

THE FLORIDA STATE UNIVERSITY
SCHOOL OF VISUAL ARTS AND DANCE

PROMOTION OF VISUAL PERCEPTUAL DEVELOPMENT
THROUGH
THERAPEUTIC ART EDUCATION

By

CYNTHIA BARBARA ANDREAS

A Dissertation submitted to the
Department of Art Education
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

Degree Awarded:
Summer Semester, 2005

The members of the Committee approve the dissertation of

Cynthia B. Andreas defended on April 11, 2005.

Marcia Rosal
Professor Directing Dissertation

Nicholas Mazza
Outside Committee Member

David Gussak
Committee Member

Penelope Orr
Committee Member

Approved:

Marcia Rosal, Chair
Department of Art Education

Dr. Sally McRorie, Dean
College of Visual Arts & Dance

The Office of Graduate Studies has verified and approved the above named committee members.

ACKNOWLEDGMENTS

I am indebted to Florida State University graduate students for assisting in this research study with young children. Their support and my appreciation are gratefully acknowledged: Jose Antonmattei, Joy Bennink, Amy Carrubba, Tara Chapal, Casey Easterling, Rick Garner, Diana Gregory, Christina Russo, Michelle Skowran, Sharon Venclauskas, and Jason Walker. In addition, I am grateful to the students, teachers and administrators at the Florida State University School for their cooperation in this study.

Further, I am grateful to the original doctoral committee members who provided guidance in developing the research proposal for this study. Drs. Betty Jo Troeger, June Finnegan, Tom Anderson, Sally McRorie, and Nick Mazza are appreciated for their assistance and encouragement.

Moreover, I am indebted to the doctoral committee members who supported and guided the completion of this research study documentation. Drs. Marcia Rosal, David Gussak, Penny Orr, and Nick Mazza are gratefully acknowledged for their contributions in concluding this doctoral process.

Finally, I am grateful to friends and family who have encouraged this researcher to persevere and complete this study. My family, David and Matt Broihahn, Maxine Clark and Dorothy Baxter; dissertation coach, Dr. Catalina Fazzano; friends, Sue Friedland, Libby Royer, Cynthia Allen Gracey, Greg DiStefano, Nancy Gilbert, John Wulf and Laura Hughes; and Lynn University peers, Drs. Maureen Goldstein, John Pickering, Chris Voparil, and Ann Crawford, and Professors Elaine Deering, Carol Amster, and Tina Bauer-Goldsmith are appreciated for their support and continuing belief in this writer.

TABLE OF CONTENTS

List of Figures.....	vi
List of Tables	viii
Abstract.....	ix
Chapter One: Problem to be Investigated	
Purpose of the Study.....	1
Justification of the Study.....	3
Therapeutic Art, Visual Perception & Learning Disorders.....	
Disorders.....	4
Graphic Development & Learning Disabilities.....	5
Approaches to Art Therapy.....	7
Art Therapy in Public Schools.....	8
Research Questions.....	10
Brief Overview of the VPTAP.....	12
Definition of Terms.....	13
Chapter Two: Background & Review of Related Literature	
Overview.....	18
Definition of Perceptual Disorders.....	19
Diagnostic Methods.....	26
Art-based Assessments.....	29
Prevalence of Perceptual Disorders.....	33
Treatments of Perceptual Disorders.....	37
Education.....	38
Psychological.....	43
Multiple Intelligences.....	44
Art Education.....	47
Art Therapy	52
Summary.....	58
Chapter Three: Procedures	
Research Design Description.....	61
Sampling Description.....	61
Data Gathering Methods.....	62
Explanation of Procedures.....	63
Rationale for the VPTAP.....	64
Internal Validity Discussion.....	66
Data Analysis Methods.....	68

Chapter Four: Findings	
Research Findings.....	72
Quantitative Findings.....	72
Qualitative Study Results.....	84
Case Studies.....	85
Summary.....	102
Chapter Five: Summary and Conclusions	
Study Focus Modifications.....	103
Objectives and Results.....	104
Implications of the Findings.....	107
Limitations.....	108
Suggestions for Further Research.....	109
Appendices:	
Appendix A: Drachnik's Developmental Chart.....	113
Appendix B: Art Skill Sheet.....	115
Appendix C: Art Therapy Referral Checklist.....	117
Appendix D: VPTAP.....	119
Appendix F: VPTAP Procedural Details.....	149
Appendix G: Parental Informed Consent Form.....	152
Appendix H: Child Assent Form.....	154
Appendix I: Human Subjects Approval Form.....	156
References:.....	158
Biographical Sketch:.....	169

LIST OF FIGURES

Figure 1.1:	Drachnik's Development Chart.....	115
Figure 3.2:	Running Skeleton.....	121
Figure 3.3:	Running Figure.....	121
Figure 3.4:	Running Person.....	122
Figure 3.5:	Geometric Person.....	124
Figure 3.6:	Portrait of a Therapist.....	126
Figure 3.7:	Scary Halloween Picture.....	128
Figure 3.8:	Geometric Crayon Shapes.....	130
Figure 3.9:	Crayon Etching.....	131
Figure 3.10:	Monochromatic Painting.....	133
Figure 3.11:	Positive/Negative Collage.....	135
Figure 3.12:	Paper Weaving.....	137
Figure 3.13:	Loom Weaving.....	139
Figure 3.14:	Clay Animal.....	141
Figure 3.15:	Clay Pottery.....	143
Figure 3.16:	Body Tracing.....	145
Figure 3.17:	Under the Sea Mural.....	147
Figure 4.18:	Drawing Graph.....	73
Figure 4.19:	Painting Graph.....	76
Figure 4.20:	Scissors Graph.....	78
Figure 4.21:	Clay Graph.....	80
Figure 4.22:	Harold's Drawing Pretest.....	86
Figure 4.23:	Harold's Drawing of a Human Figure from Observation.....	87
Figure 4.24:	Harold's Geometric Person.....	88
Figure 4.25:	Harold's Drawing Posttest.....	89
Figure 4.26:	Harold's Clay Pretest.....	90
Figure 4.27:	Harold's Body Tracing.....	92
Figure 4.28:	Harold's Clay Posttest.....	92
Figure 4.29:	Kevin's Drawing Pretest.....	95
Figure 4.30:	Kevin's Scissors Pretest.....	96
Figure 4.31:	Kevin's Drawing Posttest.....	98
Figure 4.32:	Kevin's Scissors Posttest.....	99

LIST OF TABLES

Table 2.1: Definition of Perceptual Disorders..... 25

Table 2.2: Diagnostic Methods Psychological..... 28
Art-Based Assessments..... 32

Table 2.4: Prevalence of Perceptual Disorders..... 36

Table 2.5: Education Treatment Protocols..... 41

Table 2.6: Psychological Treatment Protocols..... 44

Table 2.7: Multiple Intelligences Treatment Protocols.. 46

Table 2.8: Art Education Treatment Protocols..... 50

Table 2.9: Art Therapy Treatment Protocols.....57

Table 4.10: Drawing Scores Analyses..... 73

Table 4.11: Drawing Estimate of Effect Size..... 74

Table 4.12: Drawing Scores T-Tests..... 74

Table 4.13: Painting Scores Analyses..... 75

Table 4.14: Painting Estimate of Effect Size..... 76

Table 4.15: Painting Scores T-Tests..... 76

Table 4.11: Scissors Scores Analyses..... 77

Table 4.12: Scissors Estimate of Effect Size..... 78

Table 4.13: Scissors Scores T-Tests..... 78

Table 4.14: Clay Scores Analyses..... 80

Table 4.15: Clay Estimate of Effect Size..... 80

Table 4.16: Clay Scores T-Tests..... 81

Table 4.17: Harold's Test Scores..... 85

Table 4.18: Kevin's Test Scores..... 94

ABSTRACT

The purpose of this research study was to investigate the use of an art therapy intervention program designed to improve perceptual experiencing of children with delays in visual perceptual development. Seventy-four children, from first grade classes, were screened in this 56-week study at a public elementary school. Troeger's Art Skill Sheet (TASS) was the pretest instrument used for assessment, and identified 14 children who were experiencing delays in visual perceptual development. These children were invited to participate in the Visual Perceptual Therapeutic Art Program (VPTAP), designed to promote age-appropriate visual perceptual development. At the end of the 20-week program, a posttest (TASS) was administered. A comparison of the pretest and posttest results indicated improvement in art skills and visual perceptual experiencing, with statistical significance in all skill areas. Quantitative and qualitative data provided evidence that there was improvement in the art skills for participants of this research study, and might indicate that a therapeutic art program can contribute to age-appropriate perceptual experiencing for children with visual perceptual development delays.