

Case Study

Draw A Person Test: A Case Study

Nipun Ranga

Research Scholar, Maharaj Vinayak Global University, Jaipur, India.

DOI: <https://doi.org/10.24321/2349.2880.202204>

I N F O

E-mail Id:

nipunranga1988@gmail.com

Orcid Id:

<https://orcid.org/0000-0001-9304-9847>

How to cite this article:

Ranga N. Draw A Person Test: A Case Study. Ind J Youth Adol Health. 2022;9(2):1-3.

Date of Submission: 2022-03-21

Date of Acceptance: 2022-06-25

A B S T R A C T

The case study examined the significance of draw a person test to measure the child's emotional issues. These days children suffer from variety of problems and are vulnerable to abuse and traumas. They are prone to substance abuse to illegal activities. They have difficulty expressing their thoughts and feelings due to many different reasons. Drawing can be used to know the child's inner struggle and can be used to gain more insight about children's emotional state. The present case study is used to analysed 5th standard school student who had behavioural problems using Draw-a-Person test.

Keywords: Children, Draw-a-Person Test, Behavioural Issues, Children's Emotions

Introduction

Children notice everything in their current circumstance while they are developing. They endeavour to duplicate others' activities and see them as good examples. Whenever they notice accurately, they answer properly; when they don't, they act as needs be. Their learned ways of behaving are either built up or punished, bringing about the conduct's event. They get a decent regard and trust for other people and themselves when they are allowed to transparently communicate the sentiments and ways of behaving seen by guardians and adults' individuals (Wenar&Kerig; 2000). Assuming they can't or are reluctant to do as such, they foster a negative mental self-view, retreat from social circumstances, and stay away from groups. Internal issues emerge because of stifling their feelings, which are appeared in their academics, adversarial conduct against others, relational communication issues, etc. (Sarason and Sarason; 2012).

Anxiety problems are present in all age groups of life. Some of the common worries or anxieties are name calling, school fear, punishments, worries of disappointment, and different sorts of nervousness and threatening way of behaving over the course of growing up and other most widely recognized form of anxiety and antagonistic way of behaving in young

age (Wenar & Kerig, 2000). These are additionally connected to issues with academic accomplishment, associations with companions, etc; in any case, kids don't voice these concerns during mental testing using polls or rating scales. Thus, projective tests are pivotal in deciding the client's secret substance, especially in children. Drawing is the best way to get the insight in children and can be utilized in the classroom to encountering emotional or other formative difficulties (Chen Foley and Mullis, 2008). Adolescents' drawings are markers of feelings, confidence, social skill, and different features of their character (Di Leo, 1973; Malchiodi, 1998), as well as a way for youngsters to stand out to subjects that are by and by significant or sincerely important (Di Leo, 1973; Malchiodi, 1998). (Thomas and Silk, 1990). Alongside different specialists, Goodenough (1926) perceived that the Draw-A-Person test (DAP) may give indications of character attributes as well as mental ability. Moreover, the DAP test for character portrayal was adapted by Machover (1952).

Case Study

Miss J, a ten-year-old young lady in the 5th grade at a tuition-based school, was suggested for her behavioural issues. The Draw-a-Person test (DAP) was utilized to decide the root reason of her unseemly way of behaving. The

human structure she drew uncovered a few attributes about herself, which are inspected top to bottom in this paper. Her outside environmental elements were bringing her a great deal of hardship. Her activities and nonverbal responses didn't relate to her age. During the initial phases of the meeting, she was fomented and cautious, however affinity was immediately fabricated. She was, nonetheless, reluctant to convey her perspectives and sentiments, and she stayed fretful all through the meeting. The DAP test was given when the fitting data was accumulated. The scoring was done as per the standard procedure.

Initiation to Draw and Interpretation

She started drawing the human figure when she was given a piece of paper, a pencil, and directions to follow. She gave off an impression of being uncertain, awkward, worried, and unreliable. She took more time to complete the drawing, showing her hairsplitting and over-accuracy in her work.

Formal Characteristics of the Drawing

Position

The drawing was drawn on the left side of the page, signifying an introverted personality, self-consciousness, and insecurity.

Lines

The lines were slight and fragile, demonstrating her timidity, restriction, and uncertainty. Besides, the lines were thrown together, uncovering her disquiet, serious insecurities and uncertainty, as well as being hesitant, frail willed, and reluctant to attempt new things. She used no variety in the figure, and she made nothing aside from a human figure.

Size

The image is little, thin, and feeble in general, implying feelings of inadequacy, rejection, withdrawal, and insecurity.

Attitude and Perspective

Her human structure, regardless of its little size, had great coordination of body parts, with the head and body in front view and the feet in profile. This shows her dependence as well as her ability to speak with others. Her encounters in her current circumstance are troublesome, and she is disappointed and resentful about it, as shown by the feet attracted various headings. The human structure is firm and aloof, inferring that she is hesitant, uneasy, stressed, monitored, and has relational relationship issues.

Particular Content

Clothing

Her clothing was orientation proper and age suitable. The conspicuous "Clasp Button" in the navel exhibits her dependence on her mom. The more prominent meaning

of depicting the "Pockets" shows her puerile person, dependence on others, and absence of warmth. The "Shoes" were additionally overemphasized, presumably addressing her uncertainty, uneasiness, and dependence.

Parts of Figure

Aside from the eye students and jawline, all components of the human body are portrayed in the drawing, and a few regions are given less noticeable quality. The body parts were connected to each other. In contrast with the size of the middle and the whole picture, the head was drawn nearly nothing. The "Little Head" in her drawing is a down and out, contemplative person, socially shaky, and reluctant person. The "Hair" is additionally featured, and it was seen that it was done as the last component of the plan, which portrays her forceful inclinations and relational association issues. Just the framework of the "Mouth" was utilized, and it portrays her as miserable, despairing, and encountering her body as far as food dreams. The "Jaw" segment is missing, stressing her deep-seated insecurity and immature disposition. The "Eyes" were portrayed without students, inferring that she experiences issues meeting and connecting with individuals (Chen Foley, Y., Mullis, F., 2008, emotionally responsible, egocentric, and body insight as powerless located). The "Ears" were attracted their actual size, which compared to the size of the head. The "Nose" is drawn as a level layout, demonstrating her dismissal, scorn for image, and conceivably a sign of weakness, bashfulness, or withdrawal (Chen Foley, Y., Mullis, F., (2008). The long and meagre "Neck" represented her mediocrity, substantial delicacy, and outrage. She shows up firm, removed, reluctant to investigate, dormant, and emotionally at risk with his "Arms" hauled straight down the middle. The "Hands" were murky and dull, demonstrating her absence of confidence in relational collaborations. The "Fingers" were pointed and sharp, it is transparently threatening to show aggression. The "Legs and Feet" were over-underlined, communicating her anxiety and weakness.

Other Interpretations

A few components of her human drawing, like the modest figure, little head, and immense hands, affirm conceivable passionate concerns, as per Koppitz (1968) scoring manual for 30 Emotional Indicators. Hands with long, spiked lines implied forceful and adversarial conduct. Fanatical urgent inclinations and scholarly inadequacy are reflected in the little head. The size disparity in various segments of the body in the plan demonstrates that she might have confounded considerations about her freedom, while the shoulders drawn squared show that she is excessively secured and adversarial to other people (Jolles 1971 and Mitchell et al. 1994). The drawing's "Light Line" quality could suggest low confidence, while the general minute size of the figure

could address frailty, withdrawal, sadness, and insecurities.

Conclusion

Generally, the human figure she drew was age and orientation suitable. She is troubled, furious toward others, feeling deficient, uninterested in mingling exercises, removed, and modest, as per a few parts of the drawing. The figure's attributes showed her dependence on others as well as her issues. She appeared to be uninterested in articulating her thoughts to anybody. The adolescent was given suitable treatment modalities in light of the discoveries, for example, Behavioural Therapy, CBT, play therapy and supportive therapy. The child showed improvement in the emotional and behavioural issues with course of time.

Conflict of Interest: None

References

1. Chen Foley Y, Mullis F. Interpreting children's human figure drawings. Basic guidelines for school counsellors. *GSCA Journal*. 2008;1(1):28-37.
2. DiLeo JH. Children's drawings as diagnostic aids. New York: Brunner/Mazel; 1973.
3. Goodenough FL. Measurement of intelligence by drawings. New York: Harcourt, Brace & World; 1926.
4. Jolles I. A catalog for qualitative interpretation for H-T-P. Los Angeles: Western Psychological Services; 1971.
5. Koppitz EM. Psychological evaluations of children's human figure drawings. Orlando, FL: Grune & Stratton; 1968.
6. Malchiodi CA. Understanding children's drawings. New York: Guilford Press; 1998.
7. Mitchell J, Trent R, McArthur R. Human Figure Drawing Test (HDFT): An illustrated handbook for clinical interpretation and standardized assessment of cognitive impairment. Los Angeles: Western Psychological Services; 1994.
8. Oster GD, Gould P. Using Drawings in Assessment and Therapy: A Guide for Mental health Professionals (2nd ed.). New York: Brunner/Routledge; 2004.
9. Sarason IG, Sarason BR. Abnormal Psychology: The Problem of Maladaptive Behaviour (11th edition). New Delhi: PHI Learning Pvt Ltd; 2012.
10. Björkqvist K. Gender differences in aggression. *Current Opinion in Psychology*. 2018;19:39-42.
11. Borsa JC. Development and refinement of the Peer Aggressive Behavior Scale Bushman; 2016.
12. Evans SC, Fite PJ. Dual Pathways from Reactive Aggression to Depressive Symptoms in Children: Further Examination of the Failure Model. *Journal of Abnormal Child Psychology*. 2019;47(1):85-97.