



AGS 2022 Commencement Ceremony image designed by Erin Rafferty-Bugher, Associate Professor, Art Therapy program.

Adler Graduate School Newsletter

Fall 2022

Adler Graduate School Commencement

On Saturday, September 17, 2022, Adler Graduate School honored Class of 2022 graduates with a ceremony at Eagle Ridge Academy.



*Faculty Speaker
Dr. Rashida Fisher*

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*Commencement Speaker
Katharine Gelecinskyj, MA*



Adler Graduate School Board and Faculty



Class of 2022 Commencement Ceremony Attendees

President's Message

Dr. Solange Ribeiro

Hello Adler Graduate School community,

Much has happened at Adler Graduate School since our Spring newsletter was published. As announced, Dr. Jeff Allen retired in May, and I was instated as Interim President for the 2022-23 academic year. This will allow the School to continue to operate according to the systems implemented in the last four years and will give us time to search for a permanent President who shares our values, believes in shared leadership, and has the characteristics and drive to support our mission.

Talking about our mission, framed by our values of providing quality education grounded on Adlerian principles and respect for diversity, I am excited to report that the Counseling program received 8-year accreditation from CACREP (the maximum accreditation period offered by CACREP), ending in October 2030. This means that graduates from CMHC, CODAC, or MCFC specialties who graduated after July 9, 2020, are considered to have graduated from a CACREP-accredited program, which opens doors to working with the military population and veterans' administration, as well as to nationwide license portability. Congratulations to all who participated in the accreditation process!

As we continue to strive toward preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging with the individuals, families, and the culturally diverse communities they serve, faculty, staff, and members of the Board of Directors participated in a strategic planning day on September 16th. The process included examining the progress made in the last four years, establishing new strategic goals, and creating plans of action for continuous development. I am happy to report that re-opening admissions to the school counseling specialty in Fall 2023 was one of the short-term goals identified. To this end, we are starting to prepare to apply for CACREP accreditation for the School Counseling specialty and are seeking to recruit a doctoral level counselor educator who holds a school counselor professional identity.

As you can see, we have had a productive Summer term. I welcome everyone back to what I hope will be a highly engaged and equally positive Fall term!



Faculty Spotlight:

Dr. Thomas Watson, LPC, NCC, CPCS



What is your position at AGS?

I'm happy to be joining the AGS family to serve as Associate Professor and Student Advisor.

Tell us a little about your background.

My first recollections of life are of living on the Portuguese Azorean Island of Terceira. My father was a career U.S. Air Force officer, and our family began an accompanied tour there when I was a little over 2 years old. There were no children my age in the neighborhood, so while my three older sisters attended school each day, my mother and I would play records and the radio while completing daily chores. So, early in life, I began to appreciate music. I have always felt fortunate about my upbringing in a military family because of both the future possibilities it opened up in my life and because of the appreciation for diversity instilled within me by my parents and the families with whom I interacted.

Later, I would become interested in the expressive arts. After appearing in numerous theatrical productions in high school, I received an acting scholarship to Birmingham-Southern College. Subsequently, I auditioned for and was accepted into the theatre program at the American Academy of Dramatic Arts/West. This led to eventually earning a BA degree in Communications from Georgia State University with a film production concentration. I worked in professional theatre, film and television production, and started my own media music licensing business. Because of my knowledge of recorded music, dating back to my time in the Azores, I was asked to serve as Music Producer for the Peabody Award-winning radio documentary series *Will the Circle Be Unbroken: A History of the Civil Rights Movement in Five Southern Communities* and the *Music of Those Times*, produced by Atlanta's Southern Regional Council and George King & Associates. Although I enjoyed my media production career, I wanted to pursue another goal of becoming a helping professional and giving a little back to military personnel and their families.

I earned my MA in Professional Counseling from Argosy University-Atlanta and served as College Counselor, Outreach Coordinator, and Liaison to Returning Combat and Military Students at The Art Institute of Atlanta. During that time, I served on the Board of Directors of the Licensed Professional Counselors Association of Georgia and completed Georgia LPC licensure requirements. While earning my EdD in Counselor Education & Supervision from Argosy-Atlanta, I worked with the contracted U.S. Marine Corps Reserve Psychological Health Outreach Program, providing suicide prevention briefings and outreach services to Marine Reservists and their families. This led to my interest in becoming involved with the American Counseling Association's (ACA) Military & Government Counseling Association (MGCA) division. After being appointed as a Board Director, I served two terms as President of MGCA on a national level. Once I completed my CES degree, I was hired as Core Faculty at Argosy-Atlanta. During my tenure with MGCA, the MGCA Board approved the Exemplary Practices for Military Populations for counselors. While MGCA President, I also appointed a task force to review and generate best practices for providing counseling services to first responders. The result is the *Best Practices for Counseling First Responder Populations*. I have been honored to receive several awards that include a team win of Serco's Regional and Global Pulse Awards for Impact in outreach to service members and their families, and ACA's 2019 National Counselor Educator Advocacy Award. In 2019, I relocated from the Atlanta area to Savannah, Georgia where I served as Associate Professor, Program Director, Program Chair, and Interim Clinical Director at South University. In addition to my LPC licensure in Georgia, I have held an LPC license in Alabama (currently inactive), am a National Certified Counselor, and a Certified Professional Counselor Supervisor in Georgia. I have professionally presented on the local, state, and national levels on military, LGBTQ+, and clinical supervision issues, and currently serve on the ACA of Georgia Leadership Council.

Thus far, what do you like best about AGS culture?

I feel so fortunate to have started my online and hybrid teaching appointment at AGS right before the annual strategic planning meeting. This gave me the opportunity to interact with faculty, staff, and AGS Board Members face-to-face. I also experienced the AGS Class of 2022 Graduation Commencement which celebrated the outstanding accomplishments of AGS students! My virtual connections prior to my trip to Minnesota, and then the opportunity to meet everyone in person, resulted in a sense of personal belonging and an authentic desire to contribute the knowledge I have to support the mission of AGS. Being involved with AGS experts in the areas of expressive arts, art therapy, and counseling specialties . . . What more could a person with my background ask for? It is as if everything has come together based on those long ago future opportunities with still more to come. From an instructional perspective, my goal is to guide students through their inevitable process of change as they complete their counseling/therapy programs to learn to assist others with their own change process.

What's one fun or unique fact about you?

Going back to my love of recorded music, I find a lot of joy and actual therapeutic value in repairing and restoring vintage record players from the 50s, 60s, and 70s.

An EST for IP: Behavioral Activation

Dr. Rocky Garrison

Behavioral activation (BA) is a manualized (Dimidjian, et al., 2021; Lejuez, et al., 2011), structured, and idiographic treatment process that can be used for increasing adaptive, high Gemeinschaftsgefühl (GSG) behaviors, decreasing low GSG behaviors, and adopting a more horizontal line of movement. It was originally designed to increase pleasant events in the lives of depressed clients but has been applied to a variety of clients and behaviors. It is an empirically supported treatment that echoes Adler's (2013/1930) formulation of psychotherapy as meant "... to develop behavior on the useful side and to establish in general a useful attitude towards life and society" (p. 40). It should be considered as an intervention in an IP evidence based practice.

The EST. The BA intervention has two steps: (1) specifying a behavior to be increased and (2) systematically monitoring the frequency that the client engages in the selected behavior. The BA Manual (Lejuez, et al., 2011) uses the Daily Activity Record and a Life Areas Values and Activities interview to identify possible activities. Target activities can also be collaboratively identified in the goal setting process (Cooper, 2015) and the style of living interview (Powers & Griffith, 2012). The Behavioral Activation for Depression Scale (BADS, Kanter, et al., 2007) provides a sample of possible activities related to depression. Target activities must be defined clearly enough for the client to be able to say that they happened or did not happen.

The BA Manual lists all identified potential activities on the Activity Ranking Sheet, and each activity is then rated by the client from 1 – 10 on both difficulty and importance, a collaborative way of determining the order in which the activities will be addressed in therapy. Two or three activities are selected for the upcoming week. Once an activity is agreed upon, the client is asked to identify one or more people who may be able to help with the activity. The process of selecting and defining an activity becomes encouraging when the therapist and client agree on the rationale for the treatment and collaborate in the process for each activity, and when the activity engages the client in a respectful, egalitarian, and horizontal connection with their environment (Adler, 2004).

The BA manual uses a Weekly Report Form for the client to record the frequency of identified activities for each day. A daily mood rating can also be included if that is relevant to the goals of treatment.

Activity	M	Tu	W	Th	F	Sa	Su
Mood Rating (1 (low) – 10 (excellent))							

This Weekly Report Form is reviewed during each subsequent session. This provides the therapist an opportunity to be encouraging of specific successes and explore difficulties with the activity. Activities can be continued for the coming week or replaced with others from the Activity Ranking Sheet

Empirical Support. Three meta-analyses (Cuijpers, Van Straten, & Warmerdam, 2007; Ekers, Richards, & Gilbody, 2008; Mazzucchelli, Kane, & Rees, 2009) found highly significant effects sizes for depressed clients. A meta-analysis (Stein, et al., 2021) found similar effects size for reducing symptoms of depression and anxiety. Kanter, et al., (2010) reviewed the research on specific BA techniques, finding significant support for activity monitoring as a standalone intervention. Huguet, et al. (2018) found mixed results for internet-based BA.

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In Memoriam: Jason Clopton

The AGS community regrettably announces the passing of Jason Clopton. Jason passed away August 19, 2022, after a two-year battle with a rare form of cancer called Acute Lymphoblastic Leukemia (ALL).

Jason, an Adler Graduate School student, was known as the Teen Whisperer and hosted a podcast of the same name. Jason was noted for his ability to connect with and support teenagers in a safe and nonjudgmental manner.

Jason's work was featured in the media, including a [Star Tribune](#) article and a [Kare 11 video](#) with his family.

Jason's degree was awarded posthumously at the AGS Commencement Ceremony held on September 17, 2022. His wife Maria accepted the degree on his behalf.

The AGS community mourns Jason's loss.



Jason Clopton, MA



A memorial for Jason at the AGS Commencement Ceremony.

In Memoriam: Dr. Richard Watts

The AGS community regrettably announces the passing of Dr. Richard Watts. Dr. Watts passed away September 2, 2022, after more than two years battling glioblastoma, a brain cancer. He is survived by his wife Cheryl and son Will.

Dr. Watts was a key figure in Adlerian psychology, a former member of the AGS Board of Directors, and a noted educator and presenter.

Our condolences go out to his family.



Dr. Richard Watts

AGS Community Updates

The AGS Student Development Hub (The Hub) is committed to providing resources and developmental support through meaningful connections within our global Adlerian community. Available services and activities include: AGS Community in Action, Career Services, Holistic Wellness, Learning Accommodations (ADA), Library and Writing Center, Social Interest in Action, and Technology.

<https://alfredadler.edu/services/student-development-hub>



Support. Community. Resources.

The Hub sponsored a **HubTalk** series, Job Search September, on topics including Resume Basics, Interviewing Skills, Networking, and Building a Professional Counseling Practice. Access select recordings through the Hub Resources area on Moodle.

Kintsugi Process Workshop

The Art Therapy Studio, in conjunction with the Minnesota Art Therapy Association, recently hosted a Kintsugi Process Workshop. This process is the Japanese art of repairing broken pottery. It encourages the embracing of imperfection while celebrating brokenness and resiliency. We had 21 participants including AGS students, alumni, faculty, and participants from the Interact Center for the Visual and Performing Arts. The completed works will be donated to fundraising efforts for the MNATA and AGS Art Therapy student scholarship.

If this sounds like a fun and engaging process, please join us for a second workshop on Saturday, October 29 from 10am - 1pm in the Art Therapy Studio. This is a no cost, family friendly event.



"The staff from Interact and our artists thoroughly enjoyed the destruction/construction process, and it was nice to be able to finish a couple of projects within the span of the workshop. Your colleagues and the other participants were very accommodating, and I think this made for a lively environment." (J.J. workshop participant)



AGS Community Updates

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AGS Alumni Association

Hi Alumni,

Now that we are partially back on campus, we are looking for suggestions from you. Would you like an on-campus reunion? Vaccinations will be required. We are restarting the work for a silent auction fundraiser sometime in May, which will be on campus and online. We could use donations of items and help with this project, which was put on hold because of COVID.

Any suggestions you have for alumni events would be greatly appreciated. We are also thinking about a movie night discussion. We welcome your thoughts!

Please join our Tuesday Lunch Forums when you are available, and come to us for those last-minute CEs. We are offering workshops through December. For a list of upcoming events, go to: <https://www.alfredadler.edu/events>.

Ev Haas,
Director of Alumni Relations

Faculty Updates

Dr. Bre Cahoy was appointed Chair of the New Professionals Commission for the Minnesota College Personnel Association State Division of ACPA: College Student Educators International.



MINNESOTA
College Personnel Association
A state division of ACPA - College Student Educators International

Becky Krenz-Roe
Bre Hiivala Cahoy
Becca Manthe

Earth and Systems
Therapy:
Becoming Climate
Aware Clinicians
in an Age of
Insecurity



Becky Krenz-Roe (Intuitive Therapy Clinic), Dr. Bre Cahoy (AGS faculty member), and Becca Manthe (AGS Art Therapy student) co-presented at the Minnesota Association for Marriage and Family Therapy (MAMFT) 2022 Annual Conference on October 7th in Edina, MN.



People are welcome to join our Interest Network on Facebook:
www.facebook.com/groups/ecohealinginterestnetwork

Positive Youth Development Series

Strengthening the Heartland, an extension program through South Dakota State University and North Dakota State University, provides services that prevent opioid misuse in rural communities across the Dakotas. Through their many partnerships, they developed the Positive Youth Development at Home Series. The online video sessions are aimed at supporting positive rural youth development.

The videos host presenters across the United States, and this year included an Adler Graduate School faculty member, Dr. Nicole M. Randick, who presented with her daughter, Rachel Hennigan, a school psychologist. Their presentation, *Creative Connections: Building an Inclusive Space for Self-Expression*, and more than 40 other presentations, can be found **here**. You can watch the videos between now and December 1st to earn up to 50 FREE NBCC Hours!

Art Therapy Program: Student Feature

Gemeinschaftsgefühl in Nature

During the 2022 growing season, I experimented with three nature-based group experiences to expand my theoretical learning into practice and add nature as a life task. Two of the events became nature-based-professionals networking groups. The first happened in Spring, fueled by my desire to address climate change and integrate principles from the Nature in Counseling course at AGS. Next, at the start of Summer, I planted an art therapy garden at my internship site with the support of Lisa Lounsbury (Art Lab Rx) and Parasol Wellness. As the Summer came to a close, I spearheaded a collaboration to bring the Twin Cities nature-based providers together with the DNR for forest bathing. Below are synopses of *Gemeinschaftsgefühl* in Nature.

Spring: Wood Lake Nature Center Garlic Mustard Pulling Event

"To promote biodiversity in nature and your professional practice."

One strategy for climate change solutions is dedicating time to a natural area where volunteer energy is needed to keep the ecosystem in balance. According to Paul, a Wood Lake Nature Center naturalist, "every [garlic mustard] plant pulled saves 1000 [native] plants next year." Wow! Talk about impact.



After taking the Nature in Counseling course at the Adler Graduate School, the instructor's collaboration inspired me; a pairing of conservationist Michelle Doerr and counselor Dr. Bre Cahoy. Michelle collaborated with me to get the word out to the scientific community and reflected on the partnership between ecology and psychology.

"At the heart, the partnership of ecology and psychology created a deeper sense of receptivity. In conservation and environmental education, we tend to tell. The therapeutic lens helped create safety, shifted perspectives, and brought forward curiosity. So, when I meet people outdoors, I am more inquisitive about their experience and better able to meet them where they are, rather than where I think they should be." – Michelle Doerr

The event invitation planted a seed for our collaboration to invoke nature as a catalyst for cultural restructuring. We made new connections in our human world and the more than human community bringing reciprocity with the natural world to the forefront. Imagine if every act of kindness had the same impact as pulling an invasive garlic mustard plant from a native forest.

Summer's Start: An Art Therapy Garden at Parasol Wellness



From humble beginnings
we grew food and beauty.



The spiders, bees, and butterflies found their way
as we struggled through working together to water the plants.



Extra care from some dedicated folks
made all the difference
to the growth.



And the fruit of the plant's labor turned the earth, sun, and water into nutrition for our bodies.

Summer's End: Forest Bathing at French Regional Park

Forest bathing (shinrin-yoku) is the practice of taking in the forest with heightened senses. It started in Japan, has made its way around the world, and was another topic introduced in the AGS Nature in Counseling course. In Minnesota, the DNR has a trained forest bathing guide, Sara Holger. She is promoting forest bathing around the state through the Park Rx program that embraces nature prescriptions for health and well-being. Twenty nature-based providers met at the end of August and practiced five forest bathing activities for restoration and community building.



Sara states, "I'm working as part of the [Southeast Minnesota Park Rx](#) team to build connections and relationships with health care providers and local colleges to connect people to nature for health and well-being."

Contact Sara Holger (sara.holger@state.mn.us) to set up forest bathing events for groups of 10 or more. Learn more about Park Rx America: <https://parkrxamerica.org/>

Conclusion

A primary takeaway from these projects is that when nature is centered, you quickly learn her rhythms. From one growing season to the next, a map for action is waiting to be discovered. And nurturing the wildlife re-wilds one's life with a sense of belonging that knows no fear and is instead fiercely alive and present.

Learn more about the APA's response to Climate Change:

<https://www.apa.org/news/press/releases/2022/03/climate-change-response#:~:text=The%20APA%20Task%20Force%20on,and%20sectors%20for%20maximal%20impact>

Becca Manthe
Nature-Based Art Therapist-in-Training





Courage is

staying true to your values..
admitting when you need help..
showing up..
picking me every time..
it is me, it is you,
be proud of what you've accomplished...
the present moment, it is a gift...
we can only be courageous
when first afraid....
taking the first step...
is subjective....
challenging yourself to be better....
being vulnerable and showing
yourself authentically...
makes your heart go
pitterpatter,
it is rewarding in the end...
trusting your gut...





Courage is .

doing something that scares you,
but you do it anyway...
allowing yourself to grow, putting
one foot in front of the other....
movement.

allowing yourself to make mistakes,
encourage yourself, you will always
have a space to be you....

transformative...


getting out of bed...

is not always easy...

shining as bright as you can without
comparing your light to others....

a journey, you are not alone....

Courage Is Poem
553 Group Art Therapy
Summer term 2022



Providing Expressive Arts Therapy for Autistic Students

Dr. Nicole Randick

For children and young adults with autism, social connection can be challenging due to deficits in reciprocal social-emotional interactions, such as engaging in shared interactions, difficulties understanding nonverbal communication, and initiating or maintaining friendships or relationships (American Psychiatric Association, 2013; Bauminger, 2002; Reichow & Volkmar, 2010). On the one hand, there is a desire to feel a sense of belonging and connection, but on the other hand, there is a deficit in the ability to build relationships. Due to social deficiencies, the absence of these relationships may lead to isolation and depression (Bauminger & Kasari, 2000). Approximately one in 44 children is diagnosed with autism spectrum disorder (ASD), and the prevalence of this diagnosis continues to increase year over year (Centers for Disease Control and Prevention, 2021). Autism is a lifelong diagnosis and often requires support throughout one's lifetime. Social skills training is a mainstay therapeutic intervention for people with autism and is often done within the school environment or with other types of therapies (i.e., occupational, physical, speech). Effective interventions are needed to help people with ASD become socially competent and practice the skills needed to become successful and appropriately navigate society (Martin, 2009).



Research indicates that expressive arts, through its relational and sensory based nature, can significantly enhance social interactions, reduce problem behaviors, and foster positive social interactions among children with ASD (D'Amico & Lalonde, 2017; Durrani, 2021; Emery, 2004). The expressive arts promote the development of new skills and foster these connections, thus improving social interactions outside of the therapy room. For example, Bauminger (2002) found that time spent on academics increased due to specific training and activities that improved socially competent behavior in youth, particularly those with ASD.

This past summer, I had the opportunity to run weekly expressive arts groups for students with autism in grades 4-12. The goals for these sessions included practicing appropriate communication, building self-esteem, encouraging social skills development, and practicing fine motor skills. I introduced a different expressive art medium each week, including painting, drawing, puppetry, clay, and music. The group setting allowed us to share materials, witness each other's art, provide encouragement, and celebrate what we made. The expressive arts, particularly in the group setting, provided the students with opportunities to feel a sense of pride and competence in what they accomplished. Participants rated the expressive art group as one of their favorite summer group activities. The art-making became a vehicle for these students to build the capacity to meet new challenges, practice social skills, and build relationships within a safe and inclusive space.

If you are interested in learning more about adding the Expressive Arts Therapy (EXAT) Specialty to your counseling program, please reach out to Dr. Nicole M. Randick at

Nicole.randick@alfredadler.edu



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