

## BEGINNER LEVEL ART: GROUP INTERVENTION PLAN FOR SEN STUDENTS

### OVERALL GOAL:

This art intervention plan is tailored help children with ADHD and ASC to work on emotional regulation, self-expression, sensory integration, and social skills through art and craft activities, underpinned by Trauma-Informed Care, Sensory Integration Therapy, and Attachment Theory.

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### WEEK BY WEEK PLAN:

WEEK 1: BUILDING TRUST AND CREATING SAFE SPACES

WEEK 2: EXPLORING EMOTIONS THROUGH ART

WEEK 3: BUILDING CONNECTIONS AND SOCIAL SKILLS

WEEK 4: EMPOWERMENT AND PERSONAL GROWTH

### GENERAL SESSION STRUCTURE:

**Session Duration:** 60 minutes

**Frequency:** Twice a week

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## WEEK 1: BUILDING TRUST AND CREATING SAFE SPACES

### SESSION 1: INTRODUCTION AND "MY SAFE PLACE"

- **Warm-Up (10 minutes): Mindful Colouring on Simple Patterns**
  - Children choose from basic, beginner-friendly colouring sheets with shapes and patterns, using crayons or markers. This helps ease the children into the session by providing a calming, repetitive task.
  - **Psychological Focus:**
    - **Mindfulness:** This introduces mindfulness through colouring, promoting calm and focus, especially for children with ADHD or ASD.
- **Main Activity (40 minutes): "My Safe Place" Craft Project**
  - Children are given a variety of materials (coloured paper, crayons, glue, fabric, etc.) to create a collage representing a place where they feel safe (e.g., home, a park, or a favourite place).
  - **Psychological Focus:**
    - **Trauma-Informed Care:** This activity helps children externalize their feelings of safety, fostering emotional regulation for children with complex needs.
    - **Attachment Theory:** Encourages the exploration of safety and trust through the concept of a "safe place."
- **Long-Term Goal:** Over time, children develop a stronger understanding of what makes them feel safe and supported, foundational for emotional regulation and building trust with peers and adults.

### SESSION 2: SENSORY EXPLORATION WITH NATURE

- **Warm-Up (10 minutes): Nature-Themed Colouring Pages**
  - Children colour simple nature scenes (trees, flowers, animals) using soft pastels or textured crayons.
  - **Psychological Focus:**
    - **Sensory Integration:** Engaging children's sense of touch to promote sensory regulation.
- **Main Activity (40 minutes): Nature Collage**
  - Children collect natural materials (leaves, twigs) from the playground or school grounds (if possible). They create a tactile collage using these materials, encouraging sensory exploration.
  - **Psychological Focus:**
    - **Sensory Integration Therapy:** This helps children regulate their sensory experiences by working with various textures.
    - **Ecotherapy Principles:** Connecting with nature promotes calm and emotional grounding.
- **Long-Term Goal:** Regular sensory engagement helps children develop self-regulation skills, essential for managing emotions and behaviours.

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**Materials:** Paper, crayons, glue, scissors, natural materials (leaves, twigs), fabric scraps.

## WEEK 2: EXPLORING EMOTIONS THROUGH ART

### SESSION 3: "MY EMOTIONAL WEATHER"

- **Warm-Up (10 minutes): Blowing Paint to Create Abstract Art**
  - Children practice deep breathing while blowing through straws to spread paint, creating abstract patterns.
  - **Psychological Focus:**
    - **Mindfulness and Breathing:** Encourages emotional regulation through deep breathing, helping calm the nervous system.
- **Main Activity (40 minutes): Emotional Weather Art**
  - Children choose colours and shapes to represent their current emotional state (e.g., using blue for "stormy," yellow for "sunny"). They create abstract art to express their feelings.
  - **Psychological Focus:**
    - **Emotion Regulation:** Encourages children to identify and externalize their emotions, a key step in emotional intelligence.
- **Long-Term Goal:** Over time, children develop the ability to recognize and express emotions, which is crucial for social interaction and emotional wellbeing.

### SESSION 4: MASK MAKING – FACES WE SHOW

- **Warm-Up (10 minutes): Drawing Different Emotion Faces**
  - Children draw simple faces expressing different emotions (happy, sad, angry) on pre-drawn templates.
  - **Psychological Focus:**
    - **Social Learning Theory:** Teaches children to recognize and differentiate emotions, especially useful for children with ASD.
- **Main Activity (40 minutes): Mask Making**
  - Children decorate blank masks, one side representing how they feel inside, the other representing how they appear on the outside.
  - **Psychological Focus:**
    - **Attachment and Self-Concept:** Helps children explore the concept of self-identity and emotional expression through art.

**Long-Term Goal:** Children become more aware of their emotions and learn how to express them in healthy ways, building self-awareness and authentic communication.

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**Materials:** Paint, straws, blank masks, feathers, sequins.

## WEEK 3: BUILDING CONNECTIONS AND SOCIAL SKILLS

### SESSION 5: COLLABORATIVE MURAL – "OUR SCHOOL COMMUNITY"

- **Warm-Up (10 minutes): Group Drawing**
  - Children work together on a large sheet of paper, each contributing to a group drawing.
  - **Psychological Focus:**
    - **Social Learning Theory:** Promotes cooperation and social skills.
- **Main Activity (40 minutes): Large Collaborative Mural**
  - The group creates a mural representing their school community, using symbols of friendship, safety, and support. Each child contributes their own part.
  - **Psychological Focus:**
    - **Community Building:** Encourages teamwork and a sense of belonging through collective art.
- **Long-Term Goal:** Fosters a sense of belonging and cooperation, important for social and emotional development.

### SESSION 6: FRIENDSHIP BRACELETS

- **Warm-Up (10 minutes): Drawing Different Emotion Faces**
  - Children string beads while focusing on patterns and sequences, practising fine motor skills.
  - **Psychological Focus:**
    - **Sensory Integration:** The tactile nature of beading helps children with sensory processing challenges.
- **Main Activity (40 minutes): Friendship Bracelet Making**
  - Children create friendship bracelets, choosing colours and patterns that represent friendship. They can either keep the bracelet or give it to a peer.
  - **Psychological Focus:**
    - **Social and Emotional Learning:** Encourages empathy and positive social interactions, fostering a sense of care and connection.

**Long-Term Goal:** Children develop stronger social bonds and a deeper understanding of friendship, which enhances social skills and emotional intelligence.

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**Materials:** Large paper, beads, string, paints.

## WEEK 4: EMPOWERMENT AND PERSONAL GROWTH

### SESSION 7: "MY STRENGTH SHIELD"

- **Warm-Up (10 minutes): Positive Affirmation Art**
  - Children create simple art pieces using positive affirmations (e.g., "I am brave").
  - **Psychological Focus:**
    - **Positive Psychology:** Helps children develop a positive self-concept.
- **Main Activity (40 minutes): Create a Strength Shield**
  - Children design and decorate a shield that represents their personal strengths using symbols, words, or images.
  - **Psychological Focus:**
    - **Resilience Building:** Helps children recognize and celebrate their strengths, fostering a sense of empowerment.
- **Long-Term Goal:** By focusing on their strengths, children develop a stronger sense of self-efficacy, which is crucial for resilience and personal growth.

### SESSION 8: REFLECTION AND CELEBRATION

- **Warm-Up (10 minutes): Collaborative Reflection Drawing**
  - The group works together on a large drawing that reflects their journey over the past four weeks.
  - **Psychological Focus:**
    - **Reflective Practice:** Encourages self-awareness and reinforces personal growth.
- **Main Activity (40 minutes): Create a Personal Art Journal**
  - Children decorate blank journals and create pages reflecting their experiences, achievements, and memories from the past sessions.
  - **Psychological Focus:**
    - **Narrative Therapy:** Helps children construct a positive narrative of their experiences, fostering a coherent sense of self.

**Long-Term Goal:** The art journal serves as a tool for continued self-reflection and personal growth, helping children retain and apply the skills they've learned.

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**Materials:** Cardstock (hard card) paper, markers, blank journals, stickers, ribbons.

## **ASSESSMENT AND EVALUATION:**

### **1. Continuous Observation:**

- Teachers and facilitators observe behaviour, engagement, and emotional responses during sessions, noting improvements in emotional regulation and social interactions.

### **2. Weekly Reflection:**

- Facilitators keep a reflective journal tracking each child's progress, noting any behavioural changes or emotional breakthroughs.

### **3. Final Session Reflection:**

- Gather feedback from the children about their favourite activities and what they learned, to help tailor future interventions.