the voice of the participant to give their personal experience about art education: Was art education a benefit for you personally as you went through school?

Participant 1: *“Yes, art was a creative outlet and allowed for critical thinking beyond concrete academics (no wrong answers) and encourages moving forward from mistakes.”*

Participant 2: *“Yes, absolutely! It gave me a voice, helped me express myself when I was at a loss for words. It gave me an outlet to connect with others. It worked every part of my brain in a way that was exciting.”*

Participant 3: *“Yes, it gave me a sense of belonging during high school.”*

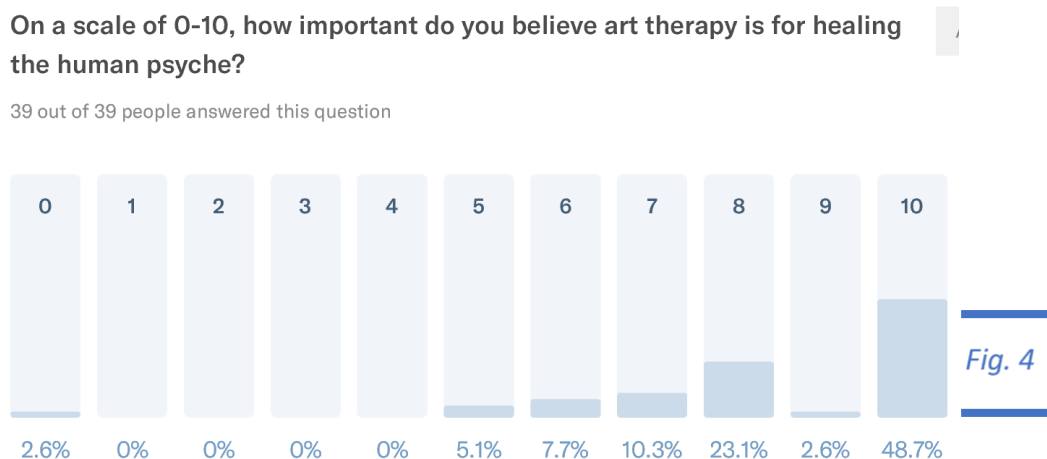
Participant 4: *“Yes it was. It was an outlet, a stress reliever, and is now a huge part of my life. I wrote my senior research paper about the importance of art education and there was a lot of research telling me that it contributed to my good grades, mental health, and overall high school happiness.”*

Participant 5: *“I was on an academic tract in high school and was not enrolled in art classes by my counselor. Finally, my senior year, I begged to be allowed to take photography. It opened up my eyes to good, true, and beautiful things everywhere! It challenged me to think in new ways and to look at the world differently. I hope my children have the same opportunities.”*

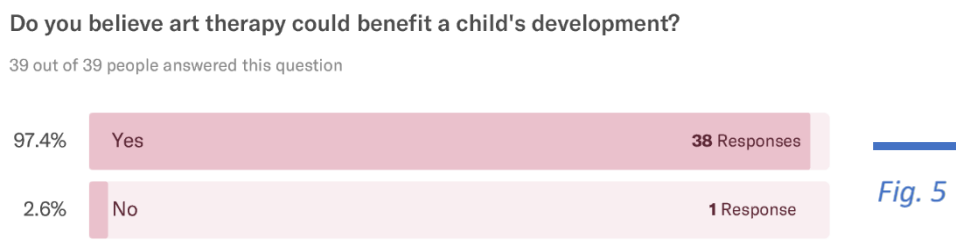
It is obvious through the words of the participants that art education was beneficial to them in some way, shape, or form in whatever grade they were given the opportunity to take an art education class. Looking into the future, as participant number five indicated, “I hope my children have the same opportunities.” The educational system should be pushing for the

opportunity for students to take art education classes during school hours, rather than taking them completely out of the school setting.

The survey transitions the participants to discuss their opinions on art therapy with question five. Participants were to rate on a scale of 0-10, 10 being of the highest importance, how vital they believe art therapy is for healing the human psyche. The participants' results show that they believe that it is imperative to have art therapy involved in today's society. The results are as shown in Fig. 4.



In question six, participants were asked in a yes or no format if they believed that art therapy could benefit a child's development; 97.4% replied with a yes and 2.6% with a no.



Question seven of the survey asked the participants, what age level they believed art therapy was best implicated for child development, the results are as shown in Fig. 6. Art therapy overall, according to these participants, would be beneficial in all ages and stages of human development.

Which age level do you think would most benefit from art therapy?

39 out of 39 people answered this question

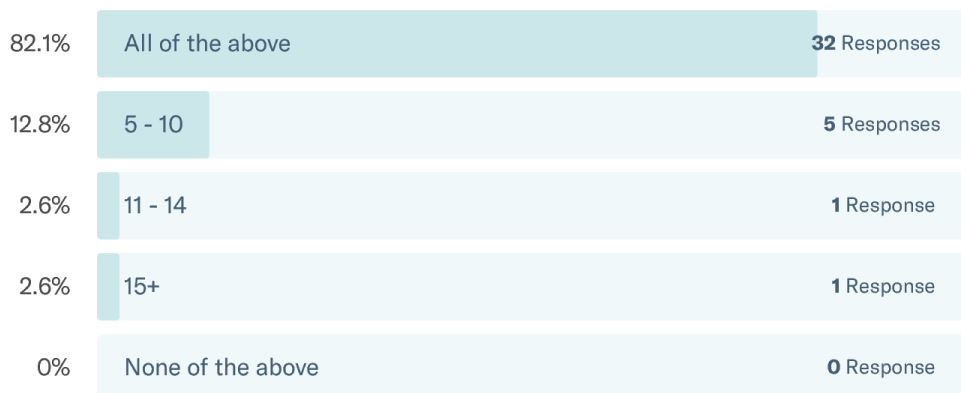


Fig. 6

Question eight allows us to review why participants believe that integrating art therapy into art education classes can be a powerful asset for child development:

Participant 1: *“Cultural diversity and family trauma has put a burden on youngsters and teen-agers. Art therapy applied in art class can help heal and express their feelings.”*

Participant 2: *“Integrating art therapy into art education classes would provide therapeutic benefits to all students, regardless of the degree of therapy a student might need regardless of whether a particular student had yet been recognized as needing therapy.”*

Participant 3: *“I think it could be useful to integrate art therapy 6-12 but it would be more difficult k-5 because they generally have limited time in the art room to start with. I*

think 6-12 students often struggle with identity issues and various other home/life struggles and they may never have considered art therapy before.”

Participant 4: *“I have worked with a group of people using art therapy to cope with cancer. I saw them working through their experiences with cancer through art and it amazed me how incredibly profound the experience was. I saw firsthand the benefits. I think in classrooms, it could be helpful to many students even for something as simple as just relieving day to day stress.”*

Participant 5: *“It could be used to help soothe anxious children at all stages especially during middle school years and help support children who are feeling different, or insecure, it could help build a community that supports creativity and individuality.”*

In conclusion to the overall results of the survey, the majority of participants believe that even when art education and art therapy are separate, they are beneficial for child development and the human psyche. The survey also shows that participants believe the art education and art therapy combined could be a powerful tool if integrated together in the educational setting.

CONCLUSION

Art therapy integrated with art education has been proven to be beneficial for student development. With art education pulled out of school curriculum and art therapy being an upcoming tool for psychology, it only makes sense to combine the two to create a powerful pedagogy. By combining art therapy with art education, teachers could create a curriculum that shows a progression of self-awareness being taught to students. Art allows students to search for self-expression through painting, drawing, modeling, or any material that is typically found in an art classroom. As discussed before, even though art cannot necessarily show substantial statistics through test scores, research has shown the psychological benefits of having a creative outlet. By integrating art therapy techniques into art education courses, a child's developing years will prove art education should be offered in schools for all ages of development.

While looking at all the benefits that art education provides students, it is hard to fathom why educational institutions would dismiss art. After all, art encourages self-growth, problem solving, critical thinking, concentration, and teamwork. Art therapy's value can be found in its ability to tap into the right brain's creativity while at the same time the left-brain hemisphere works to find a way to speak logically for the art created by the right brain's consciousness.

The twenty-first century can resolve the issue of art being undervalued by introducing art education practices and art therapy techniques that mold together both content and self-expression. K-12 art education could evolve into a comprehensive education that reaches across disciplines to help educate the whole child. States and nations worldwide are starting to recognize the importance of self-value, self-worth, and how people can make changes to better themselves and their communities.

Integrating art therapy into art education classes will allow students to view themselves in multiple perspectives. By allowing the students a variety of expressive techniques, the student will be able to see and hear their story from multiple viewpoints; yet their story is still being told by themselves. This can lead to students connecting the dots in a way they didn't know was available before. The debate about the importance of art in the education fields needs to come to an end and be reinforced instead. The students, our future leaders, are being robbed of an essential concept as they go through crucial stages of development.

In conclusion, it would be a mistake to take away a subject that research has shown to benefit humans, which is art. By taking art out of the schools, students will lack a beneficial outlet to express themselves. Most people understand how hard it can be when they keep something bottled up, or simply don't understand the emotion or can't physically say what their emotions are. It would be cruel to take away that outlet that students need during those critical developing years where they become lost and confused about who they are. By integrating art therapy and art education students will not only have an outlet but the ability to explore those existential questions through a higher form of education. We cannot and shouldn't deprive our children the knowledge of art. The creativity alone, will allow students to "think outside the box."

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