

A WINDOW OF HOPE



Submitted by
PARVATHI.G

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A project report in fulfillment of my ABT course
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Prepared by
PARVATHI.G
Roll no: 31

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SECTION 1: ABSTRACT

The Action Research Project had a heterogeneous group of 6 adults with special needs such as (down syndrome, mental retardation, autism spectrum disorder). The age group of participant ranges from 17 to 39 and their mental status examination showed that they all fall on the similar lines so that the reason the group has been chosen for the study.

The focus area of the group has been identified on three domain which is communication (verbal and non-verbal) , expression(emotional) and self-awareness (conscientiousness level). The 35 ABT sessions have been planned and executed keeping the goals in mind. The project period was from October 2018 to January 2019.

There were around nine tools used for the study such as rating scale, observation formats, ABT tools, psychological testing tool and SRS sheet, which helped to strengthen the study.

After the evaluation and analysis, the major shift was found in the communication domain, self-awareness and , a little change in expression. It is found that the obtained score is more or less similar in all the tools used by the observers. And it is also found that the arts based therapeutic intervention has a great effect on the overall development of an individual personality.

SECTION 2: INTRODUCTION

2.1 THE LARGER PROBLEM

Dalai lama states this about the water in a lake: "When the water is stirred up by a storm, the mud from the lake's bottom clouds it, making it appear opaque. But the nature of the water is not dirty".

Although the adult with Special needs has issues like understanding of emotional expression, self- expression, regulation of thoughts, constructive speech and clear conversation, understanding self -image, daily living practices, health and hygiene, S/he is like the water in the lake that only appears turbid.

In India, many studies have been focused on special needs population in the recent years and the major studies are on emotional intelligence; inclusiveness and resilience building. As the researcher has been working with the population and also after closely interacting with the group, it was observed that the group needs more focus to improve their emotional expression, narrative skills, acting with conscientiousness.

2.2 LITERATURE REVIEW OF ALL ARTS BASED THERAPIES

"The eye has its own poetry; and as the mute language of nature in its simultaneous effect (the indispensable condition of harmony) produces impressions which words restricted to mere succession can but imperfectly embody, so the finest qualities of the formative arts are those which language cannot adequately convey" (Lady Eastlake 1874).

The creative process of art expression can rekindle new energy among developmentally disabled adults. Art as a medium can serve an important role in increasing and sharpening cognitive and perceptual skills, in stimulating their

senses, and in regenerating social interactions. When persons with developmental disabilities are given access to quality art experiences, it becomes evident that impressive creative achievement can co-exist with significant mental and physical challenges.

According to Got and Cheng (2008), engaging in the art making process encouraged people with developmental disabilities to improve in several social and cognitive areas which might allow for a release of negative emotions in a more socially acceptable way. The opportunity to express themselves non-verbally and the sense of control afforded throughout the creative process were beneficial for this population.

In India, Arts Based Therapy is still not widely used with adults with special needs. In India, research is primarily focused on resilience building, emotional intelligence and on inclusive education. Not much research has been done using mandala, story circle, music therapy, visual arts, dance and theatre as a therapeutic intervention. Therefore, the present study is an attempt to work on the emotional well-being, self awareness and communication using different artistic tools for adults with special needs of adolescents using stimulus drawing.

A number of researchers have worked upon adults population problems including intellectually disabled, people in conflict with law, medical – cancer, epilepsy, normal and outpatients, psychiatric and inpatient residential treatment, school academic, sexual abuse, grief, etc.

2.3 HYPOTHESIS

In adults with special needs, Arts Based Therapy (ABT) can enhance emotional expression, communication and self-awareness using various art tools such as music, movement, creative writing techniques and visual arts.

SECTION 3: METHODS

3.1 ELIGIBILITY CRITERIA FOR PARTICIPANTS

For the purpose of the study, all the participants have been taken from the same class of the school and have been regular students of the school for the past ten months and more. There are six participants in all for this study.

Criteria of inclusion :

- All belong to adult age group.
- All participants can speak and read to an extent.
- Participants who don't have loco motor deficits.
- Participants who can understand English and Tamil.

Demographics of the group:

AGE	17 to 40 years
GENDER	2 Male and 4 Female
BACKGROUND	Settled in Bangalore Lives with family Understand multiple languages
OTHERS	All have both parents and siblings

3.2 LOGISTICS

Location: Snehadara Foundation (An Arts Based Therapy center)

Setting: Well ventilated, spacious classroom with furniture

Duration of study: Beginning of October 2018 – Early Jan 2019

Days and time of ABT sessions: Monday, Wednesday, and Friday Modality: Group

3.3 DATA SOURCES & DATA COLLECTION PROTOCOLS

Assessment tools	Specifications	Pre-test & Post test	Observer
SRS sheets	35 sessions	Early Oct(2018 to Early Jan 2019)	ABT Facilitator
Assessment form	Adult with special needs	Same as above	ABT Facilitator
ABT tools 1	6PSM	Same as above	ABT Facilitator
ABT Tools 2	Embodiment Projection Role-Only Role will be include for the study	Same as above	ABT Facilitator
ABT tools 3	Mandala	Same as above	ABT Facilitator
Observation format	Communication Expression Self awareness	Same as above	ABT Facilitator
Standardized test	Mine Mental State Examination	Same as above	ABT Facilitator
Communication domain	WHODAS 2.0	Same as above	ABT Facilitator
Expression domain	BERKLEY expressivity questionnaire	Same as above	ABT Facilitator
Self awareness domain	IPIP CONSCIENTIOUSNESS SCALE (GOLDBERG, 1999)	Same as above	ABT Facilitator
Video recording	Session recording	Every 10 th session	ABT Facilitator, School staff

Note : Observation formats are attached in Appendix

3.4 METHODS USED

The Arts Based Therapy sessions were planned as per the need of the study group including their individual and group goals. The action research project was done using multiple tools to give the study more validation.

The project period was for four months. During this period four months, there were 35 sessions including three sessions per week. The sessions have been generally focused using methods like visual arts, music, story telling, play and movement. As part of the session, the group to a large extent worked on communicating and writing. First few sessions were done using arts: then, the group slowly shifted to movement and expression tools: and, then towards the end, the participants were divided into different groups and each group was allowed to choose the tool they would like to work with their partners. Buddy system has been followed in the group as it showed a great change as a group in their working and communicating areas.

The session had a communion, creation and closure. There are few repetitive sessions that were done to explore the participant's response. The session has always been worked as a group: but , during the last ten sessions ,the group was paired and then they did their activity. As part of the study, it was found that when the instructions are given in small groups, it was much more effective and reached to the participants than in a larger group.

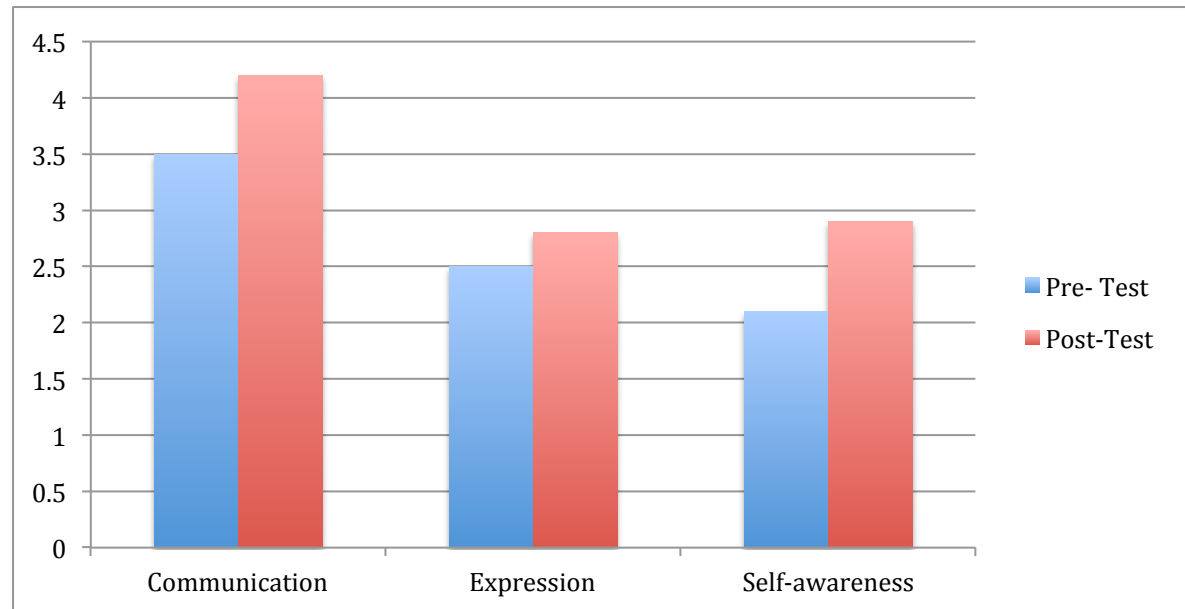
SECTION 4 : RESULTS

4.1 RESULTS SUMMARY

The summary of Arts Based Therapy interventions with the participants has been collected and analyzed from the period of October 2018 to early January 2019 using various tools like observation formats, psychological testing and ABT tools. The summary of results is indicated below.

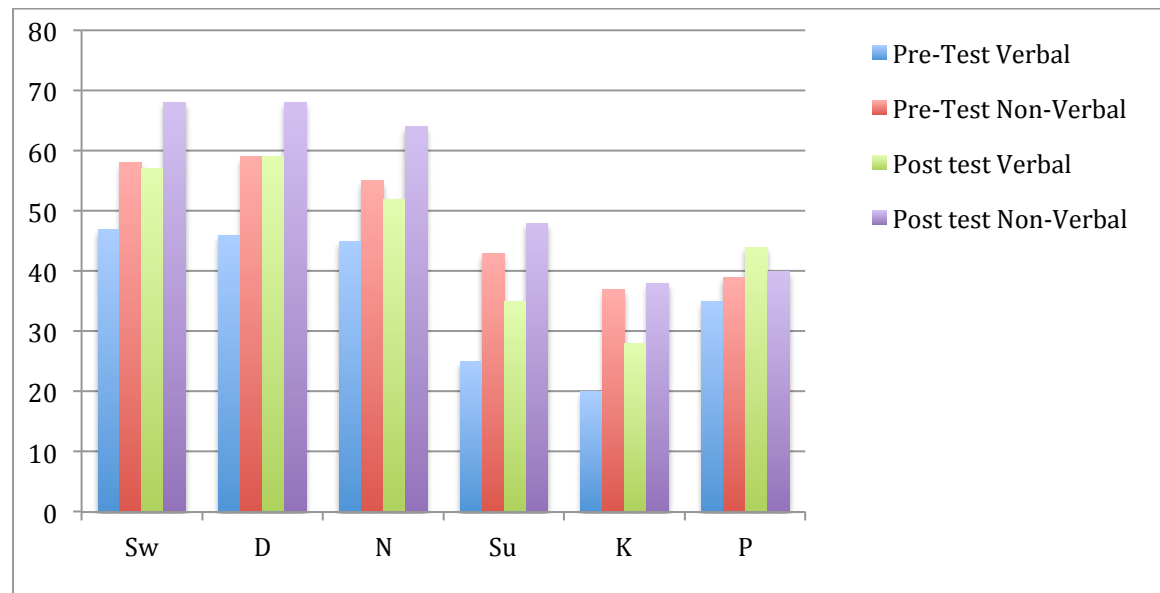
- All the participants in the group have been assessed in three domains: Expression (emotional expression), communication (constructive & non-verbal) and self-awareness (conscientiousness)
- Analysis of data has shown a positive shift for the participants in various domains.
- The average increase in scores comparing to all tools and rating scales showed an increase of around 30% in the communication domain.

Graph -1 shows the groups Pre and Post-test scores for different observation formats created for action research (Oct2018 – Jan 2019)



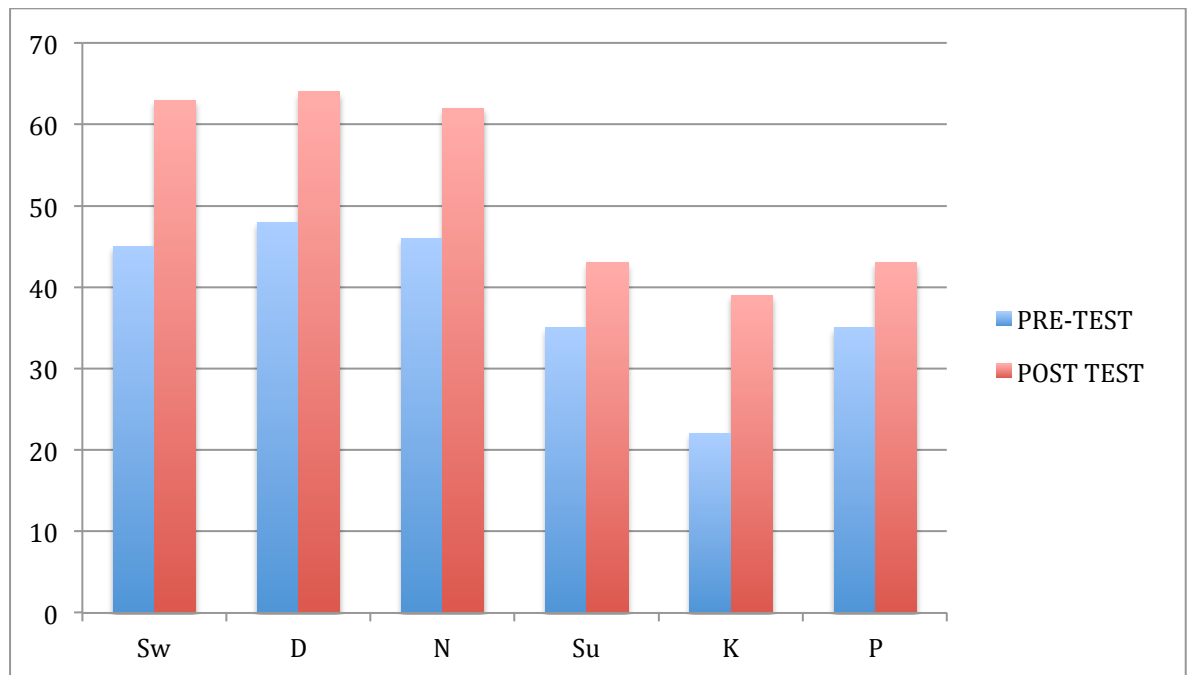
- There is a significant change in all the domains using ABT tools for the study which clearly shows in the Pre and Post test scores in all the domains
- There is an average score increase in the communication domain compared to other two domains which is expression and self-awareness.
- The graph also shows there is an increase in the pre and post test scores in all the domains as a group.

Graph -2 shows the individual Pre and Post-test scores for Communication domain in observation format created for action research (Oct 2018 – Jan 2019)



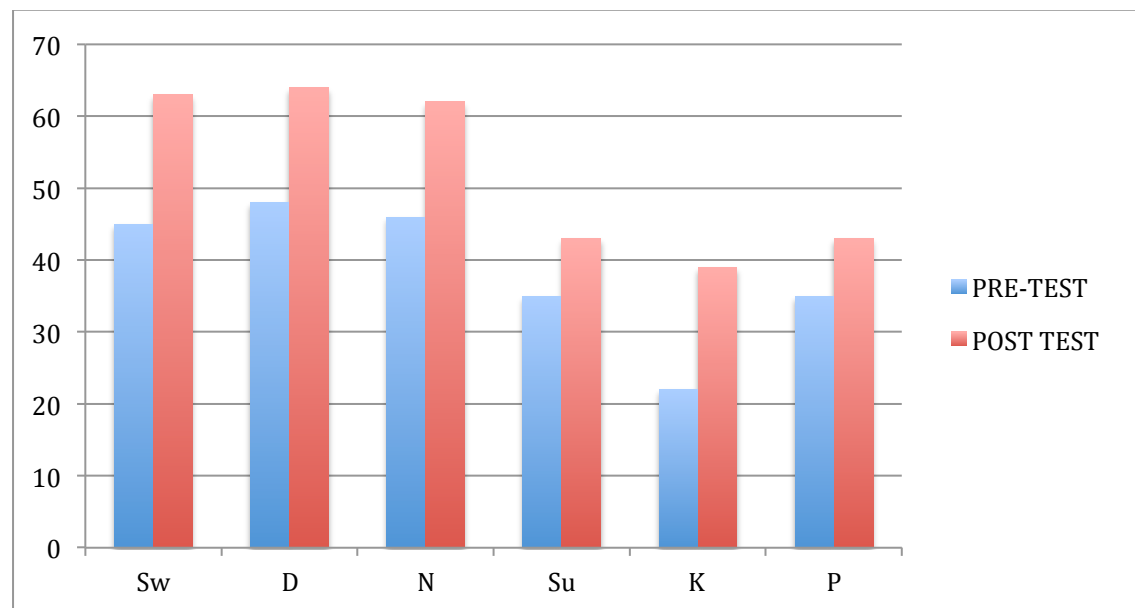
- On an average, communication range lies between 40% - 70%, and there is a significant shift in pre and post -test scores.
- The verbal and non-verbal communication has been separately indicated in the graph.
- The post-test scores of non-verbal communication seems to be increased for the participants which shows the improvement in areas like eye contact, usage of gestures and action, acknowledgment of gestures and understanding the non-verbal cues.

Graph -3 shows the individual Pre and Post-test scores for Expression domain in observation format created for action research (Oct 2018 – Jan 2019)



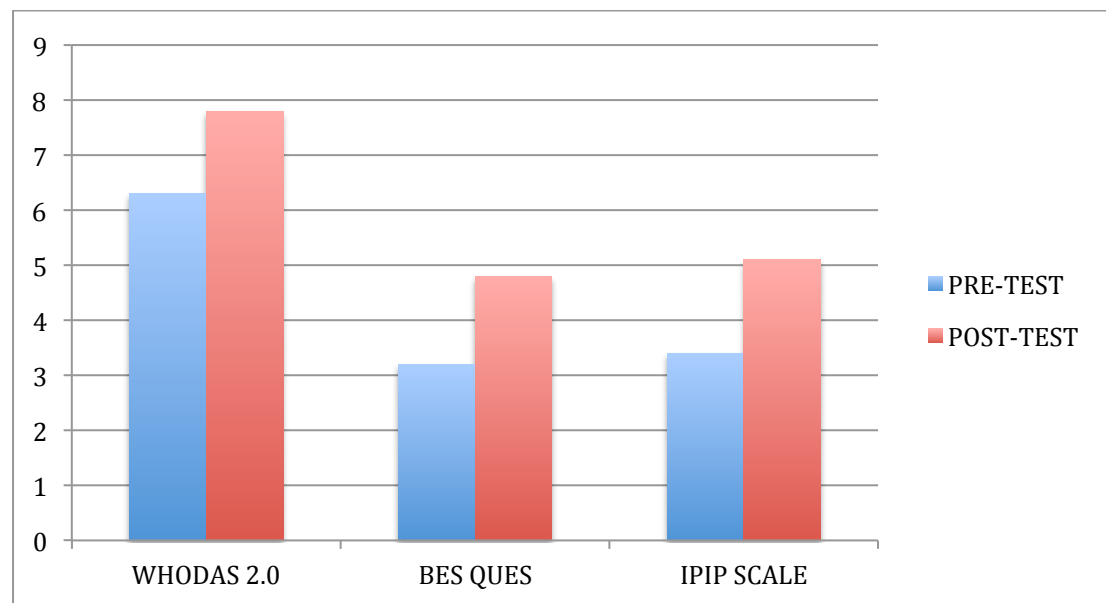
- On an average, the shift in emotional expression of the group was between 40 % - 65% .
- The emotional expression of the individuals in the group has been increased.
- This also depicts the ABT tools used for the emotional expression such as movement, enactment and story telling.

Graph -4 shows the individual Pre and Post-test scores for Self -awareness domain in Observation format created for action research (Oct 2018-Jan 19)



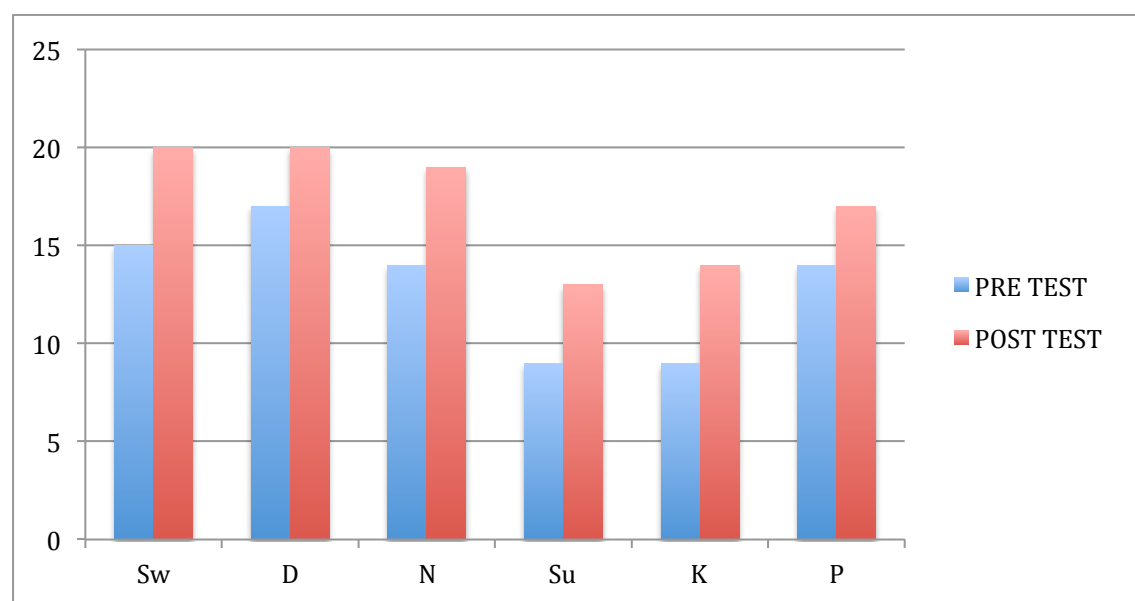
- On an average, the shift in conscientiousness level of the group was between 45% - 65 %.
- The conscientiousness of the group has been improved using ABT tool, which the graph clearly shows.
- The sessions focused on time management, planning, the involvement in tasks, arrangement and organization of materials.

Graph -5 shows the groups Pre and Post-test scores for different Psychological testing tool used for action research (Oct2018 –Jan 2019)



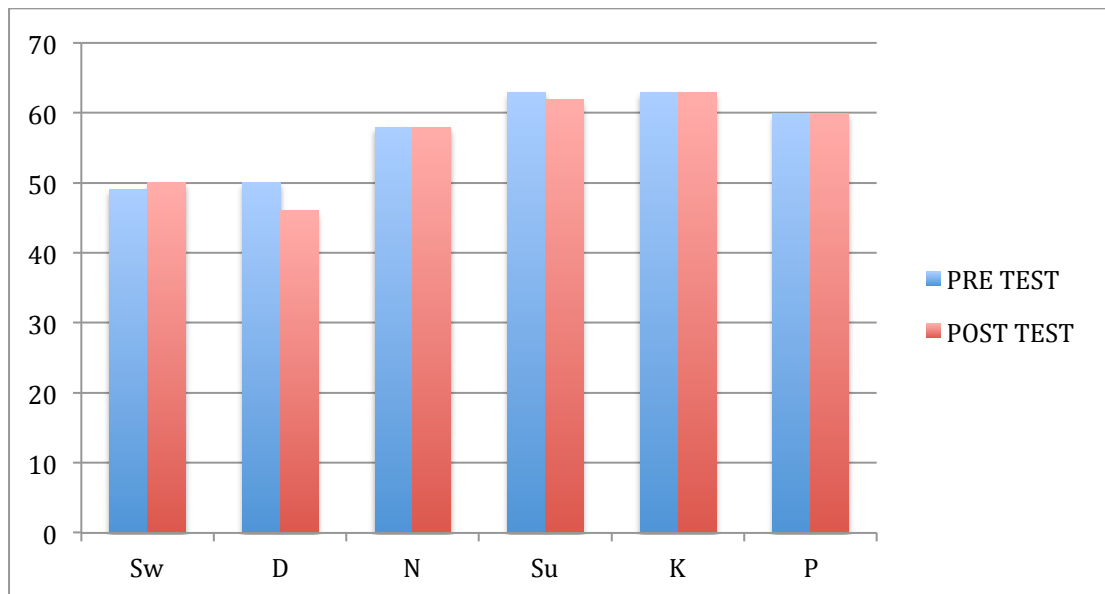
- The psychological tool used to collect data and analyse the communication domain showed a significant change as a group pre and post -test compared to other two domains.
- The tools used to analyse emotional expression (BES) under expression domain and Conscientiousness (IPIP) also shows a shift in their post scores.
- The assessment by each tool was on the sessions which purely used arts as a tool.

Graph -6 shows the individuals Pre and Post-test scores for Psychological testing tool used for communication (WHODAS 2.0) as part of action research (Oct 2018 –Jan 2019)



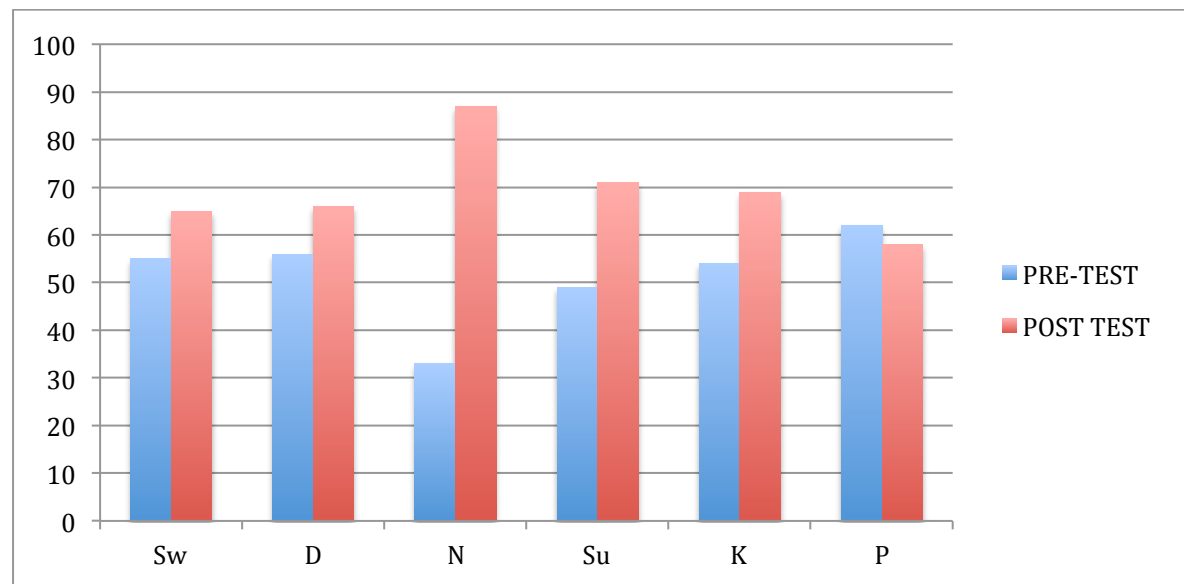
- On an average, the graph shows that the individual score has been moved from 15- 20% when Arts Based Therapy methods used.
- The verbal and non-verbal communication evaluation has been combined in this graph.

Graph-7 shows the individuals Pre and Post-test scores for Psychological testing tool used for Expression (Berkley Emotional Expression) as part of action research (Oct 2018 –Jan 2019)



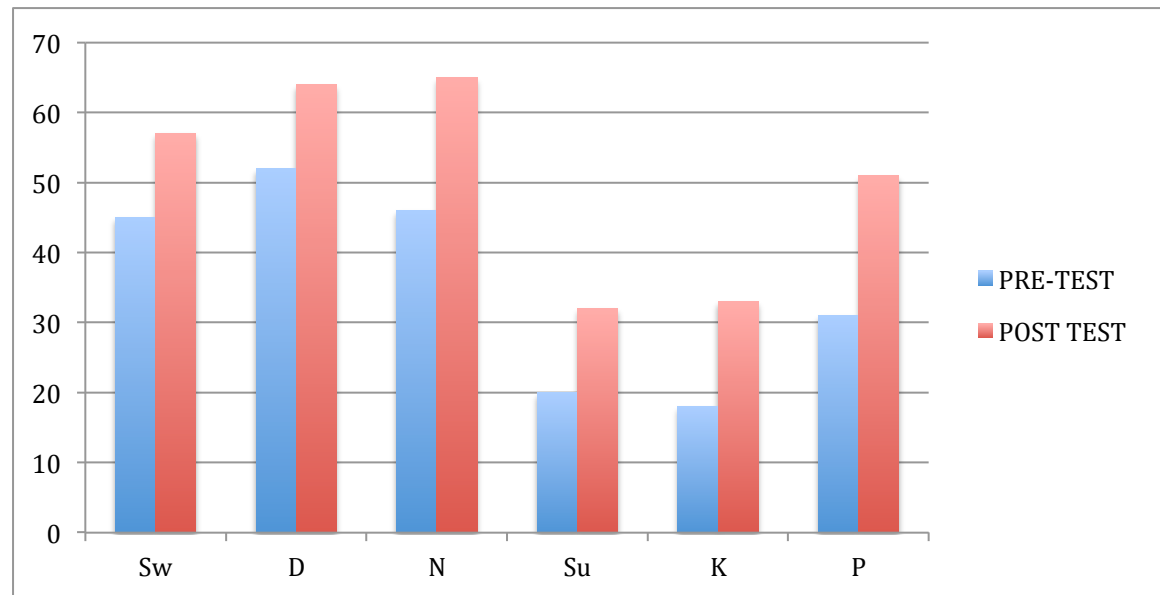
- Average shift of 5% can be seen in the individuals pre and post score in the psychological testing tool.
- This change has been based on the Arts Based Therapy sessions conducted for the participants.

Graph-8 shows the individuals Pre and Post-test scores for Psychological testing tool used for Self-awareness (IPIP Conscientiousness scale) as part of action research (Oct 2018-Jan 2019)



- At an individual level, there has been a significant change in the conscientiousness level.
- On an average, Post –test scores of all participants has been increased by 20%.
- The data analysis has been done on sessions in which Arts Based Therapeutic methods were used.

Graph -9 shows the groups Pre and Post-test scores for EPR (ABT TOOL) used for action research (Oct 2018 –Jan 2019)



- On an average, there is a 30% shift in all individuals in EPR tool which shows that the Arts Based Therapeutic intervention created a significant change.
- The role has been evaluated for each individual using this tool which significantly defines that there is clearer understanding of self and others.

4.2 RESULTS DETAILED

The following are the detailed results and interpretation of each participant including graphical representation and comparison of their ABT tools, which is 6PSM (6 Pieces of Story Making) and Mandala.

CLIENT 1: Sw

Family background:

Sw (F, 35years) attends the full day program at Snehadhara Foundation. She lives with her parents, who are retired from service. She has two brothers; one of them is abroad. She was married for a few years.

Academic and rehab teacher's input:

Sw attended the special education unit of Bharathiya Vidya Bhavan in Delhi and has cleared the class 10th exam from National Institute of Open Schooling (NIOS). She is conversant in English, Hindi and Tamil and can read and write fluently. She has learnt Carnatic music. She used to go to a nearby school to teach nursery students (mentioned in her admission form). She is good in singing and enjoys voice sessions. She likes visual arts and is able to create images. She tries to improvise with the materials (especially clay).

Sw can take on responsibilities in the group and in the day-to-day activities of the school as well. She has been given the responsibility to help S, a young boy with loco-motor and cognitive disability and takes very good care of him. However, Sw appears highly anxious by nature. She seems to be in awe of what the teachers may say if she makes any mistakes. She often assumes the role of class monitor and keeps telling other participants in the group what to do/not do, or starts speaking for them. Because of this, she tends to get distracted and is unable to retain relevant information. There is a strong need to “do the right thing” or “not to make a mistake”.

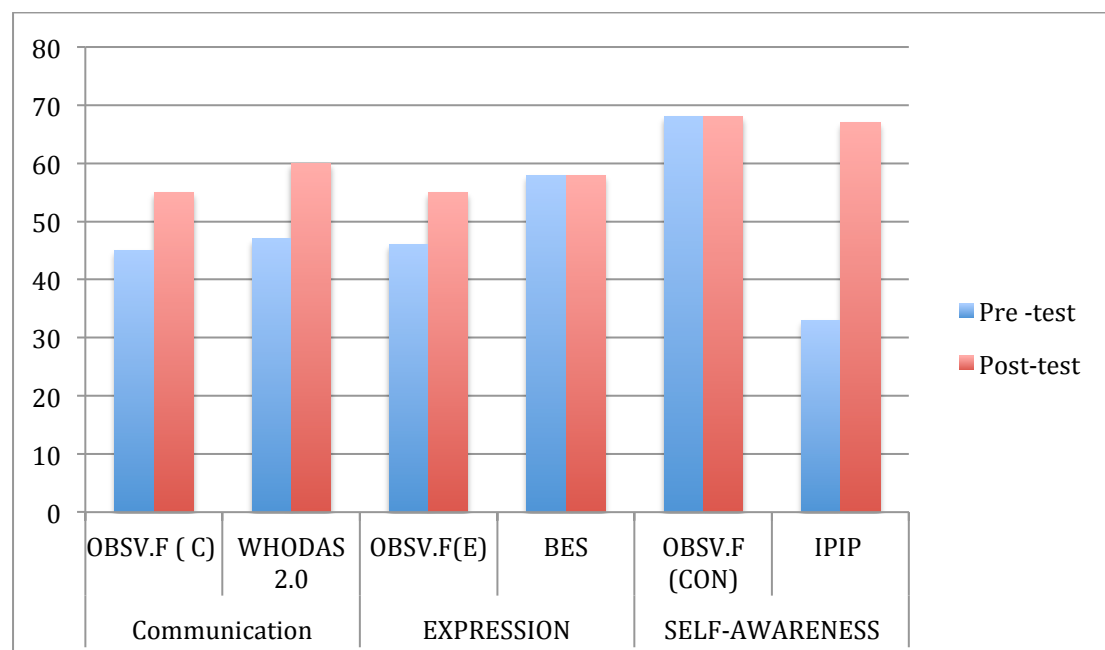
Medical background

Sw had seizures up to the age of 7 ½ years and is on medication. She has difficulty in concentrating for a long time. Parents also reported lack of personal hygiene as an issue of concern.

Creation

Sw main area of work is on Communication, emotional expression and self-awareness domain. She is verbal but she tends to overlap scenes and situations ; while narrating, change of tone while talking to people and when writes she uses too many languages. She also needs guidance in toning down her emotional expression, as she tends to raise her voice and nod her head vigorously.

Graph – 10 shows the comparison of scores of various tools over the course of action research for SW



Results & Interpretation:

- Sw has showed interest and responded to all the ABT interventions effectively. She showed a positive shift in the post scores of all the tools used to collect data.
- The data analysis shows that she has significantly improved in her communication domain and self-awareness domain.
- The scoring of IPIP scale for conscientiousness shows greater change compared to observation tool, which could be because of the rating and questions asked in it.
- She showed similar scores in all the three domains rated by the facilitator and another neutral observer.
- The scores obtained in observation formats and psychological testings for three domains has a correlation as it showed in the graphs.
- Sw responses have changed very evidently . As part of the study, Sw explored the media of movement, visual arts, theatre, music and writing, as it has created a great change in her overall personality.
- She is more self-aware, less anxious and think before she speaks. She also have clarity in speaking, keeps her emotions under control. Her writing has improved and she correct herself if she uses multiple tones.

Comparison of ABT tools (Visual arts)

6PSM tool was used to see the narrative capabilities, understanding self and also self -expression. Sw can draw a story and narrate it but she had a difficulty to create a continuation to the story. So the First image shows the 6 pieces of story making she did in the beginning of the study and also the latest story she made. The Sw drawing hasn't changed much but while in the process, she got a flow and could stick with the topic. Second image shows the mandala drawing she did which depicted her understanding about feelings and what colour she relates it to each feeling like trust, anxiety, fear and love.



Image shows Sw-6PSM

Sw narrates the story of a wedding ceremony, which she attended with her family.



Image shows Sw-Mandala

In mandala, she used different colors to showcase how she sees each feeling. And she choose much lighter color for anxiety as she usually found to be very anxious person.

CLIENT 2: D

Family background:

D (F, 24) is an adult with Down syndrome. She lives with her family that includes her father, mother, brother, and sister in law. She has been coming to Snehadhara Foundation since 2016 and attends the full day programme at the center.

Academic and rehab teacher's input:

D can read and write and has cleared the 10th standard NIOS exam for Home science, English, and Computers. She enjoys music and dancing and can express her through visual arts. She likes music and dancing. Her strengths are swimming, cooking, taking initiative and leadership. There is, however, a great need to have spotlight on her, which shows in her narrative. She has difficulty in sustaining attention during language intensive activities and is unable to retain “relevant” information. She also has issues with binge eating, which result in upset digestion and also impacts her self-esteem.

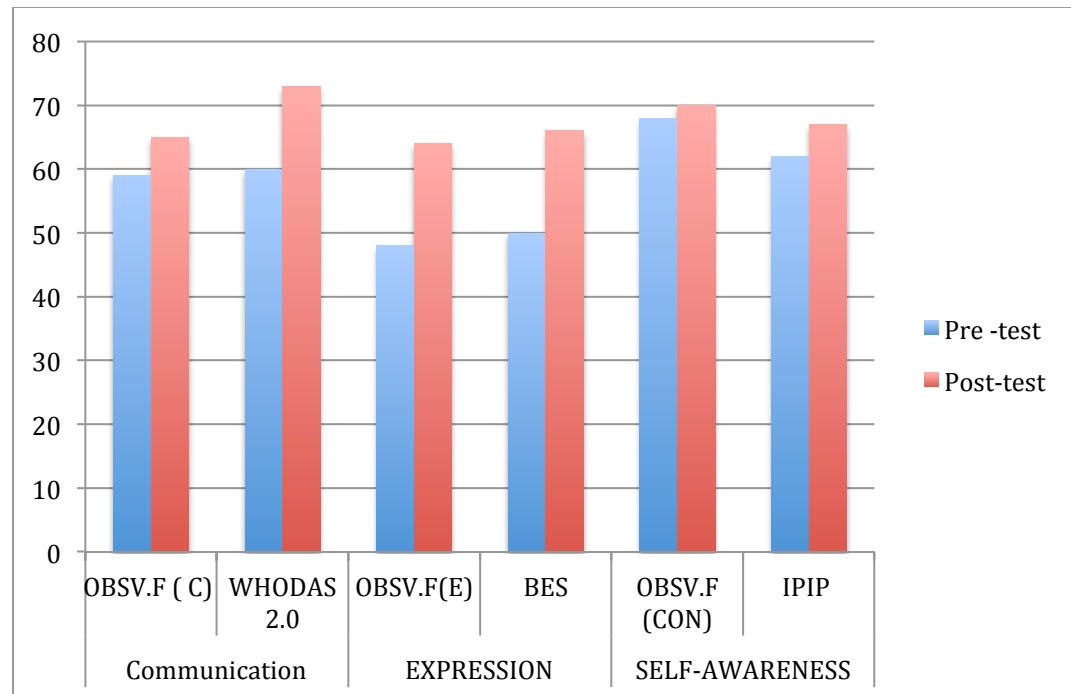
Medical background

In addition to being diagnosed with Down syndrome, She has hypothyroidism and is on medication for the same.

Creation

D main area of work is on Communication, emotional expression and self-awareness domain. She is verbal but she tends to use abusive language, she is very short tempered so control over her anger expression and to bring in new content in her writing.

Graph – 11 shows the comparison of scores of various tools over the course of action research for D



Results & Interpretation:

- D has been always excited and ready to learn, use and explore new art based interventions. She showed a positive shift in the post scores of all the tools used to collect data.
- The analysis and evaluation of the data shows that she has significantly improved in two domains which communication and emotional expression.
- D scores in the domain of self-expression shows a little shift may be due to external factors.
- D responds has been changed very evidently D as part of the study explored the media of clay, movement, visual arts, theatre, music , writing as it has created a great change in her overall personality.
- D showed similar scores in all the three domains rated by the facilitator and another neutral observer.

- The scores obtained in observation formats and psychological testing's for three domains has a correlation as it shows in the graphs.
- D has an overall development in personality like she makes comments carefully, she started affirming others in positive way, her writing also has improved as in where she could connect and narrate much better than moving away from the topic.

Comparison of ABT tools (Visual arts)

6psm tool used to see the narrative capabilities, understanding one self and also self-expression. D can draw a story and narrate it but she had a difficulty to stick with one theme as she brings multiple issues in one page so this ABT tool story making tried an attempt to create and bring a continuation to the story . So the First image shows the 6pieces of story making she did in the beginning of the study and also the latest story she made. The D drawing has always been clear but she used to bring multiple image sin one phase that has been gradually reduced. Second image shows the mandala drawing she did which depicted her understanding about feelings and what color she relates it to each feeling like trust, anxiety, fear and love.

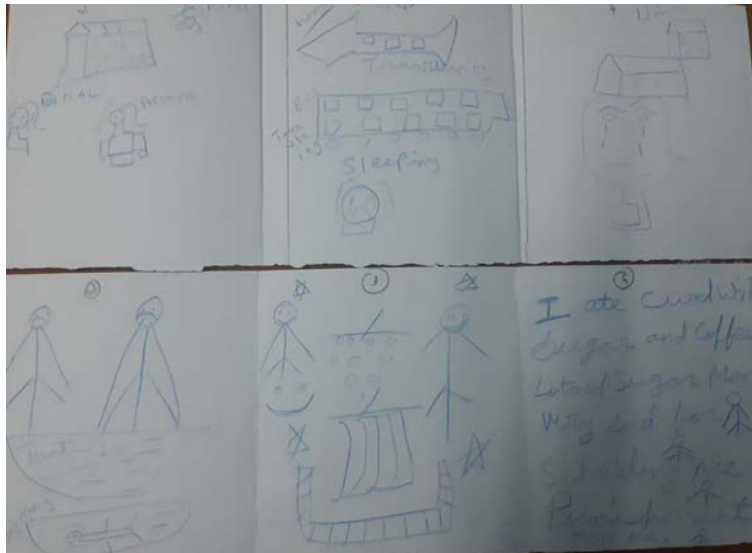


Image shows D-6PSM

The story in the image is about how D felt sad when she got up in the morning she got into fight with her mom and the ways she tackled and at the end a curd rice made her happy.

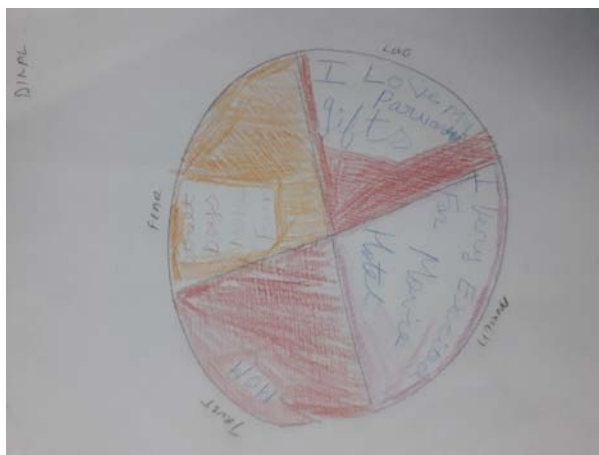


Image shows D-Mandala

The colors and small writing D wrote when four feelings were given to her.

CLIENT 3: N

Family background:

N (F, 38 years) attends the full day program at Snehadhara Foundation. She joined as an employee (support staff) but is also receiving intervention as part of the adult group (GROUP-1). She is married and lives with her family. She has two sons.

Academic and rehab teacher's input:

N attended school till 4th grade. She cannot read or write. She is able to retrieve and recall information during a session but tends to forget once the session is over. She is independent with activities of daily living and also helps around in the school.

N expresses herself spontaneously through visual art and shows very high level of engagement with the media presented to her. It makes her calm and focused. She tends to tune out during "language heavy" sessions. She is verbal and speaks in Kannada (short sentences or phrases) but can follow instructions in English as well.

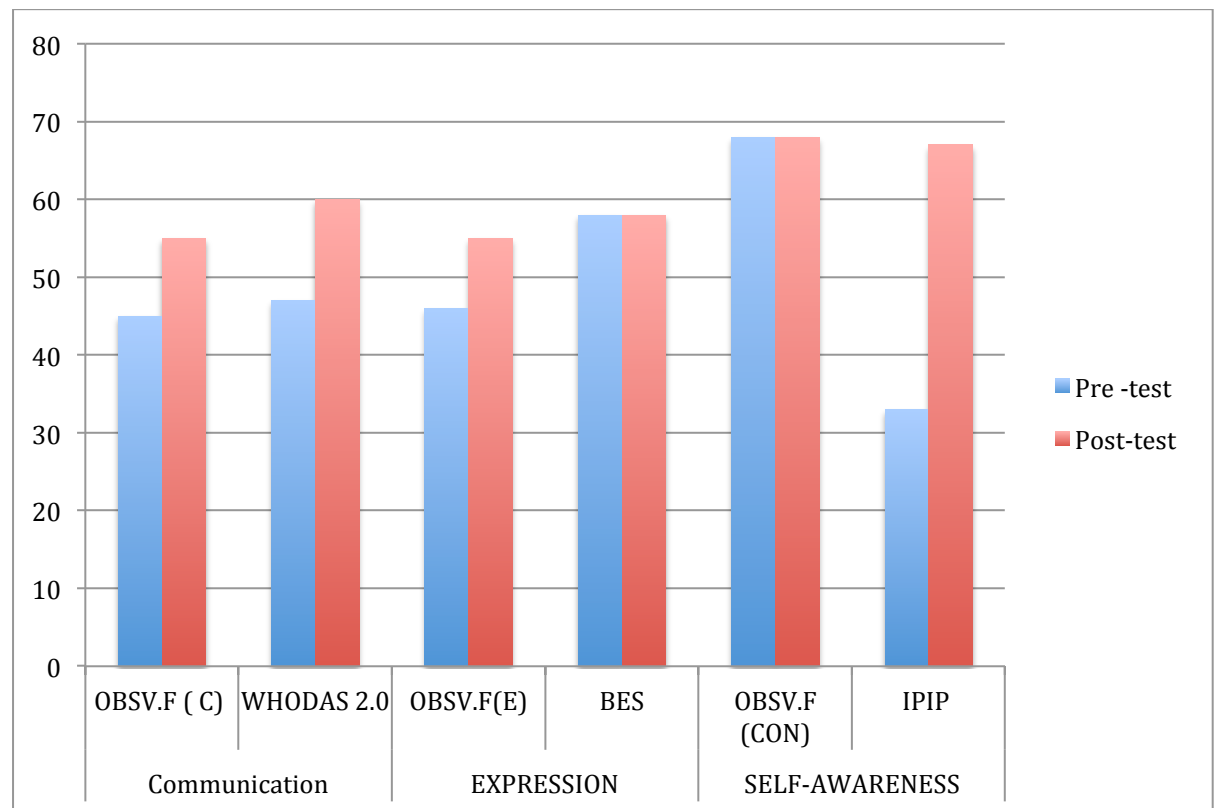
Medical background

She has episodes of seizures for which she is on medication. There is no available diagnosis or medical record for N. She has social-emotional and cognitive challenges. There are issues with verbal communication (sequencing of events). She is often lethargic and has mood swings.

Creation

N main area of work is on Communication and self-awareness domain. She is verbal but there is no clarity in her conversation and aslo she tends to get into everybody work and unwanted talk. Less aware of self and she need increase her conscientiousness level as it was an area she never wanted to work.

Graph – 12 shows the comparison of scores of various tools over the course of action research for N



Results & Interpretation:

- N has significant change as the level of conscientiousness has been improved in her case is unbelievable.
- The rating score shows that N has largely moved positively in self-awareness domain and then communication
- It is also noticeable the shift is very gradual and the participants has really moved in terms of her overall development.
- In communication she showed changes but still she has to improve her clarity in talking for which she puts effort to make it more understandable and sense.

- N has never really got much opportunity in life to work with arts so when she was presented with various tools it wasn't easy for her to accept and work with it and she always used to say I don't know.
- N responds has been changed very evidently she also used many art based therapeutic media during the study, which helped her to develop in her overall personality.
- N showed similar scores in all the three domains rated by the facilitator and another neutral observer.
- The scores obtained in observation formats and psychological testing's for three domains has a correlation as it showed in the graphs.

Comparison of ABT tools (Visual arts)

N drawings are not very easy to interpret in the beginning but N has significantly shows and explains and clearly narrates. N has high creativity so she always comes up with a story, which always had a beginning and an end. So the First image shows the 6pieces of story making she did in the beginning of the study and also the latest story she made. Second image shows the mandala drawing she did which depicted her understanding about feelings and what color she relates it to each feeling like trust, anxiety, fear and love.

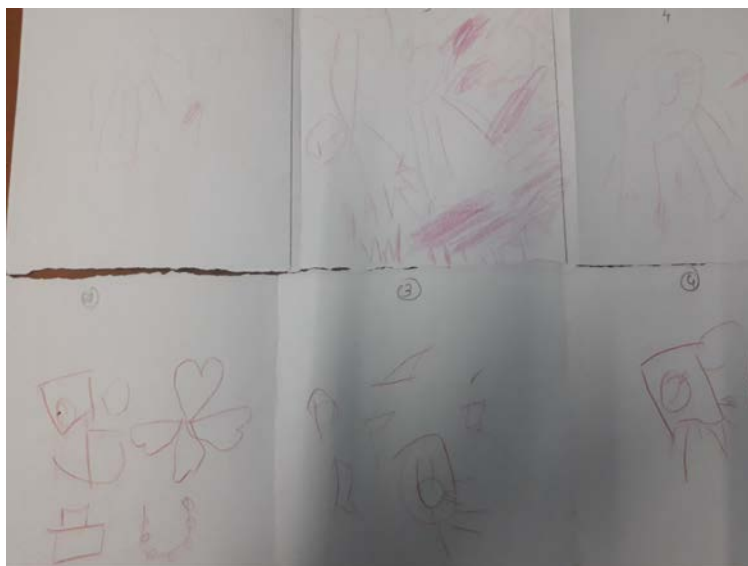


Image shows N- 6PSM

N explained about her son where he refused to go to school and how her mother made him ready and sent him off to school and the



Image shows N-Mandala
N took sometime to decide on colors and she made a person like structure in trust and said that's her mother.

CLIENT 4: SU

Family background:

Su(F, 37 years) attends the full day program at Snehadhara Foundation. She is diagnosed with Down's syndrome. She lives in Bangalore with her parents and has a younger brother who is married and presently working in Bangalore.

Academic and rehab teacher's input:

Su has studied up to 9th standard (in regular school) and subsequently attended the special school in Spastic Society (Bandra). She is able to read and write in English and Hindi. She likes dancing and enjoys soothing music and calm atmosphere. She can understand verbal instructions (mostly Tamil) and can imitate well. She speaks very softly, often in monosyllables.

She is generally slow and has tactile sensitivity - resists using props and materials during sessions. However, given sufficient time and verbal support, she is able to work with the medium presented to her. She takes time to process verbal information and her responses are often delayed. She is sensitive to loud sounds but enjoys drumming. She enjoys visual arts, rhythm and movement sessions and her responses are quite spontaneous during those times.

Her father has reported that her cognitive skills have declined over the years due to lack of stimulation and practice.

Medical background

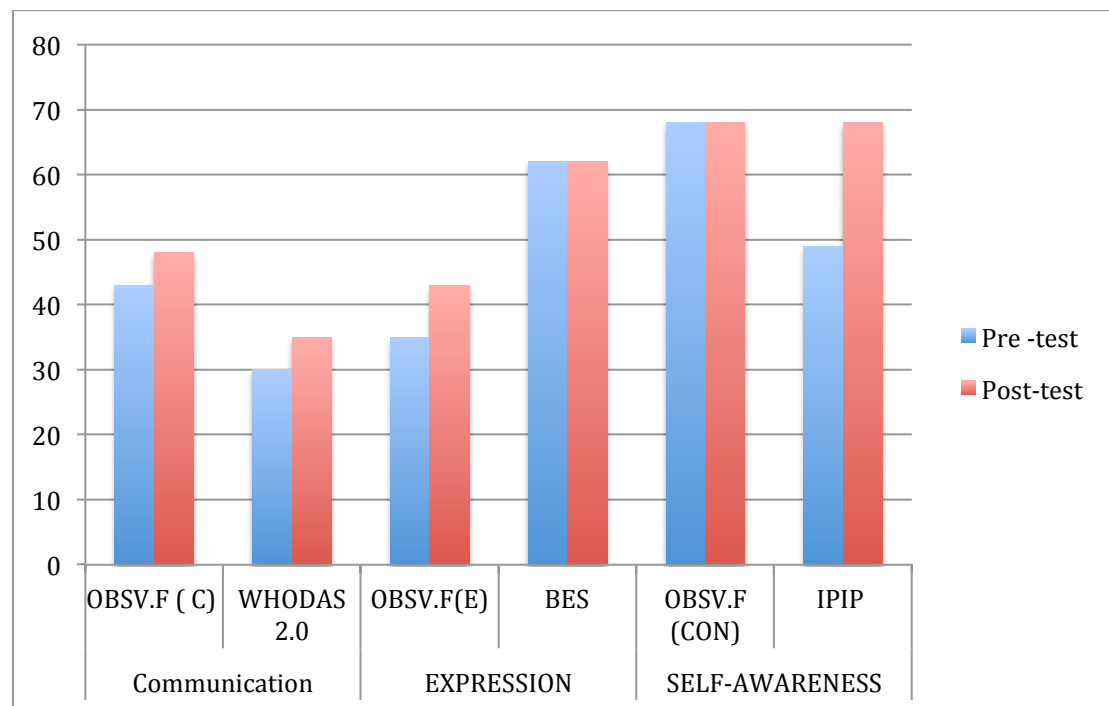
Su is on homeopathic medicines for her cataract issues. She also has hypo - thyroidism for which she takes medication on a daily basis

Creation

Su main area of work is on Communication and emotional expression domain. She is verbal but she prefers not to communicate using her voice its more in actions. She is good with writing her name, copying notes but she is very slow

with her work. She very rarely shows her emotion so the area need to work is her emotion as well.

Graph – 13 shows the comparison of scores of various tools over the course of action research for SU



Results & Interpretation:

- Su has always been part of art as she is been exposed to drawing, painting, dancing and movement from very young age but all of it never continued with her. She likes and expresses majorly through drawing but its takes long long time to convey a basic message.
- Su scoring shows she has different in her post score in self-awareness domain and communication domain.
- Su rating score will show that her changes are minimum in the domains which need to worked on but the expression domain she shows a

significant shift which shows the arts based therapeutic intervention helped her in the shift.

- Her expression domain has been more over similar but it also can be noticed that small change when it comes to su is big as she is someone who takes a lot of time in doing one activity.
- The sessions she was majorly part of included drawing, coloring, narrative and theatre.
- The score also shows that the second shift seen is in the self-awareness domain and its great to see the change even in the smallest as she is a person who refused to look at herself or do her work.
- In communication she showed changes but still she has to improve her clarity in talking as she just speaks words than sentences.
- Su responds has been changed as she also used many art based therapeutic media during the study which helped her to develop in her overall personality.
- Su showed similar scores in all the three domains rated by the facilitator and another neutral observer.
- The scores obtained in observation formats and psychological testing's for three domains has a correlation as it showed in the graphs.
- Su in the beginning of the study refuses to participate in activities which she is not interested and then the facilitator need to force her to do but now she has come a long way and she reached a point where she ready to try something new.

Comparison of ABT tools (Visual arts)

Su enjoys coloring and drawing but she puts a lot of time to finish one work and she can even draw if we spell out the word but it wasn't easy for to comprehend the 6PSM story making as she just picked words and she started drawing. So the First image shows the 6pieces of story making she did in the beginning of the study and also the latest story she made. Second image shows the mandala drawing she did which depicted her understanding about feelings and what color she relates it to each feeling like trust, anxiety, fear and love.

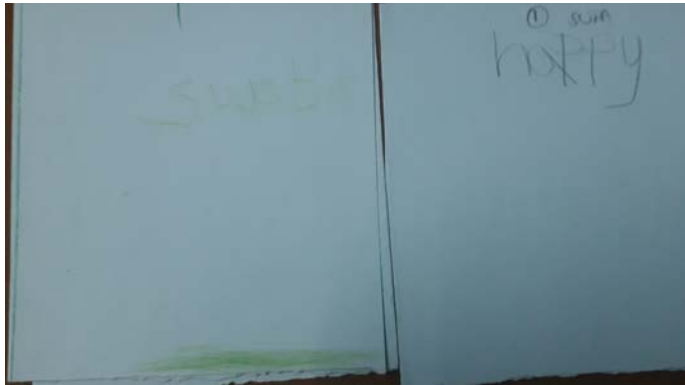


Image shows Su-6PSM

Su just colored the first page and wrote her name and second image she wrote the feeling she is in.



Image shows Su-Mandala

Su understood and read the question written on each parts. She took two colors and colored in two

CLIENT 5: K

Family background:

K(M, 39 years) attends the full day program at Snehadhara Foundation. He was diagnosed with "autistic-like" characteristics. He is diagnosed with Down's syndrome. He lives in Bangalore with his parents and has one sibling, who is married and lives in the US.

Academic and rehab teacher's input:

K has studied in both a special-needs school and regular school under a "modified curriculum," and "graduated" high school in the year 2000. He has gone through Hippo therapy and music therapy back in the US. He relocated to India in 2008 with parents. He has been to various organizations in Bangalore like spastic society , NIMHANS.

K parents say he has not demonstrated an active interest in any particular vocational activity. He is, however, quite responsive to music, especially the Indian classical genre. During his younger days he would sing spontaneously and with great melody. He still does it, though more rarely. He can sit still for hours at a stretch, at music concerts, and listen with rapt attention. His expressive speech, while limited, is amazingly lucid when it comes to reciting Vedic stanzas and Sanskrit shlokas. Again, though, he has not shown an interest in being formally instructed in either music or devotional rituals!

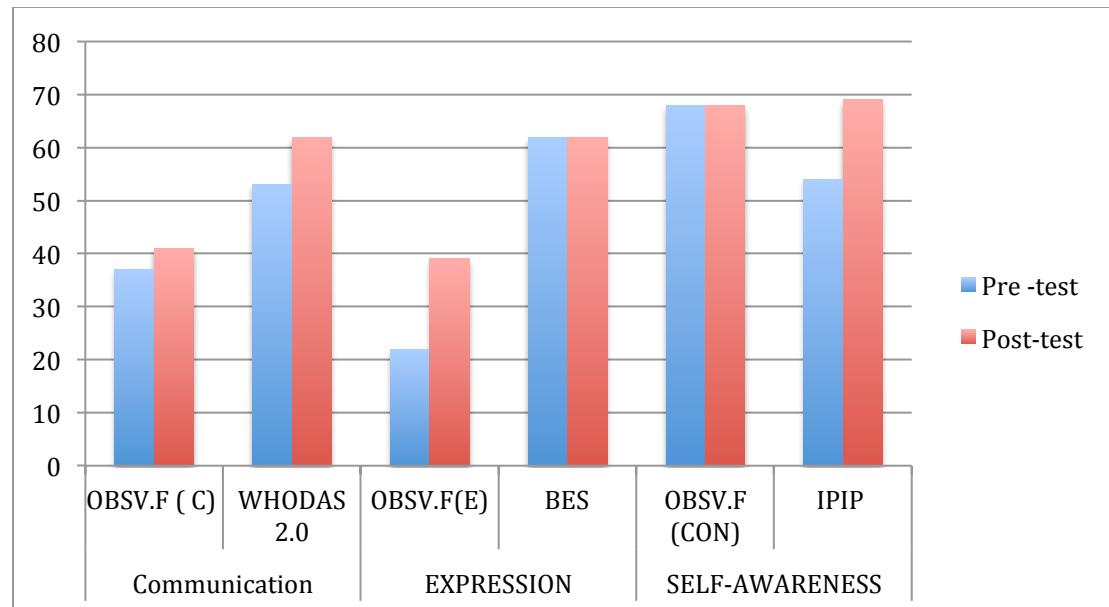
Medical background

He is currently under medication to control his anxiousness.

Creation

K main area of work is on Communication, emotional expression domain and self-awareness. K don't interact much and even don't participate class activities. He likes to sit aside and watch.

Graph – 14 shows the comparison of scores of various tools over the course of action research for K



Results & Interpretation:

- K has showed evident change in score in the domains of self-awareness and communication. And he also seems to be stable in his expression of feelings.
- The data analysis collected using different tools says K has showed a significant change in communication and self -awareness domain. His emotional expressions haven't changed much.
- K shift in his interaction is very visible in-group where he initiates conversation and also stick with it.
- K response has been highly appreciable as he is even participating in all sessions where he used to restrict himself from trying something new but now he joins the group and participates.
- K has shown great interest in singing, group interaction and also he started making eye contact without much prompt. He acknowledges

others presence and he started singing, coloring very little and take part in theatre.

- This shows that arts based therapeutic intervention has helped him to build his socializing skills, improved his interaction and a level of self-awareness has also been seen.
- In communication she showed changes but still she has to improve her clarity in talking as she just speaks words than sentences.
- K responds has been changed as he also used many art based therapeutic media during the study which helped him to develop comfort zone with the space and people around.
- K showed similar scores in all the three domains rated by the facilitator and another neutral observer.
- The scores obtained in observation formats and psychological testing's for three domains has a correlation as it showed in the graphs.

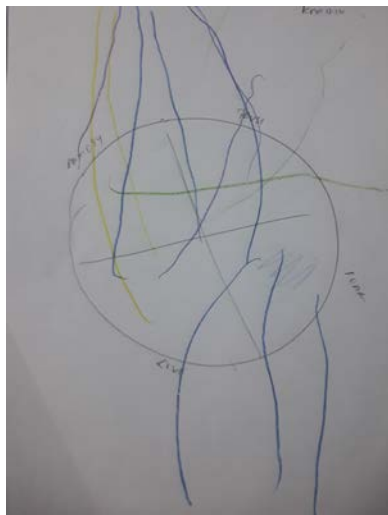
Comparison of ABT tools (Visual arts)

K shows interest singing and narrating a little bit but usually it's a repetition. He don't really enjoy writing, drawing but he enjoys listening to stories. So the tool 6PSM was a trial with him. So the First image shows the 6pieces of story making he did in the beginning of the study and also the latest story he made but its more in lines which itself is a great achievement because without any promptness he did that. Second image shows the mandala drawing he did which depicted her understanding about feelings and what color she relates it to each feeling like trust, anxiety, fear and love.



Image shows K- 6PSM

K has put an effort to describe his feeling through these lines as in the pre test he told he feel sad and he drew one line and stopped but in post test he drew two three lines and said he feels happy.



Images show K- mandala

K has just draw by himself without any prompt as he heard the instructions he took four colors continuously and draw these lines

Client 6: P

Family background:

P (M, 17 years) attends the full day program at Snehadhara Foundation. He has been diagnosed with autism. He lives with his mother and sister in Bangalore and his father stays separately.

Academic and rehab teacher's input:

P has been in different schools from very young age and he is very good with numbers, alphabets, few writings and reading. He can speak two languages. He is quite independent with his toilet needs and dressing himself but needs small instructions.

He has a habit of self-talk though the frequency keeps changing and he fails to express his needs like when he is hungry, washroom needs.

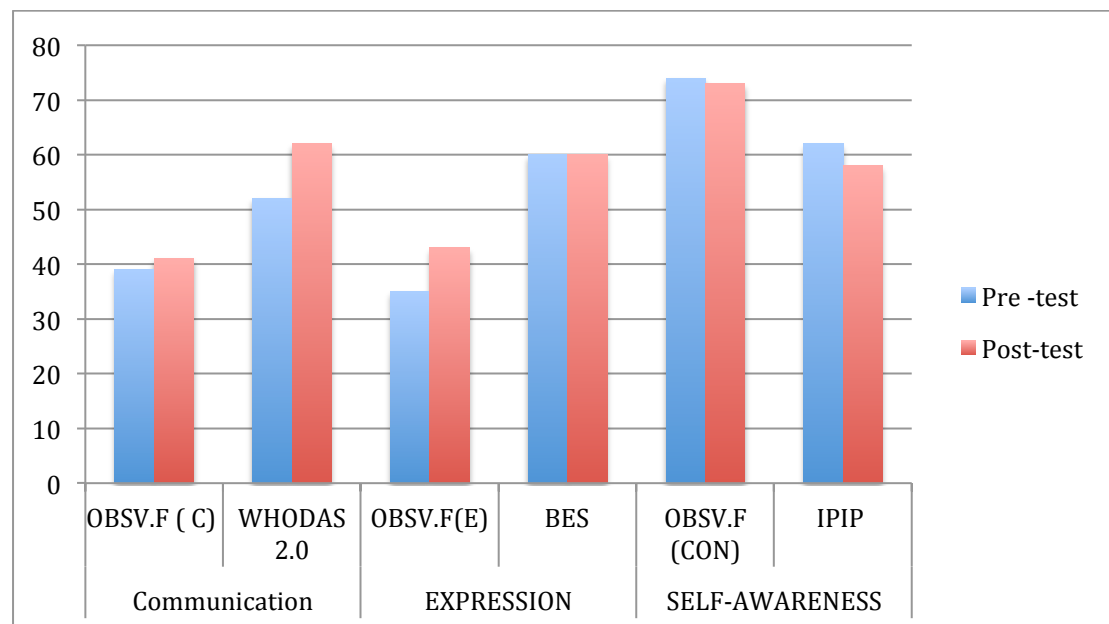
Medical background

He is under medication for anxiety issues and seizures, which results in increased appetite and increased lethargy.

Creation

P's main area of work is on emotional expression domain and self-awareness. P interacts as he has the tendency to repeat the same words continuously and raise his voice. He remembers everyone's name and also he makes good eye contact but at times he doesn't have regulation of his emotion and also he has to work on his conscientiousness skill.

Graph – 15 shows the comparison of scores of various tools over the course of action research for P



Results & Interpretation:

- The analysis and evaluation of the data collected using different tools says P has showed a significant change in communication than the areas of focus, which was self-awareness and emotional expression.
- P has shown a little shift in various domains. It also seen their a difference in his scores in observation formats and psychological testing's where he shows a deficit in scores.
- P has got a increase score in communication which is the domain where he wasn't much focus area. The work with him inn group activity was with emotional expression and self-awareness.
- P showed similar scores in all the three domains rated by the facilitator and another neutral observer.
- It has seen that there is a deficit in his self- awareness score in psychological testing tool compared to observation formats.

- P has shown great interest in singing, group interaction, drawing, theatre and dance.
- P has always showed much interest in exploring new arts based therapeutic media and also his responds are really well.
- This shows that arts based therapeutic intervention has helped him to build his socializing skills, improved his interaction.
- In communication he showed changes but still he has to improve her clarity in talking as he just speaks words than sentences, which doesn't match to the present situation.

Comparison of ABT tools (Visual arts)

P has great interest in listening story and he can recognize images and he tries to connect the words and read the stories. While doing 6PSM he took lot of time in repeating the words and expression. So the tool 6PSM was a trial with him. So the First image shows the 6pieces of story making he did in the beginning of the study and also the latest story he made but its more in lines which itself is a great achievement because without any promptness he did that. Second image shows the mandala drawing he did which depicted her understanding about feelings and what color she relates it to each feeling like trust, anxiety, fear and love.

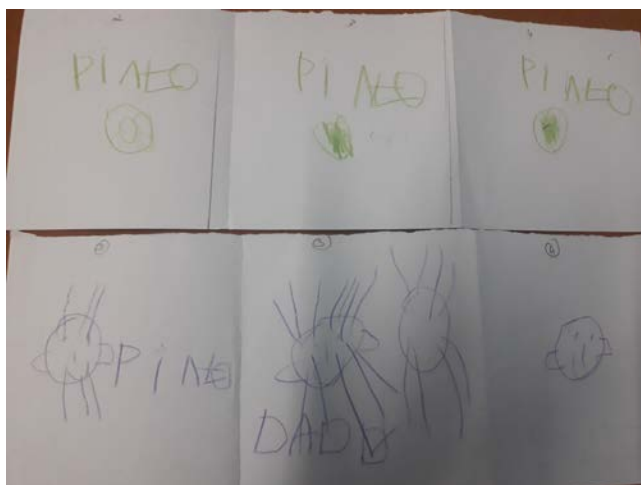


Image shows P-6PSM

P described the image as it is P who is feeling sad and crying and then he said a baby crying and dad and he ended the story also with sadness.

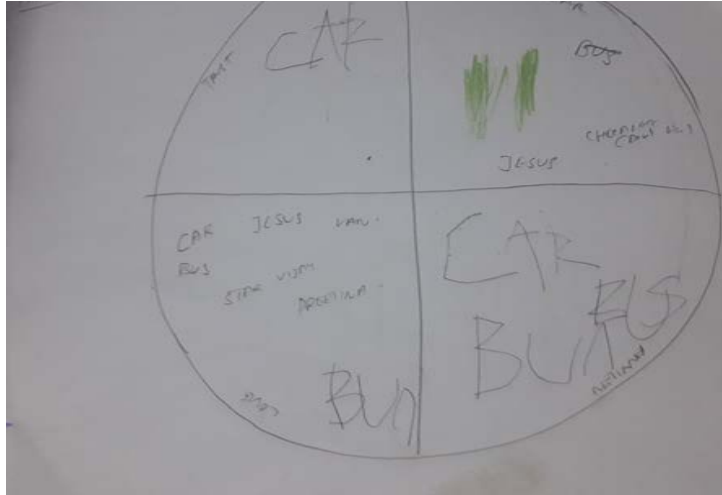


Image shows P- Mandala

P instead of coloring he chose to write words for each feeling and he picked only one color and colored the part which has Love feeling in it.

4.3 INFERENCES

Based on the data analyzed in group and individual, following inferences can be drawn:

- The Arts Based Therapeutic intervention has showed evident change as a group and as an individual.
- It is seen that multiple art forms like music, movement, theatre, and visual arts could bring a shift in a focus area as well as in multiple areas.
- On an average, the shift in this group was positively upward.
- The scoring obtained during the study by different observers has similar results though psychological testing showed a small change in the individual levels.
- ABT is an effective tool for individuals and groups that resulted in personality development.

SECTION 5: DISCUSSION

5.1 LIMITATIONS

The Arts Based Therapy project gave me lot of exposure, experience and learning. However, there were few limitations experienced during the study.

Researcher's biggest challenge was sudden change in the population for the study after doing a pilot project and then adapting to new population was difficult in the beginning. Then the population, which was finalized subsequently, was the group the researcher already working with. Hence, it was a bit easy to find out the areas that needs to be worked out for the group.

The group was heterogeneous in nature. To bring about a commonality, researcher has to find a tool for mental status examination, which helped to showcase the participant's mental status range on the same line. However, when it comes to their functional abilities, they were on the same pitch.

Finding a psychological tool to strengthen the study was a difficult challenge as it was researcher's interest to use the testing tool with other tools. And finding the tool for three domains and also for adults with special needs was extremely difficult.

During the project, the participants had their emotional breakdown moments. Some of them were absent due to health reasons and other unavailibilties. This affected the dynamics of the group.

It was also quite challenging to create sessions where the participants shouldn't feel repeated as well as the session while using the same tool. Not all participants were responding to all ABT tools. Hence, the session plan were reworked and created again.

At last the change of classroom setting has also affected the study. As three sessions used to be held in a week, It used to happen at three places .It has also created a shift in the participant's response.

5.2 LEARNINGS

The choice to do Arts Based Therapy course has been made feel great from the time I sign up for this. The learning's personally and professionally has lifted me to become a better human and a better healer.

The journey of my action research has been exciting, thrilling, experimenting and I cherished each moment. From all the sessions, I had a takeaway from each participant and as a group.

There was a moment I was feeling helpless and I was stuck how to take it forward. However, they way the group responded made me feel blessed and it even gave me ideas to work with each individual and as a group.

Using various art forms for each session was a joy and learning for me and for the group. It also helped me to see how creative I can come in the next session so that I can make the best use of that art for my study.

Each art form has its own uniqueness and it was amazing to use one art form and combination of it during the session. It also helped me to work with the participant's creatively.

The project work has been a life learning for me as there were ups and downs on a personal level in the last month. The power of art has helped me and it made me truly believe in-depth the magic of it.

I would be continuing the magic of ABT in various populations I will be working and interacting with.

As a takeaway, the learning I want to sum up is to give them time and see the beauty in its own and never to give up.

5.3 FUTURE

During the course, I have the SEG (Subtle Energy Guide), which helped me to understand self and others. The SEG manual has been the basic energy guide to look back each time when I need a focus. It helped me to understand the intensity of the course and it was a guide to me throughout the course.

The participant group has made few practices which they will continue after the study as it would help them to maintain the change the study brought in them.

This study has been a wonderful learning and it also helped me in thinking what all population I can use this tool further and how effectively I can make use of different art tools.

I will use this tool further in my counseling sessions individual as well as group. As I am fully convinced that, the art could reach and heal beyond all other traditional therapeutic practices.

SECTION 6: APPENDIX

6.1 APPENDIX A: OBSERVATION FORMATS ALL THE DOMAINS

DOMAIN:EXPRESSION

Date

Participant name:

Observer 1:

Observer 2:

No.	EMOTIONAL EXPRESSION	5	4	3	2	1
		strongly disagree	sonmehat disagree	neither agree nor disagree	somewhat agree	strongly agree
1	I know when to speak about my personal problems to others.					
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3	I expect that I will do well on most things I try.					
4	Other people find it easy to confide in me.					
5	I find it hard to understand the non-verbal messages of other					
6	I am aware of my emotions as I experience them					
7	I expect good things to happen.					
8	I like to share my emotions with others.					
9	When I experience a positive emotion,I know how to make it last					
10	I know why my emotions change					

11	I have control over my emotions.					
12	I easily recognize my emotions as I experience them					
13	I know what other people are feeling just by looking at them					
14	I help other people feel better when they are down.					
15	By looking at their facial expressions, I recognize the emotions people are experiencing					

DOMAIN:SELF -AWARENESS

Date

Participant name:

Observer 1:

Observer 2:

No.	CONSCIENTIOUSNESS	5	4	3	2	1
		Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
1	Accomplish my work on time.					
2	Do things according to a plan.					
3	Am careful to avoid making mistakes.					
4	Keep my checkbook balanced.					
5	Like to plan ahead.					
6	Return borrowed items.					
7	Often forget to put things back in their proper place.					
8	Neglect my duties.					
9	Take tasks too lightly.					
10	Leave my work undone.					

14	Carry out my plans.					
15	Finish what I start.					
16	Get things done quickly.					
17	Always know what I am doing.					
18	Waste my time.					
19	Find it difficult to get down to work.					
20	Mess things up.					
21	Don't put my mind on the task at hand.					
22	Postpone decisions.					
23	Am easily distracted.					

DOMAIN: COMMUNICATION

Date

Participant name:

Observer 1:

Observer 2:

No.	COMMUNICATION	5	4	3	2	1
	<i>Non Verbal</i>					
1	Acknowledges another with gestures					
2	Gains attention with gestures					
3	Answers simple questions with gestures					
4	Expresses needs with gestures					
5	Responds to yes/no questions with gestures					
6	Expresses like/dislike with gestures					
7	Making eye contact with peer group					
8	Initiates action using gestures					
9	Responds to peers with gestures					
10	Follows instructions by engaging in activity					
11	Answers "where is __ (object)" by pointing					
12	lift up hand to ask questions					
13	Can point out other participants in the group					
	<i>Verbal</i>					
I	<i>AQUISITION OF LANGUAGE</i>					
1	Greets another using words like(hi, hello,good morning, thankyou,sorry etc)					
2	Draws attention by calling out name					

4	Answers simple questions					
5	Expresses needs with words (for hunger/toilet/an object)					
6	Responds to yes/no questions appropriately					
7	Expresses like/dislike with words					
8	Expresses emotions with words					
9	Initiates action using words					
10	Responds to peers using words					
10	Asks wh-questions in relation to activities					
11	Asks wh-questions in relation to information given					
12	Answers "don't know" appropriately					
13	Answers "what's this" with object name					
14	Can speak in simple sentences (The dog barked/The boy fell)					
15	Able to say others name in the group					
16	No Cross conversations while doing activity					
II	CONSTRUCTION					
1	Vaguely structured					
2	structured with beginning and end					
3	structured with beginning-middle-end					
4	awareness of story structure					
5	a proper story constructed					
6	story, deeply meaningful					
III	EXPRESSION AND MEANINGFULNESS					
1	In context					
2	personally meaningful					
3	meaningful to others					
4	spontaneous but expressive					
5	a proper story constructed					
6	story,deeply meaningful					

6. 2 APPENDIX B: PSYCHOLOGICAL TESTING

COMMUNICATION

WHODAS 2.0

WORLD HEALTH ORGANIZATION DISABILITY
ASSESSMENT SCHEDULE 2.0

36-item version, self-administered

Understanding and communicating						
D1.1	Concentrating on doing something for ten minutes?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.2	Remembering to do important things?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.3	Analysing and finding solutions to problems in day-to-day life?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.4	Learning a new task, for example, learning how to get to a new place?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.5	Generally understanding what people say?	None	Mild	Moderate	Severe	Extreme or cannot do
D1.6	Starting and maintaining a conversation?	None	Mild	Moderate	Severe	Extreme or cannot do
Getting around						
D2.1	Standing for long periods such as 30 minutes?	None	Mild	Moderate	Severe	Extreme or cannot do
D2.2	Standing up from sitting down?	None	Mild	Moderate	Severe	Extreme or cannot do
D2.3	Moving around inside your home?	None	Mild	Moderate	Severe	Extreme or cannot do
D2.4	Getting out of your home?	None	Mild	Moderate	Severe	Extreme or cannot do
D2.5	Walking a long distance such as a kilometre [or equivalent]?	None	Mild	Moderate	Severe	Extreme or cannot do
Self-care						

D3.1	Washing your whole body?	None	Mild	Moderate	Severe	Extreme or cannot do
D3.2	Getting dressed?	None	Mild	Moderate	Severe	Extreme or cannot do
D3.3	Eating?	None	Mild	Moderate	Severe	Extreme or cannot do
D3.4	Staying by yourself for a few days?	None	Mild	Moderate	Severe	Extreme or cannot do
Getting along with people						
D4.1	Dealing with people you do not know?	None	Mild	Moderate	Severe	Extreme or cannot do
D4.2	Maintaining a friendship?	None	Mild	Moderate	Severe	Extreme or cannot do
D4.3	Getting along with people who are close to you?	None	Mild	Moderate	Severe	Extreme or cannot do
D4.4	Making new friends?	None	Mild	Moderate	Severe	Extreme or cannot do
D4.5	Sexual activities?	None	Mild	Moderate	Severe	Extreme or cannot do
Life activities						
D5.1	Taking care of your household responsibilities?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.2	Doing most important household tasks well?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.3	Getting all the household work done that you needed to do?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.4	Getting your household work done as quickly as needed?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.5	Your day-to-day work/school?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.6	Doing your most important work/school tasks well?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.7	Getting all the work done that you need to do?	None	Mild	Moderate	Severe	Extreme or cannot do
D5.8	Getting your work done as quickly as needed?	None	Mild	Moderate	Severe	Extreme or cannot do

Participation in society						
D6.1	How much of a problem did you have in joining in community activities (for example, festivities, religious or other activities) in the same way as anyone else can?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.2	How much of a problem did you have because of barriers or hindrances in the world around you?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.3	How much of a problem did you have living with dignity because of the attitudes and actions of others?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.4	How much time did you spend on your health condition, or its consequences?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.5	How much have you been emotionally affected by your health condition?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.6	How much has your health been a drain on the financial resources of you or your family?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.7	How much of a problem did your family have because of your health problems?	None	Mild	Moderate	Severe	Extreme or cannot do
D6.8	How much of a problem did you have in doing things by yourself for relaxation or pleasure?	None	Mild	Moderate	Severe	Extreme or cannot do

SCORING

H1	Overall, in the past 30 days, how many days were these difficulties present?	Record number of days _____
H2	In the past 30 days, for how many days were you totally unable to carry out your usual activities or work because of any health condition?	Record number of days _____
H3	In the past 30 days, not counting the days that you were totally unable, for how many days did you cut back or reduce your usual activities or work because of any health condition?	Record number of days _____

EMOTIONAL EXPRESSION

BERKELEY EXPRESSIVITY QUESTIONNAIRE

Description of Measure:

A 16-item scale designed to measure an individual's emotional expressivity. The scale is separated into 3 facets: Negative Expressivity, Positive Expressivity, and Impulse Strength. Each item is answered on a 7-point Likert-type ranging from 1 (strongly disagree) to 7 (strongly agree).

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

___ 1. Whenever I feel positive emotions, people can easily see exactly what I am feeling.

___ 2. I sometimes cry during sad movies.

___ 3. People often do not know what I am feeling.

___ 4. I laugh out loud when someone tells me a joke that I think is funny.

___ 5. It is difficult for me to hide my fear.

___ 6. When I'm happy, my feelings show.

___ 7. My body reacts very strongly to emotional situations.

___ 8. I've learned it is better to suppress my anger than to show it.

___ 9. No matter how nervous or upset I am, I tend to keep a calm exterior.

___ 10. I am an emotionally expressive person.

___ 11. I have strong emotions.

___12. I am sometimes unable to hide my feelings, even though I would like to.

___13. Whenever I feel negative emotions, people can easily see exactly what I am feeling.

___14. There have been times when I have not been able to stop crying even though I tried to stop.

___15. I experience my emotions very strongly. ___16. What I'm feeling is written all over my face.

Scoring

Items 3, 8, and 9 are reverse scored. Items 3, 5, 8, 9, 13, 16 make up the Negative Emotionality facet Items 1, 4, 6, 10 make up the Positive Emotionality facet Items 2, 7, 11, 12, 14, 15 make up the Impulse Strength facet.

SELF-AWARENESS

IPIP Conscientiousness Scale (Goldberg, 1999)

On the following page, there are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes you. Please read each statement carefully, and then fill in the bubble that corresponds to the number on the scale.

(Response Options 1: Very Inaccurate 2: Moderately Inaccurate 3: Neither Inaccurate nor Accurate 4: Moderately Accurate 5: Very Accurate)

1. Am always prepared.
2. Pay attention to details.
3. Get chores done right away.
4. Like order.
5. Follow a schedule.
6. Am exacting in my work.
7. Leave my belongings around.
8. Make a mess of things.
9. Often forget to put things back in their proper place.
10. Shirk my duties.
11. Do things according to a plan.
12. Continue until everything is perfect.
13. Make plans and stick to them.
14. Love order and regularity.
15. Like to tidy up.
16. Neglect my duties.
17. Waste my time.
18. Do things in a half-way manner.
19. Find it difficult to get down to work
20. Leave a mess in my room.

SCORING:

3,5,8,9,13 Reverse scoring

APPENDIX C: ABT TOOL

EMBODIEMENT-PROJECTION-ROLE BY JENNINGS

ROLE		PRE	POST
1	BODY MOVEMENT		
2	SOUND/ SPEECH		
3	MIMICRY/INNOVATION		
4	BRIEF/SUSTAINED		
5	RELATIONSHIO WITH ANOTHER ROLE		
6	ROLE DEVELOPMENT		
7	SCENE /SIUTATION DEVELOPMENT		
8	OTHERS		

SCORING

1	2	3	4	5
Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate

APPENDIX D: SRS SUMMARY

Session No	Date	Therapeutic Domain :	Metaphors	Communion	Creation	Closure
1	05/10 /18	Communication	flower vase	get the group to park.they all settle down in a circle and facilitator will keep the materials also ready	the session will begin with giving minimal instructions. One by one they will take a chit and walk around in the ground come up with a object which they can relate with the word written in the chit and then they will connect a feeling and tell one sentence	the session close by recollecting the materials and words associated and everybody chanting a prayer together and walking back to school
2	07/10 /18	communication , Expression	Mandala	getting the group together by welcoming all and greeting.the group will stand in a circle and given a hula hoop now they have to hold hands and pass the hula hoop and now they have to pass stand outward as a group without breaking the hand.	All the participants will get one a4 sheet with a circle drawn in it. few shapes like rectangle, triangle, star square shapes in it. now they have to choose a shape when the facilitator calls out one subject which is friends, parents, career and goal. the participants will choose and colour a shape which they can associate with these subjects.	The session began with passing the woolen ball criss cross and then they passed it in a 123456 and reverse they got the ball back and then they will see the ball share one think they feel , think of it when they see it, feel it. then they have to say an object that comes to their mind when they see the object apart from the ball. they all said different words and then they were given a a4 sheet and pencil and colour pencils. then they all drew the objects they could associate and then presented before the team. then they were asked to make two a sentence using two objects they can see in the drawings. once all of them make sentence they will reread everyone's lines and then they will close with one word. the session ended with breathe in exercise and tapping both hands
3	11/10 /18	Narrative skills, emotional expressions and self expression	scarves	get the group together and making sure materials are ready.the session began with asking how they felt when they woke up this morning. then they will be asked to take an object	creation was they have to first make a sentence where it states the association of their feeling with the object they picked. then they will enact individually the skit	the session closure was with performing and discussing about each act and then putting all the materials together and then doing a quick feelings check and then they will pat each other's shoulder and breathe and blow three times
4	13/10 /18	Narrative skills, emotional expressions and self expression	Ball	space preparation and bringing the group together.the session will begin with a small passing the ball game and then they will share a positive word about themselves	Creation part is they all have to choose one small colourful ball and decorate that. and then they will get clay using clay they will decorate the ball associating them in the ball	the ball will be made into different things they all share what they did and then they will sit discuss and session will close with closure song i like the flower

				thrown to them spontaneously		
5	15/10/18	Narrative skills, emotional expressions and self expression	stage	the session starts with getting them all sitting together on circle. the book name the rooster and the sun has been introduced to all and each one of them read the one by one page	they will display the story in acting as the whole class and take up their own character scene by scene. they will practice and perform	they will sit together in a circle and then they will talk about how was their experience in reading and acting. they will hold each other's hand and sing like the flower song and then they will blow hands three times
6	17/10/18	Narrative skills, emotional expressions and self expression	Photos	the session will begin with them all sitting close together in a circle and materials will be arranged. the session will begin with asking them all share one single word they like about school	they will draw the image they thought about school in their mind and then they will explain and they will now narrate their drawing and then they will get clay and they all have to draw together in a chart paper and then they have to draw something	they will talk about the sculpture they made in the clay and then they will put it together and then close with making all the clay together
7	22/10/18	Narrative skills, emotional expressions and self expression	Collage	the session will begin with greeting and welcome them for the session. the session started with everybody standing together and then we did one and two songs	The session will start with keeping a chart in the center and making it feel like that's their space in the class and then they will mark it using colours and then a4 sheet will be given and few magazines where they have to relate it and draw, write about the image and their association with it. once they are done that they will sit together as a group and stick that image and explain to the group what do they feel and how it is associated	the session will end with how do they feel and then they will close their eyes and do breathe in and breathe out
8	24/10/18	Narrative skills, emotional expressions and self expression	Assessment	the group sit together instructions will be given. the session began with calling out one by one name giving them a sheet of paper and answering the questions which is asked	the session will be totally focussed on MMSE test which will be conducted one by one	the session closure will be with sharing positive thoughts
9	26/10/18	emotional, narration, association, group interaction	flower vase	the session will begin with giving minimal instructions. One by one they will take a chit and walk around in the ground come up with an object which they can relate with the word written in the chit and then they will connect a feeling and tell one	the session began with all of them standing together and sitting in circle and different positions. Then they were asked to share about their favourite food. One round they all shared and then they have to close their eyes and think how it smells and one by one they all showed to the group. then they all were given a paper and a picture of ice cream in it. they were all asked to look at it and then they were asked to share what they see in the paper. then they all shared their	the session close by recollecting the materials and words associated and everybody chanting a prayer together and walking back to school

				sentence	favourite flavour of icecream. then they were asked to relate icecream with favourite person in their life. they all were given set of colours to draw as well. they all showed their drawing to each other and then they kept the drawing beside and stood up and then we all sang i like the flower song for closure	
10	29/10/18	emodiment, movement, creative skills	koodiyattam	getting the group together by welcoming all and greeting. random walk, clap means they have to stop and walk again 1 means they have to jump and 2 means they have to shake their body. Clap will do twice, 1 will say twice and 2 will say twice then freeze.	they have to embody something which they can relate to themselves when they hear a clap and then they will walk randomly form pair make a tap and then they will become 4 members in a team and 8 in the group then they will sit down and two teams. They will be given a paper and pencil they have to write the emodiment they did so far and add one more word from each of the participant and enact it out. one team will do it non-verbal and the other team watches and guess the roles they have played.	de-roll. By just taking out their character and throw it in the middle of the circle. all of them come in a circle and sit together and stretch their legs and shake their hands, rotate their head. close their eyes for about 5 count. Rub the palms. Eyes and blow.
11	31/10/18	body movement, creativity, voice exercise	market	they all sat and have to express one emotion at present	they will then start writing or observe and tell what kind of emotion is that	the session will close with sharing their writings and observation of different emotions and instances they could remember
12	02/11/18	group-work, creativity, skills, presentation	Rangoli	getting the group together by welcoming all and greeting. all of us will sit on the floor. They have to say their name loudly and in whisper when the facilitator's object moves up and down. If it goes up they will call out their name loudly and if it's low they will call out in whisper. Now they have to make sounds and noises of various public places. like market, shopping, bus stop, mall, fish market, car workshop etc	group splitted into 4 all together 20 participants so all of them divided into 4 fives 5 in each team. One member from the team come and take one chit and go back to the group. They will be given 5 minutes to prepare a situation with dialogues. And then they will come and present it before the group. after they present one by one and then they will get to do the same skit with an instrument without using any dialogues. again they will be given 5 minutes to prepare and then they will do the skit again.	they will now sit in circle put back their instruments and now they will share what their experience when they were given verbal choice and non-verbal choice and also they will share the challenges they faced while doing it. de-rolling will be done by just removing the character by just blowing to each other.
13	05/11/18	Creativity, self confidence, presentation	emojis	getting the group together by welcoming all and greeting. the session started with making various sounds and	the group now had to connect the emotions given into them and mold the story when facilitator say start and when she says stops they have to stop showing the emotion. First one round will be with sounds and	they will be sharing their experience when they had to quickly change the emotions and turn into group laugh. Loudly and low voice.

				then getting slowly into various songs they know in those emotion and face reactions	second round is like mime. They cant make noise they just have to convey the emotion	
14	09/11/18	verbal / non verbal communication , skills,	Binocular	getting the group together by welcoming all and greeting.The facilitator gave the white paper to all and instructed them to take one crayons and then use their dominant hand to scribble the paper and then kept timer and then they were asked to take one more crayons and scribble with non-dominant colour.after that they were asked to scribble with both the hands simultaneously	they have asked to keep the papers in the middle ad new a4 sheet is given now theyw ere asked to draw lines without lifting hands and also with only one colour and then they were paired with partners and the they were asked to sit face to face with their partner and move their crayons just like the partner does and copy his actions and movemnet and vice versa. and now they were asked take turn and create a drawing. 5minutes and the instructions was not to give to many thought and just to continue with the flow.	sharing their drawing and experience of drawing and share it with partners first and then with the group. And then they will keep the drawings in the middle of the group and then they will shake hands , do finger exercise and end with a relaxing song for 5 minutes with closed eyes.
15	12/11/18	pusle, rhythm,	Karoke	getting the group together by welcoming all and greeting.the facilitator and participants sit in a circle and they were asked to call out their names in high and low voice according to the facilitators hand movement. The they were all asked to take one instrument which was kept in the middle.	the participant were given few time to just get familiarise with the intrumnet they wereasked to randomly play the instrument. Then they were divided into two groups . Now they have to play as a group using different instruments and now they were asked to come up with a rythm as a group. both the teams will take 5minutes to practice and then they will perform and the other task is now they have to play high ana low as the facilitator commmands. they group play with keen observation. then the groups will play instruments together nad bring the other group into their rythm. not many instructions will be given.	the group will be playing together in one rhythm and finsih on a high and low note of the same rhythm and then the instruments are kept back inside the box. Then hand exercise and breathe in and breathe out.
16	14/11/18	Expressi on,creat ivity	Mime	getting the group together by welcoming all and greeting.the session started with making various sounds and then getting slowly into various songs they know in those emotion and face reactions	the group now had to connect the emotions given into them and mold the ody when faciliattor say start and when she says stops they have to stop showing the emotion. First one round will be with sounds and second round is like mime. They cant make noise they just have to convey the emotion	this session they all sat in circle and then they shared their different kind of emotion and then a a4 sheet was given in which they were given small mandala which was divided into four quarderles. in which one trust, anxiety, fear and love. they can write and draw on each circle what they feel about it and colour the whole side. then they wwere asked to share.

17	16/11/18	Reading, construction, association	Movie	get the group to park. they all settle down in a circle and facilitator will keep the materials also ready	the session will begin with giving minimal instructions. One by one they will take a chit and walk around in the ground come up with an object which they can relate with the word written in the chit and then they will connect a feeling and tell one sentence	the session close by recollecting the materials and words associated and everybody chanting a prayer together and walking back to school
18	19/11/18	relationship, problem solution	Hill	getting the group together by welcoming all and greeting. the group will be asked to close their eyes and think of a dish which they like the most and feel that they are smelling the food. And now they have to open their mouth and share among other participants.	the group will be given a4 sheet with also 10 colours per person and they are asked to draw a hill. After that a story is heard by the facilitator which goes like a boy with his friends goes for a trekking and on the way he lost his friends and he had to reach the top of the hill. what kind of hurdles he will face to reach up to the mountain and what kind of a feeling he holds after reaching there. these are the two doubts they have. they all have to individually draw and if they feel like sharing they can share their drawing to the group.	after all the participants finish their drawing they will keep all the drawing in the middle of the circle and start sharing their experience, thoughts and feelings after the drawing. Then small relaxation exercise is done. Breathe in and breathe out.
19	21/11/18	relationship, awareness, understanding, protection, flexibility	mandala	getting the group together by welcoming all and greeting. the group will stand in a circle and given a hula hoop now they have to hold hands and pass the hula hoop and now they have to pass stand outward as a group without breaking the hand.	All the participants will get one a4 sheet with a circle drawn in it. few shapes like rectangle, triangle, star square shapes in it. now they have to choose a shape when the facilitator calls out one subject which is friends, parents, career and goal. the participants will choose and colour a shape which they can associate with these subjects.	after all the participants finish their work they will share their reason behind each choice of colours and shapes. Collecting all the drawings. Small voice exercise.
20	23/11/18	relationship, awareness, understanding, self confidence, self esteem, expression, creativity, rhythm, narration	magician	the group told to walk around on the space and show us one action which should depict an emotion they are in. everybody take charge and then they will settle down. the emotions similar they did will be paired and they will come up with a skit with a situation of their lives.	after that they will be given scarves and instruments one acts as narrator other will make the use of the instrument they have to form a rhythm to the situation they did.	the group will watch each others performance and discuss what they understood and then put back the materials. de-rolling happens and then they will settle down
21	26/11/18	bonding, understanding, self awareness, self esteem,	media	they will be given responsibility to take out one character they want to become and then will depict that in any form they see in the nature in the	they will sculpt their metaphors on each other and share their experiences and what they felt when they did it.	the group will de-rol be take out the imaginable role and then they will throw it in the middle

		readiness to do and also creativity		form of picture. The they will be paired randomly and they have to think how they can modify the drawing into sculpting		
22	28/11/18	concentration, understanding, grasping, thoughtfulness, awareness, excitement	actors	the facilitator will ask them to share one positive word about them and the group	each one will get one paper and a colours they will share the positive thoughts in colouring with a drawing they could be able to depict with one picture.	the group will write their thoughts on each paper and will share with the group if they wish too.
23	30/11/18	acceptance, understanding, expression,	mask	The group will move around in different places using a brush and move their hands as if they are brushing on a floor, wall and paper.	In pairs, paint your partner's face with your impression of what sort of person he is. Using your partner's face as a canvas, paint an abstract design or expressive mask, taking your time.	the partners will see each other and reflect their views and how it was when they were doing for each other and also what are the feelings they hold.
24	03/12/18	Work in teams, Work cooperatively, expression, awareness, space sharing, openness	group mandala (rangoli)	the group will play leader leader action change and then they will walk in circle and pass the ball and then putting back the materials. They will recall the mandala session they had	On a large sheet of paper, draw a large circle and divide it into sectors like pieces of cake, according to the number of people in the group. Individuals can decide whether they wish to remain in their own territories, portraying anything they wish, or whether they also want to enter other people's spaces; individuals also decide whether their boundaries are to be firm or blended in with those of neighbours on either side. Discussion can look at how people's decisions affected the whole painting and the interactions between people.	Discussion can look at how people's decisions affected the whole painting and the interactions between people. putting the materials back into box and then they will share their experience.
25	07/12/18	emotion, narration, association, group interaction	Mandala	getting the group together by welcoming all and greeting	getting the group together by welcoming all and greeting. the group will stand in a circle and given a hula hoop now they have to hold hands and pass the hula hoop and now they have to pass stand outward as a group without breaking the hand.	All the participants will get one A4 sheet with a circle drawn in it. few shapes like rectangle, triangle, star square shapes in it. now they have to choose a shape when the facilitator calls out one subject which is friends, parents, career and goal. the participants will choose and colour a shape which they can associate with these subjects.
26	10/12/18	Narrative skills, emotional expressions and	Coin	get the group together and making sure materials are ready. The session start with settling them all in a circle	get the group together and making sure materials are ready. the session began with asking how they felt when they woke up this morning. then they will be asked to take an object	creation was they have to first make a sentence where it states the association of their feeling with the object they picked. then they will enact individually the skit

		self expressi on		and then we began with a topic on transaction what they know, seen and understand about transaction. they all shared various places and experiences		
27	12/12 /18	Communi cation and writing	Calligraphy	get the group together and making sure materials are ready.the session began with asking how they felt when they woke up this morning. then they will be asked to take an object	creation was they have to first make a sentence were it states the association of their feeling with the object they picked. then they will inact individually the skit	the session closure was with performing and discussing about each act and then putting all the materials together and then doing a quick feelings check and then they will pat each others shoulder and breathe and blow three times
28	14/12 /18	Narratio n,creati vity	Editing	the session will begin with a feelings check and name any animal name in the class	the story book will be placed in the middle then they have to select two titles.they will discuss about the titles and how they understand and make a poem with different titles of books they read so far.	they created a poem and then they will tune it and sing that for the closure.
29	17/12 /18	Self- awareness	Hot seat	the session will begin with greeting and making them all sit in a circle.the session began with recollecting last sessions work and continuity of the session	this session they will first say their name and then they will few details they shared about themselves after that group split into four. where three group will communicate on a new topic, one group will do a question answer	The group will share what they understood and how they feel about the set up and then they will do closure with a song
30	19/12 /18	Expressi on, Communi cation	round table	the session will begin with they all sitting in a circle.They were asked to pass the clap one round and then vice versa and then they were split into four groups	.the groups are one with music intention, listening, interview, body awareness like that so the first four will taking the turns and then they will move one person to next person after 5 minutes	The session had a closure did multiple art forms which help them to more alive and active and closed with a breathe in breathe out.
31	21/12 /18	Expressi on	Theatre	getting the group together by welcoming all and greeting.the group told to walk around on the space and show us one action which should depict an emotion they are in.everybody take charge and then they will settle down.the emotions similar they did will be paired and they will come up with a skit with a situation of their lives.	after that they will be given scarves and instruments one act as narrator other will make the use of the instrument they have to form a rhythm to the situation they did.	the group will watch each others performance and discuss what they and then back the .de-rolling happens and then they will down

32	24/12/18	Expressi on	Groceries	getting the group together by welcoming all and greeting. They were asked to see different materials and what they think they can do with these materials	the group told to walk around on the space and show us one action which should depict an emotion they are in. everybody take charge and then they will settle down. the emotions similar they did will be paired and they will come up with a skit with a situation of their lives.	after that they will be given scarves and instruments one act as narrator other will make the use of the instrument they have to form a rhythm to the situation they did.
33	02/01/19	Self- awareness, expressi on	Hill	the group will come together and sing a song on I like the flower and then they all settle down on their mats.	the group will be given a4 sheet with and also 10 colours per person and they are asked to draw a hill. After that a story is shared by the facilitator which goes like a boy with his friends goes for a trekking and on the way he lost his friends and he had to reach the top of the hill. what kind of hurdles he will face to reach up to the mountain and what kind of a feeling he holds after reaching there. these are the two doubts they have. they all have to individually draw and if they feel like sharing they can share their drawing to the group.	after all the participants finish their drawing they will keep all the drawing in the middle of the circle and start sharing their experience, thoughts and feelings after the drawing. Then small relaxation exercise is done. Breathe in and breathe out.
34	04/01/19	Communi cation , expressi on	Human library	This session they all sat together and everybody was partnered with one and then they were separately given work.	the session they have to focus on communication. they also mirrored each other. Under this theme without any forcing they will communicate with their buddy in which they can write, explain, introduced using different art tools kept in the middle of the circle	the session closure was sharing their experiences of the activity and leaving the emoticon they wanted to express for the activity.
35	07/01/19	Expressi on, narra tion, co mmunica tion	on-stage	session began with everyone sitting in a circle and taking the materials needed for the activity. they were split into small groups.	a theme is given either they can colour, write, draw, sculpt the theme with the help of their partner and then they have to showcase before the team once they are prepared. The theme given was friendship.	this session we began with showing three words. and then we split them all into four groups. where everybody will individually work and share and then they will all come together to share about their work. they get to choose four corners in the class wherever

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