

Revealing the Potential of Gifted Children with Art Therapy: The Role of School Counselor

Sanat Terapisi ile Özel Yetenekli Çocukların Potansiyelini Açığa Çıkarmak: Rehber Öğretmenlerin Rolü

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ABSTRACT

Art serves as a powerful tool for humanity to leave its mark on history, communicate with its environment, and express its inner world. Its multifaceted reflections can be observed on cave walls, parchment, or even within the subtleties of language. This versatility enriches humanity in various ways. Through art, individuals not only convey their inner selves but also leave a lasting legacy for future generations. Within this multidimensional expression lies the concept of art therapy, which seeks to externalize an individual's inner processes through various art forms, without the emphasis on creating a finished product. This study explores the individual-centered nature of art therapy and its potential impact on the educational process. To this end, a four-week training program consisting of 15 hours was designed to equip school 10 guidance teachers with the skills to use art therapy in educating gifted children regarding various branches of art. The study employed a qualitative research method was used in the research, with data analysed through content analysis. The findings revealed that school counsellors held positive views on art therapy and expressed their intention to incorporate it into their practices with gifted children.

Keywords: Sanat, sanat terapisi, rehber öğretmen, özel yetenek

ÖZ

Sanat, insanlığın tarih boyunca iz bırakması, çevresiyle iletişim kurması ve iç dünyasını ifade etmesi için güçlü bir araç olarak hizmet eder. Sanatın, çok yönlü yansımaları mağara duvarlarında, parşömenlerde ve hatta dilin inceliklerinde gözlemlenebilir. Bu çok yönlülük, insanlığı çeşitli şekillerde zenginleştirir. Sanat aracılığıyla bireyler yalnızca iç dünyalarını aktarmakla kalmaz, aynı zamanda gelecek nesillere kalıcı bir miras bırakırlar. Bu çok boyutlu ifadenin içinde, bireyin içsel süreçlerini çeşitli sanat formlarıyla dışsallaştırmayı amaçlayan sanat terapisi kavramı yer alır. Sanat terapisinde, ortaya çıkan eserin tamamlanmış bir ürün olması ön planda değildir. Bu çalışma, sanat terapisinin birey merkezli doğasını ve eğitim sürecine potansiyel etkisini incelemektedir. Bu amaçla, sanat terapisini özel yetenekli çocukların eğitiminde kullanabilmeleri için 10 rehber öğretmene yönelik 15 saat süren dört haftalık bir eğitim programı tasarlanmıştır. Çalışmada nitel araştırma yöntemi kullanılmış ve veriler içerik analizi yoluyla incelenmiştir. Bulgular, rehber öğretmenlerinin sanat terapisine yönelik olumlu görüşlere sahip olduklarını ve bunu özel yetenekli çocuklarla çalışmalarında kullanmayı düşündüklerini ortaya koymuştur.

Anahtar Kelimeler: Art, art therapy, school counselor, gifted

Introduction

Art is the communication between the individual and their soul, reflecting this communication to the outside world. In complex situations where verbal expression falls short, art enables people to engage their senses actively (Bostancıoğlu & Karaman, 2017). Thus, there is no soul that art cannot heal.

Art includes all forms of work that touch upon beauty, humanity, and life forming the foundation of our existence. Therefore, art; the beautiful emphasizes the pleasing (Öz-Çelikbaşı, 2019). At the same time, plays a role in regulating human life (Bostancıoğlu & Karaman, 2017).

Art has always existed since the beginning of humanity. It has appeared on cave walls, within rituals, and in various artifacts. Ancient civilizations integrated art into their lives by singing, drawing pictures on cave walls, mummifying the dead, carving ceremonial masks, illustrating on parchment, sculpting with dough and mud, dancing, playing drums, making drawings and story telling. These examples show that art has persisted throughout history (Filiz, 2016, Malchiodi, 2005).

Art activities have been intertwined with human life since ancient times and have appeared in many fields, including the treatment of diseases. Although the effect of art was recognized in earlier times, it was not exactly called art therapy (Hasgöl, 2020). The designation of studies as art therapy has emerged in the 1940s (Karadağ & Uğur, 2015, Akhan, 2012; Malchiodi, 2005). The term art therapy was first used by Adrian Hill in 1942. Hill found that art therapy contributes to the healing process of patients (Vick, 2012; Çakmak, Biçer & Demir, 2020). Hill's work with tuberculosis patients appears to be

Received/Geliş Tarihi: 01.10.2024

Revision Requested/Revizyon Talebi: 15.10.2024

Last Revision/Son Revizyon: 12.03.2025

Accepted/Kabul Tarihi: 17.03.2025

Publication Date/Yayın Tarihi: 25.03.2025

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Cite this article as: Yıldız, K. (2025). Revealing the potential of gifted children with art therapy: The role of school counselor. *Art Time*, 8, 19-25.



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a factor in the formation of art therapy. Art therapy has diversified and taken its place as a therapy that covers many fields. These therapies encompass various therapy areas such as painting therapy, dance/movement therapy, music therapy and poetry therapy (Bostancıoğlu & Karaman, 2017).

Art therapy is defined as the individual's self-expression through art. In this respect, it serves as a reflection of the individual's inner journey, awareness and experiences through transference. The field, also referred to as artistic therapy, is inherently expressive and closely linked to human nature, art and psychology. It plays a significant role in analysing emotions by reflecting one's inner world from ancient times to the present (Öz-Çelikbaş, 2019).

Although art therapy was suspended in certain periods, it re-emerged in the mid-20th century and began to spread and continue to develop in the USA and Europe (Acar & Düzakin, 2017). The American Art Therapy Association defines art therapy as a mental health profession that enriches the lives of individuals, families and communities through active art making, creative processes, applied psychological theory and human experience. Additionally, art therapy aims to help individuals improve cognitive, sensory and motor functions; develop self-esteem and self-awareness; build emotional resilience, gain insight; enhance social skills; and reduce conflicts and distress.

Art therapy has a multidisciplinary structure that integrates many disciplines, allowing it to be applied to many different fields (Çakmak, Biçer & Demir, 2020). It encompasses multiple branches of art such as music, painting, sculpture, dance/movement and drama, using various artistic tools throughout the therapy process. Due to its expressive nature, it is sometimes referred to as expressionist therapy (Bostancıoğlu & Karaman, 2017).

The primary goal of art therapy is to enable individuals to express themselves freely, enhance their creativity and explore their aesthetic sensibilities. It is also widely used as a treatment method for a range of spiritual, developmental, neurological, mental and behavioral disorders (Özbey, 2009). In this context, art therapy also helps individuals to express unconscious emotions through artistic expression. It provides an outlet for emotions and inner experiences that may be repressed or difficult to verbalize. Through a meta-horological approach, individuals in therapy can use various artistic symbols and mediums to express their dreams, fantasies, emotions, impressions and experiences.

Art therapy incorporates elements, such as line, picture, form, colour, texture, rhythm, and sound, all of which play a meaningful role in the therapeutic process (Çakmak et al., 2020; Öz-Çelikbaş, 2019; Coşkun and others, 2010). In this setting, art educators (therapists) serve as guides and art facilitators rather than direct interpreters or instructors (Öz-Çelikbaş, 2019).

Art therapy is applied not only for the development process of healthy individuals, but also assist children with autism, Down syndrome and various special education needs (Acar and Düzakin, 2017). One distinctive aspect of art therapy, particularly in medical art therapy, patients engage in creative activities during the sessions. This temporary immersion in creative expression allows them to momentarily distance themselves from their illness, offering psychological relief and emotional engagement (Aydın, 2012).

A crucial aspect of art therapy is that when it is used to address psychological issues, the therapist must have specialized training in this field. In an individual-based therapy, any misinterpretation of a person's internal experiences could potentially lead to severe

trauma. Therefore, it is important to carry out the therapy process consciously. Additionally, art teachers should be made aware that in art therapy, they should focus on the process itself rather than the final artistic product.

In studies on art therapy, various branches of art (music, drama, visual arts, dance, painting, sculpture, etc.) contribute to the expression of insight, increase awareness, the development of creative thinking and self-esteem, improved body image satisfaction, enhanced quality of life, and the development of social skills. Research has shown that art therapy is effective in reducing stress, depression, anxiety, emotional difficulties and feelings of fatigue (American Art Therapy Association, 2007). It has also been found to help alleviate cancer-related symptoms in cancer patients (Nainis and others, 2006; Thyme and others, 2009).

For cancer patients receiving art therapy, symptoms affecting physical integrity such as pain, are reduced, the psychosocial process is positively affected, and fatigue and anxiety are diminished (Nainis, 2008). In studies conducted in Turkey, Karadağ and Uğur (2015) found that art therapy applied to cancer patients reduced pain, depression, fatigue, anxiety; thus improving quality of life, interpersonal communication and self-esteem. Similarly, Bulduk, Dinçer, Usta and Bayram (2017) found that when art therapy was carried out regularly in small groups with elderly individuals suffering dementia, it significantly improved their socialization.

Various qualitative and quantitative studies on the effectiveness of art therapy have demonstrated that art therapy enhances attention, self-esteem, physical adequacy, mental acuity, sociability, serenity, communication and positive mood, while reducing anxiety, agitation, depression and stress-related behaviors (McFadden & Basting, 2010; Peisah and others, 2011; Rusted and others, 2006; Meguro & Meguro, 2010; Safar & Press, 2011; Mimica & Kalinić, 2011). Additionally, art therapy has been found to be beneficial for health issues such as various stress and anxiety disorders. (Karadağ & Uğur, 2015; Bulduk and others, 2017).

There are individuals with special talents whose performance exceeds that of their peers (Aydoğan & Gültekin-Akduman, 2017). These individuals demonstrate high levels of achievement in areas such as mental ability, academic success, creative and productive thinking, leadership ability, visual and performing arts, and psychomotor ability (Marland Report (1972; MEB, 2018)). Art therapy can guide gifted individuals in utilising their abilities more effectively. Art, which has manifested itself in various fields throughout history, is examined in this study through the perspectives of guidance teachers regarding the educational process of gifted children and the role of art therapy.

The aim of the training given to counsellors regarding art therapy was to explore how art therapy is perceived and to identify the tools used in its application. In line with this goal, the study seeks to enable guidance teachers to help their gifted students increase their talents to a higher level while reducing negative emotions such as stress and anxiety levels through art therapy.

Methods

The aim of this study is to explore the perspectives of counsellors about the contribution of art therapy education to the education of gifted children. Conducted as qualitative research, the primary objective is to uncover perceptions and experiences. In other words, qualitative research emphasizes investigating and understanding social phenomena within their contexts, based on an approach that focuses on theory development (Yıldırım, 1999). In this study, the phenomenological design, a qualitative research

method, was employed. Phenomenological design focuses on subjects we are aware of but seek to gain in-depth knowledge about (Yıldırım & Şimşek, 2011). At the end of the training provided to school counselors, semi-structured questions were posed to determine their opinions, capturing their perspectives on the training.

Stages of the study



In the study, school counselors received 15 hours of training on various art activities over four weeks. The activities were conducted within the framework of a pre-prepared plan and programme. Scientific activities in which the project participants actively engaged include:

- * Introduction and Scope of Art Therapy
- * Art Therapy Types and Functions (Music)
- * Art Therapy Types and Functions (Dance Movement)
- * Art Therapy Types and Functions (Drawing Skills)
- * Art Therapy Types and Functions (Working with Clay)
- * Art Therapy Types and Functions (Drama Activities)
- * Use of Art Therapy in Gifted Children

Within the scope of the study, the researcher completed the course titled Teaching Artistic Skills in Special Education in the Special Education Department at the University. Additionally, they received training in Art Therapy and Music Therapy.

Study group

Table 1: The study group consists of 10 teachers working at various levels within the Ministry of Education

	Gender	Age	Graduation	Seniority	Working Level	Previous Art Therapy Training Status
1	Male	28	bachelor's degree	2	Primary school	No
2	Female	26	bachelor's degree	2	Middle school	No
3	Female	26	bachelor's degree	3	Primary school	No
4	Female	25	bachelor's degree	2	Guidance Research Center	No
5	Female	26	bachelor's degree	2	Primary school	No
6	Female	29	bachelor's degree	6	Primary school	No
7	Male	29	bachelor's degree	7	Middle school	No
8	Male	30	bachelor's degree	9	High school	No
9	Female	25	bachelor's degree	7 Months	Primary school	No
10	Female	25	bachelor's degree	3	Guidance Research Center	Re-Drama Education

When the characteristics of the participants are examined, it is seen that they consist of 3 men and 7 women, the ages of the participants range from 25 to 30, their seniority varies from 7 months to 9 years, and the level of study is primary school, secondary school, Counselor Research Centre.

Data collecting

In this study, which aims to examine the contribution of art therapy education provided by guidance counselors to the education of gifted children, semi-structured questions developed by the researcher and validated expert opinions were used. These questions were applied to assess the perspectives of guidance teachers following their training. The general themes of these interviews were examined under the following headings and the interview content was structured accordingly.

- What is art?
- What would you list within the scope of artistic activities?
- How would you define art therapy?
- Which areas of art do you study with your students?
- Which fields of art do you recommend to your students to study?
- What is required for a product or situation to be an artistic activity?
- Have you worked with children who have communication problems? If yes, what kind of practices did you use?
- What kind of practices do you use to develop children's creativity activities?
- In which areas do you plan to use art therapy?

Analysis of Data

Content analysis was used to analyse the data obtained from the responses to the semi-structured questionnaire. The data from the participants' answers were coded and thematized by two independent researchers. Subsequently, any differences in interpretation between the researchers were discussed and a consensus was reached with the input of the third researcher, and the following themes were identified based on this process.

Analyees were conducted in line with the identified themes.

Ethical considerations

Ankara Hacı Bayram Veli University, Ethics Commission, "Scientific and Educational Purposes", coded O2, meeting serial number, 08.03.2024, 254687, received this document, the research was conducted in accordance with ethical principles, with special attention to participation in the research, data use and confidentiality. All teachers participating in the research were informed about the purpose of the research, first verbally and then in writing. In order to ensure confidentiality, all participants were anonymized. In addition, no information was requested or collected about individual students.

Results

In this study, which aims to examine the contribution of art therapy training to the education of specially talented children. The data obtained from the interviews conducted after the training were categorized and thematized. Semi-structured questions directed to school counselors their responses are indicated;

When the participants in the research were asked the question "What is art?" the following responses were recorded: 4 participants described art as a form of expression, 3 viewed it as a product; 2 defined it as a source of enjoyment and 2 associated it with aesthetics. Below are some of the participants' answers:

Art is expression (4)
 "Expression of inner experiences." (P-1)

"It is the expression of an individual's feelings, thoughts and experiences in various ways." (P3)

"It is the external expression of inner feelings." (P-5)

Product (3)

"As a result, the product is all the work put in..." (P-6)

"Concretizing the inner world and the abstract by using all kinds of objects..." (P-9)

"It means putting a product out there." (P-2)

The participants in the research were asked the question "What would you list within the scope of artistic activities?" The answers received from the participants are listed in table 3.

Table.2: *What would you list within the scope of artistic activities?*

Partici-pants	Art field
1	Drama- Painting- Music
2	Music-Art-Drama
3	Drama- Origami- Dance- Painting- Theater
4	Drama-Music-Dance-Sculpture, Painting-Ceramics
5	Drama-Theatre-Art-Music-Dance
6	Painting - Music - Drama - Sculpture - Dance
7	Music - Painting - Theater - Drama - Origami - Dance and Movement
8	Drama- Music- Painting
9	Clay works- Origami- Painting- Music- Dance- Theater
10	Drama- Dance- Painting- Music

It was observed that the participants in the research listed various art fields such as drama, music, painting, dance, theater, sculpture and origami within the scope of artistic activities. The areas more frequently emphasized by the participants: were music (9), picture (9), drama (9), dance (7), theatre (3), origami (3) statue (2), clay works (1) and ceramics (1).

The participants in the study were asked the question "How would you define art therapy?" 9 of the participants defined it as expression through artistic activities while one defined it as gaining insight. Some of the participants' responses are as follows:

Expression through artistic activities (9)

"Processes of gaining awareness about the existing spiritual processes of a person or people through art" (P-4)

"It is possible to convey people's feelings and thoughts through music, painting, drama, etc. "to reveal and develop with the help of artistic activities" (P-2)

"It is the reflection of our inner world through art" (P-7)

"Relaxing through the expression of inner experiences" (P-1)

Gaining insight (1)

"It is the reflection of the emotions we keep unconscious through different forms (painting, music, etc.). Can gain insight." (P-5)

The participants in the research were asked the question "Which

areas of art do you study with your students?" The answers given by the participants are listed in table 3.

Table 3: *Art area where students work?*

Participant	Art field
1	Painting-drama
2	Painting- music
3	Painting
4	Painting
5	Painting
6	Empty
7	Painting
8	Drama-Art-Origami
9	Empty
10	Drama

It was observed that the art areas in which the participants in the research worked with their students were painting, drama, music and origami. Two of the participants stated that they had a free time. The areas that the participants emphasized the most, respectively, were painting (7), drama (3), music comes as 1 and origami comes as 1.

The question "Which art fields do you recommend to your students for their studies?" Was asked to the participants in the research. The answers given by the participants are given in table 4.

Table 4: *Recommended art field for students*

Participant	Art field
1	Painting-Music-Drama
2	Painting-Music
3	I did not recommend
4	Painting-Music-Drama
5	Painting-Music
6	All fields of art
7	Music-Drama
8	Painting -Drama
9	Clay therapy
10	Painting-Music

It was observed that the art areas in which the participants of the research worked with their students were painting, drama, music and clay therapy. One of the participants stated that she recommended all art fields, and the other stated that she did not make any suggestions. The areas that the participants emphasized the most, respectively, were painting,6; music, 6; drama is 4 and clay therapy is 1.

The participants in the research were asked the question "What is required for a product or situation to be an artistic activity?" 3 of the participants participated in the study; 3 is expression; 3 are aesthetic; 1 was defined as imaginary creation and 1 was defined as message. The answers given by some of the participants are

as follows:

Study (3)

"Producing a product" (P-8)

Expression (3)

"Creation under the influence of internal processes" (P-10)

"One can relax, stay in the moment, and do these things using one's art" (P-7)

Aesthetics (3)

"Being aesthetic" (P-9)

"Aesthetic concern and its newness" (P-6)

"It needs to be created with aesthetic concern." (P-2)

Dream creation (1)

"It should require creativity" (P-1)

Message (1)

"Containing a message" (P-9)

Participants in the research were asked: "Have you worked with children who have communication problems?" If yes, what kind of practices did you do?" was asked.5 of the participants are interested in painting, drama; 3 of them answered as play therapy and 2 answered as cognitive behavioral therapy applications. The answers given by some of the participants are as follows:

Painting, drama (5)

"I use it in applications such as painting and drama, especially for self-disclosure and awareness." (P-2)

"I did drama work with shy children." (P-10)

"I'm getting a picture done. We are working on writing. Writing a letter." (P-8)

Play therapy (3)

I used play therapy (P-7)

I work in the form of play therapy (K-4)

Cognitive behavioral therapy (2)

"I use cognitive behavioral therapy methods and techniques" (P-9)

The participants in the research were asked the question "What kind of practices do you use to develop children's creativity activities?"2 of the participants wanted to develop their imagination; 1 is drama; The second person answered in the form of a picture.3 of the participants defined it as empty. Answers given by some of the participants:

Developing the world of imagination (2)

"I opened a mind games course. "We can also play intelligence games and games that will support creative thinking skills." (P-9)

"I do studies such as critical evaluation" (P-2)

Drama (1)

"I use the technique of creating slogans from letters in the newspaper, painting, and station techniques." (P-8)

Empty (3)

"I'm not doing it right now." (P-6)

Picture (2)

"Use of play dough, painting, drama, brainstorming" (P-1)

"I practice painting without guidance" (P-7)

The participants in the study were asked the question "In which areas do you plan to use art therapy?"5 of the participants said Problem behaviors; 4 of them stated that they wanted to improve their communication skills and 12 of them stated that they wanted to create an art therapy area.1 of the participants defined it as empty. Answers given by some of the participants:

Problem behaviors (5)

"I plan to use it in group counseling and problems encountered with gifted students." (P-2)

"Drama studies with students who have various problems at school." (P-7)

Improving communication skills (4)

"It can be used in children who have difficulty expressing themselves, gifted children, special education children, introverted children, during the orientation process" (P-8)

"For students to reflect and relax at school." (P-10)

In student and parent studies (2)

"In student and parent studies." (P-7)

"I am thinking of using it in my individual consultations." (P-3)

Creating an art therapy space (1)

"When I am appointed to the school, I can open an art therapy room and work with children who need it." (P-6)

Discussion, Conclusion and Recommendations

The purpose of this article is to examine the use of art therapy by guidance teachers in the education of gifted children. Following the art therapy training given to the teachers, their opinions about the training were collected through semi-structured interviews.

The data obtained were examined and analyzed under various headings. According to the findings of the study, the participants defined art as expression, product, enjoyment, and aesthetics. Additionally, it was observed that guidance teachers identified various art fields, such as drama, music, painting, dance, theatre, sculpture, and origami, within the scope of artistic activities. It was determined that they placed the most emphasis on music, painting, drama, and dance within this scope. In Turkey, art therapy workshops are defined as sessions where adults or children express themselves and relieve stress (Öz-Çelikbağ, 2019). Furthermore, it has been found that happiness levels and the tendency to express emotions increase in individuals aged 15-18 (Karataş & Güler, 2020). There is a need for art therapy applications under the supervision of experts, where individuals can reflect on themselves. In this context, more therapeutic studies need to be conducted.

The participants particularly emphasized music and painting within the scope of artistic activities. It is thought that the inclusion of these fields in the MEB (<http-1>) curriculum is a contributing factor to this emphasis. It is assumed that participants with a particular interest in other art forms (e.g., origami, sculpture) would highlight those areas as well. The participants defined art therapy as a means of providing expression and insight through artistic activities. Studies in the literature show that expressive arts therapy is effective in reducing hopelessness. Art therapy not

only repairs damage to the self but can also contribute to the improvement of an individual's insight, retention, and communication skills through the therapist's feedback (Demir, 2017).

It was observed that the art fields that the participants in the study worked on with their students were painting, drama, music and origami. The art fields that the participants work on most with their students are painting, drama and music. It was observed that the art fields that the participants in the research recommended to their students were painting, drama, music and clay therapy. Participants in the study stated that they used painting, drama, play therapy and cognitive behavioral therapy when working with children who had

Peer-review: Externally peer-reviewed.

Ethics Committee Approval: Ethics committee approval was received for this study from the ethics committee of Ankara Hacı Bayram Veli University (Date: 08.03.2024, Number: 254687).

Informed Consent: Before the interviews, the consent form was prepared and signed to the participants.

Conflict of Interest: The author have no conflicts of interest to declare.

Financial Disclosure: The author declared that this study has received no financial support.

Hakem Değerlendirmesi: Dış bağımsız.

Etik Komite Onayı: Bu çalışma için etik komite onayı Ankara Hacı Bayram Veli Üniversitesi'nden (Tarih: 08.03.2024, Sayı: 254687) alınmıştır.

Katılımcı Onam Belgesi: Görüşmeler öncesi onam formu hazırlanarak katılımcılara imzalanmıştır.

Çıkar Çatışması: Yazar, çıkar çatışması olmadığını beyan etmiştir.

Finansal Destek: Yazar, bu çalışma için finansal destek almadığını beyan etmiştir.

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Yapılandırılmış Özet

Günümüzde eğitim süreçleri, farklı disiplinlerin etkisiyle sürekli olarak gelişmekte ve bireylerin öğrenme biçimleri değişim göstermektedir. Yapararak ve yaşayarak öğrenme, bilgi edinme sürecinde önemli bir yer tutmakta olup, bireylerin çevreleriyle etkileşime girerek deneyim kazanmasına imkân tanımaktadır. Sanat, bireyin ruhuyla bağ kurmasını sağlayan ve kendisini özgürce ifade etmesine olanak tanıyan güçlü bir araçtır. Sözel olarak ifade edilmesi zor olan karmaşık duygu ve deneyimlerin anlamlandırılmasında sanat önemli bir rol üstlenmektedir (Bostancioğlu & Karaman, 2017).

Sanat terapisi, bireylerin bilinçdışı duygularını sanat yoluyla dışa vurmasını sağlayan bir yöntem olarak karşımıza çıkmaktadır. Bu terapi yöntemi gelişimsel olarak zihinsel ve davranışsal bozukluklarda bireyin sürecini rahatlatma amacıyla tamamlayıcı bir yaklaşım olarak kullanılmaktadır (Özbey, 2009). Bireylerin bastırılmış duygularını sanatsal yollarla ifade etmelerine yardımcı olan sanat terapisi, onların duygusal farkındalığını artırarak, iç dünyalarını daha iyi keşfetmelerini ve duygusal olarak rahatlamalarını desteklemektedir. Bu terapi yöntemi, bireylerin sadece sözel ifadelerle değil, sanatsal öğeler kullanarak duygularını açığa çıkarmalarına da imkân sunmaktadır.

Sanat terapisi sürecinde çizgi, renk, doku, ritim gibi unsurların anlam kazandığı ve bireylerin bu unsurları kullanarak kendilerini ifade ettiği görülmektedir (Çakmak, Biçer ve Demir, 2020; Öz-Çelikbaş, 2019; Coşkun, Yıldız ve Yazıcı, 2010). Bu süreçte sanat terapisti, yalnızca bir rehber olarak yer almakta ve bireylerin iç dünyasını keşfetmesine yönelik destek sunmaktadır (Öz-Çelikbaş, 2019). Sanat terapisinin bireyler üzerindeki etkileri, onların özgüven kazanmalarına, kendilerini daha iyi tanımalarına ve kendilerini daha rahat ifade etmelerine yardımcı olmaktadır. Ayrıca bu süreç, bireyin yaratıcı yönlerini keşfetmesine de olanak sağlamaktadır.

Özel yetenekli bireyler, akranlarına kıyasla daha üstün performans sergileyen ve çeşitli yetenek alanlarında öne çıkan bireylerdir (Aydoğan ve Gültekin-Akduman, 2017). Bu bireyler; akademik başarı, yaratıcı ve üretici düşünme, liderlik, görsel ve performans sanatları ile ilgili beceriler gibi farklı alanlarda kendilerini gösterebilmektedirler (Marland Raporu, 1972; MEB, 2018). Sanat terapisi, özel yetenekli bireylerin potansiyellerini daha verimli kullanmalarına ve stres ile kaygı gibi olumsuz duygularını azaltmalarına yardımcı olabilecek bir araçtır. Özel yetenekli bireylerin eğitim süreçlerinde sanat terapisine daha fazla yer verilmesi, onların hem psikolojik iyi oluşlarını destekleyecek hem de yaratıcı düşünme becerilerini güçlendirecektir.

Araştırma Problemi Bu çalışma, sanat terapisinin özel yetenekli öğrencilerin eğitim süreçlerine etkisini incelemeyi amaçlamaktadır. Araştırmada, rehber öğretmenlere verilen sanat terapisi eğitiminin bu yaklaşıma dair algılarını ve kullandıkları yöntemleri nasıl etkilediği değerlendirilmektedir. Sanat terapisi eğitimi alan rehber öğretmenlerin, özel yetenekli öğrencilerin yeteneklerini daha verimli kullanmalarına ve stres-kaygı gibi olumsuz duygularını yönetmelerine katkı sağlamaları hedeflenmiştir. Sanat terapisi, özel yetenekli bireylerin hem akademik hem de sosyal gelişimlerine olumlu katkı sağlayabilir.

Yöntem Bu araştırma, sanat terapisi eğitiminin rehber öğretmenlerin özel yetenekli öğrencilere yönelik eğitim yaklaşımlarına etkisini incelemek amacıyla nitel araştırma yöntemiyle yürütülmüştür. Nitel araştırmalar, bireylerin algı ve deneyimlerini anlamaya yönelik derinlemesine veri toplama sürecini içermektedir (Yıldırım, 1999). Çalışma, İstanbul Kalkınma Ajansı (İSTKA) tarafından desteklenen bir proje kapsamında gerçekleştirilmiştir. Bu proje çerçevesinde, rehber öğretmenlere 4 hafta boyunca 15 saatlik sanat terapisi eğitimi verilmiştir.

Eğitim kapsamında yer alan temel başlıklar şunlardır:

- Sanat Terapisinin Tanıtımı ve Kapsamı
- Sanat Terapisi Çeşitleri ve İşlevleri (Müzik, Dans, Resim, Kil Çalışması, Drama)
- Sanat Terapisinin Özel Yetenekli Çocuklarda Kullanımı

Araştırmaya farklı eğitim kademelerinde görev yapan 10 rehber öğretmen katılmıştır. Katılımcılar arasında 3 erkek ve 7 kadın yer almakta olup, yaş aralıkları 25 ila 30 arasında değişmektedir. Mesleki deneyimleri 7 ay ile 9 yıl arasında farklılık göstermektedir. Katılımcılar, ilkokul, ortaokul ve Rehberlik Araştırma Merkezlerinde görev yapmaktadır.

Eğitim sonrasında gerçekleştirilen yarı-yapılandırılmış görüşmeler aracılığıyla, rehber öğretmenlerin sanat terapisine yönelik algıları ve görüşleri analiz edilmiştir. Bulgulara göre, katılımcılar sanatı dışavurum, estetik ve eğlence kavramları ile ilişkilendirmiştir. Katılımcılar arasında en fazla vurgulanan sanat alanlarının müzik, resim, drama ve dans olduğu belirlenmiştir.

Sanat terapisi, bireyin duygusal, bilişsel ve sosyal gelişimini destekleyen önemli bir yöntem olarak değerlendirilmelidir. Özellikle özel yetenekli bireylerle yapılan çalışmalarda sanatın ve sanat terapisinin daha fazla kullanılması önerilmektedir. Rehber öğretmenlerin bu alanda yetkinlik kazanmaları, özel yetenekli bireylerin potansiyellerini daha etkin kullanmalarına katkı sağlayacaktır. Sonuç olarak, sanat terapisi eğitimi, yalnızca bireyin psikolojik iyilik hâlini artırmakla kalmamakta, aynı zamanda onun kendini keşfetmesine, özgüven kazanmasına ve yaratıcı düşünme becerilerini geliştirmesine destek olmaktadır. Bu nedenle, sanat terapisi uygulamalarının eğitim sisteminde daha fazla yer alması ve sanat terapistlerinin rehber öğretmenlerle iş birliği içinde çalışması gerektiği sonucuna ulaşılmıştır.