

# Distress Indicators in the Drawings of Refugee Children

Riad Hilal Mutlak<sup>a</sup>, <sup>a</sup>College of Fine Arts, University of Babylon, Babylon, Iraq, Email: [fine.riyad.hilal@uobabylon.edu.iq](mailto:fine.riyad.hilal@uobabylon.edu.iq)

The importance of this study came in the stage of childhood, which is one of the most important stages that the individual goes through, as the amount of experiences and harsh experiences experienced by the child at this stage works to establish his future personality and determines his idea of himself and the society in which he lives. The research builds on the deepening of the relationship between education and art, which facilitates further studies in a wide range of similar subjects. This study provides the field of child psychology through the use of drawing as a child-friendly experimental expression that automatically and spontaneously affects its psychological aspects without cost or hesitation and what the child cannot tell or publicly disclose about his psychological problems, and what may happen in other tests. To know the signs of anxiety in the drawings of refugee children. The problem of research was created in: Does the concern have implications that are reflected in the drawings of refugee children? Do the shapes drawn express what a child cannot say in a language? How much of this concern may affect the behaviour of refugee children? Through drawings (pencil planning) for refugee children (7-10 years) for the academic year (2018-2019) in Babylon Governorate / Directorate of Education of Mahweel / Elementary Schools that included displaced students. After analyzing the samples, a number of conclusions emerged, the most important of which are: that refugee children suffer from anxiety as a result of displacement, separation from their environments and friends and terrorist events that undermined their innocence and the purity of their beds as children.

**Key words:** *Anxiety, Indications, Refugee Children.*

## **Introduction**

Childhood is the cornerstone of building the human personality in the future, and children are the building of the future of peoples, and if a people wants to establish a bright future and keep pace with the rapid development witnessed by the contemporary world, it should pay attention and proper educational and psychological care in the preparation of the children's segment. Because of its active and influential role in the future. It is no secret to anyone what is happening from the terrorist war that is ravaging the cities of Iraq in general, as well as what happens in cities or hot provinces, which led to the forced displacement of families and the migration of their cities, and the involvement of children in a harsh and bitter experience beyond their capacity, which makes them vulnerable to diseases and psychological problems, including anxiety Which can turn into a behavioral disorder that has negative effects on the child, which is more serious if not treated.

The problem is further deepened by the fact that children suffer from mental anxiety disorders such as adults but lack the means to directly express their suffering. Psychologists and educators have realized the importance of early detection and treatment of these problems in children before they escalate and lead to behavioral deviations in adulthood, and hit their infatuations in the construction and formation of the human personality. The danger of this is the production of incompetent individuals who may pose a danger to society in the future. Experiments and research have shown that drawing is a projective expression of many psychological connotations. Hence the problem of research that can be manifested through some questions: Does the concern have implications that are reflected in the drawings of refugee children? Do the shapes drawn express what a child cannot say in a language? How much of this concern may affect the behavior of refugee children?

## **Chapter One: Anxiety within Children**

In general, anxiety is "A natural phenomenon that comes to us whenever we are insecurity, or feel the threat and dangers, or there is evil that we expect or expect." (9, p. 496). "Anxiety is an unspecified and irrational fear. It is embodied by a painful sense of helplessness towards a danger that lacks clarity and specificity... Freud identifies anxiety by distinguishing him from paranoia and fear, by saying: - Anxiety is a situation characterized by the expectation of danger or readiness. Panic is a situation generated by a current danger for which the individual was not prepared. Panic is mainly caused by the element of surprise. Fear assumes a specific subject to which the individual expresses this feeling." (12, p. 677).

As for Rajeh, anxiety is known as: - "An acquired emotion, a complex of fear, pain and the expectation of evil, but it differs from fear that fear is provoked by a direct danger situation that is actually harmful to the individual" (4, p. 159).

Concern edited procedurally in line with the theme of this research as: - A mixed feeling between awe and fear and the expectation of evil, may be felt by the displaced child from time to time towards the new ocean environment, and what is believed to involve aggressive and terrorist attitudes such as that experienced in his previous environment, which can appear in His drawings are in the form of psychological projections to indicate anxiety through the structures of painted forms that express these positions. Anxiety has been discussed at length by psychologists, as it is seen as one of the psychological problems that if the individual is beset by his mental health and this is reflected in the different patterns of behavior that are affected by any emergency occurring on the individual” and from a formative point of view, the anxiety arises for the first time as shown by Spitz: when the child reaches the eighth month, in the absence of the mother, and when any child encounters a stranger. (12, p. 677) According to the School of Psychoanalysis, she goes on to say that "the preparing to anxiety constitutes primal anxiety") i.e. when we are born we suffer the first thing we suffer separation from the uterus, by birth and with it and throwing in a world, with its presence is the onslaught of sensations and excitations, And most of us receive it like a shock. Some scientists talk about the birth trauma, and they mean this previous attack, which surprises us with birth, in which we know - for the first time and forever - the anxiety that is the basis of every subsequent anxiety, generated and built upon. (9, p. 500).

Anxiety, which was originally a reaction to a real danger situation, later became a sign that the danger would occur. The feeling of anxiety that an individual feels when the danger is expected is a repetition of the feeling of anxiety felt by the individual in the previous original danger situation. As if the sign of anxiety announces to the individual what comes: I expect a situation in which I feel helpless. Or the present situation reminds me of a previous traumatic situation. So I expect a shock, and I'm acting as if the shock actually occurred, while there's still time to avoid it. (5, p. 30).

Anxiety may interfere with fear sometimes, as Rajeh sees it, as the human being has the ability to expect various dangers, and here he gets worried. Anxiety is the fear of danger, pain or punishment that is likely to occur but is uncertain, such as the criminal's fear of being exposed and the patient's fear of death. This is because it is a fear that the individual cannot be free from by running away or disappearing, such as the fear of the student after taking the exam, because all he can do is wait and worry (4, p. 159). That a child who has experienced painful experience in a particular incident and in a specific place and time, the anxiety he experiences whenever he remembers or mentions that incident, such as terrorism, murder, displacement, loss of a family member, separation from loved ones and the place where he grew up, all of this leads the child to constant anxiety as a result To feel chronic insecurity. Anxiety tends to time, it stays and lasts more than normal fear, because fear when it starts in appropriate behavior the individual regains his balance and his fear is removed, but anxiety remains because it is a fear of a detainee who does not find a discharge (4, p. 159). A person

who is anxious loses confidence in himself and seems reluctant to decide things. It loses the ability to focus the mind, so it is sometimes difficult for him to understand what is going on around him clearly (5, p. 13).

Anxiety has a psychological function, as the owners of the school of psychoanalysis see it, anxiety occurs in the first place if the individual is actually at risk. However, if an individual feels a danger in a particular situation, he then takes the risk in the future in similar situations. If an individual anticipates the danger, he is also concerned that the danger has already occurred. Concern in this latter case is an important function as it serves as a warning sign for a future danger situation (5, p. 29-30). Some researchers point out that the use of beating a child as a result of assault on another person may lead to the opposite result, because the aggression by beating here gives the child an aggressive model that encourages the strengthening of aggression and not its cessation, and punishment leads to the generation of fear and anxiety (1, p. 83).

Freud's thesis on the subject of anxiety has opened up a wide horizon for many psychologists and researchers in this field, and the phenomenon of anxiety has been addressed by other psychological dimensions that may approach or move a little further away from Freud's thesis, as it has aroused the interest of many scientists, and laid the foundation for many other researches in Concern. We will briefly address some of these proposals and opinions on this subject. We find that (Otto Rank) is considered the first and most important experience of separation passing through the human and causes him a painful shock, and raises him serious concern. Rank called this anxiety, which is caused by the initial anxiety, the Birth Trauma. This anxiety continues with the human being later, and parts of it are taken in flow throughout life. Rank explains all the following anxieties, based on birth anxiety. Separating from the mother is the first shock of the first concern. Each separation of any kind becomes of any kind, such as separation from the family, separation from school or separation from friends etc. leads to anxiety due to the anxiety of the initial separation which is the subsequent cause of the appearance of anxiety in all different separations (5, p. 35). And may understand from the thesis (Individual Adler) about the idea of "feeling inferior" as it includes the meaning of anxiety, "Adler sees that the little child usually feels weak and helpless and deficient for his older siblings, parents and adults in general. Carl Jung has also not been subjected to an independent, structured study of the problem of anxiety, but we can deduce his opinion on this problem from his other writings. Young believes that anxiety is a reaction that an individual makes when his mind is invaded by unreasonable forces and fantasies emanating from the collective unconscious. Anxiety is a fear of the control of the contents of the unreasonable collective unconscious that still remains in it from the primitive life of man (5, p. 37).

Karen Horne's thesis is consistent with Freud's thesis in defining both anxiety and fear as an emotional reaction to danger. The difference between Freud and Horney's theory of anxiety can be summed up as Freud has been more interested in sexual motives and has seen the most important risk factors threatening the ego. Karen Horne has been more concerned with aggressive motives than sexual motives, and she saw the severity of aggressive motives as the most important source of concern in neurotic diseases, and the child usually suppresses his aggressive motives, and takes the appearance of these aggressive motives later in imaginations and dreams, The individual often drops them on other external things. (5, p. 39) Eric Fromm sees that the concern of the child as long as he spends his life dependent on his mother feels safe and belonging to the community, and once he grows little by little and frees from dependence on parents until he becomes independent, he stands alone in the face of a world full of dangers and superpowers. He then feels helpless and anxious (5, p. 42).

## **Chapter Two: Children's Drawings and Their Psychological Representations**

Children's drawings, spontaneous and spontaneous, may involve symbols bearing semantics that may be indicative of some unusual abnormalities such as neurotic disorders, such as anxiety and depression, and personality disorders that reflect a child's social incompatibility with his environment, such as shyness and introversion. And aggressiveness and success, these disorders are reflected in the drawings of the child through certain manifestations to varying degrees, and if the child tends to repeat these appearances in his drawings constantly constant, they indicate a disorder, has its roots and accumulations in the environment of the child, and within his psychological entity, and have its meanings and meanings "Symbolism" (6, p. 223). The painted shapes are visual symbols with certain psychological connotations because they have a close relationship with the unconscious and invisible aspect of the child's personality (6, p. 38).

Many researchers, such as Karen Machover, Sidney Levy and John Buck in the field of children's drawing analysis, who used painting as a projection tool for personality study, through the "Draw A Person" test, provided a range of psychological connotations and expressive meanings that lie behind the components of the drawing, and the nature of the shapes. And its distortions that the child shows in his drawings, most of these indications are based on the foundations and hypotheses derived from the school of psychoanalysis. (2, p. 104) and we will review it according to the components of the drawing, enriching this research with a focus on the signs of concern as follows:

**Calligraphy:** The line in the drawing, reveals high symbolism, because it has the flexibility and flexibility to respond to feelings and emotions and absorb many psychological connotations. When the child presses with the pen more than is required or familiar to show some lines or parts of the drawing more clearly, it suggests that there are internal pressures

and stresses that tend to present themselves in the drawing. So the amount of pressure pen pencil on the drawing paper has psychological connotations, the pressure on the pen as much as required indicates muscle tension and psychological overload, and indicates the weight of the degree of lines to the high level of energy and the level of tension in the child, and often this phenomenon seems more in the drawings of aggressive children Boys are more likely to be paid than girls. As for the pressure of the pen with the least required (light lines) it indicates a low level of physical and psychological energy, and is associated with shyness and severe constriction. (8, p. 156) It has been noted that the continued use of intermittent lines indicates at best the need for extreme accuracy and, in the worst cases, anxiety and insecurity (7, p. 118) The size of the shapes: the size of the figure painted is important in highlighting the personality of the child, by knowing the extent of his self-esteem, the large drawings that are nine pages of the whole drawing, often distinguish the children aggressive, as well as those who are overweight or excessive. The small drawings, which occupy a limited part of the drawing paper, may also indicate feelings of inferiority and incompetence, or fear and tendency to withdraw and introvert, or anxiety. (6, p. 209) the subject of the paper: "It has emerged from studies of the choice of children for the place of drawing a person in the paper, that those who draw at the top of the newspaper are usually children with high levels of achievement and those who make a continuous effort to maintain this level (2, p. 102). Those who draw their units at the bottom of the paper from individuals reveal a sense of insecurity, anxiety and a low level of self-esteem (7, p. 97).

Erasing: young children rarely resort in their fees to the eraser, which is normal because they are spontaneous, and the use of excessive or frequent eraser is a sign of anxiety (6, p. 214). Shading: appears when the child sometimes paves the lines of the pencil using different patterns of lines to fill or obscure a certain area of painting, the shading is, in general, a sign of anxiety and psychological tension (2, p. 104). If the whole body is shaded, the anxiety is general (8, p. 155). Deletion and Distortion: deleting or distorting any part of a person's drawing may often symbolize a conflict, repressed, emotional or unconscious, revolving around that deleted or distorted part (2, p. 104). Affirmation and exaggeration and takes the excessive or positive emphasis of a member or part many images, such as exaggerating its size and enlarging it at the expense of other parts, or drawing it in heavy or broad lines, or taking care to show its details and persevere to draw it, but excessive negligence or negative emphasis may seem from During the drawing of this part in faded lines that are not visible, without details or deleted completely or erased after drawing, and to emphasize many indications of concern (6, p. 215). Details: the separation indicates the extent to which the child is aware of the relationships between the parts, as each part has a certain significance. The head and facial features generally reflect social needs and the face is a sign of social harmony and therefore its confirmation includes a sentimental attempt to maintain acceptable social connections (2, p. 105).

The head is painted small, perhaps to express feelings of shame, or to deny the source of the emission of disturbing and painful thoughts, which may possess the individual and lead him to anxiety (6, p. 211). The psychological indication comes through the position of the organs and their size, such as hands and legs, when the emphasis on them is exaggerated, reduced or deleted (2, p. 111). Arms and hands are loaded with psychological meanings such as ambition, confidence, efficiency, aggression and possibly guilt. The expression of anxiety is inferred through the raised arms, the inverted mouth and the arms heading inward (8, p. 155). Furthermore, we can summarize the manifestations of anxiety: distortion and distortion of the painted units, the use of excessive shading and erasing. The rigidity of the drawn units (6, p. 226).

### **Theoretical Indicators**

1. A child who has experienced a dramatic experience in a particular incident and in a specific place and time, is concerned whenever he mentions that incident, such as terrorism, murder and displacement, as it leads the child to chronic anxiety.
2. Anxiety in children is a problem that negatively affects mental health, which necessarily affects school performance.
3. The use of painting as a means of revealing psychological dimensions has been widely used in the field of psychology. Which enabled the use of children's fees as a psychological diagnostic tool.
4. Art, as Freud sees it, is like dreams, a method that can be used to probe the depths of the human psyche, and that the artwork falls under the influence of the reflections of the psychological contract, and may subconsciously form in the form of symbols bearing the connotations of those complexities.
5. The shapes in the children's drawings do not address reality and do not reflect the visual reality, as much as it is a reflection of his internal situation, because the child does not draw what he sees, but paints what he feels and this is a general phenomenon in all children.
6. From an analytical point of view, children's drawings are visual symbols with psychological connotations. It may be an indication of certain mental disorders, such as anxiety, depression, and aggressiveness.
7. The drawings produced by the child are spontaneous and spontaneous in response to an internal desire, away from any external pressures, so psychological processes contribute effectively and actively during these drawings.
8. Anxiety can be manifested in children's drawings in several parts of the drawing, including distortion and distortion of the painted units. Draw shapes with thick or heavy cut lines. Draw arms up or curved and inward for human forms. Neglect and deletion of some parts. Excessive use shading and erasing.

## **Methodology**

### ***Research Community***

The current research community consists of children displaced from hot provinces, and those coming to The Province of Babylon / District of Mahweel, who attended the official working hours in primary schools, and of both sexes (male and female) and numbered (565) according to the statistics of the Directorate of Education of Al-Mahaweel for the year (2018-2019).

### ***Research Sample***

The researcher relied on the number of displaced children for three primary schools in the city of Mahweel, is the closest to the center of the city, and the most dense in the number of children displaced, where the number of children displaced in it (148) children and girls, these schools are: (Ambassadors Primary School for Boys, School of The Ambassadors Primary School for Boys, School of The Ambassadors Al-Sadir Elementary School for Girls, Rabaa Al-Adawiya Primary School for Girls, and (60) children were withdrawn to represent the research sample, which is a deliberate sample withdrawn from the grades (first, second, third, fourth) because they are within one stage of artistic expression and the age of (7-10) years, the sample was distributed for the schools.

### ***Research Tools***

The researcher prepared a legal test for drawing consisting of two steps, by benefiting from the procedures of the test (Karen Machover) drawing a person or (Draw Person A Person Technique), the first step was prepared, which also included adjusting variables and identifying the subject and drawing tools: paper type, paper dimensions Intended for drawing, type and grade of pencil, determining space and time. As for the second step of the test, after the implementation of the first step which is (draw a person) each child of the sample is asked to redraw this person with the drawing of his family members with him, in order to know the aspects that the child emphasizes through drawing and may appear repeatedly in his drawings.

The researcher prepared a form to analyze the content of the drawings of displaced children supplement (1). This form included (tool) (20 paragraphs) of the components of children's drawings, which cover the areas of expression of concern through drawing, as this tool was built according to the literature and what indicated research and benefit from it, as well as the researcher's knowledge of previous messages in this regard. The tool was then presented as preliminary to a number of experts in the field of painting and technical education and in the light of their opinions were amended a number of paragraphs, and using the equation (Cooper) was the ratio of agreement between experts (81%) which is the ratio of agreement can be relied upon in calculating the sincerity of the tool that became as it is Final



Supplement (1). For the purpose of extracting the stability of the instrument using the Scott Scoot equation, the researcher used two methods:

1. Over time (between the researcher and himself): The researcher applied them in the analysis of the drawings of a number of children (outside the sample of research) where the researcher withdrew random samples of children's drawings prepared for the test amounted to (6) models and installed estimates based on the criteria installed in the tool in giving grades and then re-processed once Second after the passage of (21) days and then the coefficient of correlation between the grades of the first test and the second test was extracted the coefficient of correlation (88%).
2. Among the researcher and external analysts: in which other random samples of children's drawings were withdrawn (outside the research sample) reached (8) models and corrected them based on the criteria installed in the tool to give grades, was handed over to a first external corrector and asked to correct them according to the controls and then handed over to a second external corrector and asked him to correct them Then extracted the correlation coefficient between the correction of the researcher and the first external analyst and the researcher with the second external analyst and the first analyst with the second analyst reached (84,,83, 82, respectively, and these are good correlation coefficients indicating the validity of the tool for use during the difference of time first and during the difference of time Analysts second. In this way, he assured the researcher of the use of the tool in the analysis.

### ***Testing***

The drawing test was conducted on the research sample and the researcher used the technical educational supervisor in the Directorate of Education of Al-Mahaweel teachers of technical education in the three schools where the drawing tools were distributed to each child during the technical education lesson and asked him to draw a sketch picture with a pencil for someone and he has freedom the choice then repeated the test by drawing the person with his family so as to know the aspects that the child emphasizes through drawing and that appear frequently in his drawings.

### ***Statistical Tools***

1. Cooper equation to calculate the sincerity of the tool
2. Scoot Equation (Scoot) to calculate the stability of the tool (Holsti, 1967, P. 132)
3. Percentage: A statistical method has been used to show the results of the search.

### *Analysis of the Sample of Research*

The researcher organized and arranged the drawings of displaced children in order to analyze the content of these drawings, as the analysis took into account the structural components of the drawing and the psychological indications that may reveal the psychological indications to reveal the anxiety in the children displaced and according to the paragraphs of the analysis tool, as the analysis was carried through The sequence in the components of the drawing and the procedures followed in this, namely: font, shape, shape details, eraser, shading.

### **Results**

The drawings of displaced children (research sample) have been analyzed and the anxiety in the structural components of the shape drawn through the following:

1. The concern was reflected in the drawings of displaced children (research sample) through the line, as the results of the analysis revealed that the percentage of (63%) From these drawings, their heavy and heavily compressed lines appear on the paper and this procedure shows the line with broken steel line and sharp angles. The psychological significance of these lines reveals the internal rigidity and aggressiveness and hardening of internal feelings and these reactions towards the child's fear and anxiety.
2. The signs of concern were the drawings of displaced children (research sample) as 79 percent of the population was displaced. They tend to minimize the shape to take up a small part of the drawing paper, and the location of the shape appears in (66%) From these drawings he took a position at the bottom of the drawing paper, as this indicates fear and a sense of insecurity and a low level of self-esteem and loss and defeat and tendency to withdraw and introvert, and these are signs of anxiety. It also shows that a sense of inferiority has been controlled by the displaced child as a result of frustrations through frightening and disturbing external factors such as terrorism, displacement and separation from the environment.
3. The signs of concern were evident in the drawings of displaced children (research sample) as 87 percent of the population was displaced. From the members of the (research sample) showed a clear tendency towards distortion and distortion in the form painted, and although the distortion is a common trend in this age group of children, the exaggeration of distortion to the extent of the distortion intended in the form of the decree, which is a reflection of the internal state of the child's feeling And his concept about himself and his family that he painted, here becomes the distortion of psychological significance that the existence of psychological conflicts and social incompatibility, and escape from the reality of pressure on the child, as it reveals this trend of behavior to lack of self-confidence and escape to a fantasy world away from reality.
4. The results of the analysis revealed that (64%) From the drawings of displaced children tend to reduce the size of the head with a lack of attention to the details of the face, and

- since the head and face is the center of the self, this has a psychological indication that the lack of social compatibility and to express feelings of shame, or denial of the source of the emission of disturbing and painful ideas, may possess the individual and lead him to Anxiety, as in some occult patients.
5. It turns out that (35%) From the drawings of displaced children that showed interest in facial details, the focus was on showing the mouth and highlighting the teeth, and therefore a psychological indication to express the aggression and may come such an indication as a reaction to the feeling of the displaced child of fear and anxiety.
  6. (63%) of children have avoided drawing eyes clearly, they are either small as they put them in the form of points, or closed or behind lines of shading, without showing features of the eyes, this indicates that the child is trying to hide some scenes that cause him anxiety.
  7. (70%) From the drawings of displaced children (research sample) showed the lack of interest of displaced children drawing the lower limbs with drawing the upper limbs curved inside, and this reveals the existence of psychological conflicts and social incompatibility and psychological tendency towards stillness and anticipation and fear of the unknown are signs of anxiety in the child The displaced.
  8. The drawings of displaced children (research sample) showed that 73% of them used the eraser frequently and in frequent places of painting, which showed the child that he falls under the influence of a psychological condition that makes him hesitant or afraid to make the right and correct decision during the drawing process, which indicates the presence of a state of anxiety passing through It's got the baby.
  9. The results of the analysis of the drawings of displaced children revealed that (60%) Of the children used shading not for the purpose of embodiment but for the purpose of obfuscation and concealment and distortion, and the indication of this reveals the existence of a psychological need in the child to hide and hide fear and anxiety behind the shading

## Conclusions

1. The displaced children are suffering from anxiety as a result of the displacement, separation from their environments and friends and terrorist events that have undermined their innocence and the purity of their beds as children.
2. Children's drawings are a means of projecting children's feelings and fears regarding events, environmental conditions, family and school attitudes, fear, anxiety and insecurity.
3. Displaced children and as a result of anxiety suffer from hardened internal feelings that lead in the future to violence and aggression and these reactions towards the fear and anxiety suffered by the child.
4. Anxiety is reflected in the child's behavior through psychological conflicts such as social incompatibility, escape from reality, defeat, tendency to withdraw, self-introversion and lack of integration with friends.

5. Displaced children and as a result of anxiety suffer from hardened internal feelings that lead in the future to violence and aggression and these reactions towards the fear and anxiety suffered by the child.
6. Anxiety is reflected in the child's behavior through psychological conflicts such as social incompatibility, escape from reality, defeat, tendency to withdraw, self-introversion and lack of integration with friends.

### **Recommendations**

1. Integration of displaced children with their peers through collective projects such as sports, group art and school travel.
2. The need to activate the role of educational counselor in educational institutions, especially in the early stages of the learner's life, this procedure will allow to identify many of the problems of the child and address them by creating stability and psychological balance.
3. Alerting teachers to the negatives of the phenomenon of anxiety in children and its direct impact on the learning process, as well as its future impact on the individual.
4. The need to spread the love of citizenship in the minds of children displaced by teachers during seminars, parents' councils and speeches raising the flag, and that any Iraqi individual has the right to move and live anywhere inside Iraq as long as he has the qualities of good citizenship.



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## Appendices

### 1. Appendix (1) Analysis Tool

Drawing Components				Evaluation Degree		
N.	Main Category	N.	Anxiety Indicating Drawings	Quite Obvious	Medium	Weak
1.	Calligraphy	a.	Heavy lines heavily pressed on the paper			
	2.	b.	Confirming the line more than once			
	3.	c.	Interrupted lines			
	4.	d.	Varied lines between heavy and light			
5.	Shape	a.	Miniaturization of the shape drawn to occupy a limited area of the drawing paper			
	6.	b.	Position of the shape drawn at the bottom of the drawing sheet			
	7.	c.	Distortion and distortion in the figure painted			
	8.	d.	The rigidity and stillness of the painted forms			
9.	Shape Details	a.	Over-miniaturization of the head and try to hide facial details			
	10.	b.	Hair is heavily shaded			
	11.	c.	Draw a small or closed eye or behind black glasses			

	12.	d.	Excess emphasis on the mouth with dental appearances			
	13.	e.	Drawing the mouth upside down			
	14.	f.	Neglecting the drawing of the mouth			
	15.	g.	Drawing arms raised			
	16.	h.	The arms are bent and heading in.			
17.	Deletion	a.	Use of over-the-clock or frequent erasings in multiple locations			
	18.	b.	Use of eraser in specific locations			
19.	Shading	a.	Shading covers most of the drawing space			

## 2. Appendix (2): Samples of the Study



