



THE ENHANCEMENT OF SOCIAL SKILLS OF PRIMARY STUDENTS THROUGH
EXPRESSIVE ART IN GROUP COUNSELING



JIN XIU LI

Graduate School Srinakharinwirot University

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ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE ENHANCEMENT OF SOCIAL SKILLS OF PRIMARY STUDENTS THROUGH
EXPRESSIVE ART IN GROUP COUNSELING



JIN XIU LI

A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
(M.Ed. (Educational Psychology and Guidance))
Faculty of Education, Srinakharinwirot University

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THE THESIS TITLED
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BY
JIN XIU LI

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
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UNIVERSITY

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School

ORAL DEFENSE COMMITTEE

..... Major-advisor Chair
(Dr.Kanchit Saenubol) (Assoc. Prof. Dr.Ujsara Prasertsin)

..... Co-advisor Committee
(Assoc. Prof. Dr.Patcharaporn Srisawat) (Assoc. Prof. Dr.Skol Voracharoensri)

Title	THE ENHANCEMENT OF SOCIAL SKILLS OF PRIMARY STUDENTS THROUGH EXPRESSIVE ART IN GROUP COUNSELING
Author	JIN XIU LI
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Thesis Advisor	Doctor Kanchit Saenubol
Co Advisor	Associate Professor Doctor Patcharaporn Srisawat

This study aims for the enhancement of social skills among primary students through expressive art in group counseling. The sample consisted of 12 fourth-grade students from Chiwan School, Nanshan District, Shenzhen, who were randomly assigned into experimental and control groups. The experimental group received expressive art group counseling, and the control group adopted traditional teaching. The research tools were a social skills questionnaire and expressive art in group counseling program. The data analysis was conducted using a computer-based intelligent system. The research results found that after participating in expressive art in a group counseling program, the experiment group had higher social skills mean than before participating in expressive art in a group counseling program at a statistically significant level of .05. Furthermore, after participating in expressive art in a group counseling program, the experimental group had a higher social skills mean than the control group at a statistically significant level of .01. The results showed that the students in the experimental group who received the expressive art group counseling improved significantly in their social skills, while the students in the control group made limited progress. Therefore, the expressive art group counseling effectively improved the social skills of primary school students.

Keyword : Expressive art, Group counseling, Social skills, Primary school students

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Finally came the moment to write thank you, this moment I have rehearsed several times in my mind, but really arrived at this moment still do not know where to write, because there are too many good things worth recording, need to thank the people are countless. Acknowledgements are the final chapter of this thesis, which also means the end of my graduate career, which began in the spring of 2022 and ended in the summer of 2024, when I turned 30.

I am very grateful to everyone I met during my studies, which enriched the canvas of my life.

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Thank you to my family, who, in their own way, have always been clumsy, sincere and wholehearted in supporting me. Thank you for being with me every single day.

Thanks to my friends and classmates, because of you, this plain day will shine, because of you, my school life will be so chic and pure. May this friendship not be interrupted by graduation and continue for a long time. I wish my classmates a bright future and goodbye as usual.

Maybe everyone wants to be the sea, but most of us are just a stream. There will always be dissatisfaction, life has always been flowers and thorns coexist, we come with full sincerity, slow or small, is moving forward.

Finally, thank you again for all the encounters along the way, the seemingly accidental but necessary farewell in life, without an appointment. I hope all the parting is for the next better encounter.

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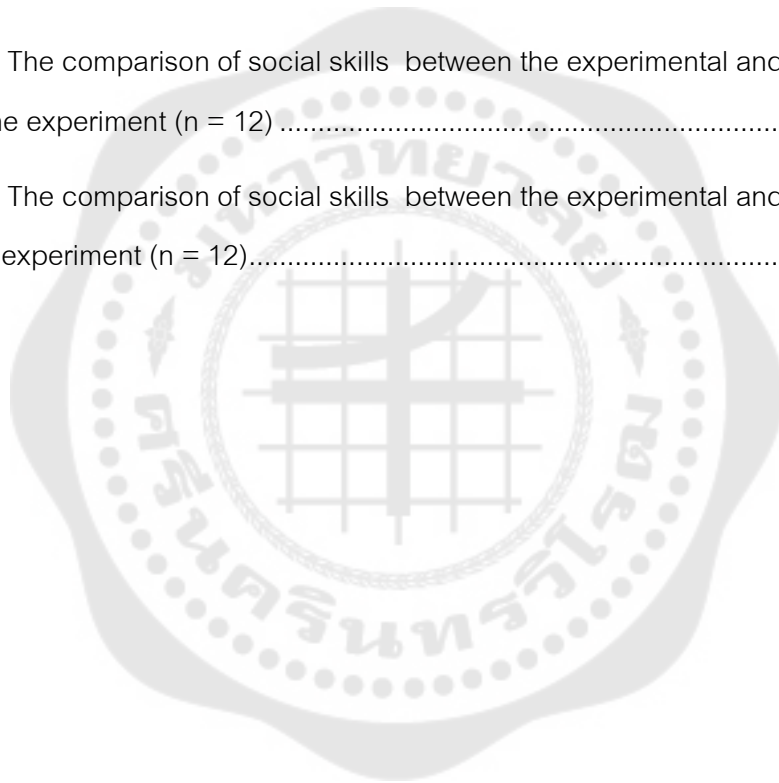
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CHAPTER1

INTRODUCTION

1.1 Background of the research

According to the survey results released by the World Health Organization (WHO), mental disorders among children will continue to grow rapidly by 50% globally by 2020, and will be the leading cause of illness, disability and death among children (Li, 2021). Whereat in China, a large number of survey results of domestic scholars also show that the detection rate of Chinese children's problem behavior has increased year by year. The 2018 China Youth Development Report, a survey of 73,992 children aged 6 to 16 in 15 Chinese cities, which jointly released by China Youth Research Center and the International Liaison Department of the Central Committee of the Communist Youth League, showed that the incidence of emotional and behavioral problems among children was 17.6 percent, and the incidence is increasing year by year. This data means that every year about 30 million children under the age of 17 often suffer from a variety of emotional and behavioral problems. For another example, a large sample survey of children's problem behavior in 22 Chinese cities found that, the detection rate of problem behavior among children aged 4 to 16 is as high as 12.97% (Liu & Zhang, 2021). Children's problem behavior not only affects their own personality development and academic achievement, but also brings negative impact on the successful development of teachers' teaching and classroom management. What's more, Numerous studies both domestically and internationally have demonstrated that the development of children's problem behaviors has a certain stability, and without timely and effective intervention, it will continue to affect children's physical and mental development. For example, in a 22-year follow-up study of more than 600 children, Huesman and other scholars (2003) found that children who exhibited obvious aggressive behavior at age 8 continued to show more aggressive behavior as adults (around age 30) compared to typical adults. This characteristic showed no gender differences, indicating that children's mental health problems cannot be ignored (Li&Liu,2019 citing Huesman,2003 p297–309).

Social skills refers to the ability or skill level that a person performs when he needs to participate in social cognitive processes and exhibit social behaviors (Zhang & Wang, 2019). Emotional expressivity, emotional sensitivity, emotional control, social sensitivity, social expressivity, and social control are all important aspects of social skills. Emotional expression refers to the accurate and effective display of the value relationship between oneself and others, by identifying the emotional expression of others, seeking the effective cooperation of others, timely, accurate and effective understanding of the value relationship of others, so as to better cooperate with others. EE is one of the core components of social skills. A research showed that being able to express emotions clearly and truly helps to build intimate relationships. For example, people with emotional skills are more popular in friendship relationships because they are able to make more sincere connections with others (Zhao & Liu, 2017). Emotional sensitivity is the subjective perception process of the value relationship of things and the sensitivity to the emotions of others. Studies have found that people with strong emotional skills are more able to understand the needs of others, making them more likely to build trust and resonance. For example, a person's sensitivity to the subtle emotions of others may enable him to better adjust his behavior in a social context for better communication effects (Zhu, Zhang, & Shen, 2019). Emotional control is our ability to respond appropriately to one's emotions in various situations, ensuring that the negative feelings do not interfere with our normal life and work. Studies have shown that people with strong emotional control are more likely to remain calm under stress to better handle social challenges. For example, a leader with good emotional control might be able to remain neutral in team conflict and effectively mediate conflict (Yang & Chen, 2007). Social expression refers to the language, words, graphics, facial expressions and movements that we clearly present when we try to explain our thoughts, emotions, and intentions, so as to make others understand, experience what is going on on us. Studies have shown that individuals with higher social expression are more likely to establish intimate relationships and know how to show empathy and support in social interactions (Jia & Zhao, 2018). Social sensitivity refers to the sensitivity

to social situations and others and to the understanding of others' emotions and needs. Research has shown that people who acutely sense the social environment and respond appropriately to the emotions of others are more likely to develop good interpersonal relationships. For example, a sensitive leader may be able to detect the dissatisfaction of team members and take appropriate steps to solve the problem, thus enhancing team cohesion (Xu & Chen, 2018). Social control refers to the individual's ability to control and regulate social situations. It was found that individuals with higher social control were more likely to show confidence, leadership, and coordination in social interactions. For example, a person who controls social situations may be able to effectively organize team meetings and guide discussions to consensus (Li & Zhang, 2017). Related research on social skills includes multiple areas, ranging from psychology to sociology, as well as education and interpersonal relationships. These studies provide insights into our understanding of the importance of social skills and how to improve them, where students can better adapt to social environments and build healthy, positive interpersonal relationships.

Since the 1970s, social skills have attracted the attention of researchers and have become one of the hot topics in developmental psychology research today. With the increasing theoretical construction and research results in western psychology, China's basic education also pays more and more attention to the cultivation of students' social skills. Education in the 21st century is based on all-round development. While cultivating students' knowledge and professional skills, we should also pay attention to the improvement of their social skills (Zhang & Wang, 2018). Good social skills are the basic need of the development of primary school students, which helps them to conduct interpersonal communication smoothly. Primary school students undergo rapid psychological changes while engaging with others, and they begin to form friendships during this period. Good peer relationship helps to enrich their emotional experience and improve their cognitive ability, so as to promote their social behavior in a more positive direction. In recent years, the social skills of primary school students has become a trending research field concerning children's social development, which has

been widely explored by psychologists at home and abroad. Success scientist Carnegie once said, "A person's success is 20% depends on his knowledge, education and ability, and 80% depends on his interpersonal relationships." Among these factors, professional skills are mainly acquired by IQ, while positive interpersonal relationships required by emotional intelligence. Therefore, everyone should have basic social skills, which is an essential part of a sound, normal personality. Although primary school students have not yet entered the society, social skills are equally important for them. Austrian psychologist Adler once said that if a child does not learn how to cooperate, they will be lonely, develop a lifelong inferiority complex, and their overall life development will be seriously affected (Zhang & Wu, 2019).

Therefore, social skills help children learn to interact in a more civilized and kind manner, gradually forming from a well-behaved set of self-regulate rules to their automatic knee-jerk responses. The qualities of being appropriate, caring, and contributing to the community should be rooted from an early age, as these good qualities will directly, and positively affect the primary school students' overall psychological development and growth.

Painting, as a tool of emotional expression, allows us to unconsciously project deep inner motivations, emotions, anxieties, conflicts, values, and desires into our work. Sometimes, this process can release one's hidden early memories or repressed emotions more quickly. Especially in the process of group painting interaction, destructive energy into constructive energy, facilitated by individual awareness and acceptance. Based on the principle of humanistic psychology, the painting psychology group tutoring can create a safe, comfortable and protected atmosphere, so that the group members can explore themselves more deeply. Through group discussion and learning activities, the authenticity of the painting can also help individuals to change some unreasonable beliefs or perceptions. The application of painting psychological group tutoring has a wide range of value. Most human thinking and psychological activities are visual. Painting can help people to understand and express complex situations such as family dynamics and school dynamics more intuitively. Moreover,

painting can make up for the limitation that language cannot fully describe the emotional experience. For example, by drawing "angry emotions" or "my troubles", individuals can express their inner feelings more accurately (Zheng , 2023).

Expressive art in group counseling is a form of guidance using painting as the medium. With the help of artistic expression, it can promote children to vent their inner negative emotions, expand the perspective of problems, and thus correct their bad behaviors. It is very suitable for application in the school situation (Zhang , 2018). It can be seen that the application of group counseling and art activities to school mental health education has great prospects for development. Researchers can adopt painting art activities to carry out interpersonal group psychological counseling, help students to establish a harmonious and friendly relationship, learn social skills in cooperation, develop interpersonal skills, and thus promote students' self-growth (Ma,2018).

To sum up, combined with various research backgrounds at home and abroad, we can find that expressive art in group counseling can somehow help students solve their psychological problems and improve their social skills. The students in this study come from mixed family structures and diverse growth environments. Some students have social communication problems and are unwilling to communicate with their parents, teachers and classmates. The group counseling and art activities will be adopted to improve these students' social skills.

1.2 Research objectives

The purpose of this study were to

1.2.1 To compared primary school students' social skills before and after participating in expressive art in group counseling.

1.2.2 To compare primary school students' social skills between the experimental group and control group after participating in expressive art in group counseling.

1.3 Significance of the research

1.3.1 Develop primary school students' social skills.

By interacting with classmates from different family backgrounds and with different interests, they can learn how to communicate, cooperate with people, and resolve conflicts. These skills are very important later in life, helping them to build wider social networks and adapt to the social environment.

1.3.2 Improve the peer relationships among primary school students.

It is very beneficial to establish a deep friendship with your classmates. Classmates can become good study partners and close friends during one's primary school years, sharing both joys and worries. Friendships provide support, encouragement and understanding for each other, and friends spend the journey of learning and achieve growth together. Friendships can not only provide one with emotional satisfaction, but also help one learn how to build and maintain long-term relationships.

1.4 Research hypothesis

1.4.1 After participating in expressive art in group counseling, the experimental group will have higher social skills before participating in that.

1.4.2 After participating in the expressive art in group counseling, the social skills of the experimental group will be significantly higher than those of the control group.

1.5 Research scope

Population: This study mainly targeted at the fourth grade students of the Second Foreign Language School in Nanshan District, Shenzhen, with a total of 240 students.

Sample: The research object of this study is the fourth grade students in Nanshan Second Foreign Language School, including 12 students with similar questionnaire scores were selected(Based on the results of the questionnaire,). These 12 students were random assignment as the experimental group and the control group.

6 students were selected as the experimental group and other 6 students were as the control group. There were no significant differences between the two groups in terms of the performance of their communication, making friends, interacting with the opposite sex and treating others, which contributed to the reliability of the study.

Variables:

Dependent variable: Social skills

Independent variable: The expressive art in group counseling

1.6 Definition of Terms

1.6.1 Social skills

Social skills mean the appropriate behavior of an individual when doing some work about interacting with others. Such as obedience, cooperation, communication skills, and games, including their own performance skills, such as emotional expression, attitude to people, etc. From the perspective of conceptual structure, social skill is first behavior structure: refers to the social skill reflected by some observable behaviors conducive to social activities, such as cooperation, friendliness, optimism, and other social behaviors in a specific situation. The second is the trait model: social skill the ability to win sympathy and cooperation, and even praise and respect, in any social situation.

In social skills, emotional expressivity, emotional sensitivity, emotional control, social sensitivity, social expressivity, and social control are all important aspects. Emotional expression refers to the accurate and effective display of the value relationship with others, by identifying the emotional expression of others, seeking the effective cooperation of others, timely, accurate and effective understanding of the value relationship of others, so as to better cooperate with others. Emotional sensitivity is the subjective perception process of the value relationship of things and the sensitivity to the emotions of others. Emotional control is the ability to respond appropriately to your emotions in the face of various situations, and it does not affect your normal life and work. Social expression refers to the language, words, graphics, expressions and movements of one's own thoughts, emotions, thoughts and intentions that one

expresses, and clearly expresses, and is good at making others understand, experience and express them. Social sensitivity refers to the sensitivity to social situations and others and to the understanding of others' emotions and needs. Social control refers to the individual's ability to control and regulate social situations.

In this study, researcher use Social Skill Inventory (SSI) for social skills assessment. SSI is a self-rating scale consisting of 18 questions, including six subscale: emotional Expressivity, Emotional Sensitivity, Emotional Control, Social, Expressivity, Social Control, Social Sensitivity, and 3 questions for each of the subscale. Each dimension can be scored, with 2 points for each "yes" response, 1 point for each "sometimes" response, and 0 points for each "no" response. Total scores for emotional expression, emotional perception, emotional control, social expression, social sensitivity, and social control were calculated separately. The scale used in this paper was adapted from Professor Cao Zhongping's scale, and the Krumbach α coefficient of the adapted SSI was 0.838; This version of SSI is suitable for fourth grade students in our country and has good reliability. The scale was examined by 3 experts, and the IOC values after examination ranged from 0.67-1.00, indicating good validity.

1.6.2 Expressive Art in group counseling

Expressive Art in Group counseling refers to the group leader using relevant psychological theory, with the help of psychological counseling technology and group interpersonal interaction, enhance members deepen self understanding, and through the group mirror reflection effect and social imitation learn to understand respect others, empathy cooperation skills, to correct their adaptive behavior pattern, and develop new adaptive behavior and promote the formation of healthy personality. Expressive art treatment is one of the important forms of art therapy, means the therapy make full use of painting this artistic means, with therapists free initiation of association in the process of painting, make the subconscious conflict to express, internal emotional problems for adjustment and skills, and gradually cure their mental illness or correct its behavior problems. Mandala painting therapy is a special kind of painting therapy that presents

the individual development, personality, skills, focus, interest and conflict through the chosen color and mandala shape .

Group counseling was divided into beginning stage, work stage and end stage. At the beginning, the goal of the group counseling is to establish trust and cooperation, and to determine the purpose and rules of the counseling. This stage usually has the following activities: introducing and positioning, building trust, and clarifying goals. During the working phase, the team members work with the leaders to explore and solve problems, and achieve their goals through interaction and cooperation. In this stage, there are usually the following activities: problem exploration, conflict resolution, and goal achievement. In the closing phase, the group summarizes the work results, evaluates the process, and prepares to leave the consultation. This stage usually has the following activities: summary and evaluation, farewell.

1.6.3 Fourth grade student

Fourth grades are usually 9-11 years old and are in the later stages of childhood. Brain development is just in the critical period of internal structure and functional perfection, which is the best period to cultivate children's learning ability, emotional ability, will ability and social ability. The will development of the fourth grade students began to transition from heteronomy to self-discipline, and began to have the will to overcome difficulties consciously, so the fourth grade is the critical period to cultivate students' social skills. With the expansion of students communication range and the development of cognitive ability, began to form to a lot of things to their own ideas, but their ability to distinguish right from wrong is extremely limited, lack of experience in social interaction, often encounter many problems are difficult to understand, began to produce a lot of anxiety and worry, need parents and teachers correct guidance.

1.7 Research framework

The figure below describes the conceptual framework of the study.

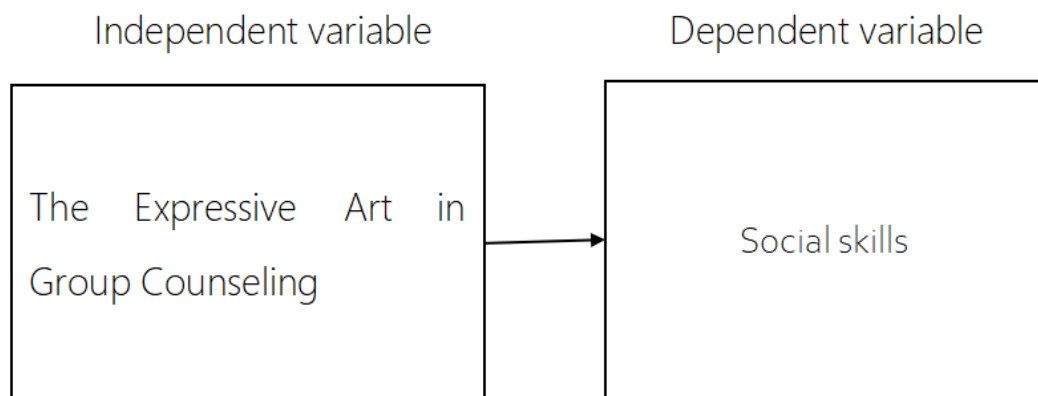
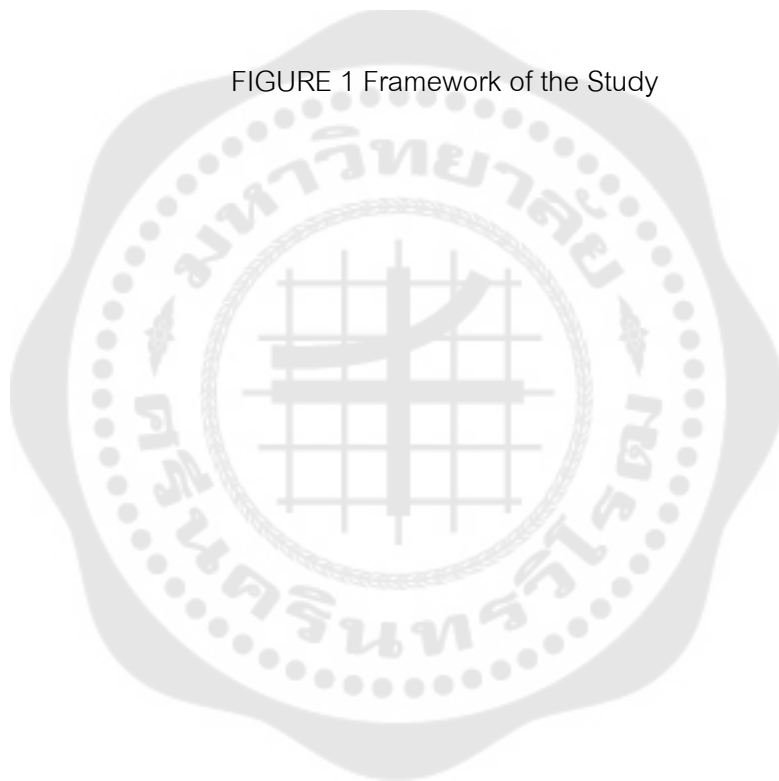


FIGURE 1 Framework of the Study



CHAPTER 2

LITERATURE REVIEW

2.1 Social skills

Social skills are the behavioral responses of individuals in a specific situation, that is, social skills refer to the behavior mode that children use existing social knowledge to effectively and appropriately actively interact with others in a specific social situation(Chen,2019).

Social skills are the individual ability to get positive feedback in social interaction, that is, the ability of individuals to switch freely under complex social interactions. Studies have shown that children with poor peer relationships are more difficult to conduct effective social interaction and lack the ability to give their peers positive reinforcement. Lochman et al. found that social skills training and cognitive-behavioral strategies were effective in aggressive school-age children who refused to accept others. Christopher et al. believe that social skills training has many advantages in improving interpersonal relationships and improving social function(Wang &Wang&Zhang,2017).

For social skills, Emotional Expressivity, Emotional Sensitivity, emotional control, social sensitivity, social expressivity, and social control are all its important aspects.

Emotional expression refers to the accurate and effective display of the value relationship between oneself and others, by identifying the emotional expression of others, seeking the effective cooperation of others, timely, accurate and effective understanding of the value relationship of others, so as to better cooperate with others. EE is one of the core components of social skills. Research shows that being able to express emotions clearly and truly helps to build intimate relationships. For example, people with emotional skills are more popular in friendship relationships because they are able to make more sincere connections with others(Zhao&Liu,2017). Emotional sensitivity is the subjective perception process of the value relationship of things and the sensitivity to the emotions of others. Studies have found that people with strong emotional skills are more able to understand the needs of others, making them more

likely to build trust and resonance. For example, a person's sensitivity to the subtle emotions of others may enable him to better adjust his behavior in a social context for better communication effects(Zhu&Zhang&Shen,2019).Emotional control is the ability to respond appropriately to your emotions in the face of various situations, and it does not affect your normal life and work. Studies have shown that people with strong emotional control are more likely to remain calm under stress to better handle social challenges. For example, a leader with good emotional control might be able to remain neutral in team conflict and effectively mediate conflict(Yang&Chen,2007).Social expression refers to the language, words, graphics, expressions and movements of one's own thoughts, emotions, thoughts and intentions that one expresses, and clearly expresses, and is good at making others understand, experience and express them. Studies have shown that individuals with higher social expression are more likely to establish intimate relationships and know how to show empathy and support in social interactions (Jia&Zhao,2018).Social sensitivity refers to the sensitivity to social situations and others and to the understanding of others' emotions and needs. Research has shown that people who acutely sense the social environment and respond appropriately to the emotions of others are more likely to develop good interpersonal relationships. For example, a sensitive leader may be able to detect the dissatisfaction of team members and take appropriate steps to solve the problem, thus enhancing team cohesion (Xu&Chen,2018).Social control refers to the individual's ability to control and regulate social situations. We found that individuals with higher social control were more likely to show confidence, leadership, and coordination in social interactions. For example, a person who controls social situations may be able to effectively organize team meetings and guide discussions to consensus (Li&Zhang,2017).

Positive social skills developed in childhood can forecast future academic success. Lacking social abilities, students miss the chance to engage with peers and reach academic objectives.The ability of students to engage with appropriately engaged social experiences in school is critical to their success. In order to interact effectively with others in groups,students need to develop the skills to listen and share

with their peers, as well as the capability to offer or accept constructive feedback. To be successful in school and society, children and their peers practice social skills together. Children entering school should have a basic knowledge that can apply social skills, such as (a) raising hands, (b) taking turns, and (c) listening and not disturbing others (Wang&Li, 2020)

Parents, educators, and experts often focus on the unsolved problems that students may have (e. g., speech, action, reading) rather than building students' abilities, which can lead to lower children's self-esteem. A key trait of students with behavioral issues is their deficiency in social skills. Those who fail to develop proper social skills often struggle in academic environments, while possessing such skills can enhance peer acceptance and academic success. While some learners can gain social competence without professional training, others require direct guidance (Zhang, 2021).

To sum up, a large amount of research and practice show that social interaction is the basic psychological need of children. As a social animal, social interaction is the nature of everyone. As the children grow up, a variety of social needs will arise. By dealing with all kinds of people, children learn to share and work as a team, laying a solid foundation for forming partnerships with others in primary school. If you are isolated in childhood, you tend to become transparent in social situations, or overcompensate for a flattering personality. Second, promote social skills development. In the process of socializing with others, children will gradually understand and understand the characteristics of others, learn how to solve the contradictions and conflicts between peers, learn how to stick to their own ideas or give up, and learn how to effectively transmit information and apply information. All these lays the foundation for children to socialize with more people in the future. Finally, social skills can promote the development of the self-concept. Good social interaction will lead to children have a lot of positive self-cognition, so that children can evaluate their appearance, personality, habits, expertise and other aspects from an objective perspective, to help children build confidence, children also realize their social image and social status in the hearts of their partners. Students' social skills can be formed by the students themselves

combined with their own experience in a specific environment, and can also be cultivated by the guidance of others. Teachers can help students to build good social skills in positive and effective ways.

2.2 group counseling

2.2.1 The concept of group counseling

group is the meaning of group, group, collective, counseling is the meaning of counseling, counseling, so group counseling to a certain extent and group counseling, group counseling, group consultation and other concepts coincide (Han, 2019)

Fan was the first to introduce group psychological counseling technology to China, which opened a new milestone in group psychological counseling and treatment in China. She is the leader, creator and practitioner of group psychological counseling and treatment in China. She thinks group counseling refers to the trained guide, through the use of group related knowledge and skills, using professional techniques and methods, led by the group guide and through some way to help other members to obtain some information, set up the correct idea, form some attitude, some behavior of a kind of professional work (Fan,2005).

2.2.2 Theoretical basis of group counseling

Person-Centered Therapy&Hierarchy of Needs Theory: the humanism theory represented by Abraham Maslow and Carl Rogers opposes the previous psychology of studying people as animals or mental patients, emphasizes the realization of people's self-esteem and self-value, advocates the study of human psychology, should follow human nature and respect human value. Maslow put the basic needs of the hierarchical induction, put forward the "demand hierarchy theory", he put the needs of people from high to low is divided into two aspects (missing needs, growth needs), seven levels (physiological needs, security needs, belonging and love, respect needs, understanding needs, aesthetic needs and self-realization needs). He believes that the higher level of needs to meet the previous level of needs to meet the premise. Rogers in psychology put forward the "self theory" of personality, and actively advocate "patient

center therapy" and "unconditional positive attention", he thinks "unconditional positive attention" is the result of the self mechanism, he thought that to cultivate a sound person and sound personality, must create a good education environment, and give understanding, respect, care, care, acceptance, so as to realize the value of life, human potential and get effective mining and play. In the group activities, the group provides the members with a sense of belonging, and creates a harmonious and good atmosphere, pay attention to the needs of the individual, show the charm of the individual, realize the value of the individual, so that the members can feel love and be loved, respect and understand, so as to realize the healthy growth of the group members (Zhang,2016).The main skills of humanistic theory include: listening and understanding, self-exploration and self-awareness, individual integrity and authenticity, motivation and support, emotional expression and experience, exploration of potential and goals. These theoretical techniques help practitioners to establish positive, supportive therapeutic relationships with the individual, and promote individual self-understanding, growth and self-realization and improve levels of mental health.

Cognitive Behavioral Therapy:Cognitive Behavioral Therapy Is a treatment method widely used in the fields of psychotherapy and mental health, it combines cognitive and behavioral theories designed to help individuals change unhealthy thinking patterns and behaviors, thereby improving mood and problem solving.The CBT theory suggests that individuals' emotions and behaviors are influenced by their cognition. The cognitive component emphasizes how individuals' interpretations, beliefs, and expectations of events influence their emotions and behavior. Negative, distorted, or unreasonable cognition can lead to negative emotions and unhealthy behaviors.Behavior is an important manifestation of emotional and psychological states. The behavioral section emphasizes how individual behavior patterns affect their emotional and mental well-being. Unhealthy behavior patterns may exacerbate negative emotions, while healthy ones can contribute to mood improvement and problem solving.CBT employs multiple techniques and strategies to help individuals change their cognition and behavior, thereby improving mood and problem solving. Some of these

techniques include: cognitive remodeling, behavioral experiments, behavioral activity scheduling, relaxation training, exposure therapy, problem solving skills, etc. These techniques combine cognitive and behavioral approaches to help individuals change unhealthy thought patterns and behaviors, thereby improving improvement and problem solving (Zhao,2019).

Rational Emotive Behavior Therapy: The REBT was first proposed by American psychologist Ellis. This theory holds that the occurrence of an event result or behavioral result comes from faith and is the direct factor of the outcome of the event, while human behavior and negative emotions are only the indirect factors that cause the occurrence of the event result. These beliefs are usually characterized by "bad results", "absolute requirements" and "general evaluation". "Born from the heart", that is, negative or unreasonable beliefs will cause us emotional or psychological distress. In the long run, these unreasonable beliefs will cause emotional difficulties to some extent. Ellis believes that individual negative emotions are not derived from the event itself, but from irrational beliefs that arise after frustration. In the group counseling, through the group activities to correct the unreasonable cognition of the group members, eliminate their irrational negative frustration emotions, and guide the members to enhance confidence, establish confidence to overcome setbacks and difficulties, accept the reality, accept themselves, to achieve the individual physical and mental healthy development and healthy growth (Fan&Deng,2018).REBT provides a range of emotion regulation skills that help individuals manage negative emotions. This includes techniques such as deep breathing, relaxation training, and positive imagination to help individuals better control their emotional responses.REBT also emphasizes the influence of individuals 'acceptance on emotion and behavior to themselves and others. This technique includes encouraging individuals to accept their imperfections and differences in others' abilities, thus reducing the negative emotions caused by self-judgment and others' judgment. These techniques help individuals understand and change unhealthy beliefs that cause negative emotions and behaviors, and improve emotional regulation and mental health.

2.2.3 Current intervention status of group counseling

Group counseling can effectively improve the social skills of primary school students, which has been proved among many researchers. Group counseling started earlier abroad, originally is the American physician plain to treat patients with lung disease and established treatment team, through team members to encourage and support between to enhance the courage and perseverance, this is the earliest and the most primitive group therapy, but was praised as "the father of group psychotherapy". In 1919, psychiatrist Lazar continued and innovated this method. He organized patients into a class, and regularly conducted group counseling and discussion to patients to create a relaxed and harmonious atmosphere, which was conducive to the rehabilitation and treatment of patients. It was followed in 1921, when the famous Vienna psychiatrist, Molinot, opened up the form of psychological drama. With the rise of humanistic psychology, maslow and Rogers "people-oriented" thought gradually into people's vision, group counseling as a kind of humanistic treatment into People's Daily life and popular in western Europe, the United States, Japan and other countries popular sheng, various psychological counseling institutions also rise, evolved into different patterns of group counseling (wang&huang& zhou,2018).

At home, group psychological counseling started late, about in the 1990s group counseling early ni end in China, and in Hong Kong, Taiwan and other places started earlier than mainland, the Hong Kong YMCA in order to draw contacts, stable people to teenagers conducted group psychological counseling, this method has continued (li,2016).In 1991, Japanese scholar Yuan Da zai came to China to teach group psychological counseling lectures, which is the beginning of the mainland psychological workers began to contact psychological group counseling this method, after understanding its relevant theory and practice methods, group counseling began to enter the vision of the people, China has gradually established psychological education pilot, psychological counseling room, etc. In 1996, Professor Fan Fumin of Tsinghua University wrote the book Theory and Practice of Group Consulting, which systematically introduced the content and methods of group counseling and its

application in practice, which also marked that group psychological counseling has entered an important stage. During the 5.12 earthquake in Wenchuan, group counseling helped psychological victims with its high efficiency and good efficiency, and achieved good results. Psychological counseling was also highly valued by people. At the government level, advocate to strengthen the construction of social psychological service system, in the central provinces and township 5 ZongZhi center establish psychological consultation room, relying on the local professional psychological service and volunteer service, for drug addicts, mild mental patients, poor and other special groups continue to carry out psychological assistance services, help disputes at the grass-roots level, realize social harmony and stability. At the social level, medical clinics at all levels have introduced psychological counseling professionals and set up special psychological consultation clinics to provide standardized diagnosis and treatment services for some patients with mental diseases. At the school level, more attention is paid to students' mental health, developing mental health education courses, offering mental health education, psychology, applied psychology and other majors, cultivating professional skills, improving students' emotional regulation ability and adaptability ability, and carrying out crisis intervention for demand groups (Feng,2018).

2.3 Expressive Art

2.3.1 Definition of the concept of expressive art

As expressive art therapy is a relatively new field, there is a debate about how to define expressive art therapy. Some scholars see expressive art as a way to help people express their thoughts, feelings, beliefs, problems, and world views. According to this view, expressive art therapy can be defined as an adjunct to psychotherapy, and the target service promotes problem solving through image shaping of painting works and verbal communication with the therapist. In this regard, Yan Jun summed up the concept of expressive art therapy. He believed that expressive art therapy is a form of psychotherapy mediated by painting activities, and therapists help service objects with associations through painting to help them relieve their emotional problems (Yan&Cui, 2013). Some scholars believe that painting itself is a kind of treatment, that is,

expressive art treatment can be defined as the creative process involved in the painting art activity, and this painting form and painting process can help the service object to repair the mood and finally achieve the purpose of treatment. This view coincides with the concept of painting art therapy proposed by the American Association of Art Therapy (AATA). The American Association of Art Therapy believes that expressive art therapy is the creative process of works of art, based on the concept of treatment and life improvement, and the expression of various thoughts and feelings in the form of non-verbal communication (American Art Therapy Association, 1996). Zhou Li also believes that painting can not only express the individual emotions, but also reflect the individual's deep-level and inner subconscious thoughts, which is a visual process (Zhou, 2006).

Expressive art therapy is a comprehensive treatment that combines techniques with psychotherapy and creative expression designed to promote individual self-exploration and growth through the art medium. The visitor center is an important concept of expressive art therapy that emphasizes equality and shared exploration between therapist and client. In the visitor center setting, the therapist is not an authoritative expert but a partner to explore, support and guide with the visitor. This environment allows visitors to feel respected and understood, making it easier to explore and express inner feelings, ideas and experiences. The core of expressive art therapy is to express and explore the inner world through creative artistic media (such as painting, sculpture, dance, music, etc.). This non-verbal expression allows visitors to more directly contact with the inner emotions and experiences, and can help them find new perspectives and ways to solve problems. Expressive art therapy focuses more on physical, emotional, and intuitive experiences than traditional talk therapy, providing visitors with a diverse and rich form of expression. Overall, expressive art therapy provides an individual-centered, open, and creative therapeutic environment that can promote individual self-knowledge, emotional release, and psychological growth (Natalie Rogers, 2001).

2.3.2 Theoretical orientation of expressive art therapy

Wood M J M, Molassiotis A, Payne S through research found that the most commonly used theoretical orientation of painting art practice provided by art therapists for patients with mental disorders are: psychoanalysis orientation, humanism orientation and psychological-education orientation (Wood , Molassiotis , Payne , 2011).

2.3.2.1 Psychoanalytical orientation

Psychological analysis orientation of treatment is based on the theory of psychoanalysis, they believe that patients through art can express their thoughts of the subconscious, therapists can use this in the process of treatment through the means of empathy reveals this kind of psychological problems, and help patients with psychological counseling (Tian, 2009). In the second half of the 20th century, several people appeared in the field of expressive art therapy, who adopted psychoanalytic theory as the framework of expressive art therapy, paving the way for the development of expressive art therapy. The most famous is Margaret Naumburg, who communicated through symbolic expression within the framework of psychoanalytic theory, and thus created the "dynamic-oriented expressive art therapy" (Naumburg, 1950/1973). Naumburg Note that expressive art therapy allows the unconscious expressed in fantasy, daydream, and fear to project more directly into pictures than into language (Naumburg, 1966). Kramer Taking a different approach by introducing concepts from Freud's theory of personality to explain the process of expressive art therapy. She emphasized the inherent therapeutic potential of patients in the artistic creation process and the central role of the sublimated defense mechanisms in the therapeutic process (Kramer, 1971 / 1993).

2.3.2.2 Humanistic orientation

The healers of humanism take on the theoretical basis of humanism and believe that the patients have the ability of self-development and the innate tendency of self-perfection. Therefore, when painting them, therapists should pay attention to their personal dignity, recognize their self-worth, accept them unconditionally in the process of treatment, create an atmosphere conducive to their self-growth, and promote the awakening of their self-consciousness. Natalie Rogers With

the humanistic theory as the framework, created the "visitor center expressive art therapy". She believes that in art therapy, therapists should uphold humanistic ideas, create a visitor-centered scene atmosphere in the process of treatment, and use various art forms to help them find their inner conflicts and finally achieve the purpose of therapy (Natalie Rogers, 2001). The process of creating a work is the process of healing. Zou Liyun(2012) also think humanism orientation painting pay more attention to treatment relationship and treatment process, therapists with the visitors participate in painting activities, explore the individual mental image, through communication with the client subconscious tap its potential, to help visitors to psychological healing.

2.3.2.3 Psychology-Educational Orientation

Based on the cognitive theory, behaviorism theory, cognitive behavior theory and developmental psychology related theory, the therapists of psychological-educational orientation therapy provide intervention to the visitors with cognitive, behavioral or emotional disorders through painting creation, so as to help improve their psychological symptoms.

Among them, the art therapy using the framework of cognitive behavior theory has formed the "cognitive behavioral technology" after years of practice. The therapists use this technology to conduct expressive art treatment for patients with psychological disorders and have obtained it

A lot of good results. Rosa, A ckerman and Johnson (1994) intervened in male sexual offenders with psychological disabilities in 1994 with expressive art therapy in the framework of cognitive behavior theory. It builds specific situations for them to use art works to stimulate their aggressive behavior, and then therapists record and correct it to help them form new behavior patterns.

On this basis, Motto introduced systematic desensitization into expressive art therapy in 1997, helping patients find a way to master emotions in art activities, so as to achieve psychological change and achieve treatment goals.

2.4 Relevant Research

Chen (2018) studied the impact of expressive art in group counseling on the improvement of students' social skills. The experimental results indicated that students who expressive art in group counseling showed significant improvement in social interactions and emotional expression.

Ma (2018) studied the application of expressive art group counseling in the mental health education of primary and middle school students. The results indicated that students who participated in expressive art in group counseling showed improvements in both mental health and social skills.

Lei (2022) investigated the intervention effects of expressive art group counseling on social anxiety in junior middle school students. The study indicated that students participating in expressive art group counseling showed significant improvements in social skills and self-efficacy.

Shen and Yang (2019) investigated the application of expressive art group counseling in cultivating social communication abilities among primary and middle school students. The study found that expressive art group counseling effectively enhanced students' social skills and the quality of peer relationships .

CHAPTER 3

METHODOLOGY

3.1 Research Design

This study used a quasi-experimental design, with the independent variable being expressive art in group counseling, and the dependent variable being social skills. Research design divided the samples into experimental and control groups. In the experimental group, the results of the test before and after the experimental group were compared with the control group. The aim is to explore how to improve the social skills of pupils.

In the study, pre-and post-test data were compared to test students' social skills. In this study, the experimental group was tutored for 8 times, each tutoring lasted 150 minutes, which took 4 weeks. Both counseling and painting are used .

3.2 Populations and Samples Selection

population

The study population included 240 students in Grade 4 of Nanshan District Second Foreign Language School, Shenzhen.

samples

The research subjects are fourth-grade students from Nanshan District Second Foreign Language School in Shenzhen. The sample of this study was 12 students. The original questionnaire survey was conducted on 240 students in the early stage, and 12 students with low scores on the social skills scale were selected and random assignment into experimental group (6) and control group (6). The experimental group will conduct 4 times of painting art group counseling, and the control group will not give the painting art group counseling, they will acquire social skills according to the social way in normal life and learning. There was no significant difference between the two groups in gender, age, conversation, making friends, heterosexual interaction and interpersonal relationship.

3.3 Research Instrument

3.3.1 Expressive Art in Group Counseling Program

Expressive art in group counseling Program is the use of the art form of expressive in group counseling activities to help participants express their inner feelings, explore personal problems and establish a mutually supportive environment. Throughout the group counseling, the tool was used 6 times, each taking 150 minutes. The leader introduced the meaning represented by the color and shape of the mandala painting, and asked the group members to create a mandala painting. In the creation process, the leader should actively guide the group members to release their emotions. The theme of each creation corresponds to 6 different dimensions, and the group members promote self-exploration, emotional release and group cohesion through creative expression in the process of creation. The scale was examined by 3 experts, and the IOC values after examination ranged from 0.67-1.00, indicating good validity.

TABLE 1 Expressive Art in Group Counseling Program

Session 1: Introduction	
Key concept	,The counseling used group interaction context guidance and case analysis to inform members about each other and clarify the application and importance of social skills.
Objectives	Break the ice to help Members get to know each other quickly and relieve the initial tension. Clarify the application and importance of social skills.
Skills and Techniques	Interactivity、 Context guidance、 Case analysis
Evaluation	Group performance evaluation: Each group, discussion process and role-playing performance will be evaluated, emphasizing .teamwork and communication effectiveness

TABLE 1 (continue)

Session 2: Emotional Expressivity	
Key concept	Emotional expression is a process of conveying personal feelings, emotions, and attitudes through language, behavior, or other forms. It helps to build mutual understanding and trust, promote the development of interpersonal relationships, and also contributes to the release and cognition of personal emotions. This counseling is to use the mandala painting form, active listening and emotional guidance skills to improve the emotional expression ability of the members.
Objectives	Member express and explore their emotions through artistic means, while they share and understand each other's feelings in the group. Build group cohesion and promote a healthy expression of emotions
Skills and Techniques	Active listening、 Emotional guidance
Evaluation	To evaluate the quality of Members' works, the depth of shared content and the positive degree of group interaction. Regular quantitative assessment of emotional expression ability to observe the changes of Member.s' mental health status
Session 3: Emotional Sensitivity	
Key concept	Emotional sensitivity refers to an individual's keen ability to perceive and understand others' emotions. It can promote effective communication, emotional connection and interpersonal harmony, and improve social skills. This counseling uses the form of mandala painting, listening, positive feedback and other skills to improve the emotional sensitivity of the members
Objectives	Through Mandala painting, improve Members' emotional sensitivity, promote the communication and resonance among group members, and cultivate emotional wisdom and mental health

TABLE 1 (continue)

Skills and Techniques	<p>1. Provide positive feedback and support to encourage the expression of creativity and individuality</p> <p>2. In the Mandala painting workshop, individual tutoring is provided to meet the needs of different Members</p>
Evaluation	<p>. Comprehensive evaluation through emotional insight test</p> <p>. feedback and work evaluation</p>
Session 4: Emotional Control	
Key concept	<p>Emotional control refers to the ability of individuals to self-regulate emotional expression and response when facing different situations. It can help people better handle challenges and stress, improve emotional stability and adaptability, and improve social skills. This counseling uses mandala painting form, active listening and emotional guidance skills to improve the emotional control ability of the members</p>
Objectives	<p>1. Improve Members' emotional control ability. Promote self-perception and emotional expression</p> <p>2. Using Mandala paintings to promote mental health</p>
Skills and Techniques	<p>Active listening, Emotional guidance, Encourage creativity</p>
Evaluation	<p>Emotional change observation: observe Members' emotional changes during the counseling process, and whether they can cope with challenges more effectively</p> <p>Group interaction: To assess the level of interaction and support among group members</p> <p>Analysis of work: analyze the mandala created by Members to understand Members' expression and processing of emotions</p>

TABLE 1 (continue)

Session 5: Social Expressivity	
Key concept	Social expression refers to the ability of individuals to communicate information, opinions, and emotions in a social environment through language, behavior, or other forms. It can facilitate effective communication and interaction, help build and maintain relationships and improve social skills. This counseling uses the skills of mandala painting form, guiding reflection and personalized tutoring to improve the social expression ability of the members
Objectives	Promote Members' expression ability, and help them to better express their feelings, thoughts and inner experience through the art form of Mandala painting.
Skills and Techniques	Guide reflection、 Personalized tutoring
Evaluation	Evaluation of Member s 'works: the Members' painting works are the main evaluation basis, and pay attention to creativity, depth of expression and .technology application Assess the actual improvement of Members' expression ability through their .personal expression plans and paintings
Session 6: Social Sensitivity	
Key concept	Social sensitivity refers to an individual's keen ability to perceive and understand the social environment, others' behavior and situations. It helps to build good interpersonal relationships, improve teamwork efficiency, and helps individuals to better adapt to social changes and handle interpersonal interactions. This counseling uses the skills of mandala painting form, empathy exercises and .teamwork skills to improve the social sensitivity of the members
Objectives	Cultivate Members' sensitivity to the needs of others, and promote their ability to care for and help others, and improve teamwork efficiency.
Skills and Techniques	Empathy exercises、 Team cooperation、 Interactive case discussion

TABLE 1 (continue)

Evaluation	Members' ability to demonstrate care and cooperation within teams were assessed through collaborative paintings Members' ability to analyze and solve problems was assessed through interactive case discussions.
Session 7: Social Control	
Key concept	Social control refers to the influence and control of individuals over their own and others' behaviors in social interactions. It helps to maintain social order, promote cooperation and coordination, and helps individuals to achieve goals and meet needs in society. This counseling uses mandala painting form, teamwork and conflict resolution skills to improve the social control ability of the members
Objectives	Cultivate Member s' social control, and improve Members' ability of emotional regulation, conflict resolution and team work.
Skills and Techniques	Teamwork and conflict resolution
Evaluation	Members' teamwork and conflict resolution were assessed through conflict resolution case analysis and cooperative painting activities Assess Member performance in feedback and communication, including the ability to give and receive feedback.
Session 8: Termination	
Key concept	Social skills are the ability to be freely in social interactions and are crucial to building relationships, effective communication and teamwork. It helps individuals to better understand others, express themselves, and establish a good cooperative relationship and a friendly atmosphere. This counseling is the last counseling of the whole consulting activity, and we will make a summary and feedback on the previous 7 counseling. The counseling uses skills such as role-playing, group activities and feedback mechanisms to test and improve the members' social skills
Objectives	Promote Member s' communication and cooperation ability among Members. Improve Members' confidence and social skills. Cultivate the team spirit and establish a good interpersonal relationship

TABLE 1 (continue)

Skills and Techniques	Role playing、 Group activities、 Feedback mechanism
Evaluation	:Self-evaluationMembers reflect on their performance in the course .and evaluate their social skills Peer evaluation: Team members evaluate each other and share their .contributions and feelings in teamwork Teacher evaluation: Teachers can comprehensively evaluate Members' performance through observing role-playing, group cooperation and other activities.

and the Cronbach's Alpha of the questionnaire was 0.844. This version of SSI is suitable for fourth grade students in our country and has good reliability. The scale was examined by 3 experts, and the IOC values after examination ranged from 0.67-1.00, indicating good validity. SSI is a self-aging scale consisting of 18 questions, including six subscale: Emotional Expressivity, Emotional Sensitivity, Emotional Control, Social Expressivity, Social Control, Social Sensitivity, and 3 questions for each of the subscale. Each dimension can be scored, with 2 points for each "yes" response, 1 point for each "sometimes" response, and 0 points for each "no" response. Total scores for emotional expression, emotional perception, emotional control, social expression, social sensitivity, and social control were calculated separately.

The scale is as below and the details are detailed in Appendix:

TABLE 2 Social Skill Inventory example

Definition	Items
Emotional Expressivity	I share my emotions with my classmates
Emotional Sensitivity	I can understand my classmates' feelings
Emotional Control	When I get angry or depressed, I will find the right way to vent
Social Expressivity	I like to participate in group activities
Social Sensitivity	When my classmates encounter problems, I will offer to help
Social Control	When there are conflicts between my classmates, I am willing to try to mediate

Here, we ask you to add criteria for interpreting the social skills scale

The evaluation criteria were developed :

0-11 points: low level

12-24 points: medium level

25-36 points: high level

3.4 Study process

1. Use the social skills inventory to predict all students and understand their social skills level.

2. Intervention for the experimental group students using expressive art group counseling

3. Use the social skills inventory to test the students in the experimental group and the control group again, and draw the conclusion by comparing the test data and the test data of the experimental group and the control group. If the posttest data of the experimental group is higher than that of the pretest data, and the posttest data is higher than that of the control group, it shows that the painting art group counseling can improve students' social ability.

3.5 Data collection

The steps of experimental data collection are as follows:

In the first step, the researchers used a questionnaire to understand the scores of the fourth grade students' social ability measures.

In the second step, after the experimental group, the students of the experimental group and the control group will test the social ability table to understand the score after the test.

3.6 Data analysis

1. Approve research tools using statistics including IOC, Cronbach's Alfa Reliability and corrected item-total correlation.

2. In this study, data analysis was conducted using a computer-based intelligent system. Quantitative data were analyzed using Mann-Whitney Test, Wilcoxon Signed Ranks Test, by comparing and analyzing social skills data from the experimental and control groups.

CHAPTER 4

DATA ANALYSIS

In this study, we collected data from 12 fourth-grade students from Chiwan School, Nanshan District, Shenzhen, who were randomized into experimental and control groups. The researcher would like to present the research results according to the research objectives as follows:

1. The comparison of social skills between before and after participating expressive art in group counseling of the experimental group as Table 3.
2. The comparison of social skills between the experimental group and the control group after participating expressive art in group counseling as Table 5.

TABLE 3 Results of comparison of the experimental groups pre-test and post-test scores (n=6)

variable		Mean Rank	S.R.	Z	P
social skill	Negative Ranks	0.00	0.00	-2.207*	0.027
	Positive Ranks	3.50	21		

P<0.05

To demonstrate the effectiveness of the experimental activity, it was necessary to compare the differences before and after participation for the experimental group. The study utilized the Wilcoxon Signed Ranks Test, a non-parametric test for related samples. The analysis results, as shown in Table 3, indicate a significant difference in Social Skills for the experimental group before and after the experiment, with rank means of 0 and 3.5, respectively ($Z=-2.207$, $p < 0.05$).

2. The comparison of social skills between the experimental group and the control group after participating expressive art in group counseling.

Initially, I compared pre-test social skill scores between the experimental group and the control group which is found as shown in Table 4

TABLE 4 The comparison of social skills between the experimental and control groups before the experiment (n = 12)

variable	group	n	Mean Rank	S.R.	Z	P
social skill	experimental group	6	5.83	35.00	-0.659	0.589
variable	control group	6	7.17	43.00		

Before conducting "EXPRESSIVE ART IN GROUP COUNSELING," it is necessary to confirm whether there are differences in Social Skills between the experimental and control groups, in order to eliminate interference from factors outside the experiment. The study employed the Mann-Whitney Test, a non-parametric test for independent samples. The test results, as shown in Table 4, indicate that there were no significant differences in Social Skills between the experimental and control groups before the experiment. Specifically, the Mean Rank for Social Skills was 5.83 for the experimental group and 7.17 for the control group ($Z=-0.659$, $p > 0.05$).

Afterwards, I compared post-experiment social skill scores between the experimental group and the control group. which is found as shown in Table 5.

TABLE 5 The comparison of social skills between the experimental and control groups after the experiment (n = 12)

variable	group	n	Mean Rank	S.R.	Z	P
social skill	experimental group	6	9.5	57.00	-2.898*	0.002
variable	control group	6	3.5	21.00		

P<0.01

After conducting the "EXPRESSIVE ART IN GROUP COUNSELING" experiment, the comparison between the experimental and control groups in terms of Social Skills is presented in Table 5. The post-experiment Mean Rank for Social Skills was 9.5 for the experimental group and 3.5 for the control group. There was a significant difference in Social Skills between the two groups after the experiment ($Z=-2.898^*$, $p < 0.01$), with the experimental group having a significantly higher Mean Rank than the control group.

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1 Introduction

This study aims to explore the influence of expressive art group counseling on the social skills of primary school students. The research firstly studied the social skills of primary school students. Secondly, social skills among the students were compared before and after participating in expression art in group counseling. Finally, the social skills of the experimental group and the control group after participating in the group counseling were compared. In practice, the social skill measurement form was first used to predict all students to understand their social skill level. Secondly, the expressive art group counseling was used to intervene with the students in the experimental group. Finally, the social skills measurement form was again used to test the students in the experimental group and the control group again, and the conclusion was drawn by comparing the test data and the test data between the experimental group and the control group. Through the practice results, it can be seen that the expressive art group guidance is able to effectively cultivate the social skills of primary school students, and to improve the students' mental health quality, academic performance, and peer relationship building. The expressive art group counseling is also helpful to create a more positive learning environment for the students. Moreover, it can bring up closer home-school contacts, promoting the communication and cooperation between home and school.

In the early stage of the study, two research hypotheses for this study were proposed. The first point is that the after participating in expressive art group counseling, the experimental group will have higher social skills. The second point is that the after participating in the expressive art group counseling, the social skills of the experimental group were significantly higher than those of the control group.

5.2 Conclusion

5.2.1 A significant difference in Social Skills for the experimental group before and after the experiment, with rank means of 0 and 3.5, respectively ($Z=-2.207$, $p < 0.05$).

5.2.2 There was a significant difference in Social Skills between the two groups after the experiment ($Z=-2.898^*$, $p < 0.01$), with the experimental group having a significantly higher Mean Rank than the control group.

5.3 Discussion

As an educational tool, expressive art in group counseling is of great significance to the improvement of primary school students' social skills. This study aims to explore the influence of expressive art in group counseling on pupils' social skills and conduct detailed analysis with practical research. Through the expressive art in group counseling, the students showed a significant improvement in their social skills. They have made remarkable progress in six aspects: emotional expression, emotional feelings, emotional control, social expression, social sensitivity and social control.

The researcher applied the techniques of listening, self-exploration, and emotional expression, combining expressive art in group counseling skills to improve students' social skills. Base on theoretical guidance, a series of painting art group consultation activities are designed, allowing students to express their inner feelings and emotions through painting. In practice, this non-verbal expression reduces the barriers of verbal communication and makes it easier for students to express their true feelings. In the process of painting, students better capture and perceive their own emotions, and they transform their abstract emotions into concrete images, they thus have a clearer understanding of their own inner world. This study results are in agreement with previous studies. Wang and Wang(2020) said the importance of expressive art in group counseling activities lies in its effectiveness to enhance students' emotional expression. This method offers a non-verbal, creative, and collaborative outlet, facilitating better exploration, identification, management, and expression of emotions. It fosters the

development of students' emotional intelligence and promotes them improved social skills.

The researcher applied humanistic theory, which emphasizes providing positive feedback and supportive counseling skills, to design a series of expressive art activities for group counseling. During the counseling process, the researchers actively affirmed the strengths, efforts, and achievements of the members. This positive affirmation helps members build self-confidence and self-esteem and enhance students' recognition of their own skills and values. Researchers gave their members supportive feedback and encouraged them to face the challenges and difficulties bravely. The supportive feedback enhanced the courage and determination of the members, helping them overcome their difficulties and achieve their personal goals. Researchers listened to the needs and feelings of the members, and tried to understand their emotions and experiences. Patient listening and understanding made members feel understood and accepted, as well as feeling emotionally safe and built trust. Expressive art in group counseling activity provides a platform for sharing emotion. Students share their feelings and experience with others here, and establish emotional resonance and connection with others, the resonance and connection make students feel understood and supportive. Such a approach promotes emotional communication and sharing, thereby enhancing students' emotional perceiving skills. This study results are in agreement with previous studies. Xie and Wang(2015) said expressive art in group counseling activities holds significant value in enhancing students' emotional experiences. It fosters emotional expression and understanding, deepens emotional connections, promotes emotional exploration and growth, facilitates emotional adjustment and self-expression, and cultivates emotional competence and social skills. Overall, it contributes to improving students' social skills.

The counseling skills such as emotional guidance in humanistic theory were used to help students to better understand and express their emotional experience, and promote their emotional self-cognition and emotional self-resolution. Through emotional guidance, students pay attention to their current emotional state and explore the root,

meaning and influence of these emotions. In the consultation process, students expressed their emotions through painting, whether positive or negative emotions are expressed by color, lines and shape, and adjust the intensity and expression of emotions by adjusting the composition and color of the picture. This is a process aimed at enhancing their emotional cognition. Through this creative process, students can better understand their own emotions and learn how to express and deal with them. This is also a process through which students gradually acquire self-regulation skills for their emotions. It helps students manage their emotions effectively and enhances their emotional control ability. This study results are in agreement with previous studies. Sun and Wang(2016) said the expressive art in group counseling activity provides students with a safe, supportive environment where they can freely express their emotions and enhance emotional control through creation and sharing. By participating in such activities, students can not only improve their emotional cognition and emotional expression skills, but also learn to manage and regulate their emotions more effectively.

The counseling techniques such as guidance and reflection and personalized guidance in humanistic theory were used. During the tutoring process, researchers provided guidance and advice to help students better understand their emotions, values, and goals, while offering support for their growth and development. Reflection is a more self-oriented process, in which individuals think, explore and reflect on their own behaviors, feelings and thoughts, so as to enhance their own understanding and awareness. Personalized guidance is usually a non-directed, student-centered approach to help students explore themselves, solve problems, and achieve personal goals by listening, understanding, and respecting students. During the counseling process, students used painting, a highly intuitive form of expression, to help them better understand and articulate their feelings. Through their artworks, they are able to convey their inner emotions and experiences, ultimately enhancing their social expressive skills. In painting expression, students need to cooperate with others, communicate and share ideas. This cooperation and communication promotes the development of communication skills among the students, including the skills to listen to

others' opinions, express their own ideas and solve problems through consultation. In this case, students' social expression skills is thus improved. This study results are in agreement with previous studies. Sun and Wang(2016) said expressive art in group counseling can help students improve social expressiveness and other social skills by providing a creative and cooperative environment. Such activities can not only promote individual artistic development, but also bring positive effects on personal emotional health and interpersonal relationships. By participating in such group activities, students can express their emotions, ideas and opinions through painting, thus improving their social expression skills.

In this study, counseling techniques like teamwork and interactive case discussion in cognitive behaviorism theory were utilized. Teamwork fosters the development of active communication and problem-solving skills, which are essential for improving team performance in collaborative settings. Cognitive restructuring, as well as a part of teamwork, helps change the members' negative thoughts and behaviors, thus beneficial for building a positive team atmosphere. Whereat in the interactive case discussion, the researchers guided students to participate in the discussion of a specific case. By analyzing situations, students' reactions, and potential solutions, students are able to recognize their own thinking and behavior patterns, as well as identifying possible cognitive biases or behavioral habits. Throughout the counseling process, team members learn to collaborate with students from various family backgrounds with diverse ideas. They share their perspectives, experiences, and emotions, fostering greater tolerance and respect for diverse viewpoints, backgrounds, and experiences. Through this, they develop an understanding and appreciation for others' ideas and opinions, thereby enhancing their social sensitivity. This study results are in agreement with previous studies. Shen and Yang(2019) said expressive art in group counseling help to build good interpersonal relationships, improve the efficiency of teamwork, and help individuals to better adapt to social changes and deal with interpersonal interactions.

In this study, teamwork and conflict resolution skills in cognitive behavior theory were utilized. In teamwork, reward and punishment mechanisms can be established between team members to encourage and reinforce cooperative behavior. In terms of conflict resolution, team members can help each other learn to handle conflict through positive communication and resolution brain-storming. Rewards for positive conflict resolution can reinforce their adoption of teamwork to address conflicts. During the consultation process, the members cooperate with each other to complete the work together. This promotes the team cooperation and communication skills. Meanwhile, team members gradually achieve effective coordination and leadership within the team, learning to adapt to different environments and situations. They interact and cooperate effectively with others, develop rational thinking and expression skills, and learn self-management. This enables individuals to better control their emotions and behavior, facilitating improved communication and cooperation with others, and enhancing social control skills. This study results are in agreement with previous studies. Chen(2018)said,By expressive art in group counseling, students can learn and practice social control skills in a structured environment, which is essential for building good interpersonal relationships and improving social skills .

In general, through the expressive art in group counseling, primary school students have been significantly improved in their social skills, cooperative spirit, emotional expression, self-cognition and comprehensive skills. These results suggest that expressive art in group counseling plays a positive and indispensable role in the social development of pupils. This study results are in agreement with previous studies. Qiu(2018) said through the expressive art in group counseling activities, participants learned to cooperate, share, understand and respect others in the teamwork setting, which are considered important parts of social skills. At the same time, artistic creation also provides them with a platform to express their feelings and ideas, and promotes the development of self-cognition and emotional management.

In conclusion, this study deeply analyzes the influence of expressive art in group counseling on pupils 'social skills, and reveals the potential mechanism and

action path of improving students' social skills. This research has made some progress in theoretical exploration and empirical research, providing useful enlightenment and reference for educational practice and future research.

5.3 Research Reflection

Through practice, it can be found that the expressive art group counseling has achieved some results in improving the social skills of primary school students, but there are still some areas that need to be improved.

First, although expressive art group counseling activities help students cooperate and collaboration, it is found in practice that some students still lack a sense of teamwork and are more inclined to complete tasks independently and stuck on their own. As a result, it is difficult to complete tasks with other students in group activities. This will hinder their social skills. In the future practice, students should cultivate their team-building spirit and team consciousness by organizing team-building activities and setting up group projects and games. At the same time, students are encouraged to share their ideas and opinions with each other and promote the communication and cooperation between them.

Secondly, in expressive art group counseling, sometimes there will be differences or conflicts of opinion between students, which the counselors need to deal with the certain situations more flexibly. In practice, more fun-filled methods such as role-playing can be used to help students solve problems in a relaxed and pleasant atmosphere and enhance the cohesion of the team.

Finally, this study has some limitations. For example, there are limitations in sample selection. The sample in the study is concentrated in the fourth grade students of Chiwan School, Nanshan District, Shenzhen, which is relatively small, so there are some limitations in the universality of the research results. There are also some limitations of measurement tools. The current measurement tools used to assess social skills, may not fully and accurately reflect the development of social skills in primary school students. For the limitation of time span, at present, this study only carried out 8 times of counseling, only focused on short-term effects, lack of tracking and evaluation

of long-term effects, and unable to fully understand the continuous impact of expressive art group counseling on social skills.

5.4 Recommendations

As a potential education method, expressive art group counseling is of great significance for improving the social skills of primary school students. Therefore, I will put forward some personal suggestions based on my own experience.

5.4.1 Recommendation for Apply

Short-term counseling provides a comprehensive understanding of the continuing impact of expressive art group counseling on social skills. The author suggests that long-term follow-up research should be conducted to observe the continuous improvement of social skills of primary school students participating in the counseling of expressive art group. Multiple measurements can be made to assess the long-term effects.

In the researchers' practice, the design of expressive art group counseling activities is too single, only focusing on the painting itself, while ignoring other forms of artistic expression. The author suggests that future research should compare the influence of different types of expressive art group counseling methods on social skills. For example, shaping sculptures, creating handmade works, etc. In future practice, activities need to be designed more diverse to provide richer experiences and stimulate students' interest.

In expressive art group counseling, some students' individual differences and special needs may be ignored. As a result, they cannot fully participate in the activities, affecting the improvement of social skills. The author suggests that future research consider the influence of individual differences on the counseling effect of expressive art group. For example, there were differences in response and performance between students of different gender, age, cultural background, or socioeconomic status in expressive art group counseling.

Explore the factors that affect the effect of expressive art group counseling, such as group size, frequency of activities, interaction between teachers and students,

etc. This helps to optimize the counseling programs and improve the effectiveness of their social skills.

Discuss the role and influence of teachers in expressive art group counseling, and how teachers can better guide students to improve their social skills.

The role of parents in the process of improving students' social skills is easily ignored, and their support and participation are crucial to students' social development. The author suggests that future research can actively encourage parents to participate in students' expressive art group counseling, provide opportunities and channels for parents to participate, maintain good communication with parents, and pay attention to students' social development.

5.4.2 Recommendations for Future Studies

In future studies, it is hoped that multi-level analysis methods can be used to explore the influence mechanism of expressive art group counseling on pupil social skills from different levels such as individual, family, school and community. Such studies allow a deeper understanding of the interactions and complex relationships between influencing factors. For example, we can consider the effect of individual characteristics, family education environment, school atmosphere and other factors on the adjustment effect of expressive art group counseling, as well as the combined effect between these factors.

Additionally, it is hoped that cross-cultural comparisons can be made to explore whether there are differences in the influence of expressive art group counseling on the social skills of primary school students under different cultural backgrounds. Such research can help us to better understand the universality and specificity of expressive art group counseling, as well as the characteristics and rules of social skills development in different cultural backgrounds. Through cross-cultural comparison, we can better guide the design and implementation of expressive art group counseling programs to meet the needs of students in different cultural backgrounds.

What's more, modern technological means, such as VR and AI, can be combined to design more innovative and practical expressive art group counseling

projects. Participants' social skills development can be monitored and evaluated through technology. Such techniques can provide examples and inspirations for the future development of educational technology, and promote the application and promotion of expressive art group counseling in a wider scope.

In the author's opinion, future research should be devoted to exploring the influence mechanism of expressive art group counseling on the social skills of primary school students, so as to provide scientific basis and practical guidance for promoting the comprehensive development of students and improving the quality of education. Through the comprehensive application of multi-level analysis, cross-cultural comparison and technology-assisted research, we can have a more comprehensive understanding of the role mechanism of expressive art group counseling guidance, so as to provide effective guidance and support for future educational practice.

Overall, improving students' social skills through expressive art group counseling is highly commendable and worthy for educators. This method not only encourages teamwork and communication but also helps students express themselves emotionally and understand themselves better. Through this study, the researchers hope to offer practical insights for educators and encourage the wider adoption of art education in schools.

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APPENDIX

Definition	Item
Emotional Expressivity :	1. I share my emotions with my classmates
	2. When I feel happy, I say to my friends
	3. I can express my feelings clearly
Emotional Sensitivity:	4. I can understand my classmates' feelings
	5. When my classmates feel sad, I will comfort and support them
	6. I can detect the mood changes of my classmates
Emotional Control:	7. When I get angry or depressed, I will find the right way to vent
	8. I can control my emotions and do not get angry or cry easily
	9. In stressful situations, I was able to stay calm
Social Expressivity:	10. I like to participate in group activities
	11. I was able to work very well with my classmates in the team
	12. I am like to share my ideas and suggestions with my classmates
Social Sensitivity:	13. When my classmates encounter problems, I will offer to help
	14. I care about the needs and feelings of my classmates
	15. I can detect the subtle changes and relationships between the classmates
Social Control:	16. When there are conflicts between my classmates, I am willing to try to mediate

	17. In the team, I was able to take responsibility and complete the tasks assigned to me
	18. I can follow the social rules and the class rules

This scale consists of 18 questions and has six dimensions: Emotional Expressivity, Emotional Sensitivity, Emotional Control, Social Expressivity, Social Sensitivity, and Social Control. Each subscale has 3 questions, Each dimension can be scored, with 2 points for each "yes" response, 1 point for each "sometimes" response, and 0 points for each "no" response. The total scores of emotional expression, emotional perception, emotional control, social expression, social sensitivity, and social control were calculated separately.

The evaluation criteria were developed :

0-11 points: low level

12-24 points: medium level

25-36 points: high level

Index of Objective Congruence (IOC) By Experts Form

No.	Opinion of experts people			sum	IOC	Summary of results
	1 Assoc.Prof.Dr.Skol Voracharoensri	2 Dr.Sittiporn Kramanon	3 Dr.Apichat Mookdamuang			
18 questions						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+0	+1	+1	2	0.67	available
5	+1	+1	+1	3	1	available
6	+1	+1	+1	3	1	available
7	+1	+1	+1	3	1	available
8	+1	+1	+1	3	1	available
9	+1	+1	+1	3	1	available
10	+1	+0	+1	2	0.67	available
11	+1	+1	+1	3	1	available
12	+1	+1	+1	3	1	available
13	+0	+1	+1	2	0.67	available
14	+1	+1	+1	3	1	available
15	+1	+1	+1	3	1	available
16	+0	+1	+1	2	0.67	available
17	+1	+1	+1	3	1	available
18	+1	+1	+1	3	1	available

Expressive Art in Group Counseling Program

Session 1 : Introduction

1. Key concept:

The counseling used group interaction, context guidance and case analysis to inform members about each other and clarify the application and importance of social skills.

2. Objectives:

Break the ice to help Members get to know each other quickly and relieve the initial tension. Clarify the application and importance of social skills

3. Skills and Techniques:

3.1 Interactivity: Through group discussion and role playing, stimulate member' interest and enthusiasm.

3.2 Context guidance: Create real social situations, allowing member to experience the application of social skills in the simulation.

3.3 Case analysis: Use real cases to enable member to better understand the importance and application of social skills.

4. Stages

4.1 Intial stage

(1)Opening Introduction: The Leader briefly introduces the purpose and significance of this group counseling, that is, to help Members improve their social skills.

(2) Ice breaking: Introduce yourself quickly and share an interesting social experience

(3)Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2 Working stage

(1) Explain basic social skills, such as emotional expressivity,emotional sensitivity,emotional control, etc

(2) Let each team members discuss and propose solutions for the actual scenario.

(3) Role-playing: Design various scenarios, requiring members to role-play in a simulated environment, emphasizing the ability to communicate and solve problems.

(4) Each members shares his / her feelings during the role-playing process.

(5) The leader provides suggestions for improving the content shared by members.

4.3 Ending stage

(1) Members and Leader discuss the experience and perception in the counseling process, as well as the future development direction.

(2) Leader review the key points of each part in a summary way, summarize the learning results, and emphasize the practical application.

(3) Leader inform Members of their plans for several future coaching sessions, and encourage their continued engagement and effort to improve.

5. Evaluation:

Group performance evaluation: Each group, discussion process and role-playing performance will be evaluated, emphasizing teamwork and communication effectiveness.

Session 2 : Emotional Expressivity

1.Key concept:

Emotional expression is a process of conveying personal feelings, emotions, and attitudes through language, behavior, or other forms. It helps to build mutual understanding and trust, promote the development of interpersonal relationships, and also contributes to the release and cognition of personal emotions. This counseling is to use the mandala painting form, active listening and emotional guidance skills to improve the emotional expression ability of the members.

2.Objective:

Member express and explore their emotions through artistic means, while they share and understand each other's feelings in the group. Build group cohesion and promote a healthy expression of emotions.

3. Skills and Techniques :

3.1 Active listening: enhance the sensitivity to Members' emotions and establish a trust relationship.

3.2 Emotional guidance: guide Members to pay attention to internal emotions and encourage their expression in the process of painting.

4. Stages:

4.1 Initial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2 Working stage

(1) introduce the meaning and symbol of mandala. Explanation Mandala is a flower with unique geometric patterns, whose shape and color have special significance. Highlighting the use of manda in psychology and spirituality, it is often used as a tool for personal growth and expression of inner emotions.

(2) Before starting painting, do short meditation and relaxation exercises to help Members calm down and concentrate. Meditation music or guides can be used to guide Members to pay attention to their inner feelings and emotions.

(3) Provide a series of color and shape options, for Members to choose according to their own feelings. The process of color and shape selection is itself an emotional expression that can reflect the Members' current emotional state. Ask the Members to draw mandala patterns with paints or colored pencils, and encourage them to play freely without having to stick to the traditional flower shapes. In the process of painting, they can be given time to think and reflect on their own emotions.

(4) Members share their own paintings and explain why they choose specific colors and shapes.

(5) The leader summarizes the shared content of the members.

(6) Members share their ideas or suggestions on the content shared by other team members, which helps to promote the communication and mutual understanding among the members.

(7) Leaders explain how the shape and color of mandala reflect different emotions: different colors are often associated with different emotions and energy. For example, red may be associated with passion and energy, and blue may be associated with calm and calm. When choosing the color in the Mandala, the corresponding color can be chosen according to the expressed emotion. Different shapes and patterns can convey different emotions. For example, circles may represent integrity and calmness, while the shape of an acute angle may be associated with energy and power.

4.3 Ending stage

Guide the members to connect the emotion in the painting with the real life. Ask the members to think about the feelings they experienced during the painting process and the impact of the activity on their emotional expression ability.

Leader conduct a brief reflection and summary . Remind the members of the time of the next counseling.

5.Evaluation:

To evaluate the quality of Members' works, the depth of shared content and the positive degree of group interaction. Regular quantitative assessment of emotional expression ability to observe the changes of Members' mental health status.

Session 3 : Emotional Sensitivity

1.Key concept:

Emotional sensitivity refers to an individual's keen ability to perceive and understand others' emotions. It can promote effective communication, emotional connection and interpersonal harmony, and improve social skills. This counseling uses the form of mandala painting, listening, positive feedback and other skills to improve the emotional sensitivity of the members.

2.Objective:

Through Mandala painting, improve Members' emotional sensitivity, promote the communication and resonance among group members, and cultivate emotional wisdom and mental health.

3.Skills and Techniques:

3.1 Provide positive feedback and support to encourage the expression of creativity and individuality.

3.2 In the Mandala painting workshop, individual tutoring is provided to meet the needs of different Members.

4. Stages:

4.1 Intial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2Working stage

(1) Each member shares an experience related to the emotion, and the other members respond with listening and empathy.

(2) Group members discuss the feelings of sharing experiences and guide them to deepen their understanding of emotions.

(3) Leader introduce the concept of emotional sensitivity and the general connection between color and emotion, such as red, is usually associated with passion, energy, love, and anger. Blue is often regarded as the color of calm, calm, peace, and trust. It may also be related to contemplation and deep thinking. Yellow is seen as the color of energy, happiness, warmth, and optimism.Establish a theoretical basis for painting activities.

(4) Do short meditation and relaxation exercises to help Members calm down and concentrate. Meditation music or guides can be used to guide Members to pay attention to their inner feelings and emotions.

(5) Guide members to express their personal feelings and experiences in painting, and encourage free creation. Provide individual guidance and group sharing to promote mutual understanding and resonance.

(6) Members show their paintings, and other members share what feelings they feel from each painting.

(7) Each member tells the emotion and story behind his or her own painting.

(8) Team members share the impact of artistic creation on emotional sensitivity.

(9) Leader summary: In the process of mandala painting, members need to think deeply and perceive the inner emotion and meaning. This helps to help members better understand their emotional world.

4.3 Ending stage

(1) The leader summarized this counseling, This counseling has been improved the emotional sensitivity of the members, promoted the communication and resonance between the group members, and cultivated the emotional wisdom and mental health of the members.

(2) Leader agreed with the members positive performance in this even.

(3) Leader and members determine the time for the next counseling.

5.Evaluation:

Comprehensive evaluation through emotional insight test, Member feedback and work evaluation.

Session 4 : Emotional Control

1.Key concept:

Emotional control refers to the ability of individuals to self-regulate emotional expression and response when facing different situations. It can help people better handle challenges and stress, improve emotional stability and adaptability, and improve

social skills. This counseling uses mandala painting form, active listening and emotional guidance skills to improve the emotional control ability of the members.

2.Objective:

2.1Improve Members' emotional control ability. Promote self-perception and emotional expression.

2.2Using Mandala paintings to promote mental health.

3.Skills and Techniques:

3.1Active listening: Leaders should fully listen to Members' emotional experience and respect their expression.

3.2 Emotional guidance: Use problems to guide Members to think and express their emotions, rather than directly giving solutions.

3.3 Encourage creativity: stimulate Members' creativity and encourage them to express their true emotions in painting

4. Stages

4.1 Intial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2 Working stage

(1) Members share their recent emotions and challenges, and discuss their own ways of releasing their negative emotions.

(2) Leader explains how to release emotions through Mandala painting. Select a color that matches the participant's current mood. Try to doodle on the canvas, open your hands and play at will. Symbols or patterns are added to the Mandala that may be related to the emotional experience of the participants. For example, heart shapes, wavy lines, or other patterns can represent the participant's emotional state. Focus on the

lines and shapes in the process of painting, through the radius, width, direction of the lines to express emotion. If angry, perhaps participants will choose sharper lines; if calm, maybe participants will choose rounder lines.

(3) Do short meditation and relaxation exercises to help Members calm down and concentrate. Meditation music or guides can be used to guide Members to pay attention to their inner feelings and emotions.

(4) Leader encourage members to create mandala according to their own emotional state. In the process of painting, focus and devote your attention to the painting. This state of concentration helps to free participants from the interference of the external world and focus on the expression and release of emotions.

(5) Members will share their paintings.

(6) Members share their views and feelings on the content shared by other members.

(7) Leader guide members to understand their emotions by analyzing the patterns and colors of the mandala.

(8) Members share the emotion management skills they use.

(9) Leader briefly introduce emotion management skills to help members better cope with emotional fluctuations. Leader encourage members to learn from each other.

4.3 Ending stage

(1) Members share whether today's event can help members deal with negative emotions

(2) Leader made a summary and agreed on the next counseling time with the members.

5. Evaluation:

Emotional change observation: observe Members' emotional changes during the counseling process, and whether they can cope with challenges more effectively.

Group interaction: To assess the level of interaction and support among group members.

Analysis of work: analyze the manda created by Members to understand Members' expression and processing of emotions

Session 5 : Social Expressivity

1.Key concept:

Social expression refers to the ability of individuals to communicate information, opinions, and emotions in a social environment through language, behavior, or other forms. It can facilitate effective communication and interaction, help build and maintain relationships and improve social skills. This counseling uses the skills of mandala painting form, guiding reflection and personalized tutoring to improve the social expression ability of the members

2.Objective:

Promote Members' expression ability, and help them to better express their feelings, thoughts and inner experience through the art form of Mandala painting.

3.Skills and Techniques:

3.1 Guide reflection: At the end of each stage, Members are guided to reflect on the painting process to promote self-cognition and expression ability.

3.2 Personalized tutoring: to perceive the individual differences of Members and provide personalized tutoring and suggestions.

4. Stages:

4.1 Intial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the members were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

(4) group discussion to understand Members' challenges and expectations of expressive skills.

4.2Working stage

Leader gave three groups of painting themes, "starry sky", "four seasons" and "mind", two people in a group.

Members think and share the theme they most want to create?why?

Members discuss and negotiate the team members and creation themes. If a conflict occurs in the process. Leaders timely guide members to communicate effectively.

Team members communicate and discuss how to create the chosen topic.

(5) Do short meditation and relaxation exercises to help Members calm down and concentrate. Meditation music or guides can be used to guide Members to pay attention to their inner feelings and emotions.

(6) Members begin to draw their own mandala and encourage them to express their personality and emotions in their works. Guide the Members to express complex emotions or thoughts through different parts of the mandala

(7) Members share their paintings, explaining the meaning of their chosen colors and patterns.

(8) Members share the problems encountered in the event.

(9) Members discuss and share how these issues should be addressed.

(10) Leader summarize the members' answers.

(11) Members share what they have learned from these answers.

(12) Leader explain the meaning and role of social expressivity.

4.3 Ending stage

(1) Provide positive feedback and constructive suggestions, to encourage Members to think and express more deeply.

(2) Agree on the next counseling time

5.Evaluation:

Evaluation of Members 'works: the Members' painting works are the main evaluation basis, and pay attention to creativity, depth of expression and technology application.

Assess the actual improvement of Members' expression ability through their personal expression plans and paintings.

Session 6 : Social Sensitivity

1.Key concept:

Social sensitivity refers to an individual's keen ability to perceive and understand the social environment, others' behavior and situations. It helps to build good interpersonal relationships, improve teamwork efficiency, and helps individuals to better adapt to social changes and handle interpersonal interactions. This counseling uses the skills of mandala painting form, empathy exercises and teamwork skills to improve the social sensitivity of the members.

2.Objective:

Cultivate Members' sensitivity to the needs of others, and promote their ability to care for and help others, and improve teamwork efficiency.

3. Skills and Techniques:

3.1 Empathy exercises: Use the painting process to guide Members to experience and understand the emotions and needs of others

3.2 Team cooperation: Cultivate Members' ability of team cooperation and collective creation through cooperative painting activities.

3.3 Interactive case discussion: Provide practical cases to guide Members to analyze and discuss how to create a positive impact by caring for and helping others.

4. Stages:

4.1 Initial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2 Working stage

(1) Painting skills training: Members can learn how to express their understanding of others' emotions through painting.

(2) Divide the members into three groups ,Groups members work together to complete a large mandala, emphasizing the importance of cooperation and caring for others.

(3) Members share the experience of cooperative painting,What emotional changes do the members have during the cooperation process, and how do these emotions change?For example, in the process of cooperation, the partner uses the color that the members don't like, how do the members accept the color that they don't like?

(4) According to the actual situation shared by members, leader guide members to discuss and summarize how to improve social sensitivity.

(5) What do the members learn by sharing the content shared by the other members.

(6) Leader summarize the significance and role of social sensitivity and the methods to improve social sensitivity.

4.6 Ending stage

(1) Help Members develop care plan how to care for and help others in school and community in the future.

(2) Agree on the next counseling time

5.Evaluation:

Members' ability to demonstrate care and cooperation within teams were assessed through collaborative paintings.

Members' ability to analyze and solve problems was assessed through interactive case discussions.

Session 7 : Social Control

1.Key concept:

Social control refers to the influence and control of individuals over their own and others' behaviors in social interactions. It helps to maintain social order, promote cooperation and coordination, and helps individuals to achieve goals and meet needs in society. This counseling uses mandala painting form, teamwork and conflict resolution skills to improve the social control ability of the members.

2.Objective:

Cultivate Members 'social control, and improve Members' ability of emotional regulation, conflict resolution and team work.

3.Skills and Techniques:

3.1 Teamwork and conflict resolution: cultivate Members' ability through cooperative painting activities

4. Stages:

4.1 Initial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2 Working stage

(1) Do short meditation and relaxation exercises to help Members calm down and concentrate. Meditation music or guides can be used to guide Members to pay attention to their inner feelings and emotions.

(2) Leader let all the members create a large mandala. Members of each group can be responsible for different parts, but they need to coordinate cooperation to ensure overall harmony. This helps to develop teamwork and collaboration skills.

(3) Members share what conflicts have happened in the creative process? Are these conflicts resolved? If solved, what is the solution ?

(4) Leader according to the actual cases shared by the Members, the Leader summarize the effective strategies for conflict resolution and make improvement plans.

(5) Members to share their ideas and experience. How to contribute to the team, and what they have learned from the collaboration. This helps to improve individual social awareness and self-awareness.

(6) How do the members feel after listening to the other members? What did you learn from the other members' sharing?

(7) The leader summarizes the content shared by the members and lets them understand and appreciate the ideas of the different members.

(8) Leader summarize the significance and role of social sensitivity and the ways to improve social sensitivity.

(9) Leader arrange exhibition activities for members to present their Mandala works. Increase the confidence of the members

4.3 Ending stage

(1) Leader to make a summary of this counseling activity, Encourage members to solve conflicts in their daily study and life.

(2) Agree on the next counseling time.

5. Evaluation:

Members' teamwork and conflict resolution were assessed through conflict resolution case analysis and cooperative painting activities.

Assess Member performance in feedback and communication, including the ability to give and receive feedback.

Session 8 : Termination

1. Key concept:

Social skills are the ability to be freely in social interactions and are crucial to building relationships, effective communication and teamwork. It helps individuals to better understand others, express themselves, and establish a good cooperative relationship and a friendly atmosphere. This counseling is the last counseling of the

whole consulting activity, and we will make a summary and feedback on the previous 7 counseling. The counseling uses skills such as role-playing, group activities and feedback mechanisms to test and improve the members' social skills.

2.Objective:

Promote Members' communication and cooperation ability among Members. Improve Members' confidence and social skills. Cultivate the team spirit and establish a good interpersonal relationship.

3. Skills and Techniques:

3.1 Role playing: Through role playing scenes, Members can simulate real social scenes in a safe environment.

3.2 Group activities: Organize group activities to encourage Members to solve problems together and enhance mutual understanding.

3.3 Feedback mechanism: Establish a positive feedback mechanism to encourage Members to praise and share improvement suggestions with each other.

4. Stages:

4.1 Intial stage

(1) Ensure that the venue is quiet and private, provide enough painting materials and the seating and working space for Members to feel comfortable.

(2) All of the member were welcomed. Introduce the Leader and team members to explain the purpose and desired results of the counseling.

(3) Introduce the rules and codes of conduct for team interaction to ensure that everyone has a safe and open environment.

4.2Working stage

(1) Guide Members to take short meditation and deep breaths to help them relax their body and mind.

(2) Members to share recent social experiences, including challenges and successes, to build trust and resonance.

(3) Role playing activities, where members can simulate real social scenes to improve their communication and coping skills in various situations.

(4) Leader propose topics about friendship, cooperation and conflict resolution, and members have group discussions.

(5) Members share their opinions and ideas to promote understanding.

(6) Leader tell their members about the social challenges that they may face in the future.

(7) Members share constructive feedback to promote common growth.

(8) Leader provide some simple social skills training, such as active listening, opinion expression, non-verbal communication, so that members can strengthen these skills through practice.

(9) Leader help members set clear social goals and make practical plans. Ensure that the goals are specific, measurable, and challenging.

4.3 Ending stage

(1) Leader summarize the achievements of the whole group tutoring, encourage members to look forward to the future, and emphasize the importance of working together to improve social skills.

(2) Leaders encourage the members to use the social skills and knowledge learned boldly. If the members encounter insoluble problems in their study and life, the leaders will actively help the members to solve their problems.

5.Evaluation :

Self-evaluation: Members reflect on their performance in the course and evaluate their social skills.

Peer evaluation: Team members evaluate each other and share their contributions and feelings in teamwork.

Teacher evaluation: Teachers can comprehensively evaluate Members' performance through observing role-playing, group cooperation and other activities.

Group Counseling Program Index of Objective Congruence (IOC) By Experts

Form

No.	Opinion of experts people			sum	IOC	Summary of results
	1	2	3			
	Assoc.Prof.Dr.Skol Voracharoensri	Dr.Sittiporn Kramanon	Dr.Apichat Mookdamuang			
Session 1 : Introduction						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+0	2	0.67	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 2 : Emotional Expressivity						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+1	3	1	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 3 : Emotional Sensitivity						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available

3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+1	3	1	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 4 : Emotional Control						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+0	2	0.67	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 5 : Social Expressivity						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+0	2	0.67	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 6 : Social Sensitivity						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available

4.1	+1	+1	+1	3	1	available
4.2	+1	+0	+1	2	0.67	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 7 : Social Control						
1	+1	+1	+1	3	1	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+0	+1	2	0.67	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+1	3	1	available
Session 8 : termination						
1	+1	+1	+0	2	0.67	available
2	+1	+1	+1	3	1	available
3	+1	+1	+1	3	1	available
4	+1	+1	+1	3	1	available
4.1	+1	+1	+1	3	1	available
4.2	+1	+1	+1	3	1	available
4.3	+1	+1	+1	3	1	available
5	+1	+1	+0	2	0.67	available







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