

Case study 13

Attention deficit hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterised by excessive amounts of inattention, hyperactivity, and impulsivity that are pervasive, impairing in multiple contexts, and otherwise age-inappropriate. ADHD symptoms arise from executive dysfunction, and emotional dysregulation is often considered a core symptom. In children, problems paying attention may result in poor school performance.

Description: An active 8-year-old boy loves to run around in the corridors with his friends and on his own, and is reluctant to engage in quieter activities because he is very distracted and reacts to extraneous noises. In lessons, he usually wants to talk about topics outside the lesson material and has difficulty focusing his attention on a purposeful activity. He brings toys to class to play with and to draw attention to himself. When faced with difficulties, he likes to show a feeling of helplessness, that he is too difficult, that he has to write too much or read too long texts, etc. In this case, it is helpful to have aids such as a dice, which he throws to decide how many sentences he has to read or write with his own hand.

Key words: hyperactivity, attention difficulties

Tool 1

1. Recognising pupils with AAD

2. Description of the tool: using this tool, you can gather information about a student's behaviour and identify problems that cause learning difficulties.

3. Instructions: tick the features (Yes / No) you indicate in the behaviour of the student you are observing.

Features	Yes	No
Difficulty to sit in one place, student fidgets in chair		
Student gets bored of activities quickly		
Distracted attention		
General restlessness		
Anxiety		
Possible memory impairment		
Frequent and intense emotional swings		
Difficulty following instructions		
Low tolerance to people, situations		
Student does not hear or does not seem to engage in listening		
There is often a rush to answer questions, even though the question has not yet been asked		
Weak action planning skills		
Impatience		
Quick to anger, loses composure		
Difficulty completing tasks		

Student speaks quickly, without stopping, difficult to interrupt		
Emotional outbursts		
Unstable emotional relationships		
Often engages in physically dangerous activities without considering the consequences.		
Tends to lose / put away personal belongings / learning tools		
It is difficult to get a turn for games, etc.		
Difficulty concentrating on certain tasks or playing games		

4. Interpretation of the results: if only a few statements (from 1 to 7) you have marked „Yes“, it's worth talking to the pupil's parents and monitoring the pupil further.

If you have marked more than 7 of the statements in „Yes“ column, seek professional advice, involve the pupil's parents and discuss the pupil's behaviour and difficulties. Teamwork is very important here.

5. Key words: hyperactivity, emotions, planning skills, distractibility, concentration.

6. Links for more information

<http://www.bendraamziai.lt/?Page=109&Vp=315&lang=>
<https://www.bernardinai.lt/2014-10-23-hiperaktyvus-vaikas-mokykloje-kaip-elgtis-tevams-ir-mokytojams/>

Tool 2

1. House-Tree-Person Test

2. Description of the tool: the house-tree-person test (HTP) is a projective test intended to measure different aspects of personality. Test takers are asked to draw a house, a tree, and a person. The interpretation of these drawings is used to create a picture of the person's cognitive, emotional and social functioning.

The test is used by clinical psychologists, occupational therapists, and educators. It is also employed as part of a series of personality and intelligence tests, including the Rorschach, TAT, and WAIS, as a means of personality assessment. What's more, the HTP test is an effective tool in evaluating brain damage in patients with schizophrenia.

3. Methodology: the house-tree-person test takes on average 150 minutes to complete.

Therapists (teacher) can choose between a one-phase test where a pencil or crayon is used for drawing and a two-phase test that uses a crayon in the first phase and a pencil in the second. Each phase has two parts where the first nonverbal and creative step is followed by the structured, verbal one.

Test takers are instructed to draw a house, a tree, and a person as accurately as possible on separate sheets of paper. They are then asked a number of questions

about their drawings. Buck proposed a list of 60 questions; however, trained test givers are free to create their own variations and ask follow-up questions.

Here are some examples of the questions that might be asked:

The house:

- Who lives in the house?
- Do people visit the house?
- Is it a happy house?
- What is the house made of?
- What goes on inside the house?

The tree:

- What kind of tree is it?
- How old is the tree?
- What season is it?
- Is the tree alive?
- Who waters the tree?

The person:

- Who is the person?
- How old is the person?
- How does that person feel?
- Is the person happy?
- What does the person like doing?

After the respondents have answered the questions, their drawings are analysed and interpreted.

4. Interpretation of the results: the house-tree-person test is based on the idea that drawings reflect feelings. The details of a drawing are seen as representations of various personality traits.

Drawing a house

The house is considered being the expression of the respondent's family relations and family values.

- The roof stands for the intellectual side and spiritual life of the individual.
- The walls might be related to the test taker's character strength.
- The doors and windows represent the individual's relationship to the outside world and the level of social integration.

Drawing a tree

The tree is thought to suggest the deepest, unconscious aspects of the personality.

- The branches may show the degree of social connectedness. A tree with no branches indicates, for instance, that the person has little contact with others.
- The trunk is often seen as a representation of inner strength.
- The tree crown stands for ideas, thoughts, and self-concept.

Drawing a person

The person is a symbolic representation of the ideal self and one's social interactions.

- The head symbolizes intelligence, communication, and imagination.
- The eyes indicate the perception of the world.
- The hands give information about affectivity and aggressiveness.

There are several other aspects of drawings that therapists take into account when analysing HTP tests:

Dimensions of objects

The dimensions of objects in a drawing are thought to indicate the level of self-esteem and confidence. A very small house, for example, might show the individual's dissatisfaction with life at home.

Level of detail

The level of detail is another revealing factor in outlining the respondent's personality through drawing. A very detailed face might indicate a need to present oneself in a favourable social light. On the contrary, pictures lacking details often indicate depression.

Location of objects

The location of objects on the page is also charged with significance. Drawings close to the top of the page are considered being related to dreams and imagination, while the ones at the bottom are connected to the physical world. Drawing on the right side of the page is linked to the future, in the centre are related to the present, and left to the past.

Strokes and lines

The pressure, firmness, and solidity of strokes and lines indicate determination and decision-making facilities. The same line drawn twice shows insecurity, dissatisfaction, or perfectionism. Emotional strength, high self-esteem and confidence, on the contrary, are reflected in the firmness of the lines.

Test taker's attitude

In addition to all of the above elements, therapists also consider the test taker's attitude, words, and gestures while drawing. Any display of frustration, anger, or satisfaction is taken into account in test analysis.

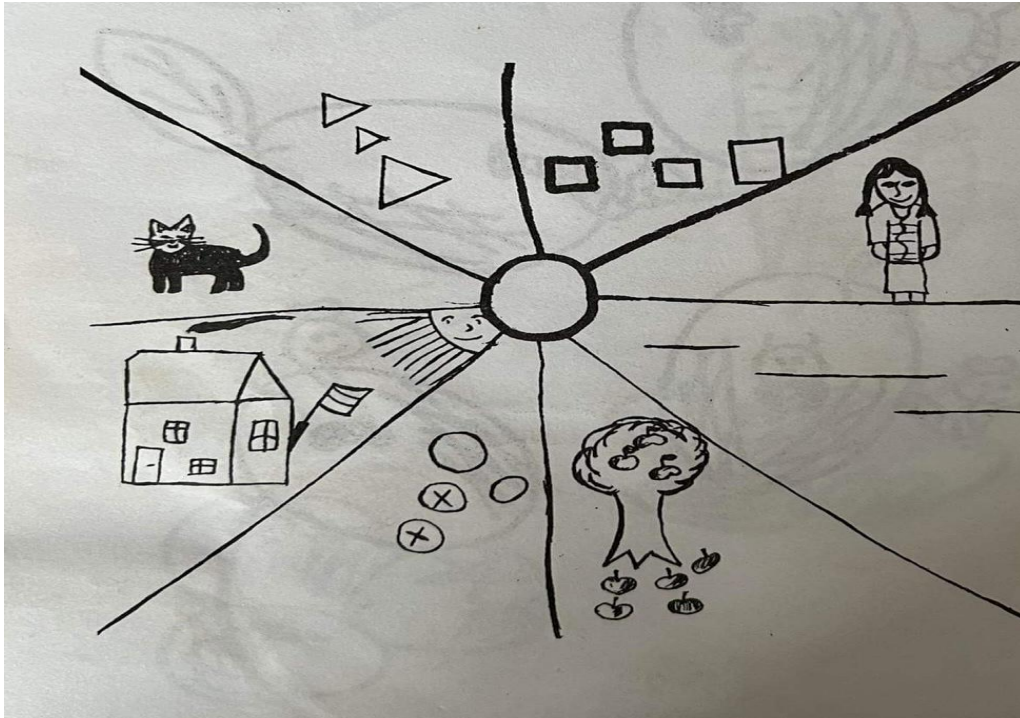
5. Key words: cognitive, emotional, social

6. Links for more information

Video on YouTube: <https://practicalpie.com/house-person-tree-test/>

Tool 3

1. Controlled Drawing Observation for predicting academic achievement by Tove Krogh



Pavyzdys. Vaiko neturinčio psichologinių, emocinių pakitimų ir mokymosi sunkumų piešinys

2. Description of the tool: as a teacher, it's important to be well prepared to observe a child's behaviour during the drawing process and document the child's interpretation of the drawing. This can provide valuable insights into a child's thought processes and imagination, and can also help identify areas for growth and improvement.

3. Instructions: when given a piece of paper and a pencil and told to "draw what will be said to you, but only once," this task requires the person to quickly understand and interpret verbal information and translate it into a visual representation.

- Draw a ball in the centre of the leaf,
- Draw a line from the ball to one corner of the leaf,
- Draw lines from the ball to the other corners of the leaf,
- Draw lines to the other edges of the leaf.

We have received rooms:

- Choose one of the rooms. Draw three lines, they should be of different lengths.
- Choose another room. Draw three triangles inside it. The middle one should be the smallest.
- Draw four squares. The last one should be the largest.

- Draw four circles. Two of them should be the same size. Mark the same ones with a cross.
- Draw an apple tree. There are three apples on the tree and five on the ground.
- Draw a house. The house has doors, three windows, a chimney on the roof with smoke coming out, a flag near the house, and the sun shining.
- Choose another room. Draw a person inside it.
- In the last room, draw a cat.

4. Interpretation of the results:

This drawing can help to determine:

- Orientation of the leaf in space
- Awareness of the centre, corners, and edges
- Ability to distinguish and identify geometric shapes and understand their relationship
- Mathematical skills
- Fine motor skills and ability to hold a pencil
- The person drawn in the picture represents the child's intelligence and creativity
- The cat drawn in the picture represents the child's observance, attention to detail, and memory.

5. Key words: Awareness, skills, intelligence, creativity, attention, memory.

6. Links for more information