

Core Elements in Art Therapy
with children 6-12
with autism spectrum disorders

PhD

(started in 2012)



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5 studies

1. Tacit knowledge
2. Systematic Review
3. Consensus based core elements
4. Validation of two scales (OAT ASD and EAT ASD)
5. Treatment evaluation

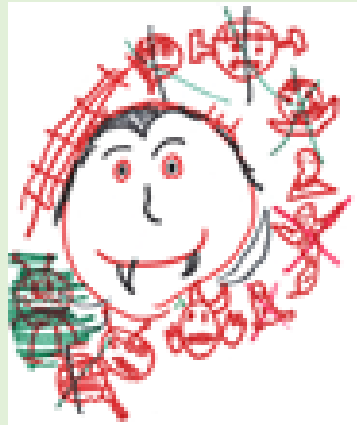
COAT model: Context and Outcomes in Art Therapy



Outcomes



improved self esteem



emotion regulation



flexible behavior



social behavior

Current study: interrater reliability of OAT-ASD and EAT ASD

OAT ASD : Observation in AT of the Child diagnosed ASD

- 22 consensus based criteria
- 4 categories: 1) Self; 2) Expression; 3) Flexibility; 4) Social

EAT ASD : Evaluation of the Art Therapist treating a child diagnosed ASD

- 24 consensus based criteria
- 4 categories: 1) Improvement of Self image; 2) Improvement of expressions; 3) Improvement of flexibility; 4) Improvement of social behavior

Procedure & Data analysis

- 4 selected video fragments: 4 children diagnosed ASD; 4 art therapists.
- Testing OAT-ASD and EAT ASD
- 3 rounds IRR; 1st round = training
- 25 AT students and 49 professionals (AT)
- Comments and scores
- Gower index: amount of agreement

First results

- 25 BA AT students and 49 AT professionals rated 2 scales in in 3 rounds (n=74).
- Improved scales based on feedback and scores.
- Respondents found scales helpful for AT practice.
- Trained respondents make more equal scores (90% reliable).
- Other results: 33% interrater reliability.
- Comparing scores from distinct fragments shows unequal interpretations.
- Students more equal scores than professionals.
- Recoding from Likert.5 scale into Likert.3 scale: 100% reliability in two scales. But... scales are less sensitive.
- Critical looking again at unequal scored criteria is needed.

Still in phase of data analysis;
preparing treatment evaluation

Questions and Feedback?