Research Report

JOIE D. ACOSTA, LIA PAK, DEVIN McCARTHY, RHIANNA C. ROGERS, WILLIAM MARCELLINO, MAYA RABINOWITZ, ISABELLE GONZÁLEZ, THEO JACOBS, LEAH DION

Annex of Literature on Youth Arts Engagement and Well-Being

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About This Annex

A large and growing body of research on youth, well-being, and the arts exists, but it is fragmented across multiple disciplines (e.g., psychology, education) and areas (e.g., different art forms, different definitions of *youth well-being* and *arts engagement*). This annex provides details on a literature review we conducted to summarize global themes and gaps in the current multidisciplinary literature on the relationship between arts and youth well-being. We used an equity-centered environmental scan to extract nuanced insights from the vast repository of information. Findings on the current strengths and gaps in the literature will be of interest to researchers and practitioners who do work related to youth, arts, and well-being. Policymakers, community leaders, and youth themselves may also be interested in these findings. Our recommendations offer ways to fill gaps in current research and promote the cross-disciplinary partnerships needed to untangle the complex strands of literature and weave them back together in a meaningful way.

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Appendix A. Targeted Literature on Youth Well-Being Reviewed

This appendix contains the references for all of the articles we reviewed and abstracted to inform the introduction and well-being sections of the report.

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Appendix B. Multidisciplinary Literature Reviewed on the Mechanisms Through Which Arts Engagement Promotes Well-Being

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Appendix C. Summary Tables of Literature Describing the Mechanisms Through Which Arts Engagement Promotes Well-Being

This appendix contains a subset of the literature we reviewed for this report that specifically describes the mechanisms through which arts engagement promotes well-being. First, we list the articles describing each mechanism focused on the individual, interpersonal, and community levels (Table C.1). Then, we list the literature describing each mechanism by the well-being dimensions (Table C.2). Finally, we list each reference, the mechanism(s) it describes, the dimension(s) of well-being it describes, and the level of well-being (individual, interpersonal, or community) it describes (Table C.3).

Table C.1. Literature on Each Mechanism Focused on the Individual, Interpersonal, and Community Levels

Mechanism	Individual	Interpersonal	Community
Building agency to make positive social change (*n* = 7 articles)	Abbs, Daniels, and Schillinger, 2022; Bentz and O'Brien, 2019; Botfield et al., 2018; Forenza, 2017; Ibrahim et al., 2022; Kennedy et al., 2020; Walshe, Moula, and Lee, 2022	Forenza, 2017	Forenza, 2017
Facilitating healing and wellness (*n* = 53 articles)	Alemán et al., 2017; Ambler et al., 2021; Archambault et al., 2020; Archibald et al., 2018; Art & Creativity for Healing, 2018; ArtsFund, undated; Atkins et al., 2018; Berberian and Davis, 2020; Boer and Abubakar, 2014; Brooks, Hooker, and Barclay, 2020; Brown et al., 2017; Collins, Darewych, and Chiacchia, 2023; Davies, Knuiman, and Rosenberg, 2016; Easwaran et al., 2021; Edmondson, 2021; Farre et al., 2018; Feen-Calligan et al., 2020; Fenner et al., 2018; Flicker et al., 2014; Fraga, 2017; Gerber et al., 2014; Gordon-Nesbitt and Howarth, 2020; Gorry, 2019; Grasser and Javanbakht, 2021; Gustafson, 2019; Harper et al., 2021; Ito-Jaeger et al., 2022; Janzen et al., 2022; Jensen and Bonde, 2018; Johnson-Pierce, 2022; Keiller et al., 2023; Knifsend and Juvonen, 2023; Kukkonen, 2021; Le Vu et al., 2022; Leung et al., 2014; Lilley, Oberle, and Thompson, 2014; Luo, Ibrahim, and Abidin, 2022; Masuku et al., 2018; Oklan and Henderson, 2014; Palvan et al., 2021; Pepic et al., 2022; Quillen and Dell'Erba, 2020; Rowe et al., 2017; Sharififard et al., 2020; Sidman, 2019; Sitzer and Stockwell, 2015; Vaillancourt et al., 2023; Vandenbroucke and Meeks, 2018;	Easwaran et al., 2021; Quillen and Dell'Erba, 2020; Sidman, 2019	ArtsFund, undated; Boer and Abubakar, 2014; Fenner et al., 2018; Gordon-Nesbitt and Howarth, 2020; Luo, Ibrahim, and Abidin, 2022; Sidman, 2019

Mechanism	Individual	Interpersonal	Community
	Walshe, Lee, and Smith, 2020; Walshe, Moula, and Lee, 2022; Wigham et al., 2020; Wilson, 2021; Zarobe and Bungay, 2017		
Encouraging self-expression (*n* = 34 articles)	Anderson and Mack, 2019; Art & Creativity for Healing, 2018; Borowski, 2023; Botfield et al., 2018; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Fenner et al., 2018; Foster and Jenkins, 2017; Fraga, 2017; Gotthardt et al., 2023; Gustafson, 2019; Hanrahan and Banerjee, 2017; Horner, 2017; Kashin, 2022; Kelly, 2017; Kennedy et al., 2020; Kindekens et al., 2014; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Office of Juvenile Justice and Delinquency Prevention, 2016; Pepic et al., 2022; Robey et al., 2018; Rowe et al., 2017; Saarikallio, Randall, and Baltazar, 2020; Sonke et al., 2021a; Travis and Bowman, 2015; Victor et al., 2016; Wigham et al., 2020	Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Forenza, 2017; Gotthardt et al., 2023; Hanrahan and Banerjee, 2017; Lea, Malorni, and Jones, 2019; Travis and Bowman, 2015; Victor et al., 2016	Fenner et al., 2018; Forenza, 2017; Goldbard, 2018; Kindekens et al., 2014; Krombach and Witmer, undated
Creating social connections and community (*n* = 47 articles)	ArtsFund, undated; Boer and Abubakar, 2014; Borowski, 2023; Chak and Raponi-Saunders, 2021; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Ennis and Tonkin, 2018; Farrington and Shewfelt, 2020; Fenner et al., 2018; Flicker et al., 2014; Gallant, 2022; Gordon-Nesbitt and Howarth, 2020; Gotthardt et al., 2023; Hanrahan and Banerjee, 2017; Horner, 2017; Knifsend and Juvonen, 2023; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Luo, Ibrahim, and Abidin, 2022; McClanahan and Hartmann, 2018; Montgomery, 2017; Ngo, 2017; Quillen and Dell'Erba, 2020; Sampson and Gifford, 2010; Sonke et al., 2021a; Travis and Bowman, 2015; Van Katwyk and Seko, 2019; Vettraino, Linds, and Jindal-Snape, 2017; Victor et al., 2016	Anderson et al., 2017; Armstrong and Ross, 2021; Conrad, 2015; Deng, 2017; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Forenza, 2017; Gallant, 2022; Gotthardt et al., 2023; Hanrahan and Banerjee, 2017; Holochwost, Goldstein, and Wolf, 2021; Kim and Boyns, 2014; Lea, Malorni, and Jones, 2019; Montgomery, 2017; Quillen and Dell'Erba, 2020; Rowe, Salo, and Rubin, 2018; Sunday, 2015; Victor et al., 2016	ArtsFund, undated; Beauregard et al., 2020; Boer and Abubakar, 2014; Engh et al., 2021; Fenner et al., 2018; Forenza, 2017; Goldbard, 2018; Gordon-Nesbitt and Howarth, 2020; Krombach and Witmer, undated; Luo, Ibrahim, and Abidin, 2022; Rose, Daniel, and Liu, 2017; Zarobe and Bungay, 2017; Zitcer, Hawkins, and Vakharia, 2016
Developing skills development and a mastery mindset (*n* = 41 articles)	Antoni, Nutik, and Rasmussen, 2013; ArtsFund, undated; Borowski, 2023; Bowen, Greene, and Kisida, 2014; Bowen and Kisida, 2019; Brown et al., 2018; Dingle et al., 2021; Easwaran et al., 2021; Elpus, 2014; Ennis and Tonkin, 2018; Farrington and Shewfelt, 2020; Foster and Jenkins, 2017; Gara and Winsler, 2020; Gustafson, 2019; Hardimann, 2016; Hoffmann, Ivcevic, and Maliakkal, 2021; Hogan et al., 2018; Horner, 2017; Johnson et al., 2017; Kashin, 2022; Kindekens et al., 2014; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Loebach et al., 2019; McClanahan and Hartmann, 2018; National Endowment for the Arts, 2020; Pantaleo, 2024; Quillen and Dell'Erba, 2020; Robey et al., 2018; Sidman, 2019; Sonke et al., 2021b; Thomas, 2016; Vasileva and Honkatukia, 2023; Victor et al., 2016; Wolf and Holochwost, 2014; Zazulak et al., 2015	Easwaran et al., 2021; Fanian et al., 2015; Kindekens et al., 2014; Lea, Malorni, and Jones, 2019; Quillen and Dell'Erba, 2020; Rowe, Salo, and Rubin, 2018; Sidman, 2019; Travis and Bowman, 2015; Victor et al., 2016; Zazulak et al., 2015	ArtsFund, undated; Johnson et al., 2017; Krombach and Witmer, undated; Sidman, 2019

Table C.2. Literature on Well-Being Dimensions Identified as Being Associated with Key Mechanisms

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
Building agency to make positive social change (*n* = 7 articles)	Abbs, Daniels, and Schillinger, 2022; Bentz and O'Brien, 2019	—	Walshe, Moula, and Lee, 2022	—	Bentz and O'Brien, 2019; Walshe, Moula, and Lee, 2022	Abbs, Daniels, and Schillinger, 2022; Forenza, 2017	Botfield et al., 2018; Forenza, 2017; Kennedy et al., 2020; Walshe, Moula, and Lee, 2022	Bentz and O'Brien, 2019; Botfield et al., 2018	Botfield et al., 2018; Ibrahim et al., 2022
Facilitating healing and wellness (*n* = 53 articles)	Archibald et al., 2018; ArtsFund, undated; Gustafson, 2019; Ito-Jaeger et al., 2022; Sidman, 2019	ArtsFund, undated; Gordon-Nesbitt and Howarth, 2020; Johnson-Pierce, 2022; Lilley, Oberle, and Thompson, 2014; Sidman, 2019	Fenner et al., 2018; Flicker et al., 2014; Pepic et al., 2022; Walshe, Moula, and Lee, 2022	ArtsFund, undated; Sidman, 2019	Brooks, Hooker, and Barclay, 2020; Farre et al., 2018; Luo, Ibrahim, and Abidin, 2022; Walshe, Moula, and Lee, 2022; Wilson, 2021	Archambault et al., 2020; ArtsFund, undated; Boer and Abubakar, 2014; Brooks, Hooker, and Barclay, 2020; Easwaran et al., 2021; Fenner et al., 2018; Gordon-Nesbitt and Howarth, 2020; Knifsend and Juvonen, 2023; Kukkonen, 2021; Quillen and Dell'Erba, 2020; Sidman, 2019; Zarobe and Bungay, 2017	Alemán et al., 2017; Archambault et al., 2020; Art & Creativity for Healing, 2018; ArtsFund, undated; Atkins et al., 2018; Berberian and Davis, 2020; Boer and Abubakar, 2014; Brooks, Hooker, and Barclay, 2020; Brown et al., 2017; Collins, Darewych, and Chiacchia, 2023; Davies, Knuiman, and Rosenberg, 2016; Easwaran et al., 2021; Feen-Calligan et al., 2020; Flicker et al., 2014; Fraga, 2017; Gerber et al., 2014; Gordon-	Ambler et al., 2021; Archibald et al., 2018; ArtsFund, undated; Atkins et al., 2018; Berberian and Davis, 2020; Brooks, Hooker, and Barclay, 2020; Brown et al., 2017; Edmondson, 2021; Farre et al., 2018; Fenner et al., 2018; Flicker et al., 2014; Gorry, 2019; Gustafson, 2019; Harper et al., 2021; Janzen et al., 2022; Jensen and Bonde, 2018; Le Vu et al., 2020; Leung et al.,	—

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
							Nesbitt and Howarth, 2020; Grasser and Javanbakht, 2021; Gustafson, 2019; Ito-Jaeger et al., 2022; Jensen and Bonde, 2018; Johnson-Pierce, 2022; Keiller et al., 2023; Knifsend and Juvonen, 2023; Kukkonen, 2021; Le Vu et al., 2022; Luo, Ibrahim, and Abidin, 2022; Palvan et al., 2021; Pepic et al., 2022; Quillen and Dell'Erba, 2020; Rowe et al., 2017; Sharififard et al., 2020; Sidman, 2019; Sitzer and Stockwell, 2015; Vandenbroucke and Meeks, 2018; Walshe, Lee, and Smith, 2020; Walshe, Moula, and Lee, 2022; Wigham et al., 2020; Wilson, 2021;	2014; Masuku et al., 2018; Oklan and Henderson, 2014; Sidman, 2019; Vaillancourt et al., 2023; Wigham et al., 2020	

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
							Zarobe and Bungay, 2017		
Encouraging self-expression (*n* = 34 articles)	Anderson and Mack, 2019; Foster and Jenkins, 2017; Dingle et al., 2021; Goldbard, 2018; Gustafson, 2019; Horner, 2017; Kashin, 2022; Kindekens et al., 2014; Lee, 2020; Robey et al., 2018	Foster and Jenkins, 2017; Kindekens et al., 2014; Lea, Malorni, and Jones, 2019	Eglinton, Gubrium, and Wexler, 2017; Fenner et al., 2018; Krombach and Witmer, undated; Pepic et al., 2022; Victor et al., 2016	—	Hanrahan and Banerjee, 2017; Kelly, 2017; Krombach and Witmer, undated; Office of Juvenile Justice and Delinquency Prevention, 2016; Victor et al., 2016	Borowski, 2023; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Fenner et al., 2018; Forenza, 2017; Gotthardt et al., 2023; Hanrahan and Banerjee, 2017; Horner, 2017; Kelly, 2017; Kindekens et al., 2014; Krombach and Witmer, undated; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Office of Juvenile Justice and Delinquency Prevention, 2016; Sonke et al., 2021a; Travis and Bowman, 2015; Victor et al., 2016	Anderson and Mack, 2019; Art & Creativity for Healing, 2018; Borowski, 2023; Botfield et al., 2018; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Forenza, 2017; Fraga, 2017; Goldbard, 2018; Gotthardt et al., 2023; Gustafson, 2019; Hanrahan and Banerjee, 2017; Horner, 2017; Kashin, 2022; Kennedy et al., 2020; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Office of Juvenile Justice and Delinquency Prevention, 2016; Pepic et al., 2022; Robey et al., 2018; Rowe et al.,	Botfield et al., 2018; Fenner et al., 2018; Gustafson, 2019; Lee, 2020; Wigham et al., 2020	Botfield et al., 2018

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
							2017; Saarikallio, Randall, and Baltazar, 2020; Sonke et al., 2021a; Travis and Bowman, 2015; Victor et al., 2016; Wigham et al., 2020		
Creating social connections and community (*n* = 47 articles)	ArtsFund, undated; Dingle et al., 2021; Ennis and Tonkin, 2018; Goldbard, 2018; Horner, 2017; Lee, 2020; McClanahan and Hartmann, 2018; Montgomery, 2017	ArtsFund, undated; Gordon-Nesbitt and Howarth, 2020; Lea, Malorni, and Jones, 2019; Montgomery, 2017	Chak and Raponi-Saunders, 2021; Eglinton, Gubrium, and Wexler, 2017; Engh et al., 2021; Fenner et al., 2018; Flicker et al., 2014; Krombach and Witmer, undated; Ngo, 2017; Rose, Daniel, and Liu, 2017; Van Katwyk and Seko, 2019; Vettraino, Linds, and Jindal-Snape, 2017; Victor et al., 2016	ArtsFund, undated; Engh et al., 2021; Rose, Daniel, and Liu, 2017	Chak and Raponi-Saunders, 2021; Conrad, 2015; Ennis and Tonkin, 2018; Hanrahan and Banerjee, 2017; Krombach and Witmer, undated; Luo, Ibrahim, and Abidin, 2022; Rose, Daniel, and Liu, 2017; Sampson and Gifford, 2010; Van Katwyk and Seko, 2019; Victor et al., 2016; Zitcer, Hawkins, and Vakharia, 2016	Anderson et al., 2017; Armstrong and Ross, 2021; ArtsFund, undated; Beauregard et al., 2020; Boer and Abubakar, 2014; Borowski, 2023; Chak and Raponi-Saunders, 2021; Conrad, 2015; Deng, 2017; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Engh et al., 2021; Ennis and Tonkin, 2018; Farrington and Shewfelt, 2020; Fenner et al., 2018; Forenza, 2017; Gallant, 2022; Gordon-	Anderson et al., 2017; Armstrong and Ross, 2021; ArtsFund, undated; Beauregard et al., 2020; Boer and Abubakar, 2014; Borowski, 2023; Chak and Raponi-Saunders, 2021; Deng, 2017; Dingle et al., 2021; Easwaran et al., 2021; Eglinton, Gubrium, and Wexler, 2017; Farrington and Shewfelt, 2020; Flicker et al., 2014; Forenza, 2017; Gallant, 2022; Goldbard, 2018; Gordon-Nesbitt and Howarth, 2020; Gotthardt et al.,	ArtsFund, undated; Fenner et al., 2018; Flicker et al., 2014; Rose, Daniel, and Liu, 2017	Engh et al., 2021; Rose, Daniel, and Liu, 2017

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
						Nesbitt and Howarth, 2020; Gotthardt et al., 2023; Hanrahan and Banerjee, 2017; Holochwost, Goldstein, and Wolf, 2021; Horner, 2017; Kim and Boyns, 2014; Knifsend and Juvonen, 2023; Krombach and Witmer, undated; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; McClanahan and Hartmann, 2018; Montgomery, 2017; Quillen and Dell'Erba, 2020; Rose, Daniel, and Liu, 2017; Rowe, Salo, and Rubin, 2018; Sampson and Gifford, 2010; Sonke et al., 2021a; Sunday, 2015; Travis and Bowman, 2015; Van Katwyk and Seko, 2019; Vettraino, Linds, and Jindal-Snape, 2017;	2023; Hanrahan and Banerjee, 2017; Horner, 2017; Kim and Boyns, 2014; Knifsend and Juvonen, 2023; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; Luo, Ibrahim, and Abidin, 2022; Quillen and Dell'Erba, 2020; Sampson and Gifford, 2010; Sonke et al., 2021a; Travis and Bowman, 2015; Van Katwyk and Seko, 2019; Victor et al., 2016; Zarobe and Bungay, 2017		

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
						Victor et al., 2016; Zarobe and Bungay, 2017			
Developing skills and a mastery mindset (*n* = 41 articles)	Antoni, Nutik, and Rasmussen, 2013; ArtsFund, undated; Bowen, Greene, and Kisida, 2014; Bowen and Kisida, 2019; Brown et al., 2018; Dingle et al., 2021; Elpus, 2013; Elpus, 2014; Ennis and Tonkin, 2018; Foster and Jenkins, 2017; Gustafson, 2019; Hardiman, 2016; Hoffmann, Ivcevic, and Maliakkal, 2021; Hogan et al., 2018; Horner, 2017; Johnson et al., 2017; Kashin, 2022; Kindekens et al., 2014; Lee, 2020; Loebach	Antoni, Nutik, and Rasmussen, 2013; ArtsFund, undated; Foster and Jenkins, 2017; Gara and Winsler, 2020; Kindekens et al., 2014; Lea, Malorni, and Jones, 2019; Montgomery, 2017; National Endowment for the Arts, 2020; Sidman, 2019; Vasileva and Honkatukia, 2023	Fanian et al., 2015; Krombach and Witmer, undated; Sidman, 2019; Vasileva and Honkatukia, 2023; Victor et al., 2016	ArtsFund, undated; Sidman, 2019; Vasileva and Honkatukia, 2023	Ennis and Tonkin, 2018; Krombach and Witmer, undated; Victor et al., 2016	ArtsFund, undated; Borowski, 2023; Brown et al., 2018; Dingle et al., 2021; Easwaran et al., 2021; Ennis and Tonkin, 2018; Fanian et al., 2015; Farrington and Shewfelt, 2020; Horner, 2017; Kindekens et al., 2014; Krombach and Witmer, undated; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; McClanahan and Hartmann, 2018; Montgomery, 2017; National Endowment for the Arts, 2020; Quillen and Dell'Erba, 2020; Rowe, Salo, and Rubin, 2018; Sidman, 2019; Victor et al., 2016; Wolf and Holochwost, 2014	ArtsFund, undated; Borowski, 2023; Dingle et al., 2021; Easwaran et al., 2021; Farrington and Shewfelt, 2020; Gustafson, 2019; Hoffmann, Ivcevic, and Maliakkal, 2021; Horner, 2017; Kashin, 2022; Kukkonen, 2021; Lea, Malorni, and Jones, 2019; Lee, 2020; National Endowment for the Arts, 2020; Quillen and Dell'Erba, 2020; Robey et al., 2018; Sidman, 2019; Victor et al., 2016; Wolf and Holochwost, 2014; Zazulak et al., 2015	ArtsFund, undated; Elpus, 2013; Elpus, 2014; Gustafson, 2019; Sidman, 2019; Sonke et al., 2021b; Thomas, 2016	—

Mechanism	Academic and Practical Competencies	Productivity and Employability	Cultural and Spiritual Beliefs and Values	Economic Stability	Civic Engagement and Community Safety	Connectedness to Others and Their Environment	Positive State of Mind	Physical Health	Feelings of Inclusion and Justice
	et al., 2019; McClanahan and Hartmann, 2018; Montgomery, 2017; National Endowment for the Arts, 2020; Pantaleo, 2024; Robey et al., 2018; Sidman, 2019; Sonke et al., 2021b; Thomas, 2016; Vasileva and Honkatukia, 2023; Wolf and Holochwost, 2014; Zazulak et al., 2015								

NOTE: Dashes indicate that we found no articles linking the mechanism to the dimension of well-being.

Table C.3. List of Articles by Mechanism Described, Art Form, Well-Being Dimension, and Well-Being Level

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Abbs, Daniels, and Schillinger, 2022	Performance art/theater	Building agency to make positive social change	Academic and practical competencies, Connectedness to others and their environment	Individual
Bentz and O'Brien, 2019	Visual	Building agency to make positive social change	Academic and practical competencies, Civic engagement and community safety, Physical health	Individual
Ibrahim et al., 2022	Any	Building agency to make positive social change	Feelings of inclusion and justice	Individual
Walshe, Moula, and Lee, 2022	Visual	Building agency to make positive social change, Facilitating healing and wellness	Positive state of mind, Civic engagement and community safety, Cultural and spiritual beliefs and values	Individual
Botfield et al., 2018	Performance art/theater	Building agency to make positive social change, Encouraging self-expression	Positive state of mind, Physical health, Feelings of inclusion and justice	Individual
Kennedy et al., 2020	Not discussed	Building agency to make positive social change, Encouraging self-expression	Positive state of mind	Individual
Forenza, 2017	Performance art/theater	Building agency to make positive social change, Creating social connections and community, Encouraging self-expression	Connectedness to others and their environment, Positive state of mind	Interpersonal, community
Archambault et al., 2020	Visual	Facilitating healing and wellness	Connectedness to others and their environment, Positive state of mind	Individual
Archibald et al., 2018	Visual	Facilitating healing and wellness	Academic and practical competencies, Physical health	Individual
Atkins et al., 2018	Dance	Facilitating healing and wellness	Positive state of mind, Physical health	Individual
Janzen et al., 2022	Music	Facilitating healing and wellness	Physical health	Individual

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Brooks, Hooker, and Barclay, 2020	Visual	Facilitating healing and wellness	Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind, Physical health	Individual
Feen-Calligan et al., 2020	Visual, sculpture/ ceramics	Facilitating healing and wellness	Positive state of mind	Individual
Edmondson, 2021	Visual, performance art/theater	Facilitating healing and wellness	Physical health	Individual
Farre et al., 2018	Visual, dance, and music	Facilitating healing and wellness	Civic engagement and community safety, Physical health	Individual
Lilley, Oberle, and Thompson, 2014	Music	Facilitating healing and wellness	Productivity and employability	Individual
Harper et al., 2021	Visual, performance art/theater	Facilitating healing and wellness	Physical health	Individual level
Masuku et al., 2018	Visual	Facilitating healing and wellness	Physical health	Individual
Berberian and Davis, 2020	Not discussed	Facilitating healing and wellness	Positive state of mind, Physical health	Individual
Gorry, 2019	Visual	Facilitating healing and wellness	Physical health	Individual
Wilson, 2021	Visual	Facilitating healing and wellness	Civic engagement and community safety, Positive state of mind	Individual
Vaillancourt et al., 2023	Music	Facilitating healing and wellness	Physical health	Individual
Oklan and Henderson, 2014	Music	Facilitating healing and wellness	Physical health	Individual
Alemán et al., 2017	Music	Facilitating healing and wellness	Positive state of mind	Individual
Davies, Knuiman, and Rosenberg, 2016	Any	Facilitating healing and wellness	Positive state of mind	Individual
Vandenbroucke and Meeks, 2018	Performance art/theater	Facilitating healing and wellness	Positive state of mind	Individual
Ambler et al., 2021	Music	Facilitating healing and wellness	Physical health	Individual
Johnson-Pierce, 2022	Visual, performance art/theater	Facilitating healing and wellness	Productivity and employability, Positive state of mind	Individual
Jensen and Bonde, 2018	Any	Facilitating healing and wellness	Positive state of mind, Physical health	Individual
Palvan et al., 2021	Visual	Facilitating healing and wellness	Positive state of mind	Individual
Grasser and Javanbakht, 2021	Visual, dance	Facilitating healing and wellness	Positive state of mind	Individual

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Leung et al., 2014	Visual	Facilitating healing and wellness	Physical health	Individual
Sharififard et al., 2020	Music	Facilitating healing and wellness	Physical health	Individual
Le Vu et al., 2022	Visual, music	Facilitating healing and wellness	Positive state of mind, Physical health	Individual
Keiller et al., 2023	Performance art/theater	Facilitating healing and wellness	Positive state of mind	Individual
Ito-Jaeger et al., 2022	Visual	Facilitating healing and wellness	Academic and practical competencies, Positive state of mind	Individual
Sitzer and Stockwell, 2015	Visual	Facilitating healing and wellness	Positive state of mind	Individual
Collins, Darewych, and Chiacchia, 2023	Visual, sculpture and ceramics	Facilitating healing and wellness	Positive state of mind	Individual
Brown et al., 2017	Visual, dance, music	Facilitating healing and wellness	Positive state of mind, Physical health	Individual
Gerber et al., 2014	Music	Facilitating healing and wellness	Positive state of mind	Individual
Walshe, Lee, and Smith, 2020	Visual	Facilitating healing and wellness	Positive state of mind	Individual
Art & Creativity for Healing, 2018	Visual	Facilitating healing and wellness, Encouraging self-expression	Positive state of mind	Individual
Pepic et al., 2022	Visual, performance art/theater, music, dance	Facilitating healing and wellness, Encouraging self-expression	Cultural and spiritual beliefs and values, Positive state of mind	Individual
Wigham et al., 2020	Any	Facilitating healing and wellness, Encouraging self-expression	Positive state of mind, Physical health	Individual
Rowe et al., 2017	Not discussed	Facilitating healing and wellness, Encouraging self-expression	Positive state of mind	Individual
Fraga, 2017	Visual	Facilitating healing and wellness, Encouraging self-expression	Positive state of mind	Individual
Fenner et al., 2018	Visual, sculpture/ ceramics	Facilitating healing and wellness, Encouraging self-expression, Creating social connections and community	Cultural and spiritual beliefs and values, Connectedness to others and their environment, Physical health	Individual, community
Boer and Abubakar, 2014	Music	Facilitating healing and wellness, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual, community
Flicker et al., 2014	Visual, performance art/theater, music	Facilitating healing and wellness, Creating social connections and community	Cultural and spiritual beliefs and values, Positive state of	Individual

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
			mind, Physical health	
Luo, Ibrahim, and Abidin, 2022	Visual, sculpture/ ceramics	Facilitating healing and wellness, Creating social connections and community	Civic engagement and community safety, Positive state of mind	Individual, community
Knifsend and Juvonen, 2023	Visual, performance art/theater	Facilitating healing and wellness, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual
Zarobe and Bungay, 2017	Any	Facilitating healing and wellness, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual
Gordon-Nesbitt and Howarth, 2020	Any	Facilitating healing and wellness, Creating social connections and community	Productivity and employability, Connectedness to others and their environment, Positive state of mind	Individual, community
Addie et al., 2021	Performance art/theater	Other	Academic and practical competencies	Community
Aventin et al., 2015	Performance art/theater	Other	Physical health	Individual
Elpus, 2018	Visual, performance art/theater	Other	Academic and practical competencies	Individual
Park et al., 2015	Music, dance	Other	Positive state of mind, Physical health	Individual
Tepper et al., 2014	Any	Other	Positive state of mind	Individual
Miller and Rowe, undated	Dance	Other	Academic and practical competencies	Individual
Gaiha et al., 2021	Visual, performance art/theater	Other—education	Academic and practical competencies, Positive state of mind	Individual
Anderson and Mack, 2019	Performance art/theater	Encouraging self-expression	Academic and practical competencies, Positive state of mind	Individual
Office of Juvenile Justice and Delinquency Prevention, 2016	Visual, performance art/theater, sculpture/ ceramics, dance, music	Encouraging self-expression	Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind	Individual

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Saarikallio et al., 2020	Music	Encouraging self-expression	Positive state of mind	Individual
Kelly, 2017	Music	Encouraging self-expression	Civic engagement and community safety, Connectedness to others and their environment	Individual
Goldbard, 2018	Any	Encouraging self-expression, Creating social connections and community	Academic and practical competencies, Positive state of mind	Community
Gotthardt et al., 2023	Any	Encouraging self-expression, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
National Endowment for the Arts, 2020	Performance arts/theater	Developing skills and a mastery mindset	Academic and practical competencies, Productivity and employability, Connectedness to others and their environment, Positive state of mind	Individual
Antoni, Nutik, and Rasmussen, 2013.	Not discussed	Developing skills and a mastery mindset	Academic and practical competencies, Productivity and employability	Individual
Wolf and Holochwost, 2014	Music	Developing skills and a mastery mindset, Encouraging self-expression	Academic and practical competencies, Connectedness to others and their environment, Positive state of mind	Individual
Brown et al., 2018	Visual, dance, and music	Developing skills and a mastery mindset	Academic and practical competencies, Connectedness to others and their environment	Individual
Johnson et al., 2017	Visual	Developing skills and a mastery mindset	Academic and practical competencies	Individual, community
Fanian et al., 2015	Visual, music	Developing skills and a mastery mindset	Cultural and spiritual beliefs and values, Connectedness to others and their environment	Interpersonal level

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Hardiman, 2016	Unspecified	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Zazulak et al., 2015	Unspecified	Developing skills and a mastery mindset	Academic and practical competencies, Positive state of mind	Individual, interpersonal
Hoffmann, Ivcevic, and Maliakkal, 2021	Visual	Developing skills and a mastery mindset	Academic and practical competencies, Positive state of mind	Individual
Sonke et al., 2021b	Any	Developing skills and a mastery mindset	Academic and practical competencies, Physical health	Individual
Loebach et al., 2019	Visual	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Bowen, Greene, and Kisida, 2014	Visual, sculpture and ceramics	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Elpus, 2013	Varied	Developing skills and a mastery mindset	Academic and practical competencies, Physical health	Individual
Elpus, 2014	Varied	Developing skills and a mastery mindset	Academic and practical competencies, Physical health	Individual
Thomas, 2016	Music	Developing skills and a mastery mindset	Academic and practical competencies, Physical health	Individual
Bowen and Kisida, 2019	Unspecified	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Pantaleo, 2024	Visual	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Vasileva and Honkatukia, 2023	Visual	Developing skills and a mastery mindset	Academic and practical competencies, Productivity and employability, Cultural and spiritual beliefs and values, Economic stability	Individual
Gara and Winsler, 2020	Dance	Developing skills and a mastery mindset	Productivity and employability	Individual
Hogan et al., 2018	Music	Developing skills and a mastery mindset	Academic and practical competencies	Individual
Sidman, 2019	Not discussed	Developing skills and a mastery mindset,	Academic and practical competencies,	All

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
		Facilitating healing and wellness	Productivity and employability, Cultural and spiritual beliefs and values, Economic stability, Connectedness to others and their environment, Positive state of mind, Physical health	
Gustafson, 2019	Not discussed	Developing skills and a mastery mindset, Facilitating healing and wellness, Encouraging self-expression	Academic and practical competencies, Positive state of mind, Physical health	Individual
Easwaran et al., 2021	Visual, performance art/theater, music, dance	Developing skills and a mastery mindset, Facilitating healing and wellness, Encouraging self-expression, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
Quillen and Dell'Erba, 2020	Not discussed	Developing skills and a mastery mindset, Facilitating healing and wellness, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
ArtsFund, undated	Visual, performance art/theater, dance, music	Developing skills and a mastery mindset, Facilitating healing and wellness, Creating social connections and community	Academic and practical competencies, Productivity and employability, Economic stability, Connectedness to others and their environment, Positive state of mind, Physical health	Individual, community
Foster and Jenkins, 2017	Music or performance art/theater	Developing skills and a mastery mindset, Encouraging self-expression	Academic and practical competencies, Productivity and employability	Individual
Kashin, 2022	Not discussed	Developing skills and a mastery mindset, Encouraging self-expression	Academic and practical competencies, Positive state of mind	Individual
Kindekens et al., 2014	Not discussed	Developing skills and a mastery mindset, Encouraging self-expression	Academic and practical competencies, Productivity and employability,	Individual, interpersonal

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
			Connectedness to others and their environment	
Robey et al., 2018	Visual	Developing skills and a mastery mindset, Encouraging self-expression	Academic and practical competencies, Positive state of mind	Individual
Krombach and Witmer, undated	Any	Developing skills and a mastery mindset, Encouraging self-expression, Creating social connections and community	Cultural and spiritual beliefs and values, Civic engagement and community safety, Connectedness to others and their environment	Community
Lea, Malorni, and Jones, 2019	Performance art/theater, music	Developing skills and a mastery mindset, Encouraging self-expression, Creating social connections and community	Productivity and employability, Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
Rowe, Salo, and Rubin, 2018	Performance art/theater	Developing skills and a mastery mindset, Creating social connections and community	Connectedness to others and their environment	Interpersonal
Ennis and Tonkin, 2018	Performance art/theater	Developing skills and a mastery mindset, Creating social connections and community	Academic and practical competencies, Civic engagement and community safety, Connectedness to others and their environment	Individual
McClanahan and Hartmann, 2018	Visual, performance art/theater	Developing skills and a mastery mindset, Creating social connections and community	Academic and practical competencies, Connectedness to others and their environment	Individual
Farrington and Shewfelt, 2020	Not discussed	Developing skills and a mastery mindset, Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual
Montgomery, 2017	Visual, performance art/theater, music	Developing skills and a mastery mindset, Creating social connections and community	Academic and practical competencies, Productivity and employability, Connectedness to others and their environment	Individual, interpersonal
Kukkonen, 2021	Not discussed	Developing skills and a mastery mindset,	Connectedness to others and their	Individual

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
		Creating social connections and community, Facilitating healing and wellness, Encouraging self-expression	environment, Positive state of mind	
Lee, 2020	Visual, performance art/theater, music	Developing skills and a mastery mindset, Creating social connections and community, Encouraging self-expression	Academic and practical competencies, Connectedness to others and their environment, Positive state of mind	Individual
Borowski, 2023	Dance	Developing skills and a mastery mindset, Creating social connections and community, Encouraging self-expression	Connectedness to others and their environment, Positive state of mind	Individual
Dingle et al., 2021	Music	Developing skills and a mastery mindset, Creating social connections and community, Encouraging self-expression	Academic and practical competencies, Connectedness to others and their environment, Positive state of mind	Individual
Victor et al., 2016	Visual, performance art/theater	Developing skills and a mastery mindset, Creating social connections and community, Encouraging self-expression	Cultural and spiritual beliefs and values, Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
Horner, 2017	Performance art/theater	Developing skills and a mastery mindset, Creating social connections and community, Encouraging self-expression	Academic and practical competencies, Connectedness to others and their environment, Positive state of mind	Individual
Anderson et al., 2017	Performance art/theater	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Interpersonal
Armstrong and Ross, 2021	Visual	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Interpersonal

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Beauregard et al., 2020	Visual, performance art, and dance	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Community
Chak and Raponi-Saunders, 2021	Multiple unspecified art forms	Creating social connections and community	Cultural and spiritual beliefs and values, Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind	Individual
Conrad, 2015	Visual, performance art/theater	Creating social connections and community	Civic engagement and community safety, Connectedness to others and their environment	Interpersonal level
Deng, 2017	Visual	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Interpersonal level
Gallant, 2022	Visual	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
Holochwost, Goldstein, and Wolf, 2021	Performance art/theater	Creating social connections and community	Connectedness to others and their environment	Interpersonal level
Zitcer, Hawkins, and Vakharia, 2016	Any	Creating social connections and community	Civic engagement and community safety	Community
Ngo, 2017	Performance art/theater	Creating social connections and community	Cultural and spiritual beliefs and values	Individual
Sampson and Gifford, 2010	Visual	Creating social connections and community	Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind	Interpersonal
Sunday, 2015	Visual	Creating social connections and community	Connectedness to others and their environment	Interpersonal
Kim and Boyns, 2014	Performance art/theater	Creating social connections and community	Connectedness to others and their environment, Positive state of mind	Interpersonal

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
Van Katwyk and Seko, 2019	Visual, sculpture and ceramics, performance art/theater	Creating social connections and community	Cultural and spiritual beliefs and values, Civic engagement and community safety, Connectedness to others and their environment, Positive state of mind	Individual
Vettraino, Linds, and Jindal-Snape, 2017	Performance art/theater	Creating social connections and community	Cultural and spiritual beliefs and values, Connectedness to others and their environment	Individual
Engh et al., 2021	Visual, music	Creating social connections and community	Cultural and spiritual beliefs and values, Economic stability, Connectedness to others and their environment, Feelings of inclusion and justice	Community
Rose, Daniel, and Liu, 2017	Any	Creating social connections and community	Cultural and spiritual beliefs and values, Economic stability, Civic engagement and community safety, Connectedness to others and their environment, Physical health, Feelings of inclusion and justice	Community
Eglinton, Gubrium, and Wexler, 2017	Performance art/theater	Creating social connections and community, Encouraging self-expression	Cultural and spiritual beliefs and values, Connectedness to others and their environment, Positive state of mind	Individual, interpersonal
Travis and Bowman, 2015	Music	Creating social connections and community, Encouraging self-expression	Connectedness to others and their environment, Positive state of mind	Individual
Hanrahan and Banerjee, 2017	Performance art/theater	Creating social connections and community, Encouraging self-expression	Civic engagement and community safety, Connectedness to others and their	Individual, interpersonal

Citation	Type of Art Form	Mechanism Mentioned	Well-Being Dimension Mentioned	Well-Being Level
			environment, Positive state of mind	
Sonke et al., 2021a	Visual, performance art/theater, music	Creating social connections and community, Encouraging self-expression	Connectedness to others and their environment, Positive state of mind	Individual

Appendix D. Targeted Disciplinary Literature Reviewed

This appendix contains the disciplinary literature that we reviewed as part of our targeted disciplinary literature search. We aimed to find five to ten recent publications on youth arts and well-being in the flagship journals (i.e., the journals officially published by professional associations) of five disciplines: psychology, medicine, education, sociology, and political science. These journals are considered flagship journals because they are the journals published by the national professional associations for each discipline (e.g., the American Psychological Association [APA], the American Medical Association). Our aim was to review these publications to begin to understand the variations in discipline-specific theoretical orientation and methodological approaches to studying the impact of arts engagement on youth well-being. There are many possible disciplines relevant to arts engagement, and the list of five disciplines was identified as a way to begin exploring whether research on arts engagement was present in more–narrowly focused discipline-specific journals. Other disciplines, such as anthropology and public health, could also be examined using a similar approach. Note that this search did not uncover articles that did not use well-being language, but it may have covered topics that were related to well-being more broadly (e.g., child development, resilience). The results of this search are shown in Table D.1.

Our search of *American Psychologist*, the APA's flagship journal, found no articles published since 2000 with *arts* and *wellbeing* in the title and only three articles published since 2020 related to youth well-being. To augment this limited literature representing the psychological perspective, we reviewed six additional articles published in 2024 by the journal of APA Division 10,[1] *Psychology of Aesthetics, Creativity, and the Arts*, on topics specifically related to well-being.

Our search of the *Journal of the American Medical Association* (*JAMA*) also found no articles published since 2000 with *arts* and *wellbeing* in the title. Five articles related to youth well-being and the arts have been published in *JAMA* since 2023, and a summary of one article was published in a companion journal (*The New England Journal of Medicine*) in 2022.

Our search of the *American Educational Research Journal*, the flagship journal of the American Educational Research Association, found no articles published since 2000 with *arts* and *wellbeing* in the title. Four articles published since 2024 were identified that discussed aspects of youth well-being. One article examined how school tardiness and absences affected well-being (Moldero et al., 2024).

[1] APA Division 10 is the Society for the Psychology of Aesthetics, Creativity, and the Arts.

Table D.1. Results of Targeted Search of Flagship Journals by Discipline

Discipline	Flagship Journal	Articles Found When Searching for *Art* and *Wellbeing* in the Title	Articles Found When Searching for *Youth* and *Wellbeing* Anywhere in the Text	Other Strategies Used
Psychology	*American Psychologist*	0	3	Searched the APA Division 10 journal, *Psychology of Aesthetics, Creativity, and the Arts* (*n* = 6 articles)
Medicine	*JAMA*	0	5	Included one additional article from *The New England Journal of Medicine* that was summarized in *JAMA*
Education	*American Educational Research Journal*	0	4	None
Sociology	*American Sociological Review*	0	6	None
Political science	*American Political Science Review*	0	2	Searched Google for *social contract* and *art* to find an example

Our search of the *American Sociological Review*, the flagship journal of the American Sociological Association, found no articles published since 2000 with *arts* and *wellbeing* in the title. We were able to identify six articles published since 2021 that related to youth well-being.

The *American Political Science Review*, the flagship journal of the American Political Science Association, had few articles related to our topic. We were able to identify two articles, published in 2000 and 2001, that were related to youth well-being.

Psychology

Psychology is the study of the mind and behavior and how they are related. Psychologists consider how biology, cognition, development, social factors, personality, mental health, and physical health influence how humans think and act. In the context of arts and well-being, psychologists consider how practicing the arts influences humans' cognition, supports healthy development and social connections, and helps promote overall mental and physical health. For example, articles we found in *American Psychology* highlighted opportunities, while youth are undergoing puberty, to reshape neurobiological systems disrupted by stress in early childhood—essentially, to promote resilience (Gee, 2022). One article discussed well-being in the context of resilience and examined how beliefs and relationships promote well-being, especially in the face of adversity (Prime, Wade, and Browne, 2020). Two articles described the role of technology in

promoting creativity (Guan et al., 2024) and increasing access to the arts (Webb et al., 2024). Another article argued that, to manifest creative expression, an individual must have their basic needs met, which allows them to develop the intrinsic motivation (i.e., the internal drive) to be creative (Urban, Pesout, and Urban, 2024).

Most relevant to the arts context was an article that described how the psychological features of specific experiences with the arts and humanities varied by domain (e.g., performing arts, music, visual arts), mode of engagement (e.g., producing, teaching, playing), and context of engagement (e.g., work, leisure, health/therapeutic) (Crone et al., 2024). The researchers found that discrete arts engagements (e.g., a one-session writing workshop) were more social than recurrent activities (e.g., weekly music lessons), whereas recurrent activities were more focused on skill-building.

Crone et al. (2024) also identified eight dimensions that characterize the psychological functioning associated with arts and humanities engagement: (1) growth in self-exploration, expression, and creativity; (2) meaningful, immersive, rewarding, and thought-provoking engagement; (3) pleasure (i.e., finding the activity fun, exciting, etc.); (4) connecting with others, with culture, or with community to promote a sense of belonging; (5) discomfort (i.e., finding the activity difficult, confusing, challenging, etc.); (6) retrospection (i.e., finding the activity calming, nostalgic); (7) providing participants with a sense of achievement at learning new skills; and (8) changing participants' perspectives or worldviews. These dimensions resemble the RAISE model (discussed in Shim et al., 2019; Tay, Pawelski, and Keith, 2018; and Thapa et al., 2023), which identifies five psychological mechanisms that may mediate the association between arts and humanities engagement and well-being: (1) *reflectiveness*, or the cognitive-emotional process that reinforces or discards aspects of habits, character, and worldview; (2) *acquisition* of skills that underlie particular perspectives or habits; (3) *immersion*, or capturing one's attention through meaningful or thought-provoking engagement; (4) *socialization*, or the diversity and accumulation of social roles and identities within communities and cultures; and (5) *embeddedness*, which reflects the socio-cognitive processes that underlie the development of habits or skills.

Across the psychology articles we reviewed, all called for improved interdisciplinary collaborations to move the well-being–focused efforts forward.

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Medicine

The field of medicine approaches well-being from the perspective of health promotion and, like psychology, examines how biology, experiences, and care-seeking behaviors—both in one's environment and specific to the medical system—produce health. The relative emphasis on biology, genetics, and the medical system helps distinguish health promotion theory from psychological well-being theory. Examining the role of arts in the medical system (e.g., hospital artwork) and studying physiological reactions to arts engagement (e.g., heart rate and blood pressure reductions) are examples of how the medical discipline uniquely approaches understanding arts engagement and well-being. For example, one of the articles we found in *JAMA* examined the relationship between medical intervention, physical health, and identity

(Chen et al., 2023). Another article proposed, as part of the U.S. Department of the Treasury, a Kids Progress Administration to lead planning and policy development, guide community investments, and support place-based thriving to combat the declining well-being of American youth (Halfon, Russ, and Counts, 2024). A third article examined the relationship between experiences of racism and well-being (Jindal et al., 2022).

Most relevant to this report were two articles on how narrative play and art in hospital rooms may promote well-being. These articles reflected specific case studies from the field. One case study described a virtual interactive narrative-play game to help youth set goals and then think through decisions and alternatives in peer pressure situations (e.g., a friend offers the youth an alcoholic beverage; see Figure 4) (Sinha, Rowe, and Ozer, 2024). The other case study described a "profoundly simple" and impactful way to improve hospital room window treatments: A doctor gave a youth patient washable window markers to create a mural on their hospital room windows, and, as more care providers (e.g., nurses and doctors) entered, they would add drawings or words of encouragement to the mural the patient had started (see Figure 5) (Wu, Harding, and Lombard, 2024, p. 546). These acts helped care providers understand the youth patient better and created more compassionate interactions. The youth patient reported less pain and more joy.

The final medical article we reviewed characterized medicine as "an art" and discussed how compassionate, respectful, and empathetic care can translate into improved patient outcomes and less provider burnout (Strange and Castella, 2024). Notably, most of the articles we reviewed from *JAMA* were opinion pieces rather than empirical research studies.

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Education

Educational theory (e.g., learning theory) describes how students receive, process, and retain new knowledge; how individual differences and cognitive, emotional, and environmental influences—including the school environment—affect learning; and how the outcomes of learning influence success across the life course. In the context of arts engagement, education uniquely considers how the process of learning and mastering arts practice may influence learning outcomes (within and outside school) and overall quality of life.

Two of the *American Educational Research Journal* articles we reviewed discussed the importance of mastery mindset: One article described how to create a high school college-going culture that instills the belief that all students can go to college (Carey, 2024), and the other described how to instill the belief that education is a right (Esteves, 2023). The final article described efforts to reposition schools as social service hubs; the researchers found that families were likely to use social service resources at schools in a way that was aligned with their needs (i.e., those with greater needs accessed more resources; see Kearney et al., 2024). These articles were not particularly relevant to the arts (e.g., Moldero et al., 2024).

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Sociology

Sociology focuses on the study of social relationships and systems, and the dominant theories in sociology examine the dynamics between systems and social problems (at the macro level) and between groups of people (at the micro level) (i.e., symbolic interactionist theory; see Carter and Fuller, 2016); how parts of the systems influence the performance of the whole system (i.e., functionalist theory; see Turner and Maryanski, 1979); and how certain parts of the system or groups of people benefit from being in power (i.e., conflict theory; see Simmel, 1904). In the context of arts engagement, sociology places emphasis on understanding what systems and groups promote arts engagement, how arts engagement contributes to the overall well-being of a community, and how to ensure that the arts benefit all members of a community—not just those who are more advantaged.

The articles we found in the *American Sociological Review* examined how youth living in economically disadvantaged neighborhoods spend less time in their neighborhoods and have rates of school absences as a result (Browning et al., 2021), how school culture influences whether students have a mastery mindset (Harvey, 2023), how disability and race shape inequalities in educational access (Rivera and Tilcsik, 2023), the impact that moving to asynchronous work will have on women's creative freedom (Ranganathan and Das, 2023), and how religious involvement can increase volunteering behaviors (Lim and Wiertz, 2024). These articles were not particularly relevant to the arts.

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Political Science

Political science focuses on the systematic study of governance and examines power, justice, liberty, community, citizenship (rights and obligations), legitimacy, political stability and change, ideologies, and epistemological issues. One of the foundations of political science is that a social contract exists whereby people abide by certain rules and laws, thereby giving those rules and laws legitimacy. The social contract is the foundational structure that governments use to protect rights and allocate power. Whether and how arts and culture are prioritized as part of this social contract and the role of the arts in promoting political action that upholds this social contract are ways in which political scientists contribute to the discussion of well-being in the context of arts engagement.

The first article we found in the *American Political Science Review* evaluated a book (Mattern, 1998) that explored how popular music was used as an expressive vehicle to spur political action and outlined the challenges in assessing community organizing efforts that leverage creative expression. The book reviewer, William Chaloupka (2000), noted that, to address these challenges, an interdisciplinary approach that brings together sociologists, art historians, anthropologists, literary theorists, students of social movements, and cultural studies scholars is needed, all of whom have something unique to offer to advance the study of creative expression and political action.

The second article discussed the political determinants of subjective well-being, finding that people living in countries with left-leaning governments (often termed *welfare states*) had greater life satisfaction (Radcliff, 2001). Radcliff concluded his study by noting the limitations of his analyses, which simplify a complex set of social, political, and economic interactions. Again, these articles were not particularly relevant to the arts.

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