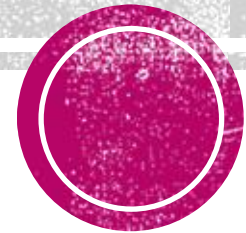


INTERACTIVE DRAWING COMMUNICATION METHOD

DisAbility Culture: Art, Inclusion and Social Transformation Conference
23 May 2026



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AUTISM PRAXIS INFINITY SOLUTIONS



OVERVIEW

1. Introduction to the Interactive Drawing Communication Method (IDCM)
2. The research stages
3. Next steps



OUR STANDING POINT

Modern approaches consider **disability as a social phenomenon**, as a failure of society to meet the needs of its members, and not as a failure of members to respond to the characteristics of the society in which they live, as was the older approach (Karr, 2013).

In this light, the limitations and challenges associated with the autism spectrum should be addressed through appropriate **adaptations by societies**, so as to meet the needs of all their members, including individuals with ASC (United Nations, 2006).



How we got here...

SEEKING A WAY TO
OVERCOME CHALLENGES
RELATED TO ASC





OUR GOAL: DEVELOPMENT OF
SOCIAL AND COMMUNICATION SKILLS



THE INTERACTIVE DRAWING COMMUNICATION METHOD

- Play-like activity
- Adult and child draw together on the same surface
- Alternating turns or simultaneously



THE INTERACTIVE DRAWING COMMUNICATION METHOD

AIMS:

- Encourage creative expression through drawing
- Foster interaction and communication through graphic exchange



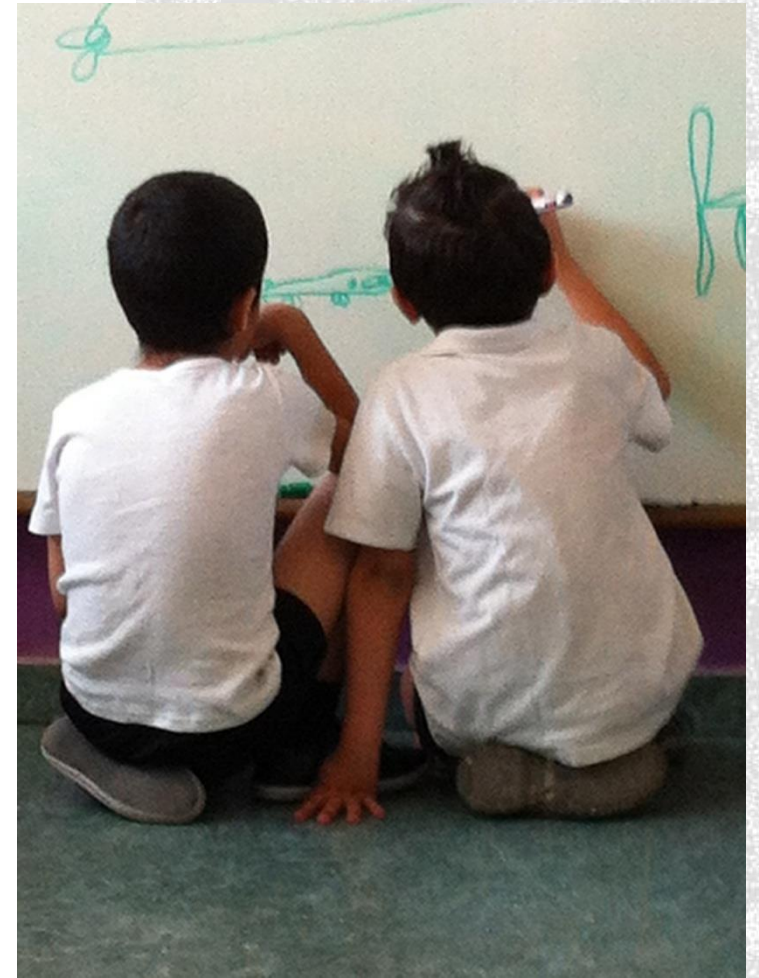
THE INTERACTIVE DRAWING COMMUNICATION METHOD

Developed over the course of a 12-year research project, split into 3 phases:

PHASE 1: Spontaneous collaborative drawing among children

PHASE 2: Structured collaborative drawing sessions between child and adult

PHASE 3: Flexible group drawing sessions between children and adults



KEY PRINCIPLES

General principles
in the education
of children with
ASC

- Change in children with ASC comes slowly and there are often time-frames with stability
- Personalised teaching based on each child's skills
- Structured activities
- Clear and consistent rules
- Simple and clear instructions (less is more)



KEY PRINCIPLES

General principles
in the education
of children with
ASC

- Creation of a safe environment for the prevention of stress
- No insistence on visual contact
- Encouraging active engagement
- Using obsessions to teach new skills and appropriate behaviors
- Aiming at the application of skills and behaviors in other contexts



KEY PRINCIPLES

Application of the
IDCM with regard
to the needs of
children with ASC

- Ensuring that the process takes place in a familiar, comfortable and safe place for the child
- The child chooses the drawing material
 - Offer a variety of materials to choose from (crayons, markers, pens, etc.)
- The adult explains the process
- Strict structure
 - Alteration of child and adult's turn in the drawing process
- The topic of the drawing is decided by the child



KEY PRINCIPLES

Application of the
IDCM with regard
to the needs of
children with ASC

- The role of the adult
 - Gradually intervenes in the child's drawing
- The use of verbal speech is encouraged
- Work in pairs
- Pairs can draw alternately or simultaneously
- Encourage verbal communication with your partner by asking questions or loud thinking
- Accept stimming behaviours as part of self-expression



FINDINGS



1. Increased interaction



FINDINGS



2. Focus on the process



FINDINGS

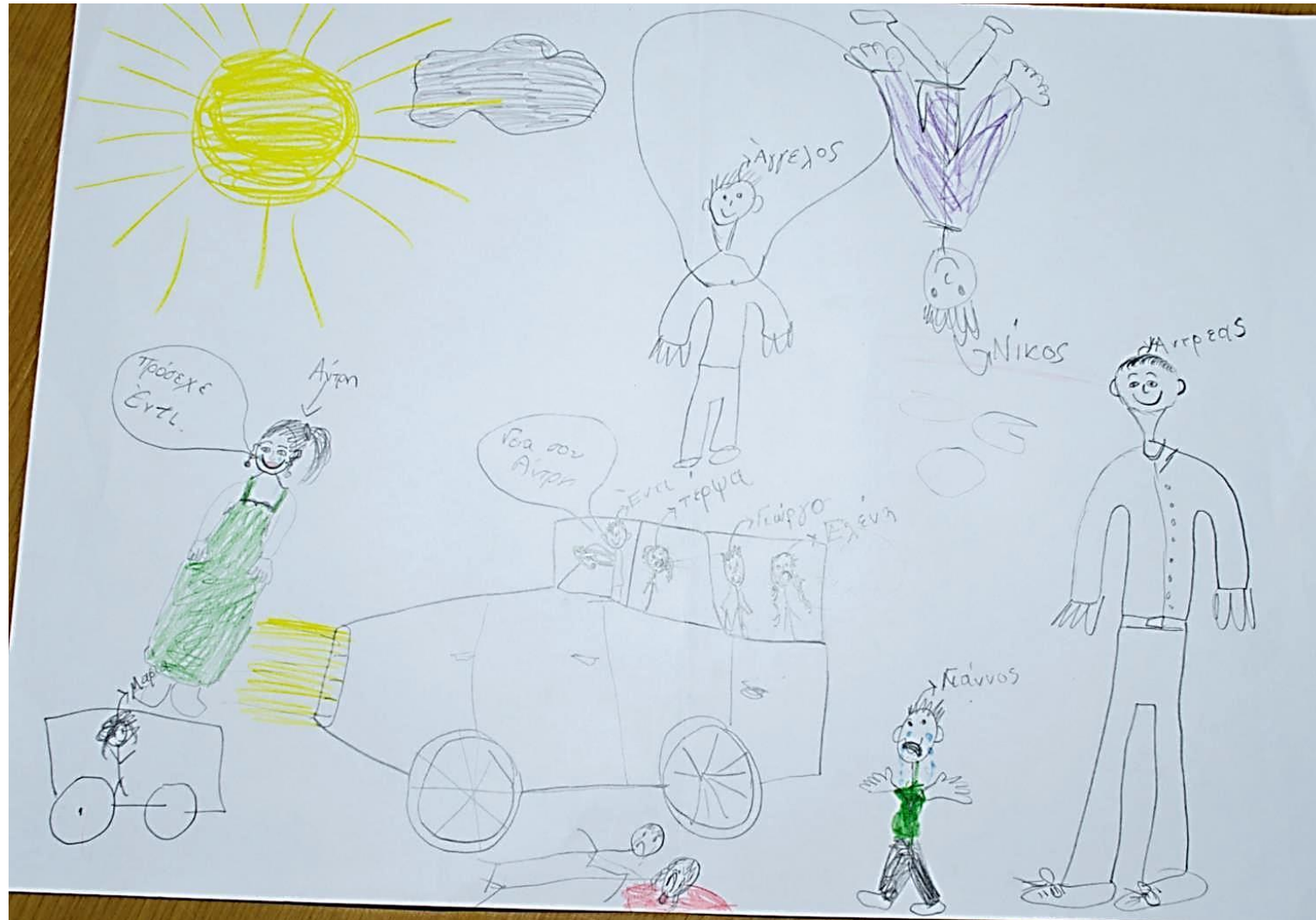


3. Intervention
on the drawing
of the adult



A child's drawing of an underwater scene. In the top right, a boat with a red and white striped awning and a yellow sun-like light is shown. A blue stream of water flows from the boat towards the center. In the center, a large purple fish with a pink wavy line on its side is swimming. To its right is a red starfish. Below the purple fish is a large, light blue, oval-shaped creature with a pink wavy line and a small red fish inside. To the left of the purple fish is a yellow star and a pink star. In the bottom left, a stick figure wearing a black suit and a white mask is standing next to a yellow and white striped creature with a blue eye. In the bottom center, a stick figure is standing next to a yellow and white striped creature with a blue eye. In the bottom right, a stick figure is standing next to a yellow and white striped creature with a blue eye. In the top left, a yellow star and a pink star are visible. In the bottom right, a yellow and white striped creature with a blue eye is shown. In the bottom center, a stick figure is standing next to a yellow and white striped creature with a blue eye. In the bottom left, a stick figure wearing a black suit and a white mask is standing next to a yellow and white striped creature with a blue eye. In the center, a large, light blue, oval-shaped creature with a pink wavy line and a small red fish inside is shown. To its right is a red starfish. Above the purple fish is a yellow star and a pink star. In the top right, a boat with a red and white striped awning and a yellow sun-like light is shown. A blue stream of water flows from the boat towards the center.

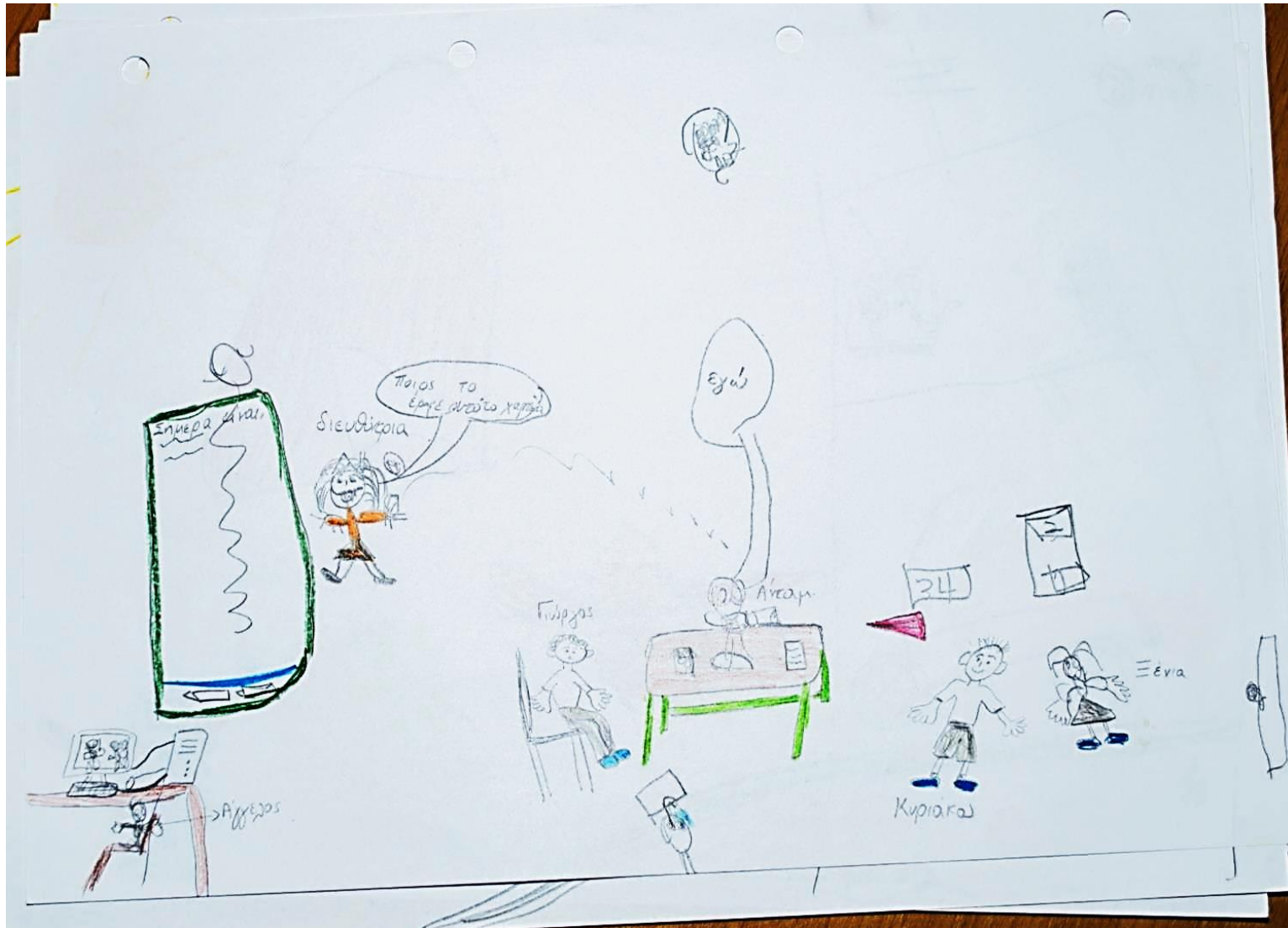
FINDINGS



5. Sharing of emotions



FINDINGS



6. Expression of humor



FINDINGS



7. Communication
of knowledge and
ideas



FINDINGS



8. Building understanding of social relationships and the concept of friendship



FINDINGS



9. Sharing experiences



FINDINGS



10. Exhibiting empathy



FINDINGS

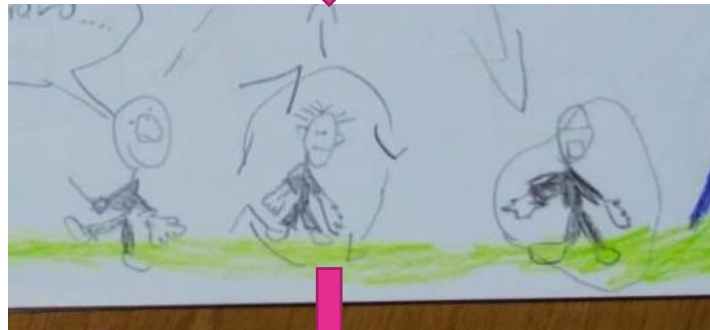
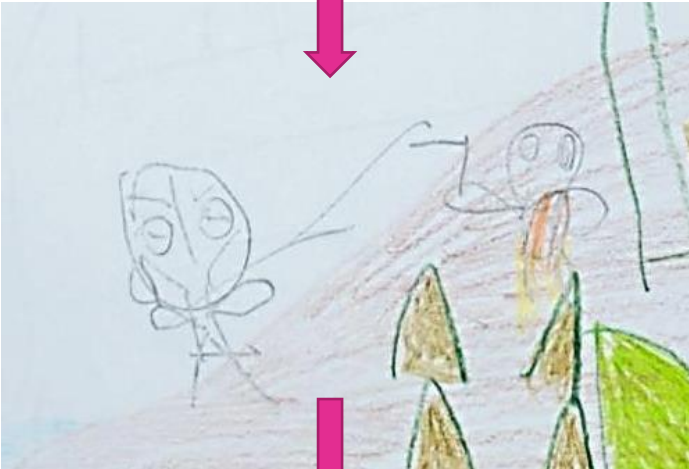
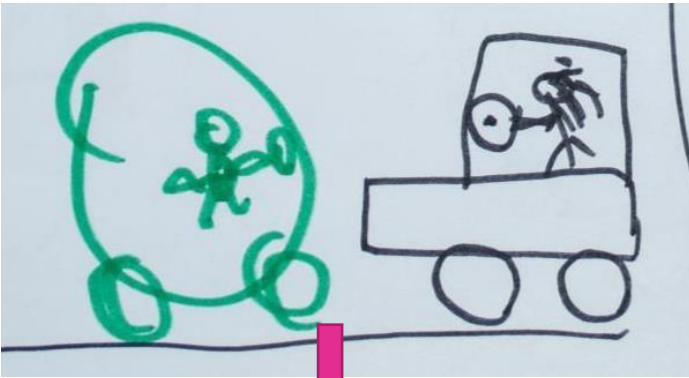


11. Combination of drawing and verbal speech



FINDINGS

12. Development of drawing skills (details, volume, colour) without formal teaching



KEY TAKEAWAYS

- IDCM fosters interaction and communication
- Supports self-expression, creativity and autonomy in children with ASC
- Provides the space that facilitates interaction between the child and the adult/educator
- Operates as an alternative channel for expression and communication on a cognitive and emotional level
- Breaks the barriers and limitations of verbal communication
- Develops drawing skills and enriches the visual vocabulary
- Facilitates the adult better understand and assess the child



NEXT STEPS

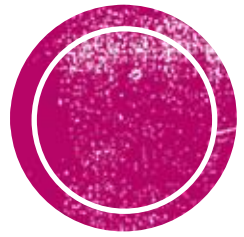
- Publication
- Copyright & Trademark
- Workshops



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THANK YOU!

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