



**Application of
Brief Artistic Interventions
within
Integrated Care + Services**

Michelle Figurski, MA, LAC, ATR | Mic Croitoru, MFA

Who We Are!

Michelle Figurski

Professional Registered Art Therapist and Licensed Associate Counselor.

Personal Karaoke Enthusiast, Trivia Champion.

Interests Expressive Arts Therapies, Mindfulness, Early Intervention.

Mic Croitoru

Professional Artist, Educator and Behavioral Health Practitioner.

Personal Friend, Husband, Dog Father, Uncle, Brother, Nephew and Son.

Interests Expressive Arts Therapies, Social Determinants of Health and Psychological Hygiene.



PSA Art Awakenings

- Founded in 2000 by PSA Behavioral Health Agency CEO Sara Marriott.
- Psychosocial rehabilitation & art therapy for adults, and art therapy for youth ages 7-17.

About the CEO **Sara Marriott**

- She is one of Mercy Maricopa Integrated Care's 2015 recipients of their Provider Award. She was nominated for her foresight in establishing the Art Awakenings program 15 years ago. The award recognizes providers "for pioneering new ways to improve the lives of individuals."
- In 2015, PSA Art Awakenings received the National Council of Behavioral Health's Inspiring Hope Award for Artistic Expression.

Warm-Up Activities

Therapy in **Varied Settings**

Children | School Performance

“The art therapy treatment focused on problem-solving and self-concept as a means of improving school performance. Results indicate a notable increase in both self-concept and academic performance. Art therapy was found to be a useful school-based intervention for this client.” (Pleasant-Metcalf & Rosal, 1997)

Therapy in **Varied Settings**

Adult Women | Court-Mandated Treatment

“A model for group art therapy using an art-based and relational-aesthetic approach. The group was developed to address the complicated issues presented when working with survivors of abuse who are court-mandated to attend counseling.”

“The sessions were structured around opening exercises such as breathing and relaxation, simple artmaking directives, reviewing the art, and assigning aesthetic homework.” (McCullough, 2003)

Therapy in **Varied Settings**

Judicial System | Prison, Jail and Probation

“The decrease in disciplinary actions reduced disciplinary administration time by 4,553 hours with a concomitant cost savings of \$77,406 (p. 29).”
(Brewster, 1983)

A watercolor palette with various colors is shown in the top left corner, resting on a wooden surface. The palette contains several colors including purple, blue, white, light green, yellow, orange, and pink. The wooden surface is covered with watercolor stains in shades of yellow, orange, and red, suggesting a creative studio environment.

Studio Experiences

Application of BAI

Who Are They For?

Agency and nonprofit managers, supervisors, and practitioners from the fields of mental health, substance abuse, child welfare, and criminal justice and the like.

When Can They Be Used?

- As psycho-educational interventions based on teaching and supporting self-regulation.
i.e. A person is feeling anxious, stressed or is starting to lose control.
- As behavioral health interventions based on teaching self-expression and self-soothing.
i.e. A person is becoming upset, frustrated, or agitated.

Art-Making Can Help

Improve Mood

Promote Mindfulness

Reduce Stress and Anxiety

Brief Movement Based Interventions

WHO

Any population from children to adults with psychiatric challenges, physical disabilities, emotional disturbances or those experiencing crisis or distress and the like.

PURPOSE

To decrease low mood, stress, anxiety, tension, frustration etc.

To Increase focus, feeling of well-being, ability to self-regulate etc.

WHERE

Waiting rooms, in a car, classroom, by individuals or even groups. During transition time in between appointments, court hearings, waiting rooms, taxi lines etc.

WHY

“The effects of body-oriented interventions on the client’s process are many and multifaceted: greater awareness, engagement in the present, deepening of experience, opening the body memory, cathartic release, resolving blocks and exploring new possibilities.” (Leijssen, 2006)

Movement Interventions **Trying It On!**

.01 Tapping & Brushing

Use Refocusing exercise used to increase external sensitization, circulation and promote external awareness when bored, in preparation for an activity, as a warm-up, as a wake-up etc.

.02 Relaxation and Focus (PMR)

Use Self and symptom/trigger awareness exercise used to increase internal sensitization and awareness and promote familiarity with bodily sensations, symptoms and triggers related to stress and anxiety.

.03 Partner Breathing for Stabilization

Use Grounding and stabilization exercise used to enhance self-regulation, self-soothing and self-management skills and advance knowledge of personal coping strategies for stress and anxiety.

01. Tapping & Brushing

Task

Leader will demonstrate and/or call out movement patterns.

Main Focus

Provides introduction to self-care, compassion, and physical touch as a part of a healthy sensory diet.

Key Words

Light, No Discomfort, Gentle, Caring.

Tapping Sequence

Top of Head, Side of Eye, Forehead, Cheeks, Under Nose, Cheeks, Neck, Collar Bones, Shoulders, Left Arm, Right Arm, Chest, Back, Right Leg, Left Leg.

Brushing Sequence

Top of Head, Side of Eye, Forehead, Cheeks, Under Nose, Cheeks, Neck, Collar Bones, Shoulders, Left Arm, Right Arm, Chest, Back, Right Leg, Left Leg, Clap Hands Over Head.

Art Experiential

Coloring Mandalas

Task

Coloring a pre-drawn mandala form, or free-drawing a mandala within the form of a circle. Basic drawing materials: markers, crayons, colored pencils or pastels.

Main Focus

Mindfulness, increased focus and concentration, reduction of anxiety and stress.

Key Words

Awareness, Observation, Focus, Mindful,

Experiential Sequence

Bringing mind into the present moment, beginning and completing coloring/drawing, use various pressure with the materials, reflective journaling as time allows. Give drawing a title, noticing patterns, colors, feelings, related to the completed image.

.02 Relaxation and Focus (PMR)

Task

Leader will verbally direct progressive muscle relaxation actions.

Main Focus

Provides an introduction into self-awareness, bodily signs and symptoms of stress, and sensitivity to the sensory cues and warning signs of a potential crisis.

Key Words

Flexing, Relaxing, Observing, Sensing, Listening

Experiential Sequence

Head, Neck, Shoulders, Arms, Torso, Hips, Thighs, Calves Feet.

Art Experiential

Scribble Drawing with a Partner

Task

Scribble drawing with a partner using paper and drawing tools: markers or colored pencils.

Main Focus

Increased focus and concentration, building rapport and trust with others, reducing stress and anxiety through playful creative activity.

Key Words

Kinesthetic, Perceptual, Cognitive, Observation, Rapport

Experiential Sequence

Each partner chooses a color and draws a quick scribble on their paper, without planning. Swap papers and partner completes drawing by identifying pattern, shape, or objects they see in the abstraction. Complete task by sharing the images, giving them titles, telling stories behind the image/process.

.03 Partner Breathing for Stabilization

Task

Leader will verbally direct breathing exercise.

Main Focus

Provides an introduction into self-awareness, bodily signs and symptoms of stress, and strategies to facilitate restoration and balance.

Key Words

Flexing, Relaxing, Observing, Sensing, Listening

Experiential Sequence

Head, Neck, Shoulders, Arms, Torso, Hips, Thighs, Calves Feet.

Closing Activities

References

- Bochenski, N. (2015, May 20). Colouring yourself calm: why colouring-in is back. *Brisbane Times*, <http://www.brisbanetimes.com.au/queensland/colouring-yourself-calm-why-colouringin-is-back-20150519-gh572y.html>
- Brewster, L. G. (1983). An evaluation of the Arts-in-Corrections Program of the California Department of Corrections.
- Curry, N.A., & Kasser, T. (2005). Can coloring mandalas reduce anxiety? *Art Therapy: Journal of the American Art Therapy Association*, 22(2), 81-85.
- De Petrillo, L., & Winner, E. (2005). Does art improve mood? A test of a key assumption underlying art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 22(4), 205-212.
- Drake, J. E., Coleman, K., & Winner, E. (2011). Short-term mood repair through art: Effects of medium and strategy. *Art Therapy: Journal of the American Art Therapy Association*, 28(1), 26–30.
- Hinz, L. D. (2009). *Expressive therapies continuum: A framework for using art in therapy*. New York: Routledge.
- Leijssen, M. (2006) Validation of the body in psychotherapy. *Journal of Humanistic Psychology*, 46(2), 126-146.

References

McCullough McKaig, A. (2003). Relational contexts and aesthetics: Achieving positive connections with mandated clients. *Art Therapy: Journal of the American Art Therapy Association*, 20(4), 201-207.

Pleasant-Metcalf, A. M., & Rosal, M. L. (1997). The use of art therapy to improve academic performance. *Art Therapy: Journal of the American Art Therapy Association*. 14(1), 23-29.

Sandmire, D. A., Graham, S. R., Rankin, N. E., & Grimm, D. R. (2012). The influence of art making on anxiety: A pilot study. *Art Therapy: Journal of the American Art Therapy Association*, 29(2), 68–73.

Santos, E. (2014, Oct 13). Coloring isn't just for kids. It can actually help adults combat stress. *The Huffington Post*, http://www.huffingtonpost.com/2014/10/13/coloring-for-stress_n_5975832.html