

The Role of Calligraphy Psychotherapy in Special Education

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Abstract: Like the art forms such as paper-cutting and decals, calligraphy, as a unique art form in China, has an obvious role in China's special education. This article uses calligraphy psychotherapy as the basic method, and analyzes the positive role of calligraphy psychotherapy in special education through comparative analysis of experiments. It is hoped that it has certain positive significance for related research.

1. Introduction

Chinese characters are quite different from foreign languages, and there is a lot of scientific evidence to prove that they have magical features. As a traditional culture and art of writing Chinese characters, Chinese calligraphy contains extremely rich and profound traditional cultural connotations. At present, calligraphy psychotherapy is a relatively new art therapy. It is a psychotherapy method with a strong Chinese cultural temperament based on calligraphy as a carrier, which comprehensively uses or embodies a variety of psychotherapy methods. As a unique expression of Chinese characters and Chinese, Chinese calligraphy has a great role in the adjustment, promotion, repair and treatment of human psychological and mental health. The study found that calligraphy psychotherapy has a significant role in special education. Based on this, this paper conducts related research.

2. Overview of Calligraphy Psychotherapy

2.1 The meaning of calligraphy psychotherapy

Calligraphy psychotherapy is a method of combining psychology and calligraphy for disease treatment. Specifically, calligraphy psychotherapy is a therapy that focuses on experience and experience. Calligraphy psychotherapy is a kind of psychotherapy that has a strong Chinese cultural temperament by using calligraphy as a carrier, comprehensively using or embodying a variety of psychotherapy methods. This treatment method unifies the physical behavior, cognitive thinking, and mind perception of a patient in a series of writing activities in the same time and space, thereby clearly understanding the "thinking, feeling, and doing" of the self, thereby achieving the therapeutic effect. Medical and psychological methods of diagnosis and treatment.

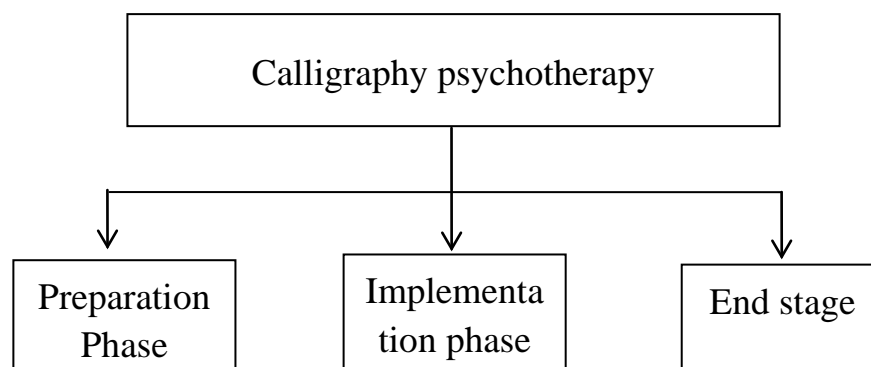


Fig. 1 Basic composition of calligraphy psychotherapy

Calligraphy psychotherapy consists of three steps: preparation phase, implementation phase and end phase. In the specific treatment process, the following points need to be done during the preparation phase. First of all, we must pay attention to the collection of visitors' information, especially the need to understand the physical and mental health of the visitors, as well as the extent and acceptance of the visitor's psychotherapy. The second is to conduct psychological assessment and measurement of visitors, and to initially understand the physical and mental condition of the visitors through initial contact, conversation and observation with the visitors. The third is to develop a calligraphy psychotherapy program based on the above situation. The implementation phase is the writing activity program, which is an important part of calligraphy psychotherapy and plays a decisive role in the whole treatment. The Calligraphy Psychotherapy application is divided into four steps: meditation, meditation, writing and review. These four steps follow the operating principles of psychotherapy, and use different elements of art therapy such as music and discussion to achieve different therapeutic effects. End of treatment is a gradual process, including the examination of the achievement of treatment goals, etc. After the treatment is over, the therapist should conduct a retrospective objective assessment of the entire treatment process and summarize the experience.

2.2 Notes on the application of calligraphy psychotherapy to special education

Calligraphy psychotherapy is based on the writer's problems and is adjusted according to the change in the individual's psychology and behavior. The purpose is to change the mental state of the writer through calligraphy activities. Calligraphy pays attention to the changes in the mind and body of the writer during the activity, and the change of behavior is not only the way of psychotherapy, but also the content of teaching. Specifically, when doing calligraphy psychotherapy, you should pay attention to the following aspects.

The first is to build a safe and comfortable environment during the psychological treatment process. Writing materials are the material medium for psychotherapy of calligraphy. The necessary materials in the clinic are stationery writing desk, four treasures of the study, various types of copybooks and so on. In the practice of calligraphy psychotherapy, according to the actual situation of the patients, the music, interactive conversation and copybook content suitable for their psychological state should be selected. It is necessary to make the patients feel relaxed and not to make the writing content their burden. The second is to pay attention to the value of counseling in the process of calligraphy. In the psychotherapy of calligraphy, it is necessary to select appropriate calligraphy practice materials according to the characteristics of patients, and guide them to actively enter the writing practice stage. The third is to encourage and respect the patient's own comments on the work. At the end of the calligraphic psychotherapy, patients should be asked to comment on their work, which helps to improve the patient's condition through calligraphy psychotherapy activities, and promote their growth.

3. Overview of Calligraphy Psychotherapy Research

Calligraphy psychotherapy is a relatively traditional subject, and there are not many studies on calligraphy and mental health, calligraphy and special education.

In terms of the relationship between calligraphy and mental health. In 2000, the Fourth Military Medical University took the lead in experimental comparison and published a research article on "Calligraphy Training on the Emotional Adjustment of Military College Students". A controlled experiment was conducted on 90 male military college students, and they obtained obsessive-compulsive disorder, interpersonal relationship, and paranoia. There are significant differences between the four factors, such as mental state. In 2007, Zhou Bin, Liu Junsheng, and Zhou Ying conducted a study on the relationship between calligraphy practice and children's mental health. After two years of tracking, the subjects were compared for anxiety, nervousness, and behavioral problems. In 2013, Zhou Bin, Tang Xihua, Li Chunkai and other researches on the promotion of calligraphy practice on children's emotions and their regulation strategies were conducted to explore the influence of calligraphy practice on children's emotional state and

cognitive emotion regulation strategies. As far as calligraphy psychotherapy is concerned, in 2000, Professor Calligraphy Psychotherapy of Professor Takahashi of the University of Hong Kong and Calligraphy Psychotherapy published by Professor Hu Bin in 2012 were the best known. Among them, Professor Hu Bin expounded the status quo and challenges of calligraphy psychotherapy, the physiological and psychological effects of calligraphy operation, compared the difference between calligraphy psychotherapy and other psychotherapy, and introduced the principles, processes and requirements of calligraphy psychotherapy in detail. Techniques and implementation, methods of measuring and evaluating results, and detailed records of her treatment options, procedures and treatments for children with intellectual disabilities and autistic children.

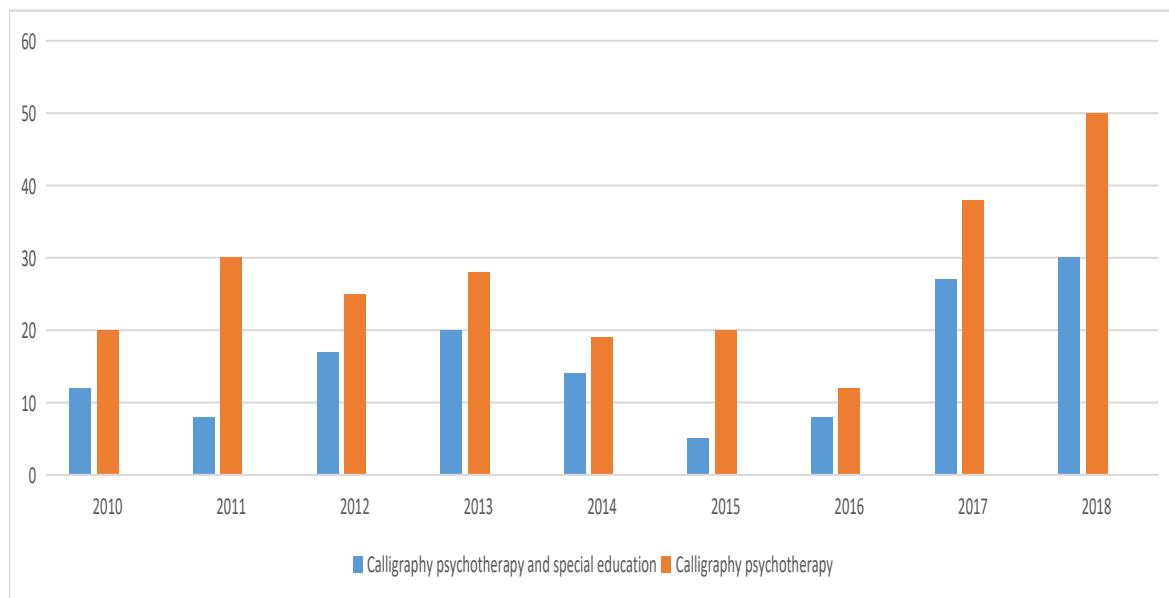


Fig. 2 Research on Calligraphy Psychotherapy

Based on the analysis of the above studies, it is found that the current research on calligraphy psychotherapy in China has the following characteristics. The first is that the research content is limited. The current main application of calligraphy therapy is the treatment of chronic hospitalized mental cases and psychological adjustment of children, psychological treatment of abnormal children, and there are only a handful of studies in the field of education. It can be seen that the research object is still relatively narrow, and the practical cases are very limited. Secondly, the research tools are single. The current research methods are mainly calligraphy treatment methods and training manuals. Due to limited research experiments, the application and expansion of this manual is also limited. At the same time, due to the lack of direct tools for measuring the therapeutic effect of calligraphy, the effects of calligraphy therapy can only be inferred through other psychological tests, and scientific rigor needs to be further improved. Again, it is difficult to study and promote. As an auxiliary treatment tool, the judgment of the therapeutic effect of calligraphy needs to be very cautious. In the promotion and use, it is necessary to strictly control different experimental conditions, repeatedly verify, and compare the control group to generalize a relatively perfect treatment system and treatment from multiple aspects. implementation plan.

4. Experimental study on the effect of calligraphy psychotherapy on special education

Calligraphy practice has a clear relationship with mental health and is also used in special education. This paper conducts empirical research on deaf-mute, mildly disabled, and children with special autism, and analyzes the role of calligraphy psychotherapy in special education.

4.1 Research object

In this paper, 20 deaf-mute, mildly disabled, and special autistic children were selected for experiments. The research subjects were mainly from welfare institutions, special education schools

and other social institutions in a certain city. The staff consists of 30 men and women, 8-12 years old, 12-20 years old, and there are 29, 22 and 9 people in the 20-30 age group. It should be noted that because of the relationship between the research groups, the age level of deaf and disabled people is slightly higher than that of special patients. The specific staff structure is as follows:

Table 1 Research objects on the research of calligraphy psychotherapy

| Crowd classification | Total people | Age | | | Gender | |
|----------------------|--------------|------|-------|-------|--------|--------|
| | | 8—12 | 12—20 | 20—30 | Male | Female |
| Autistic child | 20 | 16 | 4 | 0 | 12 | 8 |
| Mildly disabled | 20 | 5 | 10 | 5 | 9 | 11 |
| Deaf | 20 | 8 | 8 | 4 | 9 | 11 |

4.2 Analysis method

The methods used in this paper mainly include comparative analysis methods and test methods. There are two test methods, one for centralized testing and the other for non-scheduled tracking testing. The specific steps of the centralized test are: according to different objects, 60 people are distributed in different clinics, and calligraphy materials are prepared. According to certain rules and time, the research subjects are separately trained in calligraphy, and then the psychology before and after calligraphy training. The status is compared. The specific steps of tracking the test from time to time are: the training of the subjects for half a year is cycled, and the psychological changes of one month or half a month are tracked, compared and analyzed. The comparative analysis method is based on the test. The main difficulty lies in the need to analyze different objects differently.

4.3 Analysis of results

Table 2 Comparative analysis of results

| Serial number | Main survey item | >3 | 4—7 | >8 |
|---------------|--------------------|----|-----|----|
| A | Learning anxiety | 2 | 4 | 8 |
| B | Anxiety to people | 2 | 5 | 9 |
| C | Lonely tendency | 3 | 6 | 10 |
| D | Self-blame | 1 | 7 | 11 |
| E | Allergic tendency | 1 | 4 | 8 |
| F | Impulsive tendency | 3 | 5 | 9 |

Analysis 1, the above table for the overall situation analysis, we can find that calligraphy training has obvious psychological improvement effect on deaf-mute people, mildly disabled patients or autistic patients, and has different effects on different levels and ages.

Table 3 Comparative analysis of results

| Classification | Category | Centralized test | | Irregular tracking test | |
|------------------|-----------------|-----------------------|----------------|-------------------------|----------------|
| | | Before the experiment | After the test | Before the experiment | After the test |
| Test group | Autistic child | 6 | 8 | 6 | 18 |
| Comparison group | | 5 | 7 | 5 | 19 |
| Test group | Mildly disabled | 8 | 13 | 8 | 17 |
| Comparison group | | 6 | 11 | 6 | 14 |
| Test group | Deaf | 7 | 16 | 7 | 18 |
| Comparison group | | 5 | 8 | 5 | 10 |

Analysis 2, we can find that whether it is concentrated test or irregular tracking test, the psychological state shows a trend of obvious change for different research subjects. Moreover, after a certain period of calligraphy training, the psychological state changes of these groups were significantly better than the short-term concentrated test psychological intervention.

5. Conclusion

Calligraphy has a profound cultural heritage in China, and it should be vital to the health of our citizens, especially to provide psychological motivation for the healthy development of the people. Although the value of calligraphy psychotherapy has appeared in practice, experimental research is still very limited. In foreign countries, psychotherapy is a popular art therapy. For the Chinese, calligraphy is also an art, which is comparable to the effects of painting, scrapbooking and sculpture. We need to further carry out research in this area, and constantly promote the role of Chinese calligraphy psychotherapy in the psychological intervention of special groups, and contribute to the physical and mental health of the people.

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