

แนวทางการออกแบบโครงสร้างหลักสูตรกิจกรรมศิลปะจากแนวคิดศิลปะเพื่อการบำบัดในการส่งเสริมการเห็นคุณค่าในตนเองให้แก่เด็กที่ประสบปัญหาครอบครัว*

พิพัฒน์ อรุณเฑียร¹ ปรัชญพร วรรณันท์² ภูวนาท รัตนรังสิกุล³

¹ นักศึกษามหาบัณฑิต ภาควิชาศิลปะการออกแบบ คณะมัณฑนศิลป์ มหาวิทยาลัยศิลปากร

² นักศิลปะบำบัด

³ อาจารย์ประจำ คณะมัณฑนศิลป์ มหาวิทยาลัยศิลปากร

บทคัดย่อ

บทความนี้มีจุดประสงค์เพื่อนำเสนอการออกแบบแนวทางโครงสร้างหลักสูตรกิจกรรมศิลปะจากแนวคิดศิลปะเพื่อการบำบัดในการส่งเสริมการเห็นคุณค่าในตนเองให้แก่เด็กที่ประสบปัญหาครอบครัว เนื่องจากเด็กเหล่านี้ได้รับผลกระทบจากปัญหาครอบครัวในรูปแบบต่าง ๆ เช่น ความรุนแรงในครอบครัว ครอบครัวแตกแยก เป็นต้น ปัญหาครอบครัวส่งผลกระทบต่อทางจิตใจที่สะท้อนออกมาในรูปแบบลักษณะนิสัยและพฤติกรรมที่ไม่ถูกต้อง และนำไปสู่ปัญหาสังคมต่อไป ดังนั้นการคิดค้นหาหนทางในการแก้ไขพฤติกรรมเด็กเหล่านี้ควรได้รับการศึกษาในประเด็นที่เป็นการแก้ไขจากตัวเด็กเอง การเห็นคุณค่าในตนเองนั้นเป็นเสมือนกุญแจสำคัญในการยกระดับคุณค่าภายในจิตใจให้แก่เด็ก ๆ ในขณะที่ศิลปะเพื่อการบำบัดคือเครื่องมือค้นหาสิ่งที่ยึดมั่นอยู่ในจิตใจโดยไม่จำเป็นต้องพึ่งพากระบวนการทางจิตบำบัด ทั้งนี้เพื่อให้เด็กได้เปิดประตูจิตใจในการเติมเต็มความสุขด้วยหลักทฤษฎีจิตวิทยาเชิงบวก การพัฒนาโครงสร้างหลักสูตรแบ่งออกเป็น 4 ช่วงระยะได้แก่ ช่วงแนะนำ ช่วงความคิดในอดีต ช่วงความคิดในปัจจุบัน และช่วงความคิดในอนาคต ช่วงแนะนำจะเป็นระยะในการแนะนำแนวทางหลักสูตรให้กับผู้เข้าร่วมกิจกรรมโดยให้ผู้เข้าร่วมได้ปรับตนเองก่อน (ละลายพฤติกรรม) และเรียนรู้การทำกิจกรรมร่วมกันในกลุ่ม ช่วงความคิดในอดีตนำเสนอการสะท้อนภาพแห่งแรงบันดาลใจจากประสบการณ์และความทรงจำที่ประทับใจที่เกิดขึ้นในอดีตและนำเข้าสู่ช่วงความคิดในปัจจุบันที่ทำให้เกิดการคำนึงถึงคุณค่าในตนเองด้วยการระบุดูแลตัวเองของผู้เข้าร่วมกิจกรรม ขั้นตอนสุดท้าย ได้แก่ ช่วงความคิดในอนาคตกระตุ้นให้ผู้เข้าร่วมกิจกรรมได้ตั้งเป้าหมายในชีวิตและให้เห็นถึงความสามารถในการบรรลุเป้าหมายด้วยตนเอง หลักสูตรนี้ออกแบบให้หลีกเลี่ยงการหวาดคิดถึงบาดแผลภายในจิตใจของผู้เข้าร่วมกิจกรรม ผลกระทบทางจิตใจอันไม่พึงประสงค์ก็อาจจะเกิดขึ้นได้ระหว่างการเข้าร่วมหลักสูตร ผู้นำไปปรับใช้ไม่ควรละเลย ดังนั้นในการนำไปปรับใช้จริงในอนาคตควรจะได้รับการแนะนำจากผู้เชี่ยวชาญเฉพาะทาง เพื่อได้มาซึ่งผลลัพธ์ที่ตรงตามวัตถุประสงค์ต่อไป

คำสำคัญ: ศิลปะเพื่อการบำบัด/ คุณค่าในตนเอง/ เด็กที่ประสบปัญหาครอบครัว

Corresponding author: ภูวนาท รัตนรังสิกุล, อีเมล: pwart@mail.com, โทร: 034275030

Received: November 21, 2019; Revised: December 12, 2019; Accepted: 19 February, 2020

*วิทยานิพนธ์ปริญญาศิลปมหาบัณฑิต สาขาวิชาศิลปะการออกแบบ คณะมัณฑนศิลป์ มหาวิทยาลัยศิลปากร

Guideline of the Art Programming Structural Model Design to Enhance Self-Esteem in Dysfunctional Families' Children with Art as Therapy Concept*

Pipat Urakane¹, Prachayaporn Vorananta², Phuvanart Rattananungsikul³

¹ Master student in Design Art program, Faculty of Decorative Art, Silpakorn University

² Art Therapist

³ Lecturer, Faculty of Decorative Art, Silpakorn University

Abstract

This review article aims to present a feasibility guideline for the design of the model of the structure of the art program of art as therapy activities for self-esteem enhancing in children from dysfunctional families. As these children are suffered from dysfunctional family problem, i.e. domestic violence, the broken family problem which affects their mental condition and projected into possible disturbed characteristics and attitudes; these maybe later a cause of a social problem. Since unhealthy issues from this problem are arisen, and searching for an opportunity to flourish children sustainably should be accounted for promptly. Self-esteem is accounted to be an essential key to exalt these children to be valued spiritually. Whiles, art as therapy is considered to be a tool for detracting what hidden in mind without a need for the psychotherapy procedure in order to open their mind to a happiness fulfilment by positive psychology. The programming structure is segregated into four phases as a journey through the program, which are the introduction, past thinking, present thinking and future thinking. The introduction guided participants to the program by offering self-adjustment and working within a group. The past thinking presented a projection of inspired experiences and impressive memories that influences a self-values realization by identifying participants' strengths in the present thinking phase. Finally, the future thinking motivated the participants to set their life goals and the ability of achievement. The program was designed to avoid the reference of participants' trauma. However, the possibility of unpredictable affect can occur at any time during the program attendance, so directive supervision from specialists was needed for applying this structure to further utilization.

Keywords: Art as therapy / Self-esteem/ Children from dysfunctional families

Corresponding author: Assistant Professor Phuvanart Rattananungsikul, **Email:** pwart@mail.com, **Tel:** 034275030

*Thesis of Master of Fine Arts Design Arts, Faculty of Decorative Art, Silpakorn University

Introduction

The significance of a family as a fundamental unit in the global social system, including Thai society, the basis acts as a resource in terms of new quality members' production to society through providing love, warmth, care, and giving guidance in morality. Recently, the state of the family unit has been changing according to the adaptation of the external social context. This reformation includes the internal condition of the family, mental health leverage, and characterological patterns of family members, which sometimes initiate a divine circumscription of obligation and importance to the predicament in numerous families. This dispute is a foundation for the family problem, which leads to the nativity of the dysfunctional family. The family problem overwhelms a large scale of a dilemma because of producing new unqualified members to outer units even undeniably expands to undermining the national security. Thailand, in 2017, Pavena Foundation for Children and Women¹ officially reported the annual grievance acceptance, which was classified by type of grievances that showed family problems ranked at position 2 or 22.79% from a total of 8,567 cases altogether. An increasing rate supported this rank from 2015 to 2018

accounted by 2015 that reported the grievance upon family issues at 752 cases or 84.31% of growth from the previous year, 2016 that reported 1,603 cases or 113.16% of growth from year 2015, in 2017, as stated above, appeared to be augmented at 2,010 cases or 21.65% of growth from the previous yearly report, and in 2018 that reported 2,748 cases.

The most impacted member within this dysfunctional family problem is children who deserve to be well-taken care of and well-taught from family. Since these children suffered from problems within their families, they affected their mental condition and projected into possible fault characteristics and attitudes; these maybe later a cause of a widen social problem. Spielmann et al.² described driven factors in committing the offense for juveniles in Intrinsic Motivation towards Juvenile Delinquency research; the result can be concluded as two significant factors motivated children or juveniles to commit the offense. The first motive is a subjective factor or relevant factor of children-self, i.e., the motive is originated from the lack of self-satisfaction, negative experiences during childhood, ignorance, the failure of self-restraint, the deficiency of self-worth and self-esteem, and the insufficiency of life goals. While the other motive is an

objective factor or irrelevant factor from social matters that reasoned by the lack of acquisition of social adjustment from parental guidance, faulty influence from friends, family's economic status, and the imitation of inappropriate behavior. This review identified that these motivations mainly began from the dysfunctional family problem. Whiles, the statistical data of annual case report by Department of Juvenile Observation and Protection, Ministry of Justice³ informed the number of juvenile delinquency cases reached 30,356 cases in 2016; the figure categorized by characterization of residency stated that 18,401 cases or 60.62% were shockingly from broken families, in other words, dysfunctional family problem.

The writer has been aware of hazardous consequences from this problem toward family and foresaw an opportunity to enhance children from dysfunctional families sustainably. Self-Esteem should be brought to replenish what is needed and lacked for troubled children. Importantly, self-esteem acts as a spiritual immunizing agent to strengthen and to empower those who suffered under pressure from their homes. Wong-arsa⁴ (as cited in Kambhu Na Ayudhaya) explained self-esteem, which can be briefly narrated that self-esteem as from evaluation within ones'

self in ability and accomplishment also a realization of appreciation by others exalts them to be valued and increase confidence primarily raise their self-esteem automatically. Likewise, this supported by Thongyoo⁵, who also explained self-esteem in the academic journal Guideline for Developing Adolescent Self-Esteem Based on Self-Efficacy Theory, which can be summarized that eagerness from self-worth evaluation influence self-acceptance, positively self-realization, and be beneficial of others. The concept has a potential influence on problem prevention and confrontation for children and juveniles. The article, as well, advised a reason in order to develop self-esteem, saying that children's projection of the attitude toward self-concept, the most regarded factor is self-esteem, which plays a vital role in their expression. There are possibilities for them to be misguided by what they have experienced, so a progression of self-esteem should be considered to every child as the writer realized that self-esteem is a favorable tool for emotional adaptation and learning process for children, including promoting social skills. The characteristic of those who have been practicing self-worth and esteem will be able to confront problems, impediments,

difficulty, and disappointment in life. Moreover, self-esteem within, they assure bravely in their capability and lead them to achieve life goals.

Art as therapy acknowledged that art could detract what hidden in mind without a need for the psychotherapy procedure. Besides, art develops the mind in order to beatify children and promotes sensibility even reaches out to aesthetics, meticulousness, and creativity. This approach can be conveyed as art activities for children from dysfunctional families. Narkprasong⁶ mentioned the meaning of therapeutic art, which can be summarized that the procedure of study and psychopathic diagnosis matters by the use of art as a process and a tool. Since art is being a tool and a process will be conveyed as suitable series of activities to enhance a state of mental well-being. The structure of activities will be integrated sequentially from substances of arts to recreations, visual art elements and composition are brought into art as therapy program which is a combination of techniques, e.g., drawing, painting, molding, and collaging from various types of art supply; a facilitator should carefully monitor the activities. The writer adequately considered that the art as therapy activity programming structural design model in this review

should be recreational and amusing, and this should not affect negatively on children. Moreover, psychological hazard precaution will be sprinkled upon the collection in order to ensure that there should not be or be reduced any adverse risk accidentally occur during the participation. All the integration that will lead steadily toward a self-esteem enhancement for children from dysfunctional families.

Furthermore, the alternative knowledge from this review can be applied as a directive study for forthcoming studies of therapeutic art with children and juveniles. Ultimately, the model of art programming structural design will be covered by a roof of art as therapy and self-esteem which will melodize optimistic visions and perspectives for children with family problem toward life and self, to proudly face the world and to happily live one's life in the fresh air.

Objective

This article presents a guideline for the programming structural design model of art as therapy activities to enhance self-esteem in children from dysfunctional families.

Literature Review

Art as Therapy Concept

Botton and Armstrong⁷ described the significant role of art in Art as Therapy book that art acts as a powerful tool in promoting and increasing the efficiency of human which is more significant than what nature has been giving to humanity. Art also contains the power of compensation of naturalistic mental weakness. The concept states that art for art as therapy is a masterful tool for treatment, healing, and restoration human mind by the attribute of the art itself. Ulman⁸ also stated that art as therapy centers in improving mastery, building structure, and refining disturbance to enhance ego. Art as therapy has a fundamental principle that the method uses the power and characteristic of the art to encourage and nourish self-confidence by performing toward psychological creativity. The function of art as therapy defines as the form of corroboration and fulfillment, which is not playing the repetitive role of psychotherapy but to be a part of it.

Art as therapy focuses on the treatment by method and process that go beyond the formula of the regular psychiatry aspect. Nevertheless, the art as therapy methodology holds the interpretation and persuasion artistically. The artistic creativity generally assists in a

reinforcement of experience that is the process of therapy by applying art. This concept affirms the art can heal the human mind through art itself that the procedure of psychiatry and psychotherapy are nonessential. The concept has corresponded with Kramer⁹ (as cited in Bovornkitti) that the intention of using the word 'Art as Therapy' is to avoid the word 'Art Therapy' because Kramer purposed to making the art take the part of alternative treatment by artist that unrelated to psychiatrist or psychotherapist.

Theory of art as therapy is transference which communicates between participants and therapist through visual art. The expression of feeling, emotion, and contradiction will project visually by using art instead of verbal as a communicator media; with this media, participants can freely express their intention of the subconscious and unconscious mind. The theory emphasizes on the process of creation rather than focusing on art aesthetics and the projection of what hidden within an unconscious or a subconscious mind which sometimes cannot be communicated in other forms of expression. The theory aims to allow a person to understand what is hiding inside the mind and extends to self-adjustment, self-relaxation, emotional

and mind restoration while promoting positive energy. Bovornkitti¹⁰ concluded the art as therapy concept that the fundamental principle is a way to support self-confidence by utilizing artistic power to create a mental process beyond scientific rules with the readiness to work under pressure without any failure. The concept is recognized as therapeutic art only is a part of the therapeutic element as a complement or adherent, but this does not replace the psychotherapy.

Significance of Self-Esteem

Woolf et al.¹¹ defined 'self-esteem' in Webster's New Collegiate Dictionary as "a confidence and satisfaction in oneself". Coopersmith¹² also explained the definition of self-esteem that self-esteem is a consideration to assess the values by expression of feelings and attitudes in both positive and negative aspects. It is a judgement of ability, importance, success, and value, and can be demonstrated in the form of attitude toward oneself.

Self-esteem is a significant factor in life achievement; self-esteem or self-respecting is particularly effective for children, as children with low self-esteem will have a higher possibility to experience failure in life and success. Children must be encouraged to see their value. Self-esteem prepares an

intellect of proficiency and flexibility to favourably respond to life's challenge. This concept was supported by Berk¹³, who described that self-esteem is classified among the most essential features of self-development as evaluations of own proficiencies influence sensational experiences, future manners and lasting psychological arrangement. Self-esteem is widely recognized as an important component of adaptation in the concept of thinking, social, emotions and children's learning especially the development of child mental health because children who perceive themselves can deal with obstacles and accept feelings of disappointment. Children with self-confidence and adventurous personality gain the psychological well-being that will lead to the happiness of success and healthily growth. Children with higher self-esteem will have the opportunity to succeed in school than children with lower self-esteem because of a positive attitude toward the goals, being enthusiastic and able to think creatively, knowing of self-reliance, and having good interpersonal relations. Branden¹⁴ noted the significance of self-esteem in *How to Raise Your Self-Esteem* book which can be concluded that when a person with higher self-esteem prepares to face adversity in life even the more flexible a

person can be who contains more capacity to against the pressure to be despaired or defeated. Also, a person can work creatively, which shows a higher chance of success, and challenge to dream. He can create more than to break relationships because the same thing will draw together, like happiness attracts happiness. Besides, he is willing to treat others with compassion, kindness, and more friendly because he does not see them as threats because respecting themselves is the foundation of respect for others. Finally, he can be delightful in life.

Design of Art Program Structure

The structure of an art program in this article is designed as a model of guidance which can be applied as for creating a collection of art activity for children from dysfunctional families that their self-esteem level is considered to be raised under any circumstances. The structure includes of three concepts, i.e. the leading concept, the action concept, and the mood and tone concept.

The Leading Concept

The leading concept is a combination of the principles of self-esteem for children as the major path of a whole program. There are three main principles of self-esteem in the program design.

The first principle is self-concept which explained by Roger¹⁵ (as cited in Engler) that when children interact with the environment around them. Children learn about themselves also the society and the relationship they have with the outside world. The various experiences they have received are both good and bad. Self-concept is the result of a personal experience combining with the experiences they receive from interacting with the environment and individuals. Self-concept is based on the recognition of each individual's experience and the form of individuals that are different from their reality. These experiences have been evaluated by self and others.

The second principle is self-actualization which Roger¹⁶ (as cited in Burger) believed that everyone has a great nature from birth. If a person is able to grow as a human being should be, he will be filled with love and trust. Every person has a natural incentive to recognize his self-satisfaction and to fulfil his activities with full potential. The testament of this belief is that when a child is born, even if they have limited experience. Every child is curious, wants to experiment, wants to help themselves, wants to be independent. This possibility leads to achieving the self-actualization which a person needs to discover his real potentiality.

The last principle is self-determination considered as is one of the well-evolved motivation theories in psychology that promotes human motivation, personality development, and well-being. Ryan and Deci¹⁷ described the self-determination theory (SDT) that SDT is one of the studies involved individuals and what occurred during the execution of the social environment as a basis for predicting of behaviors and learning about the experiences and self-development.

From these three main principles of self-esteem bring to the next key-component to improve self-esteem. Self-awareness is the last jigsaw that fills up the gap of the leading concept of the program. Self-awareness is understanding

of feelings and the purpose of life, both short and long term, as well as the strengths and weaknesses of self without partiality. Johnson and Ferguson¹⁸ recommended increasing of self-awareness on an individual level are to identify personal preferences, values, and life purpose and creating a realistic appreciation of personal strengths and weaknesses. McKay and Fanning¹⁹ advised that assertions and visualizations are further recognition as practical tools to improve self-esteem. Also, Sanford & Donovan²⁰ suggested encouraging a variety of social supports is another main essential area of the program for raising self-esteem include informal networks of friends and formal support groups

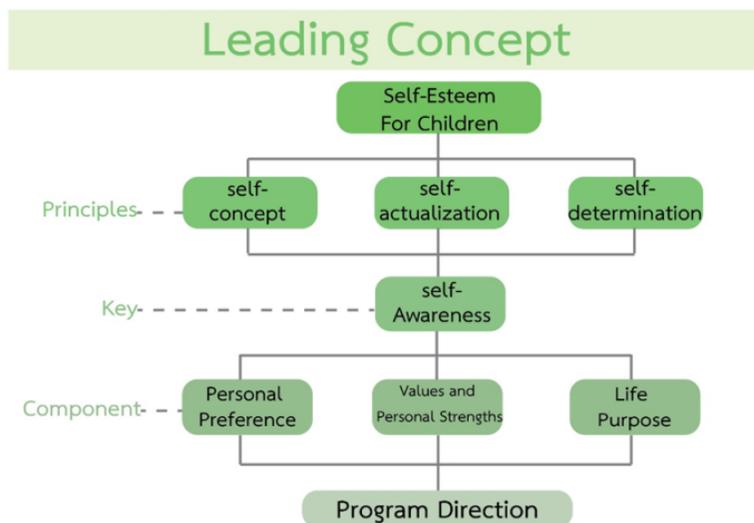


Figure 1: The structure of the leading concept

Created by Pipat Urakane

The Action Concept

The action concept is constructed from the art as therapy perception. First of all, an adaptation of the art as therapy concept is applied by the use of the power of art. Lane and Samuels²¹ revealed that however, each person's experiences were dissimilar, the bottom-line theme was similar. Each person started from a site of deep blackness, scare, or breakdown to a place where they met incandescent accomplishment. People narrated feeling actively alive and distorted.

According to the transformation, their soul came to be clearly revived and brightened. The response was that art heals by simplifying a divine experience that is profound and exquisite. The art as therapy perception can be conveyed to a directional formation of art activity within the program, namely drawing, painting, sculpting, decorating, or performing that communes with expression and intention through creativity and artworks. The aim of applying the power of art is to refresh mindsets through their profound illustration and then to rejuvenate the beauty and the luminous transcendence back to themselves.

Secondly, since the power of art in art as therapy perception is added into the action, a procedure should also be considered. Geldard and Geldard²²

offered the concepts of healing and strengthen the self-esteem of children are helping children to accept themselves, assisting children discover their value, and beliefs, and encouraging children to express their feelings, allowing children gain creative experiences. Also, the concepts extend to advising children realize their ability to set goals and solve problems, guiding children to experience working with others, and letting children to experience the success. The concepts are supported by Lawrence²³ who suggested characteristics of self-esteem enhancing activity which are trust activities, expression of feeling, positive feedback activities, and risk-taking exercise.

Moreover, supported data ought to be adding to the foundation of the action concept; the data is meant to reinforce a road map of proper and suitable program creation for the beneficial activity of participants. Interviewing is a tactfully way of gaining data. Besides, criteria need to be defined parallelly with questions including background, perspective, and life purpose. The interviewer must be aware that asking questions can deliver unexpected psychological impacts to participants from the dysfunctional family problem, impact reduction or precaution should be provisioned primarily.

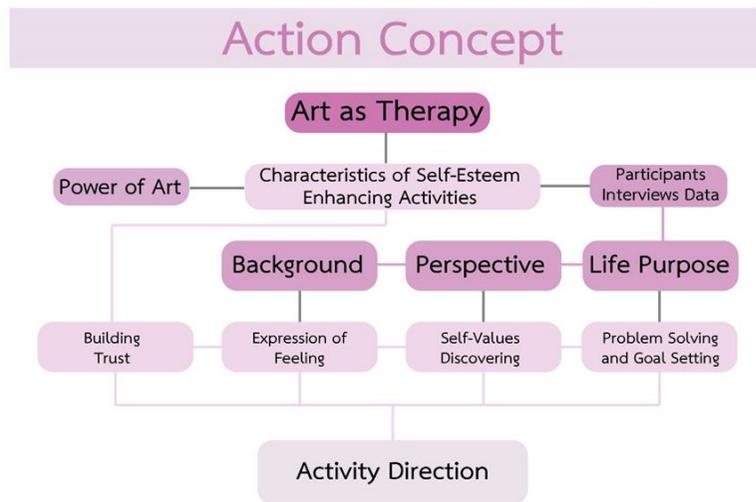


Figure 2: The structure of the action concept

Created by Pipat Urakane

The Mood and Tone Concept

In this concept, positive psychology is deliberated to be added to the program. Seligman²⁴ explained the importance of the positive psychology that the psychology aims to promote the healthy prosperity of individuals and societies, which gives a person a more pleasant and more prosperous life. Positive emotion is a kind of feeling and sensation that is caused by awareness through the cognitive function and experience that results in a positive and enriching a positive and enriching self-value to individuals, such as flow, hope, optimism, and happiness. Also, positive personal traits are the development of a great feature and strengths of individuals, such as positive characteristics and character strengths.

Further, Seligman²⁵ developed the "P.E.R.M.A." theory in the book titled "Flourish" that is the concept of developing happiness and well-being. An abbreviation contains five letters of components which are positive emotion, engagement, relationships, meaning, and accomplishments. Positive emotion is the feeling and mood that has a positive and beneficial effect to the individual, such as happiness, enjoyment, excitement, satisfaction, pride and amazement. Engagement is the feeling of enjoying the activities; the activities require skills that are challenging, but it is also possible that gives a fervent desire to accomplish. Relationships are senses of recognition from the surrounding society, whether it is about career, family or partner relationship. Meaning is a search for the

meaning of life and learning what is greater in order to keep trying to meet the goal. Accomplishments are making of achievement and expertise to reach the goal.

Besides, Seligman²⁶ advised the development techniques of happiness according to positive psychology concept in the book titled “Authentic Happiness and Well-Being” which are self-knowledge, hope, optimism, gratitude, and forgiveness. Self-knowledge is learning to understand the needs and goals of life in both the short-and-long-term, as well as understanding the strengths and weaknesses of oneself; this aims to set the goals of life appropriately. Hope is a person's internal motivation to believe and feel successful. Optimism is the sense of confidence and the great feeling to everything without giving up and striving to fight for success; this teaches how to look for great things around a person, to

record a scenario and to think of memorable experiences. Gratitude is the recognition of the positive and grateful experiences to the person who made positive experiences happen; this makes both a giver and a receiver happy and thankful. Forgiveness is the ideas and the willingness to abandon the offensive; this adjusts the perspective of considering the problems, and then think about the good things one has done. McCullough, Emmons and Tsang²⁷ pointed out that the perceived virtues help to raise awareness of the feelings for others and affect the behavior by generating well-being in life, in particular, psychological welfare which is one of the key components of mental health. This review article received ethical approval number is COE 62.2911-049 on November 29th, 2019 by The Silpakorn University Ethics Committee in human research.

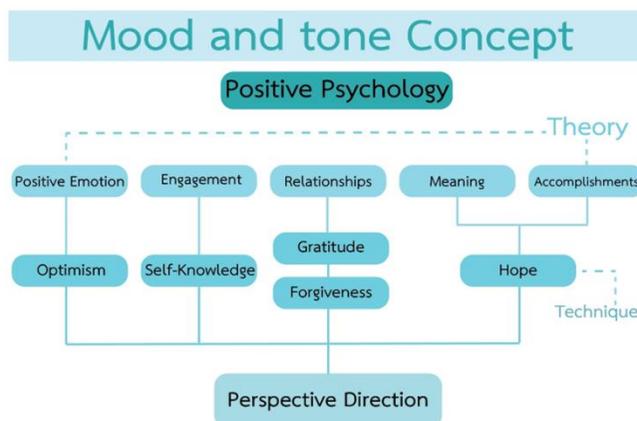


Figure 3: The structure of the mood and tone concept
Created by Pipat Urakane

The Art Programming Structural Model

Since the leading concept, the action concept, and the mood and tone concept are determined into the program. The structural collection of activities will be divided into four phases which are the introduction, past thinking, present thinking, and future thinking,

respectively. The objective of phases separation is to create a journey through the program, which is a creative way to deliver each principle and perception of concepts. As there are many principles and perceptions from each concept, management must be performed by the grouping in order to categorize them.

Table 1: The grouping of principles and perceptions

	Introduction	Past Thinking	Present Thinking	Future Thinking
Leading Concept	Social Support	Personal Preference	Values and Personal Strengths	Life Purpose
Action Concept	Building Trust	Expression of Feeling	Self-Values Discovering	Problem Solving and Goal Setting
Mood and Tone Concept	Optimism	Gratitude and Forgiveness	Self-Knowledge	Hope

The introduction phase includes of ice-breaking theme and group dynamics building theme. The ice-breaking theme is the beginning of the journey that plays as a warm-up role so that participants will have an opportunity to express themselves, to get to know group members, to learn to relax, to reduce prejudice, feeling of anxious, and insecurity, and to reveal himself to the group. The group dynamics building theme aims to encourage support within the group, which is another primary essential mechanism of the program for raising self-esteem.

Past thinking phase is served by “Who Inspired You?” theme. This theme is a way to melt the iceberg of participants positively. Children from

dysfunctional families generally have unpleasant memories of their pasts; some of them periodically feel suffered, lost and wandered. The ‘who Inspired You?’ theme will allow children to recall memorable remembrances and good experiences which they may forget. Inspiration is brought into this phase for pointing out that the past experiences have a positive power to them. Personal preference and expression of feeling will be a method to clarify their minds in order to open up for the intervention. The adaptation of gratitude and forgiveness intends to allow participants to recognize their positive and grateful experiences before moving on to the next phase.

Present thinking phase underlies “Are You Finding Your Strengths?” theme. According to self-esteem enhancement, participants should learn to realize their abilities and strengths, which are personal treasures. This theme will show how special they are and what they already have in themselves. Participants from troubled families sometimes feel unwanted, overlooked, and eventually lack of self-values. The theme will guide them to look back into themselves to perceive their substantial parts and see their weak points. Since self-knowledge orders to set the purposes of life properly, values and personal strengths can be a touchpoint tool to themselves as mentioned. Recognition of self-values will lighten them up to see a shining opportunity for the next phase.

Future thinking introduced “What Will Be Your Happiness?” theme. The phase acts as an epilogue of the program, which will take the participants to establish their ambitions of happiness. Children from unsettled families occasionally feel insecure about their destiny, so this phase will lead them to see themselves in future exhilaration. Life purpose from self-awareness and problem solving and goal setting in the characteristic of self-esteem enhancement activity perfectly match the hope technique in positive psychology that will ensure that their strengths can reach their goals of inspired

happiness as the harmonious definition of self-esteem. The phase will end the program by leaving the participants to identify themselves as healthy, optimistic, and capable people.

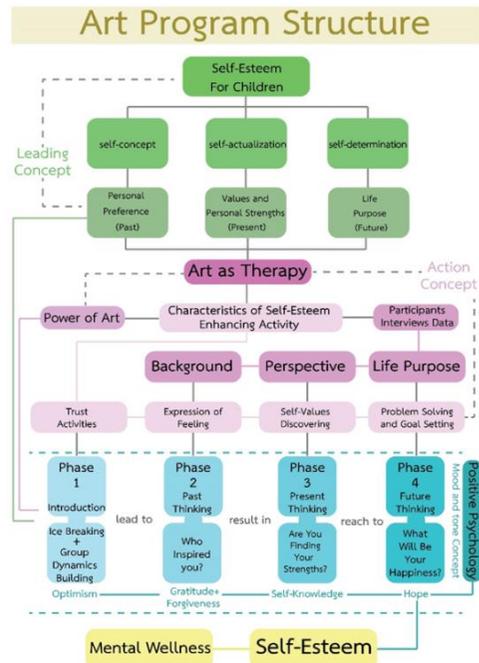


Figure 4: The structure of the program
Created by Pipat Urakane

Conclusions

The model of art program structure is designed to take a journey from the beginning to the end by deliberative applying principles and perceptions of self-esteem and art as therapy with the implementation of the positive psychology technique. The structure is divided into four phases which are the introduction, past thinking, present thinking and future thinking. The introduction phase focuses on ice-breaking and group dynamic that leads

to the past thinking which intends to accredit the recollection of impressive memories. Whiles, the present thinking phase concentrates on self-values by discovering strengths and talented gifts within the participants beneficial to reach to the future thinking phase that guide them to set their life ambitions and the capability to accomplish. Even though the function of the program abstains from the reference of participants' trauma and gives precedence to the unforeseen risk and unpredictable negative affect; the utilization of the structure must be carefully applied under the supervision of counsellors. The author sincerely hopes that this model of art as therapy programming structure will be able to navigate those who willing to illuminate the light and to bring hope and dream to dysfunctional family deteriorated children for them to be shiny and bright as they are deserved to be.

References

1. Pavena Foundation for Children and Women. Statistics for receiving complaints and requesting for help in any issues [Internet]. Pathum Thani: The Foundation; 2000 [cited 2019 Oct 24]. Available from: <https://pavenafoundation.or.th>
2. Spielmann CS, Tejagupta C, Kaewringam N, Bannatham R, Suwannanon A, Tansuwannond J. Intrinsic motivation towards juvenile delinquency [research]; National Council On Social Welfare Of Thailand; 2010. (In Thai).
3. Department of Juvenile Observation and Protection, Ministry of Justice. The number of juvenile delinquencies: categorized by characterization of residency [Internet]. Bangkok: The Department; 2012 [cited 2019 Oct 24]. Available from: <http://www.djop.go.th>
4. Kambhu Na Ayudhaya D. Effect of art therapy for groups on self-esteem of children aged nine to eleven [dissertation]. Bangkok: Chulalongkorn University; 2007. (In Thai).
5. Thongyoo D. Guideline for developing adolescent self-esteem based on self-efficacy theory. Valaya Alongkorn Review 2014;4:179. (In Thai).
6. Narkprasong P. The effects of art activities in the mathematic lessons as to increase attentive behavior for the adhd child [dissertation]. Bangkok: Silpakorn University; 2005. (In Thai).
7. Botton A, Armstrong J. Art as therapy. London: Phaidon Press; 2013.
8. Ulman E. Variations on a Freudian theme: three art therapy theorists. The American Journal of Art Therapy 1986;24:139-141.
9. Bovornkitti L. Synopsis of art therapy. Bangkok: Bangkok Wetchasan; 2010. (In Thai).
10. Bovornkitti L. Art as therapy collected paper. Bangkok: Bangkok Wetchasan; 2009. (In Thai).
11. Woolf HB, Artin E, Crawford FS, Gilman EW, Kay MW, Pease Jr RW, et al. Webster's new collegiate dictionary. Springfield (MA): G. & C. Merriam; 1976.

12. Coopersmith S. The antecedent of self-esteem. 2nd ed. California: Consulting Psychologist Press; 1981.
13. Berk L. Infants, children and adolescents. 2nd ed. Needham Heights (MA): Simon & Schuster; 1996.
14. Branden N. Six pillars of self-esteem. New York: Bantam; 1994.
15. Engler B. Personality theories. 5th ed. Boston: Houghton Mifflin; 1999.
16. Burger MJ. Personality. 2nd ed. California: Thomson Wadsworth; 2004.
17. Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist* 2000;55:68-72.
18. Johnson K, Ferguson T. Trusting ourselves: the sourcebook on psychology for women. New York: The Atlantic Monthly Press; 1990.
19. McKay M, Fanning P. Self-esteem. New York: MJF Books; 1987.
20. Sanford LT, Donovan ME. Women and self-esteem. St. Paul: Penguin Books; 1984.
21. Lane MR, Samuels M. Healing with the arts. New York: Atria Books; 2013.
22. Geldard K, Geldard D. Working with children in groups. New York: Palgrave; 2001.
23. Lawrence D. Enhancing self-esteem in the classroom. London: Paul Chapman; 1988.
24. Seligman ME. Positive psychology: an introduction. *American Psychologist* 2000;55:4-14.
25. Seligman ME. Flourish: a visionary new understanding of happiness and well-being. New York: Atria Books; 2011.
26. Seligman ME. Authentic happiness and well-being. New York: Free Press; 2002.
27. McCullough ME, Emmons RA, Tsang JA. The grateful disposition: A conceptual and empirical topography. *Journal of Psychology and Social Psychology* 2002;82:112-127.