PRESENTER DISCLOSURES

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No relationships to disclose.

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No relationships to disclose.
The Utilization of a Historical Symbol as a Method of Self-Expression for Adolescents in the School-Based Health Center

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School-Based Health Centers in Delaware

• There are 29 SBHC’s in the state of Delaware.

• Almost every public high school in the state has an SBHC, located right in the school!

• Each health center is a partnership –
  • Medical vendor/local health system
  • School District
  • Division of Public Health
  • Department of Health and Social Services
Christiana Care Health System/SBHC’s

- **15 SBHC’s** in public high schools in northern Delaware, New Castle County.

- We offer **multidisciplinary** care... but we are not meant as a substitute for primary care.

- **Funded by** –
  - Grant funding from the **Division of Public Health**.
  - **Medicaid** and **Commercial Insurance** billing.
  - Additional **grant funding from Ammon Foundation** for nutrition services and diabetes education.
Christiana Care’s School-Based Health Centers

• In the 2013-2014 academic year, CCHS SBHC’s had over 21,000 visits.

• Approximately 55% of students in the CCHS-sponsored high schools are enrolled in a SBHC.

• All CCHS SBHC’s are staffed by:
  
  Nurse Practitioner
  Licensed Clinical Social Worker or Licensed Professional Counselor of Mental Health
  Registered Dietitian/Nutritionist
  Administrative Assistant
Mandala

- Sanskrit word for “circle” or “completion”.

- Has a long history of being recognized as a meaningful representation of an individual’s inner self.
Mandala

• The circle symbolizes **wholeness, continuity, harmony** and the **circle of life**.
• The “**circle with a center**” pattern is the basic structure of creation, found in nature and seen in biology, chemistry, physics and astronomy.
• When creating or coloring a mandala, the nature of creating the mandala is therapeutic.
• Whatever emotions a person is feeling at the time of creation of the mandala, will be reflected in their mandala.
Mandala

• When using art in therapy, in the form of the mandala, we have found that this activity can help in centering students so they can utilize emotional expression and self-soothing behaviors.

• Coloring a mandala and then talking about their chosen colors and meanings has encouraged the students to develop self-awareness of their emotions.
Utilization of the Mandala

- Offer preprinted mandala designs found on multiple internet sites. (www.hellokids.com/r_262/coloring-pages/mandala-coloring-pages)
- The student chooses one of the preprinted mandalas to color as they begin the session.
- About ½ way through the session, the student is asked to look at their mandala and point out color(s) that stand out to them.
- We then refer to the color interpretation charts and the student chooses the words that best describe their feelings while coloring during the session.
Jane

• Jane, a 15 y.o. freshman, was initially seen in the Fall to find positive ways to interact with mother and step-father.
• Jane also wanted to address her anger issues which she felt were getting out of control.
• She was seen on a weekly basis where the Mandala was first introduced, along with other coping skills.
About 6 months into the school year, Jane felt comfortable enough to disclose that she was subjected to a particularly violent rape.

Principles of TF/CBT (trauma-focused/cognitive behavior therapy) include: psychoeducation, relaxation techniques, affect modulation, narrative story-telling and safety skills.

In the session where the student began telling her story, the therapist noticed that she was highly anxious.

They went through the traditional relaxation activities that were taught in prior sessions but it didn’t seem to calm her.

At this point, the therapist offered a Mandala to color.
Jane

• As Jane colored the Mandala, the therapist was able to see relaxation of her posture, facial features and she became more verbal and relaxed as she started to tell her story.

• Coloring the Mandala was a distraction that allowed her to relax and center her thoughts so that she could speak about her experience.
Jane

10/29/2014  Calming, Quietness, Cleanliness, Friendship

11/5/2014  Self-control, Maturity, Madness, Aggression, Agitation, Calming
Jane

11/18/2014  Independence, Intelligence, Seriousness, Individualism, Responsibility

2/6/2015  Self control, Truth, Calmness, Conflict, Leadership, Quietness, Madness, Aggression
3/11/15    Hate, Danger, Pain, Madness, Anger, Emotional, Sadness, Embarrassed, Unsafe, Worthless, Self-blamed

3/27/15    Wish of freedom, Trapped, Not being able to do anything, Fatherless
Jane

Last Mandala Colored.

5/12/15

Acceptance, Calm, Confidence, Peaceful Self-Control Maturity
Mary

- Mary, 18 y.o. senior, works part-time after school with a medical billing company.
- Lives with mother and younger sister–
- Has had therapy in the past and is very savvy about coping skills and traditional therapeutic tools.
- Does not like to write when asked to keep a journal, feels like it is homework.
Mary

- Was offered a Mandala
  - When she saw how relaxed she felt after her session, she wanted to take some blank mandalas home with her to help her to relax at home.
  - Mary has decided to color a different mandala daily and record her mood, instead of traditional journaling.
  - Now part of the routine when she sees the therapist, is to take home mandalas for the week and uses them as a form of relaxation and self exploration.
  - In session, therapist and Mary utilize her coloring pages with the feelings that she recorded and expand this during the session.
Mary

3/3/15 Peace, Motivation, Excitement

3/3/15 Grateful, Tired, Peaceful
Mary


3/5/15  Bored, Anxious, Moody.
Kayla

- Is a 10\textsuperscript{th} grader, diagnosed by outpatient therapist with depression, anxiety and borderline personality disorder.

- Kayla was removed from her home and her mother’s care in the summer before her sophomore year, due to mother’s substance abuse.

- Kayla and her younger sister were placed in the care of her aunt.

- Kayla is very artistic and would often use art as a coping skill.
Kayla

9/19/14 Neutrality, Quietness, Sincerity, Laziness, Absorption

9/25/2014 Calmness, Caring, Feeling really in a good place
11/7/2014  Determination, Motivation, Appetite, Fitness, Emotion, Enthusiasm, Vanity, Mood, Conflict, Suffering, Sorrow

2/4/2015  “Coloring this Mandala had me calm down my racing thoughts.”
Kayla

4/17/2015

Orange: Laughter, Smile, Endurance, Emotion, Humor, Extroversion, Change, Disorder, Warmth

Green: Life, Comfort, Frankness, Growth, Aspiration, Sincerity
Mark

- 17 y.o. male, diagnosed with generalized anxiety disorder (GAD)
- Identifies with gay population
- Struggles with fitting in, both at home and at school.
- Feels isolated and lonely.
- Is a 4.0 GPA student.
Mark

• Mark had a different approach to utilizing the Mandala.

• Mark has perfectionist tendencies and preferred to not color while in session but wanted to take the Mandalas home and use them as a form of journaling.

• Mark would first look at the color interpretation charts and their associated feelings and then colored the Mandala according to what he was feeling at that time.
Mark

10/16/15

Center: states he was feeling “stuck”

Outer rainbow: Represents all the good stuff that he wants to achieve in order to gain happiness.
Mark

My Childhood

Starting from center:
Life is beautiful and loving.

Dark blue:
Being open and honest

Purple: thoughtfulness and honesty

Light Blue: tears/hurt

Pink: still loving

Red: anger
Mark

My Now

Red: Madness

Pink: Love

Light blue: Careless, Deep hurt

Purple: clueless, confused

Green: intellect

Black – the part of me I Don’t know.
Mark

2/3/16

2 fish: opposites

Blue: good, working through issues.

Red: needs to work through obstacles.
Comments about the Mandala -

- Coloring the Mandala slows my thoughts and calms my anger.
- My heart was feeling empty. When I colored blue, I was feeling emotional.
- It helps to put words and colors together and makes sense of what I was feeling at that moment.
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I LOVE COLOURING!
Reference List


