



# A case study on the collage art therapy for immigrant youths

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## Abstract

The purpose of this study is to analyze how immigrant youths' experiences of collage art therapy were shown in their emotional changes. Research question is as follow: How do the emotional changes of immigrant youths, who participated in the collage group art therapy program, appear in their art works? For this end, 3 immigrant youths were chosen from a multicultural preliminary school. And they participated in 10 sessions of collage group art therapy. As a qualitative research, this study analyzed the cases on immigrant youths' emotional growth, based on the participatory observation and interpretation of the symbols and components in their art works. The results were as follows: Components like symbols, meanings, individual conflict and desire, have positively changed throughout the whole sessions. Their early works showed negative symbols and passive actions as unconscious defense mechanism. Their mid-term works showed their concentration on art activities and dynamics with interest and creativity in art medium. Their late works showed positive symbols like achievement desire and adaptation to reality. Therefore, this research has significance in that it provides basic data of developing collage art therapy program for immigrant youths, implying the possibility of their positive adaptation to Korea.

**Keywords** Collage art therapy · Immigrant youths · Emotional change · Case study

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## 1 Introduction

As the numbers of international marriage and foreign workers have drastically increased in Korea since the end of the twentieth century, Korean society has been transformed into multicultural society, which is composed of a variety of ethnic groups. This study focused on immigrant youths among immigrant groups. Immigrant youths are children from multicultural families which composed of immigrant women and Korean spouses. They have been born and grown up in their home countries, and then come to Korea, following their immigrant mothers. They are suffering from the instability of their residence status, economic poverty and the elimination of educational opportunities at the beginning of their immigration to Korea. In addition, due to language differences, they are experiencing school dropout and psychological instability more frequently than Korean students. A common process of mother's divorce and remarriage, long separation from mother, immigration, and a new relationship formation with the step family members can cause their emotional confusion. For this reason, it is difficult for immigrant youths to adapt Korean society. If immigrant youths are provided educational and psychotherapeutic opportunities, they will grow up as Korean citizens as well as global citizens.

Thus, Korea needs to support immigrant youths with psychological counseling in systematic policy (Kim 2011). They have strength like a dual background of culture and language. If they are properly given educational opportunities, they can grow as valuable human resources in the global era. Currently, Korea has been gradually expanding educational opportunities and psychotherapeutic system to immigrant youths as members of Korean society (Kim 2015).

Collage art therapy promotes participants' spontaneity, self-expression and self-opening through the process of selecting various art media and doing activities with scissors and glue. Moreover, collage group art therapy makes a synergistic effect, because it is based on group dynamics. However, researches on collage group art therapy for immigrant youth are not yet enough in Korea. Therefore, a case study on emotional changes in the collage group art therapy programs for immigrant youths is worth being attempted.

In this regard, the purpose of this study is to examine their emotional changes that appeared in their art works and to investigate the effect of collage art therapy. Furthermore, it is to provide a basic data to develop effective services and education programs that contribute to the emotional stability for immigrant youths. A specific research question to achieve this research's purpose is as follow: How do the emotional changes of immigrant youths, who participated in the collage group art therapy program, appear in their art works?

## 2 Theoretical background

### 2.1 Collage art therapy

Collage refers to the way in which the screen is made up of prints, cloth, iron, wood, sand, leaves, and so on (Sim 2016). Collage art therapy is a task of cutting and pasting existing images from mass media like magazines, and various industrial media. This

work can deepen the understanding and insight of oneself. The process of selecting a favorite image from magazine is likely to be an expression of self-emotion and to facilitate spontaneity, self-expression, and self-opening (Wang 2017; Lee 1997).

Today, the magazine picture collage technique, which is used as art therapy technique, was formally introduced by Burk and Provancher (1972) as an evaluation technique in the US occupational therapy center. Since then, it was developed as therapeutic means by Sugiura (1994).

Currently, art therapy field in Korea can select various collage media due to development of stationery industry. This means that it is possible to use various media according to symptoms and developmental stages from infant to adult. Also, the collage can be devised variously according to the intention of the therapist and the symptoms and complaints of the client, and it is most important to proceed with consideration of sex, age and disability severity.

Especially, group art therapy helps discover the self within the group. In other words, it visualizes the image of oneself, so that participant can recognize his or her psychological state and actively express its emotional direction (Wang et al. 2016).

The process of collage production can occur a lot of dramas, so collage therapist must carefully consider the production process. Then, presentation medium should be selected according to the session progress. The client may be reminded of many past affairs, events, and trauma in the process of putting and pasting media, color and magazine photos. Thus, the therapist can maximize the effectiveness of the treatment by knowing the detailed procedures.

Particularly, collage group art therapy goes beyond the limit of verbal communication and allows the immigrant youths to see their own image during the session of exchanging their mutual feelings through visual work. It is sincere and efficient for the adaptation process of society because it makes participants realize reality. In addition, this group therapy is more effective in self-management ability and social interaction by analyzing the internal and social conflict factors as well as being able to feel therapeutic power by promoting interrelationship through group works (Jeong 2014). However, during the process, the therapist should actively intervene to help solve the problem when the conflict between the participants or professional insight is needed (Park 2007).

Therefore, in this study, a collage group art therapy program was constructed, based on individual diagnosis method, the group diagnosis method, the postcard collage method, the media-mixed formative method, and the circular collage method among several techniques.

## 2.2 Immigrant youths in Korea

Immigrant youth includes a child from an immigrant who remarried with Korean spouse, a child who entered the country with foreign parents, a foreign youth who entered in adolescence for the purpose of work or study purposes, a North Korean youth defector or a North Korean child born in a third country (Yang and Jo 2012). According to the Ministry of Education in Korea (2017), the number of children of multicultural families is 99,186, which account for more than 1.68% of all students, of whom 7418 are immigrant youths. Among these, 4583 are in elementary school, 1627

are in middle school, and 1208 are in high school students. However, the total number of immigrant youths, including preschoolers, is about 20,000.

The biggest difficulty of immigrant youths is Korean language. Although their academic needs are very high, there is no individualized, level-specific learning method, so they have difficulties in adapting to school life. Previous studies suggested the characteristics of immigrant youths as follows: They have grown up in other cultures and have acquired the language and culture of the mother country. Thus, after the entry into Korea, they experienced cultural confusion in a wide range of living areas. In addition, there are few cases of resentment and anger toward parents who were difficult in communication during the separation period with their parents. Immigrant youths are likely to enter Korea due to their parents' remarriage rather than their own will (Ryu and Oh 2012). The process of family disintegration, separation, reunification, and migration to other countries can bring emotional anxiety and crisis experiences to them. Unfortunately, immigrant youths in Korea are still in separation and neglect from the low level of socio-economic situation of their parents. This family situation makes worse their sense of alienation and becomes an obstacle of their re-socialization (Kim et al. 2012).

Immigrant youths were born in a country other than Korea, and entered Korea during their adolescence, so they have different levels of adaptation to Korea from Korea-born multicultural children. In the period of adolescence, social support such as love, protection, acceptance is given by others such as parents, teachers, friends. When the social support increases, self-efficacy also increases, and social adjustment and psychological adjustment are improved (Park et al. 2002). Therefore, family, peer, and teacher are important supporters in the social network of adolescence, and they have many preventive functions from various problems in social relations. This social support is an effective factor for adaptation of adolescence, and it maintains emotional stability in youth's developmental period.

In this sense, a program for emotional development is needed as an intervention for their emotional stability. However, linguistic intervention techniques, which require a large amount of language abilities, are limited to immigrant youths with limited abilities of Korean language. Thus, other programs to overcome these limitations should be provided to them. Therefore, if they are properly educated, they can grow into valuable human resources in the global era. Therefore, their adaption to school and social life is a very important task that Korean society should be responsible for.

### 3 Research method

#### 3.1 Research participants

The research participants were 3 immigrant youths, including 2 youths in school and a youth out of school. Although 8 youths first participated in this program, finally 3 youths were selected because of continuous attendance, translation issue, and completeness of art works. Their original nationality were China and Uzbekistan. Before coming to Korea, they had no experiences to go abroad, because of their low socio-economic status. They had stayed for less than one year in Korea. They were able to speak and listen Korean language. Their profiles are shown in Table 1.

**Table 1** Profiles of participants

| Name | Age (Gender) | Nationality | Entry to Korea | Attending School |
|------|--------------|-------------|----------------|------------------|
| A    | 16 (M)       | China       | 2015.9         | No               |
| B    | 17 (F)       | China       | 2015.8         | Yes              |
| C    | 15 (F)       | Uzbekistan  | 2016.5         | Yes              |

Participant A's family consisted of Chinese father, Korean step-mother, and younger brother, who was born in Korea. He was able to speak and listen to basic Korean language. His main issues of therapy were related to non-fluent Korean language, burn scars on both arms, and step-mother's disinterest in A. He wanted to cure his burn scars in Korea, go to school, play football, and make lots of friends.

Participant B's family members were maternal grandmother (in cohabitation), mother and step-father (in non-cohabitation). She was well of speaking Korean, as her Korean-Chinese grandfather used Korean every day. Her main issues are family reunion, especially reunion of mother and father, and the making of friends. She wanted to become college student in Korea.

Participant C's family consisted of Korean-Uzbek father and mother as the 3rd generation *Koryo saram*, and her sibling. She can speak in both Korean and English. When she was in Uzbekistan, her parents and grandparents used Korean language on daily basis, she was familiar with speaking and listening to it. Furthermore, she wanted to learn advanced Korean language. Generally, as immigrant youths enter to Korea, following their mother or father's remarriage with Korean spouse, they are not ready to speak Korean (except for participant C). However, their parents begin to teach Korean after their entry to Korea.

### 3.2 Collage art therapy program

The program was created and developed, based on previous researches (Wang 2017). And it was also structured in accordance with emotional, cognitive, and volitional levels.

This therapy was conducted from December 2016 to February 2017 throughout a series of 10 sessions. The process of art therapy is composed of three stages like early stage, middle stage, and late stage. And the contents are shown in Table 2.

In the early stage, research participants shared the individual psychological state and conflict for the purpose of rapport formation and relaxation of tension between the research participants and researchers. The schedule and progress of the program, and the privacy and duties of the participants were introduced, and K-HTP pre-test was conducted before the start of collage art therapy. For the purpose of rapport formation and relaxation of tension and emotion between the research participants and researchers, they shared the individual emotional state and conflict. The 1st session, introducing My Name, helped participants recognize the characteristics of oneself as well as group members in a short time (Jeong 2003). The 2nd session, Mandala, was to experience calmness, to draw one's own energy from inner side, and to recognize extroversion and introversion. The 3rd session, My Tree, was to objectify one's identity and to improve physical, mental and psychological state, creativity and imagination.

**Table 2** Collage art therapy program

| Stage  | Session   | Approach            | Activities     |
|--------|-----------|---------------------|----------------|
| Early  | Pre-test  |                     | K-HTP          |
|        | 1         | Rapport formation & | My name        |
|        | 2         | Self-exploration    | Mandala        |
| Middle | 3         |                     | My tree        |
|        | 4         | Self-expression     | Film painting  |
|        | 5         |                     | Grain mandala  |
|        | 6         |                     | Gift           |
| Late   | 7         |                     | Mask           |
|        | 8         | Insight & Future    | Egg            |
|        | 9         |                     | Family drawing |
|        | 10        |                     | Certification  |
|        | Post-test |                     | K-HTP          |

In the middle stage, it was conducted from the 4th session to the 7th session in order to train the participants to express their emotions and to recognize their self-understanding and realization of self-image.

The 4th session, Film Painting, was to express self-portrait in the past, present and future. This was a process of reflecting, recognizing reality, and thinking about the future. The 5th session, Grain Mandala, helped participants overcome one's reality by feeling relaxation, calmness, concentration, and creative accomplishment through the feeling from the grain. The 7th session, Mask, was to experience unconscious self-image and viewpoint of others, through the activity with oil clay.

In the late stage from the 8th session to the 10th session, the goal was set as an insight into the positive self-image in the future and the reality adaptation.

The 8th session, Egg, was to explore a series of themes like discovery, destruction, and birth. Based on PSCD (Parent Self Circle Drawing), the 9th session was to explore one's position and role within family. The last 10th session, Certification, was to express one's wish list, improve one's adaptive ability, and release anxiety and tension (Yang and Lee 2012).

### 3.3 Collage analysis

The collage analysis criteria of this study refer to the study of Sugiura (1994), the founder of collage art therapy, and Lee (2009). The criteria are shown in Table 3.

### 3.4 Case study as qualitative study

Qualitative research is interested in individual subjects' uniqueness and context, which cannot be studied by quantitative research (Ryu et al. 2012). Thus, qualitative research is a proper method to study uncountable qualifications like experiences, meanings, symbols, metaphors rather than countable measures.

**Table 3** Collage analysis criteria

| Area              | Section                      |
|-------------------|------------------------------|
| Form Analysis     | Number of piece              |
|                   | Blank                        |
|                   | Deviation from drawing paper |
|                   | Use of back side             |
|                   | Overlapped use               |
|                   | Method of paper cutting      |
|                   | Shape of piece               |
|                   | Position of blank            |
|                   | Position of drawing paper    |
|                   | Balance of works             |
| Contents Analysis | Photo                        |
|                   | Expression                   |
| Overall Analysis  | Integrity in sessions        |
|                   | Theme in sessions            |
|                   | Use of space in sessions     |

Case study is one of qualitative research methods. It is defined as an empirical study on phenomena occurred in a practical context, especially a study suitable for a situation in which a phenomenon's border and context cannot be discerned clearly (Yin 2003).

Within-case analysis in case study explores the presence of key elements in a single case in-depth, while cross-case analysis identifies commonalities among cases. Thus, the integration of within-case and across-case analysis needs to be integrated to develop generalization (Ayres et al. 2016). In this sense, this study accepts both within-analysis and cross-case analysis for collage art therapy's effect on three cases of immigrant youths.

## 4 Result

### 4.1 Within-case analysis









#### 4.1.1 Research participant A

A's art works are shown in Table 4.

In the early stage, participant A did not eye contact with therapist. He gazed only at the art medium, and hesitated in doing activities. He didn't answer the therapist's questions. He was reluctant to use scissors due to his hand with burn. His collage pictures or ornamental pieces were monotonous and symmetrical.

The stars in the second art work of mandala was made with the help of therapist. However, the meaning of the star was not connected with himself in the story of the work. Saying "the star that shines in the night sky ... shining ...", he entitled his work as 'a dark universe shining with stars'. The various colors in the mandala expressed

**Table 4** A's art works

| Session | Work  | Session | Work  |
|---------|---|---------|---|
| 1       | Introducing<br>Myself   | 6       |  |
| 2       |  | 7       |  |
| 3       |  | 8       |  |
| 4       |  | 9       |  |
| 5       |  | 10      |  |

himself who had to face and adapt to various exotic social phenomena in his reality. The dark night in his work was his wandering identity that he cannot do anything at present. To him, the twinkling star is expressed as his desire to be a light in the world with the help of someone, as a star reflects light. In this sense, other persons did not appear in his collage works. He expressed himself alone.

In the middle stage, he was interested in art medium. He expressed his desire, repeatedly selecting the same medium. He started to answer therapist's questions and actively help organizing things around him. He contacted his eyes to therapist. He sometimes laughed and revealed his pleasant feelings. These behaviors were positive expressions of his insight experiences due to self-expression in the process of art work production. He cut the animals in his photographs into rectangular pieces rather than cut them in animal form. This was because his arm muscle's insufficient development from his burn scars interfered with the fine work. He had also said that it was difficult for him to express the details by his own scissors. And he created a collage of food expressions that he would like to eat with his family within the size of the sheet paper with various colors he chose. Egg collage activity was expressed as friend, family, and meat. He focused on himself in the early stage's art works, but as the sessions progressed, his focus was expanded from himself to his family and friends. This was his socialization which led to the developmental and dynamic process from his closed mind to extended thinking.



In the late stage, he was willing to greet the other group members and talked about the topic of the session. While he repeatedly explained same thing, he slowly presented his own opinions to the end in front of group members. He chose a black square drawing paper, and his collage pieces were rectangular and symmetrical. Family pictures in his collage were positioned in center. He naturally expressed his desire to get his family and their support. He expressed his memories of his childhood and his desire for his family. The content of a session’s work that he goes into the house together with the family under the moonlight also showed the lack of attachment relationship with the family. The theme of ‘reward’ in the last session revealed his desire for a football player in the world cup. These expressions expressed his desire that he would like to be acknowledged as a prominent position in his own peer group.

### 4.1.2 Research participant B

B’s art works are shown in Table 5.

In the early stage, participant B greeted in fluent Korean and participated brightly. However, she hesitated to choose an art medium based on the theme. In her mandala collage, she cut colored corrugated cardboard into star shape and pasted them on all

**Table 5** B’s art works

| Session | Work  | Session | Work  |
|---------|---|---------|---|
| 1       | Introducing Myself  | 6       |    |
| 2       |   | 7       |   |
| 3       |  | 8       |  |
| 4       |  | 9       |  |
| 5       |  | 10      |  |

four corners. The four stars on the square corner were her grandmother, mother, step-father, and herself. And the combination of various colors with curved patterns meant her desire that various things happily harmonize together in the future. She expressed a self-centered image of emotional conflict in the past and present tense.

In the middle stage, when participant B selected the art medium, she did not make her own choices, but she asked the group members. Following the group member's opinions, she decided to select color, media, and type. Her actions seemed comfortable and she behaved in a natural and accustomed way in the process of the program. Film picture collage was an activity expressing past, present, and future. In her collage of the past, she took a swing by herself in a kindergarten, and she remembered how to play the slides and sand. In her collage of the present, she looked at books with his friends and watched her cell phone. In her collage of the future, she wore a backpack and traveled. This can be interpreted as her conflict in the formation of her own values during the developmental stage of adolescence. As well, it can be interpreted as her dream to go a wider world that can release her present complicated feeling.

In the late stage, she no longer hesitated in choosing the art medium. In her collage of family, she expressed his family playing mahjong together. In this collage, her mother was positioned in the center, her father on the left, her grandmother on the right, and herself under the center. She put the colored corrugated cardboard with several layers, sticking it firmly on the edge. This can be interpreted as her heartfelt hope that all family members can live together without living separately. She said in a bright appearance, "I lived with my grandfather in China, when I was away from my mother. But my grandfather did well for me. I came to Korea, because I wanted to live with her mother. But she is not living with me now. My mom said that she can seek a house in which we can live together, if I endure for a few month." She expressed her certificate among her late art works. She wanted to work as an interpreter for interpreting Chinese and Korean. Thus, she wanted to go to a college to get an interpreter job and earned a lot of money to serve her parents devotedly. In this sense, she expressed her image as interpreter who is a professional who she wanted to become in the future.

#### 4.1.3 Research participant C

C's art works are shown in Table 6.

In the early stage, Participant C was dignified in appearance, lightly cremated, looked bright, and naturally kept eye contact. However, she controlled the behavior of her younger brother, who did not concentrate during her session's progress. Her controlling language was Uzbekistan. She filled the drawing paper with the full size using a piece of colored cardboard. She used pieces of colored cardboard to fill the entire size of drawing paper. This stage's works represented the state of her high energy, the developmental state to grow up, and her positive and active tendency. And she strongly expressed her superiority.

In the middle stage, she communicated with group members with aggressive behavior and mischievous gestures, making group atmosphere friendly. In her film collage, she expressed the past as her father's promise to buy cell phone, when she was in elementary school. The present was expressed as her study in school. The future was described as her travel in the United States. She often said her thoughts in a loud voice,

**Table 6** C's art works

| Session | Work  | Session | Work  |
|---------|---|---------|---|
| 1       | Introducing<br>Myself   | 6       |  |
| 2       |  | 7       |  |
| 3       |  | 8       |  |
| 4       |  | 9       |  |
| 5       |  | 10      |  |

“I am going to go to America to live, and I am also good at English.” She went to the bathroom freely during the session. And she was not afraid to freely choose the art medium. She showed concentration and serenity as her strength. She fully expressed her desire.

In the late stage, she presented the certificate of a simultaneous interpreter. The content of the certificate was that she was recognized in both languages of Russian and English by the President of the Republic of Korea. While her identity was divided or confused in the early stage, she showed her boldness in selecting and determining her career, and concentration on the therapy sessions. In addition, she initially focused on collage composition in a defensive and decentralized expression, but she showed calmness and concentration as the session progressed, and she expressed sociability and mature self-reliance.

**4.2 Technical analysis of emotional change**

Table 7 shows the research participants’ emotional changes from early stage to late stage from the technical perspective such as rapport formation, art expression, art media handling, cooperation, reality adaptation, and so on.

**Table 7** Result analysis from the technological perspective

| Technique                           | Phased change of emotion   |  |   |
|-------------------------------------|--|--|---|
|                                     | Early stage  | Middle stage   | Late stage  |
| In-group Rapport                    | Defensive, passive, and difficult to communicate in Korean   | Communicating questions and answers among the group members in their native language and interpreting them   | Taking pictures of one's art works, and showing and sharing them with one's family  |
| Emotional Expression and Behavior   | actionless, expressionless, sitting on a chair without movement  | Recommending the art media and sharing one's art media and intention within group.<br>Agreeing with others' opinions and expressing one's emotion                                    | Laughing and chatting loudly. Forming a very comfortable class atmosphere – frequently asking questions and going to the bathroom                         |
| Art Expression                      | Following therapist's guideline  | Expressing one's intentions by subject   | Explaining seriously one's intention about the finished work  |
| Media-handling Behavior             | Repeated use of the same medium  | Interested in various media, especially the grain medium in touching repeatedly it   | trying various media and doing again art works until having one's desired result  |
| Reminiscence of Homeland            | Telling the contents of art works, and conveying a remembrance of one's family and childhood in the mother country | Expressing the family of the mother country through the art works, especially appreciating the love of one's grandparents, and enjoying the current relationship with school friends | Expressing one's strong interest in school life in Korea through overseas call with the family in the mother land. Expecting to make more Korean friends. |
| Cooperation                         | Uninterest in group members. No eye-contact  | Helping the group members select the art media for each other. Having a long time to talk to each other.   | Voluntarily helping each other in classroom within group. Finishing the sessions in organizing class stuffs together.                                     |
| Artistry                            | Expression of only the subject   | Being interested in putting corrugated color paper with scissors and glueing it.   | Confidence in unintended consequences in the process of cutting and glueing papers.<br>Satisfaction with one's art works.                                 |
| Reality Adaptation and Satisfaction | Confessing that it was funny   | Praising and encouraging group members and their art works.  | Being proud of one's art works and hoping that the contents of one's art works will be accomplished.  |
| Future Vision Response              | No response  | Hoping that one's own intention in the art works will be accomplished.   | Considering concretely future career after high school graduation.  |

In the early stage, participants commonly their nostalgia of home village and family. However, they cannot but hesitate because of insufficient ability of Korean language. And they expressed defensive and passive attitudes, divided and exaggerated behaviors in the early intervention.

In the middle stage, participants showed interest in art medium and attempted to express specifically their own works. Their activities in the mid-term sessions became more serious than early session.

In the late stage, participants wanted to take picture of their works and show those to family and friends. They self-initiatively attempted to use various medium. Their expression about future was specific. They expressed responsibility for family, interest in economic activities, academic and vocational desire, and so on.

## 5 Conclusion and discussion

This research identified the immigrant youths' phased change of class atmosphere, expression ability, facial expression, completeness of art works, participation and satisfaction in the art works, and so on. Based on these several evidences, this study can see that collage art therapy was meaningful and effective to immigrant youths' emotional growth through the expression of one's own conflict and desire.

In the collage art therapy's early stage for intimacy formation and desire exploration, art works' change appeared as a process of expressing inner desire by reminiscing childhood experiences in the mother country. As for the features of each session, there was an effort to concentrate on the name and image expression paintings and the mandala collage activities, which seems to reveal the unconscious phenomenon of recognizing their identity and comparing it with reality.

In the middle stage for self-understanding and reality recognition, their works showed an interest in art medium and a strong sense of belonging to the community through cooperation. In addition, active activities for creativity and the sharing of works brought about dynamics within the group. The use of various media in the grain mandala session was considered as an effort to face and adapt to the reality through cultural stimulation. Tree as another symbol of self in my tree session represented a strong defense, expressing helplessness and a depressed self.

In the late stage for self-esteem and reality adaptation, they revealed the inner side of themselves in the way that the contents of art works interacted within the group. The egg session revealed their own vision of the future, their independent will and attitude according to their physical growth, and their support for their families.

They showed interest in career search and had pride in her ability to speak bilingualism. The commonalities among group members also were the desire for academic achievement and the desire to live a normal life in Korea.

In conclusion, collage group art therapy provided an opportunity for immigrant youths to relieve emotional difficulties such as language limitations, unfamiliar environments, and stress experienced in different education systems with their home countries. And this therapy contributed to their emotional stability through the

interaction with other people through the formation of a protective and stable group under therapist's capability. In this sense, therapist himself or herself was an important tool of therapy to clients. In spite of participants' verbal communication difficulty, the search for emotional change was possible because this program explored emotional change through their non-verbal expressions like art works and facial expression. This result showed that it is fully possible to apply collage group art therapy to immigrant youths.

This research is limited in that participants' verbal and non-verbal expression, including bodily and facial expression, cannot be fully analyzed. And it did not fully deal with the results by participants' individual differences like nationality, gender, age, school attendance, and so on. For further study, a variety of art media can be attempted for collage art therapy program. And as immigrant youths with various backgrounds can participate in this program, their individual difference of emotional changes after this program can be studied in-depth. This collage art therapy program was based on traditional activities like cutting and pasting and drawing, and traditional art media like paper, magazine, glue, pencil and clay. Traditional media and activities contributed to the physical and emotional development of participants in this program. However, collage art therapy has been recently utilizing digital media like tablet computer and software for clients with physical and mental disabilities (Diggs et al. 2015; Mihailidis et al. 2010; Darewych et al. 2015; Carlton 2014). This attempt can fully apply to clients with multicultural background, including immigrant youths. In this sense, collage art therapy with digital media needs to be studied in the future. Finally, we researchers also hope that immigrant youths will grow as healthy citizens in Korea through continuous utilization of collage art therapy.

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