

**EXPLORING THE EFFICACY OF ART THERAPY ON
EMOTIONAL AND COGNITIVE DEVELOPMENT IN
CHILDREN IN INTERNALLY DISPLACED PERSONS CAMPS:
A CASE STUDY FROM NASARAWA STATE, NIGERIA**

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ABSTRACT: Children in Internally Displaced Persons (IDP) camps in Nasarawa State, Nigeria, face significant emotional and cognitive challenges due to displacement-related trauma. While traditional interventions prioritize physical needs, psychological rehabilitation, like art therapy, remains underexplored. This study investigates the efficacy of art therapy as a tool for fostering emotional resilience and cognitive development in displaced children. Using a qualitative case study approach, data were collected from 30 children aged 6–15 through interviews, observations, and focus group discussions. Findings reveal that art therapy significantly enhances emotional expression, reduces anxiety, and improves problem-solving skills. Participants demonstrated increased self-esteem, emotional regulation, and social engagement. Additionally, cognitive benefits, including improved memory, concentration, and critical thinking, were observed. Caregivers and facilitators noted positive behavioural changes, reinforcing the therapeutic impact of art-based interventions. The study highlights the importance of integrating art therapy into IDP camp mental health frameworks, advocating for policy-driven support and culturally sensitive implementation. By providing an alternative, non-verbal mode of emotional expression, art therapy emerges as a critical psychosocial intervention for displaced children. Future research should investigate scalable models and potential challenges in implementing art therapy programs in various humanitarian settings.

Keywords: Art Therapy, Emotional Development, Cognitive Development, Internally Displaced Children, Psychosocial Intervention

INTRODUCTION

Background of the Study

Internally Displaced Persons (IDPs) camps in Nigeria, particularly in states like Nasarawa, house thousands of children uprooted from their homes due to conflicts, natural disasters, or communal clashes. These children often experience profound emotional trauma, loss, and disruptions to their cognitive development. According to the United Nations High Commissioner for Refugees (UNHCR, 2020), children in IDP camps are disproportionately vulnerable to mental health challenges such as anxiety, depression, and post-traumatic stress disorder (PTSD). Traditional interventions in these settings primarily focus on meeting basic survival needs, such as food, shelter, and healthcare, while neglecting the psychosocial and cognitive needs critical for holistic development (Buheji, & Buheji, 2024).

Art therapy has emerged as a promising approach to addressing emotional and cognitive challenges in vulnerable populations. It provides children with a creative outlet to express their emotions, process trauma, and develop problem-solving and critical thinking skills (Kader 2023). Despite its increasing recognition globally, the application of art therapy in Nigerian IDP camps remains underexplored, highlighting the need for localized research to evaluate its efficacy.

Children in IDP camps in Nasarawa State often endure traumatic experiences that significantly hinder their emotional well-being and cognitive development. Despite various initiatives addressing the physical needs of displaced children, their psychological well-being remains largely overlooked. The lack of structured interventions targeting emotional resilience and cognitive skills exacerbates the cycle of trauma and developmental delays (Okeke et al., 2021). Furthermore, existing studies in Nigeria focus predominantly on general psychological support, with scant empirical research on art therapy's role as a targeted intervention (Gever, et al., 2023). This research gap underscores the need for evidence-based studies to determine how art therapy can contribute to the emotional and cognitive development of children in such challenging environments. Nasarawa state was selected for this study due to the number of IDP camps and the presence of diverse art practice in the state

This study aims to explore the efficacy of art therapy in promoting emotional and cognitive development among children in IDP camps in Nasarawa State, Nigeria. Specifically, the objectives are: to evaluate the impact of art therapy on the emotional well-being of children in IDP camps, assess the influence of art therapy on cognitive skills development, such as problem-solving and critical thinking, and identify the barriers and enablers for implementing art therapy interventions in IDP camp settings.

By addressing these objectives, the study seeks to contribute to the growing body of knowledge on the application of art therapy in post-conflict rehabilitation and its potential for improving the psychosocial and cognitive outcomes of displaced children.

LITERATURE REVIEW

Art Therapy: Definitions and Theoretical Foundations

Art therapy is a psychotherapeutic approach that integrates creative processes, such as drawing, painting, and sculpting, to improve mental and emotional well-being. According to Webb (2023), art therapy allows individuals to externalize inner thoughts and emotions, fostering self-awareness and problem-solving skills. Grounded in psychological theories such as psychoanalysis, cognitive-behavioural therapy, and humanistic approaches, art therapy is widely recognised for its capacity to aid individuals in managing trauma and stress (Malchiodi, 2020). The use of non-verbal communication through art is particularly significant for children, whose verbal articulation skills may not be fully developed.

Emotional and Cognitive Development in Children

The emotional and cognitive development of children is a dynamic process influenced by various environmental, social, and psychological factors. Research by Twum-Antwi, Jefferies, and Ungar (2020) emphasizes the importance of providing nurturing environments for children, particularly in their formative years, to foster emotional resilience and cognitive growth. Activities like art-based interventions have been shown to stimulate neural pathways, enhance memory, and improve problem-solving abilities (Malik, 2022). Furthermore, art activities provide children with a safe space to process complex emotions, thereby aiding emotional regulation and social development (Malchiodi, 2020).

Challenges of Internally Displaced Persons (IDPs) Camps

Internally displaced persons (IDPs) face numerous challenges, including psychological trauma, lack of access to basic services, and disruptions to social structures. Children in IDP camps are particularly vulnerable to the negative effects of displacement, including interrupted education, malnutrition, and exposure to violence (UNICEF, 2022). In Nigeria, IDP camps are often overcrowded, under-resourced, and fraught with insecurity, exacerbating the psychological burden on residents (Buba et al., 2024). Studies have highlighted the urgent need for psychosocial interventions tailored to the needs of displaced populations to address trauma and promote resilience (Buba et al., 2024).

Art Therapy in Humanitarian Settings

Art therapy has emerged as an effective intervention in humanitarian contexts, particularly for children affected by displacement, war, and other traumatic events. According to Abdulbaki and Berger (2020), art therapy provides a culturally adaptable and non-invasive method to address psychological trauma. It has been successfully employed in settings such as refugee camps, post-conflict zones, and disaster-affected regions, enabling individuals to process trauma and rebuild a sense of identity. In the context of IDP camps in Nigeria, evidence suggests that art therapy can significantly enhance emotional well-being and cognitive functioning in children, helping them develop coping mechanisms and fostering hope amidst adversity (Pwol, 2023).

Internally Displaced Persons Camps in Nasarawa state

In Nasarawa State, IDP camps have been established in various locations to accommodate those affected. Notable camps include:

- **Karu Local Government Area (LGA):** Investigations have revealed the existence of IDP camps that have been operational for over nine years, primarily hosting individuals displaced by the Boko Haram insurgency from the Northeast region (Itumo & Nwefuru, 2016).
- **Kadarko:** This community has been identified as hosting IDPs, particularly those affected by communal clashes and farmer-herder conflicts. (Ohazuruike et al., 2024).
- **Agyaragu:** Another location within Nasarawa State known to accommodate internally displaced persons. (Garba & Msughter, 2023).
- **Doma:** This area also hosts IDPs, providing shelter to those displaced by various conflicts. (Peter Yikwab & Tade, 2022).

Art Therapy as a Tool for Refugee Mental Health and Resilience

Art therapy plays a critical role in addressing trauma and psychological distress among refugee children and adolescents. Studies highlight its efficacy in providing a safe space for emotional expression, processing trauma, and fostering resilience (Wall, 2021). Systematic reviews emphasize its effectiveness in treating PTSD and anxiety among refugee adolescents (Genç, 2022). Research on Burmese and Rohingya refugee youth underscores the impact of community-led public art initiatives in preserving cultural identity and enhancing well-being (Uddin, 2024). Additionally, expressive arts therapy helps overcome language barriers, facilitating therapeutic engagement (Lazar et al., 2018). Group art therapy interventions have been found to significantly reduce symptoms of depression and PTSD in Syrian refugee children (Al-Hroub, 2023). The establishment of cultural memory centres further supports heritage preservation, contributing to collective resilience (Saul, 2022). These findings affirm art therapy's vital role in refugee mental health care.

Theoretical Framework

Expressive Arts Therapy Theory

Expressive Arts Therapy Theory was developed by Paolo Knill, a Swiss psychologist, musician, and educator, in the 1970s. Knill, along with colleagues such as Shaun McNiff and Natalie Rogers, pioneered this approach by integrating multiple forms of artistic expression, such as visual arts, music, dance, drama, and poetry, into therapy. His work emphasised the intermodal nature of creative expression, allowing individuals to move fluidly between different artistic forms to enhance self-exploration and healing (Scott-Alexander, 2020).

The expressive arts therapy theory posits that creative activities, such as drawing, painting, and sculpting, serve as therapeutic tools for emotional and psychological well-being (Malchiodi,

2020). This theory suggests that art facilitates self-expression and communication, particularly for individuals who struggle to articulate emotions verbally (Smith, 2014).

In the context of IDP camps, expressive arts therapy allows children to regain a sense of agency and identity amidst displacement. By engaging in art-making, children develop emotional resilience, social skills, and cognitive engagement, ultimately contributing to their overall well-being (Goldstein et al., 2020).

Application in IDP Camps

- Art therapy serves as a trauma-informed intervention that enhances self-awareness and emotional regulation.
- It provides an accessible and culturally adaptable method of therapy for children with diverse backgrounds.
- The creative process fosters social interaction, reducing isolation and building a sense of community among displaced children.

METHODOLOGY

This section outlines the research design, case study location, participants and sampling techniques, data collection methods, data analysis procedures, and ethical considerations adopted for this study.

Research Design

The study employed a qualitative research design with a case study approach. This design was chosen to provide an in-depth understanding of the efficacy of art therapy on the emotional and cognitive development of children in Internally Displaced Persons (IDP) camps. A case study approach allowed for an exploration of the phenomenon within its real-life context. The qualitative method facilitated the collection of rich, descriptive data, which enabled a detailed analysis of the impact of art therapy on the targeted group.

Case Study Location

The study was conducted in Nasarawa State, Nigeria, a region that has experienced significant displacement due to communal clashes and natural disasters. The IDP camps in Nasarawa State were selected for their accessibility and the presence of children between the ages of 6 and 15 who were directly affected by displacement. These camps represent a microcosm of the challenges faced by children in similar contexts across Nigeria and West Africa.

Participants and Sampling Techniques

The participants for the study included 30 children aged 6 to 15 residing in two IDP camps in Nasarawa State. Purposive sampling was used to select participants who had experienced emotional or cognitive challenges due to displacement. This method ensured participants met

specific criteria, such as experiencing trauma and residing in an IDP camp for at least six months. It enabled targeted selection, ensuring relevance to the research objectives while making efficient use of resources. The approach also facilitated access to key informants (caregivers, administrators, therapists) and aligned with the qualitative case study design. The study's context-specific focus strengthened the validity of its findings, providing rich, meaningful insights into art therapy's effectiveness as a psychosocial intervention. The selection criteria included:

- Residency in the IDP camps for at least six months.
- Evidence of emotional distress or cognitive challenges identified by caregivers or camp officials.
- Willingness to participate in the study, with parental or guardian consent.

Additionally, camp administrators and volunteer therapists were included as key informants to provide contextual information.

Data Collection Methods

Data collection was conducted over a period of three months using the following methods:

Interviews

Semi-structured interviews were conducted with the children, their caregivers, and the volunteer therapists to gather insights into the emotional and cognitive changes observed during and after art therapy sessions. The interviews were audio-recorded and transcribed verbatim.

Observation

Non-participant observation was used to monitor children during art therapy sessions. Notes were taken on their engagement levels, emotional expressions, and interactions with peers and facilitators. Observations provided real-time evidence of the therapy's effects.

Focus Group Discussions (FGDs)

FGDs were held with children to explore their perspectives on the activities and their perceived benefits. Separate sessions were conducted for boys and girls to encourage open participation.

Secondary Data

Records and reports maintained by the camp administrators and therapists on children's progress were reviewed to complement primary data.

Data Analysis Procedures

Thematic analysis was employed to analyse the data collected. This approach was chosen for its flexibility in identifying patterns and themes within qualitative data. The analysis involved the following steps:

1. Familiarization with the data through repeated readings of transcripts and observation notes.

2. Coding of data to identify recurring concepts and ideas.
3. Grouping of codes into themes that reflected the research objectives, such as "emotional expression," "social interaction," and "cognitive skills development.
4. Reviewing themes to ensure they were comprehensive and accurately represented the data.
5. Interpretation and discussion of the findings in relation to existing literature.

Ethical Considerations

The study adhered to ethical guidelines to ensure the protection of participants. Key considerations included:

Informed Consent

Written consent was obtained from parents or guardians, and verbal assent was secured from the children before participation. Participants were informed of their rights, including the right to withdraw at any time.

1. **Anonymity and Confidentiality**
Pseudonyms were used to protect the identities of participants, and all data were securely stored.
2. **Minimizing Harm**
Efforts were made to ensure the psychological well-being of the children during the study. A trained therapist was present during interviews to provide support if needed.
3. **Approval**
Ethical approval was obtained from a relevant institutional review board before data collection commenced.
4. **Cultural Sensitivity**
The study incorporated culturally appropriate art therapy activities and respected local norms and values.

FINDINGS AND RESULTS

This study highlights the benefits of art therapy for children in IDP camps but has several limitations. The small sample size (30 children) limits generalizability, and the lack of a control group prevents causal conclusions. The short intervention period (three months) raises concerns about long-term effects. Observer bias, cultural differences, ethical challenges, and reliance on qualitative assessments further constrain findings. Practical issues like funding and facilitator availability hinder scalability. Future research should use larger samples, control groups, standardized assessments, and digital interventions while addressing cultural and logistical challenges to improve the applicability of art therapy in humanitarian settings.

Emotional Development Outcomes

The findings of the study revealed that art therapy had significant positive effects on the emotional development of children in Internally Displaced Persons (IDP) camps in Nasarawa State, Nigeria.

Children participating in art therapy sessions demonstrated an improved ability to express their emotions, as evidenced by verbal and non-verbal communication during sessions. The use of drawing and painting enabled participants to externalise feelings of fear, anxiety, and sadness, leading to a noticeable reduction in emotional distress. This aligns with findings from recent studies, such as Malchiodi (2020), which highlight art therapy's role in fostering emotional resilience among children exposed to trauma.

Moreover, the participants exhibited enhanced self-esteem and emotional regulation. They reported feeling more in control of their emotions, particularly during stressful situations. This outcome corresponds with the findings of Malchiodi (2020), who noted that creative expression in children facilitates emotional healing and promotes psychological well-being.

Cognitive Development Outcomes

Art therapy also contributed positively to the cognitive development of the children. Participants showed improved problem-solving skills and enhanced creativity as they engaged in structured and unstructured art activities. Tasks requiring the use of symbols, shapes, and colours encouraged the development of critical thinking and decision-making skills. These results are consistent with findings by Hinz (2019), who emphasized the cognitive benefits of art therapy, including improved attention span and memory in children exposed to adverse circumstances.

Additionally, facilitators observed a significant increase in the children's ability to focus on tasks for extended periods. Art therapy sessions created a safe space for structured learning, which positively influenced participants' academic skills, as corroborated by Johnson and Sullivan (2023), who argue that therapeutic arts interventions improve cognitive engagement in marginalized populations.

Observed Behavioural Changes

Behavioural observations during the study indicated a marked improvement in social interactions and cooperative behaviours among participants. Initially, many children exhibited withdrawn or aggressive behaviours; however, after consistent engagement in art therapy, they became more open to peer collaboration and reduced aggression. These behavioural changes mirror findings from the recent research of Crombach et al. (2025), who documented reduced maladaptive behaviours in children exposed to expressive therapies in post-conflict zones.

Additionally, facilitators reported decreased instances of hyperactivity and impulsivity among participants. This aligns with recent research by Baker et al. (2023), which highlights the role of art therapy in mitigating symptoms of attention-deficit hyperactivity disorder (ADHD) in children exposed to traumatic events.

Participants' Feedback

Feedback collected from children and caregivers further supported the observed outcomes. Many children expressed enjoyment and a sense of accomplishment during art activities, with one

participant noting, "Drawing makes me feel happy and helps me forget bad memories." Caregivers also reported improved emotional stability and reduced outbursts among their children at home.

Furthermore, caregivers acknowledged that the structured nature of art therapy provided their children with a sense of routine and normalcy, which is often absent in IDP camp settings. This feedback resonates with findings from Arvidson et al. (2011), who emphasise the therapeutic value of structure and routine in intervention programs for displaced children.

Discussion: Interpretation of findings

Emotional Development Outcomes

The study highlights significant improvements in the emotional development of children participating in art therapy sessions. Through expressive activities like drawing and painting, children were able to externalise and process negative emotions such as fear, sadness, and anxiety. This aligns with O'Brien et al. (2021), who emphasise art therapy's capacity to build emotional resilience in trauma-exposed children by creating a non-threatening medium for emotional expression.

Furthermore, participants demonstrated improved self-esteem and emotional regulation. The therapeutic process allowed children to feel more in control of their emotions, particularly in stressful situations. This finding corresponds with Malchiodi (2020), who identified creative expression as a critical factor in fostering emotional healing and psychological stability in children.

Cognitive Development Outcomes

Art therapy also positively impacted participants' cognitive development. By engaging in art activities requiring the use of symbols, shapes, and colours, children exhibited enhanced critical thinking, decision-making, and creativity. These results are consistent with those of Bosgraaf et al. (2020), who found that art therapy strengthens problem-solving skills, attention spans, and memory in children exposed to adverse conditions.

Additionally, the safe and structured environment of art therapy sessions facilitated an improvement in participants' academic-related skills, as observed through their ability to focus on tasks for longer periods. Johnson and Sullivan (2023) also support this notion, highlighting the role of therapeutic arts in fostering cognitive engagement and academic readiness among marginalised children.

Behavioural Changes

The study revealed marked improvements in social behaviours, including enhanced peer collaboration and reduced aggression. Initially withdrawn or aggressive children became more open to social interactions and cooperative activities following consistent participation in art therapy. This aligns with findings by Akande and Okonkwo (2021), who documented reduced maladaptive behaviours in children exposed to expressive therapy in post-conflict zones.

Moreover, the study observed a decrease in hyperactivity and impulsivity among participants, consistent with Baker et al. (2023), who demonstrated that art therapy mitigates ADHD symptoms in trauma-affected children. These behavioural shifts indicate that art therapy promotes emotional and behavioural self-regulation, which is critical for social integration.

Participant and Caregiver Feedback

The feedback from both children and their caregivers reinforced the observed outcomes. Children expressed joy and a sense of achievement during art therapy, with one participant noting how the activities helped them “forget bad memories.” Caregivers similarly reported improvements in emotional stability and reduced outbursts in their children at home.

Additionally, caregivers valued the structured nature of art therapy, which provided their children with a sense of normalcy—a crucial factor in the chaotic environment of IDP camps. Katz et al. (2024) similarly emphasize the therapeutic importance of routine and structure in interventions for displaced children, as it helps restore a semblance of stability in their lives.

Discussion: Implications for Art Therapy in IDP Camps

The findings from the study titled *Exploring the Efficacy of Art Therapy on Emotional and Cognitive Development in Children in Internally Displaced Person Camps: A Case Study from Nasarawa State, Nigeria* highlights several critical implications for the application of art therapy in internally displaced persons (IDP) camps. This section discusses the broader implications, contextualizing them within existing literature and emphasizing practical and policy-level considerations for future interventions.

Addressing Trauma and Emotional Well-Being

Art therapy has proven to be an effective tool in helping children process trauma and improve emotional well-being, especially in conflict-affected contexts. Children in IDP camps often experience displacement-related stress, loss, and disrupted social structures, which can lead to post-traumatic stress disorder (PTSD), anxiety, and depression. The findings from this study align with similar research indicating that non-verbal, creative interventions like art therapy can serve as a safe outlet for expressing emotions that may be difficult to articulate verbally (Kaimal et al., 2022). Integrating art therapy programs into the routine mental health services of IDP camps can create a more holistic approach to care, addressing both immediate and long-term psychological needs.

Cognitive Development and Educational Outcomes

The study demonstrates that art therapy fosters cognitive development by enhancing problem-solving skills, memory retention, and creativity among children. This is particularly relevant in IDP camps, where access to formal education is often disrupted. Research by Malchiodi (2020) emphasizes the role of art-based interventions in stimulating neural pathways essential for cognitive growth. By incorporating structured art therapy sessions, organizations can provide an

alternative avenue for cognitive stimulation, bridging gaps in formal education while fostering emotional resilience.

Cultural Sensitivity and Community Engagement

The study's success underscores the importance of designing culturally sensitive art therapy programs tailored to the local context. In Nasarawa State, traditional art forms and storytelling were integrated into therapy sessions, which enhanced participation and relevance. Culturally sensitive approaches not only increase the effectiveness of therapy but also promote community engagement and acceptance. According to Frounfelker et al. (2020), aligning therapeutic interventions with cultural practices strengthens communal bonds and supports social cohesion, which are critical in the context of displacement.

Capacity Building for Local Practitioners

One of the key implications is the need for training local staff and practitioners in delivering art therapy. The study highlights how empowering local mental health workers and educators with the necessary skills can ensure the sustainability of art therapy programs. This is consistent with findings from Choe et al. (2023), who advocate for capacity-building initiatives to address the shortage of trained mental health professionals in humanitarian settings.

Policy Integration and Funding

Finally, the study highlights the need for policy-level integration of art therapy into mental health and psychosocial support (MHPSS) frameworks in IDP camps. Governments and humanitarian organizations must recognize the value of creative therapies and allocate funding to support such initiatives. As noted by Obeagu and Obeagu, (2024), sustained funding and policy commitment are crucial for scaling up art therapy interventions and ensuring their inclusion in broader health and education programs.

Conclusion

This study reaffirms art therapy's efficacy in addressing the emotional, cognitive, and behavioural needs of children in IDP camps. The findings align with recent academic literature, such as O'Brien et al. (2021), Malchiodi (2020), Johnson and Sullivan (2023), and Akande and Okonkwo (2021). By fostering emotional resilience, cognitive engagement, and positive behavioural changes, art therapy proves to be a valuable tool in mitigating the adverse effects of displacement and trauma on children. Its structured yet creative approach offers both immediate and long-term benefits, making it an essential component of psychosocial support programs in displacement settings.

The implications of this study underscore the transformative potential of art therapy in addressing the emotional and cognitive challenges faced by children in IDP camps. By fostering trauma recovery, supporting cognitive development, promoting cultural relevance, building local capacity, and advocating for policy integration, art therapy can become an essential component of

psychosocial support in humanitarian settings. Future research should focus on long-term evaluations and exploring scalable models to broaden the impact of art therapy in similar contexts.

This study contributes to existing knowledge by demonstrating the efficacy of art therapy in enhancing emotional resilience and cognitive development among internally displaced children in Nasarawa State, Nigeria. It underscores the need for integrating art therapy into mental health frameworks in humanitarian settings, advocating for policy-driven support and culturally relevant interventions.

Recommendations

Policy Recommendations

1. **Integration of Art Therapy into National Health Policies:** Governments and health ministries should formally recognize art therapy as a viable tool for promoting mental health and emotional well-being among children in Internally Displaced Persons (IDP) camps. This can be achieved by incorporating art therapy programs into the national healthcare and social welfare frameworks, particularly in regions affected by conflict or displacement (Kuriansky, 2019).
2. **Funding Allocation for Mental Health Services:** Allocate specific funding within humanitarian aid budgets to support art therapy initiatives in IDP camps. This funding should cover training, materials, and qualified personnel to ensure the program's sustainability.
3. **Collaboration with Educational Institutions:** Partner with universities and research institutions to develop standardized curriculums and certification programs for art therapists, ensuring that professionals deployed to IDP camps are equipped with evidence-based practices (Malchiodi, 2020).
4. **Policy Framework for Trauma-Informed Care:** Develop and enforce policies mandating trauma-informed care in all child-focused interventions in IDP camps. Art therapy programs should be integrated into these frameworks to address the emotional and cognitive challenges faced by displaced children.

Practical Applications for Art Therapy Programs

Community-Based Art Therapy Initiatives: Establish mobile art therapy units that bring creative and therapeutic activities directly to children in IDP camps. This ensures inclusivity and access for those unable to attend centralized programs.

Incorporating Culturally Relevant Art Forms: Design art therapy sessions that incorporate local art traditions, symbols, and storytelling methods to foster a sense of cultural identity and belonging, which can aid in emotional recovery.

Training of Local Facilitators: Conduct training programs for local caregivers, teachers, and volunteers in IDP camps to facilitate basic art therapy activities. This approach empowers the community and ensures program sustainability even in resource-limited settings.

Regular Monitoring and Evaluation: Implement systems for regular assessment of art therapy programs to evaluate their impact on children's emotional and cognitive development. Feedback from these evaluations should guide program improvements

Integration with Educational Curriculums: Combine art therapy with formal education in IDP camps to create holistic learning environments. This can help children develop both cognitive and emotional resilience simultaneously.

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