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ARTISTIC EXPRESSION IN DIAGNOSING BEHAVIORAL DISORDERS  
FOR ELEMENTARY SCHOOL STUDENTS AN APPLIED STUDY

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## ABSTRACT

The interest in art for young ages is seen as an obvious breakthrough and as revealing of psychological and health feelings in addition to emotions, and it is a treatment for those who suffer from behavioral disorders. The problem arose with the following question: What is the role of artistic expression in diagnosing behavioral disorders for primary school pupils? The aim of the research is to detect the behavioral disorders in the artistic expression of the female students' paintings from the teachers' point of view. The descriptive analytical approach was adopted as it is the appropriate method for identifying and estimating the characteristics and features related to people, places and things, and analyzing situations or phenomena as a prelude to deducing the differences between them. As for the recommendations, it is recommended that the drawing class in schools should be paid more attention, in addition to preparing a special room for. This room shall include all kinds of materials necessary for practicing painting, allowing freedom of expression and use of materials and expression. Suggestions included studying aggressive tendencies in paintings of children with post-traumatic behavioural disorders.

## INTRODUCTION

### Research Problem

Practicing artistic activities in entire fields of art can currently be the essential means of modern education, which calls for the upbringing of the child with an integrated social upbringing. It allows child to express himself through pleasure that makes him happy, which is also a way to identify people with special abilities and talents. It contributes to revealing the child's feelings and psychological and health emotions with the various aspects of the environment around him, which in turn constitute an element of culture, and artistic activity helps the child to be productive on the one hand, and thinking and innovation

on the other. They are considered two basic requirements of education for the child in 21st century. Whoever follows the abundant studies and research in this field will find that children's paintings are a manifestation of their lives.

For the child, they are a language and a type of self-expression, a means of creating beautiful things, and a mirror to reflect what goes on inside and what goes in his mind. It can be a helpful factor in revealing some of the social and psychological problems he suffers from, as well as having a great impact on building his personality and increasing his ability to use imagination and emotional and sensory adjustment. Painting contributes to developing the students' aesthetic taste through their criticism and reflection. Hence, the research problem was identified in the following question: What is the effect of artistic expression in diagnosing behavioral disorders among primary school students?

### **Research Importance**

The importance of the current research is represented in the following: The research dealt with an essential topic of art education, which is artistic expression in diagnosing behavioral disorders for primary school pupils through their paintings from teachers' point of view. The data to be resulted from the current research will form the basis for further research in this field. The female primary school pupils are the basis for a healthy and conscious future that is free from diseases and psychological and behavioral disorders. As artistic expression through paintings is a healthy way to express the personality of the individual and what disorders he may suffer in the early stages of his life. Government agencies (the Ministry of Education) can serve in developing an art education curriculum that diagnoses and treats their psychological problems. Based on the researcher's data, the field of study is a new field, as there is no study conducted of this type and specificity.

**Research Objectives:** The current research aims to identify behavioral disorders in the artistic expression of female students' paintings from the teachers' point of view. **Research limits:** The current research is limited to a sample of art education teachers in Baghdad / Karkh -2 (Al-Mabahij Primary School) in Baghdad for the year 2019/2020. **Research Methodology:** The study followed the descriptive analytical approach as it is the appropriate method for identifying and estimating the characteristics and traits related to people, places, and things, and analyzing situations or phenomena in preparation for deducing the differences between them.

### **Define Terms**

**Behavioral disorders:** A group of disorders that express undesirable behavior appears in the child's relationship with himself and others. Behavioral disorders appear in aggression, lack of cooperation, negativity, hyperactivity, and etc. (Abd al-Rahman, 2000, 304). **Procedural definition:** that the behavioral disturbance of primary school students as a result of the circumstances surrounding them can be reflected in artistic expression (painting) because they are unable to reveal it, and then the causes of the disturbance are diagnosed and solutions and treatments are identified.

Artistic expression: the products that children accomplish on any surface (paper, walls, or floor...) using various types of materials (pens, color pigments, or chalk...etc.). These paintings are accomplished by the child on his own in response to an internal motive, away from any pressure that adults may exercise (Al-Ani: 2007, 21) Procedural definition: Artistic expression is paintings that students make to express problems they suffer as a result of exposure to shocks and situations, which lead to behavioral disturbances that they practice in their daily lives.

### **Theoretical framework: behavioral disorders.**

- 1- The psychology of children's paintings.
- 2- The importance of children's paintings.
- 3- The use of children's paintings in psychiatric diagnosis.
- 4- Children's paintings and their use in psychotherapy.

Behavioral disorders: There is no agreement on the definition of behavioral disorders, and there is also no agreement on the method or approach adopted for classification. However, disturbed individuals can be placed into homogeneous taxonomic groups according to the type of problems they face. Quay (1975) developed a multidimensional rating system (Approach Dimensional) based on parent's and teacher's ratings for behavior, case history, and the child's response to rating lists. Quay's classification consists of four dimensions.

- 1- Behavioural Disorders: These include excessive activity, tantrums, controlling, quarreling, and violating instructions and rules of behavior.
- 2- Immaturity: It includes the inability to pay attention, lack of interest in studying and interact with those who are younger and passive.
- 3- Personality disorder: This includes social withdrawal, shame, anxiety, cowardice, and feelings of inadequacy or guilt.
- 4- Aggression and social deviance: They include theft and aggressive, disruptive behavior.

Behavioral and emotional disorders are generally described as external or internal behaviors, where external behaviors are directed towards others, such as aggression, cursing, theft, and excessive activity. The internal behaviors are socially withdrawn, such as anorexia or bulimia, depression, withdrawal, and phobias. (Hussain: 2001, 24)

**2- Causes of behavioral disorders:** The causes of these disorders are expressed in:

- 1- Biological causes: Behavior is affected by genetic factors, neurological factors, biochemical factors, or those combined factors. Undoubtedly, there is a close relationship between the human body and its behavior.
- 2- Family causes: Specialists attribute the causes of behavioral and emotional disorders primarily to the child's relationship with his parents. That the family has a significant impact on the early developmental development of the child, and that most behavioral and emotional disorders are originally due to the negative interaction between the child and his mother.
- 3- School reasons: Some children are disturbed when they attend school and others while they are in the school environment. These children can be made better or worse by the treatment they receive in class.

- 4- Causes subjected to society: society may cause or help the emergence of behavioral and emotional disorders. Here it is worth noting the extreme poverty in which some children live, cases of malnutrition, broken families and violent neighborhoods (Suhair: 1999, 43). These are some of the reasons that can contribute to the emergence of behavioral disorders in a child.

### **Characteristics of behaviorally disturbed children**

One of the most common social and emotional characteristics of these children is aggression and withdrawal.

- 1- Aggressive behavior: Aggressive behavior is considered one of the most disturbing patterns of behavior that appears in them, such as: beating, killing, conflict and refusal of orders. This is known that these patterns of behavior appear in normal children, but they are not frequent and severe, as it is in the behaviorally and emotionally disturbed. They do not respond quickly and positively to adults who surround them with care and attention. Some of these children are considered hyperactive or have brain damage, and some are called secopatibine because they do harm others intentionally without feeling that what they are doing is wrong. Therefore, you should focus on the process of interaction between the child's behavior and others' in the child's environment.
- 2- Socially immature and withdrawn behavior: Withdrawal and social immaturity are characteristics of severe emotional and social disorders. Such disorders carry a bad future for mental health when the child grows up. People who are behaviorally or emotionally disturbed to a moderate or moderate degree are not able to develop normal and continuous human relationships. (Khawla: 2000, 12)

In order to diagnose behavioral disorders, there is a set of general signs and symptoms that can appear in a child, including them

- 1- Few or no friends Family relationships disorder
- 2- Disturbance of relationships with teachers aggression towards self and others
- 3- Recklessness social immaturity
- 4- Depression and unhappiness, introverting to oneself
- 5- Anxiety, anxiety suicidal thoughts
- 6- Lack of attention and the ability to focus. (Hamed:2000, 34)

Among the services provided to these children: educational, psychological, social and medical services. Perhaps the subject of art education (artistic expression, painting) is one of the means to contribute to raising the degree of mental health of the behaviorally disturbed child.

### **The psychology of children's paintings:-**

Painting is a universal language shared by all the children of the world. They speak one language, but they differ in terms of their environmental features. A painting allows all children to research, observe, experiment, explore, create, and imaginative, in addition to the recreational aspect of painting a child's language for communication and thinking. It changes and takes shape with its growth, and its symbols increase and its connection with the environment in which it lives. Freud believes that it is a release from desires, motives and emotions that are trying to achieve, but reality stands in the way, so it takes

another path that satisfies reality through its realization in painting (Freud: 1980, 23)

The fulfillment of their desire through painting may seem clear in some paintings. For example, a child paints himself as a bike rider, in amusement parks or in the zoo, or eats a certain food. Here, the desire appears to the extent that it can be said that the content of the painting is not very different from the ideas of the painter. On the other hand, the desire to draw may be fulfilled convincingly, for example, what a student in the third grade of secondary school did when the Art Education School asked the class student to cross through the painting at the beginning of the new school year. This student drew a beautiful school and a wall for the school and wrote on the page the start of the new school year, but did not include the school students if he drew the school wall with its doors closed and the classrooms closed and there were no students as if he indicated his desire not to start the new school year, or his fear of studying. (Khedir: 1989, 27). We also find a request from a ten-year-old student to express by painting the Battle of Denshway. A child appeared to draw a set of gallows from which women hang, and a man was not hanged, and after a lengthy inquiry, it was pointed out that the nanny was a woman and she had to be hanged. After further discussions, it became clear that the child suffers from the cruelty of the nanny and for his fear of her punishment, he did not tell anyone what he was going through, but was able to express his pain and fears in his paintings in a symbolic way. (Othman: 1980, 23)

### **The significance of children's paintings:**

Psychologist James Sully presented the first theoretical explanation for the stages of development of children's paintings. Two years and six years, and from his analysis of the fees to three stages:

- 1- unintended random layouts
- 2- idiomatic primitive designs
- 3- Insightful treatment of the human form (Al-Quraiti, 2001: 16)

This makes us answer a question about the importance of studying children's paintings in:

- 1- Artistic expression is a source of pleasure and mental excitement and provides many opportunities for self-realization, continuous renewal and integration.
- 2- Children's paintings are a means that helps the child to communicate and communicate with others.
- 3- Artistic expression helps the child to immerse himself in imagination to reach new visions that carry values and insights that have various, different and new connotations and meanings, and through which the child's awareness of his creative self is achieved. (Al-Sayed, 2003:13)
- 4- Detecting the misfits and misfits.
- 5- Improving intelligence and special readiness for work.
- 6- Detecting the child's mental illness through his expressions and paintings.
- 7- Recognizing the features of male, female and adult expressions in their paintings.
- 8- Assisting psychologists in their efforts to understand the characteristics of childhood.

- 9- Determining the position of children's Arabic expressions from global trends. (Ghurab: 2003:25)
- 10- Opening up a wider scope for the concept of understanding children through their artistic expressions for researchers, specialists, doctors, scientists and teachers.
- 11- It is useful in understanding the nature of the child in terms of mental, psychological and physical development (Al-Basyouni 1980: 18).

### **The use of children's paintings in psychological diagnosis:**

A person always needs a way to express his struggles and psychological pain, and he resorts to various methods, including behavior, speech, movement, and so on. We note that these means by which the individual expresses himself may be interspersed with processes of adjustment and deletion of everything he deems inappropriate for expression, but there is an important means by which the individual can express and vent all his struggles and problems without feeling that the factors of resistance and control paralyze and reduce the movement of expression is not She is painting. Painting makes the individual express whatever he likes, wrapped in symbols, colors, lines, spaces...etc. Art has become a basis for the diagnosis and treatment of mental illness, due to the diagnostic and therapeutic aspects of the expression process, which are two processes that are carried out in solidarity at the same time. Children's paintings have been of great importance since an early period as a rich psychological material, from which many connotations can be drawn, not only in the field of intelligence and mental maturity, but also in the field of personality and its disorders. (Faraj, 1992:40)

It was noticed by examining the creative artworks of a number of individuals that they express in their paintings intentionally and sometimes unconsciously their self-concept as they are in reality or as they would like to be. He expresses this phenomenon by saying that the artist does not see things as they are in reality, but as he lives through them, he expresses it when he says. When the artist draws a picture, he draws two, himself and the one sitting in front of him. (Hammer 1980, 16)

This means that the use of painting as a diagnostic tool is based mainly on the postulate that painting is a projection of the painting person's concept of himself and others in his environment and the world in which he lives and through it. This is supported by his findings when he asked a group of children between the ages of 10-14 years to "draw the most important event in their lives." (Goodenough & Harris, 1950: 207) It turned out that 27% of the paintings were expressing fears. The vast majority of fright stance paintings reflect significant trauma which represents an important shock represented by accidents as well. Bach found that paintings made by abnormal guys differ in many respects from those of normal guys (Molkiah, 2000:45).

Bach also found that the painting done by abnormal people differs in many respects from the painting of the normal ones (Mulkia, 2000:45). Painting, especially the automatic one done by the individual, reflects the dimensions of his overall personality, his mental and physical state, especially with regard to moments of his life. (Bach: 1975, 693)

It was found that depressed patients tend to draw smaller people than non-depressed patients and that neurotic and personality disorder patients draw

profiles to a greater degree than normal. It was found that the normal people tend to take care of the details of the eye brows to a more significant degree than the schizophrenics (Sawsene: 1998, 443).

This shows the diagnostic value of children's paintings in terms of providing the psychoanalyst with a record of the child's life history, enabling him to study the diagnosis of the child's mental illness, and accordingly he can know its causes and suggest the appropriate treatment for him. (Al-Bassiouni, 1984: 18). It is obvious that before we reach a diagnosis of the situation through the paintings that I drew, it is necessary for us to analyze the paintings downwards. Hence, we wonder about the way that we can take in order to achieve this. In order to answer this question, we see that according to the Gestalt theory, the whole is greater than the sum of the parts, and this means that if we want to explain a particular human behavior, we must explain it in the context of the overall personality of this human being. If we want to understand the meaning of a particular painting, we can achieve this within the framework of the personal life and social conditions of the person doing the painting.

### **Using children's paintings in psychotherapy:**

Analytical treatment using painting is based on venting the unconscious, through the projection mechanism through painting. This treatment can be the primary treatment or the adjuvant treatment, as it is suitable for the treatment of behavioral disorders, neuroses and psychosis. It can be used with adults, adolescents and children, and the process of painting therapy is based on the appreciation that the basic thoughts and feelings of the human subconscious are expressed in pictures more than they are expressed in words. This assumes that each individual, whether trained in painting or not, has the potential to project his inner conflicts into visual images, and the connection between the therapist and patient is one of symbolism. (Malika, 2000:235) Many studies have found that those who practice painting in the early stages of their lives usually go through adolescence successfully and without any psychological problems, as they are characterized by the integration of their personality and awareness. (Mustafa, 2005: 166). It is noticeable that some children find it very difficult from the outset to talk about the meanings of their fees, but after a period of therapeutic contact they often discuss the fees and thus reveal much that is useful in diagnosis and treatment. (Malika, 2000:192)

On the other hand, it was certain that painting is useful in the growth of linguistic thinking during the age (3-7 years) and that it can be used positively in treating children. This is due to the child's poor linguistic expression, the inability to reflect on himself on the one hand, and the loss of logical ways of thinking on the other hand. The symbolic self-expression is the most effective way to analyze behavior, as it enables the therapist to help the child by linking the paintings with his experiences. Thus, the child himself discovers the emotional disorder which was found that patients who do not progress in treatment tend to have a tendency towards painting. As for pierced eyes or empty eyes, which are characteristic of simple schizophrenia or schizophrenic personality, both models have weak significance towards psychotherapy. (Swensen.1998, 443) In addition, the child's paintings also highlight the special relationship between the sick child and the therapist through painting, which can take its place during the course of treatment. (Al-Bassiouni, 1975:255) It is clear that the projective

painting can be used as a means of psychotherapy, and it may be used in treatment as a basic tool or as an aid to the diagnostic and therapeutic process.

## RESEARCH METHODOLOGY

Research procedures: The researcher dealt with the procedural scientific steps followed in the scientific research methodology, which aims to achieve the objectives of the research.

1- Research community: the current research community is limited to government primary teachers in Al-Mabahij School / Al-Karkh II, Baghdad governorate center / Al-Karkh side / Al-Sidiya for the academic year 2019-2020

2 - Research sample: The current research sample represents an important part of the original community of (563) primary school near Karkh, the second for research, as a sample was chosen for research (4) female teachers from Al-Mabhej School for the academic year 2019-2020

3- The method of constructing the scale: With regard to the method used in constructing scales for psychological characteristics, there are several ways to build them, and the researcher has chosen Likert's method in constructing the scale as it is characterized by the following:

A – It does not need more teachers. B - The results are honest and stable in most cases.

C - The multiplicity of alternatives in this method allows the respondent to express his opinion in the required manner. (Al-Hayali 1990, 62)

4 - Steps to build the scale:

A- Collecting items: To achieve this purpose, the researcher conducted an exploratory study to identify psychological disorders in the artistic expression of children's paintings by directing an open question to a sample of (4) teachers of Al-Mabhej Primary School in Al-Sidiya Al-Karkh-2. (Appendix No. 1).

B- Drafting items: Writing appropriate items for a new selection requires analyzing qualitative items (Form Item) and in terms of their content (content item) into new items that measure honestly the specific behavior. The item is short and its language is clear, where it prepared (24) ones (an item with two alternative formulas, which are always, sometimes). The scale 2 includes (always) and scale 1 (sometimes).

**Table No. (1)**

No	School	Type	No. Teachers	Position	Total
1	Al-Mubahijj	Co-education	4	Sayadiya – Kharkh-2	4

C- Face validity to extract the validity of the items and the extent to which they represent psychological characteristics. The scale was presented in its initial form to a group of experts and specialists in the field of psychology and educational guidance Appendix No (2) to express their views on the validity of each item of the scale. The percentage of experts' agreement on all items was 98

D- Stability %: The scale of stability coefficient was calculated by splitting halfway and adjusting the result by means of Sierman's stability equation. The pairwise items were taken for the first group and the odd items for the second group: the reliability coefficient was calculated as the stability for one of the



two halves of the test was (80,0), and after the adjustment by Sierman's method, it was (88.0)

E - statistical means: 1 - weighted mean. 2- Weight percentile. 3- Standard deviation.

F- Applying the scale: The scale was applied in Annex No (3) on a sample of the parameters of the second Baghdad / Karkh, numbered (4) parameters of Table No. (2)) whose sample shows the second application

## DISCUSSION

Through applying the method on the members of research sample, the first items are discussed, as it became clear that painting is a means of disclosing for children, which shows that children are more exposed to psychological stress. These pressures may be related to family, social or educational pressures, so the child resorted to artistic expression (painting) to express these pressures that show the extent to which children suffer psychological disorders as a result of exposure to a family or community situation. This exposure affected his psyche and caused him a shock that he did not talk about because of his fears, but through artistic expression he expresses what he is repressing from psychological disorders towards others. As for the second item, it indicates that children may not be able to confront parents, teachers, friends, relatives, and others in the child's environment, so the child resorts to imitating them through painting. As for the third item, it indicates that the psychotherapist and educational counselor can determine the suffering of children through their paintings.

These paintings may enable the diagnosis of some psychological and behavioral disorders that the child suffers from and enable him to develop solutions. As for the fourth item, it indicates that children, when they draw, send messages to others that they have independent personalities, and the fifth item indicates the possibility of creativity in children that appears through painting if he is unable to reach his ideas and knowledge. Children depend on artistic expression by painting a creative idea for them. The seventh item has an indication of the nature of the child's social relationships with those around him in the environment in which he lives, such as the family, peers and colleagues, whether these relationships are negative or positive.

In the eighth item, we note that personal patterns can be known by painting and knowing the characteristics of this character. The ninth item indicates that a child who suffers from repressed conflicts can bring these conflicts out of the subconscious to the feeling. The tenth item is one of the key items, especially after neglecting the art education lesson, which is considered a catharsis lesson for children. Teachers should pay close attention to the lesson of art. The eleventh item is clear through the artistic expression that normal children, who are not in the classroom, or by visiting the psychiatrist, have problems with hyperactivity, introversion, or academic delay in receiving information, stuttering, and other psychological diseases that children suffer from. These symptoms are diagnosed through their expression of the personalities of people or the natural signs surrounding it.

## CONCLUSIONS

Painting can help children's interactions and competencies with spatial perceptions, orientations, interpretations and relationships. When children are able to create visual representations of their thoughts, they will be better able to work on a metacognitive level. Children's paintings have helped us see paintings as more than just entertainment or decoration. It helped us understand the possibility of facilitating meaning and understanding. Painting can play an instrumental role in the growth and development of young children's thinking and learning. Children's paintings in the current era have become the focus of educators. It is the duty of the teacher and parents to respect these paintings, as the child's expression is part of his nature.

The characteristics of flatness, transparency or exaggeration that appear in children's paintings are also unmistakable from a technical point of view. The value of a work of art is not measured by the type of trends as it is measured by the extent of the relationships it bears in the color, shape or general composition of the elements.

One of the great powers of painting lies in its ability to reflect the thoughts of the person who did the painting. Therefore, it may be the reason why young children find painting an attractive tool, a good means of effective and direct expression, and a kind of ways that writing cannot provide. The student faces many psychological problems, and because he cannot express his feelings, his psychological suffering expresses itself in different forms or forms such as aggression, theft, anxiety, isolation, lying... which requires assistance from teachers. This was a reason for the need to conduct a great deal of research in this field.

**Table 2.** whose sample shows the second application

No.	Sequence of items according to the media	Items	Percentage weight	Standard deviation	Arithmetic mean	Sequence of items according to the media
1		Painting is an entertainment method for children				
2	21	Painting is a means of diagnosing and treating mental disorders	75	%50	1.5	21
3	18	The graphic shows pent-up struggles	35	%46	1.3	18
4	17	The painting expresses the nature of children's social relationships	65	%47	1.3	17
5	2	Painting makes the child feel joy and happiness	90	%34	1.8	2
6	14	Painting is useful for children who have difficulty expressing themselves	80	%49	1.6	14
7	13	Painting helped the child express himself	80	%49	1.6	13
8	23	Through painting, the child expresses his acceptance and attitudes	75	50	1.5	23
9	7	Painting expands children's imagination	85	%44	1.7	7
10	21	The child expresses his aspirations for the future by painting	75	%50	1.5	21
11	6	Colors develop the aesthetic and expressive side of children	80	%43	7.1	6
12	16	Painting is a non-verbal language for children to express	80	%47	1.6	16
13	22	The painting mimics his pent-up feelings	75	50	1.5	22
14	3	Expresses his fear and terror by changing shapes	90	%34	1.8	3
15	10	The child feels his being and his personality in painting	80	%49	1.6	10
16	24	Children draw how they feel about others and their attitudes towards them	75	%50	1.5	24
17	20	The painting demonstrates the knowledge of the personal patterns of children	75	%50	1.5	20
18	12	Children express the incorrect behavior of others through painting	80	%47	1.6	12
19	23	The painting reflects the stability of the child within his family	90	%60	1.5	23
20	25	Using colors expresses a child's psychological stability or disorder	80	70%	1.4	25

## RECOMMENDATIONS

- Children's paintings are considered an expressive language because they can turn the vague into visible, illustrate what has not been said, and transform what is unconscious into conscious, whether at the level of individual treatment for the child, or as part of group therapy or family therapy.
- Holding training courses for psychologists to train them on how to apply and analyze children's paintings tests.
- The necessity of paying attention to the painting class in schools, and preparing a special room for it that includes all kinds of materials necessary for practicing painting, and it allows freedom of expression and use of materials and expression.
- Using painting tests with all children, at the beginning, during and at the end of the counseling and psychotherapy process, because of the importance of projective painting as an indirect entrance to identify the child's personality and struggles.

## SUGGESTIONS

If we try to explain these results in the light of tendencies and preparations and their connection to the psychological state that the child lives in the reality of his society, then the strategy of plastic artistic expression becomes effective. Therefore, it can be adopted as a treatment program for this category of children

- 1- A study of aggressive tendencies in children's' paintings with post-traumatic stress disorder.
- 2- Identification of graphic elements that distinguish between different clinical groups (children, adolescents, adults, normal, neurotic, psychotic, delinquent, organic disease) using a specific graphic test.

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### Appendices

Appendix No. (1)

Baghdad University

Center for Women's Studies

The open question: The researcher intends to conduct a study that aims to identify the diagnosis of behavioral disorders in the paintings of primary school pupils from the teachers' points of views. Since they are the sample of the study, please answer the following question: Q / What are the behavioral disorders that appear in the paintings of the pupils? With thanks and appreciation .

Appendix No. 2: (Judging Questionnaire)

Baghdad University

Center for Women's Studies

Dear teacher

Nice Greetings

The researcher intends to conduct a study that aims to know the behavioral disorders in the artistic expression of students' paintings, and because you are specialists in educational and psychological sciences and educational guidance and you are of experience and competence. Kindly read the items of the questionnaire and consult your scientific opinion to make comments about the validity of the test components.

The validity of the test items.

Edit items.

Suggest new items.

The validity of the answer alternatives.

With thanks and gratitude

No	Items sequence according to the media	Items	Arithmetic mean	Standard deviation	Percentage Weight
1		Painting is an entertaining medium for children			
2		Painting is a means of diagnosing and treating mental disorders			
3		The graphic shows pent-up struggles			
4		The painting expresses the nature of children's social relationships			
5		Painting makes the child feel joy and happiness			
6		Painting is useful for children who have difficulty expressing themselves			
7		Painting helped the child express himself			
8		Through painting, the child expresses his acceptance and attitudes			
9		Painting expands children's imagination			

Table  
Continued

10		The child expresses his aspirations for the future by painting			
11		Colors develop the aesthetic and expressive side of children			
12		Painting is a non-verbal language for children to express			
13		The painting mimics his pent-up feelings			
14		Expresses his fear and terror by changing shapes			
15		The child feels his being and his personality in painting			
16		Children draw how they feel about others and their attitudes towards them			
17		The painting demonstrates the knowledge of the personal patterns of children			
18		Children express the incorrect behavior of others through painting			
19		The painting reflects the stability of the child within his family			
20		His use of colors expresses a child's psychological stability or disorder			

## Appendix No. (2) A list of experts' names

Asst.Prof.Dr. Majed Nafeh Al-Kinani	University of Baghdad / College of Fine Arts	educational techniques
Dr. Raad Aziz Abdullah	University of Baghdad / College of Fine Arts	educational techniques
Dr. Amera Khalil Al Ameri	Al-Mustansiriya University/College of Basic Education	Art education
Dr. Hussain Muhammad Ali	Al-Mustansiriya University / College of Basic Education	Philosophy. Art Education
Asst.Prof.Dr. Karim Hawass	University of Baghdad / College of Fine Arts	Art education
Asst. Lect. Firas Ali Hassan	Al-Mustansiriya University/College of Basic Education	Art education
Asst. Prof. Dr. Suhad Jawad Al-Sakni	Al-Mustansiriya University/College of Basic Education	educational techniques
Asst. Prof. Mohamed Sobh Mahmoud	Al-Mustansiriya University/College of Basic Education	educational techniques