

ART THERAPY RESOURCES



ART THERAPY CASE STUDY BACKGROUND: ADHD

Paul had attended three art therapy sessions to date as part of his overall management of ADHD. Paul had shown a keen interest in art and had been attending the art therapy sessions enthusiastically. Paul has had a difficult time at school concentrating on his class work. His teacher has commented that he does not seem to pay attention and when she attempts to address it with Paul he becomes defensive and upset that the teacher thinks he is dumb.

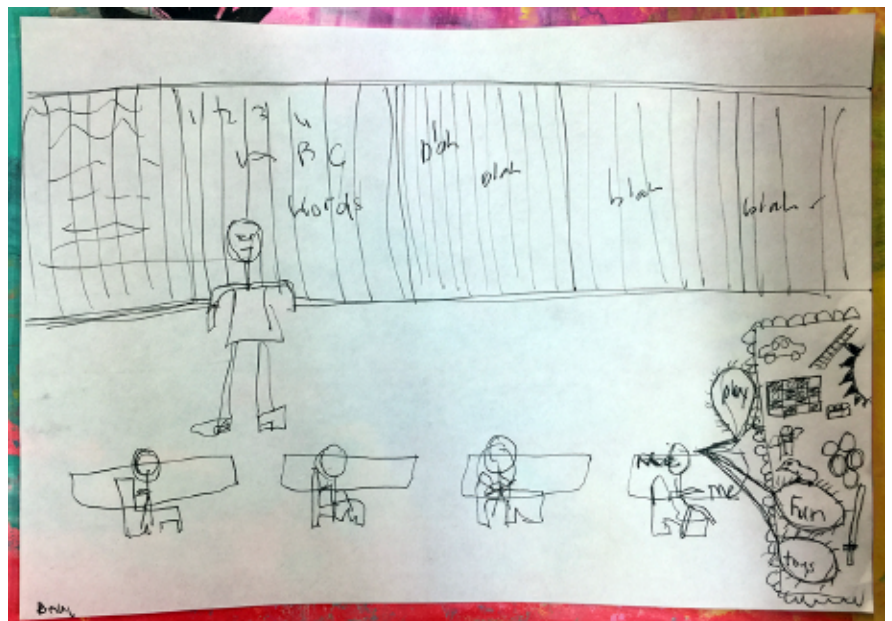
INSTRUCTIONS:

- To help someone with ADHD explore the distracting elements of ADHD and how this impacts them. The client can explore what 'distractions' mean to them and develop a sense of noticing when a distraction arises.
- When talking with your client in session, your client may reveal a recent situation or experience where they were engaged in an activity and it became sabotaged by distraction. This situation may have been significant enough for your client to experience difficult feelings around the situation. They may have questioned their competency or had their competency questioned by others involved in the situation.
- As this discussion evolves, ask your client to represent this situation in an artwork that may depict the various elements in the situation. This might include the place (eg. School, work, home), the people (eg. Peer, teacher, family member), and the activity (eg. Class, work task, family event etc). Your client can use this creative process to understand the various parts involved in how they undertake a task. Most importantly are there so many parts involved that your client is easily distracted from the main task and their attention diverted away.
- Can your client see after creating the artwork that there is enough disruption or confusion involved in their artwork to facilitate a difficult outcome of any activity.
- Your client may want to create an alternative calmer environment where they feel it would facilitate more focus and less distraction.
- This exercise can help your client explore the various parts of their surroundings that sabotage or encourage a focus on an activity. This may provide your client with insight on how they may create a more conducive environment in the future where possible.

EXAMPLE EXERCISE:

Paul drew his classroom and represented the visual elements of the classroom that he felt were boring and restrictive. Paul also added the other elements that were present in his environment which he felt were more interesting.

Paul discussed with his therapist the different parts of school that made him pay less attention to his teacher. Paul was able to see that more than his efforts were contributing to the success or failures that he experienced at school.



NOTE: more details can be found at www.arttherapyresources.com.au/case-study-adhd