

Interpreting Children's Human Figure Drawings

Interpreting Children's Human Figure Drawings:

Basic Guidelines for School Counselors Yuehsag Chao Foley- Fran Mallin

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This literature was reviewed and summarized to provide common interpretations of human figure drawings. Basic guidelines for interpreting human figure drawings (i.e., face and head, body, arms and hands, and legs and feet) are presented. Expectations for students at different developmental levels (ages 1-10 through adolescence) are identified, and the influence of artistic talent is discussed. Two children's drawings from case studies in a school setting are interpreted. Ethical considerations such as privacy, confidentiality, displaying drawings, and keeping drawings for documentation are summarized.

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Basic Guidelines for School Counselors

Many counselors and psychologists believe that all people convey something of their emotional state when they draw a picture and that this information can be used in counseling. Drawings can be used in school settings with students who are struggling with normal developmental issues. Children's drawings are indicators of emotions, self-esteem, and social competence, as well as other aspects of personality (De Law, 1973; Malachuk, 1999), and are a way for children to call attention to topics that are personally important or emotionally significant (Thomas & Sells, 1990).

Strong emotions emerge in the form of images instead of words (Kraemer, 1973; Neumann, 1973). Drawing allows students to experience rather than verbalize feelings, and, therefore, may be more effective in helping children accomplish counseling goals (Williams, 2004). Coleman and Ferris-Charney (1996) found that children tend to be receptive to art therapy, because art is one of a child's natural ways to engage in creative self-expression, to explore conflicts, and exercise control over perceived realities (Kraemer, 1973; Neumann, 1973).

Art activities provide a safe and enjoyable means that encourage children to explore, make decisions, and solve problems (Allen, 1987), and provide a way for them to portray their inner world without having to rely on words (Cot, 2000). Kaplan (2003) and Gil suggest that although research on art-based assessments is inconsistent, drawings can help counselors increase their understanding of the client, and Carmichael (2006) states that drawings frequently are used as informal assessments for understanding children's struggles and their internal world. Drawings also can be used to help the child gain insight and to review progress through drawing records (Wadhwa, 2004).

When a child transfers the picture in the mind onto a piece of paper, the drawing becomes an external object that the child can use to gain control and mastery (Wade, 2004). Processing the meaning of the drawing may reinforce the child's self-exploration and motivation to change (Biley, 1994), and this effect may continue long after the counseling ends (Wadhwa, 1996). An effective interpretation helps the child to accept the painful thoughts and feelings and resolve internal conflicts (Williams, 2004), allows the counselor to sensitively generate hypotheses for working with the child (Fuent, 2002), and facilitates collaboration between counselor and child in exploring and understanding the meaning of the drawing (Carmichael, 2006).

When students are referred to the school counselor because they are struggling academically, personally or socially, the counselor must quickly determine what the student is experiencing and decide how best to intervene. When studying the content underlying the content is difficult to assess, children's drawings can be helpful in providing hypotheses. Interpretation is used only to generate hypotheses (Coleman & Urdan, 1997; Gil, 2000; Gregory, 2000) rather than to diagnose. An *Assessment* (as quoted in Thomas & Sells, 1990) states, prospective indicators such as drawings "never lead to sequential decisions, by suggesting leads for further exploration or hypotheses about the individual for subsequent verification" (p. 136).

De Law (1983) states that "drawings are one means of establishing a rapid, easy, pleasant rapport with the child" (p. 4). Children who are shy, quiet, impulsive, have speech and language difficulties or speak a different language than the counselor usually respond well to drawing activities (Kaplan & Lopez, 1982). Drawing may be especially helpful when working with children from other cultures, because it allows children to communicate with others across barriers of language and culture and helps to establish understanding between themselves and adults (Cochran, 1996; Cot & Dwyer, 2001). Gil and Dwyer state that art activities are especially useful for some ethnic populations that prefer metaphors and symbols over verbal communications, and for children who may not be comfortable talking about experiences because of family messages or beliefs. The act of drawing can be therapeutic even if the child does not talk about the picture. Although art is gentler in how limited by cultural differences between counselor and client than talk therapies and interventions, Carmichael (2006) cautions that counselors need to be aware that some religions, such as Islam, prohibit children from drawing human figures. Children from some Asian cultures are uncomfortable with drawing spontaneously and might prefer to begin by copying a drawing (Cot & Dwyer). It is important to encourage children to draw without violating their cultural or religious values.

Although many school counselors have little or no training in art interpretations, they can learn basic guidelines for hypothesizing possible meanings behind what the student draws. A general understanding of the child's situation, affective expressions, and verbalizations, as well as the actual drawing, assist in making an interpretation (Lewin, 1993). There are many types of drawings;

Factors to Consider in Formulating Hypotheses. When making hypotheses about children's human figure drawings, there are three areas for school counselors to consider: the student's developmental level, his/her talent for drawing, and common interpretations of elements in a drawing. The drawings described for each developmental level are examples of what healthy children would draw. Counselors need to keep in mind that the developmental levels may overlap with regard to age range and that children tend to fluctuate between the stages (Malachuk, Kim, & Chen, 2005).

Developmental Level

One and one-half years to five years. At about 18 months of age, children begin to make marks on paper. Loefer (as cited in Thomas & Sells, 1990), and Piaget (as cited in Thomas & Sells) both regarded these early scribbles as pure play and exercise, rather than attempts to draw pictures. Usually around the age of 2 or 3, this scribbling begins to be interpreted as a picture, although the child may not be drawing in complete and then states what the drawing represents. People and animals are typically drawn using a tadpole schema, with a circle for the head or for the head and trunk, and two dangling lines for legs. Facial features and arms may be included, but the figure has the look of a tadpole. Children are unaware of color choices and typically use whatever color is close at hand (Malachuk, 1999).

Five years to eight years. According to Loefer (as cited in Kraemer, 1991) and De Law (1983), imbalanced realism begins around 5 years of age. During this stage, children draw what they know about reality and sometimes depict the outside of a house, as well as what is inside the house, because they know that humans and pictures are there, so they might show a person's arm even though it is hidden by the body. This type of drawing is called transparency or X-ray drawing (De Law, 1983; Kraemer, 1991; Malachuk, 1999) and might depict something that is not observable in the real world (Thomas & Sells, 1990) such as a bird with a worm in its stomach. Rubin (2007) states that around the time formal schooling begins, children find preferred ways of drawing things and repeat them. Children begin to connect what with what they see in the world around them, but it is difficult to know if the colors selected have a specific meaning, if they reflect what is seen in the environment, or if they indicate experimentation with different colors (Malachuk, 1999).

The scaling and details of pictures become more realistic during this stage. Children typically stop drawing tadpole human figures and instead draw a head, a separate trunk, attached arms and legs, and details such as hands, fingers and clothing (Thomas & Sells, 1990). Children sometimes revert to earlier stages and in the same picture might draw one person using a tadpole schema and another using a more advanced mode of representation.

Eight years to adolescence. Loefer (as cited in Kraemer, 1991) and De Law (1983) note that children at this stage produce visually realistic drawings which correspond to the stage of concrete operations. Children begin to use perspective and draw only what is visible from a certain point of view. For example, children would not draw the outside of a house and show human inside, because they know that humans live inside the house. Children tend to develop rules for the use of color, such as brown or black for a tree trunk and green for the leaves. Unusual color use may have more significance at this stage than at earlier stages (Malachuk, 1999).

Many elementary school students willingly draw pictures at the request of a school counselor or other adult. Around 10 years of age, children begin to become disinterested, discouraged and self-critical with their drawing attempts, probably because they are unable to draw as well as they would like (Rubin, 2005). At this time, children tend to draw cartoon or comic-strip characters, and their drawings are somewhat stereotyped, or conventional (Thomas & Sells, 1990). Middle and high school students, as well as some older elementary students, sometimes hesitate to draw because their drawings may reflect poorly on them or their community or their friends. It is encouraging reluctant students to draw. Wade (1996) suggests that school counselors draw "goofy" art and invite the student to add to the drawing. According to Kraemer (1996), young teenagers who are language-impaired and view the visual-sensor area as a strength, immature adolescents, and artistically talented adolescents continue to take pleasure in drawing. When formulating hypotheses from a student's drawing, one must consider the student's drawing talent, as well as his or her developmental stage.

Drawing Talent

Winnicott (as cited in Thomas & Sells, 1990), states that normal children with artistic talent advance through drawing development in the same sequence as do normal children without artistic talent, but they do so more rapidly. According to Winnicott, all children go through a pre-conventional stage before their drawings are simple and expressive, although artistically gifted children may flower earlier, achieve more fluid control, and, after age six, all children move to a conventional drawing style. Most children do not advance beyond this stage. However, artistically talented children, after age six, continue to improve their drawing quality, usually achieving a unique style by early adolescence.

Interpreting Childrens Human Figure Drawings

J Elliott

A decorative red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

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