

# Modern Types of Psychological Correction and their Practical Application

Olha Lazorko<sup>1</sup>, Victoria Overchuk<sup>2</sup>, Mykhailo Zhylin<sup>3</sup>, Kseniia Bereziak<sup>4</sup>, Iryna Savelchuk<sup>5</sup>

<sup>1</sup>Department of General and Social Psychology and Sociology, Faculty of Psychology and Sociology, Lesya Ukrainka Volin National University, Lutsk, 43025, Ukraine, Email: lazorko.olga@gmail.com

<sup>2</sup>Department of Psychology, Vasyl Stus Donetsk National University, Vinnytsia, 21000, Ukraine, Email: vik.over030506@gmail.com

<sup>3</sup>Department of Practical Psychology, Odessa National Maritime University, Educational and Scientific Maritime Institute of Humanities, Odessa, 65029, Ukraine, Email: zhylin.mykhailo@gmail.com

<sup>4</sup>Department of Applied Psychology and Pedagogy, Lviv State University of Life Safety, The Institute of Psychology and Social Protection, Lviv, 79007, Ukraine, Email: xmber@meta.ua

<sup>5</sup>Department of Theory and Technology of Social Work, Faculty of Socio-Economic Education, National Pedagogical Dragomanov University, Kyiv, 01601, Ukraine, Email: iraut@ukr.net

**Corresponding Author:** Olha Lazorko **Email:** lazorko.olga@gmail.com

## ABSTRACT

The behavior of each individual is caused by the complex process of reflecting the conditions surrounding him, therefore the objective of psychological correction is the reorientation of the psychological component of human behavior. The present academic paper has analyzed the basic types of psychological correction, which are widely used by psychologists. The classification of psychological correction according to different criteria has been considered. A study of the effectiveness of psychological correction methods has been conducted. The author describes examples of the application of psychological correction methods by using specific practices. The main directions of using art in the correctional methodology have been described. The stages of the procedure of gradual reduction of emotional outbursts have been analyzed.

This investigation presents ways to use the method of social therapy in relation to children. Much attention is paid to the process of game therapy in childhood. After all, it is known that various psychological difficulties that have arisen in childhood can create unacceptable preconditions for the violation of the child's personal development in the future. The characteristic features of psychotherapists' use of psychocorrection methods have been analyzed, namely: game therapy, art therapy, systematic desensitization, method of tokens, holding method, and social therapy. The analysis of the topic of this academic paper has been carried out with the application of domestic data, as well as it is also based on research conducted on the basis of the experience of European countries and the United States.

**Keywords:** Psychological Help, Psychocorrection, Game Therapy, Art Therapy, Therapy, Innovative Methods.

## Correspondence:

**Olha Lazorko**

Department of General and Social Psychology and Sociology, Faculty of Psychology and Sociology, Lesya Ukrainka Volin National University, Lutsk, 43025, Ukraine

**Email:** lazorko.olga@gmail.com

## INTRODUCTION

The relevance of studying the methods of psychological correction is determined by the opportunities provided by these methods for professionals who use them in their practical activities. At the present stage, there are various types of psychological assistance, which differ in the type and content of objectives. Their decision is carried out within the limits of pedagogical, medical - social, rehabilitation, speech therapy and actually psychological help [2].

The content of psychological assistance is determined by a psychological problem - the client's request; the process is carried out through the interaction and relationship between the person who helps and the client on the basis of a certain theoretical and methodological basis and under the influence of personal qualities of each of them [5].

Psychological correction is an independent type of practical activity and psychological assistance in psychology. The specificity of this technique is the client's focus not only on awareness and search for alternative ways to overcome the problem, it is directly related to the achievement of sustainable changes in aspects of psychology and human behavior, the achievement of a certain result of this change.

The following defects of character are subject to psychological correction, namely: increased excitability,

anger, conflict, increased impulsivity, pessimism, frivolity, stubbornness, indifference. Also, the problems of psychotherapy include the following ones: lying, excessive activity or passivity, predisposition to kleptomania, excessive shyness or isolation of the person, carelessness, tendency to wander, etc [23].

This academic paper traces the features of the types of psychological correction used by specialists at the present stage, as well as the advantages and disadvantages of the described methods, which are most often used in the activities of practical psychologists. The author reveals all aspects of the therapy features of psychological disorders among different age groups and on the example of only Ukraine, as well as other European countries (the UK), and the USA [1].

## LITERATURE REVIEW

Studying the scientific literature on the types of psychological correction in modern times, proves the great interest of scientists in many countries around the world, in the use of these methods among different social classes, in terms of different age groups.

According to the scientific journal Psychiatry Research, scientists have proven the close interconnection of early childhood psychological disorders with the functioning of the nervous and mental systems in adulthood. Also, the effectiveness of receiving the benefits of

psychotherapeutic methods has been traced on the basis of remembering and understanding the problems that occurred with the patient in childhood [10].

Along with this, Zaikina H.L. and Lobanova V.I. in their study have analyzed various approaches to the classification of methods of psychocorrection and their justification. They have identified five main elements of the psychological correctional situation and described the reasons for expanding the scope of application of psychocorrection while working with healthy children [25].

Vatanbaaf R., Shahsavari Shirazi E., Azizi, A. and Hosseini Motlagh M. have conducted the study in order to assess the impact of game therapy with a cognitive-behavioral approach on reducing the symptoms of oppositional defiant disorder and increasing the level of education of boys at primary schools. The result of the analysis has shown that cognitive-behavioral game therapy reduces the signs of oppositional defiant disorder [21].

Scientists have also traced the influence of the method of correction of psychological disorders in patients with cancer, followed by the example of women with breast cancer. Namely, the data of the research of the semantic field of oncological disease as a mental trauma are given. The results of this study are used to determine the purpose of psychological correction in the psychological rehabilitation of such patients [2].

Pliaka L.V. in her work has analyzed the features of the organization and implementation of psychological correctional work by employees of the psychological service of higher educational institution [16].

The COVID-19 pandemic, which has shaken the world since the end of last year and until now, is the cause of

high morbidity and mortality among people around the world; it also provokes psychological disorders among people. Unpredictability and uncertainty, disruption of economic balance, self-isolation and physical distancing can increase the risk of psychological disorders among the population. Particularly negative consequences should be expected from patients who have previously suffered from psychiatric disorders. Such data are presented in the scientific publication *The Lancet Psychiatry*. To address the issues outlined, an international team of clinicians and mental health experts have come together in order to reflect on the challenges posed by the current COVID-19 pandemic and to recommend effective methods for correcting neuropsychiatric disorders [7].

#### MATERIALS AND METHODS

The works of domestic and foreign scientists, authors and specialists in the field of psychology, materials of periodicals, Internet resources constitute the theoretical basis of the study. The classification of psychocorrective measures on the basis of various criteria has been carried out. Methods of psychocorrection and their practical application have been analyzed. A study has been conducted on the use of psychocorrection' various methods by 70 psychotherapists. Models of explaining the causes of problems in the development have been considered.

#### RESULTS

As following from certain criteria, psychocorrective measures can be classified according to the characteristics listed in Table 1.

**Table 1:** Classification of psychocorrective measures

Criteria for psychological correction	Types of psychological correction
By nature	<ul style="list-style-type: none"> <li>• symptomatic</li> <li>• causal</li> </ul>
By its content	<ul style="list-style-type: none"> <li>• cognitive</li> <li>• personal</li> <li>• affective</li> <li>• behavioral</li> <li>• interpersonal relationships</li> <li>• intracollective relations</li> <li>• parent - child relationships</li> </ul>
By form of work	<ul style="list-style-type: none"> <li>• individual</li> <li>• group</li> <li>• mixed</li> </ul>
If programs are available	<ul style="list-style-type: none"> <li>• with the presence of the program</li> <li>• improvised</li> </ul>
By time criterion	<ul style="list-style-type: none"> <li>• very short</li> <li>• short</li> <li>• long-lasting</li> <li>• very long-lasting</li> </ul>
By scope	<ul style="list-style-type: none"> <li>• general</li> <li>• private</li> <li>• special</li> </ul>

Source: Compiled by the author

Symptomatic psychocorrection, or correction of symptoms, is intended to have a short-term effect on the elimination of serious psychological problems that interfere with the effectiveness of causal correction.

The purpose of causal correction is to eliminate deviations and their etiology. This type of psychological

correction is longer, however, it shows a high level of efficiency on a practical level.

The objective of general correction is not only to normalize the mental and emotional state of a person, but also to improve physical health. The condition of carrying out is observance of various features according to age

parameters and individual characteristics of each person [23].

The objective of private psychocorrection is the use of specially designed measures for harmonious development, training self-regulation and healthy thinking.

The exposure method of special psychocorrection is the application of methods that are practiced in working with persons of the same age. In order to implement this type, techniques are used that can reduce the negative impact of maladaptation. It has been proven that the method of special adaptation allows correcting the consequences of improper upbringing, which led to the disharmonious development of a personality.

The choice of form, method, mode of psychological correction is based on the psychotherapist's knowledge of age-related, individual and specific deviations, connected with a particular development option. The effectiveness of methods of psychological correction depends on the accuracy of the typology of symptoms and syndromes of psychological disorders [5].

The game as a means of correction was at first used within the framework of a psychoanalytic approach, and later - a humanist-oriented approach, in each of which their own conceptual schemes and systems of concepts were developed, namely: therapeutic connection, acceptance, cooperation, choice and responsibility, analytical connection, transfer, cathartic, sublimation, etc. Let's consider the process of applying a game therapy on the example of children's treatment. It consists of 4 stages:

1. Children begin to form into a group based on common and interesting activities for them, for instance, excursions, object games, a story about their own hobbies.
2. They have to come up with a story made at home, and tell it in a group one-by-one.
3. The game can be on any topic offered by children and psychotherapists. The games consistently reproduce stories, fairy tales, conditional and real situations. Games at this stage, in contrast to the first stage, require the participation of a psychologist and high activity of players.
4. Discussion is the last stage of psychocorrection in the game method.

Forms and options of the game therapy are determined by the characteristics of a particular child or a group of children, specific tasks and its duration [8].

The essence of the art therapy action lies in the fact that a situation, which is emotionally traumatic, finds its external expression through various means of art and artistic practice with the help of a psychotherapist; it is brought to cathartic-based discharge, which facilitates the emotional state of a person.

The products, created by the client, objectify his affective attitude to the world, facilitate the process of communication and the establishment of interpersonal relationships with a significant social environment. Interest in the results of creativity on the part of others and their invaluable acceptance of the products of the client's creativity increase self-esteem and the degree of his self-acceptance and self-worth [7].

The art therapy is one of the promising areas of psychocorrective practice.

Let's highlight several main directions of using art in psychocorrective practice:

- 1) psychophysiological (correction of psychosomatic disorders);

- 2) psychotherapeutic (impact on the cognitive and emotional spheres);

- 3) psychological (performs cathartic, regulatory, communicative functions);

- 4) social-pedagogical (connected with the development of aesthetic needs, the expansion of the general and artistic and aesthetic horizons, with the activation of the potential of the client in the practical artistic activity and creativity).

Behavior correction methods were developed as part of a behavioral approach in the form of behavioral therapy. Behavioral correction uses the principles and models of the theory of learning and the science of behavior (behaviorism) in determining the goals and procedures of psychocorrection, as well as in an objective assessment of its results [22].

The type of psychological desensitization lies in a gradual decrease in the manifestations of emotional outbursts and includes three stages:

- 1) The first stage involves immersing of the client in a state of deep relaxation.

- 2) The second stage allows building a clear scheme to combat the causes of anxiety symptoms.

- 3) The objective of the third stage, the last one, is a combination of the above mentioned two steps.

Primarily, the client learns the methods of relaxation and tension regulation. Various means are used: individual training, indirect and direct influence. Verbal direct and indirect suggestion are used in practice most often when working with pediatric patients. In order to induce relaxation and calm, the most effective method is the use of the game form in this age group. The plot is chosen, roles are assigned, certain rules are chosen and introduced, which allow going from the active state to relaxation. While using special exercises, the application of the game form makes it possible to organize the mastery of certain factors of autogenic training, including preschool children [8].

The second stage aims to construct a stimulated hierarchy, which should be distributed according to the level of anxiety, by its magnitude. The construction of this hierarchy is carried out by the psychologist, based on a conversation during which he finds situations or objects that provoke anxiety; information obtained after the client's examination; observation of individual behavior [21].

The groups of situations, inducing anxiety and fear, are distinguished by topic. Based on this, a list is made for each of the identified groups (for a child - the list is made by a psychologist, an adult client makes such lists by himself): levels of this list vary from the situations that are the easiest for a person, and ending with the most difficult ones, which can cause anxiety and fear. Determining the level of situations is carried out together with a specialist. All of the fears outlined must be true [14].

There are only two types of stimuli that can cause fear; they include:

1. Hierarchies of time and space. It can be an object or a person who constantly appears or any unpleasant situation that leads to unpleasant memories and experiences (separation from a loved one, public humiliation), which has occurred in different time dimensions.

2. Hierarchies related to specific topics. These may include special items or physical properties. As a result of their mention, there is an accumulation and multiplication of fear caused by one problem [3].

The purpose of the last (third) stage is to gradually increase endurance to the stimuli that cause the development of fear and anxiety. At first, the method of feedback is discussed; it is needed to inform the specialist in the presence or absence of unpleasant symptoms at a particular time. For instance, in case of absence of fear and anxiety, the client raises his right hand, and vice versa, in the event of unpleasant symptoms – he raises his left hand. After that the stimuli from the hierarchies, constructed the day before, are gradually, on an increase, announced to him. At this point, the client should be in a state of complete rest. For adults, emotions or events are voiced verbally. It takes no more than five or seven seconds to imagine a specific condition or situation. Then the anxiety caused by the mentioned negative event or condition is eliminated by increasing relaxation. Such period lasts up to half a minute. The present method is used several times. In case fear and anxiety do not bother the client, the transition is carried out to more difficult emotional situations. In the situations, when the patient's anxiety increases, with repeated attempts, the return to the previous stages is conducted. In the course of treatment of cases of mild and moderate severity, procedures are carried out no more than 4-5 times; in case of difficult situations, 10-12 sessions are recommended [16].

The method of tokens takes into account the psychology and features of the correction of children's behavior. This system can be implemented in conjunction with a child and youth counsellor, class teacher, health worker and other interested professionals in order to form the desired behavior of pupils. Tokens are conditional points that a child scores during a meeting for following the rules of a group of teachers [24].

Here are some rules for the nuances of correcting children's behavior, connected with the system of tokens:

- Do not answer before the teacher has finished.
- Write down homework.
- Brush teeth in the morning.
- Do homework.
- Do not leave the place until the lesson is over.
- Clean the room.
- Do household duties.
- Do not quarrel with siblings.
- Put toys back in place.

At the end of the meeting the exchange of earned tokens for real incentives from parents is carried out according to the price list. The price list is formed on the basis of unsatisfied needs of the child, his desires, interests. Three interested parties are involved in the formation of the price list: one of the child's parents, the teacher and, if possible, the child himself. This is the so-called conclusion of a contract between the parties. A wide range of different types of reinforcements are needed, which is different for boys and girls. Sometimes it is worth extending the time to the moment when a child can "buy" rewards. Gradually one can give fewer tokens - first for every 8 correct answers to the teacher, then for every 10, etc [10].

Here is the example of a price list:

- 1 token - I can eat something tasty (of my choice and taking into account the advice of a pediatrician);
- 2 tokens - I can watch my favorite movie (cartoon, show) for no more than an hour);
- 3 tokens - I can spend time with one of the parents, doing something interesting for me, in which one of the

parents is actively involved (that is, do not do adult work at this time), and I manage this parent;

- 4 tokens —I can invite a friend to my home or visit friends by myself (or go for a walk with friends);
- 5 tokens - I deserved a hike or a journey to a place I have dreamed for a long time (however, I take into account the reality - what is possible for my parents!);
- 6 tokens - I have earned a prize (gift) from parents (while I take into account the financial capabilities of my family and agree on my choice with parents, and in case of disagreement I turn to a teacher-psychologist).

The holding method is used during correction of a wide range of emotional disorders [17].

Holding therapy is most successfully used in X-ray correction programs (autism spectrum disorders) and in various communication disorders.

The objective of parents, to a greater extent, is the psychological and emotional support of the child.

There are three stages in the holding procedure:

- Confrontation. The child's refusal of procedures is most often observed, although during the day there is a noticeable expectation of its beginning.
- Resistance. In case the mother or the father is unable to hug the child, put on his knees, there is a period of active refusal on the part of the child. Such condition is predictable and should not frighten parents. At such a moment, adults should not be exposed to the screaming or crying of the child to interrupt the session. The right action on the part of parents will be calm and kind treatment of their baby.
- Consent. At this stage, the child usually calms down; he does not resist and begins to smile and hug the parents. At this stage it is important to express your sincere love and care for the child, to show tenderness and sincere feelings [22].

The method of social therapy is a method of psychological influence based on the use of social acceptance and recognition, social approval and positive assessment of the individual by a significant social environment.

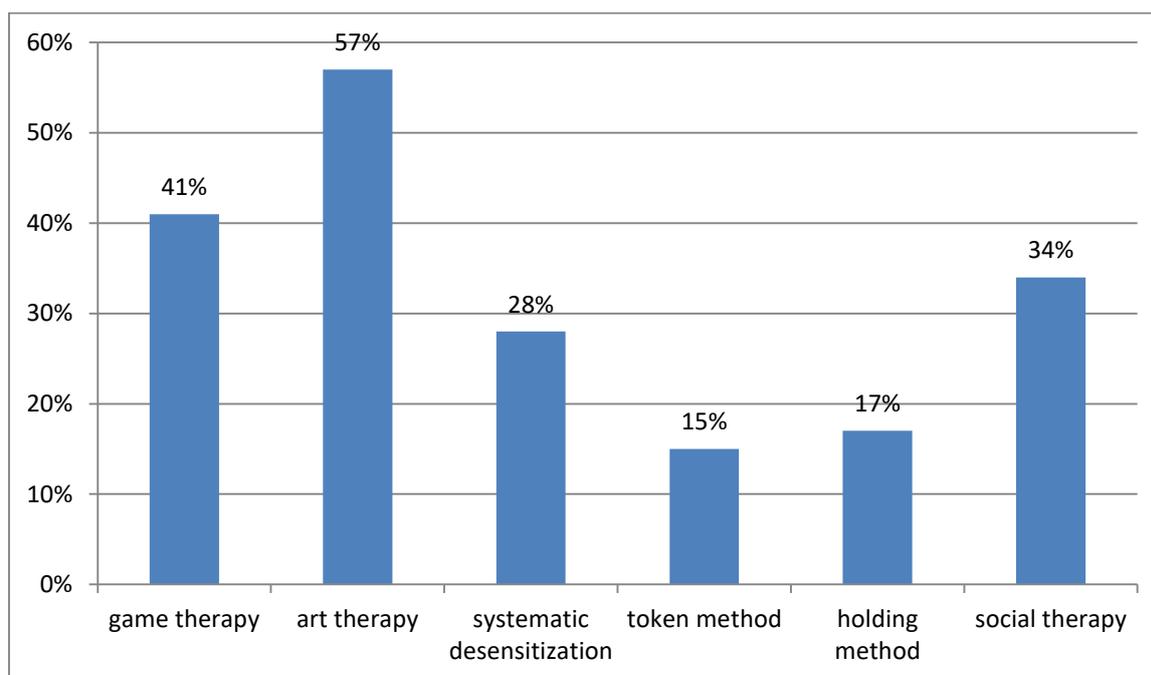
The method of social therapy for children includes the application of the following techniques:

- 1) systematic encouragement of all by adults without exception, even the slightest successes of children with deprivation of encroachments on social recognition;
- 2) setting tasks for the child in which he demonstrates success and fairly high results (the art of selecting such tasks lies in the fact that the tasks should not be too easy, but at the same time, quite feasible for the child, that is, game-based, tasks involving some work are selected taking into account the individual characteristics of the situation in a group of children). Achieving the result should be socially significant and highly valued by the child's reference group;
- 3) use of the technique of open effective treatment by adults; refusal of a negative assessment of the child's personality and his unsuccessful actions;
- 4) compassion, empathy, support provided by adults to an unsuccessful child, who systematically experiences failures, as well as expression of willingness to come to his aid, interact with him. Such "supportive" behavior of an authoritative adult acts as a model of attitude to "losers" on the part of other children and a role model [17].

In cases where the expectation of success of the child in any activity in a relatively short time seems questionable, in addition to social therapy, the method of status psychotherapy is used.

As a result of investigation of applying modern methods of psychological correction by psychotherapists, it is possible to draw a conclusion about their active role in

psychology (Figure 1). The study has involved 70 psychologists.



**Figure 1:** The results of studying the use of modern methods of psychological correction by psychotherapists

Source: Compiled by the author

Analyzing the obtained data, we have come to conclusion that the psychotherapists most active use the following methods in the practical activities, namely: art therapy - 57% of respondents, game therapy - 41% and social therapy - 34% [5].

## DISCUSSION

Based on this study, it has been found that the request for psychological correction involves, first of all, a detailed analysis of the information collected by a specialist, on which the entire correction program will be based. Properly selected diagnostic measures at different stages of psychocorrective work are no less important than properly selected areas of practical application of psychological activities. All the outlined, as well as knowledge of the laws of mental activity, will help assess the effectiveness of existing programs and create the most relevant individual and group correction programs [20].

At the same time, it is important to pay attention to the methods of psychocorrection in childhood, where the game acts as a leading method of reconstructive therapeutic and corrective action (as, for example, in case of presence of the client's emotional and behavioral disorders of a neurotic nature); in other cases - as an auxiliary (symptomatic) means to stimulate the child, develop his sensorimotor skills, reduce emotional stress and the degree of social deprivation (for instance, in the case of mental retardation, autism, mental illness, etc.) [17].

The basic functions of art therapy are as follows:

- 1) cathartic (cleanses, frees from negative states);
- 2) regulatory (normalization of the functioning of psychosomatic processes, adjusting a positive psychological state, the elimination of nervous tension);

3) communicative (formation of behavior in the team, increase of self-esteem, normalization of communication disorders).

Currently, the art therapy has several meanings, namely:

- 1) it is considered as a set of arts used in psychological correction;
- 2) as a set of art therapy techniques;
- 3) as a direction of psychocorrective practice;
- 4) as a method of psychocorrective influence based on the use of art as a symbolic activity and on the stimulation of creative originative processes [13].

Considering the art therapy as a set of psychocorrective techniques that have differences and features, determined by genre affiliation to a particular art form, and focus, technology of psycho-corrective application, we can conditionally distinguish the following types of the art therapy:

- music therapy (through the perception of music, vocal therapy - through singing);
- kinesitherapy (dance therapy, corrective rhythmic, psychogymnastics - therapeutic effect of movements);
- bibliotherapy (corrective effect of reading), fairy tale therapy, storytelling;
- image therapy (influence through image, dramatization): puppet therapy, image-role dramatization, psychodrama;
- isotherapy (drawing therapy) - the corrective effect of fine arts: drawing, modeling, arts and crafts, etc.

The method of systematic desensitization is indicated for use in the following cases:

1. In case of increased anxiety in situations where there is no objective danger or threat to the physical or personal safety of the person.
2. In case psychophysiological and psychosomatic disorders are taking place due to high anxiety (headache, migraine, gastrointestinal disorders, etc.). In these cases,

the person needs comprehensive care (medical, psychological, psychotherapeutic).

3. During disorganization and disintegration of difficult forms of behavior owing to high intensity of anxiety, fears. For instance, the inability of a pupil who knows the subject well to write a test or a child who has studied a poem, but has failed to tell it at a holiday event in kindergarten at the right time.

4. In case of avoidance reactions, when the client, seeking to avoid severe emotional experiences connected with anxiety and fears, considers the best method to avoid any stimuli and traumatic situations.

5. When replacing the avoidance reaction with maladaptive forms of behavior. Consequently, when there is fear and anxiety, a person becomes aggressive; there are outbursts of anger, unwarranted anger.

The method of tokens aims to create the conditional reinforcement needed to reinforce the desired behavior.

In order to assess the effectiveness of the program, observation methods, conversations with children, teachers and parents, analysis of drawings (for example, drawings of family members, self-portraits, etc.), tests (design drawing tests "Fictional animal", "Drawing of a tree by K. Koch", "House. Tree. Man", etc.) are used [14].

In practice, mental health professionals have to deal with the following problems of children studying at home, namely:

- refusal to cooperate with children and teachers,
- aggression towards both children and teachers,
- social withdrawal,
- excessive self-absorption ,
- refusal from educational activities,
- use of profanity,
- theft,
- overuse of computer games,
- infantilism (unwillingness to grow up), etc.

The problems outlined are based on the features of the psychology of behavior of children in this category. They have been partially or completely adjusted by the applied system of token. As the facts of the correction of the schoolchildren's behavior, teachers have noted the emergence of a positive motivation for teaching children studying at home, the normalization of relations in the "teacher - pupil" system. Foreign experience shows that the method of tokens of psychocorrection is effective both when working with groups and in individual classes, and allows increasing the frequency of targeted behavior, develop self-control skills, teach children to follow the rules, often take the initiative in class (reinforcement by issued tokens of all types of activity forms the child's initiative by means of a classical conditioned reflex: stimulus - reaction) as well as many other useful skills [25].

The purpose of the holding therapy lies in developing a sense of calm and security in the child, overcoming the rejection of the child by his mother. Early childhood emotional disorders result from a violation of the emotional connection between a mother and a child [9].

The method of the social therapy makes it possible to solve problems of prevention and correction of deviations in personal development of the individual caused by deprivation of need for social recognition and provides:

- meeting the needs of the individual in social recognition;
- formation of adequate ways of social interaction of individuals with a low level of communicative competence.

The method of status psychotherapy is a modification of the method of the social therapy.

This method is based on the age movements of the child, which allow regulating the status of the child in the group; it is aimed at regulating his relative success in game, cognitive, work and household activities. "Relative success" (we use this term, because to change the real success takes a long time) means the real success of the child, the correlation with the average performance of the group of children in which he is involved. The change of the relative performance of the child can be twofold and act as an increase in performance or as a decrease in performance compared to group members.

Increasing performance leads to an increase in the status of the child in the group and better implementation of his encroachments on recognition. It is indicative of "isolated" and "neglected" children with dissatisfied claims to recognition and the formed complex of inferiority. This option is provided by moving the "unpopular and unrecognized" child to a group of younger children.

The decrease in academic performance and, accordingly, the decrease in social status are recommended for correcting the personal development of children - "stars" with a selfish orientation, authoritarian tendencies and manifestations of aggressiveness and can be achieved by moving the child to a group of older children. Changing the social environment and reducing his own status objectively forces the child to change his behavior in the direction of greater consideration of the interests and requirements of communication partners.

## CONCLUSIONS

Currently, psychological correction is not only important but also an extremely responsible area of work of every psychologist. Its basic objective is to correct the features of mental development, correction of nervous and emotional disorders that do not correspond to a healthy personality and are the cause of disorders of socialization, communication.

Psychocorrective methods should be based on the natural forces of mental development. Such forces are the activities of the individual and the system of his relations. Psychocorrection should use those activities and systems of relationships that are significant for individuals, for whom there are emotionally charged experiences.

Thus, we can conclude that psychological correction has a large arsenal of tools and methods, the use of which should be consistent with age and individual characteristics, the nature of the existing abnormalities, disorders and a personality's anomalies.

## REFERENCES

1. Alders A. and Levine-Madori L., (2010). The effect of art therapy on cognitive performance of Hispanic/Latino older adults. *Art Therapy: Journal of the American Art Therapy Association*, 27(3), pp. 127-135.
2. Ariapuran, S. & Eskandari, A. (2016). 'The Effectiveness of Group Play Therapy on Symptoms of ODD and Behavior Disorder in Children of 3 to 6 Years with Attention Deficit - Hyperactivity Disorder'. *Journal of Child Nursing*, 2 (4), 50-44.
3. Asgharzadeh Salmasi, F. & Poursharifi, H. (2011). 'The effect of narrative therapy on improving social compatibility in children with conduct disorder'. *Journal of Educational Sciences*, 4 (14), 13-24.

4. Bolwerk A., Mack-Andrick J., Lang F. R., Dörfler A., & Maihöfner, C. (2014). How art changes your brain: Differential effects of visual art production and cognitive art evaluation on functional brain connectivity. *PLoS ONE*, 9(7): e101035.
5. Chandraiah, S., Anand, A. S., and Avent, L. C. (2012). Efficacy of group art therapy on depressive symptoms in adult heterogeneous psychiatric outpatients. *Art Ther.* 29, 80–86.
6. Crawford, Killaspy M. J., Barnes H., Barrett T. R., Byford B., Clayton S., et al. (2012). Group art therapy as an adjunctive treatment for people with schizophrenia: a randomised controlled trial (MATISSE). *Health Technol. Assess.* 16, 1–76.
7. Dutkevych, T.V. (2014) 'Osoblyvosti orhanizatsii psykholohichnoi korektsii asotsial'noi povedinky pidlitkiv', *Problemy suchasnoi psykholohii*, 24, pp. 203-214.
8. Ellison, Sh. & Judith, G. (2017). *Creative Games*. Tehran: Jawzeh Publications.
9. Fowler, R. D., & Brodsky, S. L. (1978). Development of a correctional-clinical psychology program. *Professional Psychology*, 9, 440 – 447.
10. Hall, T. M., Kaduson, H. G., & Schaefer, C. E. (2002). Fifteen effective play therapy techniques. *Professional Psychology: Research and Practice*, 33(6), 515–522.
11. Hannemann, B.T., (2006). Creativity with dementia patients. Can creativity and art stimulate dementia patients positively? *Gerontology*, 52(1), 59-65.
12. Heinonen E., Knehta P., Härkänen T., Virtalaa E. and Lindfors O. (2018), "Associations of early childhood adversities with mental disorders, psychological functioning, and suitability for psychotherapy in adulthood", *ScienceDirect*, [Online], available at: <https://www.sciencedirect.com/science/article/abs/pii/S0165178117310491#!> (Accessed June 2018).
13. International Association for Correctional and Forensic Psychology (2020). Association Goals, available at: <http://www.aa4cfp.org/> (Accessed: 3 Nov 2020).
14. Karpins'ka, R.I., Bilobryvka, R.I. (2016) 'Psykholohichna diial'nist' medychnoho psykholoha z profilaktyky somatychnykh zakhvoriuvan", *Problemy suchasnoi psykholohii*, 34, pp. 143-155.
15. Maisel, E.R. (2016) Lois Holzman on Social Therapy, *Psychology Today*, available at: <https://www.psychologytoday.com/us/blog/rethinking-mental-health/201603/lois-holzman-social-therapy> (Accessed: 1 Nov 2020).
16. Pliaka L.V. (2013) "Teoretychni osnovy psykholohichnoi roboty iak vydu psykholohichnoi dopomohy studentam vyschoho navchal'noho zakladu", *Visnyk Kharkivs'koho natsional'noho universytetu №1065*, pp. 97-100.
17. Pytliuk-Smrechyns'ka, O. D. (2007) 'Psykholohichna osobystisnykh dyspozytsij vidkhylnoi povedinky zasobamy psykotreninhu', *Aktual'ni problemy navchannia ta vykhovannia liudej z osoblyvymy potrebamy*, 3(5).
18. Rachman, S. (1967). Systematic desensitization. *Psychological Bulletin*, 67(2), 93–103.
19. Ray, D., Bratton, S., Rhine, T., & Jones, L. (2001). The effectiveness of play therapy: Responding to the critics. *International Journal of Play Therapy*, 10(1), 85–108.
20. Scheithauer, M., Cariveau, T., Call, N. A., Ormand H. & Clark S. (2016) A consecutive case review of token systems used to reduce socially maintained challenging behavior in individuals with intellectual and developmental delays, *International Journal of Developmental Disabilities*, 62:3, 157-166
21. Schouten, K. A., de Niet, G. J., Knipscheer, J. W., Kleber, R. J., and Hutschemaekers, G. J. (2015). The effectiveness of art therapy in the treatment of traumatized adults: a systematic review on art therapy and trauma. *Trauma Violence Abuse* 16, 220–228.
22. Seunagal G. (2020) An Overview of Social Therapy: History and Applications, available at: <https://www.betterhelp.com/advice/therapy/an-overview-of-social-therapy-history-and-applications/> (Accessed: 3 Nov 2020).
23. Vatanbaaf, R., Shahsavari Shirazi, E., Azizi, A., & Hosseini Motlagh, M. (2015). 'The effect of play therapy with cognitive-behavioral approach on reducing Oppositional Defiant Disorder signs and increasing students' educational improvement. *International Academic Journal of Humanities*, 2(9), 18-27.
24. Whitaker, P. (2017) *Art Therapy and Environment (Artthérapie et environnement)*, *Canadian Art Therapy Association Journal*, 30:1, 1-3.
25. Zaikina, H.L., Lobanova, V.I. (2016) 'Pryntsypy vykorystannia psykholohichnoi korektsii u navchal'no-vykhovnomu protsesi', *Molodyj vchenyj*, 11.1 (38.1), pp. 44-47.