




*Narrative Drawing
Intervention (NDI) for
Adolescents with ASD*
Speaker: Dr. Monica Wong, PsyD



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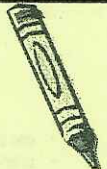

About the speaker

- Author, clinical psychologist, art therapist, graduated from Philosophy in the Chinese University of Hong Kong, she has done attentive research in psychotherapy in recent years and got her master's degree in counseling from Monash University. She has been to Australia to follow late Mr. Michael White for studying Narrative Therapy. She has been supervised by Dr. Cathy Malchiodi and Ms. Cornelia Elbrecht in Art Therapy. She is the first trauma specialist and trainer in Asia certified by TLC (USA) and has just got her doctoral degree in Clinical Psychology.

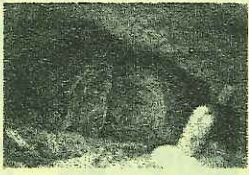
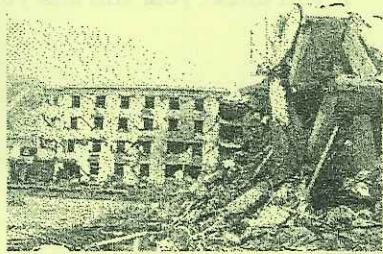

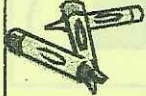



Narrative Drawing Intervention (NDI)

- A newly developed clinical model
- Pilot project: used with children who have been traumatized (aged 4-12)
- Current project: adolescents with ASD (Autism Spectrum Disorder, aged 9-18)

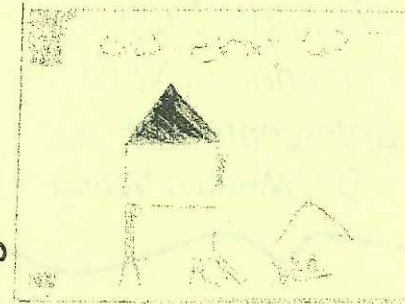
Why did I decide to develop a new model?

From children's home in HK
to victims in Sichuan



Making the unconscious
conscious through drawings
and narratives



C. G. Jung

• “Until you make the unconscious conscious,
it will direct your life and you will call it fate.”



Projective drawing
as an entry point

- one of the several projective techniques being used in clinical situations
- is believed to be less emotionally threatening to clients. It helps bring forward specific issues for focused discussion, it stimulates creative clinical solutions and provides visual representations of problem areas, and it helps expand therapeutic engagement.
- In sum, it enables clinicians to obtain an understanding of the inner worlds of clients and to gain insights into their unconscious processes and deeper psychological states.
- an inherent value of projective drawing is in its capability to bypass clients' conscious resistance and unconscious defences, and could reveal what the client may be unaware of.

(Oster & Crone, 2004; Hammer, 1958; Waterson, 1980; West, 1998; Leifer, Shapiro, Martone, and Kassem, 1991)

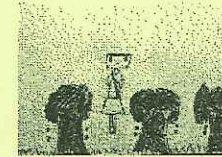
Processes/factors of NDI

- *Establish mutual trust*
- *Provide a safe and free environment*
- *Ventilate emotions through drawing*
- *Forge self-identity*
- *Empower client and reinforce inner strength and confidence*



Processes/factors of NDI

- *Clarify the client's position and role in his or her family and the society*
- *Identify support systems and resources in the client's family*
- *Develop insight into emotions*
- *Development of resilience*



Change process/factors

- Through establishing trust, providing safety, releasing emotions through drawings and narratives, tracing the developmental history of emotions and feelings (increasing acceptance of feelings and wishes), rediscovering identity (increasing self-understanding), rediscovering position in family and society, empowerment and rediscovering the client's inner strengths and identify resources and support system (development of realistically complex and positive schemas for relationships between self and others), and finally building up resilience (replacement of unconscious defense mechanism with conscious coping strategies)



Therapeutic conversations

- Could you describe the drawing to me?
- Imagine that the person in the drawing has feelings, what does he/she feel?
- Imagine that everything in this drawing can talk to each other, then to whom would the person (pointing at the person in the drawing) like to talk first?
- What will the house/tree/sun reply?
- Retell the story and acknowledge the client's effort
- Explore inner strengths and support system through the narratives



Case study: Yoyo

- A 5-year-old traumatized girl from a children' s home



Case study: John

- A 19-year-old adolescent with ASD



Case study: Peter

- A 12-year-old boy with ASD

