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The results of working with aggressive mentally retarded adolescents. The aim was to provide young people the opportunity acceptable way of aggression and other negative feelings; elaboration of thoughts and feelings that the child tends to suppress, the development of a sense of internal control. As an act of healing arts painting and music. Given the positive results of correction of aggressive behavior, resulting in a group of mentally retarded adolescents.

**Key words:** art-therapy, teenagers, mental retardion.
Art-therapeutic work with aggressive mentally-retarded teenagers

The ideas of Z. Freud and K. Jung about the role of unconscious processes in the psychical life of a person lay in the base of the theory of art-therapeutic help. The principal mechanism of correction influence in art therapy is the mechanism of sublimation. From Jung’s point of view, unconscious process takes its place in art therapy with the help of symbols. Due to its manifestation we may we these symbols both for diagnostic and correction aims (Jung K.G. Phsyhologia besoznatelnogo, 2001, p. 165)

The most important technique of art-therapeutic influence is the technique of active imagination, serving to «knock together» conscious and unconscious processes and reconcile them with the help of highly emotional influence.

The aims of art-therapy are: the possibility of acceptable letting out aggression and other negative feelings, the study of thoughts, reflections and feelings, which a person used to restrain; the development of the feeling of internal control. Proceeding from these aims we used art-therapeutic work with aggressive mentally-retarded teenagers.

We worked with 30 mentally-retarded teenagers, 13-15 years old. During the observations it was found out that category of teenagers has verbal and physical aggression, expression of negative feelings, that later was proved by the results of diagnostie observing.

At the beginning of our work the children were offered to paint such pictures as “Self-Portrait”, “My Family”, “My Class”, “My Classmates and I”. The analysis of the material shows that most teenagers (60%) don’t have formed positive self-image. The self-portraits of these teenagers have aggressive and negative features, and some pictures are notable for careful painting of aggressive features. When explaining why they had pictured themselves in that way, the teenagers answered: “I am bad, malicious, cruel”. Some teenagers (25%) have enough formed self-image in common. Painting self-portraits they had noticeable difficulties, reasked the psychologist about the task, couldn’t start the work for a long time. They didn’t paint themselves in the pictures “My Family”, “My Class”. When they were asked the question: “And were are you?”, the teenagers answered: “I’m absent”, “I’ve left”. 15% teenagers paintings of their families, classes, friends mostly had such subjects as: “A teacher is scolding the class”, “Fighting during the break”, “Parents are quarreling”. If to speak about the third group of
aggression, they have, is connected, on one hand, with social experience, and on the other- with the peculiarities of the development of mentally retarded teenagers, consisting of not enough differentiated perception of a situation.

Thus, organizing art- therapeutic work, we tried to pay attention on all the painted peculiarities of mentally retarded teenagers with aggressive behaviour.

Art-therapeutic work included the combination of fine arts-therapy and musical therapy.

Nowadays musical therapy has a lot of supporters in many countries. Special music sounds in hospitals (making rehabilitation period faster and nicer), in psychologists and psychotherapeutists’ consulting rooms.

At the present time both classical music and music for meditation is used for therapeutic aims. Very often listening to music is accompanied by painting, modeling, appliqué work.

Music and art influence the emotional sphere of a person the most obviously. The instability of emotional condition, its unprediction, unnormal neurotic reaction are the real reason for using art-therapeutic work in the process of the correction and development of retarded children.

Special music helps in educational process, reduces tension, causes positive emotions and develops children’s inner world.

To our mind, musical therapy helps not only to activate the emotional sphere of mentally retarded teenager, but also to stir up their interrelations with the help of the stimulation of unverbal displays. If it is sometimes difficult for a teenager with normal mental abilities to express his emotions and feelings, because not everything can be realized, a teenager with mental retardation has more serious difficulties. It is caused by the problems with speech development and inability to formulate a idea exactly.

It was rather difficult to choose the right music. As some scientists point out, one of the leading musical instruments, able to influence a person is the organ, there is also a point of view about classical music as panacea. However we were not sure in the absolutely positive reaction of teenagers on classical music. Before listening to music we tried to find out what musical composition, recommended for musical therapy, are the most preferable for the teenagers. In the results of pre-listening and the following discussions we pointed out the following composers: Corelli, Vivaldi, Albioni, Grig. Their compositions caused the teenager’s positive treatment and positive images.
During the first period of art-therapy we help the lessons of active listening. The children were offered to listen to one musical composition. After that every member of the group told about the emotions, caused by the music. As we have already mentioned, it’s rather difficult for a mentally retarded teenager to express his/her feelings because of lack of active vocabulary, speech problems, inability to formulate his/her thoughts. That’s why on the second stage of art-therapy we offered the teenagers to express their feelings after listening to the music graphically.

Some teenagers treated the idea of pointing distrustfully and expressed doubt that they would be able to point something. We explained that the pictures wouldn’t be divided into «good» and «bad».

Although during the discussion of the music most teenagers told about their positive feelings, caused by the composition, when pointing some teenagers used many dark colors. During the discussion of these teenagers’ pictures in the group, almost all the participates pointed out sadness and sorrow. During the individual talk the teenagers said they didn’t want to point their feelings. They were not sure that they would do it well. However they connected the sad background of their pictures not with their unwillingness to paint, but said: «I just felt sad at that moment».

During the next stage we continued listening to music accompanied with fine art-therapy. We offered «fingers» pointing to the teenagers. The children liked the method very much. And it not only made the process of pointing easier, but also let teenagers feel themselves small children. This feeling of childhood made them much more free. The teenagers actively experimented with colors and the possibility to point not only with the help of fingers, but also palms.

The method of scrawls happened to be very effective. During the work in these technics the behaviour of the teenagers become more spontaneous.

On the third stage of our work we asked the teenagers to point, listening to music, thus using graphical pictures instead of statements. It should be noted that the teenagers pointed rather well, and negative statements about the work disappeared from their statements. During the third stage of art-therapy the paintings were discussed at individual consultations.

Art – therapeutic work lasted for 6 months. By the end of the second month many teenagers’ self-appraisal rised appreciably and the positive feeling of self-image was noticed in their paintings. Good relations within the group of teenagers appeared during
this stage, the teenagers stopped trying to pick quarrels, began treating each other more respectfully.

The paintings made during the second half of art-therapeutic work, differ a lot from those of the first half of the work. It’s connected with the development of spontaneous behaviour, imagination, the improvement of graphic skills, the expansion of the used range of colors. Striking changes happened in the attitudes to the lessons – the teenagers attended them with joy and desire, and were very upset when they had to miss the séance of art-therapy.

During the first two months the teenagers’ behaviour was the same, later due to the improvement of self-appraisal, self-esteem, aggressive displays in the teenagers’ behaviour began to reduce. If a teenager came to the class in a bad mood, was anger and sad, before listening to music we asked him to paint the thing that annoyed him and made him anger and sad. They, the letting out of anger and negative emotions happened. Listening to music helped a teenager to calm down, to reduce his emotional tension, and we could already find light images and colors in the «musical» picture.

During the final stage of the work the teachers, who worked with our children pointed out the noticeable lowering of aggression. And, analyzing the paintings, we also could notice the appearance of positive self-image and good self-attitude.

Musical and fine arts-therapies in the work with mentally-retarded teenagers let us reach the high positive effect of reducing aggression. Music happened to be the instrument of not only relaxing influence on teenagers, but also the influence, stimulating their life activity. Besides the painting of the teenagers’ feelings, work with different technics let them understand themselves and their problems, develop their internal control and the skills of self-regulation.

Aggressive behaviour was connected with the problems with the mentally-retarded teenagers’ self-image. The development of personal qualities with the help of art-therapy led to the lowering of the teenagers’ level of aggression and positively influenced the emotional condition of the teenagers.

Art-therapy let the teenagers sublimate their negative emotions and react them in the right way.

As the results of the experiment showed, art-therapy in the work with mentally-retarded teenagers is an effective method of stabilization, correction and development of emotional sphere and behaviour.

Literature