

Correction of School Disadaptation of Teenagers by Art Therapy Methods

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ABSTRACT

Relevance of research is caused by growth of number of pupils with school disadaptation that is expressed in problems of development of the school program, socialization problems, and the general trouble. In this regard, this article is directed to identification or disclosure of opportunities of assistance to teenagers with this problem, to take them in a difficult educational situation, to help to overcome vital difficulties. The leading method in research of this problem is the art therapy method. It allows pupils to create the atmosphere of emotional wellbeing in the course of mobilization of creative potential, to find experience of new kinds of activity, to develop creative abilities, to promote internal self-control of feelings and behavior. On the basis of the provision of the humanistic focused art therapy about self-expression and self-realization in creativity products, opportunities art and therapeutic the technician in work with the teenagers in the diagnostic, correctional, therapeutic and developing purposes are shown in article. Results of correctional work speak about positive changes in the emotional and personal relation to the doctrine, teachers, peers, and about increase of the general school progress. Materials of article show practical value for specialists of the educational organizations in the solution of problems of school disadaptation of teenagers.

KEYWORDS

School disadaptation, art therapy method, emotional and personal violations, violations of behavior

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Introduction

Urgency of the Problem

The problem of definition of phenomenology of school disadaptation of teenagers and choice of expedient strategy of psychology and pedagogical support of the school students acquires the increasing relevance and demands

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detailed studying. The psychologist - pedagogical of actions for leveling of school disadaptation at younger age leads inefficiency to more serious problems of teenage adaptation to conditions of modern school. The personal focused approach in education isn't always used, still there are formal criteria at an assessment of educational achievements and results; continuous experience of failure determines the low level of claims of pupils, conducts to a formation of shyness, shyness, uneasiness. The situations of psychological injuries provoke nervous breakdowns at all subjects of education. Now the number of the school students grows, it leads to violations of social adaptation, developing of depressions. The most vulnerable in this regard is the teenage age that is connected with development crisis. The intensive changes happening in an education system set new reference points in society and impose on the senior more requirements concerning independence, mobility in decision-making, responsibility for actions and acts (Gerasimenko, 2003). Now the system of education has one of the main question, how to help teenagers, and to take them in a difficult life situation is particularly acute. The microclimate in a family, family relationship has significant effect on of the teenager, family relationship, indifference of parents, an immoral and asocial way of life of family members, negative forms of educational influence negatively affects school progress of the senior. (Vasyagina, 2010; Vasyagina, 2007). Having generalized researches of a phenomenon of disadaptation at children's and teenage age in (Gerasimenko, and Velutina, 2008; Coumarin, 2014) works, etc., we will consider school disadaptation as deviations which arise at the child as a result of school trouble, failures, that is directly or indirectly connected with educational activity, behavior of the senior at school and at home. That is, this phenomenon psychology and pedagogical, connected with the conflict, subjective and unsoluble for the teenager, between requirements of modern education, a social environment and age psychophysical opportunities of development. School disadaptation can be considered as process, as manifestation and as result (Sharapanovskaya, 2005). Main criteria of school disadaptation: 1) poor progress in development of the school program; 2) violations of the emotional and personal relation to the doctrine, teachers, peers, violation of the vital prospect connected with training; 3) violations of behavior: negative reactions; resistant anti-disciplinary behavior with active comparison of to schoolmates; demonstrative neglect to rules of school life (Bratchikova et al., 2010).

Methodological Framework

By means of diagnostic techniques, the card of supervision, personal questionnaire, and the color test (Gerasimenko and Karpova, 2004), among pupils of 9-11 classes (teenagers of 15-17 years) of the general education organizations of the city of Yekaterinburg and Berezovsky, school disadaptation is revealed at 135 pupils from 358 examined teenagers. We worked with children and used the direction of humanistic pedagogics as mission and the purpose of this approach – all-round development of potential of the personality, her internal resources that doesn't contradict art and therapeutic practice and promotes disclosure and development of essence of the identity of the teenager, his positive potential, creates optimum conditions for full development and education (Kataeva, 2013). Art therapy allows to awaken internal forces of the pupil, to stimulate own work on personal change and growth, to induce the

person to take the responsibility for self-development and self-education (Gerasimenko and Karpova, 2004).

In work with teenagers it is important to observe specific and age features that is reflected in the principles of the presented research. We consider as not less important principle development of the personality in activity, at the same time the teenager becomes the subject of activity that is important for his free self-expression, understanding of own forces and opportunities, comprehension of the of action, efforts at achievement of the purpose.

Results

As a result of psychology and pedagogical diagnostics at 135 pupils (that has made 30% of total number of the diagnosed teenagers) school disadaptation which is expressed in problems of training, behavior and interpersonal communication is defined. At teenage age, this problem often is explained by difficulties of sexual identification or the psychosomatic status. At pupils the insufficient level of development and good the conclusions of the of personal qualities which isn't allowing the pupil to show the independence, persistence, organization and other qualities necessary for the successful doctrine is observed. At this category of children symptoms are revealed: mistrust to new people, things, situations; uneasiness and hostility to adults and to other children; emotional pressure. Also at teenagers' emotional violations are revealed: rejection of and others, emotional discomfort. Frustrated needs for tranquillity, prospect, hopes for the best, self-affirmation, and achievement of success were significantly more.

Among the deadapted teenagers' manifestation of cruelty, bright emotional reactions, aggressions are characteristic of 51 pupils. Rancor, flashes of affective reactions, a conflictness, weakness of cogitative operations, characterize these seniors according to teachers and schoolmates. At 84 children disadaptation is shown in a unintuitive the sheet, easy submission by another, aimlessness of pastime. At all children with school disadaptation the increased thirst for pleasures, inaction is stated, they often skip lessons, get to asocial groups, educational activity doesn't attract them, they aren't capable to predict consequences of the acts. 38 teenagers from among deadapted have got steady addictions, have no beliefs; accept views of a reference group.

The aim of correctional work consists in overcoming of the phenomena of disadaptation at the examined pupils (behavioural and emotional manifestations) by art therapy methods.

Art therapy – the direction of therapy based on art where language of symbols allows to express freely the desires, dreams, the purposes, fears, the internal conflicts, children's memoirs. Again enduring them, there is opportunity not only to investigate them, but also to experiment with them. By means of art, all experiences are expressed more freely and easier, than during rational psychotherapy, they are not forced out, and sublimate in creativity therefore the purpose of such occupations not result, but creativity process.

Specially developed correctional program for this category of teenagers includes the following technicians of art therapy: art therapy (including drawing of a mandala), drama therapy and phototherapy. The choice art and therapeutic the technician is motivated with features of the age period of pupils. As the need for self-realization, communication with peers for informal situations are

characteristic of teenage age aspiration to self-knowledge, a number of tasks is presented in the form of creative exercises that promotes self-disclosure, development of creativity, increase of self-confidence and removal of super control in the teenager. Methods of art therapy are directed to strengths of the personality, possess property of internal support and restoration, allow the teenager to design the relation to a situation: to mold success and failure, to draw mood and emotions, to write about the conflicts and feelings. To realize the potential and to come as a result to harmony with itself and people around through free manifestation, statements, actions.

At the deadapted teenagers, nonverbal means often are effective for expression and identification of strong experiences. Art therapy has a number of advantages before other forms of psychotherapeutic work:

The basis of our work was formed by provisions of the humanistic focused art therapy about self-expression and self-realization in creativity products (Coumarin, 2014).

At the deadapted teenagers' nonverbal means often are effective for expression and identification of strong experiences. Art therapy has a number of advantages before other forms of psychotherapeutic work:

- art therapy is means of free self-expression, assumes the atmosphere of trust, tolerance and attention to an interior, and also causes positive emotions in people;

- art and therapeutic work doesn't demand any abilities to graphic activity or skills of the academic drawing;

- art therapy is means of mainly nonverbal communication. It does it especially valuable to those who have difficulties of communication with people around, is at a loss in the verbal description of the experiences;

- art activity is means of rapprochement of people. It is of special importance in alienation situations, at difficulty in establishing contacts;

- the result of graphic creativity can be used for an assessment of a state, carrying out respondents;

- art therapy is based on enhancing creativity of creative potential of the person, internal mechanisms of self-control. It meets fundamental need for self-updating – disclosure of a wide range of opportunities of the teenager (Gerasimenko et al, 2006).

Art and therapeutic forms of work can be various depending on conditions, specific features and age of pupils, we have given preference in work with teenagers to group forms of work as it allows to work with more wide range of clients. E.P. Yakovleva (2009), for example, specifies that group art therapy:

- allows to develop valuable social skills;

- connected with rendering mutual support to members of group and allows to solve common problems;

- gives the chance to observe results of the actions and their influence on people around;

- allows to master new roles, and also to observe how modification of role behavior influences relationship with people around;

- raises a self-assessment and leads to strengthening of personal identity;

- develops skills of decision-making.

The researches conducted under the leadership of E.P. Yakovleva (2009) have shown that art and therapeutic occupations allow solving important pedagogical problems:

1. Educational Interaction is made so that teenagers studied correct communication, empathy, attentive relationship with peers and adults. It promotes moral development of the personality, provides orientation in system of moral standards and rules, assimilation of ethics of behavior. There is deeper understanding of, the inner world (thoughts, feelings, desires). There are open, confidential, benevolent relations with the teacher.

2. Diagnostic. Art therapy allows receiving data on development and specific features of the child. It is a correct way of supervision over him in independent activity. In the course of occupations character of the interpersonal relations and the sociometric status of everyone in collective is shown. Art therapy reveals also internal, deep problems of the personality.

3. Developing. Thanks to various forms of an art expression there are conditions under which each teenager endures success in this or that activity, independently copes with a difficult situation. In general there is a personal human height, experience of new forms of activity is found, abilities to creativity, self-control of feelings and behavior develop.

4. Correctional. The self-assessment, ways of interaction with other people is optimized, inadequate forms of behavior are corrected. Positive results are achieved in work with some deviations in development of the emotional and strong-willed sphere of the personality.

5. Psychotherapeutic. The "medical" effect is reached thanks to the fact that in the course of creative activity the atmosphere of emotional wellbeing, goodwill, emptying communication, recognition of value of the identity of each person, care about the friend, his feelings, experiences is created. There are feelings of psychological comfort, security, pleasure, success. Positive emotional potential will as a result be mobilized (Gerasimenko, 2013).

Thus, art and therapeutic technicians can be used in work with the teenagers in the diagnostic, correctional, therapeutic and developing purposes.

Features of the art and therapeutic approach used by us in psychologist correctional work with the deadapted teenagers are:

1. Development of an individual educational route for each teenager and creation of recommendations for teachers, parents, pupils.

2. In group interaction: the without evaluations perception of all works - in art therapy all answers correct. Pupils need to understand that they will not be critically not estimated and know that creation of images is a way of transfer of own experience, thoughts and feelings.

3. Teenagers represent experts. All exercises are made in such a way that the initial point – experience of each teenager. In this sense, children is experts concerning own works.

4. The contribution of each of pupils is important, he is unique and unique. All works need to be considered with identical respect and attention, regardless of professionalism, abilities and technical parameters of execution.

5. Story about the work. Discussion of work should not be directive. Only the author can interpret work, teenagers can't force to be told more, than they wish.

6. During the work with couple, group or all class it is desirable to establish the basic rules, they need to be carried out with mutual respect of a contribution of everyone so that environment was safe and comfortable (Lozgachev, 2008).

Art and therapeutic classes have to be given on the separated site of the room, which is calculated both for independent work of participants of group, and on group interaction in the course of graphic activity. It can be a training office, a recreation or a school office. By means of chairs, "the working territory" for group discussion and "a creativity zone" – for graphic work is created. Group works are created, as a rule, on a floor in "a creativity zone". Various options of group work with teenagers are possible: it can be constructed in the form of thematic, dynamic or studio groups though in the conditions of the general education organization we had most of all suited a form of a theme group.

It is important that teenagers positively perceived psychological occupations, but not as occupations for lagging behind, at the same time to strengthen self-esteem of pupils, to carry out explanatory work with parents and teachers concerning need of systematic occupations with the psychologist as on occupations with the teacher.

The developed correctional program includes 10 occupations with use art and therapeutic the technician: game therapy, art therapy, music therapy, clay therapy, garden therapy, tail therapy, paper folding technique of an art therapy. Frequency of occupations – once a day (the last lesson) for two weeks. The program of correction generally contains author's exercises which theoretical basis was made by provisions on application of art therapy in correction of school disadaptation of teenagers Y.A. Gerasimenko (2003), O.V. Lozgacheva (2008). In the organization of psychocorrectional work the principles of the organization of work with teenagers at comprehensive school E.P. Yakovleva (2009), E. Osypuk (2007) have been used.

The most effective have appeared equipment, the based on performance of spontaneous creative activity, senior school students carried out the choice of the expressive opportunities which corresponded to their feelings, helped to trace individual impression of feelings and visual influence of color. During occupations there was a study of psychological problems through an art expression, diagnostics and correction of psychological problems of the teenager. In the course of work at senior's communicative competence, the art perception, which is a vital resource, developed. The relaxation exercises allowing to remove an emotional pressure and to adjust teenagers for further active work became the most significant link.

By results of control diagnostics, in three months of correctional occupations, indicators of school disadaptation are considerably lowered at 119 teenagers from 135. The expert assessment of teachers indicates decrease at pupils of uneasiness and hostility to adults and age-mates to norm level that it finds manifestation in educational activity. At lessons when performing creative tasks noticeable revival of children is observed, at collective discussions – increase of activity and an inclusiveness in process of social interaction. Teenagers with big enthusiasm approach participation in educational actions, organizational issues are resolved amicably, solid (Birthday of school, the 70

anniversary of the Victory, the Last call). Also at 99 pupils, that makes 73% of total number of the deadapted school students, teachers note increase of the general school progress. Admissions of occupations by pupils (from 74 systematic "shirkers" at the stating experiment stage, there were four persons who at a stage of check experiment skipped classes without good reason) have considerably decreased. As a result of decrease in number of admissions of lessons by pupils, increase of school progress is noted what the expert assessment of teachers and the reporting of school documentation testifies to. Because art allows to reconstruct the conflict psychologically destroying situations in a symbolical form and to solve it by creative abilities of the teenager, there was not only a decrease in aggression of respondents, but also total of disputed issues among teenagers. The creative organization and the integrating force of art have allowed to develop social skills of interaction and communication at pupils, to reduce tension, to get mutual emotional support. On occupations each teenager felt the success in expression and display of the emotions, creation of unique hand-made articles, drawings, success in communication, all children have noted that their interaction with the world became more constructive. The success in creativity in his mentality is unconsciously transferred also to usual life. It is important to note that all participants of correctional work have gained experience of interaction with various art materials and an artistic image, at all, 135 pupils, steady interest in creative occupations as to a separate kind of activity, as to a way of the maximum self-expression, manifestation of in a symbolical look is observed.

Results of software testing confirm to E.V. Sharapanovskaya (2005) test objective improvements of a psychoemotional condition of teenagers. The indicator of "Inversion of flowers" demonstrating existence of the internal conflict is lowered by 48%. Results of repeated software testing to questionnaire demonstrate increase at teenagers of level of acceptance of and others, reduction of emotional discomfort. GPAs of indicators "External control" and "Sheet" demonstrate formation of internalny control and activation of aspirations to leadership. Essential decrease in level of an escapism is observed. The GPA of an indicator of "Dezadaptivnost" which is now within norm confirms efficiency of the carried-out correctional program.

Discussions

In this study is directed on identification or disclosure of opportunities of assistance to teenagers with this problem, to take them in a difficult educational situation, to help to overcome vital difficulties. The leading method in research of this problem is the art therapy method allowing pupils to create the atmosphere of emotional wellbeing, to find experience of new kinds of activity, to develop creative abilities, to promote internal self-control of feelings and behavior in the course of mobilization of creative potential. Based on the provision of the humanistic focused art therapy about self-expression and self-realization in creativity products, in article showed opportunities art and therapeutic the technician in work with the deadapted teenagers in the diagnostic, correctional, therapeutic and developing purposes. Results of correctional work testify not only to positive changes in the emotional and personal relation to the doctrine, teachers, contemporaries, but also to increase of the general school progress.

Conclusion

In spite of the fact that the reasons of school disadaptation of teenagers are diverse, it is characterized by existence of problems in educational activity, behavior, interpersonal communication and absence of knowledge how to get out of this situation in socially approved way. Undoubtedly, school disadaptation is subject to correction on condition of the coordinated interaction of all subjects of education (parents, teachers, administration of the educational organization and pupils), and uses of the personal focused approach, the accounting of age features of teenagers. One of the most effective methods of correction of school disadaptation we consider art therapy which possesses the emotional mechanism of influence (nonverbal information transfer), language of symbols allows to express freely the desires, dreams, the purposes, fears, the internal conflicts, children's memoirs and to transform them to rational decisions. The main mechanism - sublimation and transformation give the chance to the teenager to express and transform the internal conflicts, to add to subjective experience. The mechanism a transfer leads to understanding through expression in a visual form the maintenance of own inner world. Thus, work on overcoming of school disadaptation on the basis of art and therapeutic methods which promotes is presented in the present article: to increase of level of adaptedness of teenagers, school progress, level of acceptance of and others; to increase of emotional comfort; to formation of internal control; to decrease in level of the desire to escape from reality is.

Recommendations

The content of the article has practical value for university teachers working with students - future teachers - psychologists, and specialists of educational organizations and stakeholders.

Despite efficiency and progressiveness of methods of art therapy, lack of restrictions aged, their considerable positive results and opportunities in work with teenagers, this direction was not widely used in the general education organizations. However, there is an opportunity for use of art and therapeutic methods in work of narrow experts (psychologists, social teachers, experts of a medical profile) based on development of programs of additional education by them.

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Disclosure statement

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