



Children and Adolescents - using art in assessment & treatment

Enhancing therapeutic skills in non-verbal assessment and intervention.

Children and adolescents naturally find ways to express themselves and to communicate through art activities. Through mark-making and symbolic play, reality takes tangible form and fantasy becomes less confusing - the child begins to understand and comprehend their world. Its important for the therapist to respond in a way that accommodates and facilitates the expressive processing of childhood life experiences. Art provides an alternative way to communicate ideas, fantasies, beliefs and experiences. Art therapy offers an opportunity to safely process an array of confusing feelings that may emerge in childhood and adolescence. Often the child or young person does not have the verbal sophistication to express or to even comprehend what they are experiencing. Through creative art processes what could not be said finds external release which can lead to reflective emotional distancing and cognitive clarification of thoughts and feelings that might otherwise remain confusing and unclear.

Art-making is a liberating experience that enhances an innate urge to make marks on their environment, to engage in the process of play, and to explore developmental issues as they arise. Visual expressive techniques can also reveal impasses, blocks, and disturbances in thinking and feeling as difficult issues start to surface in the therapeutic process.

For teenagers, art provides opportunity to redefine a sense of identity as they begin to separate from the family, and experience peer relationships, sexual awareness, physical changes and a growing sense of autonomy. The art is a connection to childhood memories that is an acceptable form of expression in the adult world.



Annette Coulter is an art psychotherapist, art educator and published author as well as an accredited (IDT) Interactive Drawing Therapy practitioner, trainer and supervisor. She is a Clinical Member of the Australian Association of Family Therapy (AAFT), and a Clinical Registrant and Accredited Supervisor of the Psychotherapy and Counselling Federation of Australia (PACFA). Her background includes working in child and family mental health, art education, child/adolescent psychoanalytic psychotherapy and family/couple therapy. Through the Centre for Art Psychotherapy she provides consultation, supervision, education and customised training for family therapists, relationship counsellors, art therapists and group leaders. She pioneered art therapy in Australia, Britain and south-east Asia and is a founder of the Australian and New Zealand Arts Therapy Association (ANZATA) and the International Networking Group of Art Therapists.

Publications include: The Introductory Guide to Art Therapy: Experiential Teaching and Learning for Students and Practitioners, 2014; Art Therapy 'Down Under': Perspectives on the Profession from Australia and New Zealand, 2015; Australia - Family Art Therapy: Dots, Meaning and Metaphor, 2015; Contemporary Art Therapy with Transient Youth, 2012; 'Came Back - Didn't Come Home': Returning from a War Zone, 2008; Couple Art Therapy: Seeing Difference Makes a Difference, 2007.

This training may qualify for Focussed Psychological Strategies (FPS) CPD. Please refer to the Dept. of Health

<http://www.health.gov.au/internet/main/publishing.nsf/content/mental-ba-focus#cpd> for more information.

This workshop establishes ways to use art with children and adolescents to examine growth and development, provide interactive techniques and learn ways process symbolic messages with different age groups. Art activity offers an alternate way to express strong emotions and provides an area of transition from childhood to adulthood that is developmentally more familiar for the child or young person.

The workshop provides both theoretical and practical learning opportunities that enhance the confident application of art-based interventions when providing assessment and treatment interventions in therapy and counselling. There is also provision to develop skills in designing art intervention tasks in response to content provided by the child or young person. Participants will leave this workshop with a greater understanding of ideas and boundaries around safe practice of art therapy techniques in health and community settings. Artistic skills are not required to benefit from this workshop.

Participants will be provided with a copy of the power point slides, articles, an art kit and assessment resources to enhance visual expression with young clients.

Learning objectives of this training:

1. Gain knowledge about using art activities to facilitate expression
2. Understand stages of graphic art development as part of personality growth
3. Learn ways to explore symbolic and metaphoric content
4. Enhance therapeutic skills in non-verbal assessment and intervention
5. Explore alternative communication techniques when working with children and young people
6. Understand ethical issues about the art made in therapeutic settings

View our range of training topics at www.PDPseminars.com.au to choose from our in-house listings or have one of our calendar events conveniently delivered at your workplace.



ACA: Members can accrue 12 CPD points.

AASW: Members can accrue 6 CPD hours.

APS: Activities do not need to be endorsed by APS. Members can accrue 6 active hours.



ACWA: Members can accrue 6 CPD hours.

PACFA: Members can accrue 6 CPD hours.

Morning Session

Welcome – Introductions
Group Guidelines
Experiential Workshop – Art as Communication
Processing Guidelines & Processing Work
Stages of Artistic Development; Creativity
Overview: Art Assessment
Experiential Workshop

Afternoon Session

Review Morning – Questions?
Art Therapy Group Work; Families
Designing an Assessment: Experiential Workshop
Process Artwork
Visual Diaries; Art Materials; Expressive Therapies Continuum;
Ethical Issues
Seminar Discussion
Evaluation and Closing

“The art maker does not see things as they are, but as she/he is.”

Annette Coulter

How will you benefit from attending this training?

- Gain confidence and competency using art making processes with children and young people
- Gain insight into issues that arise when using visual communication with children and adolescents
- Opportunity to consider their role in facilitating expressive art assessment and intervention.

Booking process:

1. Request a quotation.
2. Agree upon a delivery date.
3. Arrange the 50% booking deposit.
4. Finalise balance of booking fee one month prior to the training.

We include:

- Presenter travel and accommodation costs.
- Soft copy of resources and evaluation.
- Individual attendance certificates for all participants.

This presentation is appropriate for Therapists; Counsellors; Artists; Educators; Childhood & Adolescent Workers; Aboriginal & Refugee Support Services; War Veteran Counsellors; Grief and Loss Counsellors; Hospital Staff.

Feedback for Annette’s recent training presentations:

“...best investment...in my professional development, and that includes my psychology degree...helped me reclaim the language of metaphor...led to a depth of emotional expression (that) has benefited myself, my wife and my clients ...”

“valuable information, resources and professional insights...highly recommended”

“gave me confidence to go ahead in the profession”

“Offers an excellent basis in understanding theory and practice from Australian and overseas perspectives”

“...fun, informative, inspiring...”

“made me more aware of my inner feelings and self-worth...gave words when I may not have used any”

“a unique experience for the development of both professional skills and tapping into a personal creativity – awesome!!”