



ART THERAPY at NYU

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Margaret Naumburg



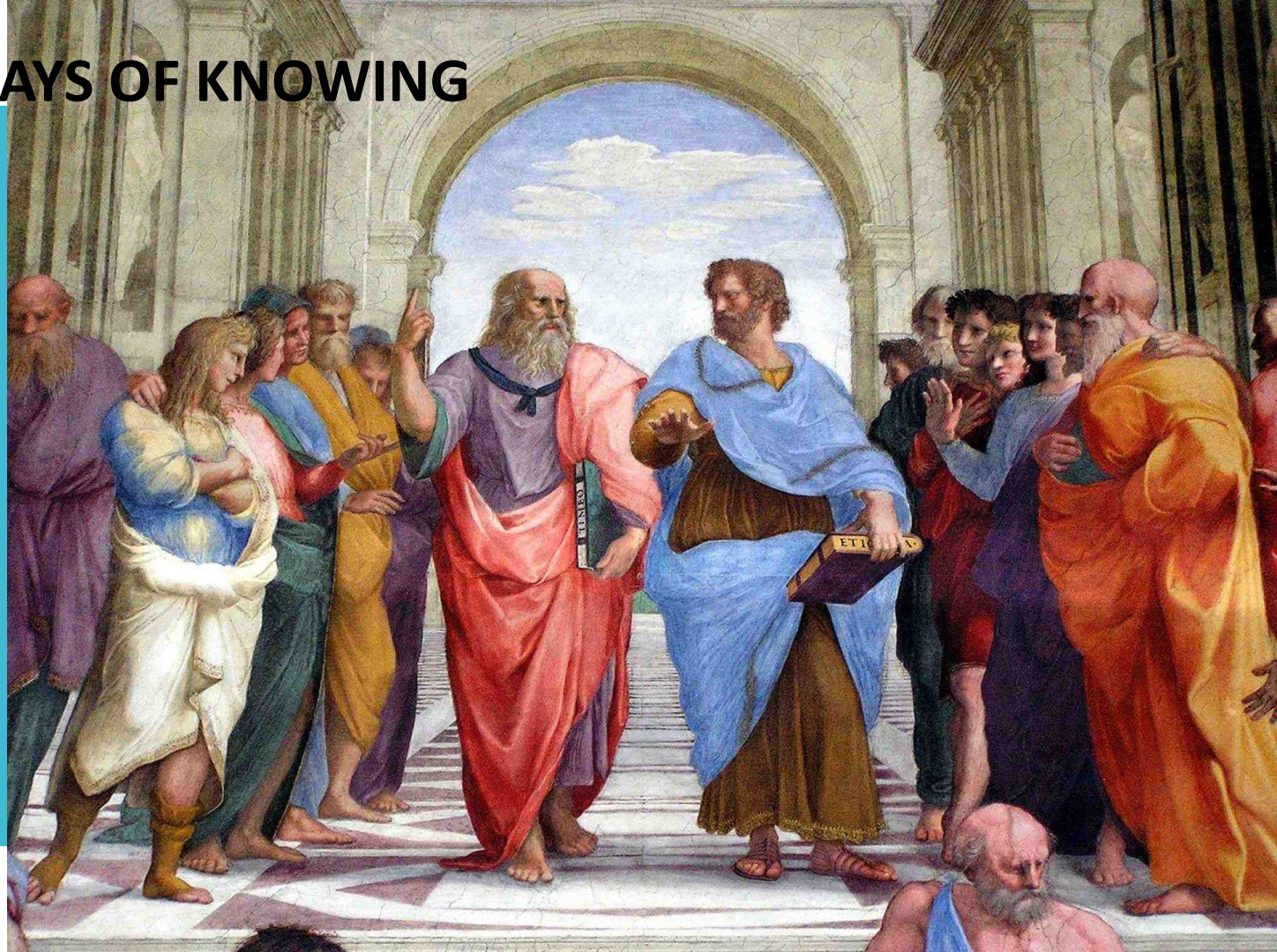
Edith Kramer

ARTS-BASED WAYS OF KNOWING

Aristotle defines three formulations of knowing in hierarchy:

1. *theoria*, knowing by observing
2. *praxis*, knowing by doing or acting
3. *poesis*, knowing by making

(Levine, 2004)



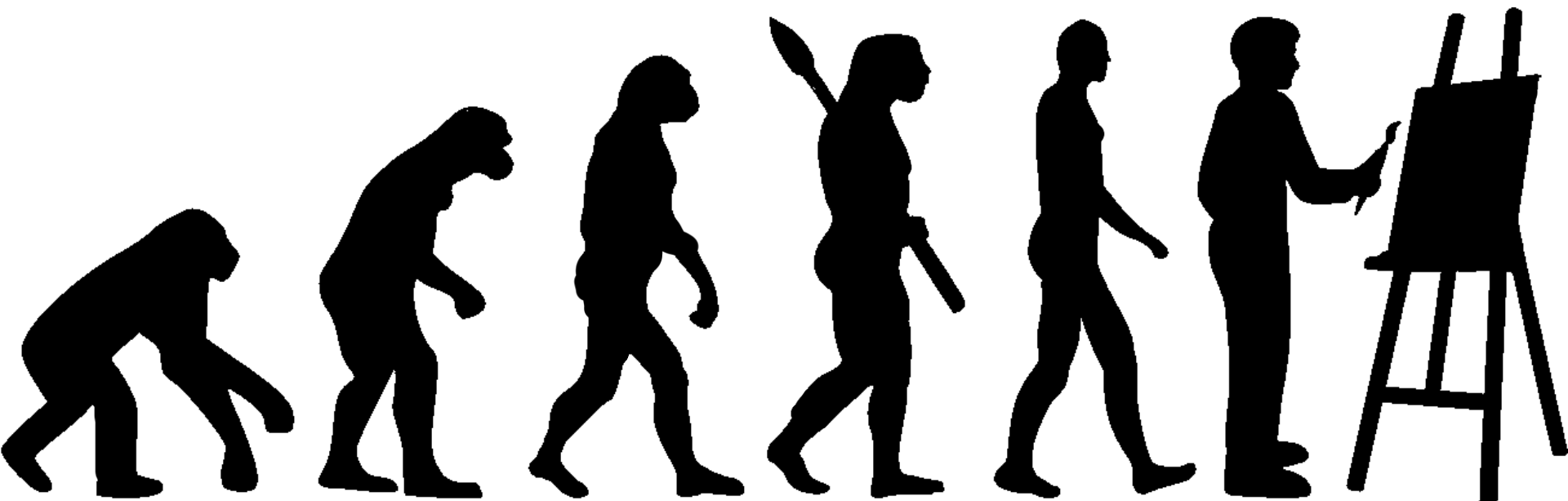
YOUR BRAIN AND ART



Kapitan (2014)

“When it comes to the complex beauty
of the human brain, art has much to tell
us about how the mind and the brain
work.” (p.51)





“Eureka”

**Exemplified by
the Greek mathematician
Archimedes’
discovery of a
principle of
buoyancy.**



*Sculpture by
Thompson Dagnall at
UMIST in Manchester*



Creativity shows what is vital and strong about us.

LIFE IS NOT A JOURNEY

by
Alan Watts



A close-up photograph of a hand holding a paintbrush with a wooden handle and a metal ferrule. The brush is applying a thick, vibrant orange paint to a wooden palette. The palette is already covered with various colors of paint, including blue, white, and brown. The background is blurred, showing a person wearing a blue plaid shirt. The overall scene is brightly lit, suggesting an outdoor or well-lit indoor setting.

Art + Therapy = ?

(Malchiodi, 1998)

American Art Therapy Association

Advancing art therapy as a regulated mental health profession and building a community that supports art therapists throughout their careers.

[LEARN MORE](#)



What is Art Therapy?

Art therapy is a mental health profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship.

Similarities and Differences Among Art Teachers and Art Therapists

Area	Art Teacher	Art Therapist
Populations	<ul style="list-style-type: none">• All students enrolled, usually grouped according to grade	<ul style="list-style-type: none">• Participants referred by other professionals in the school• Participants may be grouped according to similar difficulties (i.e., anger management, bereavement)
Methodology	<ul style="list-style-type: none">• Consistent approach and style in teaching classes	<ul style="list-style-type: none">• Greater variation in approach in working with participants who may be resistant or under distress
Programmatic Goals	<ul style="list-style-type: none">• Generally focused on the creative/ artistic and perceptual/cognitive growth of the student• Art creation is often in collaboration with other subject teachers• Also, works within standards established for each grade level	<ul style="list-style-type: none">• Focus is on psychological growth and promoting stability of emotional well being of the Participant
Goals	<ul style="list-style-type: none">• Emphasis is generally focused on student meeting established standards	<ul style="list-style-type: none">• Goals are individualized to address the current conflicts and stressors experienced by the participants• Goals are set according to current level of functioning
Relationships	<ul style="list-style-type: none">• Rapport is developed to facilitate educational processes• Positive relationships usually develop	<ul style="list-style-type: none">• Relationship is critical to explore underlying issues• Relationships are discussed as part of the treatment process
Use of Art Product	<ul style="list-style-type: none">• Not used for psychological diagnostic purposes• Emphasis on artistic skill and technical development• Art is graded and often displayed• Involves direction from the art teacher• Process is evaluated by achievement of aesthetic qualities and technical success of product completion	<ul style="list-style-type: none">• Often employed as an assessment of participant functioning• Emphasis in on representation of feelings and thoughts• Art is never graded• Participant chooses the media and content of their art• Process in recorded in clinical notes and creation of art towards outlined goals



Edith Kramer

FRIEDL DICKER-BRANDEIS

- Artistically engaged children imprisoned in the Terezín ghetto in former Czechoslovakia.
- Safely guarded collection of close to 4,500 drawings created by children of the holocaust.

"Today only one thing seems important -- to rouse the desire towards creative work, to make it a habit, and to teach how to overcome difficulties that are insignificant in comparison with the goal to which you are striving."



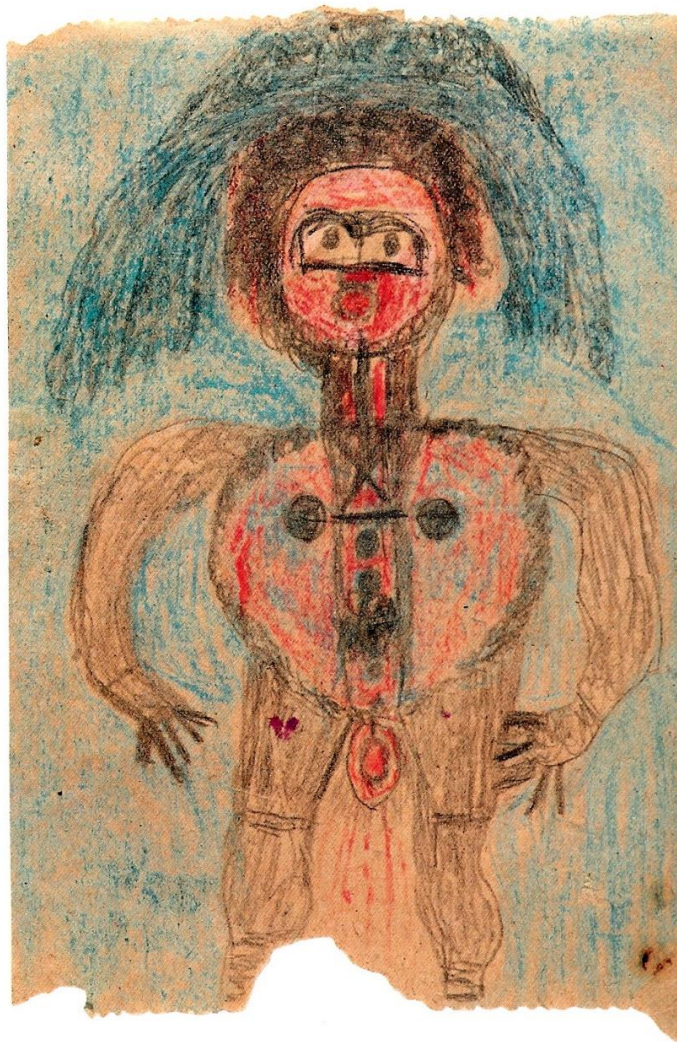


Airing mattresses in the garden
Irena Karplusová (1930-1944)
Graphite, pastel and colored pencils on paper



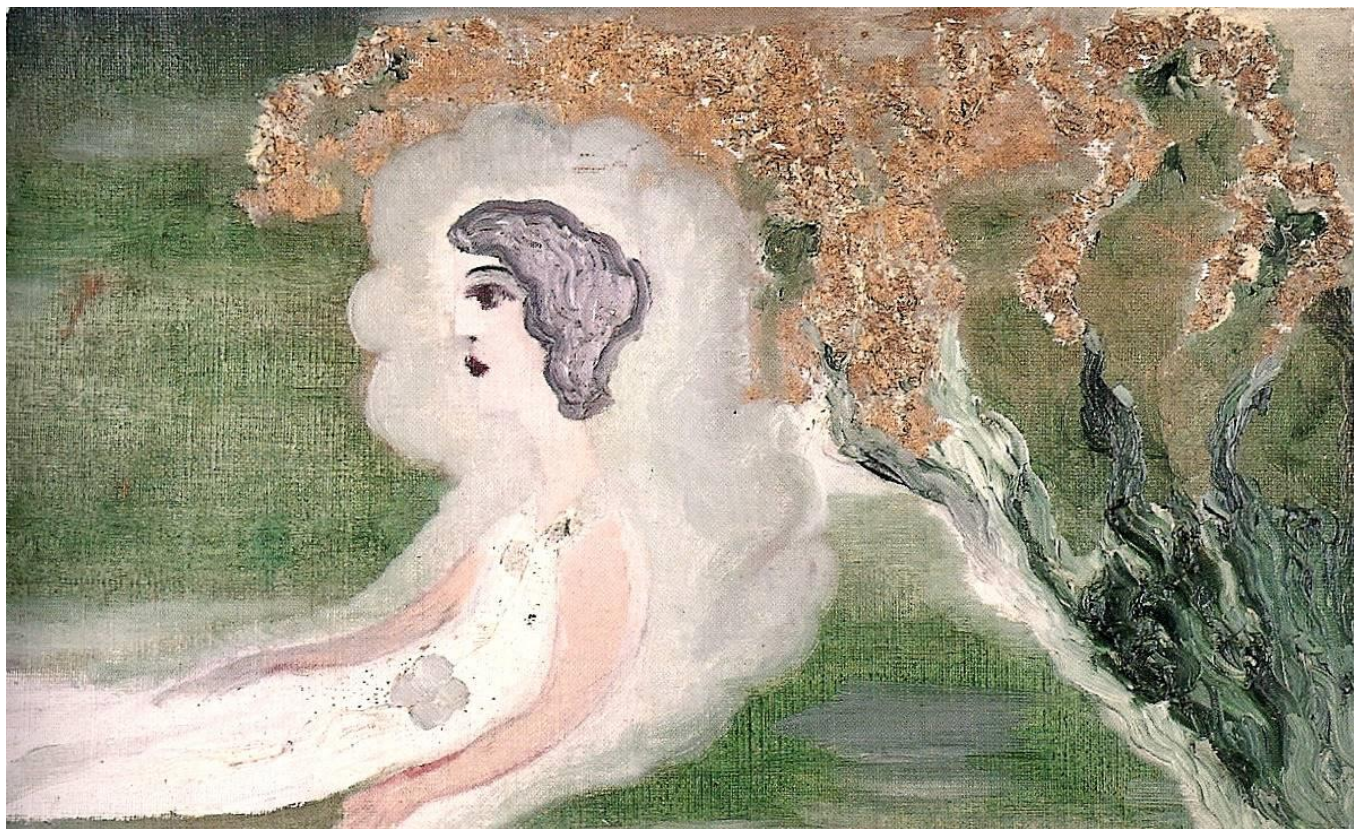
Prinzhorn Collection





Herman Beehle
1867
Manic-depressive
epilepsy
"Untitled"



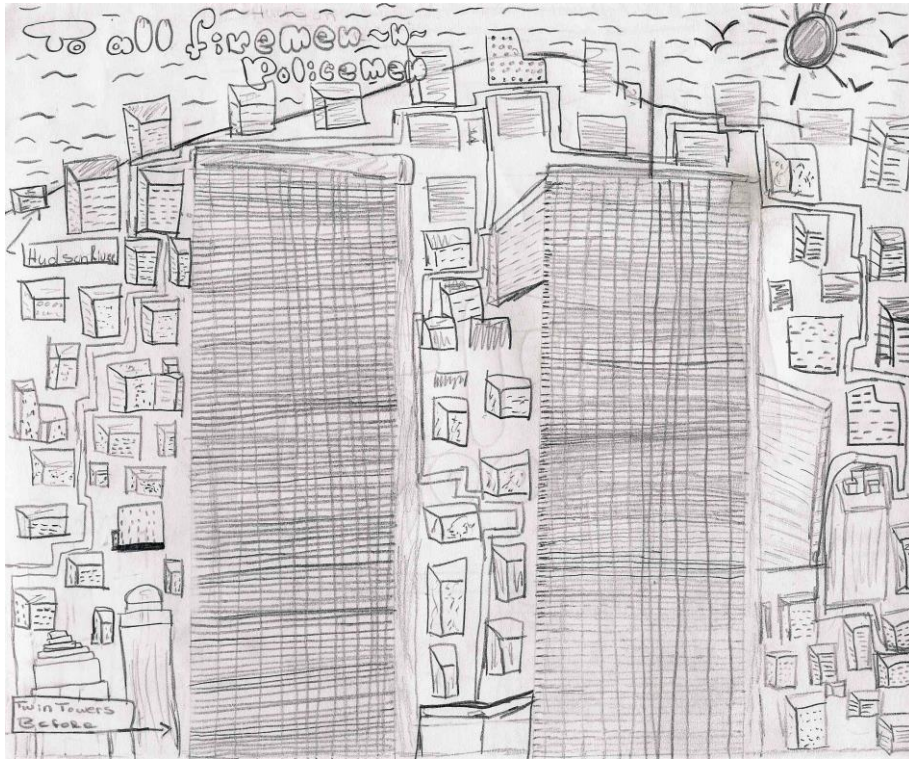


Else
Blankenhorn
Died 1921
Catatonia
"Untitled"





September 11, 2001



All creation is really a recreation of a once loved and once whole, but now lost and ruined object, a ruined internal world and self. It is when the world within is destroyed, when it is dead and loveless, when our loved ones are in fragments, and we ourselves in deep despair it is then that we must recreate our world anew, reassemble the pieces, infuse life into dead fragments, recreate life.

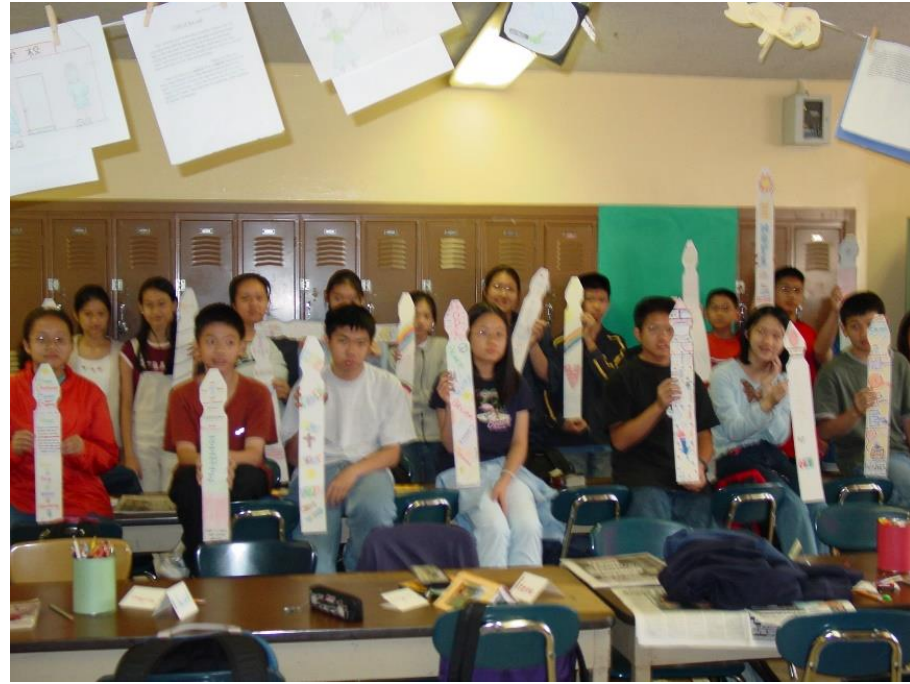
Hanna Segal



World Trade Center Children's Mural Project, New York City, 2002







Garden of Peace

First Anniversary, 2002





October 29, 2012 Superstorm Sandy

Fall/ Winter 2012 Rockaway Beach, NY





STANDING TALL WORKSHOPS
PS 124
CHINATOWN, NYC





THE RUBIN

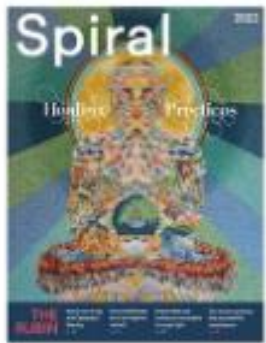
- Visit
- Exhibitions and Programs
- Exhibitions
- Programs
- Series
- Itineraries
- Project Himalayan Art
- Mandala Lab
- Collection
- Spiral Magazine
- Watch & Listen
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HEALING PRACTICES
 STORIES FROM HIMALAYAN
 AMERICANS

ON VIEW
 MARCH 18, 2022 – JANUARY 16, 2023

Introduction
 Related Content
 Exhibition Resources
 Related Events
 #healingpractices





Workshops for Teen Survivors of Gun Violence



Workshops for Asylum-Seeking Families

NYU | STEINHARDT

CREATIVE KITCHEN



CREATIVE KITCHEN

A Collaboration of the
Department of Art and Art Professions
and Department of Nutrition and Food Studies

BAKED OATMEAL CUPS

Servings: 06
Preparation time: 10 minutes
Cook time: 30 minutes
Total time: 40 minutes
Oven Temperature: 375°F

These baked oatmeal cups taste great with a spoonful of peanut butter or yogurt on top! Leftovers can be stored in an airtight container in the fridge for 3-5 days. You can reheat in the microwave before serving.

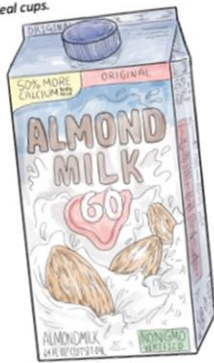
Ingredients

- 2.5 cups rolled oats
- 1 tsp cinnamon
- 1 tsp baking powder
- ½ tsp salt
- 2 overripe bananas, mashed
- 1 cup milk or almond milk
- 2 eggs
- 2 tsp vanilla extract
- ¼ cup fresh or frozen blueberries

Directions

- Preheat oven to 375 degrees and grease a muffin tin
- In a large mixing bowl, combine rolled oats, cinnamon, baking powder, and salt.
- Stir in mashed bananas until thoroughly mixed.
- In a smaller bowl combine the milk, vanilla extract, and eggs.
- Add the wet ingredients to the oat mixture and combine well
- Fold in the frozen blueberries.
- Scoop mixture into the muffin tin and bake for 18-22 minutes, until the tops are golden brown.
- Makes 12 oatmeal cups.

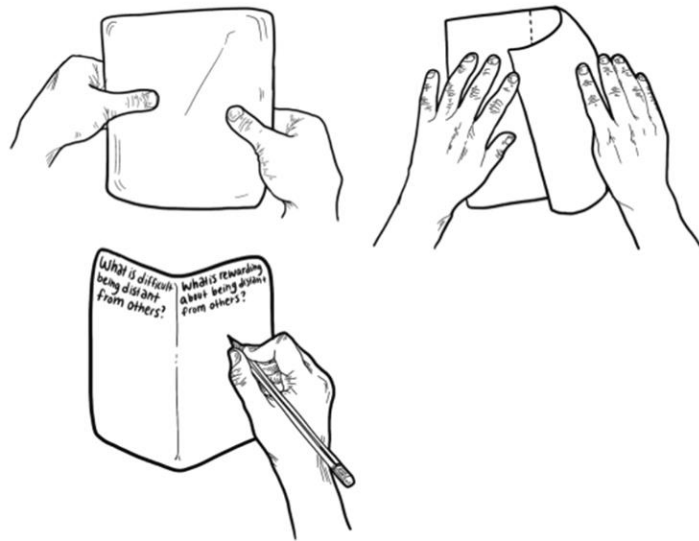
Baking powder is introduced in a recipe to make it lighter. Making something lighter is generally associated with positivity. It is helpful in difficult times to not think of negative things you wish you could take away, but instead to focus on positive things you can add. What is something positive you can add to your life?



POLARITY DRAWINGS

When crises happen, our responses are very intense. It can be helpful to reflect on the positive and negative outcomes of this pandemic. Art Therapist Shirley Riley (1999) introduced the idea of "polarity" drawings to help us at different aspects of an issue. Spend time thinking about "What is difficult about being distant from others?" and "What is rewarding about being distant from others?"

Take a piece of paper. Fold it half. Write one question on each side. Use free writing or quick drawings to help organize your responses. Jot down all that comes to mind without censoring your expression.





Art Well Residency

Empower your journey to wellness with creativity

- Join Artists and Art Therapists to engage in art-making for a FREE 10-week Artist Residency at New York University.
- Sessions are held on Fridays, March 17th through May 19th. Studios are open from 10 am to 3 pm each week. Stay for as little or much time as you like.
- All materials are provided.
- Participants, ages 18 and older at all levels of artistic experience are welcomed.
- These sessions are designed for those whose lives have been challenged by chronic disease or acute illness.
- Sessions held at:
NYU Steinhardt
Barney Building
34 Stuyvesant Street
New York, NY 10003
- Applications can be found here:

<https://forms.gle/S97ecPvbyn1UssCM8>

FOR MORE INFORMATION, PLEASE CONTACT:
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M63397@NYU.EDU

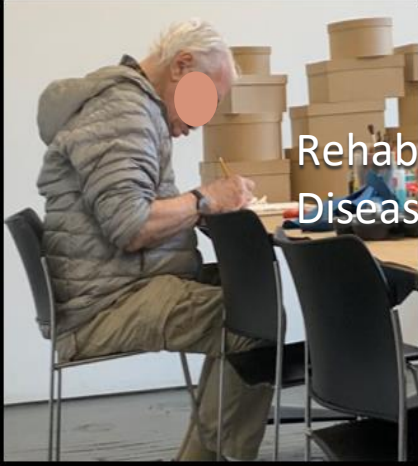




Big Ron



Rehabilitative Benefits of Art Therapy for People with Parkinson's Disease: A BioMarker Study with NYU Langone





walking the dog











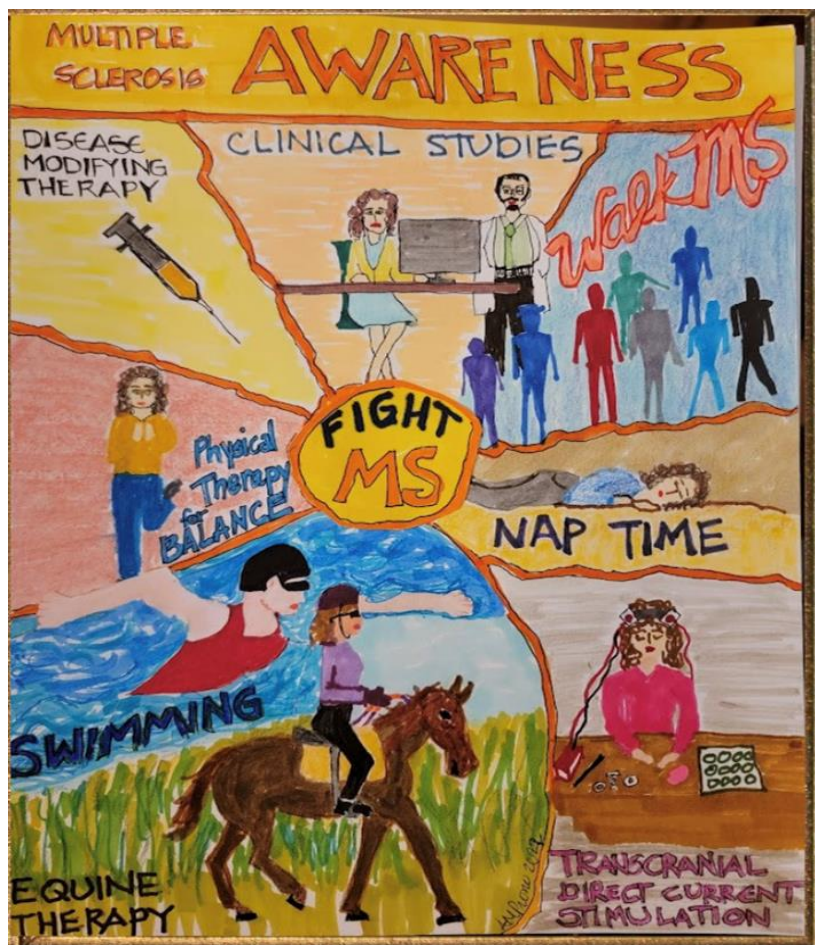






Exhibition for Patients with Multiple Sclerosis







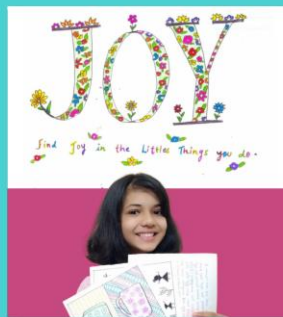


Art Therapy Internship in Bolivia



I am now better at motivating myself to "get through it"!

SAVANNAH
USA



When I said Joy, I meant happiness. During the lockdown, I wished my family happiness because it was a difficult moment for all of us. Being joyful and sharing it with others, especially with my family, strengthened our link and helped us stay together.

JHANKAR
INDIA



I am Now super into the song of UltraMan. I want to become the embodiment of justice.

YUHENG
CHINA



I am now working out more.

STEVEN
USA



I am Now more focused when I'm doing things.

ZITONG
USA



I learned how to count to 3 and feel better when I am nervous.

VALENTINA
USA



Ora sono forte e felice.

ELEONORA
ITALY



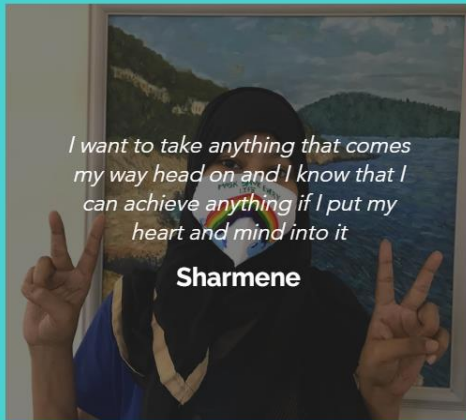
I am Now braver.

HAOYUE
CHINA



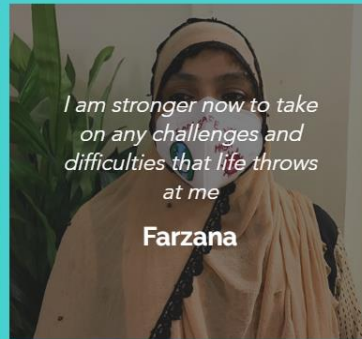
Nothing can break me and I shall give everything I do ahead with my best effort. I am striving to be the best version of me

Anusaya



I want to take anything that comes my way head on and I know that I can achieve anything if I put my heart and mind into it

Sharmene



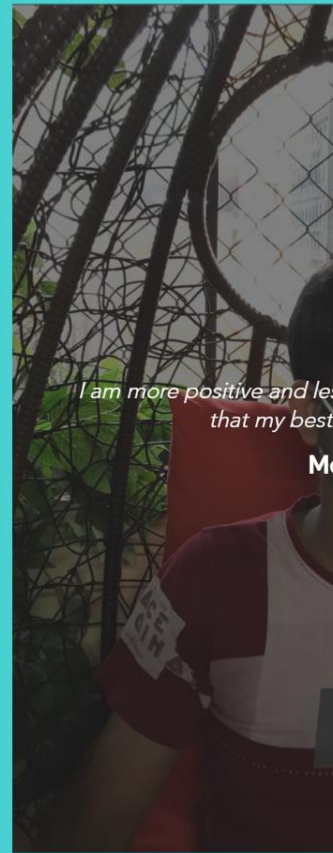
I am stronger now to take on any challenges and difficulties that life throws at me

Farzana



I am more open to change and learning new things as life never stops teaching new lessons

Dolly

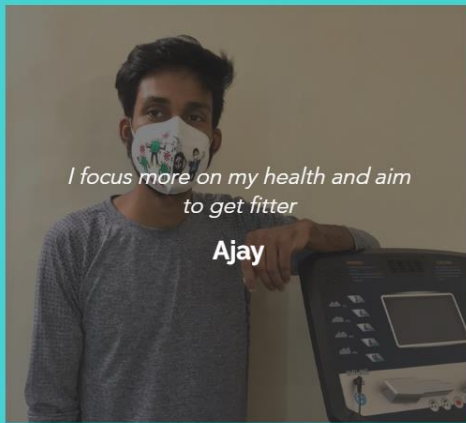


I am more positive and less that my best

M



I now value the time I spent with my loved ones and dont take anything for granted. I have learned to deal with my anxiety and can deal with stressful situations in a better manner



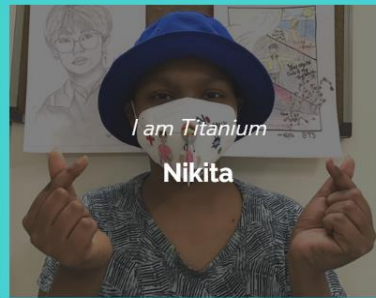
I focus more on my health and aim to get fitter

Ajay



I believe that there is no reason to be resentful and I have learned to forgive and let go of bad thoughts

Rani



I am Titanium

Nikita

THE PARACHUTE PROJECT

The Parachute Project is a global effort, built upon principles of art therapy and trauma recovery to validate the collective struggles of the pandemic and celebrate the potential for post-traumatic growth. The Parachute Project raised awareness of the community's experience of COVID-19 through art that is restorative, healing, and unifying across cultures and people. We celebrate our resilience through the effective practices of art therapy.

The Parachute Project, open to all, invited the community to upcycle their masks through artistry. Teachers, clinicians, advocates, and independent artists led over 1000 participants of all ages to reflect on the experiences of the pandemic and identify strengths or skills gained through their resilience. Photos of the artists wearing the masks created a mosaic of our brave, determined and reflective artists.

Upcycled masks from the pandemic were transformed through the benefits of art therapy principles. People around the world reflected on the past, identified strengths and created a collective to land safely in a growingly adverse world.

NYU STEINHARDT



Center for the Arts
Cooperating with Schools



The Courage to Create,
Rollo May (1994)

“...fully human only by his or her choices and his or her commitment to them. People attain worth and dignity by the multitude of decisions they make from day by day. These decisions require courage.”
(p. 14)



QUESTIONS?

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