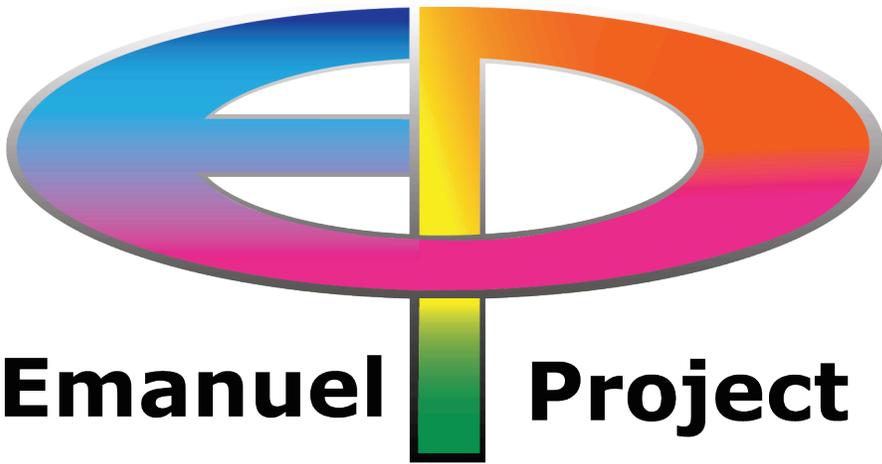


2013

# White Paper



**Emanuel Project**

ART INTERVENTIONS FOR AT-RISK YOUTH

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4/16/2013

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## Table of Contents

Executive Summary.....	3
Business Challenge .....	6
Solution Description.....	8
Solution Benefits.....	9
Case Studies .....	11
Mural Research Data.....	14
Summary .....	14
Contact Information .....	15
References .....	16
Appendix.....	18

## Executive Summary

*“Listen; Listen well to what the project means to kids. Research the artist. Understand who he is and how he can jumpstart the program anywhere. And look at the results of what has happened with the children. How they are inspired to do better. How their behavior has improved and how they have learned different things from a new mentor.”*

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*Bill Samuel, Director  
Muscogee Youth Development Campus  
Columbus, GA*

### **Mission/Vision**

The Emanuel Project helps at-risk youth (ages 12 – 21) realize their potential by providing art supplies and creative learning materials to help engage them in academics, facilitate success in the classroom, reduce destructive behaviors and improve earned self-esteem giving these youth hope for a positive and productive future.

The Emanuel Project positively impacts at-risk youth nationwide by providing creative learning materials for the classroom and art therapy, support and supervisory staff in the proper use of the materials, displaying inspirational art in central locations and offering motivational and incentive programs. This vision is accomplished with the help of institutions, community and university system support giving hope for the future which will reduce recidivism, behavioral problems and increase success in the classroom.

*“What we have learned is that the Emanuel Project really does give young people, especially in a setting like this (incarceration), another language to communicate their level of intelligence and what they have learned...it also helps their self-esteem.”*

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*Louisa Craft-Jornayvaz  
Founder/Director  
The Emanuel Project*

*“Those of us who work with them (incarcerated youth), are dealing with America’s forgotten youth.”*

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*James R. Minnick, Ph.D.  
Executive Director  
The Emanuel Project*

**Case Example:**

Noah was angry at the world and had shut himself off from everyone at the facility. One day the counselor, after several attempts to talk to Noah, gave him some colored pencils and a piece of paper and told him to draw his life story. As Noah began to draw, guns and other images appeared that painted a dark past.

The counselor then began to ask about some of the various images Noah had drawn. Slowly he began to open up and explain the images and his traumatic past. The door of communication between Noah and his counselor was opened allowing the counselor to help Noah deal with some of the issues of his past because he was able to express his emotion and pain through art.

**How the Emanuel Project can benefit you:**

The Emanuel Project takes a multi-dimensional approach to reaching incarcerated youth through curriculum and instruction, incentive programs, art therapy and vocational programs.

- Art in the curriculum has been observed to give confidence to students who may have been struggling to focus through traditional methods or were otherwise unmotivated. By giving these students an art project related to their studies, they were able to grasp concepts seemingly to challenging for them.
- Incentive programs offering art to the youth is another area of benefit. Through surveys we have found that students who otherwise would not have remained calm through their daily activities are relaxed by pouring their energies into an art project where they can express themselves freely. Incentive programs also encourage the youth to follow direction and rules so that they may participate in art projects.

- Art therapy and vocational programs provide yet another outlet for students to gain self-esteem. By allowing the freedom to create, and giving the students responsibility for their art supplies, they have expressed increased hope, enthusiasm and confidence. Students have also conveyed increased cooperation and pride in working with others to complete art projects that were later displayed for the general public.

By utilizing the tools in each of these areas, students and instructors as well as facilities as a whole are benefited.

*“...participating in the mural project could help...maximize their potential and help them make better choices in life. It’s a period of time when they have to think, and they have plenty of time to do that, think about what they are going to do when they get out of here. ”*

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*Emanuel Martinez  
Mural Artist/Project Namesake  
The Emanuel Project*

## Business Challenge

It is one of the main intents of the “Emanuel Project” to break down and eliminate barriers to success and allow an environment where each child may be successful through free expression even if the environment remains challenging. Art is one tool by which each child has the opportunity to express him/herself, make meaning of the experience, and channel that energy into positive awareness, passion, and eventually success.

Unfortunately today, the traditional educational system does not answer the challenge of educating incarcerated youth. Linear and sequential based curriculum is the driving force behind most schools in the United States. According to Silverman (2002), non-sequential students, which the vast majority of incarcerated students are, struggle in the traditional school setting where the books, work books and the teacher’s way of learning are almost always sequential.

Research also suggests that on average 33.4% of a juvenile facility’s students will need modifications (Morris & Thompson, 2008, p. 174).

Another tenet of the “Emanuel Project” is the belief that art is an expressive medium to help the child communicate, overcome stress and explore different aspects of their own personality. The American Art Therapy Association describes art therapy as "a mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, and achieve insight."

Therefore the challenges to successfully impact the lives of incarcerated youth are as follows:

### **The Challenged Learner:**

From an instructional design perspective, left hemispheric dominant learners usually prefer a sequential course layout where the instructional content is textual and audio based. This structure follows the normal chapter method of organizing textbooks. Right hemispheric dominant learners usually prefer a more spatial course layout where the instructional content is more graphic-based and video-based.

Right hemisphere learners construct meaning from interacting with real events, or interactive environments that simulate real events to integrate this new knowledge with already existing knowledge. Art therapy tied to curriculum and instruction (instructional design) will therefore attend to a child's verbal and non-verbal communication. As a whole, art therapy offers the at-risk youth the opportunity to work through obstacles that may be impeding their educational success while facilitating appropriate social behavior and promote healthy affective development so students can become more receptive to their educational environment.

A. Learns best by tactile-kinesthetic means

- Learning Style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information.
- Tactile Learners are students who "... learn basic skills, facts and concepts best by manipulating instructional resources with their hands".
- Tactile materials are self-correcting instructional resources students manipulate to master required content.
- Kinesthetic Resources refer to instructional games, art, dances, dramatics, and songs that teach academic content through active involvement requiring students' physical large-motor movements.

B. Operates 2-3 years below their grade level with over a third of a facility's population needing special education services operating at an even lower grade level.

**Low internal self-esteem:**

If we believe that children are programmed to survive, then non-success must have attached to it extenuating circumstances which block success. These extenuating circumstances may be related to low self-esteem, anger, addiction, depression, loss/grief, etc.

We are often surrounded by things which teach us the negative ways of dealing with stressors in life. Movies, video games and television shows all display anger, aggression and violence. After a while we come to believe this is a normal way to handle these stressors. However, more importantly, is how we channel this negative energy into positive energy.

## Solution Description

The Emanuel Project provides art supplies and creative learning opportunities for incarcerated juveniles, engaging them in the classroom, reducing behavioral problems and improving academic success.

The first step in that process is to implement art into the classroom to help with student performance and improve behavior.

- The Emanuel Project will supply materials and training to help teachers implement art into their existing curriculum.
- The Emanuel Project will provide lists of suggested art supplies, order and deliver art supplies to the participating facilities.
- The Emanuel Project will provide art supplies to the vocational programs at the facilities.
- The Emanuel Project will provide art teachers for after school programs.
- The Emanuel Project will provide art books, DVD's, books and tapes to set up a comprehensive art library at the facilities.

Secondly, the Emanuel Project will provide opportunities for students to enhance and grow their self-esteem by providing the following:

- As an incentive for the students, The Emanuel Project will provide all supplies and personnel necessary to help the students paint positive murals at the facilities.
- The Emanuel Project will help promote art opportunities for students such as helping students enter their art in shows and contests as well as art scholarship opportunities.
- The Emanuel Project will provide supplies for use in art therapy programs at the facilities.
- The Emanuel Project will partner in the development of innovative projects and ideas specific to each facility.

## Solution Benefits

The Emanuel Project offers an incentive component, art therapy application and provides for the integration of art into the existing curriculum. By doing so we are reaching the needs of the youth, staff and facility alike, and answering the challenge of behavioral, academic performance as well as self-esteem. The Emanuel Project is designed as an incentive to engage and inspire the participation of incarcerated youth.

*“The Emanuel Project has changed the culture of this facility.”*

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*Bill Samuel, Director  
Muscogee Youth Development Campus  
Columbus, GA*

*“One of the things I am really impressed with about this project is not only the combination of the art skills and art projects, but the combination with education.”*

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*Amy Howell  
Commissioner  
Georgia Department of Juvenile Justice*

*“If we had more options to paint, I think a lot of girls would be out of here quickly. We can express ourselves. Maybe if more teens were involved in painting they would not get into trouble. When I go back to school, I’m going to try to set up an art class where we can go out in the community and paint, like old walls.”*

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*Natasha  
Resident at Madison Juvenile  
Correctional Facility  
Madison Indiana*

**Expected Benefits:**

The Emanuel Project benefits the students and teachers by enhancing the existing curriculum with art projects, supplies and ideas that will provide a more engaging and inspiring learning environment for students that are right brained learners and need tactile kinesthetic methods, and including those that need special education services.

The Emanuel Project benefits education and counseling staff by providing art supplies for the classroom, a curriculum and instruction specialist to conduct workshops and is currently working on our own curriculum that is integrated into the National Core Curriculum put out by the United States Department of Education.

The Emanuel Project benefits each facility by working with them to provide a mural component to be used as an incentive program. These “Murals of Hope” are created with internationally renowned artist, Emanuel Martinez, and enables the youth who participate to earn a sense of pride and ownership.

The Emanuel Project benefits after school and weekend art classes as well as vocational programs by providing art supplies.

The Emanuel Project benefits existing Art Therapy programs by providing the needed art supplies to reach the youth.

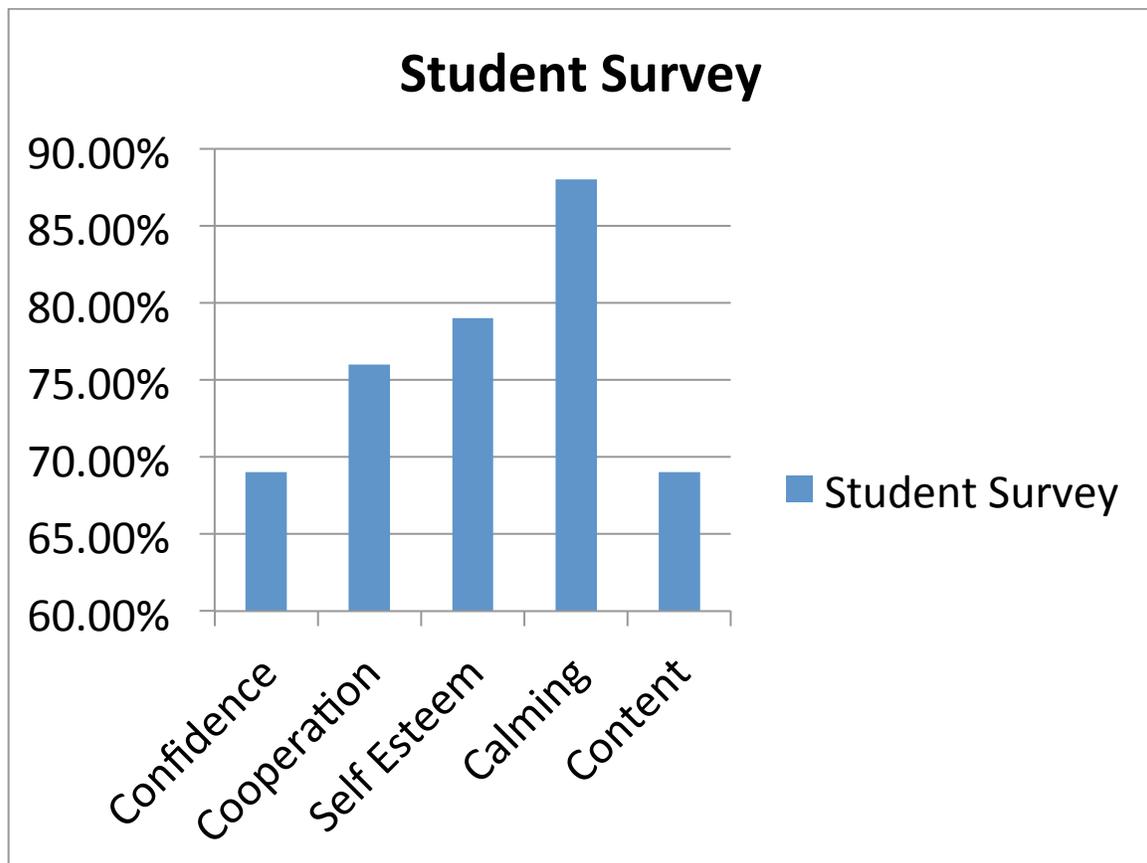
## Case Studies

### Case Control #1:

200 residents at 5 different facilities in CO, GA, and TN were surveyed before and after the implementation of the Emanuel Project.

- Confidence to complete school work increased 8.5%
- Self Esteem increased 14.8%
- 88% of the students said it helped their self-esteem and self-worth
- Content comprehension increased 8.5%

Figure 1: Post Student Survey Chart

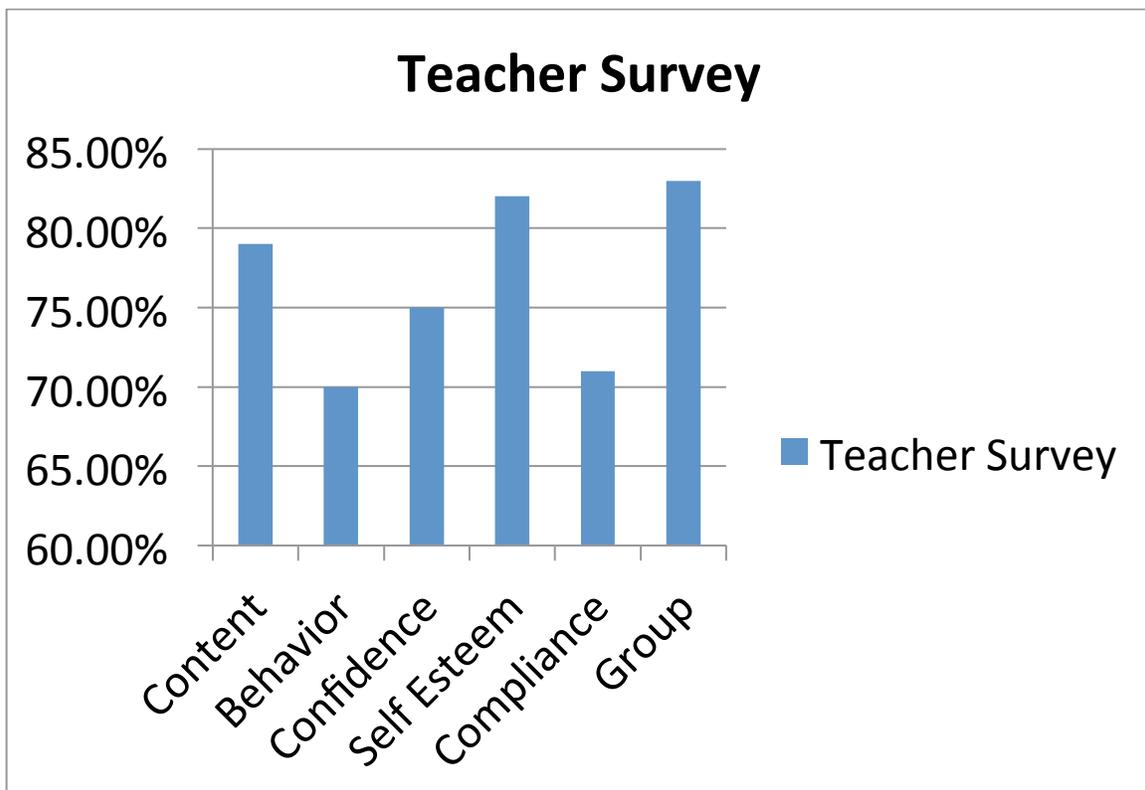


**Case Control #2:**

26 educators within GA and CO facilities were surveyed pre and post implementation of the Emanuel Project.

- An increase of 13% was reported in student understanding of course content.
- 83% of teachers felt like students participated in group activities better because of the Emanuel Project.

Figure 2: Post Teacher Survey Chart



**Other Major Findings:**

- In Nashville the Rosenberg Self-Esteem Scale was administered to students at the New Visions and Woodland Hills facilities before and after painting murals with Emanuel Martinez. Results revealed that student self-esteem rose 10% as a group while those scoring low self-esteem improved 31%.
- The Muscogee YDC in Columbus, GA averaged 16-20 incidents per month before Emanuel arrived to paint the mural with the students. While Emanuel was there only 1 incident was reported. The girl's facility in Macon recorded no incidents while working with Emanuel.
- The Morehead YDC in Morehead, KY reported an average of just over 173 hours a month residents spent in isolation the four months before the implementation of the Emanuel Project. In the four months after the implementation of the Emanuel Project only 6 hours per month were spent in isolation by residents and incident reports dropped by half.
- The Rosenberg Self-Esteem Scale was administered before implementation of the Emanuel Project and then again 7 months after at Advent Home Learning Center to the youth who participated in the program. Self-esteem as a group increased 9% but those with low self-esteem increased 56%

Our current research within the Emanuel Project is trending positive.

Future studies will provide a larger participant population from which we can evaluate the effectiveness of extended exposure to the program.

## Mural Research Data

Adolescents at seven (7) juvenile detention centers participated in a Mural Project in order to determine whether participation in the Mural Project would improve his or her self-esteem, cooperation with others, focus, confidence to complete schoolwork, self-worth, and overall confidence. Participants were asked to complete both a pre- and a post-survey. Sixty-nine individuals completed both the pre- and post-test survey following the completion of the Mural Project.

Self-esteem was measured by the Rosenberg Self-Esteem Scale. The Rosenberg Self-Esteem Scale is a 10 item scale measured on a 4-point Likert scale ranging from 0 (strongly disagree) to 3 (strongly agree). The items can be summed in order to obtain an overall self-esteem score ranging from 0-30, with higher scores being indicative of a greater level of self-esteem (Rosenberg, 1989). The Rosenberg Self-Esteem Scale has been shown to have relatively high reliability and validity (Gray-Little, Williams, & Hancock, 1997). For this sample, the Cronbach's alpha for the pre-test was 0.856 and 0.862 for the post-test. Cooperation with others was measured by the question "*Art has encouraged me to cooperate with others as a team.*" Focus was measured by the question "*Working on art projects helps to keep me calm and focused.*" Confidence to complete schoolwork was measured by "*Art has given me confidence to complete my schoolwork.*" Self-worth was measured by the statement "*Work on art projects has given me a sense of self worth.*" Overall confidence was measured by the statement "*Taking part in art projects has helped build my confidence and self-esteem.*"

A majority of the participants were male (n = 54; 78.3%) with only 15 (21.7%) being female. For the overall sample, a majority (50.7%) were age 17 or older (n = 35) while only 31.9% (n = 22) reported that they were 16 years old, 8.7% reported to be 14 years old (n = 6) and 7.2% were 15 years old (n = 5). With regard to race/ethnicity, 37.7% were Hispanic (n = 26), 36.2% were African American (n = 25), 15.9% were Caucasian (n = 11), and 10.1% indicated "other" with respect to race/ethnicity (n = 7). Table 1 shows the range and mean or median for the individual items representing cooperation with others, focus, confidence to complete schoolwork, self-worth, and overall confidence as well as the scores on the Rosenberg Self-Esteem Scale. As is shown in Table 1, the median for 2 of the items remained the same from pre-test to post-test and 3 increased from pre-test to post-test. Additionally, there was an increase in reported mean from pre-test to post-test on the Rosenberg Self-Esteem Scale.

Table 1  
*Descriptive Statistics for Items & Self-Esteem*

Item/Scale	Pre-test		Post-test	
	Median	Mean (SD)	Median	Mean (SD)
Art has encouraged me to cooperate with others	2.00	2.04 (0.83)	3.00	2.38 (0.79)
Working on art projects helps to keep me calm and focused	2.00	2.28 (0.87)	3.00	2.62 (0.67)
Art has given me confidence to complete my schoolwork	2.00	1.97 (0.87)	2.00	2.28 (0.68)
Working on art projects has given me a sense of self-worth	2.00	2.07 (0.86)	3.00	2.43 (0.70)
Taking part in art projects has helped build my confidence and self-esteem	2.00	2.07 (0.90)	2.00	2.35 (0.72)
Rosenberg Self-Esteem		20.51 (5.50)		22.94 (4.83)

A paired-samples t-test was conducted in order to determine whether there was a statistically significant improvement in scores on the aforementioned items as well as on the Rosenberg Self-Esteem Scale. Results indicated that while there was an increase in self-esteem, as measured by the Rosenberg Self-Esteem Scale, this increase was not statistically significant. There were no statistically significant differences between pre- and post-test on the other items. Table 2 depicts the mean difference, t-stat, and p-value for each of the aforementioned items and scale.

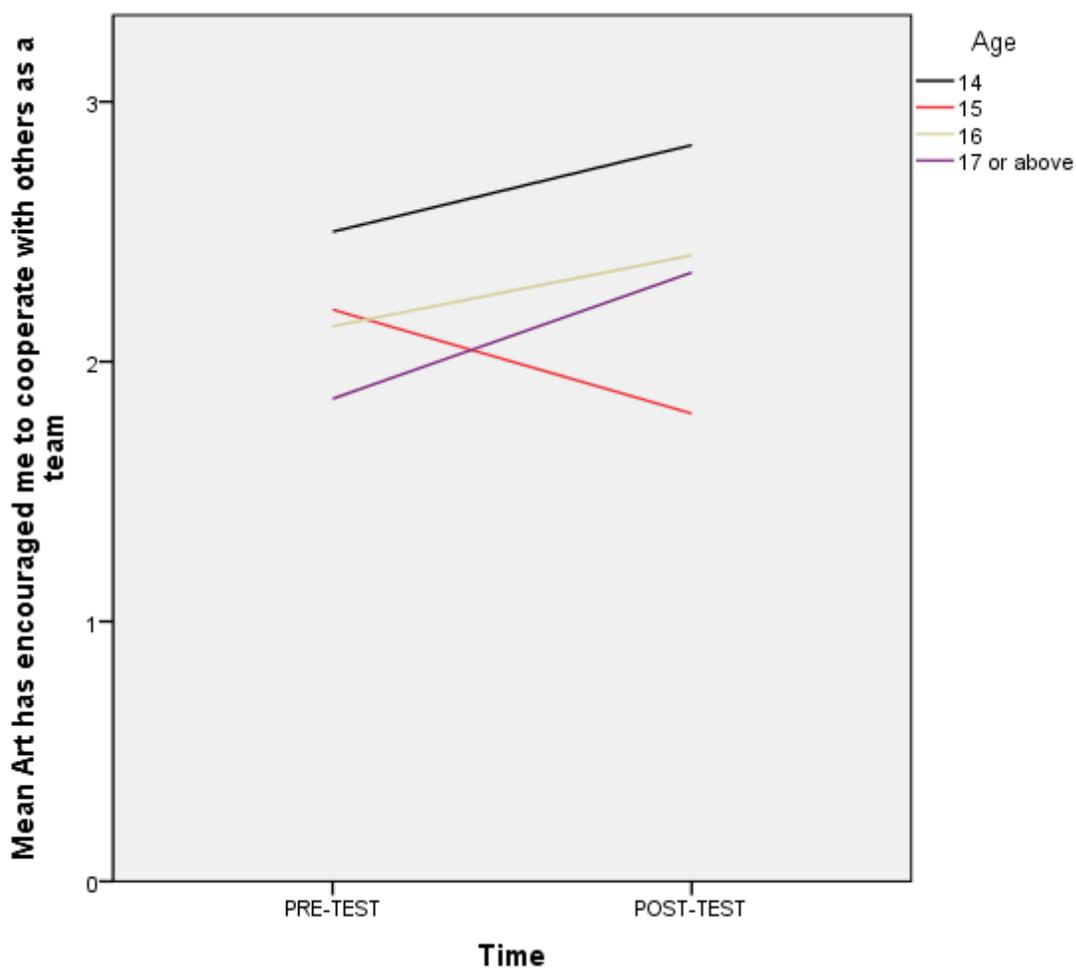
Table 2  
*Inferential Statistics for Items & Self-Esteem*

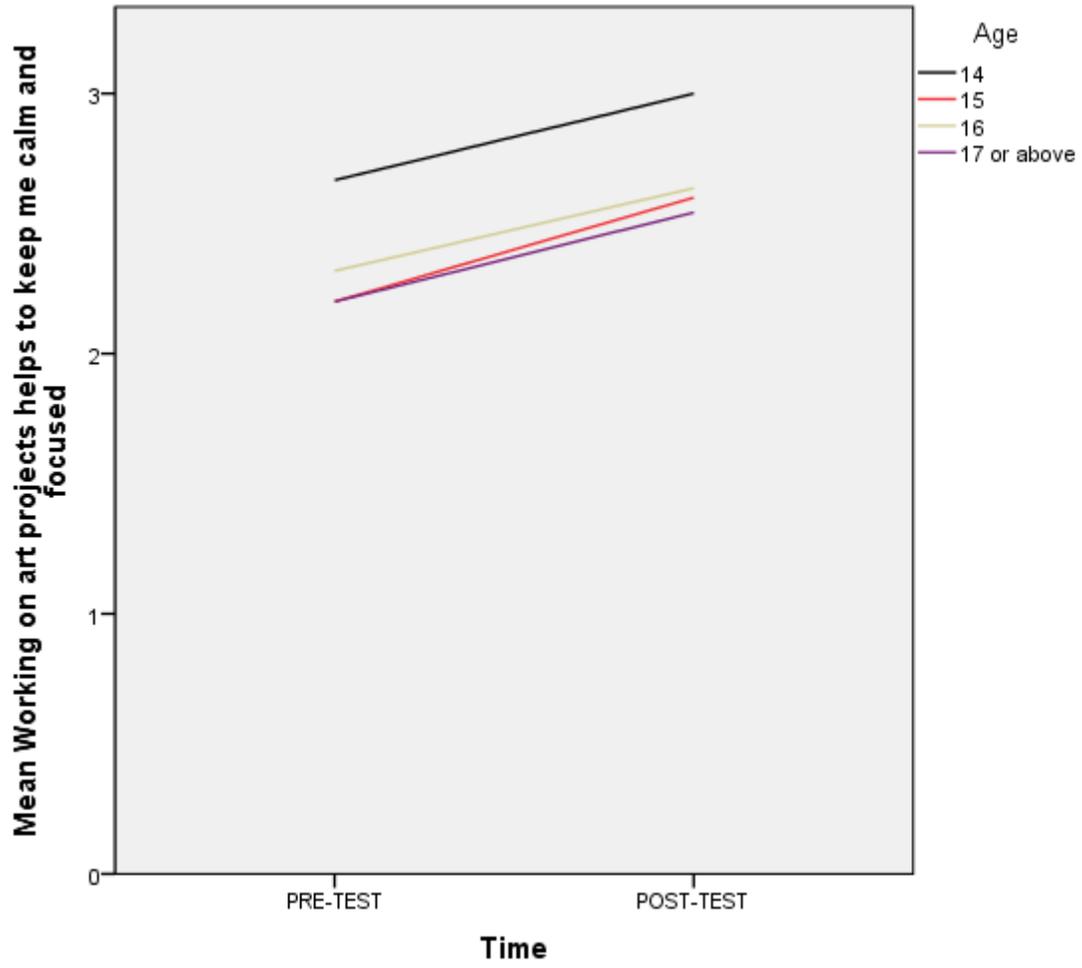
Item/Scale	Mean Difference	t-stat	p-value
Art has encouraged me to cooperate with others	0.333	2.825	0.006**
Working on art projects helps to keep me calm and focused	0.348	3.606	0.001**
Art has given me confidence to complete my schoolwork	0.304	2.990	0.004**
Working on art projects has given me a sense of self-worth	0.362	3.318	0.001**
Taking part in art projects has helped build my confidence and self-esteem	0.275	2.291	0.025**
Rosenberg Self-Esteem	2.43	5.111	0.000**

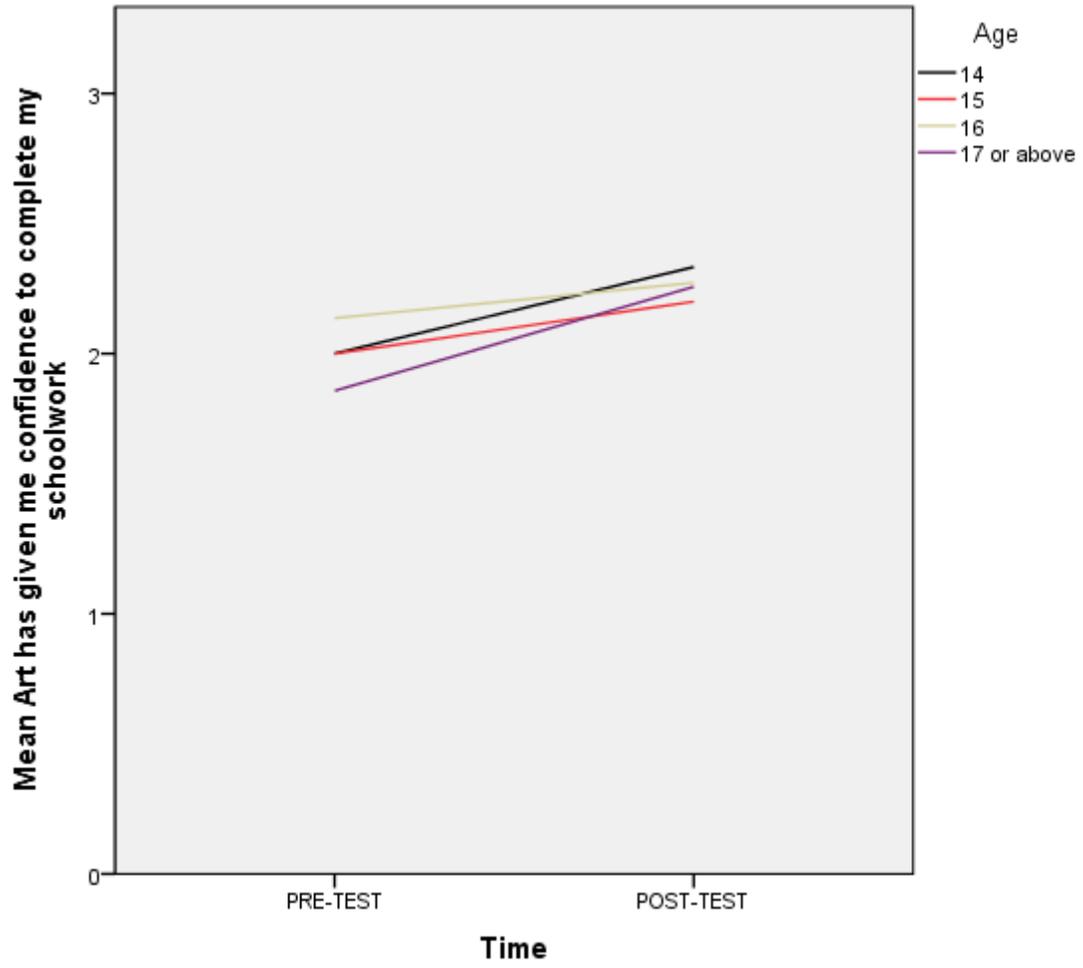
\*\* p < .05; \* p < .10

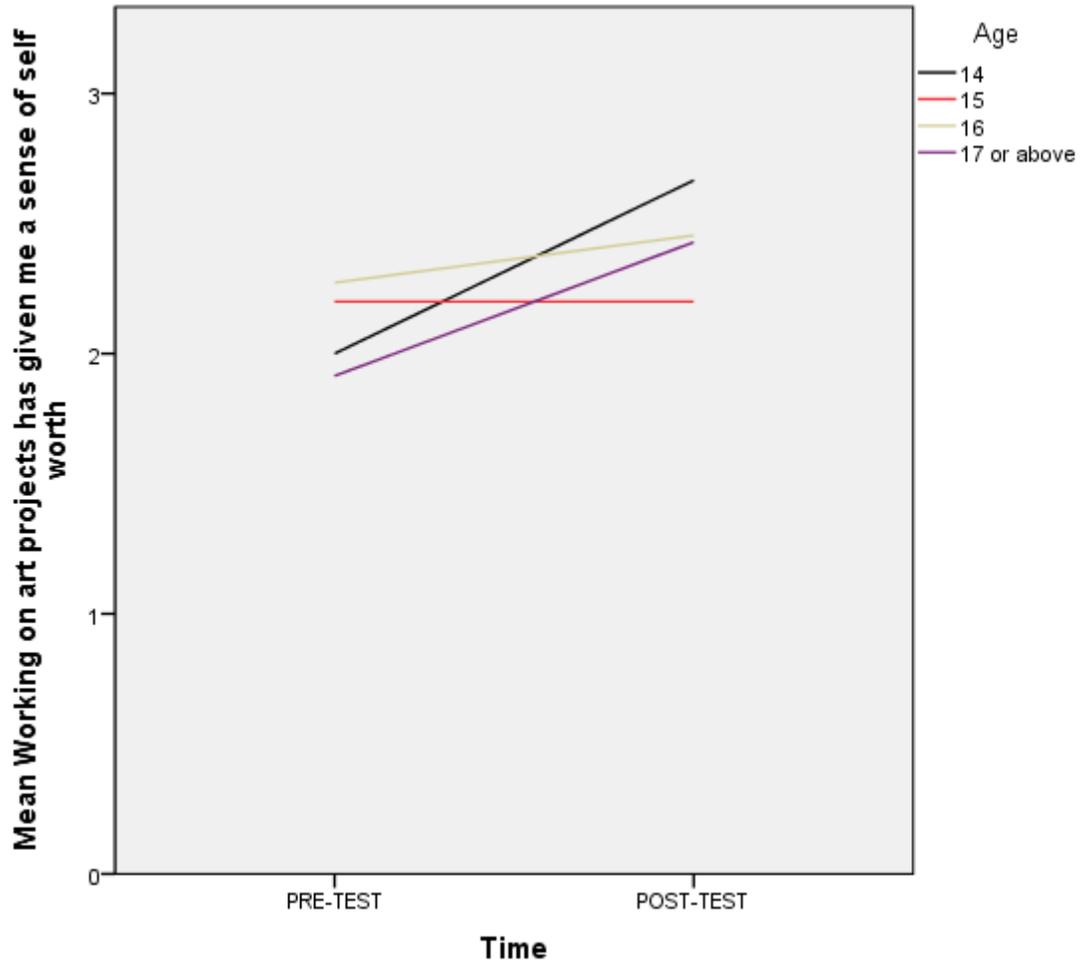
The trend charts below depict the trend for each individual item as well as the overall self-esteem scores from pre-test to post-test separated by age group (Figure 1), by race (Figure 2), and by sex (Figure 3).

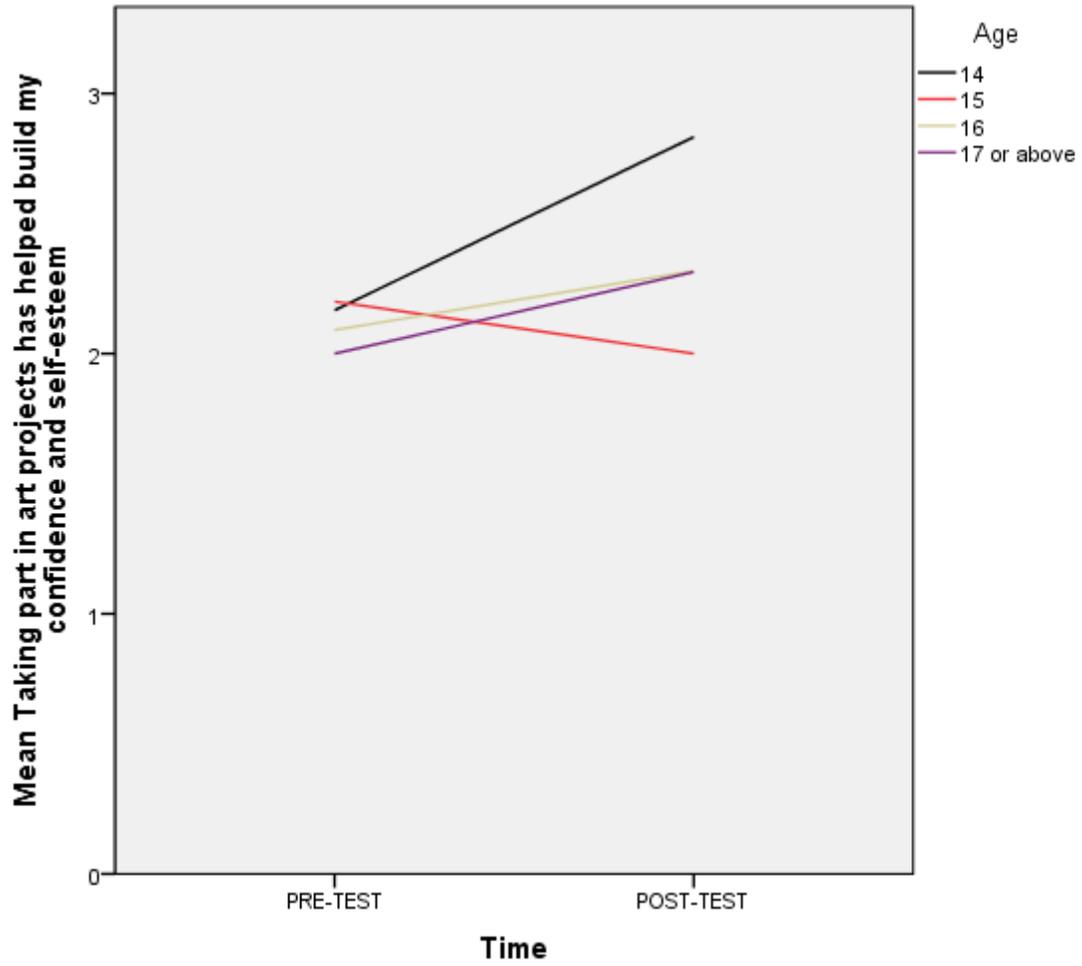
Figure 1  
*Trends by Age Group*

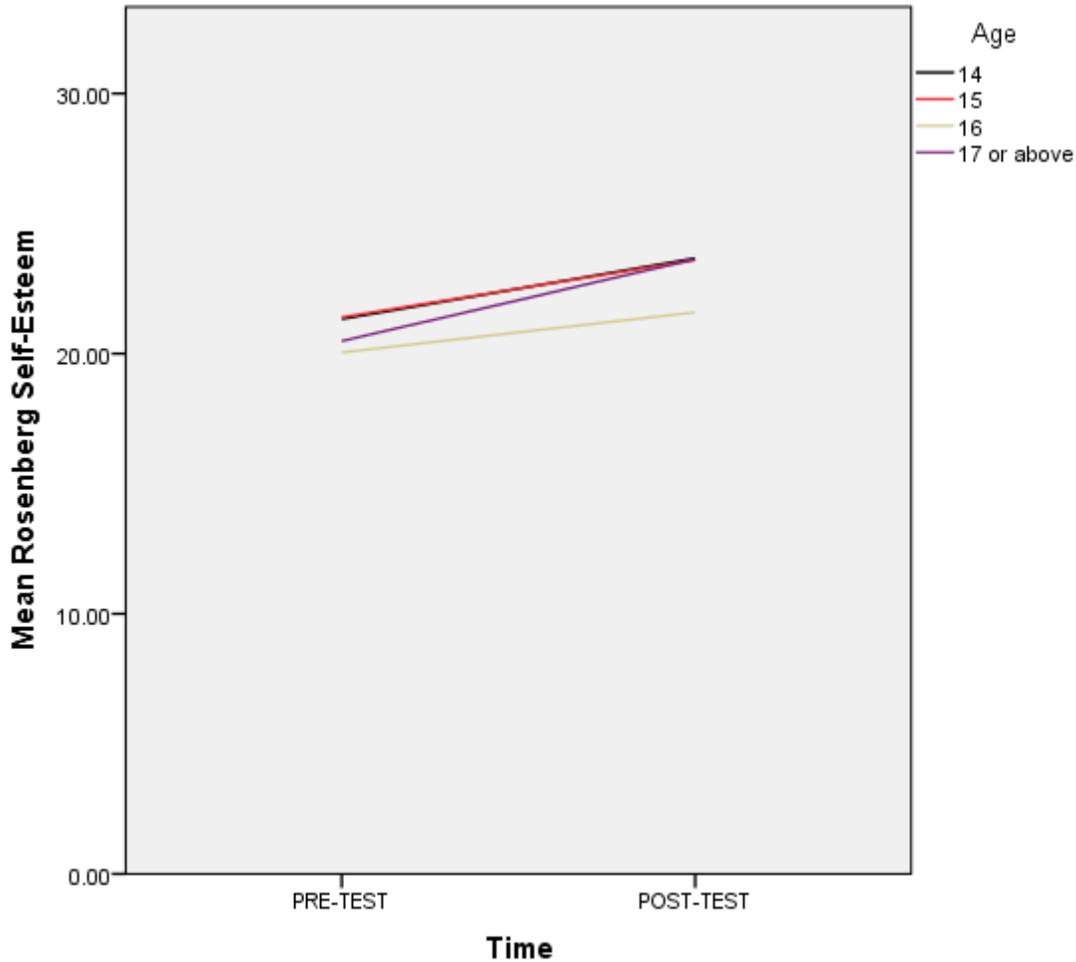








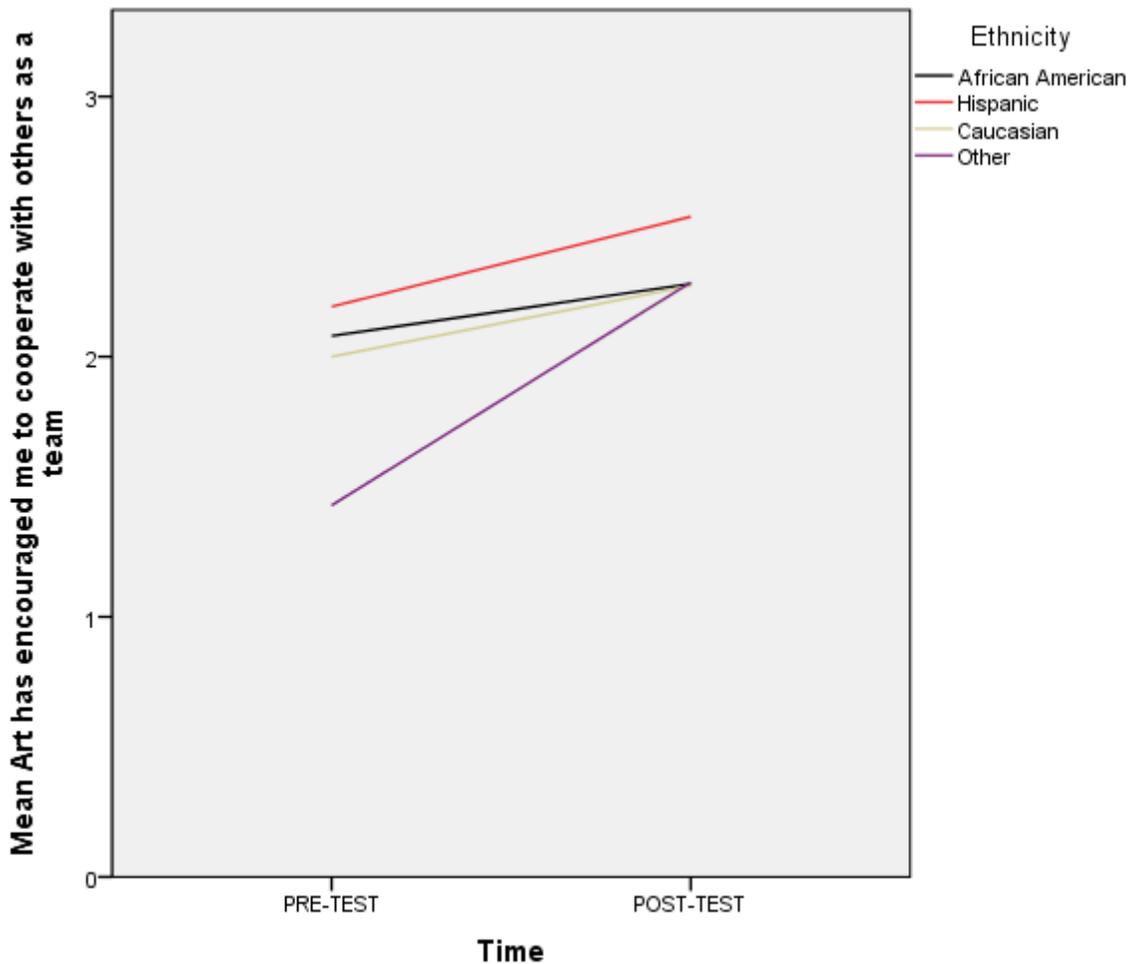


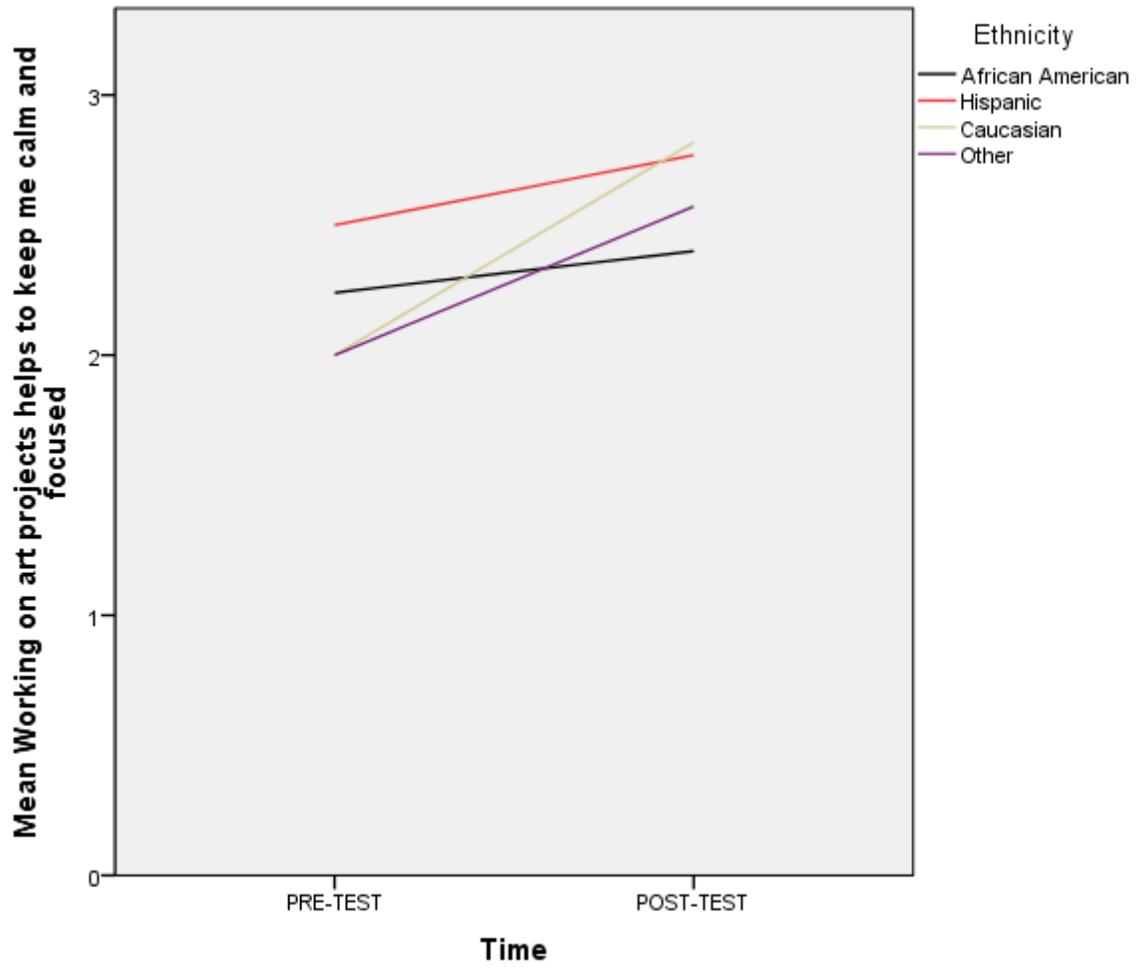


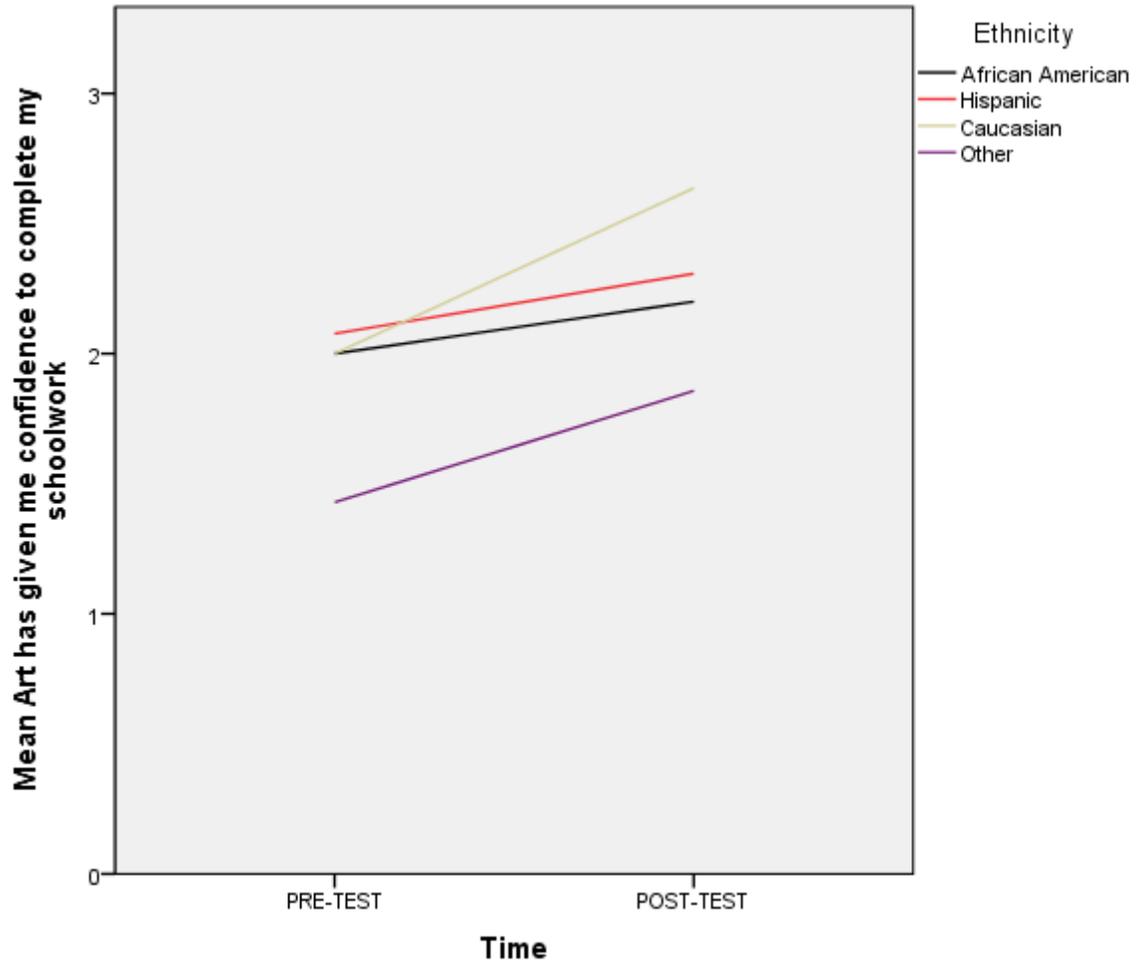
As the trend charts above demonstrate, there were 4 age groups represented in the sample (i.e., 14 year olds, 15 year olds, 16 year olds, and 17 and older). The first graph shows how these age groups differed with respect to the “*Art has encouraged me to cooperate with others as a team.*” The 14 year olds start higher than the other age groups, while the 17 and older group starts lower than the other age groups. The 17 and older group has the steepest positive slope, indicating that the mural had more of an impact on this item for older youth. The 15 year old group had a negative slope, indicating that this group actually decreased with respect to this item. For the second item, “*Working on art projects helps to keep me calm and focused,*” all 4 age groups moved together from pre- to post-test, with the 14 year olds starting higher than any other age group, while the 15 year olds and the 17 and older group started at the lowest point for this item. For item 3, “*Art has given me confidence to complete my schoolwork,*” the 15 and 16 year olds had a relatively flat slope, indicating there was not much change from pre- to post-test. The 16 year old group started at the highest mean for this item, while the 17 and older group started at the lowest point compared to the other age groups; however, the slope for the 17 year old and older group was the steepest, indicating the mural had a larger impact with

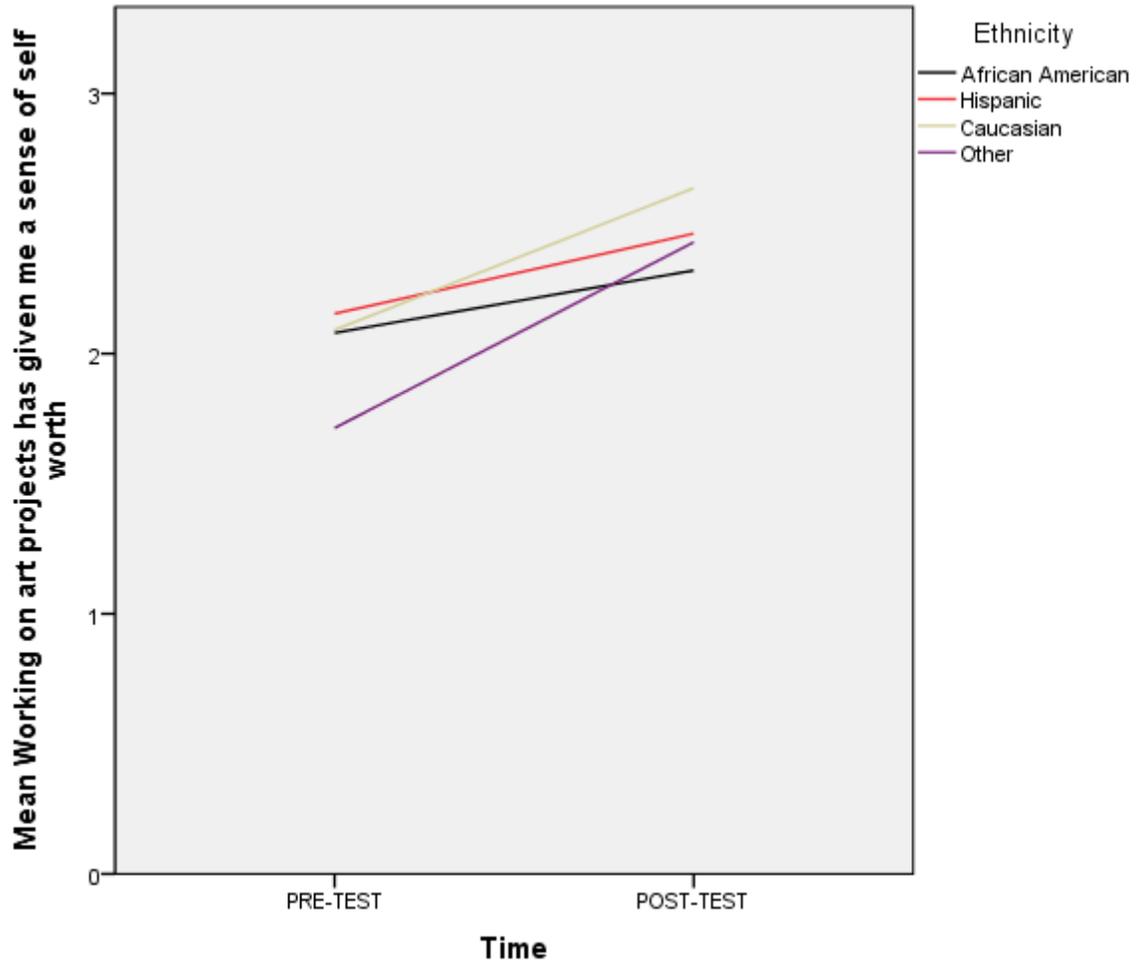
the older youth. With regard to item 4, *“Working on art projects has given me a sense of self-worth,”* the 17 and older group started at the lowest point while the 16 year olds started at the highest point. The 14 year old group had the steepest positive slope, indicating that the mural project had the strongest effect on this age group compared to other age groups. For item 5, *“Taking part in art projects has helped build my confidence and self-esteem,”* the 17 and older group started lower than the other age groups. However, the 15 year olds started at the highest point compared to other age groups with respect to this item, but end at the lowest point compared to other age groups. The 14 year olds demonstrated the steepest positive slope, indicating the mural had a stronger effect on this age group compared with the other age groups. In the final graph, depicting the Rosenberg Self-Esteem Scale, the 14 and 15 year old groups started at the highest point while the 16 year olds started at the lowest point. The 17 or older group demonstrated the steepest curve, indicating that the mural had a stronger impact on the older youth with respect to self-esteem.

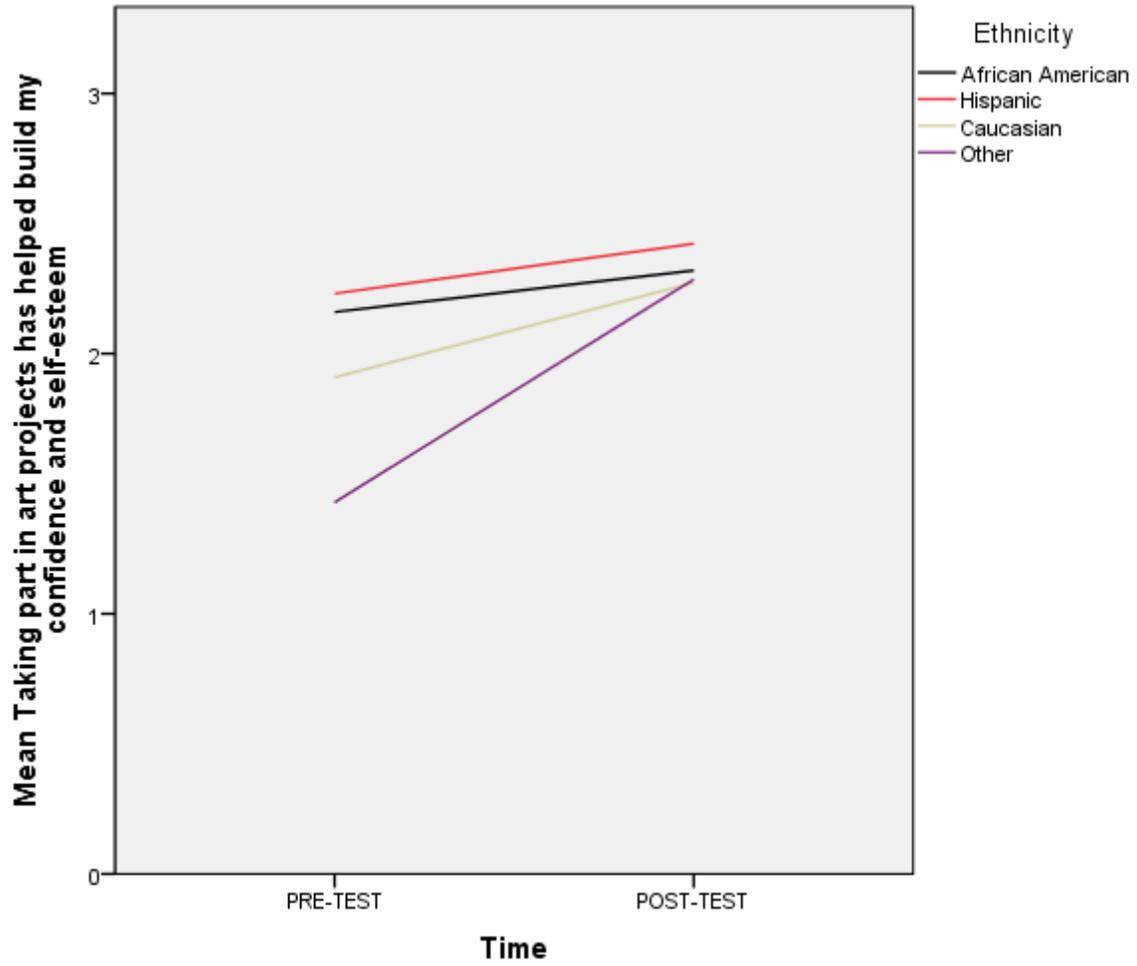
Figure 2  
Trends by Race Group

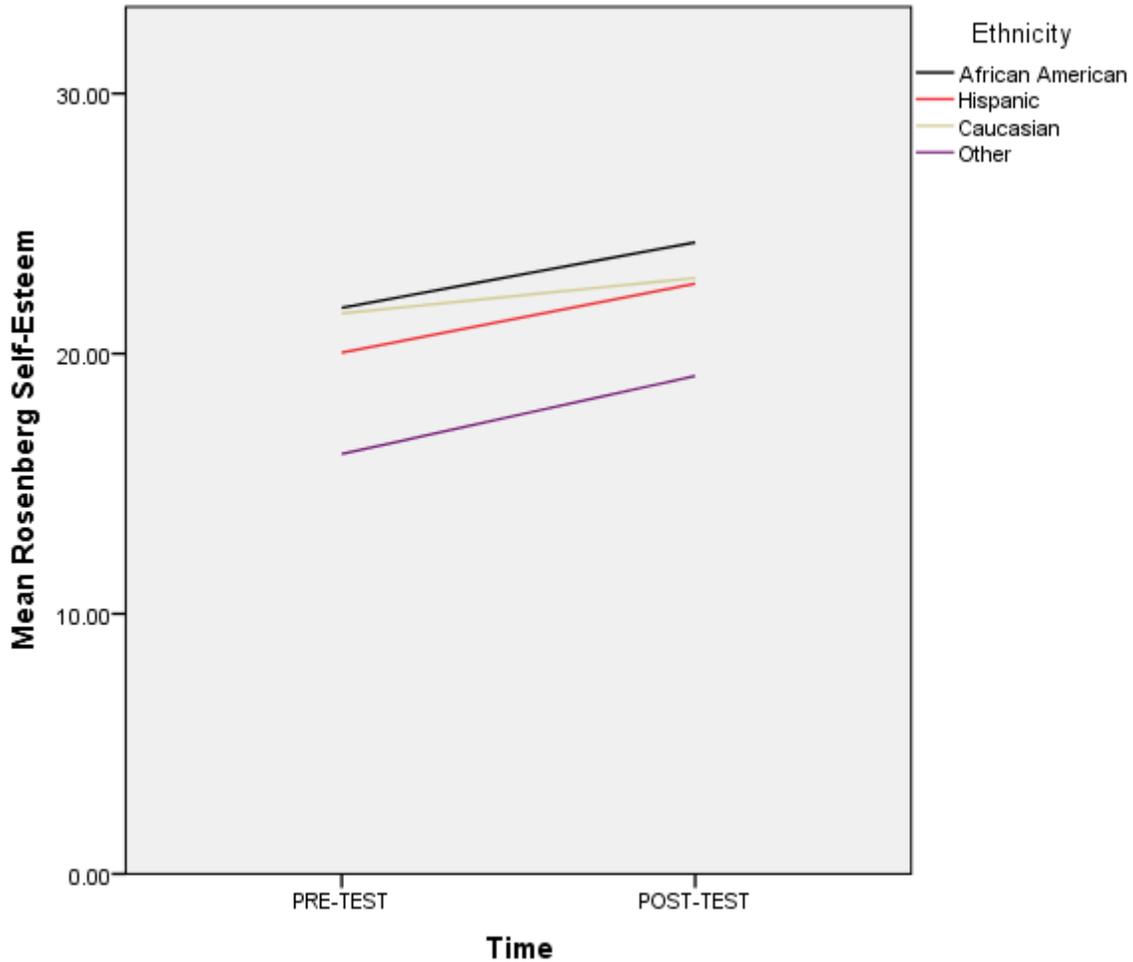








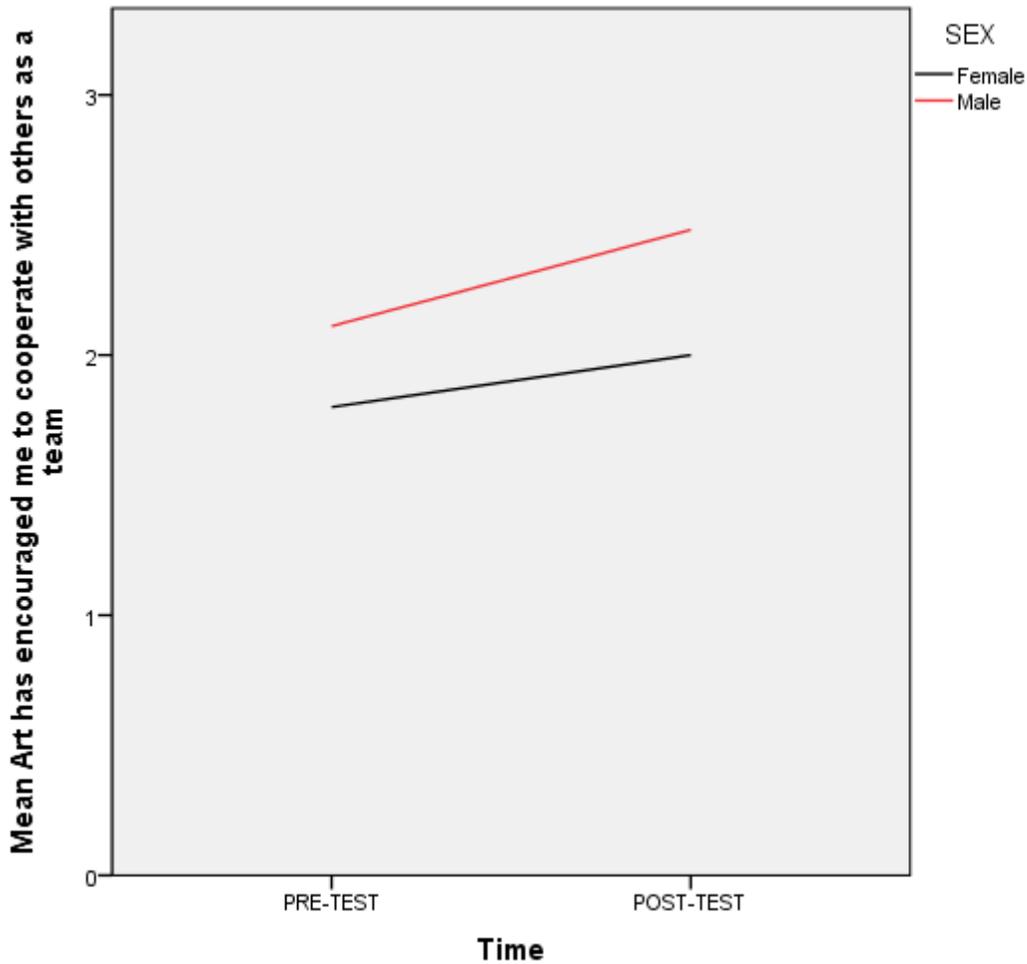


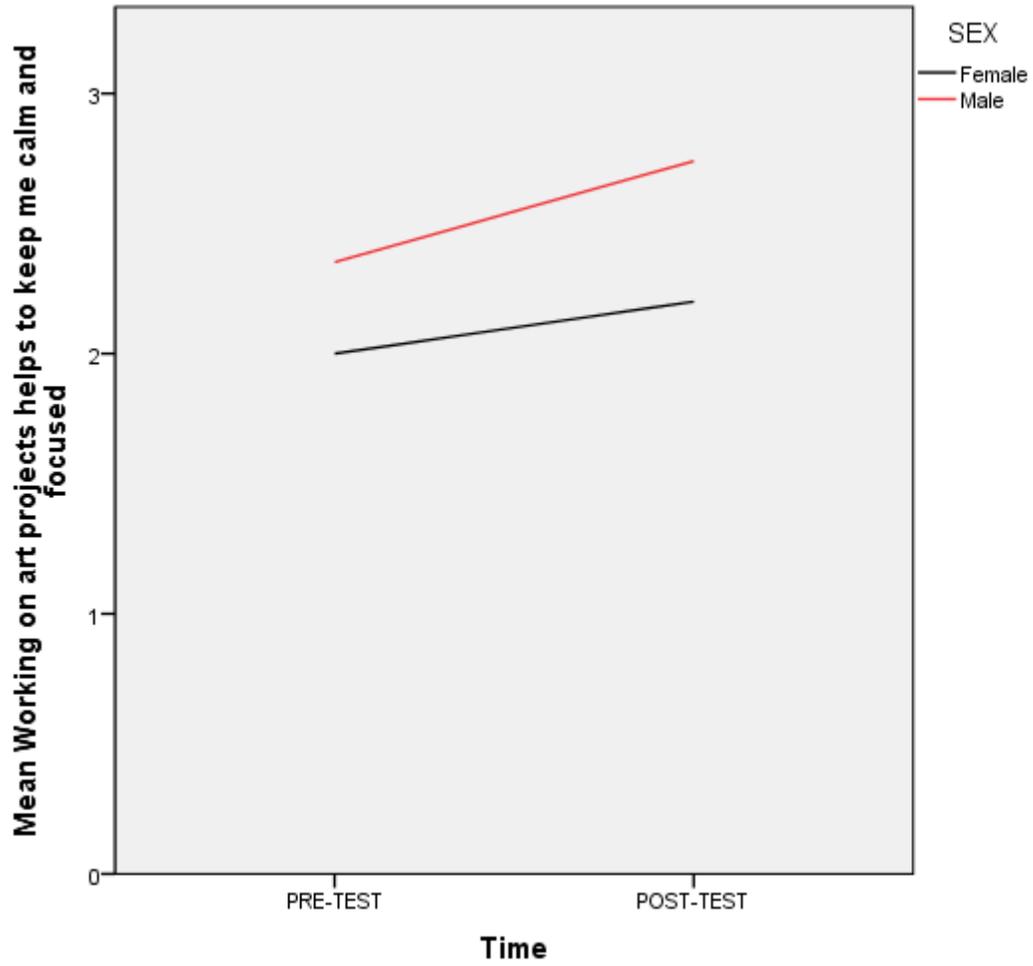


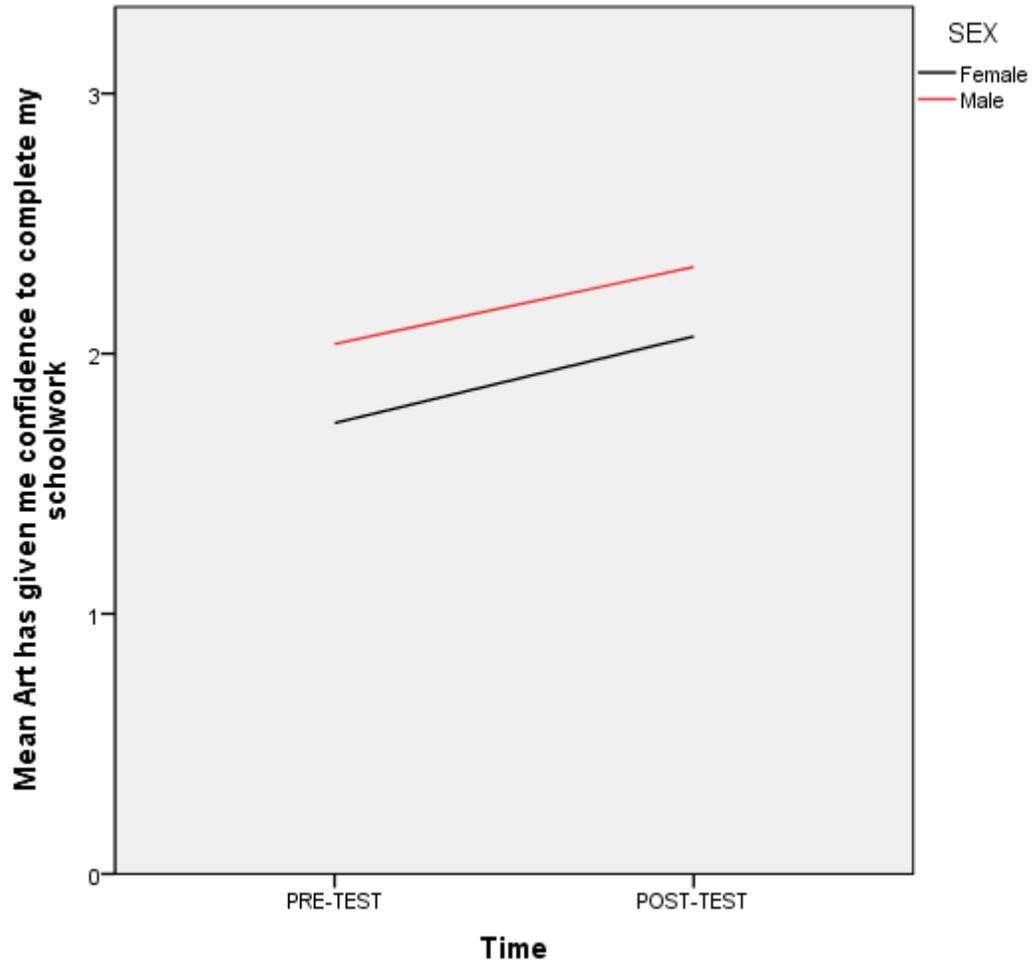
The above trend charts depict how African Americans, Hispanics, Caucasians, and those identifying as “other” changed between pre-test and post-test. The first graph shows how these ethnicities differed with respect to the “*Art has encouraged me to cooperate with others as a team.*” Those identifying as “other” started at the lowest point compared to other races, but had the steepest slope, indicating a stronger effect on this group compared to other races. Hispanics started at the highest point. For the second item, “*Working on art projects helps to keep me calm and focused,*” Hispanics start at a higher level than the other included races, while those identifying as “other” and Caucasians started at the lowest point comparatively. However, while Caucasians started at the lowest point comparatively, they end at the highest mean compared to other included races. For item 3, “*Art has given me confidence to complete my schoolwork,*” Hispanics start at the highest point and change similarly to African Americans. Those identifying as “other” started at the lowest point compared to other races. Caucasian participants demonstrated the steepest slope, indicating the mural had more of an impact on Caucasians from pre- to post-test than other included races. With regard to item 4, “*Working on art projects has given me a sense of self-worth,*” Hispanics and African Americans demonstrated a relatively flat slope, indicating little change from pre- to post-test on this item, while both Caucasians

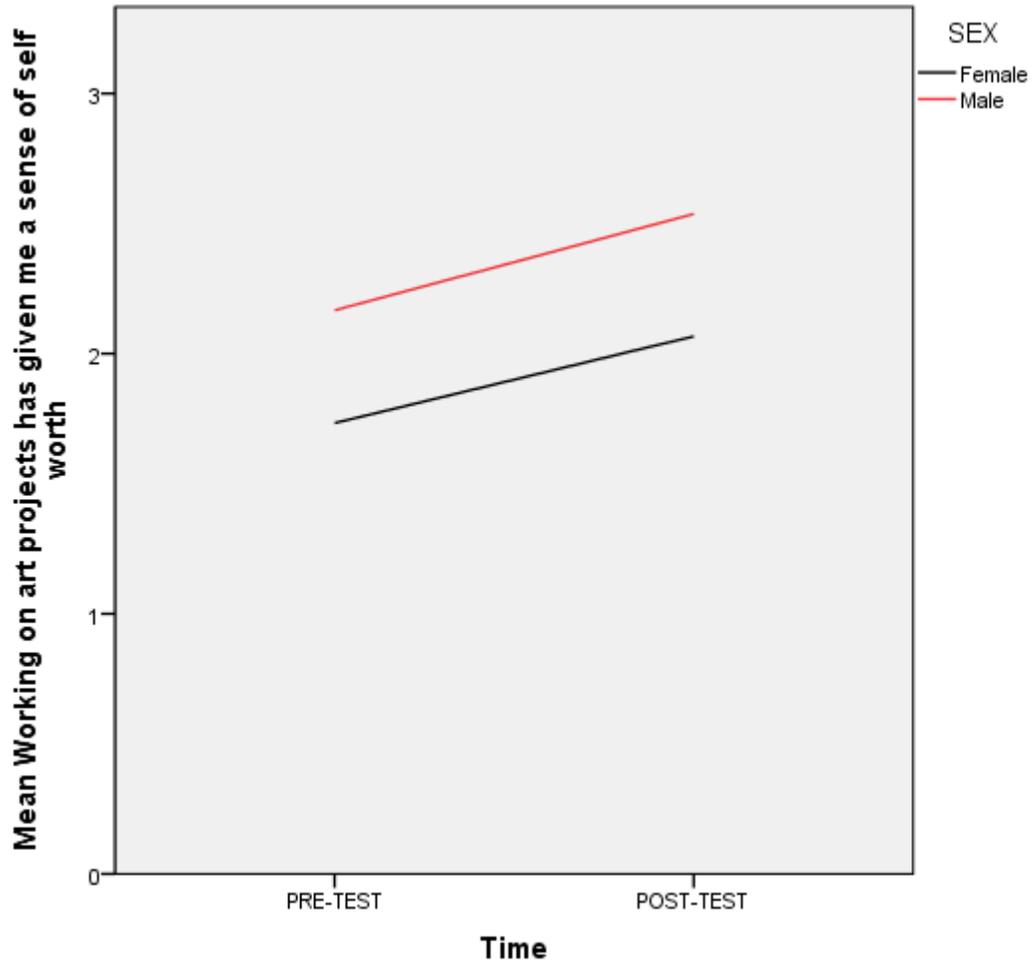
and those identifying as “other” demonstrated a relatively steep slope, indicating more of an impact with these two race groups comparatively. African Americans and Hispanics have relatively the same slope on Item 5, *“Taking part in art projects has helped build my confidence and self-esteem,”* indicating that these 2 race groups changed similarly from pre- to post-test. Those who identified as “other” demonstrated the steepest slope, indicating a stronger impact on this item for those identifying as “other” compared to the other included race groups. Caucasians also remain stable from pre- to post-test, but start at a lower level than African Americans and Hispanics. African Americans, Hispanics, and Caucasians have relatively similar slopes while Caucasians are relatively flat with respect to overall self-esteem, as measured by the Rosenberg Self-Esteem Scale. This indicates more of an impact for African Americans, Hispanics, and those identifying as “other” compared to Caucasians.

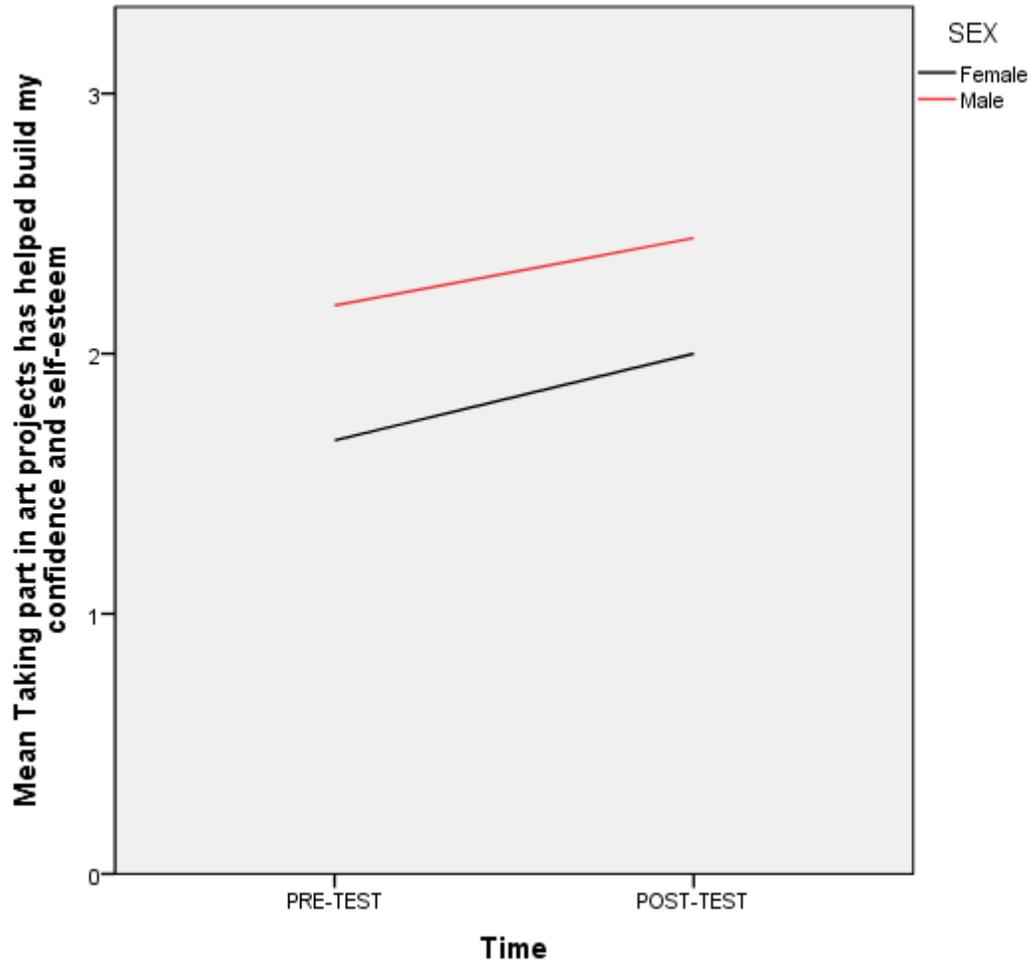
Figure 3  
Trends by Sex

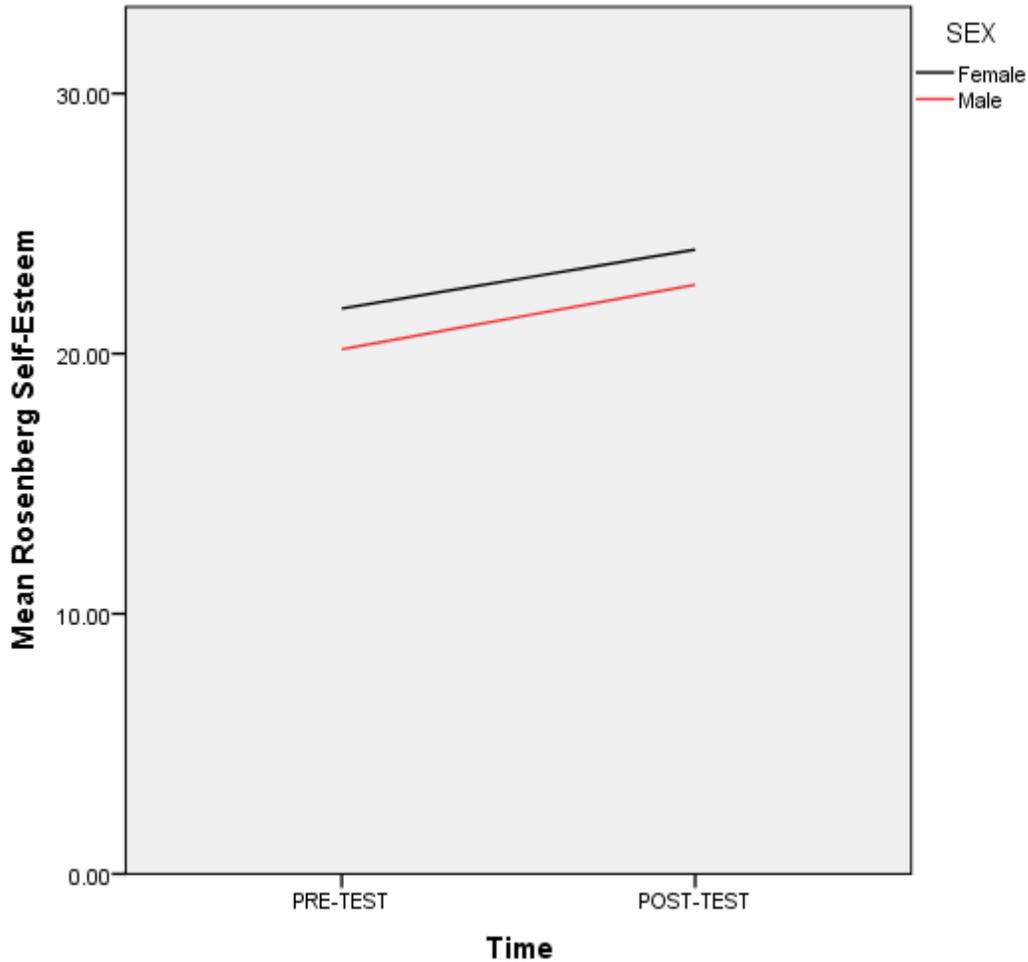












The above trend charts depict how males and females changed between pre-test and post-test. Males started at a higher mean than females on all items with the exception of the Rosenberg Self-Esteem Scale, where the females started at a higher point than the males. Both males and females also changed similarly from pre- to post-test, with the exception that the males have a steeper slope on Item 1 (i.e., “*Art has encouraged me to cooperate with others as a team*”) and Item 2 (i.e., “*Working on art projects helps to keep me calm and focused*”), indicating a stronger impact on males than females with respect to these two items.

## Summary

### **Conclusion:**

Art is viewed subjectively by all who see it. Supposing that art in curriculum and instruction and art therapy treatment as well as hands on mural painting is beneficial for at risk youth, it may be that self-esteem may not be a construct that is quickly changed.

Feelings of loss and low self-esteem are the result of the compilation of many life experiences. Our initial findings support that art is having significant effects on these constructs.

Our research to date should be viewed as exploratory as it relates to art in the curriculum and instruction and art therapy with at risk youth. Teachers and facility directors have shared the benefits they have witnessed in the at risk students after participating in art. Several students have commented on how much they have enjoyed participating with the expressed benefit of being able to release inner feeling and talk about issues pertinent to them.

Given these initial benefits, future study will allow us to determine empirically if there is truly a difference in self-image, perception and/or reduced challenges for the at risk youth by participating in the Emanuel Project, and/or art therapy in curriculum and instruction.

The Emanuel Project helps introduce young inmates to the transformative power of art by providing art supplies, creative learning materials and instruction. Youth that are incarcerated in our juvenile justice system often have the talent to produce inspiring works of art; in the process of doing so, they can acquire skills, self-respect, and a sense of responsibility that can help them recover their lives on the outside.

By giving each child an opportunity to utilize safe, high quality art supplies, we want to engage them in academics and facilitate success in the classroom while presenting a creative forum to explore their lives, their decisions and their futures. Our goal is to dramatically improve their behavior and performance in the classroom through the positive influence of art materials.

## Contact Us

James R. Minnick, Ph.D.

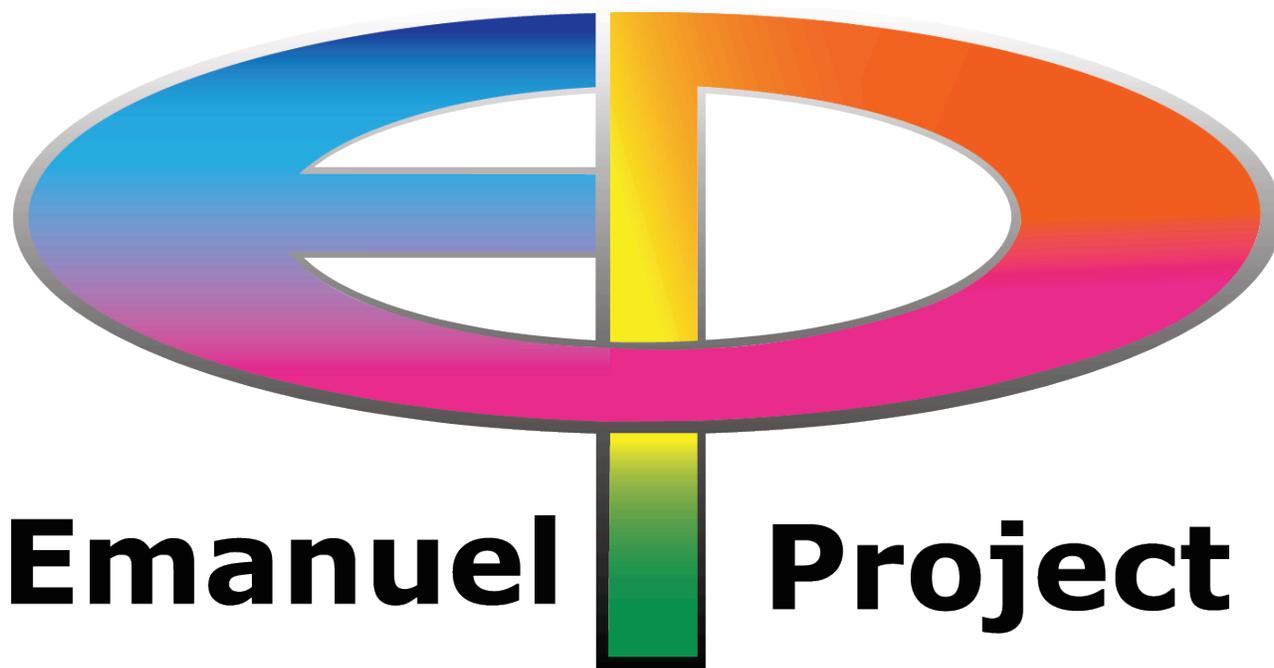
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# Emanuel | Project

ART INTERVENTIONS FOR AT-RISK YOUTH

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## Appendix

### *Appendix A:*

The materials and training that will be supplied by the Art for Kids Emanuel Project may consist of but not be limited to:

- Addendums to the existing curriculum in use by each specific facility.
- Curriculum Specialist will come in and present workshops onsite at the facility.

### *Appendix B:*

The Art for Kids Emanuel Project suggested list of supplies includes but is not limited to:

#### Item Description:

Prisma art stick colorless blender  
Sakura Koi watercolor brush set of three  
Acrylic Paint brush set of 7 brushes  
Charcoal pencil packs Derwent list  
Prang crayons 24 set  
Extra Soft eraser  
Sakura set of three various sizes black  
Prisma colored markers set of 12 primary/secondary  
White plastic tray 6 3/4  
Watercolor 16 color set crayola semi moist  
Chromacryl Acrylic Paint set of 6 primary colors 1/2  
gallon(201 teacher only)  
Crayola Markers and Watercolor pad 10 x8, 50 sheets per  
pad  
Doodle pad, 60 sheets crayola sixty sheets 9 X 12 newsprint  
Canson Drawing Pad 60 sheets  
Canson Universal Sketch Pad (100 sheets)  
Canson XL Bristol Pad (25 Count)  
Canson XL water color pads 30 sheets  
Crayola marker and watercolor pad 16x12 - 25 sheets  
Strathmore canvas paper pads 10 sheets  
Sakura pastels set of 25 assorted colors  
Faber Castell Artist Drawing Set (5 piece set)  
Prisma color water color Pencils (12 Piece @ 9.60)  
Prisma colored pencils set of 12  
Cretacolor Graphite Pencils set of 12  
Brush facts poster  
Art sticks Prisma Colored set of 12

*Appendix C:*

The Art for Kids Emanuel Project will provide art books, DVD's, books and tapes so that the facilities may begin to set up a comprehensive art library on site. These items will be requested by each individual facility based on their specific needs and wants.