The Influence of Group Art therapy With Cognitive- Behavioral View on the Disruptive Behaviors of Children

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Introduction: Epidemiologic researches have demonstrated that one of the most significant hardness of children is disruptive behaviors disorders, imposing a vast expense to the community, and about the reasons of disruptive behaviors, indicating that usually an integration of biological and genetic characteristics of child, dysfunctional parenting and Contextual factors. With artistic educating, many of these problems in schools could be controlled in a way that newly learned skills could be used in real life. Many others (Harvey, 1989; Heenley, 1998; Rosal, 1993) have emphasized that art therapy reduces disruptive behaviors of elementary students effectively.

Objectives: According to the texts that group art therapy based on cognitive-behavioral view can decrease the behavioral disorders of children and increase the positive emotions of them, the main purpose of this research is whether this intervention can decrease disruptive behaviors in a sample of Iranian children or not.

Method & Materials: The method of this study is an experimental method with pre test, post test and control group; And of course after 2 months we had a follow up test. The statistical society was consisted of all of the boy students that had been studying in third and fourth class of elementary schools of Tehran and were 9-10 years old. The sample was consisted of 20 students that had higher numbers than the crisis point number in "disruptive behaviors" sub-scale in the "Achenbach Child Behavior Check list". These children were chosen by available sampling, and after making them similar in demographic characteristics they were separated into two groups (experimental group and control group) randomly. The experimental group participated in 10 sessions of the interventions.

Results: The results of the research were analyzed by analysis of variance with repeated measure test. The conclusion of this study was, group art therapy with cognitive-behavioral view decrease the children’s disruptive behaviors and these reductions are remained in follow up periods.

Conclusion: Ray, Belanko, Sallivan & Helyman indicated that since the externalized and aggressive behaviors of children, typically during school ages reach to their peaks, evidence suggests that early interventions are essential. Child-centered therapies such as art therapy, focused on child symptoms, is an intervention to provide a condition that the child can express aggressions and disruptive behaviors and yet learn the correct behavioral responses from art therapist and replace that instead of pervious disruptive behaviors and feelings.

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Poster