

Case study 15

The behaviours of easily distracted child, chaotic, anxious, and demotivated could be due to various factors. It is essential to remember that no two children are the same, and their behaviours could be influenced by a combination of biological, psychological, and environmental factors. Here are some possible explanations for these behaviours:

Attention Deficit Hyperactivity Disorder (ADHD): ADHD is a neurodevelopmental disorder that affects children and can continue into adulthood. The primary symptoms of ADHD are inattention, hyperactivity, and impulsivity. Children with ADHD may have trouble focusing, organizing tasks, and controlling their impulses. These symptoms can make them easily distracted, chaotic, and anxious.

Anxiety disorders: children can experience anxiety disorders just like adults. Generalized anxiety disorder, social anxiety disorder, or separation anxiety disorder can cause children to be anxious, worried, or nervous. This anxiety may manifest as restlessness, difficulty concentrating, or being easily distracted.

Environmental factors: a child's environment, including home and school, can significantly impact their behaviour. High-stress environments, family conflicts, or bullying can contribute to a child's anxiety and demotivation. A lack of structure or inconsistent routines can also lead to chaotic and easily distracted behaviour.

Learning disabilities: children with learning disabilities may struggle with specific academic skills, such as reading, writing, or math. They may become easily distracted or demotivated due to their difficulties in these areas. This can lead to frustration, anxiety, and low self-esteem.

Sleep problems: insufficient or poor-quality sleep can affect a child's ability to concentrate, regulate emotions, and maintain motivation. Sleep issues can stem from various causes, including sleep apnea, insomnia, or an irregular sleep schedule.

10-year-old girl is communicative, speaks fluently, clearly expresses thoughts, answers questions, listens, clarifies, has good spatial awareness, can perform even complex tasks when focused and not anxious. She is popular with friends, active. Her attention is short-lived, she is prone to getting absorbed, easily distracted. At first the girl performs tasks relatively and quickly, but when she gets tired she becomes chaotic, anxious, rub a lot, but does not give up and try. Student struggles with tasks requiring multiple actions, reads with difficulty, but comprehends text well when read by others. She is prone to manipulation, has many learning gaps due to emotional problems, lacks motivation for learning. It seems that problems are more emotional than intellectual. The girl lacks boundaries, commitments, and responsibilities, leading to apathy and complete demotivation.

Key words: easily distracted, chaotic, anxious, manipulation, demotivation.

Tool 1

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/>

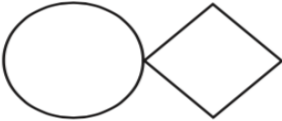



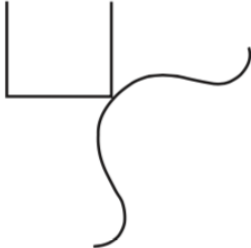
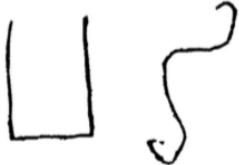
Tool 2





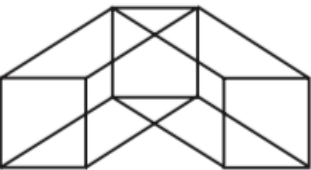

1. Fragments of Bender-Gestalt

2. Description of the tool: the Bender-Gestalt Test is often used in conjunction with other psychological tests and assessments, and it can be helpful in diagnosing various conditions, such as learning disabilities, neurological disorders, and mental health issues. However, it should be noted that the Bender-Gestalt Test is not considered to be a diagnostic tool in and of itself, and results should be interpreted in the context of a comprehensive evaluation that includes other information and assessments.

3. Methodology:

The child is presented with a card on which the shapes are drawn. The child must draw the given figure as accurately as possible on a piece of white paper using a simple pencil (the child is not rushed) (he/she can use an eraser). While the child is drawing the shapes, the teacher carefully observes the child, e.g. how he/she holds the pencil, how quickly he/she redraws, whether he/she asks questions, whether he/she rubs or twists the paper a lot, whether he/she draws in a calm or emotional way etc. Everything that happens during the drawing process is very important information about the child's state of mind.

Gestalt figures (which are presented to the child)	Example drawn by a child with disorders
<p>Item 5 Bender-Gestalt II Design</p> 	<p>Subject's Drawing</p> 
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4. Interpretation of the results:

The less the drawing resembles the original, the teacher, integrating with other information, can detect the child's:

- visual problems,
- physiological limitations associated with illness,
- brain damage,
- fatigue, stress caused by the environment, impulsiveness
- inappropriate motivation,
- emotional difficulties,
- intellectual disorders.

If significant discrepancies in the pictures are observed, the teacher should consult a psychologist.

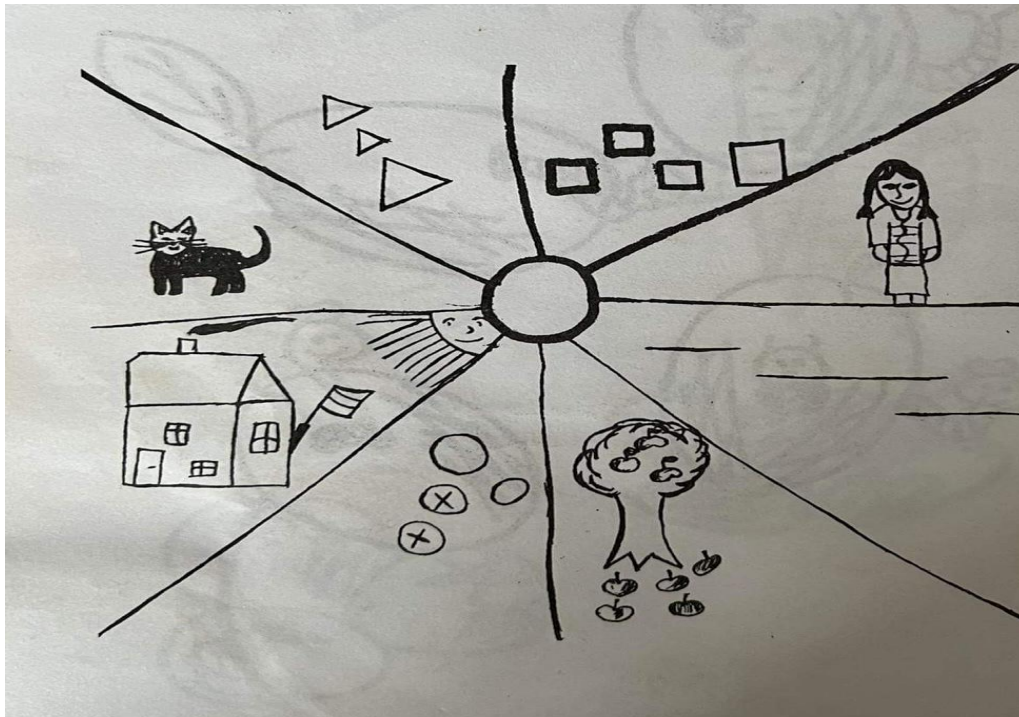
5. Key words: visual, motoric, emotional and intellectual.

6. Links for more information

https://www.hmhco.com/~media/sites/home/hmhassessments/clinical/bender/pdf/benderii_asb1.pdf

Tool 3

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



Example. Drawing of a child with no psychological, emotional or learning difficulties

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