

Title: The use of art therapy in the Arab sector education system in Israel in therapeutic work with children experiencing violence: the perspective of art therapists

Summary

This study examined how art therapists perceive their work in special schools in the Arab education sector in Israel with children who have experienced violence. The research was conducted in a qualitative paradigm using a collective case study. The data collection method was an in-depth semi-structured interview. For analysis, the data were transcribed, coded and categorized. The study included fifteen in-depth interviews conducted with Arab art therapists. The main finding of this study highlights the significant discrepancy between the acceptance of violence against children in Arab education systems and the professional role of art therapists, particularly with regard to mandatory reporting of violence against children. As a result, two important implications were formulated. First, there is a need for specialized training programs for Arab art therapists to help bridge the cultural gap in therapeutic methods and facilitate the effective communication of art therapy information to school staff and the wider community. Second, the findings underscore the importance of discussing legislation aimed at alternative approaches to mandatory reporting, such as creating a school community that can adequately address and respond to violent incidents.

Keywords: Violence against children, Arab sector education system, art therapists, mandatory reporting

