

# *Art As Therapy*

**Surekha Sadana**

# ART AS THERAPY

FIELD OF FELLOSHIP: Visual Art

SUB FIELD: Painting

FILE NO: CCRT/SF-3/176/2015

YEAR: Senior Fellowship for 2013-2014

Surekha Sadana (*Artist*)

[www.surekhasadana.com](http://www.surekhasadana.com)

# ACKNOWLEDGEMENTS

The success and final outcome of this project required a lot of guidance, help and assistance from many people and I am extremely privileged to have got this all along the completion of my project. All that I have done is only due to such support and assistance and I can not forget to thank them.

In particular I wish to acknowledge:

Mrs Vijaya, Mrs Isphana Khatib, Mr Dashmeet Singh, Team of Dr Rishi Prjapati, Mrs Jasleen, Mrs Agnes Dcruz Rajesh , Shree P Lata, Dr Amrita Sahay, Mr Vittal Ganvande, Mrs C Pawan Kumari.

I owe my deep gratitude to the School teams and NGOs who helped me to interact with the children with special needs:

Team of Tamana school Team of Al Noor Training Centre, Team of Sparsh School, Team of Amar Jyoti School, Team Awaaz School and Abyaas Special Centre.

I am thankful to and fortunate enough to get constant encouragements and support from:

Mrs Y H Bubbles Kandhari and her foundation Young Hearts who works day and night for the wellbeing of old age people and making their lives worth living by continuously involving them in some or the other activities.

I would not forget to remember my beautiful friend Sangeeta Kapoor for her encouragement and more over for her timely support and guidance till the completion of my project work.

I would also like to acknowledge the love and support of my family who helped me to do my work: Sudarshan Sadana, Raghav Sadana and Suchit Sadana

# CONTENTS

Acknowledgements

Introduction

~1~

The birth of Art Therapy

~2~

What is Art Therapy

~3~

The affected participants and their diseases

Autism

What is Alzheimer's disease?

Parkinson's Disease

~4~

Schedule

~5~

Visited organisations

~6~

Colours theory and its impact

~7~

Challenges and the solutions

~8~

Progress

~9~

Benefits of the therapy

~10~

Conclusion

~11~

About the healer (Art Therapist)

# INTRODUCTION

*"Art opens the closets, airs out the cellars and attics. It brings healing."*

*Julia Cameron*

Yes Art can heal. Scientific studies tell us that art heals by changing a person's physiology and attitude. The body's physiology changes from one of stress to one of deep relaxation, much like meditation, from a mindset of fear to one of creativity and inspiration.

While working with autistic children and senior citizens on this beautiful and emotional project I have witnessed this change and healing in them.

The purpose of this book and the project is to introduce a new method of interpreting art: art as a form of therapy.

It's my contention that certain art works provide powerful solutions to our problems, but that in order for this potential to be released, the audience's attention has to be directed towards it in a new way (which they demonstrate), rather than towards the more normal historical or stylistic concerns with which art books and museum captions are traditionally associated. My propose is that the squeamish belief that art should be 'for art's sake' has unnecessarily held back art from revealing its latent therapeutic potential.

This project involves reframing a series of art works from across the ages and genres, so that they can be approached as tools for the resolution of difficult issues in individual life.

Art therapy put a person in a different brainwave pattern, this creative medium affect a person's autonomous nervous system, their hormonal balance and their brain neurotransmitters.

Being an artist I always felt that art works as a meditation for me and affect on every cell of my body, instantly to create a healing physiology that changes the immune system and blood flow to all the organs. It also immediately changes a person's perceptions of their world. They change attitude, emotional state, and pain perception. They create hope and positivity and they help people cope with difficulties. They transform a person's outlook and way of being in the world.

In this project I am sharing my experiences of using art as a therapy with special need autistic children and senior citizens who were affected by the Alzheimer's and the Parkinson's disease.

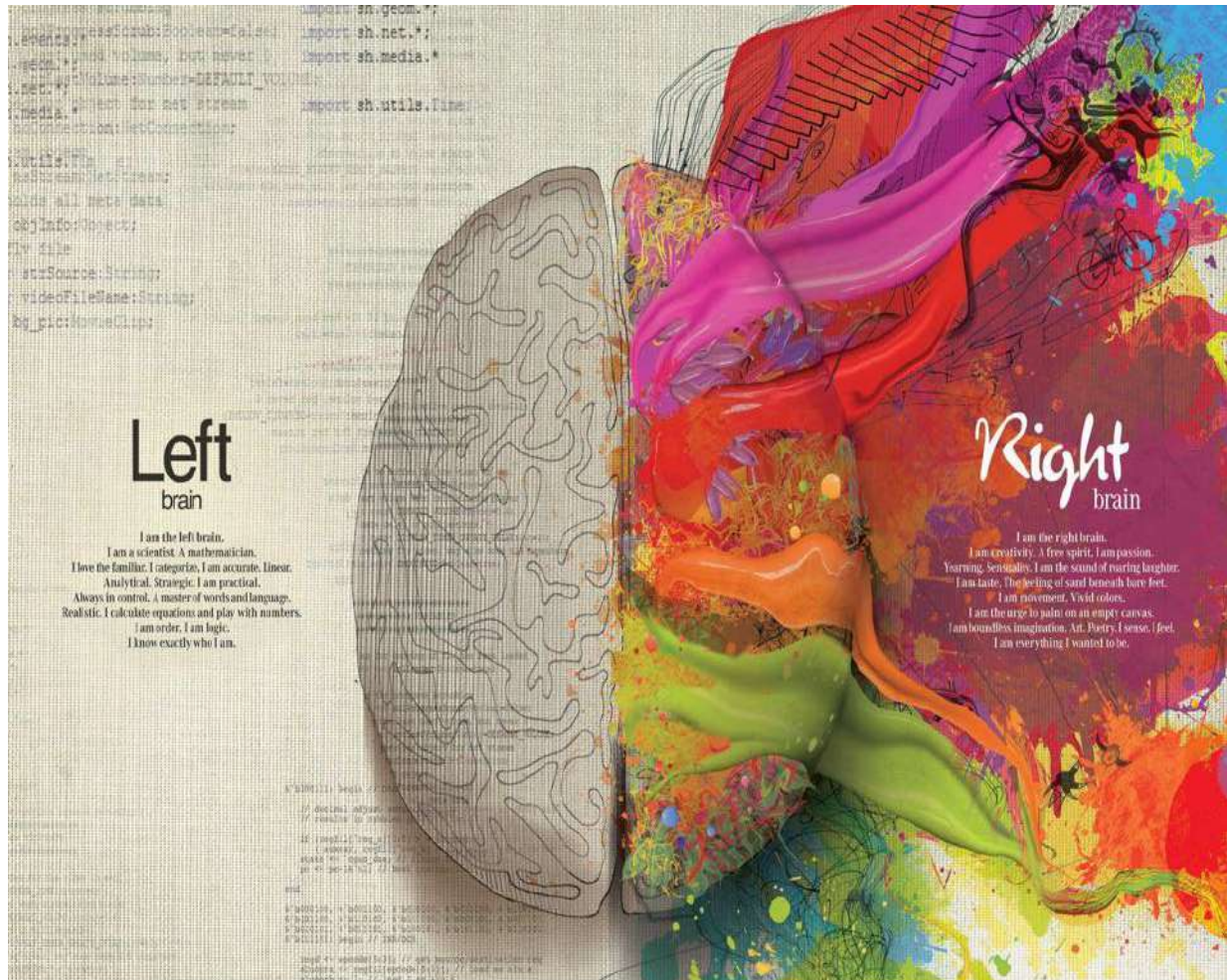
These exciting two years were busy, exciting, fun filled, and emotionally challenging for me. I have seen these children and elderly participants of my sessions changing by every passing day.



~1~

# THE BIRTH OF ART THERAPY





Art therapy is a relatively young therapeutic discipline. It first began around the mid-20th Century, arising independently in English-speaking and European areas. In England, as in the U.S., the roots of art therapy lay mainly in art education, the practice of art, and developmental psychology. According to David Edwards, an art therapist in Britain, numerous and often conflicting definitions of art therapy have been advanced since the term, and later the profession, first emerged in the late 1940s (Waller, 1979). Edwards states, "in the UK, the artist Adrian Hill is generally acknowledged to have been the first person to use the term 'art therapy' to describe the therapeutic application of image making.

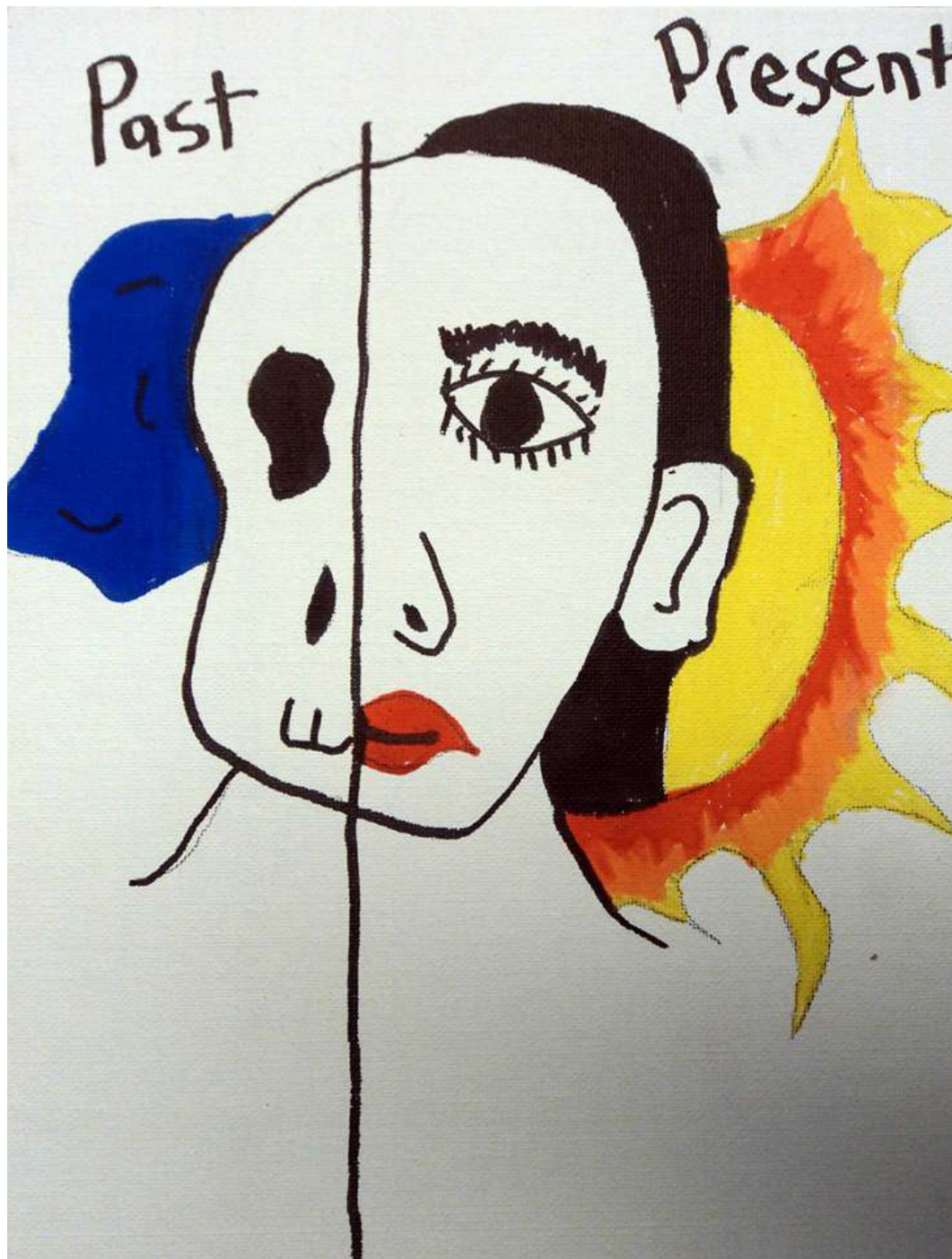
For Hill, who had discovered the therapeutic benefits of drawing and painting while recovering from tuberculosis, the value of art therapy lay in 'completely engrossing the mind and releasing the creative energy of the frequently inhibited patient' (Hill, 1948).

So, the birth of art therapy goes back to the painter, Adrian Hill, who suggested artistic work to his fellow inpatients, while he was treated in a tuberculosis (T.B.) sanatorium. That began his artistic work with patients, which was also documented in 1945 in his book, "Art Versus Illness". Around the same time as Hill, U.S. pioneers Margaret Naumburg and Dr. Edith Kramer started using art therapy.

Naumburg's model of art therapy based its methods on: "Releasing the unconscious by means of spontaneous art expression; it has its roots in the transference relation between patient and therapist and on the encouragement of free association. It is closely allied to psychoanalytic theory...treatment depends on the development of the transference relation and on a continuous effort to obtain the patient's own interpretation of his symbolic designs...the images produced are a form of communication between patient and therapist; they constitute symbolic speech." In the late 1940s, Margaret Naumburg, created "psychodynamic art therapy" whereas, Edith Kramer derived art therapy out of artistic practice.

According to New York University's website, "Margaret Naumburg, an eminent pioneer in the field, offered courses and training seminars on the graduate level in New York University's Department of Art and Art Professions. This tradition was continued when Edith Kramer came to the University in 1973 to develop a master's program in Art Therapy. By 1976, the Master of Arts in Art Therapy program had obtained approval from the New York State Education Department, and in 1979, New York University's Graduate Art Therapy program was one of the first of five programs to receive approval from the American Art Therapy Association."

Dr. Edith Kramer was born in Vienna, Austria, where she studied art, drawing, sculpture and painting, during the Bauhaus movement. She maintains a studio where she paints, etches, and sculpts and specializes in art therapy with children and adolescents. The



*-Beautiful work done by an elderly couple after art therapy sessions can evoke so many emotions in the viewer.*

The American Art Therapy Association gave Dr. Kramer the award of "Honorary Life Member," a mark of highest esteem. Dr. Kramer has authored seminal papers and books, and is renowned as a social realist



painter, sculptor, print-maker and mosaicist. Kramer's starting point was art therapy work with children, which was documented among other groundbreaking literature, in the book, "Art as Therapy with Children." She also wrote Art Therapy in a Children's Community.

According to British Association of Art Therapists (2011), "Art therapy is a form of psychotherapy that uses art media as its primary mode of communication. It is practiced by qualified, registered Art Therapists who work with children, young people, adults and the elderly. Clients who can use art therapy may have a wide range of difficulties, disabilities or diagnoses. These include, for example, emotional, behavioral or mental health problems, learning or physical disabilities, life-limiting conditions, brain-injury or neurological conditions and physical illness. ...

*The arts are a critical component of healthcare. Expressive art is a tool to explore, develop and practice creativity as a means to wellness." ~ Wellarts Association*



*-Very strong and mature work done by young enthusiastic autistic teenager after 10-12 art therapy sessions.*

~2~

WHAT  
IS  
ART THERAPY

*"In the haunted house of life, art is the only stair that doesn't creak"*  
Tom Robbins

## A Creative and Expressive Process

Art therapy is a form of expressive therapy that uses the creative process of making art to improve a person's physical, mental, and emotional wellbeing

The creative process involved in expressing one's self artistically can help people to resolve issues as well as develop and manage their behaviors and feelings, reduce stress, and improve self-esteem and awareness.

Art therapy can achieve different things for different people. It can be used for counseling by therapists, healing, treatment, rehabilitation, psychotherapy, and in the broad sense of the term, it can be used to massage one's inner-self in a way that may provide the individual with a deeper understanding of him or herself.





It is a form of expressive therapy that uses art materials, such as paints, chalk and markers. Art therapy combines traditional psychotherapeutic theories and techniques with an understanding of the psychological aspects of the creative process, especially the affective properties of the different art materials.

This therapy involves the creation of art in order to increase awareness of self and others. This in turn may promote personal development, increase coping skills, and enhance cognitive function. It is based on personality theories, human development, psychology, family systems, and art education. Art therapists are trained in both art and psychological therapy.





Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma or challenges in living, and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others, cope with symptoms, stress and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.



Art therapists are professionals trained in both art and therapy. They are knowledgeable about human development, psychological theories, clinical practice, spiritual, multicultural and artistic traditions, and the healing potential of art. They use art in treatment, assessment and research, and provide consultations to allied professionals. Art therapists work with people of all ages: individuals, couples, families,

groups and communities. They provide services, individually and as part of clinical teams, in settings that include mental health, rehabilitation, medical and forensic institutions; community outreach programs; wellness centers; schools; nursing homes; corporate structures; open studios and independent practices.

*The arts are a critical component of healthcare. Expressive art is a tool to explore, develop and practice creativity as a means to wellness*

*~ Wellarts Association*

In fact it is now known by neurophysiologists that art, prayer, and healing all come from the same source in the body, they all are associated with similar brain wave patterns, mind body changes and they all are deeply connected in feeling and meaning. Art, prayer, and healing all take us into our inner world, the world of imagery and emotion, of visions and feelings. This journey inward into what used to be called the spirit or soul and is now called the mind, is deeply healing. For healing comes to us from within, our own healing resources are freed to allow our immune system to operate optimally and that is always how we heal. This is the contemporary version of freeing our healing energies and is now recognized to be crucial to healing. We go inward on The Creative Spiral together through art and music

*“I am not sick. I am broken. But I am happy as long as I can paint” – Frida Kahlo*

Exercising our creativity can give us an outlet from our daily routines, helping us express emotions and boost our happiness levels.

I want to share something from my life. It was 15 years ago and I cannot recall much about the strange students that were sitting around me but I do vividly recall something – the picture that was projected onto the screen.



The painting was Frida Kahlo's 'My Birth' painted in 1932. It depicted a woman, shrouded by a sheet, birthing a bloodied child with an adult head bearing the unmistakable mono brow of Kahlo herself.

Frida painted this following several miscarriages and the death of her mother. This painting, like many of Kahlo's, is fraught with suffering. It was through art that Frida strived to communicate and cope with her pain and emotional distress – even attributing her happiness to it:

I am compelled by Frida's story and inspired by her art. Unlike Frida, I am in good health for which I am sincerely grateful. Like Frida, I am certain that painting makes anyone a happier person.

During my sessions I have continuously witness that too with the special need kids and the senior citizens. Once they start involving



with the work they forget about their mental or the physical problems, they become one with the artwork. There is a study, involving participants aged between 62 and 70, also concluded that creating artwork can delay ageing as they remain happy and busy.



*“Color provokes a psychic vibration. Color hides a power still unknown but real, which acts on every part of the human body.”~ Wassily Kandinsky*

Beautifully quoted by the famous artist, similarly art as a therapy works magically when we practically experience it with specialneeds kids and the elderly group of people suffering from age related ailments.

The therapeutic quality of painting or the craftwork has been recognized for hundreds of years.

Art therapy uses this creative process to help to cultivate health and wholeness. From the outside, an art therapy session might appear very much like an art lesson – but the purpose and goals

are very different.

Art therapy can help to develop a variety of skills: emotional, cognitive, relational, and motor. Art therapy can improve communication (both verbal and nonverbal), promote relaxation, improve focus, foster expression, reduce anxiety, provide a sense of accomplishment, and help build a sense of self, increase self-esteem, and teach interpersonal skills.

The list of therapeutic benefits goes on and on. The materials used can help with fine motor control, as well as tactile defensiveness. Many children with sensory integration challenges benefit greatly from this aspect of art therapy because the art process lends itself to new and pleasurable sensory experiences.

Through art therapy, children receive treatment that is based on their existing strengths, weaknesses, interests, and concerns. It can help children of all ages and races. Art therapy for children can provide children with an easier way to express themselves since children are more naturally artistic and creative. A young child is likely to be more comfortable initially expressing him/herself with some crayons and markers, for example, than he/she is going to be at expressing emotions and feelings through words.

For a child with special needs, expressive art can foster relaxation, focus and a sense of accomplishment while working on a creative project. The arts are an increasingly popular way for children with special needs to overcome difficulties and take pride in a new skill.



~3~

# THE AFFECTED PARTICIPANT & THEIR DISEASES

Autism

What is Alzheimer's disease?

Parkinson's Disease

# Autism

Autism is known as a complex developmental disability. Experts believe that Autism presents itself during the first three years of a person's life. The condition is the result of a neurological disorder that has an effect on normal brain function, affecting development of the person's communication and social interaction skills.

People with autism have issues with non-verbal communication, a wide range of social interactions, and activities that include an element of play and/or banter.



## Autism is a wide-spectrum disorder

Autism (or ASD) is a wide-spectrum disorder. This means that no two people with autism will have exactly the same symptoms. As well as experiencing varying combinations of symptoms, some people will



have mild symptoms while others will have severe ones. Below is a list of the most commonly found characteristics identified among people with an ASD.

## **Social skills**

The way in which a person with an ASD interacts with another individual is quite different compared to how the rest of the population behaves. If the symptoms are not severe, the person with ASD may seem socially clumsy, sometimes offensive in his/her comments, or out of synch with everyone else. If the symptoms are more severe, the person may seem not to be interested in other people at all.

It is common for relatives, friends and people who interact with someone with an ASD to comment that the ASD sufferer makes very little eye contact. However, as health care professionals, teachers and others are improving their ability to detect signs of autism at an earlier age than before, eye contact among people with autism is improving. In many cases, if the symptoms are not severe, the person can be taught that eye contact is important for most people and he/she will remember to look people in the eye.



A person with autism may often miss the cues we give each other when we want to catch somebody's attention. The person with ASD might not know that somebody is trying to talk to them. They may also be very interested in talking to a particular person or group of people, but does not have the same skills as others to become fully involved. To put it more simply, they lack the necessary playing and talking skills.

## **Empathy - Understanding and being aware of the feelings of others**

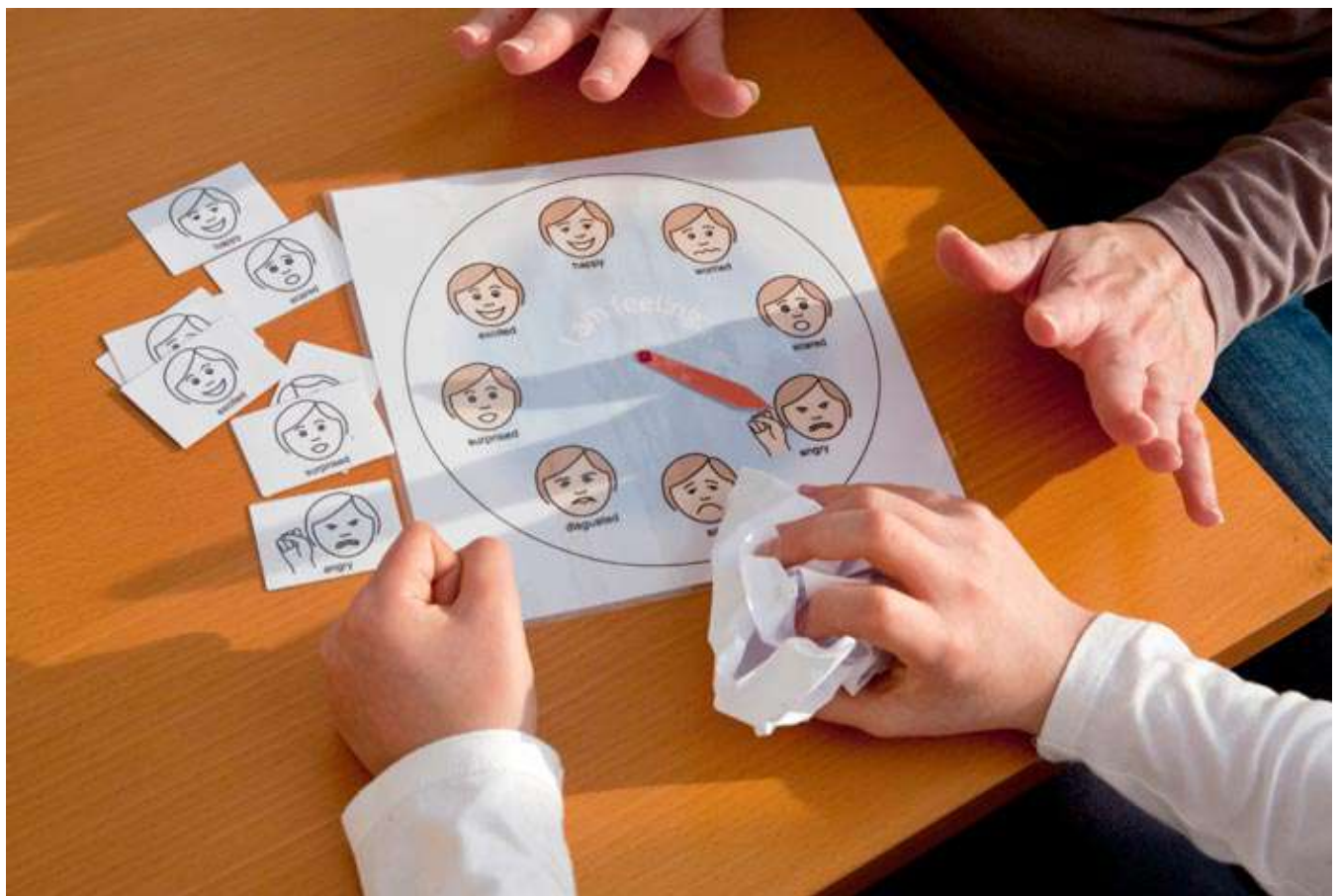
A person with autism will find it much harder to understand the feelings of other people. His/her ability to instinctively empathize with others is much weaker than other people's. However, if they are frequently reminded of this, the ability to take other people's feelings into account improves tremendously.



Frequent practice can help improve empathy in people with autism. In some cases - as a result of frequent practice - empathy does improve, and some of it becomes natural rather than intellectual. Even so, empathy never comes as naturally for a person with autism as it does to others.

Having a conversation with a person with autism may feel very much like a one-way trip. The person with ASD might give the impression that he is talking at people, rather than with or to them. He may love a theme, and talk about it a lot. However, there will be much less exchanging of ideas, thoughts, and feelings than there might be in a conversation with a person who does not have autism.

Almost everybody on this planet prefers to talk about himself/herself more than other people; it is human nature. The person with autism will usually do so even more.



## Physical contact

A number of children with an ASD do not like cuddling or being touched like other children do. It is wrong to say that all children with autism are like that. Many will hug a relative - usually the mother, father, grandmother, grandfather, teacher, and or sibling(s) - and enjoy it greatly. Often it is a question of practice and anticipating that physical contact is going to happen. For example, if a child suddenly tickles another child's feet, he will most likely giggle and become excited and happy. If that child were to tickle the feet of a child with autism, without that child anticipating the contact, the result might be completely different.

## Loud noises, some smells, and lights



A person with autism usually finds sudden loud noises unpleasant and quite shocking. The same can happen with some smells and sudden changes in the intensity of lighting and ambient temperature. Many believe it is not so much the actual noise, smell or light, but rather the surprise, and not being able to **prepare for it - similar to the response to surprising physical contact.**



If the person with autism knows something is going to happen, he can cope with it much better. Even knowing that something 'might' happen, and being reminded of it, helps a lot.

## **Speech**

The higher the severity of the autism, the more affected are a person's speaking skills. Many children with an ASD do not speak at all.

People with autism will often repeat words or phrases they hear - an event called echolalia.

The speech of a person with ASD may sound much more formal and woody, compared to other people's speech. Teenagers with Asperger's Syndrome can sometimes sound like young professors. Their intonation may sound flat.

## **Repetitive behaviors**

A person with autism likes predictability. Routine is his/her best friend. Going through the motions again and again is very much part of his/her life. To others, these repetitive behaviors may seem like bizarre rites. The repetitive behavior could be a simple hop-skip-jump from one end of the room to the other, repeated again and again for one, five, or ten minutes - or even longer. Another could be drawing the same picture again and again, page after page.



People without autism are much more adaptable to changes in procedure. A child without autism may be quite happy to first have a bath, then brush his teeth, and then put on his pajamas before going to bed - even though he usually brushes his teeth first. For a child with autism this change, bath first and then teeth, could completely put him/her out, and they may become very upset. Some people believe that helping a child with autism learn how to cope better with change is a good thing, however, forcing them to accept change like others do could adversely affect their quality of life.

## **A child with autism develops differently**

While a child without autism will develop in many areas at a relatively harmonious rate, this may not be the case for a child with autism. His/her cognitive skills may develop fast, while their social and language skills trail behind. On the other hand, his/her language skills may develop rapidly while their motor skills don't. They may not be able to catch a ball as well as the other children, but could have a much larger vocabulary. Nonetheless, the social skills of a person with autism will not develop at the same pace as other people's.



## **Learning may be unpredictable**

How quickly a child with autism learns things can be unpredictable. They may learn something much faster than other children, such as how to read long words, only to forget them completely later on. They may learn how to do something the hard way before they learn how to do it the easy way.

## **Physical tics and stimming**

It is not uncommon for people with autism to have tics. These are usually physical movements that can be jerky. Some tics can be quite complicated and can go on for a very long time. A number of people with autism are able to control when they happen, others are not.

People with ASD who do have tics often say that they have to be expressed, otherwise the urge does not stop. For many, going through the tics is enjoyable, and they have a preferred spot where they do them - usually somewhere private and spacious. When parents first see these tics, especially the convoluted ones, they may experience shock and worry.

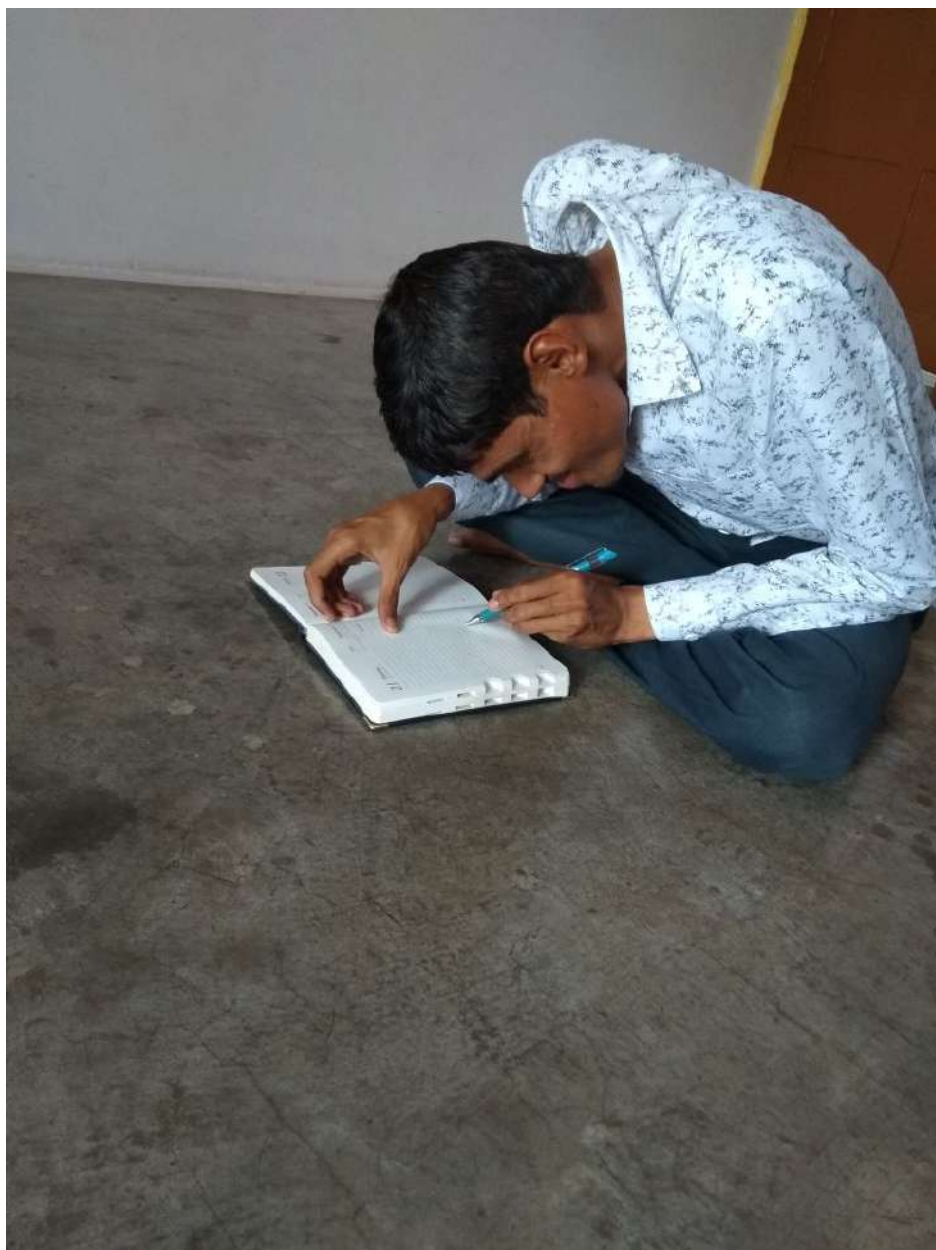
## **Obsessions**

People with autism often have obsessions.

## **Myths about autism**

A person with autism feels love, happiness, sadness and pain just like everyone else. Just because some of them may not express their feelings in the same way others do, does not mean at all that they do not have feelings - **THEY DO!!** It is crucial that the Myth - Autistic people have no feelings - is destroyed. The myth is a result of ignorance, not some conspiracy. Therefore, it is important that you educate people who carry this myth in a helpful and informative way.





# What is Alzheimer's disease?

Alzheimer's disease is an irreversible, progressive brain disorder that slowly destroys memory and thinking skills, and eventually the ability to carry out the simplest tasks. In most people with Alzheimer's, symptoms first appear in their mid-60s. Estimates vary, but experts suggest that more than 5 million Americans may have Alzheimer's.

Alzheimer's disease is currently ranked as the sixth leading cause of death in the United States, but recent estimates indicate that the disorder may rank third, just behind heart disease and cancer, as a cause of death for older people.

Alzheimer's is the most common cause of dementia among older adults. Dementia is the loss of cognitive functioning—thinking, remembering, and reasoning—and behavioral abilities to such an extent that it interferes with a person's daily life and activities. Dementia ranges in severity from the mildest stage, when it is just beginning to affect a person's functioning, to the most severe stage, when the person must depend completely on others for basic activities of daily living.

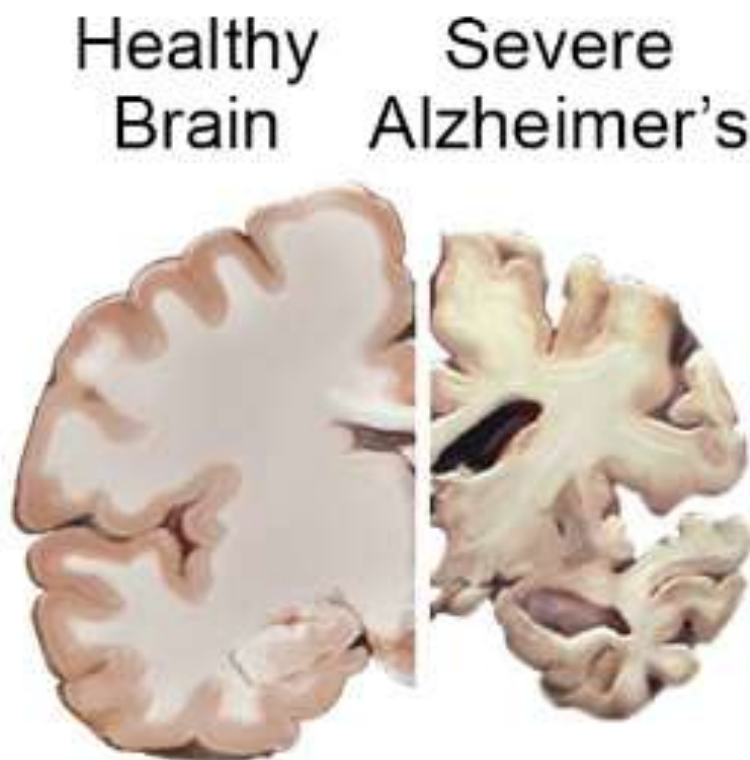
The causes of dementia can vary, depending on the types of brain changes that may be taking place. Other dementias include Lewy body dementia, frontotemporal disorders, and vascular dementia. It is common for people to have mixed dementia—a combination of two or more disorders, at least one of which is dementia. For example, some people have both Alzheimer's disease and vascular dementia.



Alzheimer's disease is named after Dr. Alois Alzheimer. In 1906, Dr. Alzheimer noticed changes in the brain tissue of a **woman who had** died of an unusual mental illness. Her symptoms included memory loss, language problems, and unpredictable behavior. After she died, he examined her brain and found many abnormal clumps (now called amyloid plaques) and tangled bundles of fibers (now called neurofibrillary, or tau, tangles).

These plaques and tangles in the brain are still considered some of the main features of Alzheimer's disease. Another feature is the loss of connections between nerve cells (neurons) in the brain. Neurons transmit messages between different parts of the brain, and from the brain to muscles and organs in the body.

## Changes in the Brain





Scientists continue to unravel the complex brain changes involved in the onset and progression of Alzheimer's disease. It seems likely that damage to the brain starts a decade or more before memory and other cognitive problems appear. During this preclinical stage of Alzheimer's disease, people seem to be symptom-free, but toxic changes are taking place in the brain. Abnormal deposits of proteins form amyloid plaques and tau tangles throughout the brain, and once-healthy neurons stop functioning, lose connections with other neurons, and die.

The damage initially appears to take place in the hippocampus, the part of the brain essential in forming memories. As more neurons die, additional parts of the brain are affected, and they begin to shrink. By the final stage of Alzheimer's, damage is widespread, and brain tissue has shrunk significantly.

## Signs and Symptoms



Memory problems are typically one of the first signs of cognitive impairment related to Alzheimer's disease. Some people with memory problems have a condition called mild cognitive impairment (MCI). In MCI, people have more memory problems than normal for their age, but their symptoms do not interfere with their everyday lives. Movement difficulties and problems with the sense of smell have also been linked to MCI. Older people with MCI are at greater risk for developing Alzheimer's, but not all of them do. Some may even go back to normal cognition.

The first symptoms of Alzheimer's vary from person to person. For many, decline in non-memory aspects of cognition, such as word-finding, vision/spatial issues, and impaired reasoning or judgment, may signal the very early stages of Alzheimer's disease. Researchers are studying biomarkers (biological signs of disease found in brain images, cerebrospinal fluid, and blood) to see if they can detect early changes in the brains of people with MCI and in cognitively normal people who may be at greater risk for Alzheimer's. Studies indicate that such early detection may be possible, but more research is needed before these techniques can be relied upon to diagnose Alzheimer's disease in everyday medical practice.

As Alzheimer's disease progresses, people experience greater memory loss and other cognitive difficulties. Problems can include wandering and getting lost, trouble handling money and paying bills, repeating questions, taking longer to complete normal daily tasks, and personality and behavior changes. People are often diagnosed in this stage.



## **Moderate Alzheimer's Disease**

In this stage, damage occurs in areas of the brain that control language, reasoning, sensory processing, and conscious thought. Memory loss and confusion grow worse, and people begin to have problems recognizing family and friends. They may be unable to learn new things, carry out multistep tasks such as getting dressed, or cope with new situations. In addition, people at this stage may have hallucinations, delusions, and paranoia and may behave impulsively.

## **Severe Alzheimer's Disease**

Ultimately, plaques and tangles spread throughout the brain, and brain tissue shrinks significantly. People with severe Alzheimer's cannot communicate and are completely dependent on others for their care. Near the end, the person may be in bed most or all of the time as the body shuts down.



# What Causes Alzheimer's

Scientists don't yet fully understand what causes Alzheimer's disease in most people. There is a genetic component to some cases of early-onset Alzheimer's disease. Late-onset Alzheimer's arises from a complex series of brain changes that occur over decades. The causes probably include a combination of genetic, environmental, and lifestyle factors. The importance of any one of these factors in increasing or decreasing the risk of developing Alzheimer's may differ from person to person.





# Parkinson's disease

Parkinson's disease is a progressive disorder of the nervous system that affects movement. It develops gradually, sometimes starting with a barely noticeable tremor in just one hand. But while a tremor may be the most well-known sign of Parkinson's disease, the disorder also commonly causes stiffness or slowing of movement.

In the early stages of Parkinson's disease, your face may show little or no expression, or your arms may not swing when you walk. Your speech may become soft or slurred. Parkinson's disease symptoms worsen as your condition progresses over time.

Although Parkinson's disease can't be cured, medications may markedly improve your symptoms. In occasional cases, your doctor may suggest surgery to regulate certain regions of your brain and improve your symptoms.

## Symptoms

Parkinson's disease symptoms and signs may vary from person to person. Early signs may be mild and may go unnoticed. Symptoms often begin on one side of your body and usually remain worse on that side, even after symptoms begin to affect both sides.

## Parkinson's signs and symptoms

### Tremor

A tremor, or shaking, usually begins in a limb, often your hand or fingers. You may notice a back-and-forth rubbing of your thumb and forefinger, known as a pill-rolling tremor. One characteristic

of Parkinson's disease is a tremor of your hand when it is relaxed (at rest).

## **Slowed movement (bradykinesia)**

Over time, Parkinson's disease may reduce your ability to move and slow your movement, making simple tasks difficult and time-consuming. Your steps may become shorter when you walk, or you may find it difficult to get out of a chair. Also, you may drag your feet as you try to walk, making it difficult to move.

## **Rigid muscles**

Muscle stiffness may occur in any part of your body. The stiff muscles can limit your range of motion and cause you pain.

## **Impaired posture and balance**

Your posture may become stooped, or you may have balance problems as a result of Parkinson's disease.

## **Loss of automatic movements**

In Parkinson's disease, you may have a decreased ability to perform unconscious movements, including blinking, smiling or swinging your arms when you walk.

## **Speech changes**

You may have speech problems as a result of Parkinson's disease. You may speak softly, quickly, slur or hesitate before talking. Your speech may be more of a monotone rather than with the usual inflections.

## Writing changes

It may become hard to write, and your writing may appear small.



~4~

SCHADULE

*"At the deepest level, the creative process and the healing process arise from a single source. When you are an artist, you are a healer; a wordless trust of the same mystery is the foundation of your work and its integrity."*

*Rachel Naomi Remen,*

## **FIRST TWO QUARTERS –**

In first two quarters which start from 1st July, my first three months were very busy as I was meeting with the participating members and convincing their guardians to send them for the session by showing them slides and the literature related to the art as a therapy.

Both kids and elder participant are not ready to come forward for the sessions.

Initially very few 1-2 members, started coming for the therapy sessions.

After every session they are showing little growth like handling the pencil and paper, becoming friendly with me and becoming comfortable with the place.

Simultaneously I started documenting all the details for the report, along with making the schedules and charts and the paperwork for the sessions.

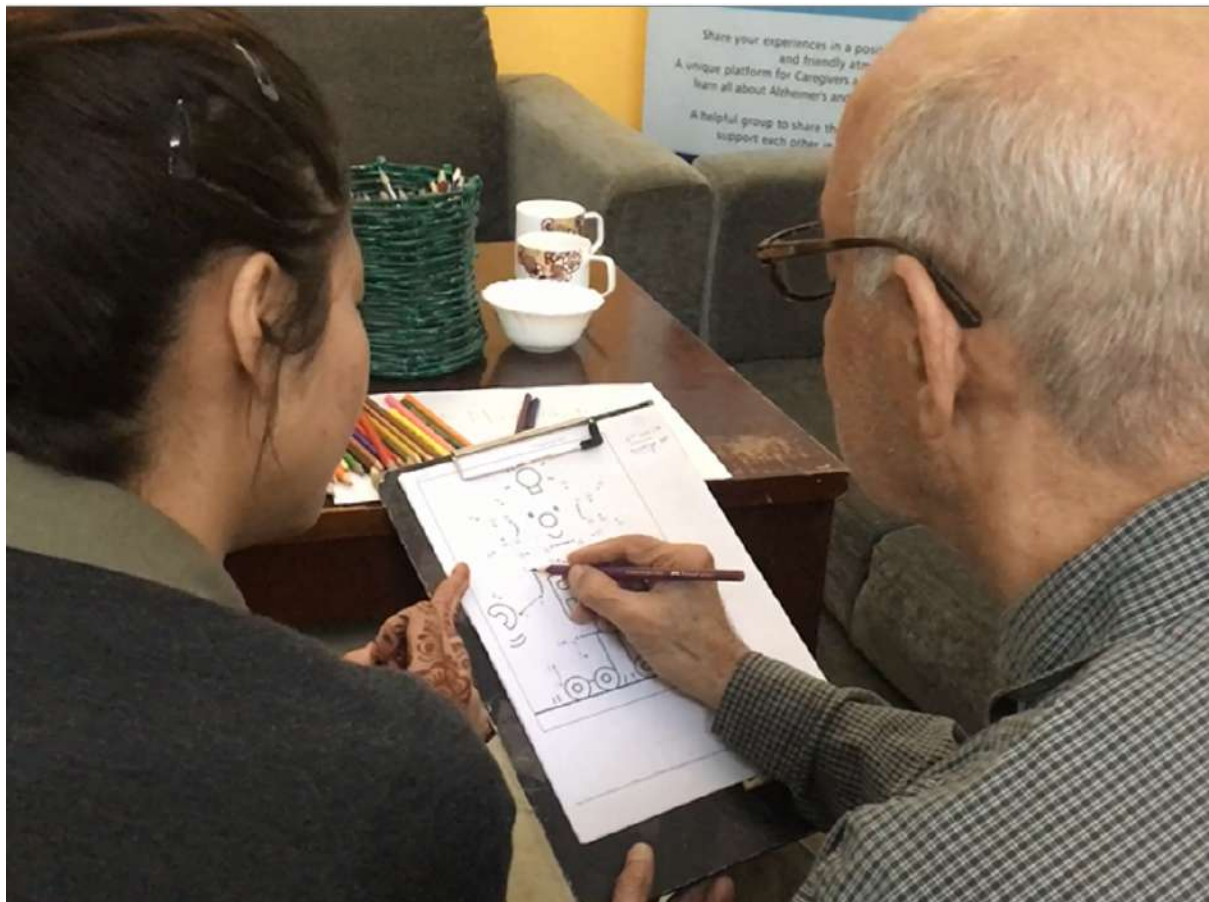
With few kids to prepare them for the therapy sessions is still not easy for me. To convince them and their parents is a very difficult task, as in our society art is still not considered as a mainstream therapy which can heal someone's problems





## NEXT QUARTER-

Next quarter was fun filled and hectic, as I was busy in doing sessions, one to one interactions with the special need kids and elderly people, We have created small paper works also and kids are fully charged for their winter break as they are excited for the Santa and their gifts.



In next six months

First three months we were all very busy as now both kids and the senior participants are beautifully expressing their emotions on the canvas and the papers.

They have started enjoying these art and creativity sessions.

After every session they are showing beautiful results as their confidence and involvement in their newly found

passion increasing by every passing day.

I started documenting all the details for the report, along with making the schedules and the charts and paper works for the sessions.

Although It is still challenging for me to work with few kids and encourage them for the therapy sessions.

We have created quite beautiful material and getting ready to plan the exhibition. The elder members are showing growth and participation and are eagerly waiting to exhibit their work.

### **NEXT SIX MONTHS –**

In next six months we were super busy with making more works. Now they all are very happy to come for the sessions and we are creating bigger works.

Senior citizens are also enjoying their group meetings and fun and chit chat while making art works.

I can see that their friendship is growing and their mental clarity is increasing by every passing day.

Every week we were working for 3-4 days and rest of the days they were working at home also.

I can see the significant difference in my children as they were always excited to paint and their emotional health is improving.



Now in this last quarter I am finalizing works for the exhibition. Both kids and the senior members of our sessions are super excited for the exhibition of their works on canvas and the papers. They have created beautiful art works, painted T-shirts and wooden pieces etc.

After every passing therapy session they are showing tremendous results as their confidence and involvement in this newly found passion increasing by the day.

I have started communicating with the art galleries and finalized one beautiful gallery “Art Floor” in Gurgaon. They are providing the space without any cost. We got corporate sponsors also.

Things are going great!

Meanwhile I am documenting all the details for the report, along with making the schedules and the charts and paper works for the sessions.

Though it was going good but its still challenging for me to work with few kids and encourages them for the therapy sessions. To convince them and their guardians is a difficult task, according to them art is not a therapy which can heal someone’s problems.



~5~

# VISITED ORGANISATIONS



- 1- St. Jude children's Research hospital.
- 2- Tamanna special school.
- 3- Al Noor training centre for children with special needs
- 4- NGO (QOTA International Gurgaon)
- 5- Private counseling in my own studio
- 6- Old age homes
- 7- Rehabilitation centre
- 8- Art Alive Gallery
- 9- Private studios
- 10- Sparsh Special School
- 11- Awaaz Special School
- 12- Abyaas Special Centre.
- 13 – Samvedna Senior Care

"The portal of healing and creativity always takes us into the realm of the spirit."

Angeles Arrien



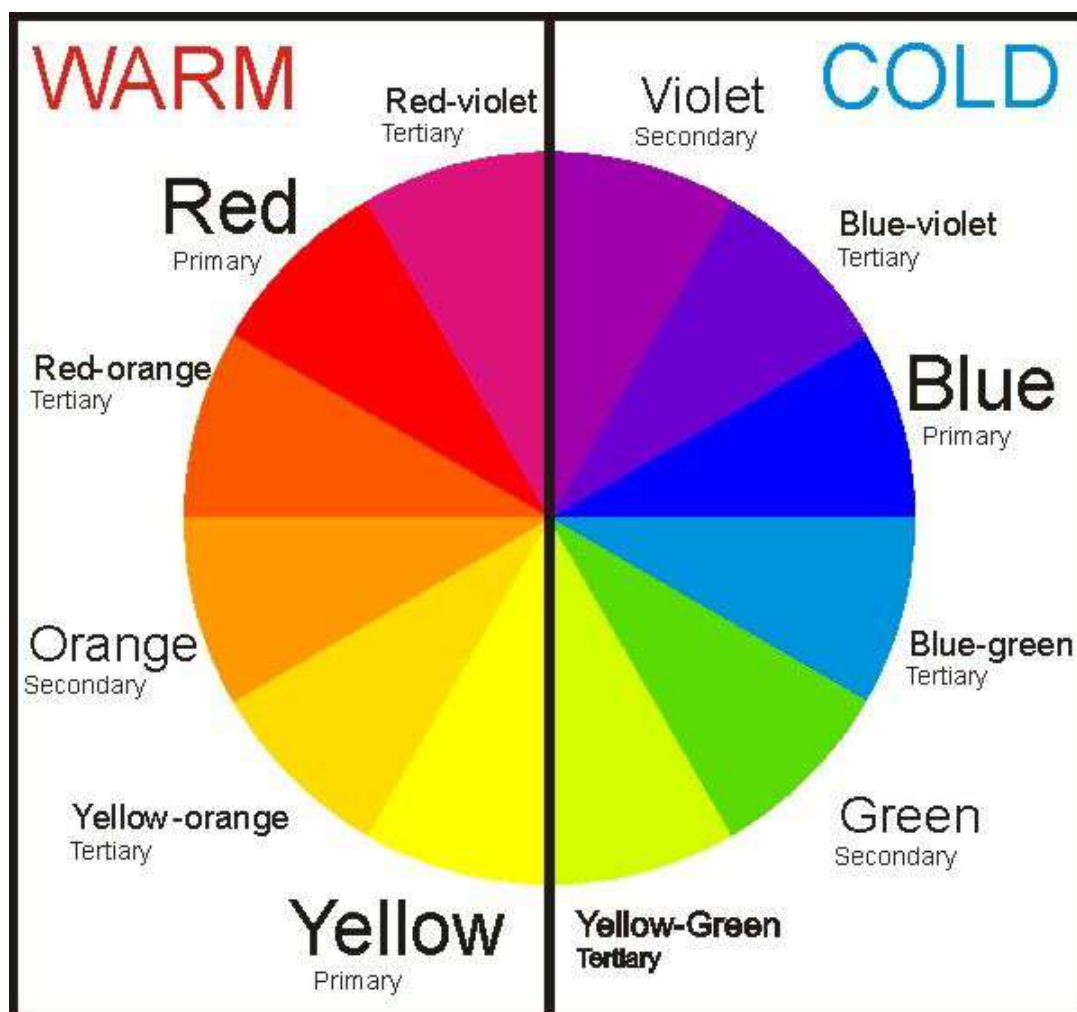
~6~

# COLOURS THEORY & ITS IMPACT

# Colour is a powerful communication tool

Color is a powerful communication tool and can be used to signal action, influence mood, and even influence physiological reactions. certain colors have been associated with increased blood pressure, increased metabolism, and eyestrain.

*“Colors express the main psychic functions of man.” – Carl Gustav Jung*



In 1666, English scientist Sir Isaac Newton discovered that when pure white light passes through a prism, it separates into all of the visible colors. Newton also found that each color is made up of a single wavelength and cannot be separated any further into other colors.

Further experiments demonstrated that light could be combined to form other colors. For example, red light mixed with yellow light creates an orange color. Some colors, such as green and magenta, cancel each other out when mixed and result in a white light.

If you have ever painted, then you have probably noticed how certain colors can be mixed to create other colors.

"Given the prevalence of color, one would expect color psychology to be a well-developed area," researchers Andrew Elliot and Markus Maier have noted.





"Surprisingly, little theoretical or empirical work has been conducted to date on color's influence on psychological functioning, and the work that has been done has been driven mostly by practical concerns, not scientific rigor."

Despite the general lack of research in this area, the concept of color psychology has become a hot topic in marketing, art, design, and other areas.

Much of the evidence in this emerging area is anecdotal at best, but researchers and experts have made a few important discoveries and observations about the psychology of color and the effect it has on moods, feelings, and behaviors.

Of course, your feelings about color are often deeply personal and rooted in your own experience or culture. For example, while the color white is used in many Western countries to represent purity and innocence, it is seen as a symbol of mourning in many Eastern countries.

## **The Psychological Effects of Color**

Why is color such a powerful force in our lives? What effects can it have on our bodies and minds?

While perceptions of color are somewhat subjective, there are some color effects that have universal meaning. Colors in the red area of the color spectrum are known as warm colors and include red, orange, and yellow. These warm colors evoke emotions ranging from feelings of warmth and comfort to feelings of anger and hostility.

Colors on the blue side of the spectrum are known as cool colors and include blue, purple, and green. These colors are often

described as calm, but can also call to mind feelings of sadness or indifference.



Color psychology suggests that different colors can evoke psychological reactions. For example, color is often thought to have an impact on moods and emotions. Sometimes these reactions are related to the intensity of a color, while in other cases they are the product of experience and cultural influences.

How does the color green make you feel? For many people, it immediately brings to mind the lush green of grass, trees, and forests.

Perhaps because green is so heavily associated with nature, it is often described as a refreshing and tranquil color.



# YELLOW

In general associated with: joy, happiness, intellect, energy, comfort, liveliness, cowardice, hunger, optimism, overwhelm, Summer, conflict

Yellow is the color of sunshine. It has a warm effect to the viewer, arouses cheerfulness and stimulates the mental activities. It is a good attention-grabber, so that's why the color of taxicabs is often yellow. Use it to mark the most important things on your product or your next greeting card. But be careful: Too much yellow has a disturbing effect.

*"How wonderful yellow is. It stands for the sun."  
-Vincent Van Gogh*

# RED

In general associated with: energy, war, danger, strength, power, determination passion, desire, love, warmth, anger, boldness, excitement, speed, strength, courage, socialism

Red is the color of fire and blood. It has a very emotionally intention and a high visibility. That's why important street signs, stoplights and fire equipment are usually contain elements of the red color. The high visibility can also help to highlight important things in a text or an image. So, use it for business projects to stimulate people to make quick decisions. In the world of advertisement, red is often used to evoke erotic feelings or for promoting something with a lot of energy.



*“Red is the ultimate cure for sadness”  
- Bill Blass*

# BLUE

In general associated with: depth, stability, trust, loyalty, wisdom, confidence, intelligence, faith, truth, heaven, peace, professionalism, reliability, honor, melancholia, boredom, coldness, Winter, conservatism

Blue is the color of the sea and the sky. It has a calming effect and helps people to relax. Use it to integrate cleanliness into your ad, design or bathroom. Because blue is linked to consciousness and intellect, you can also use it to suggest precision (for example for high-tech products). Furthermore blue is a very masculine color.

# GREEN

In general associated with: growth, harmony, freshness, fertility, safety, money, durability, reliability, environmental, luxurious, optimism, well-being, nature, calm, relaxation, Spring, honesty, optimism

Green is the color of nature and has a healing power. It can help to improve your vision skills, stands for freedom and helps to spread safety and positive messages. Use a darker version of color for products and messages in the financial world.

*"Green, which is Nature's colour, is restful, soothing, cheerful, and health-giving." - Paul Brunton*





## ORANGE

In general associated with: joy, sunshine, enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, stimulation, cheerfulness, low cost, affordability, aggression, food, Halloween, liberal (politics)

Orange is a combination between the energy of red and the happiness of yellow. It can increase oxygen supply to the brain to produce an invigorating effect. It is often connected with healthy food and is able to stimulate the appetite. Like red, orange has a high visibility, so you can use it to catch attention and highlight important elements.

# PURPLE

In general associated with: royalty, power, nobility, luxury, ambition, wealth, extravagance, wisdom, dignity, independence, creativity, mystery, magic, elegance, and sophistication, artificial  
Purple is a combination between the stability of blue and the energy of red. The results of a survey show that almost 75 percent of young children prefer purple to all other colors. A light version of purple is good for a feminine design.

# BROWN

In general associated with: relaxing, confident, casual, reassuring, nature, earthy, solid, reliable, genuine, autumn, endurance  
Brown symbolizes stability, structure and support. In combination with wood and leather it has a warm and comfortable effect.

# BLACK

In general associated with: power, elegance, formality, death, evil, mystery, sophistication, strength, illegality, depression, morbidity, night  
We often associate black with fear and death. Be careful when you use it for your design to avoid too much negative elements. But black can also be very elegant and formal (black ties, suits). In combination with bright colors black is able to create a very aggressive color scheme.

# WHITE

In general associated with: light, goodness, innocence, purity, virginity, perfection, cleanliness, newness, peace, innocence, simplicity, sterility, snow, ice, cold

As opposed to black, the white color is often associated with positive messages. White is very effective to communicate the simplicity in high-tech products and its purity can be found in the visual style of charitable organizations. Because of the fact that white is often connected with health services, you can use this color to suggest safety when you want to promote medical products.







During my research initially few autistic children were not ready to paint or not even ready to move, after few sessions they started playing with very dull colours like black or the brown. After few months and more then 10-12 sessions the same kids started enjoying and painting with the reds and orange colours.

It is clearly showing the relationship of colours with their mood and their mental wellbeing.

I have witness initially one elderly couple were only painting in green colour and then after few months they started painting in yellow and the red.

Here also I can see the beautiful and strong relation with their mental state and the choice of colours.

I have seen the transformation in their choice of clothes, which they were wearing for the sessions also, after few months they were started wearing very bright and attractive clothes and they were looking excited and happy about their life.

These sessions has certainly impacted their psychology towards the life.

I have visited cancer hospital also during my project and I have seen the same impact of colour on those kids too.

The very sick and sad kids were picking dull colours and the ones who were recovering from the cancer were opting bright colours like yellow and reds.





~7~

# CHALLENGES AND SOLUTIONS



*“Look at life with the eyes of a child.”*  
- Henri Matisse

Initially there were enormous challenges but once I start looking every challenge from child’s prospective and his/her physical condition and the mental capacity then, I started getting every solution.

## **The challenge:**

Holding the brush to paint-

The solution: Art making should be a pleasant experience, so I make sure to start with a very small papers and fun activity that can be completed easily. Scribbling is the best way for a child to practice fine motor and pre-literacy skills, as well as art making. Creating basic shapes like circles, square and triangles on a sheet and create a "starter sheet" for these children has

decrease the anxiety and intimidation they may feel when faced with a blank sheet of paper. On this sheet they just start happily to fill colours in each shape  
Their inspiration and fun can begin quickly and without apprehension!



## **The challenge:**

Getting kids and elderly people to stay on the art work-

The solution: Using any tray with small sides or wooden board which has little boundaries, can make it easier for kids to control materials inside the space,

The things such as a cookie sheet or even the top of a gift box. Lining paper on a tray, sheet or box will keep these children working inside the boundaries of the object and help them become more aware of the paper limits.



Art therapy is a psychotherapeutic service and form of expressive therapy that gives kids and seniors the chance to participate in creative, nonverbal expression through the use of art materials. In other words, art therapy communicates when words simply cannot.





An ADHD and autism kid does this blue work. He really enjoyed the sensory stimulation from various materials especially the wet colours and the thick canvas stable surface.





80 years old couple when started working on the canvas they forgot about their ailment and started enjoying. As an Art therapist my training in both art and therapy was really beneficial for them. Art therapy can benefit anyone at any age. It supports and encourages children to express feelings, enhances social skills and cognitive functioning, resolves frustrations, fosters coping skills, and increases the use of sensorimotor skills including handeye coordination and sensory stimulation.

A young child with Down's syndrome who is working hard on fine-motor skills made this beautiful red art work. When kids are given the opportunity to express themselves, they achieve a true sense of self and identity. They are able to evaluate choices, establish preferences and have a sense of accomplishment. These feelings strengthen their egos! It helps them become who they are! It gives them the confidence to continue to explore! A 6-year-old boy with global developmental delays created this. He was able to discuss his favorite color being blue





80 years old, Parkinson's patient happily working on his new passion.

# CHALLENGES AND SOLUTIONS

*It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*

*Albert Einstein*

When I start looking every challenge from child's prospective, I started getting every solution.

The challenge: Getting them involve with the brush to paint.

The solution: Art making should be a pleasant experience, so I make sure to start with a very small papers and fun activity that can be completed easily. Scribbling is the best way for a child to practice fine motor and pre-literacy skills, as well as art making. Creating basic shapes like circles, square and triangles on a sheet and create a "starter sheet" for these children has decrease the anxiety and intimidation they may feel when faced with a blank sheet of paper. On this sheet they just start happily to fill colors in each shape  
Their inspiration and fun can begin quickly and without apprehension!

The challenge: Attention span of the kids and the elderly people to stay on the artwork.

The solution: Using any tray with small sides or wooden board, which has little boundaries, can make it easier for kids to control materials inside the space,

The things such as a cookie sheet or even the top of a gift box. Lining paper on a tray, sheet or box will keep these children working inside the boundaries of the object and help them become more aware of the paper limits.



Art therapy is a psychotherapeutic service and form of expressive therapy that gives kids the chance to participate in creative, nonverbal expression through the use of art materials. In other words, art therapy? Communicates when words simply cannot.





An ADHD and autism kid does this blue work. He really enjoyed the sensory stimulation from various materials especially the wet colors and the thick canvas stable surface.

As an Art therapist my training in both art and therapy was really beneficial for them. Art therapy can benefit anyone at any age. It supports and encourages children to express feelings, enhances social skills and cognitive functioning, resolves frustrations, fosters coping skills, and Increases the use of sensorimotor skills including handeye coordination and sensory stimulation.



A young child with Down's syndrome who is working hard on fine-motor skills made this beautiful red art work. When kids are given the opportunity to express themselves, they achieve a true sense of self and identity. They are able to evaluate choices, establish preferences and have a sense of accomplishment. These feelings strengthen their egos! It helps them become who they are! It gives them the confidence to continue to explore! A 6-year-old boy with global developmental delays created this. He was able to discuss his favorite color being blue! 90 years old, Parkinson's patient happily working on his new passion.



*The aim of art is to represent not the outward appearance of things,  
but their inward significance.*

*-Aristotle*



As an Art therapist my training in both art and therapy was really beneficial for them. Art therapy can benefit anyone at any age. It supports and encourages children to express feelings, enhances social skills and cognitive functioning, resolves frustrations, fosters coping skills, and

Increases the use of sensorimotor skills including hand-eye coordination and sensory stimulation.

One girl with Down's syndrome was very slow in the beginning but within few sessions she was actively handling the watercolors.



A young child with Down's syndrome who is working hard on fine-motor skills made this beautiful art work.

When kids are given the opportunity to express themselves, they achieve a true sense of self and identity. They are able to evaluate choices, establish preferences and have a sense of accomplishment. These feelings strengthen their egos! It helps them become who they are! It gives them the confidence to continue to explore!

Even 90 years old, Parkinson's patient happily working on his new passion.

~8~

# BENEFITS OF THE THERAPY-

*"Art is not a part of life, it is not an addition to life, it is the essence of those pieces of us that make us fulfilled. That give us hope. That give us dreams and provide the world a view very different than what it would have been without us."*

*Hasan Davis*

This type of Art therapy can be considered a psychotherapeutic service. It allows kids to express themselves in non-verbal ways through the use of art tools and supplies. This form of expression can tell a counselor many things. In fact, it provides a way for the child to communicate things they simply cannot say or express with words.

This approach to therapeutic intervention is a very useful tool in dealing with various disabilities, special needs and behavioral issues.

Through this modality, students can learn in various ways and get lots of benefits like these-

Art can Distracts them from other worries – it is hard to dwell on troubles once in the flow of a painting. It has the power to engage you so fully, bringing you into the present moment.

Reduces stress – in my observation while working with both age group creating and observing art can reduce cortisol, the 'stress hormone'. Doing something you love also releases endorphins – feel-good chemicals that combat stress and reduce pain.

Builds self-esteem – I feel anything but confident for all the members, with each hour they paint, they are building skills. It is an activity with a tangible result and the more I dedicate my time with them, slowly but surely, the more I can see improvement and feel a sense of achievement.

Creates a healthy state of mind - participants in a 2014 study\* who produced art demonstrated: 'a significant improvement in psychological resilience' as well as increased levels of "functional connectivity" in the parts of the brain responsible for introspection, self-monitoring and memory. The study, involving participants aged between 62 and 70, also concluded that creating artwork can delay the ageing.



This approach to therapeutic intervention is a very useful tool in dealing with various disabilities, special needs and behavioral issues. Through this modality, students can often achieve a closer balance in brain hemispheres. An imbalance is believed to affect things like learning disabilities, depression, anger and perception. Adding such creative therapy to other forms of counseling can aid in the learning of coping skills that are often lacking in conditions like Attention Deficit/Hyper Activity Disorder, Autism Spectrum Disorder and Conduct Disorder. As



proven to be a successful form of treatment for special needs students and kids with other behavioral, emotional or psychological issues. This type of therapy can be considered a psychotherapeutic service. It allows kids to express themselves in non-verbal ways through the use of art tools and supplies. This form of expression can tell a counselor many things. In fact, it provides a way for the child to communicate things they simply cannot say in words.

This 15 years old girl has Down's syndrome. She was very slow in the beginning but within few sessions she was actively handling the watercolors.



This approach to therapeutic intervention is a very useful tool in dealing with various disabilities, special needs and behavioral issues. Through this modality, students can often achieve a closer balance in brain hemispheres. An imbalance is believed to affect things like learning disabilities, depression, anger and perception. Adding such creative therapy to other forms of counseling can aid in the learning of coping skills that are often lacking in conditions like Attention Deficit/Hyper Activity Disorder, Autism Spectrum Disorder and Conduct Disorder. As proven to be a successful form of treatment for special needs students and kids with other behavioral, emotional or psychological issues. This type of therapy can be considered a psychotherapeutic service. It allows kids to express themselves in non-verbal ways through the use of art tools and supplies. This form of expression can tell a counselor many things. In fact, it provides a way for the child to communicate things they simply cannot say Express with words.

One of the 20 years old boy has Down's syndrome. He was very slow in the beginning but within few sessions he was actively handling the watercolors.



*My two young members, happily showing off their work*

~9~

PROGRESS

*"It is your ability as a creative person to envision positive change that will make a difference."*

*Patricia Johanson*

Through my few months of experience, I've had to evoke all types of creativity when it comes to adjusting and adapting art- making and material. The few troubleshooting points I've discovered which hopefully offers parents or other therapist as much success as they've offered me.

In these months my motto was "Do whatever works!" Art therapists are the professionals who guide the child in this particular mode of therapy. Though it can be used with people of all ages, children in special education services will be the primary group addressed here. Children are encouraged to express their feelings through the art that they create in their session. In addition, they have the chance to learn social skills, gain cognitive growth, obtain coping mechanisms through the resolution of frustration and practice sensorimotor skills such as sensory stimulation and hand-eye coordination. In addition, practical skills are learned such as how to find and put away art supplies, ways in which to utilize certain tools and the importance of putting away their supplies and cleaning themselves up.

The kinds of artwork done by students in this type of therapeutic situation are quite varied. They may include making collages, drawing pictures, painting murals, crafting puppets and creating sculptures, among a myriad of other activities. All of these are ways for the child to express their feelings and to provide information indirectly to the therapist.

Here are some of the very interesting activities, which



these beautiful children and the senior citizens have created in this quarter.

We are getting ready for the exhibiting them very soon in one of the premium gallery

### SUNFLOWERS AS INSPIRED BY VAN GOGH

Few children have been introduced to Van Gogh's painting of sunflowers and have been guided to compose and draw their own unique expressions of sunflowers through drawing and painting.

These children have been introduced to O'Keeffe's blown up flowers and are encouraged to crop pictures of butterflies and flowers and draw with chalk pastel on pastel paper.



Here are some of the very interesting activities, which these beautiful children and the senior citizens have created for the exhibition-





*Beautiful Tia painting on the chair(14 years old)*



*Curious cat on wood by Aslam(16 years old)*



*Awesome wood toy by Ritesh(18years old)*





*A big and beautiful art piece by active members for the exhibition.*



*Scary!*





*Beautiful art work by the Young Heart association's senior members.*



*Happy senior members working in session*

## ACRYLIC PAINTING

These very energetic elder couples have painted their picture of the relief sunflower, which they have designed at the start of the program. They have now experimenting with the acrylic paints!



## CHALK PASTEL DRAWING

Few children have created their cropped compositions of their original works on paper using chalk pastel. Then, the fun starts when they use his or her personalized design on a canvas bag. Imagine this... Your special need child is starting to design his/her own bag!





*Happy and enthusiastic Arnav painting hand (cancer survivor)*



*Ever smiling Toni at work!*



*Funny cat by senior citizen*





LOVE!

## **LAST SIX MONTHS-**

In the first quarter progress is tremendous and kids are breaking their barrier and working against all the odds.

Elder members are also excited about their new passion and revealing their inner most fear and anxiety.

Through my few months of experience, I've had to evoke all types of creativity when it comes to adjusting and adapting art- making and material. The few troubleshooting points I've discovered which hopefully offers parents or other therapist as much success as they've offered me.

Art therapists are the professionals who guide the child in this particular mode of therapy. Though it can be used with people of all ages, children in special education services will be the primary group addressed here. Children are encouraged to express their feelings through the art that they create in their session. In addition, they have the chance to learn social skills, gain cognitive growth, obtain coping mechanisms through the resolution of frustration and practice sensorimotor skills such as sensory stimulation and hand-eye coordination. In addition, practical skills are learned such as how to find and put away art supplies, ways in which to utilize certain tools and the importance of putting away their supplies and cleaning themselves up.

The kinds of artwork done by students in this type of therapeutic situation are quite varied. They may include making collages, drawing pictures, painting murals, crafting puppets and creating sculptures, among a myriad of other activities. All of these are ways for the child to express their feelings and to provide information indirectly to the therapist.

LAST QUARTER-

*“Art and love are the same thing: It’s the process of seeing yourself in things that are not you.”*

*–Chuck Klosterman*



*Our beautiful handmade invite by the art therapy members (above)*

In the last quarter my main focus was on the Art Exhibition, as we had to work hard to put up a successful show. I was very excited about the art works and the canvas bags, which we are creating; now we can convert their passion into a beautiful carrier in the future.

I am very happy with their growth and immensely impressed with the miraculous results that I got with these people.

The 18-25 age group has shown me tremendous results after the therapy sessions and the improvement in their emotional and behavior is significant. I am very excited about the art works and the canvas bags, which they are creating; they can convert their passion into a carrier in the future.

I was extremely busy and excited in the last three months of my project, as we all are getting ready for the exhibition. My senior citizen group is very happy and working continuously for the show. If they will work with such enthusiasm, I am sure they will soon lead a very happy and normal life.

I can see the enormous possibilities through this therapy in every one. They can heal themselves emotionally and physically.

Here are a few more very interesting activities, which these beautiful children and the senior citizens have created for the exhibition-

Wooden toys made by very energetic elderly couples. They have experimented with the acrylic paints also!

I have trained them in carpentry too.





## PAINTING ON THE CANVAS BAG AND T SHIRTS

These are the beautiful bags and the T-shirts which, children has created by themselves for the exhibition. I love the jute bags and the beautifully designed canvas bags.



We have managed to create around 100 art pieces in total, we are ready for the big Day.



### *Exhibition!*

This exhibition took place in Art Floor, Gurgaon. It was well received by the family and friends circle of the kids and also by representatives of several corporations. Not only were many pieces bought by these corporates, amazed by the novelty of the makers, they also expressed direct interest in making this a recurrent purchase and setting up a mechanism in the future to have corporate sponsored events where children can exhibit their own work and even make a few pieces live for the audience. The children greatly enjoyed the appreciation they received, and were beaming with pride over their handiwork. Everyone returned home with a poster souvenir of the event.



*Participants and their family members on the exhibition day.*



*People appreciating our member's art works in display during the art exhibition*

Closer to the event, and during setup of the exhibition the excitement of the children was palpable. They took special responsibility to highlight their different works and even the works of their friends they liked. The parents were pleasantly surprised and appreciated my efforts towards channeling the kids' energies into a creative outlet. Several children wanted to be artists by the end of the day.





*Happy and excited members in the art gallery.*



*Very enthusiastic young member showing her work to the visitor*

~10~

CONCLUSION

*“Art enables us to find ourselves and lose ourselves at the same time”.*

*-Thomas Merton*

These lines are fully resonating with members of my art sessions. Mental and physical disabilities take a toll on the person affected in many ways; a large amount of this toll is emotional and internal because of how disabled people are always treated differently in society. They're treated as if they are unable to be self-dependent, and unworthy of genuine appreciation. Often it is this feeling of separation from regular people and how they are treated in comparison to them that hampers in the full healthy functioning of disabled people.

When these people are given the right tools and allowed to patiently express themselves, they can surprise everyone including himself or herself. The tangible nature of the product they make self-validates them and proves to them that they are worthy of true appreciation. In art, they quickly forget their emotional tolls that have collected in their brains and during their intense involvement in the process they forget all about their pain and frustrations. They are in love with this medium and finding a new meaning in their lives. This is reflected not only in their increased motivation to engage in their daily art activity but also on their mental and physical health. Mentally, Alzheimer's patients remarkably recall the work they were doing in the previous session, and continue their work. Parkinson's patients have reduced tremors when painting. Autistic kids have greater focus and sit for extended hours working on their projects. Further, over a few months all the members increased exploration with lighter colors, and themes that were more optimistic and harmonic as compared to the first week's art. Physically, this new activity allowed them to enjoy life more which surprisingly led to lower frequencies of colds and flus as their interest in art flourished and appreciation towards their work increased possibly through a strengthened immune system. These disabled people had a rejuvenated perspective on life, they were no longer hopeless, and several young members even began

communicating to their family through their works. Young adults had new prospects of financial independence based on selling art that they earlier thought they could never reach.



*Happy kids after a group session*

I am very excited about the art works and the canvas bags, which we are creating; now we can convert their passion into a beautiful carrier in the future.

I still want to dedicate more time on patients with Parkinson's. As per my research there is strong effect of the colors



on their psychology and the mood that needs more patience and focus. My senior citizen Alzheimer's group is very happy and working continuously after the show. If they will work with this spirit, I am sure they will soon lead a fuller and more content life. I can see the enormous possibilities through this therapy. To encourage them, I am planning to continue working with them after finishing of the project. ART can heal them emotionally and physically. It was highly successful as an alternate therapy and should be acknowledged as a mainstream alternate therapy.





*Happy senior members of my sessions and their families*

I can see the tremendous potential of this education and therapy, which can literally transform the world. A concerted effort is required to bridge the gulf between the 'regular' people and the 'disabled', and enable them to live with dignity and general well being.

George Bernard Shaw had said, *"I want to be used up when I die, for the harder I work the more I live. Life is no brief candle. To me it is a splendid torch, and I must make it burn as brightly as possible, before handing it on to future generations"*.  
So do I.

*By Surekha Sadana (Artist)*

~12~  
ABOUT  
THE  
HEALER  
(Art Therapist)



Born 1970 in Rajasthan, Surekha Sadana, a medical science graduate has mastered her craft by focused learning and practice accompanied with Diploma in fine arts, several workshops, camps and short art courses in Drawing and painting in India, USA and UK.

She is a fulltime-practicing artist since the last 15 years. She has done more than 15 solo exhibitions and 33 Group exhibitions in India, USA, UK, UAE and Singapore.

An empathetic person herself, her works impart a distinctively meditative experience. Her creative track has been constantly changing, meandering away from pure figuration, semi realism into somewhat conceptual renderings, experimenting with different palettes. For Surekha, her art is a lived means of incarnating her inner quest where her aesthetic creations represent the nature of her spiritual pilgrimage.

She has won 11 Awards and her work is selected in more than 10 international and national prestigious art institutions.

She is a philanthropist and actively working with NGOs and charitable organization (HCRA (Handicapped Children's Rehabilitation Association, KHUSHI (Kinship for Humanitarian, Social and Holistic Intervention in India)



QUOTA International Gurgaon Chapter, CADD (community against drunken driving and Al Noor) in India, Dubai and USA. Her work is in the collection of many museum, hotels and art institute along with many corporate houses all over India and abroad.

~\*~\*~\*~\*~