

BILATERAL SCRIBBLE

Uses: Violence abatement, calming, focusing, neural restructuring in children, adolescents

Materials: Markers, 18x24 newsprint or drawing paper, blue artist tape

One-on-one: therapist co-creates shared drawings with client

Groups: clients each have their own papers

Therapist tapes paper edges to the table.

Instructs or participates:

- make random marks on page (consistent with normal graphic development in children)
- strokes up and down vertically
- back and forth horizontally
- let the horizontal scribble evolve into a circle
- then go back to vertically
- then horizontally
- let the horizontal evolve into an arc
- let the arc expand and cross your arms to scribble to the far edges of the page with both arms
- make circles
- make circles fast
- make circles slow
- make dots with both hands at once
- make dots with alternate hands
- make dots at the same time with both hands
- return to scribbling a circle
- go slower and smaller
- slower and smaller
- slow to a stop
- and make a dot in the center.

This activity guides the child or teen through the developmental sequence of early, normal graphic development (Kellogg, 1969; Lindstrom, 1964; Lowenfeld, 1957). The scribbling sequence includes a repetitive crossing of the midline, and the scribble and two-handed drawings offer an opportunity to assess the child's gross and fine motor development, eye-hand coordination, and motor planning. The kinesthetic aspect of the scribbling activates the lower structures of the right brain and stimulates the formulation of imagery (Lusebrink, 1990). The bilateral stimulation and eye movements appear to bring the hemispheres of the brain into better synchrony.

BILATERAL HOUSE-TREE-PERSON-ANIMAL DRAWING

Flip the paper over, carefully replacing the tape at the edges of the paper. With both hands, draw a ground line about $\frac{3}{4}$ of the way down the paper from the top.

- house (add windows, door, chimney, smoke?)
- tree (any kind)
- clouds, birds, sun, animal, person, boat, birds... suggest, or ask child to add anything they want

Ask child how was the experience of doing this. Avoid interpreting or making any judgements about content.