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Childhood post-traumatic stress disorder

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Introduction

The study aims at determining the impacts of art therapy and talk therapy on children suffering with Post-Traumatic Stress Disorder (PSTD). Evidence suggests that children who have undergone negative events in the past are unable to participate in life activities normally. The study is thus focused on studying how PSTD leads to disturbed behaviors that could further cause educational and social problems. It will evaluate the effectiveness of art therapy and talk therapy in enhancing the behaviors and educational performance of students. The findings of the study can be used for examining the practical benefits of using both therapies in treating children who are victims of PSTD. The study assumes that engaging children in interactive activities such as art and talking will offer them opportunities of overcoming their behavior problems and anti-social attitudes.

Research question

RQ1: Is art therapy a practical tool for helping children with PSTD?

RQ2: Is talk therapy a practical tool for helping children with PSTD?

Hypothesis

H0: Art therapy removes behavioral problems in children with PSTD.

H1: Art therapy does not remove behavioral problems of children with PSTD.

H0: Talk therapy removes behavioral problems children with PSTD.

H1: Talk therapy does not remove behavioral problems children with PSTD.

Literature review

Meshcheryakov (2012) explored the role of arrt therpay in helpoing chuldren with PSTD. The study depicts that children who have undergone bad expereinces need guidance and therapeutic treatments for developing coping mechanisms. Repetition compulsion is experienced by the traumatized children because they develop negative feelings with the incidents. Past events haunts then and they experience them in their nightmares that generate disturbed behaviors. Their inability of forgetting those events results in behavioral complexities. Art therapy plays practical role in encouraging children to develop positive attitude and overcome their behavioral problems and social issues. After receiving art therapy children develop skills of coping with stress. Art therapy is based on the idea that engaging children in art activities can be a useful method of helping them. This is a practical strategy that allows them to play with colors and use their minds for creating something. These activities thus offer them opportunity for using their creativity and improving self.

Neilson et al., (2019) determined that engaging children in daily art activities is a practical method of treating children with psychotic problems. The therapy is focused on offering different activities that encourage children to do art work such as coloring and drawings. The study examined patients of 12-18 years age who had negative episodes in nightmare and had not recovered. By using non-verbal therapy the psychologist relied on images and graphics. The findings of the article depicts that children with behavioral problems improve significantly after performing art activities. Therapists use art such as drawings and pictures for studying the thoughts of the children. Arts is a positive way of motivating children to play and interact with other children. They learn to overcome their anti-social attitudes by doing art work in group. Westrehen et al., (2019) explored the impacts of creative art on children. The therapy was adopted for the children aged between 7 to 13 years. The findings depicts that art has positive impacts on moods and help children in overcoming negative feelings. Campbell et al., (2016) studied the relationship of art theory with behaviors of children who had traumatized past. The Study accepts the effectiveness of art therapy on controlling fears and negative moods of the children. Thus is an effective way of enhancing concentration and attention of children. The study used randomized controlled trials for examining the behaviors of the children after adoption of art therapy. The findings depicts that the children also develop social skills through art therapy. Children who received therapeutic interventions exhibited positive signs and improved in terms of behavior.

Said and King (2019) studied the impacts on narrative therapy on behavior of children with PSTD. The study depicts that children who are encouraged to talk manage to share their past experiences that make them feel better. The results were determined by analyzing behaviors of children who exhibited behavioral disturbances. Smith et al., (2018) determined the relationship of talking therapy with behavioral changes in traumatized children. Children with PSTD undergo fears, behavioral complexities and negative moods. The findings based on empirical evidence proves positive correlation between talking therapy and behavioral improvements (Smith, Dalgleish, & Meiser‐Stedman, 2018).

Kolaitis (2017) studied the role of talking therapy on the behaviors of children. The study was based on examining the children who had experienced traumatized events and faced dofficulting in coping with past. The research used emprical evidence for examining the role of this therapy. The findings confirms positive impact of talking therapy in promoting positive feelings. This is an effective way of assisting children in overcoming their fears, traumas and behavioral problems. By talking they develop positive association with others that plays a positive role on improving their mental health. Sharing of narratives allow chldren to recreate the events that allow therapist to identify the cause of fears. This helps them in developing appropriate stretgy for addressing their needs.

Methods

The present study will use qualitative research that relies on using questionnaire. A questionnaire will be used for assessing the role of art and talk therapy on behavior of children with PSTD (Nielsen, Isobel, & Isobel, 2019). Quantitative survey include face-to-face interaction with the respondents in which they respond to the questionnaire. The questionnaire include closed-ended questions because they are easy to compute and can be represented in numerical figures.

The qualitative research requires that the researcher conducts it in natural settings which is difficult to identify in the present study (Cresswell, 2012). The research methodology also allows the researcher to postulate interpretation and observe understanding. The reason for rejecting the qualitative research is the fact that it does not fulfills the purpose of present research. Compared to quantitative data, qualitative surveys cannot be presented in a clear way such as in graphs or charts.

Participants

The survey will target 30 parents of the children who have undergone art therapy or talk therapy. The sample will include 15 parents of the children who received art therapy who have been victims of PSTD and 15 parents of the children who received talk therapy. Random sampling (is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand. Experiences of the children will be examined by relying of parents responses. The experiences of parents will be used for determining the potential benefits of art and talk therapy on children. In the survey the researched will approach the participants of the survey. They will be explained the purpose of the survey and assure participants that their information will be kept confidential. Face-to-face interaction will be required for explaining the purpose of research. Questionnaires will be handed to the participants and they will be asked to fill them (Said & King, 2019). The participants will fill the questionnaire and return to the researcher. Only completed questionnaires will be considered for the purpose of the research.

The duration for completing the survey will be of 25 minutes. The research project involves different phases such as the approval of the research instrument, permission for conducting research and survey conduction. It requires taking into consideration different issues and covering all aspects of research.

Ethical concerns

The research will comply with ethical concerns by maintaining confidentiality of participant’s information. Before conducting surveys the participants will be informed that their information will be kept secret and not disclosed to anyone. Ethical standards of research also depict the need for taking consent from the participants. The participants are explained the purpose of the research and informed about the possible benefits and harms. It is an ethical obligation of the researcher to share complete information with the participants of the research.

Analysis

The results are computed by using statistical software SPSS. Descriptive statistic are used for studying the role of both therapies on the behavior of children. The mean, median and standard deviation are calculated for determining the characteristics of the variables. Empirical evidence is also used for proving the results. This provides evidentiary support to the findings of the research. Empirical studies reveal positive correlation between art therapy and improved behavior of children. PSTD has negative implications on the personality of children and undermines their performance in every aspects of life. It is important to adopt timely intervention for helping the children (Guetermann et al., 2016). By providing art opportunities, students develop skills of interacting with others. This is a productive way of overcoming their fears associated with past incidents (Said & King, 2019). Creative art is a powerful tool adopted by therapists for helping traumatized children. The most visible benefit of the therapy was improved social behavior of children because they developed the capability of interacting with others (Westrhenen, Fritz, Vermeer, Boelen, & Kleber, 2019). This proves the hypothesis that art therapy removes behavioral problems children with PSTD.

Evidence also suggests positive association of talking therapy with improved behavior of children with PSTD. Feelings of depression, sadness and low self-esteem can be removed by using narrative therapy. Therapist encourage children to talk and express their feelings associated with past events. This brings them to a point of determining the problematic behaviors. The therapy this allow therapist to improve the feelings of children that leads to improved behaviors (Nielsen, Isobel, & Isobel, 2019). Talking plays positive role in developing coping behavior and encouraging children to overcome their fears that might further cause disturbed behaviors (Kolaitis, 2017). The findings confirms that talking therapy is linked to the positive changes. This proves the hypothesis that talk therapy removes behavioral problems children with PSTD.

Conclusion

The research aims at determining the role of art and talk therapy in improving the behaviors of children who have experienced negative events that resulted in development of PSTD. Children with PSTD exhibit behavioral issues that include depression, lack of attention, anti-social attitudes, aggression and maintains distance from others. It is thus important for find the practical intervention techniques that could help children in improving their personalities. The study has used quantitative methodology that focus on conducting survey through questionnaires. Parents of the children with PSTD are investigated who have undergone art and behavior therapy. The empirical evidence confirms positive relationship of these therapies with behavioral development of children. The research suggests adoption of art and talking therapy for helping the children with PSTD. The findings confirms that art and talk therapy help children in overcoming their behavioral problems and social issues, leading to better personalities.

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