

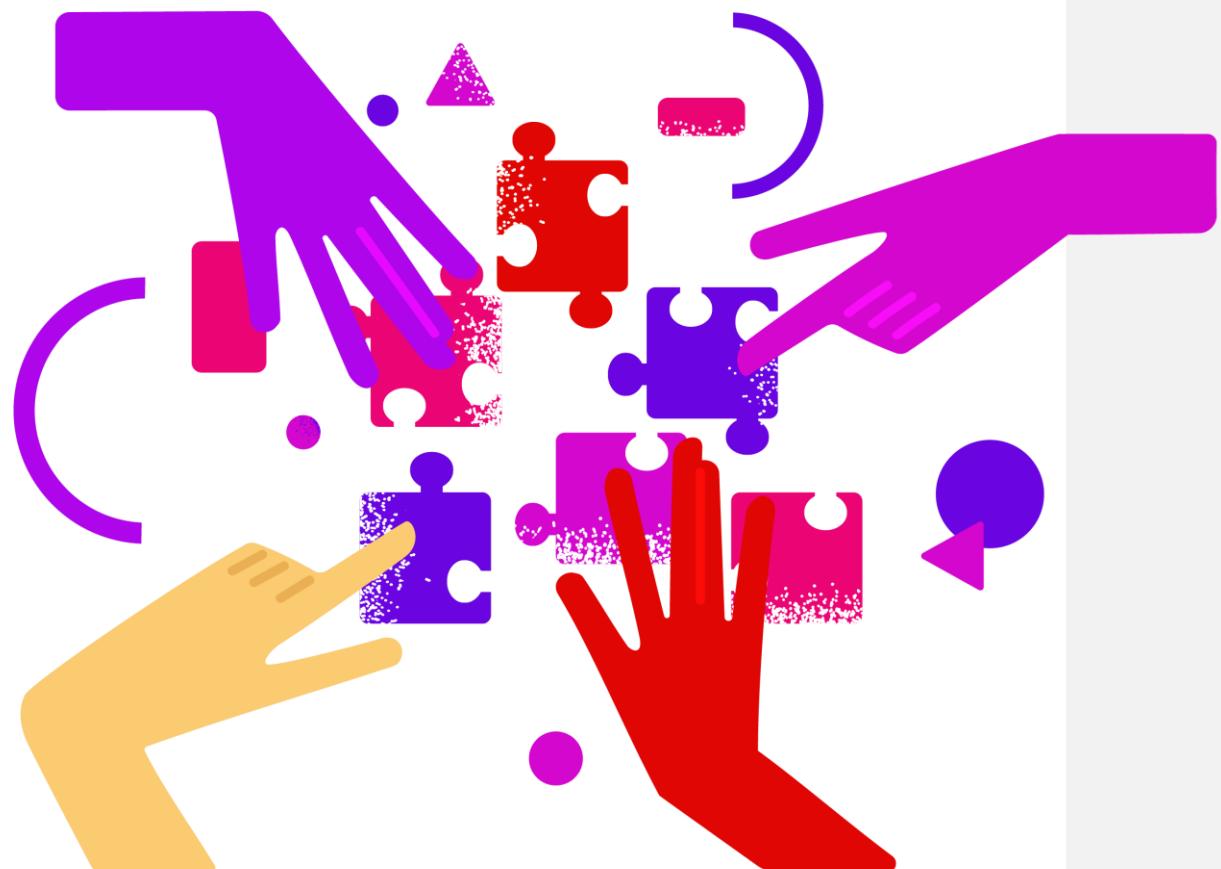


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Module 2: Art and young people with special needs





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Session Plan

Name of course: TUA Training

Module 2: Art and young people with special needs		Trainer:
Session nº: 1	Duration: 2h	Date:
Aims:	<ul style="list-style-type: none">Learn about various art forms, such as painting, drawing, sculpture or photography, to stimulate creativity and self-expression.Provide guidance on basic techniques, materials and tools used in different artistic media.Learn how to use art as a medium of development of communication skills, including verbal and non-verbal communication.Promote self-reflection and socialization through group art activities and collaborative projects.	
Learning outcomes:	<ul style="list-style-type: none">Define and understand basic art conceptsIdentify basic art techniques used in different artistic media for the self-expression of youth with ASD and DSRecognize how to use art as a medium of development of communicationCreate a safe space for art activities with youth with ASD and DSDiscover different realities, local and online, for the exhibition of art works produced by youth with ASD and DS	
Methods:	Expositive, Active and Interrogative	
Contents:	<ol style="list-style-type: none">1. Introduction: Art and young people with special needs<ol style="list-style-type: none">1.1. Introduction to the project and the Module1.2. Activity for participants' introduction	





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- 1.3. Key concepts of the session
- 1.4. Art terminology
 - 1.4.i) Visual arts and non-visual arts
 - 1.4.ii) Representational art VS non-representational art
- 2. Artistic activities for the self-expression of youth with ASD and DS
 - 2.1 Autism spectrum disorder, Down syndrome and artistic expression: talents and challenges
 - 2.2 Creating the right environment for the activity
 - 2.3 Encouraging self-expression in art projects
 - 2.4 Different art techniques
 - 2.4.i) One media art
 - 2.4.ii) Mixed media art
 - 2.5 Art therapy
 - 2.6 Exhibiting the art works
 - 2.6.i) Where to exhibit
 - 2.6.ii) Focus on the AANE Artist collaborative



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	3. Practical activity: Express yourself!

Time allo wed	Activities:	Material s:
40 min	<p>1. Introduction</p> <p>1.1 Introduction to the project (5 minutes):</p> <p>At the beginning of the session the trainer will take some time to briefly introduce to the participants the project and its up-to-date achievements, briefly summarize what was done in the session of Module 1: Teaching young people with ASD/DS and introduce the thematic of the session and its learning objectives.</p> <ul style="list-style-type: none">• Improved knowledge about various art forms, such as painting, drawing, sculpture or photography, to stimulate creativity and self-expression.• Enhanced knowledge on basic techniques, materials and tools used in different artistic media.• Improved ability to use art as a medium of development of communication skills, including verbal and non-verbal communication.• Developed ability to promote self-reflection and socialization through group art activities and collaborative projects. <p>1.2 Activity for participants' introduction (15 minutes):</p> <ul style="list-style-type: none">• Participants are asked to think about and produce the artistic process by which they will present their name to the rest of the group in a way that represents themselves. For this short ice-breaking activities, material will be at their disposal (paper, paint, paintbrushes, pen, pencils, colour pens and pencils, scissors, cameras, old magazines books and newspapers to cut from, modelling clay, beads, pieces of fabric, needles and threads etc.) but participants are also invited to use digital means, use their bodies to do an artistic performance that	•



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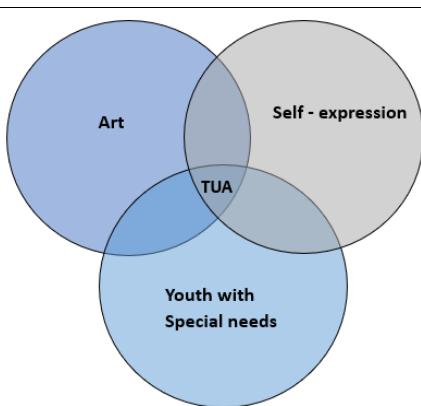


	<p>represents the letter of their names, sing their names etc. The idea is for them to be creative in expressing their names. The only imposition they have is that whatever technique they would like to resort to, they should ensure that their name presentation will not last more than 30 seconds. (5 minutes)</p> <ul style="list-style-type: none">● Participants produce their name presentation (5 minutes)● Presentation of the production. (10 minutes) <p>1.3 Key concepts of the session (5 minutes)</p> <p>Activity: <i>Clarification of the key concepts of the session: <u>art</u>, <u>self-expression</u> and <u>special needs</u>.</i></p> <ul style="list-style-type: none">● The Venn diagram available below is drawn on a flipchart. Participants are asked to write the definition of each of the three words on a post-it and put them on the diagram.● All post-its are read by the trainer.● A general definition of these three words in the context of the project is given. <p><i>Art</i> is defined as the expression or application of human creative skill and imagination to create something that can be directly experienced through the senses.</p> <p><i>Self-expression</i> refers to one's ability to effectively communicate thoughts, feelings using diverse forms of expression and tools, such as speech, writing, body-language and artistic mediums.</p>	
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1.4 Art terminology (5min)

1.4.i) Visual arts and non-visual arts

Visual arts: one of the creative arts intended to be appreciated by sight.¹

- painting
- drawing
- photography
- ceramics
- architecture
- sculpture
- filmmaking
- video

Non-visual arts:

¹ Visual arts.Oxford English Dictionary.<https://www.oed.com/search/dictionary/?scope=Entries&q=visual+arts>

	<ul style="list-style-type: none"> • <i>Performance arts</i>: "artworks created through actions performed by the artist themselves or other participants, which may be live or recorded, spontaneous or scripted"². <ul style="list-style-type: none"> ○ Examples: theatre, dance, music, opera, mime etc. • <i>Literary art</i>: the art of written words. <ul style="list-style-type: none"> ○ examples: fiction, non-fiction, poetry, prose, drama 	
	<p>1.4.ii) Representational art VS Abstract art</p> <p><u>Representational art</u> is a type of art that focuses on portraying reality, particularly the distinctive or verisimilar representation of nature or living.³</p> <p><u>Abstract art</u> is the art that does not seek to convey a precise picture of a visual reality but instead achieves its effect via the use of shapes, colours, forms, and gestural markings.⁴</p> <p>Self-expression is one of the key aspects of abstract art. Abstract art is an amazing medium for the communication of emotions and feelings that one cannot put into words. Abstract art is free of any rule as it solely seeks to represent the creativity and emotion of the artist.</p>	<p>Commented [1]: TUA circumscribes to visual arts</p>
45 min	<p>2. Artistic activities for the self-expression of youth with ASD and DS</p> <p>This part is dedicated to the exploration of various artistic and soft skills development-oriented activities for young people with ASD and DS. Through fostering artistic and soft skills development, the following activities intend to promote self-confidence, self-awareness, socio-emotional competencies and overall well-being.</p>	

² Glossary of Terms: *Performance Art*. Tate. <https://www.tate.org.uk/art/art-terms/p/performance-art>

³ *Representative art*. Merriam Webster. <https://www.merriam-webster.com/dictionary/representative%20art#:~:text=%3A%20art%20that%20is%20concerned%20with,meritoriously%20representative%20art%20Clark%20Wissler>

⁴ Glossary of terms: *abstract art*. Tate modern. <https://www.tate.org.uk/art/art-terms/a/abstract-art#:~:text=Abstract%20art%20is%20art%20that,marks%20to%20achieve%20its%20effect>



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	<p>2.1. Autism spectrum disorders, Down syndrome, and artistic expression</p> <p>2.1.i) ASD and artistic expression</p> <p>Individuals with ASD have unique abilities and challenges in expressing themselves through arts. They may have unique cognitive talents that allow them to excel in specific areas of the arts. These talents include:</p> <ul style="list-style-type: none">- an own unique way of perceiving the world, which might inspire novel ways to artistic expression.- giving attention to small details rather than the larger context when they observe visual scenes which can benefit their art creations as it implies a more complex and subtle approach to creative expression.⁵ <p>While challenges may include:</p> <ul style="list-style-type: none">- limited verbal communication that can make it challenging for them to do an art project in which verbal expression is central. <p>2.1.ii) DS and artistic expression</p> <p>Individuals with Down Syndrome have unique abilities and challenges in expressing themselves through arts. These distinguishing abilities include:</p> <ul style="list-style-type: none">- having a sharp eye for visual details that enables them to observe and focus on details.- having strong visual-spatial skills that enable them to understand and create visual art.⁶ <p>While challenges may include:</p> <ul style="list-style-type: none">- fine motor difficulties that might make holding and/or manipulating art materials difficult for them.- limited verbal communication that can make it challenging for them to do an art project in which verbal expression is central.	
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⁵ Enhanced visual search for a conjunctive target in autism: a research note. Plaisted et al. J Child Psychol Psychiatry. 1998 Jul;39(5):777-83. PMID: 9690940.

⁶ Visuo-spatial Ability in Individuals with Down Syndrome: Is it Really a Strength?. Yang, Yingying & Conners, Frances & Merrill, Edward. (2014). Research in developmental disabilities. 35. 1473-1500. 10.1016/j.ridd.2014.04.002.



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	<p>Artistic activities for self-expression provide an opportunity for individuals to express their thoughts, interests, and understanding of the world through visual art. Visual art serves as a nonverbal form of communication, allowing children with ASD and DS to communicate their perspectives without relying on verbal articulation. Engaging in art classes can enhance communication and give children with different abilities a sense of pride and self-esteem as they create something they are proud of. These activities can offer sensory experiences, encouraging exploration and learning through different textures, smells, and sights. The learning objectives of art activities for young people with ASD and DS can include communication skills, social skills, emotional skills, concentration, creativity, and fine motor skills.</p> <p>2.1.iii) Unique talents and challenges</p> <p>Arts can be an ideal means of expression for both individuals living on the spectrum and those with Down Syndrome. It is however crucial to understand the specific talents and challenges of each individual person with Autism Spectrum Disorder and Down Syndrome is critical for assisting them in their artistic endeavours. Indeed, If the right approach is chosen, all individuals can benefit from art activities. Each individual can find a creative outlet for their distinct perspectives and abilities only if their talents and challenges are recognised and activities are tailored to be accessible, understandable to them and fit their skills and interests.</p> <p>2.2. Creating the right environment for the activity</p> <p>Activity: Brainstorming right environment</p> <ul style="list-style-type: none">● Participants are asked to give their contribution on What a safe environment for an art activity with youth with ASD and/or DS should be?● Use a marble, a wooden bead etc. as a 'talking stick'. Participants are invited to contribute when they get the talking stick. <p>key words: safe, encouraging, accessible, suitable.</p> <p>Whatever artistic activity one decides to organize, it is crucial that they create a safe and encouraging environment, free from intimidation and judgment where participants to the activity can freely express themselves. Physical and sensory challenges of each individual taking part into the artistic activity must always be taken into consideration in</p>	
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<p>order to create an environment which will be welcoming and not overwhelming to them because it is accessible and suitable. In addition, make sure that you have a quiet-zone dedicated for self-regulation available.</p> <p><i>Physical and development challenges:</i></p> <ul style="list-style-type: none">- resort to adaptive material and tools: tools such as adaptive easels or workstations to make the activity accessible; material such as paintbrushes, pencils, or scissors and that can lessen the effect of fine motor difficulties; visually structured prompts full of colorful photos that depict a logical sequence of steps to practice visual-motor skills; checklists. <p><i>Sensory challenges:</i></p> <ul style="list-style-type: none">- <i>tactile sensitivity</i>: in the context of mixed art activities one can think about proposing as many different materials as possible so that participants in the activity can explore different textures and choose the materials that work best for them.- <i>sound sensitivity</i>: one can think about proposing to incorporate music or sound effects to an art project or a playlist of soothing music or sounds that can be played during the self-expression art workshop.- <i>smell sensitivity</i>: one can think about including scents or aromas that are pleasant to the individuals taking part in the project (scented markers, paint with pleasant aroma). An essential oil diffuser could also potentially be placed in the room to engage smell and make the activity more enjoyable. Of course, it always depends on each individual's specific needs and tolerance. <p><i>2.3. Encouraging self-expression in art projects</i></p> <p><i>How to encourage self-expression in art projects?</i></p> <ul style="list-style-type: none">• <u><i>Giving open-ended prompts</i></u> as it enables one to choose how one wants to interpret the prompt. <p>Here are some examples of open-ended prompts for self-expression and the promotion of self-esteem:</p>	
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- What makes you feel powerful?
- What makes you feel calm?
- How do you remind yourself that you're enough?
- How can you celebrate yourself today?
- How do you represent self-love?
- How do you represent self-kindness?
- What is a goal you want to accomplish?

Ask participants if they have questions to complete that list and write them down on the flipchart to complete the list for the curriculum.

- *Giving the possibility to use different techniques so as to enable the freedom of mix and matching materials to produce an art project that reflects oneself's. When possible, we highly recommend that art workshops are not focused on one art technique but rather give the freedom to each individual to resort to the technique through which they want to produce their own art. It also makes it easier for youth who have sensory issues.*
- *Giving the possibility to use art as a tool for reflection and introspection by encouraging participants to create art based on their emotions.*
- *Reminding youth that art can be both representative and abstract.*

2.4. Different art techniques

It is suggested that every organization has a physical example of the result of each artistic activity presented during B.3.

2.4.i) One Media art

One media art refers to art produced through the use of one unique creative medium and material.

1) Sculpture

Sculpture is a 3D art made by one of four basic processes: constructing, casting, modeling and carving.⁷ Sculptures can be made with basically any material. It can be both a one media art and mixed media, it depends whether the artist wants to use one unique material and medium or several.

⁷ Glossary of terms: sculpture. Tate modern. <https://www.tate.org.uk/art/art-terms/s/sculpture>



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	<p>a) Paper mâché</p> <p>Paper maché is a technique for making three-dimensional art out of shredded paper (usually newspaper) and glue that is made out of flour and water. Any sculpture can be done out of paper mache, one just needs to follow their creative instinct.</p> <p>The base material can be chicken wire or aluminium foil shaped as needed for particular shapes, balloons for rounded shapes, a carton of milk or cardboard boxes for rectangular shapes etc. It is a cheap and easy to do artistic activity which contributes to building fine motor skills.</p> <p>Material needed:</p> <ul style="list-style-type: none">- flour and water for the glue- old newspaper torn up in bands of 2.5cm width- optional material for the base: chicken wire, balloons, cardboard etc. <p>There are two variants to paper mache glue: cooked and no cook.</p> <p><i>Optional Activity : How to make no cook paper maché glue? (10min)</i></p> <p>Equipment:</p> <ul style="list-style-type: none">- Bowl- Whisk or fork <p>Materials:</p> <ul style="list-style-type: none">- 1 part all-purpose white flour- 2 parts water- salt- scent or aromas- food coloring (optional) <p>1. Combining flour and water</p>	
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Commented [2]: we suggest that partners propose a 5 min workshop to make a zine booklet, as it will enable to make the session more interactive.



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	<p>In a large mixing basin, whisk together the flour and water. The mixture should be thin and have the consistency of pancake batter. The mixture should ideally be runny like white glue - if it is like a paste it is too thick and you need to add more flour. If it is too liquidish add some more flour.</p> <p>2. Blending out lumps</p> <p>Continue to mix until there are no more lumps. Remove any leftover lumps with a whisk.</p> <p>3. Adding salt</p> <p>Add a few tablespoons of table salt to the batter for better conservation, and your batter is ready!</p> <p>You can use it directly or store it for a few days in the refrigerator. Scent or aromas can be added for a more pleasant sensory experience. Food coloring can also be added for a more colorful experience.</p> <p><i>Paper maché glue produced during this workshop will be used during the practical activity at the end of the session.</i></p> <p>b) Clay</p> <p>Sculpting with clay provides both youth with Down syndrome and with autism spectrum disorder an exceptional opportunity to develop their creative potential, improve cognitive and motor abilities and fosters sensory integration as it is a multisensory experience engaging visual tactile and proprioceptive senses. In addition, it fosters social relationships and boosts self-esteem.</p> <p>For individuals for whom verbal expression is challenging, clay becomes an outlet for expression that frees them. Considering that clay is moldable and remoldable, it enables individuals to take their time to do, undo and redo their art project. Clay can be used to express a self-image, abstract inner states etc. and can be stretched, pummeled, or flattened as a means of self-expression. It is a material that enables extensive freedom.</p> <p>Material needed:</p> <ul style="list-style-type: none">- clay- water	
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	<p>Equipment:</p> <ul style="list-style-type: none">- bowl- rolling pin (optional) <p>2) Painting</p> <p>a) Fabric painting</p> <p>If one is not sure about what fabric painting is, it is all in the name: painting on fabric. Fabric painting is an activity that brings some excitement as one is not painting on a regular canvas but on the chosen piece of fabric: it can be a piece of clothing, shoes, a piece of silk, a tote bag, old bed sheets. For this activity it is required to have the adequate type of paint and paint brushes. If the project is to paint on a wide surface, one can opt for liquid acrylic paint, however, for detailed work one might rather opt for fabric paint markers.</p> <p>Fabric painting is an amazing outlet for self-expression as it enables the individual to choose whether they want to express themselves on elements that they can wear on a daily basis such as a tote bag or a piece of clothing, shoes etc. In addition, it enables the freedom to paint on whatever type of fabric one feels more comfortable with: jeans, cotton, corduroy etc.</p> <p>Material needed:</p> <ul style="list-style-type: none">- fabric paint or marker paint for details- paintbrushes- fabric of one's choice- scent or aromas for the paint (optional) <p>b) Marble painting</p> <p>Marble painting is an entertaining abstract expressionism artistic activity that can be done very quickly. As its name presupposes it, the activity aims at using marbles rather than paint brushes to paint. The paper sheet or canvas is taped into a cardboard box with high enough edges that prevent the marbles from getting out. Once marbles are chosen, the artist puts them in the paint and then drops them in the box. The artist tilts the box</p>	
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	<p>so that the marbles roll around and paint the paper. This activity can also be done in groups, with a large piece of paper in a huge cardboard box.</p> <p>This activity provides an opportunity to communicate emotions and feelings that cannot be put into words. The use of color and lines that reflect the intensity of the movement used by the artist can reflect the emotions they felt at the moment in which they produced their marble painting.</p> <p>Material needed:</p> <ul style="list-style-type: none">- marbles- paper or canvas- paint- cardboard box in which to fit the paper or canvas- scent or aromas for the paint (optional) <p>Questions to be asked:</p> <ul style="list-style-type: none">- <i>How were you feeling when you created this picture? Were you happy, excited, scared, angry?</i>- <i>Why did you choose these colors?</i> <p>2.4.ii) Mixed Media art</p> <p>Mixed media art is known as the merging of several creative mediums to create a piece that combines two or more art disciplines. An extensive range of material and techniques are used for mixed media art production: stick a photo on a drawing, draw on a photo printing, add a paper maché sculpture to a painting etc.</p> <p>1) Scrapbooking</p> <p>A blank scrapbook is a blank book begging to be filled with one's unique artwork. It is a suitable outlet for youth with Down Syndrome (DS) and autism spectrum disorder (ASD) to express themselves.</p> <p>Scrapbook projects can include:</p>	
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- Photographs of loved ones, of a specific event
- Hand drawn pictures
- postcards
- Cut-outs of images and words from magazines and newspapers
- Pieces of fabric, ribbon, buttons
- Printed images free of copyright found online
- Flight, bus, train, cinema, museum ticket etc.
- Leaves, dried flowers and other elements from the nature
- Poems and other written words
- Adhesive
- Postage stamps
- Beads
- glitters

This list is exhaustive, any material can be used as long as it respects the potential sensory issues of the individual with whom the activity is done. In the event in which the scrapbooker has special sensory needs, the scrapbook can be transformed into a sensory book that uses materials that are appealing to the individual's needs.

One's scrapbook may contain anything as long as it is important to the individual making it. These types of books enable people to keep precious memories while also improving the individual's photography and computer abilities.

2) Zines

A zine is a bricolage of various images, texts and messages or in its more commonly accepted definition, a self-published small-circulation work containing original or appropriated words and graphics, typically duplicated on a copy machine and that aims at spreading whatever message one likes. It offers a flexible and inclusive platform that promotes the representation of marginalized groups, giving them a space to express themselves and be heard. It is not only an amazing outlet for self-expression but also creativity as DIY is core to zine-making.

Zines can cover pretty much any subject; they can be about one's life, a story, an event, a hobby, a DIY guide etc.

In a zine one can:



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- print lines of poetry;
- mix words images and textures;
- add drawings, comics, public sketches;
- combine recipes with amusing pictures
- and so many others...

Young individuals can improve their literacy abilities, including reading and writing, by participating in zine making activities. They also learn to express themselves visually through sketching, photography, and design by using creative talents. These activities provide a sense of empowerment. Overall, because it allows individuals to make their voices heard and share their ideas with others, zine making provides a sense of empowerment. Zine making can also be a collaborative project if there is the possibility to work in a group setting and the topic of the zine is of interest to the group.

Optional activity: How to make a zine booklet? (5 minutes)

Material needed:

- colored paper
- scissors

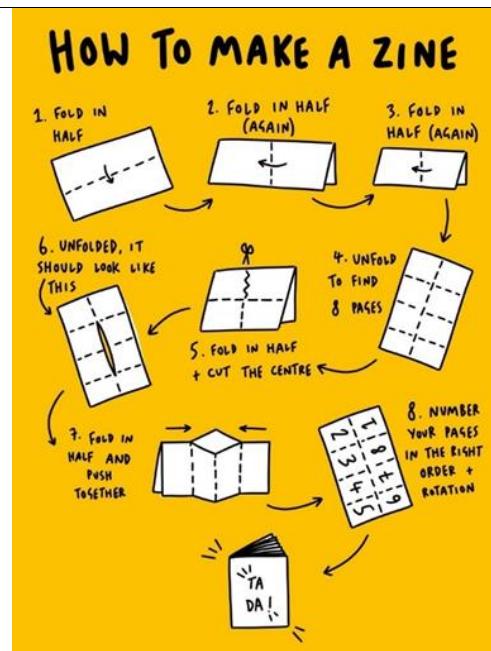
To make a zine one needs a sheet of paper of their preferred size and color and follow the following steps:

Commented [3]: we suggest that partners propose a 5 min workshop to make a zine booklet, as it will enable to make the session more interactive.



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3) Photovoice

Photovoice is a methodology that combines the use of photo and voice to make room for expression. Originally, photovoice is a participatory action-research approach used in community psychology and socio-pedagogical disciplines to "give voice" to those who have been excluded from decision-making processes.⁹

The photovoice methodology can be used both in an individual session or as a group activity. Each person is assigned a photographic task on a particular topic of interest of

⁸ How to make your own zine. Daisy Wakefield. 42ndstreet. <https://www.42ndstreet.org.uk/support/read/how-to-make-your-own-zine/>

⁹ La tecnica del Photovoice. Erickson. Lavoro sociale. Agosto 2022. <https://www.erickson.it/it/mondo-erickson/articoli/lavoro-sociale-rivista-online/volume-4-2022/la-tecnica-del-photovoice/>



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<p>the group and is asked to answer it with photographs. The pictures taken by each person (usually between 3-10 photos per person) is used as a medium for each individual to initiate discussions about their own self. It can be experiences, stories, ideas, emotions related to the chosen topic.</p> <p>Material needed:</p> <ul style="list-style-type: none">• photocamera• printer or projector• tape recorder or phone for audio recording (optional) <p>Depending on the profile of your participants the topic can be:</p> <p><i>Promoting a healthy outlook:</i></p> <ul style="list-style-type: none">• What are my personal strengths?• What makes me proud of myself? <p><i>My identity:</i></p> <ul style="list-style-type: none">• Who am I?• What do I like/not like?• What do I want others to know about me?• What makes me part of the community?• What is my place in the community? <p><i>My future self</i></p> <ul style="list-style-type: none">• How do I see my future?• What are my personal objectives (short term and long term)?• Who do I want to be? <p>Depending on the group one works with they can choose to have a group photo discussion on these pictures, do individual photo interviews, ask youth to record themselves talking about these different pictures. A photo exhibit can then be organized with or without audio support, with a script of the audio testimony etc.</p> <p>It uses a visual language that allows even people who have difficulty expressing themselves to recount their experience; participants guide the analysis of the photographs by discussing together the issues and determinants that affect the</p>	
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<p>problem or the resources addressed. The Photovoice technique promotes self-expression, self-confidence, self-awareness and self-analysis through visual literacy. It can enable individuals to identify areas in their lives where they may grow and have a greater quality of life.</p> <p>2.5. Art therapy</p> <p>Art therapy is defined by the British Association of Art Therapists (BAAT) as a form of psychotherapy that uses visual and tactile media as a means of self-expression and communication and is provided by professional art therapists (also known as art psychotherapists (BAAT)¹⁰.</p> <p>As a creative and expressive therapy, it can greatly benefit both young people with ASD and DS by providing a means of nonverbal communication and self-expression. Art therapy can be done through visual arts but also music, dance or drama. It enables youth to express their feelings, thoughts and emotions creatively and develop their communication skills in a safe and non-threatening environment. Art therapy additionally helps in the development of fine motor skills and improving focus and attention.</p> <p>2.5.i) Learning objectives of art therapy for individuals with ASD¹¹</p> <p>Art therapy has a wide range of learning objectives for young individuals with ASD:</p> <ul style="list-style-type: none"> - strengthening tolerance to various sensory experiences (texture, smells etc.); - channelling self-stimulating behaviors into creative play; - enhancing visual-spatial skills; - enhancing communication through creative expression; - improving imagination and abstract thinking; - improving social skills; - enhancing self-esteem; <p>2.5.ii) Learning objectives of art therapy for individuals with Down Syndrome¹²</p> <ul style="list-style-type: none"> - facilitating personal expression; 	
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¹⁰ Art Therapy: What is Art Therapy?. British Association of Art Therapists. <https://baat.org/art-therapy/what-is-art-therapy/>

¹¹ THEORETICAL EXPLORATION OF ART THERAPY AND EDUCATION FOR AUTISTIC CHILDREN. Tejo et al. 2020. 4. 260-276. 10.24071/ijiet.2020.040209.

¹² Art Therapy Interventions for Individuals with Down Syndrome. Mu Chien Tsai. 2015. <https://hdl.handle.net/1805/6530>



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	<ul style="list-style-type: none">- enhancing communication through creative expression;- improving social skills;- enhancing self-esteem;- fostering cognitive development.	
	<p>2.6. Exhibiting the art works</p> <p>Producing art works is important for self-expression of youth with ASD and Down Syndrome, however it is important to provide opportunities for youth to display their creations and share their personal stories and why not merchandising their art work so as to become The Unexpected Artrepreneur!</p> <p>2.6.i). Where to exhibit?</p> <ul style="list-style-type: none">• Cultural centres• Bars/cafés• Art and craft markets• Fairs• Art galleries• Outdoor public areas• The TUA "Express Yourself Platform"• The AANE Artist collaborative	<p>Commented [4]: It would be great if the platform was already ready so that we could make the most of the piloting sessions to already promote it by going on the website</p>
	<p><i>It is suggested that during piloting partners provide concrete examples of bars/cafés, cultural centres, or events in the local context where these art projects could be exhibited. In addition, we suggest that trainers ask participants if, to their knowledge, there are other opportunities in the local context.</i></p>	



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	<p>exhibit and sell their work on a year-round basis. While at the beginning staff and advocates were having the role of agents, over time the artists gained confidence and experience and ended up taking on more and more responsibility for the group and its activities. Today, the Collaborative Group, the Gallery, its events and the website are all run entirely by the artists themselves.</p> <p><i>Optional activity:</i> Watch the video about the AANE Artist collaborative (https://youtu.be/d85CGQA9p_Y?si=6QzJR39KOh-Z_TOJ)</p> <p><i>Anyone can join!</i></p> <p>The AANE Artist collaborative “accepts anyone, anywhere, who is an artist or creator, is over age 18, and identifies as being neurodiverse or on the autism spectrum. There is no fee to participate, nor will artwork or other creative content be reviewed or judged.” Meetings are held both in-person and on Zoom so that anyone living abroad can join the community. They take place at least once and usually twice a month.</p>	
45 min	<p>3. Activity</p> <p>The activity can be done in whatever fashion trainers want in each partner country. It can either a) focus on one of the activities presented or b) have material for all the different activities presented (or a selection of them) and leave the freedom to participants to choose which activity they would like to resort to.</p> <p>If possible, it is suggested resorting to option b) as it gives full freedom for self-expression. For a list of material check the <i>Material needed</i> for each activity presented in B.3.</p> <p>Open-ended questions proposed as guidance for the activity:</p> <ul style="list-style-type: none">• What are my personal strengths?• What makes me proud of myself?• Who am I?• What do I like/not like?• What do I want others to know about me?• What makes me part of the community?• What is my place in the community?• How do I see my future?	



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	<ul style="list-style-type: none">• What are my personal objectives (short term and long term)?• Who do I want to be?• How do I feel?• What matters more in my life? <p>It is suggested allocating 35 minutes to the activity and 10 minutes to the restitution during which each individual will present their art in the form that they want, they are free to explain it in the way they want.</p>	
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[add one line for each activity]

Evaluation:	Competencies and Knowledge Assessment Ex-ante and Ex-post Feedback Session on the last session Satisfaction Questionnaire Impact Evaluation Feedback from a guest expert
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