

# Welcome!

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# Harmony of Expression: Exploring Social and Emotional Development in Middle Childhood Through Expressive Art Approaches

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## Harmony of Expression: Exploring Social and Emotional Development in Middle Childhood Through Expressive Art Approaches



### Event Materials

Visit the **event page** to download a copy of the presentation slides and any additional resources.



### Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned for more information!

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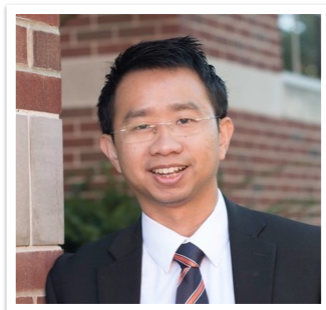
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## Today's Presenters

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**Dr. Kevin Tan**

Assoc. Dean for Engagement, Diversity,  
Equity, & Inclusion  
University of Illinois – Urbana-Champaign



**Felicia Li, MSW, LCSW**

Licensed Clinical Practitioner  
Ignite You Therapy

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## Today's Objectives

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1. Identify at least one social and emotional challenge faced by individuals in the middle childhood years (6 – 12 years old) related to issues of transitions, grief, and loss.
2. Gain an introductory understanding of the potential of artistic expression to support youth social and emotional development.
3. Describe at least one principle of art-based work and its effectiveness in addressing emotional regulation, identity formation, and relational dynamics.
4. Understand the foundational principles and actively explore at least one form of art-based medium as a tool for processing and expressing emotions while working with young people.

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## The Middle Childhood Years (6-12 yrs. old)

- Adolescence “to grow into adulthood” and “to come of age”
- Domains of Developmental Change
  - Physical
  - Cognitive
  - Psychosocial
- Developmental Change:
  - Staged Based vs. Process Models of Growth



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## Erikson's Stages of Psychosocial Development

Stage	Age	Life Tasks	Desired Outcomes
1	Birth - 18 mths	Trust vs. Mistrust	Trust & Security
2	18 mths - 3 years	Autonomy vs. Shame/Doubt	Independence
3	4 - 5 years	Initiative vs. Guilt	Self-Confidence
4	6 - 12 years	Industry vs. Inferiority	Accomplishment
5	13 - 18 years	Identity vs. Confusion	Sense of Identity
6	19 - 40 years	Intimacy vs. Isolation	Love & Commitment
7	41 - 65 years	Generativity vs. Stagnation	Successful Career
8	Over 65 years	Integrity vs. Despair	Sense of Pride

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## The Middle Childhood Years (6-12 yrs. old)

- Key Issues:
  - Adolescent Identity
    - Personal and social dimensions of identity
  - Self-Concept
    - True Self, False Self, Public Self, Possible/Future Self
  - Self Esteem
    - How we feel about who we think we are?



Images from Defense Health Information Management Service and Alliance for Excellence

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## The Cooley Looking Glass Concept

Young people base their sense of self on how they believe others view them



(Cooley, 1902)

Image from Carmelo Bavazzal, CC BY-SA 3.0 and Steven Lillief, CC BY-SA 2.0 DEED

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## What happens when there is grief and loss?

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- Coping with grief and loss evolves through the life cycle.
  - Example: Not unusual for a young child to cry bitterly over a loss but cheerfully resume play
- By late childhood, the child should start to understand and sustain concepts of grief and loss.
  - Example: Understanding finality, irreversibility, universality, inevitability etc.
- Middle school-aged child's preoccupation with self (personal fables) makes it particularly challenging for them to cope with grief and loss.

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## The Challenge

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- Middle school-aged adolescents are refining their critical social and emotional skills, but they are also struggling to affirm their own identity.
- Grief and loss complicates their socioemotional and identity development process.




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In your experience, share one common social emotional issue young people (particularly those in middle childhood) face today.



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Potential of Artistic Expression to Support Positive Youth Development in the Context of Grief and Loss

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## What is Expressive Arts?

- The combination of visual arts, movement, drama, music, writing and other creative processes to foster personal growth and community development
- Practiced in a wide variety of settings and by a range of practitioners
- Regulated through the International Expressive Arts Therapy Association (IEATA) requires professional registration as a Registered Expressive Arts Consultant Educator (REACE) or Registered Expressive Arts Therapist (REAT)

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Images from presenter

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## Founders of Expressive Arts

*"I am intrigued with what I call the creative connection; the enhancing interplay among movement, art, writing, and sound. Moving with awareness, for example, opens us to profound feelings which can then be expressed in color, line, or form. When we write immediately after the movement and art, a free flow emerges in the process, sometimes resulting in poetry. The Creative Connection process that I have developed simulates such self-exploration. It is like the unfolding petals of a lotus blossom on a summer day. In the warm, accepting environment the petals open to reveal the flower's inner essence."*

Natalie Rogers, The Creative Connection

(Rogers, 2011)

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## Founders of Expressive Arts

*"All of the elements of creative expression – imagery, sound, gesture, words, enactment, movement – work together. All are aspects of the human imagination, and cannot be separated, in art and in life."*

Shaun McNiff, Art Heals



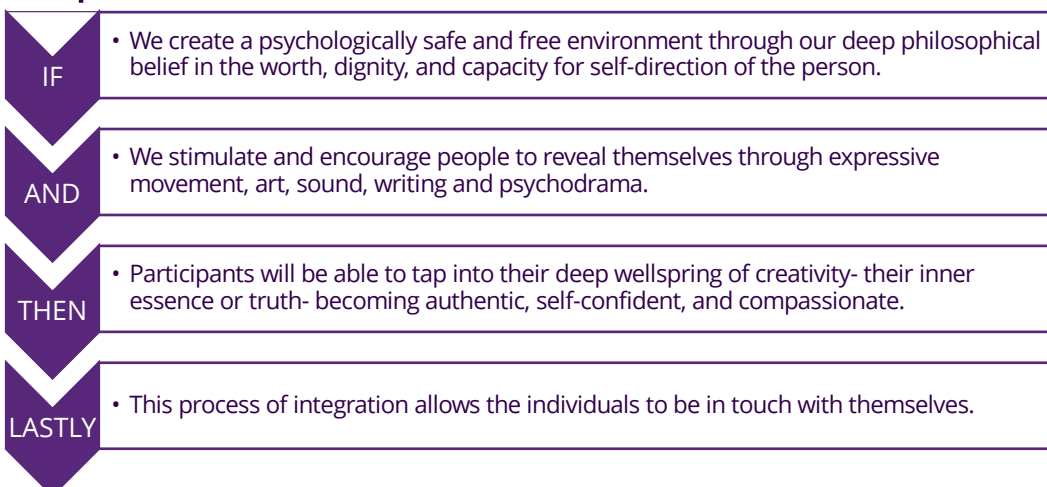
(McNiff, 1998)

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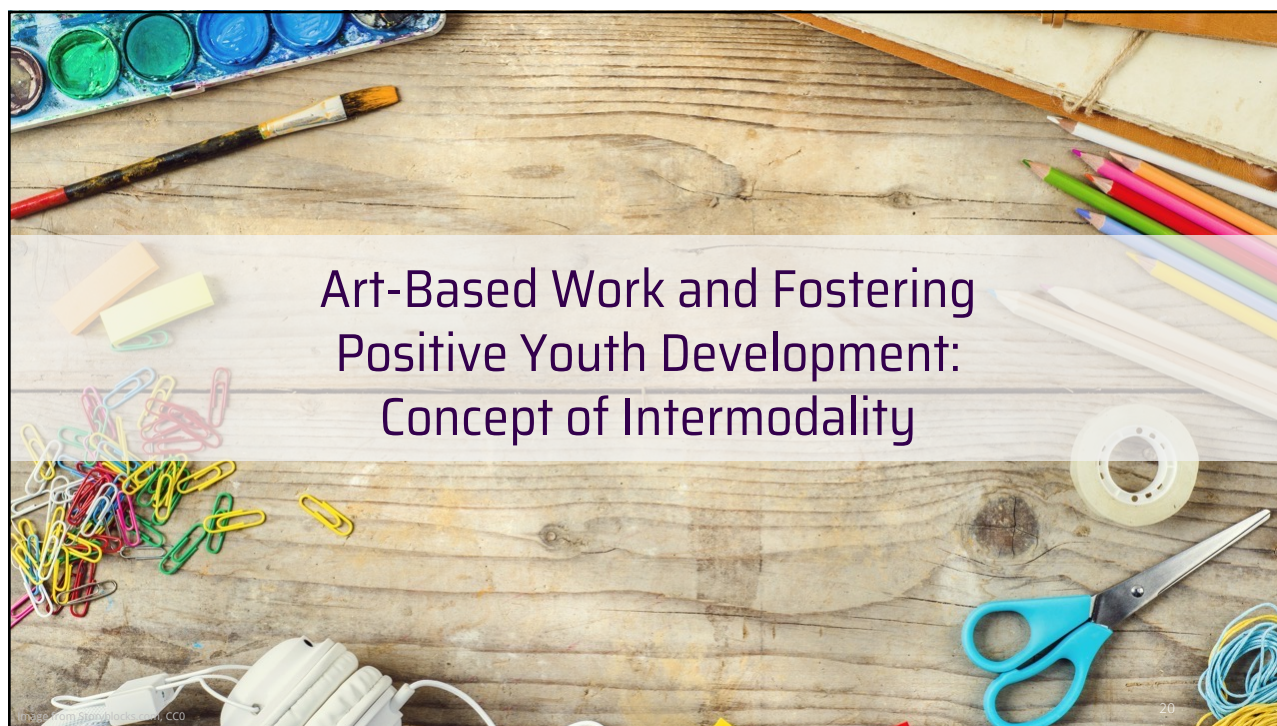
## “If-Then” Theory of Person-Centered Expressive Arts



(Rogers, 2011)

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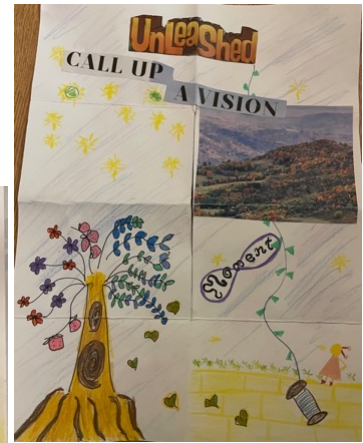
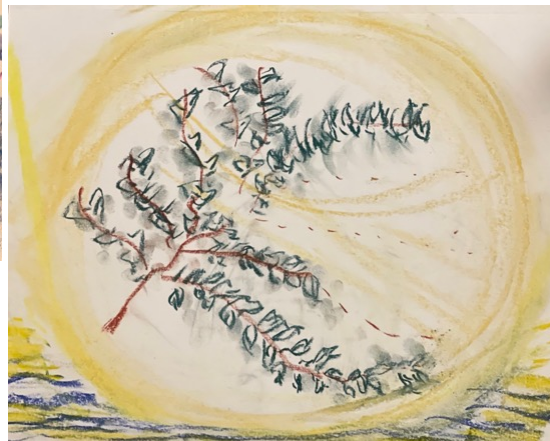
## What Intermodal Means

- Expressive Arts embraces the connection and interplay of the different arts modalities, including various forms of visual art, movement/dance, voice, rhythm, sound, music, drama, and enactment, all forms of writing including poetry, storytelling, photography, and guided meditation.
- The term “intermodal” comes from the work of Paolo Knill, one of the pioneers in this field.
- Creativity is not limited to the use of only one modality. Through different modalities, the experience can deepen and expand on the others.

(Knill et al., 2005)

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Images from presenter

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## Expressive Arts Use with Young People

- ["Leonardo: A Wonderful Show About a Terrible Monster"](#)
- **Objective:**
  - Utilizing expressive arts as a tool to help children regulate strong emotions and promote well-being through reframing of their narrative



Images from presenter and screenshots

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## Intermodal Expressive Arts with Young People

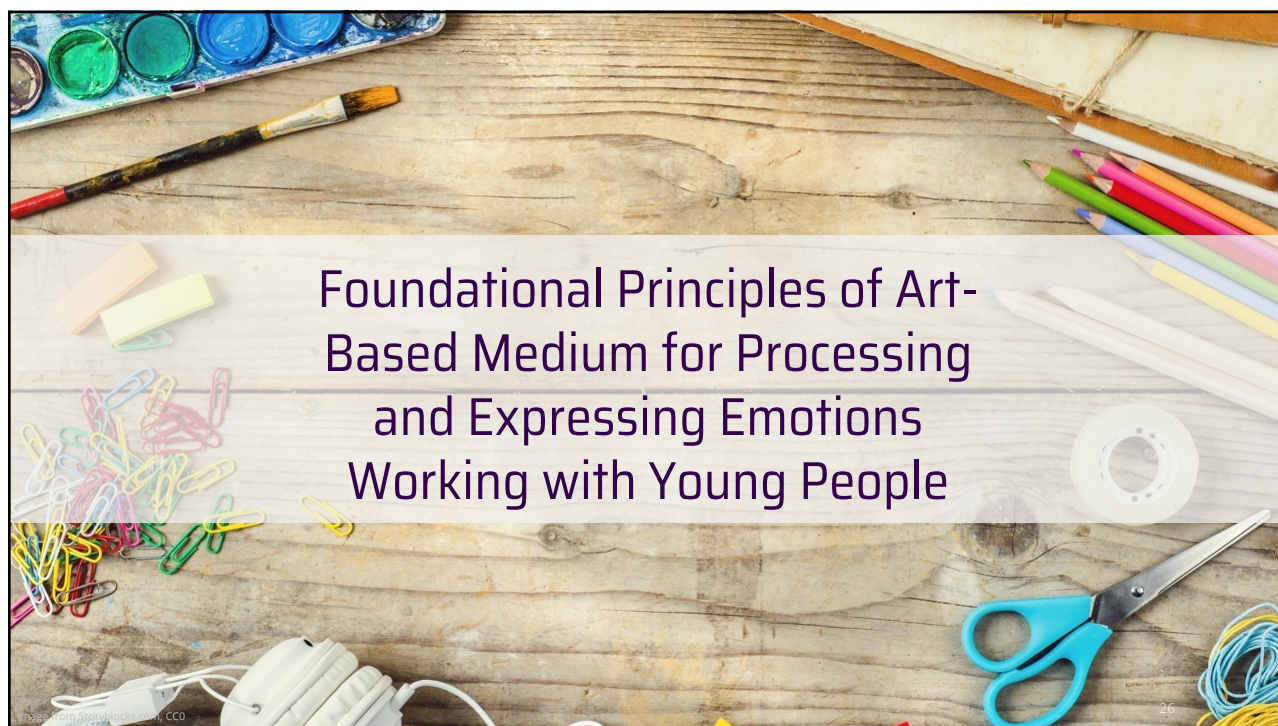
- **Activity:**
  - Children were invited to watch a puppet show about the Leonardo Monster for 60 min.
  - Children were given prompts to identify their feelings associated with something that they are fearful or sad about.
  - Children made their own monster using art supplies based on the feelings they identified.
  - After the monster representation is completed, children write a group story together starting with "Once upon a time" using their monster as a main character.
  - Debriefing included processing feelings associated with creating their own monster representation and asking what they learned from the group story.

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## Rogierian Core Conditions for Expressive Arts Facilitation

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### Congruence

- Genuineness, authenticity

### Unconditional Positive Regard

- Creating a climate of acceptance and caring to promote change

### Empathic Understanding

- Listening and sensing accurately the feelings and meaning that is communicated

(Rogers, 1951)

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## Rogierian Core Conditions for Expressive Arts Facilitation

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Providing Empathic Response:

"It sounds as though the monster critic in you is blaming yourself for how you feel all the time. I want you to know that I think you are an important part of this group, even with your difficult feelings."

Openness to Experience:

A lack of defensiveness and an ability to perceive the moment as it is without prejudice, lack of rigidity, and a tolerance for ambiguity.

Internal Locus of Evaluation:

When a person can listen to the response of others but not be overly concerned with their reactions.

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## Rogerian Core Conditions for Expressive Arts Facilitation

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Climate:

Non-evaluative

Giving Permission

"There is no right or wrong way to do this."

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## Witnessing Guideline

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- Use words: I notice..., I feel..., I experience..., I see...
- Avoid assumptions and interpretations of what the art looks like
- Avoid using words that express judgement of the art (e.g., beautiful, good, perfect)
- Ask questions out of curiosity and inquiry out of respect
  - Would you be willing to tell me more about your art?
  - How did you feel while making the art?
  - How did you feel after I asked you these questions?

*I witness others' artwork the way I would like my own to be witnessed. Witness with compassion and authentic engagement.*

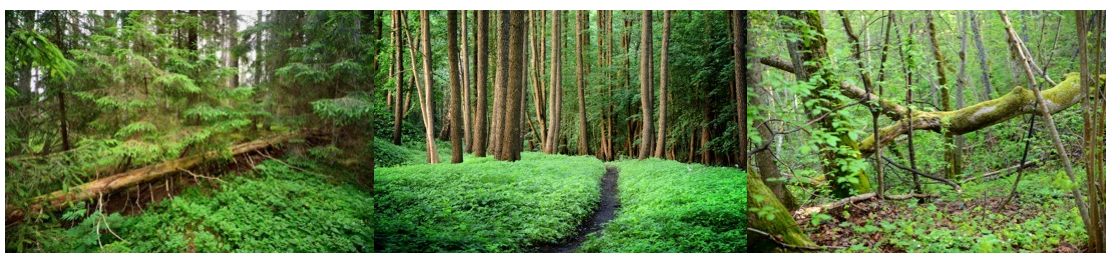
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## Metaphor

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- Facilitator Role
  - Teacher, Childcare staff, Coach, Counselor
- The territory we are exploring informs what we need for our journey
- Is it more relaxation? Is it a more creative life? Or recovery? It is essential that each person considers where and how they are qualified to guide others.



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## Expressive Arts Exercise

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- **Gather:**
  - A piece of paper, pen/pencil, and any object that near you
- **Do:**
  - Regarding the object you chose, quickly jot down your thoughts to the following prompts
    - I see...
    - I feel...
    - I imagine...

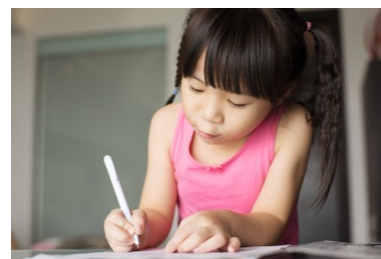


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## Expressive Arts Exercise

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- **Next:**
  - Review your writing and underline the key words that stood out to you.
  - When you're ready and if you desire, place some of the key words you noticed in the chat.



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## Expressive Arts Exercise

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- **Homework:**
  - Use the key words as a prompt and create an image prior to our next webinar.



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# Any Questions?

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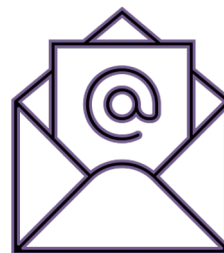
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## Contact Info

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If you have questions for our presenters,  
please send them to:

**[OneOpEarlyIntervention@gmail.com](mailto:OneOpEarlyIntervention@gmail.com)**



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## Upcoming Event



### Embracing Identity: Fostering Positive Emotional Growth in Teens & Young Adults

Tuesday, May 14, 2024, 11:00 AM - 12:30 PM EDT

This webinar will focus on how our personal and professional relationships with the youth in our care can foster and support educational and social-emotional development.

**Continuing education credit will be available for this session!**

[OneOp.org/learn/160048](https://OneOp.org/learn/160048)

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## Continuing Education



This webinar has been approved for 1.5 continuing education (CE) credits for:

- Certified Family Life Educator (CFLE) program through the National Council on Family Relations
- Social workers, LPCs, and LMFTs from the University of Texas at Austin, Steve Hicks School of Social Work
- CFCS from the American Association of Family & Consumer Sciences
- Certificate of completion

### Evaluation Link

Go to the event page for the evaluation and post-test link.

[Continuing Education](#)

### Questions?

Email: [ce@oneop.org](mailto:ce@oneop.org)

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