

Using a Koppitz Human Draw Test for Guidance in Preschool Period

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Abstract

This study is based on the limited number of studies on recognizing and evaluating preschool children; It aims to be a guide for families and teachers regarding the developmental problems and social and emotional maturity levels of children who continue their preschool education online during the pandemic process and to evaluate the results in terms of children and turn them into opportunities. This qualitative study is carried out in a case study pattern using the “Koppitz Draw a Person Test” for 5-year-old preschool children. The Working group consists of children a total of 100 students, 50 girls and 50 boys, attend official and independent kindergartens through distance education in Akdeniz, Mezitli, Toroslar and Yenişehir districts in the center of Mersin, affiliated to the Ministry of National Education (MEB) in the 2020-2021 academic year. Pictures obtained by the “Koppitz Draw a Human Test” were used as data tools. The data were coded and analyzed by the “Koppitz Draw a Human Test.” The data obtained in the study were interpreted in tables according to Koppitz (1968). In the study, the participant children drew the indicators for academic failures as 8%, and 98% of the indicators expressing social and emotional inadequacy and representing at least one or more anxiety states in the child were drawn. In addition, this study determined that children with self-confidence problems, showing emotional weakness, recessive, and lack of motivation develop negative attitudes when faced with obstacles and rules in response to their expectations during the pandemic process.

Keywords: Preschool Education, Coppitz Draw A Human Test, Guidance, Pandemic, Evaluation

Introduction

The preschool period has been the subject of many studies as an interdisciplinary subject because it is critical for the child’s development, and learning is swift. The common point of the definitions related to the preschool period, together with all the developmental areas of the children; It is an educational process that is suitable for their differences, provides rich, stimulating environment opportunities to children, guides them in line with their cultural values, and forms the basis for the next steps (Seven, 2014). The preschool period is also defined as a systematic educational process in which parents and educators are active, from birth to the compulsory education age (Ministry of National Education-MEB, 2016). In this sense, to support the development of children in the preschool period, it is necessary to know them very well, which makes counseling services essential in the preschool period.

With the pandemic that entered our lives as of December 2019, the lack of counseling services has been felt in the preschool period, as has in other levels. The European Commission (2017) provides educational guidance in the preschool period by determining the interests and needs of children, identifying their talents, and sharing them with families; It expresses the child’s self-acceptance, developing self-confidence, creating the concept of self, satisfying his curiosity, and performing activities for the needs of revealing his dreams

and wishes. Because the continuity of development also supports the continuity of guidance services (MEB, 2012). Regardless of whether the child is at school or home, receiving guidance services is a fundamental part of the child's development and needs. The pandemic has transformed the school's relocation to the house and the duty of guidance into a common denominator between school and home. Studies conducted in this sense emphasize that the adverse effects of the distance education process are more in early childhood (Aral, Fındık, Öz, Kurtoğlu Karataş, Güneş and Kadan, 2021). The fact that all the child's responsibility is on the parents in the same environment has negatively affected both the family and the child. Considering that in such a process, the parents had problems in family relations, housekeeping, behavior management, and communication in children, parents should be supported on these issues (Basaran and Aksoy, 2020). The guidance service for the child and the family during the Covid 19 process is essential in terms of evaluating the needs of the children in the focus of their developmental periods and that the interventions based on these needs are aimed at the welfare of the children (Abukan, Yıldırım and Öztürk, 2020). At this stage, individuals need to be supported to help them to face the fears and obsessions that disturb them in their subconscious. It is emphasized that metaphors and pictures can effectively reveal the conflicts in the inner world of individuals (Mukba, Kaya and Özkan, 2018).

It is accepted that the Koppitz Draw a Human Test (Öner, 2016), which is the most applied in the world and our country, and whose evaluation is based on interpretation, will reflect the unconscious wishes and feelings of children and the way they perceive the outside world (Akkoyun, 2019). When the studies on the subject are examined, it is seen that the Koppitz Draw a Human Test is used not only to understand the emotions of the child but also to follow and interpret the mental development; The fact that human drawings are universal seems to increase the interest in this drawing. That Koppitz Draw a Human Test does not require verbal expression by the child leads to the assumption that these tests can be used with the same interpretations in different cultures and diversify its usage (Özer, 2009). Therefore, it

is accepted that drawing is affected by age, gender, socio-economic status, and environmental conditions and means giving more information about the child's situation (Kağıtçıbaşı and Biricik, 2013). Drawing a picture gives clues about the personality of the child (Yıldırım, 2018); It is emphasized that they can reflect their feelings and express their feelings and thoughts about events (Boran, 2013).

While drawing pictures to understand and help children in the Covid-19 process allows us to have information about the psychology of children; It will also support us to establish better communication with them. Drawing a picture is a way to communicate with children more pleasantly (Nas, 2017). For this purpose, picture tests are used in psychological counseling (Mukba, Kaya and Özkan, 2018). The experts who make image analysis have to know the features of each line and edge in the images very well (Halmatov, 2015). Because children express themselves through the pictures they draw (Dağlıoğlu and Deniz, 2011); It is evaluated that the colors, situations, or people that children use in their drawings are seen as an indicator of the emotions felt (Afşaroğlu-Eren, 2017). Children tell what they cannot say with the pictures they draw, reflect themselves and their inner worlds, and convey their feelings. While the pictures reflect children's inner worlds, they reveal their interpersonal relationships, resentments, fears, worries, and emotional problems and enable us to understand the children (Çelik, 2018).

Although the reliability of human drawing tests and projective tests have been questioned in the historical process, they are used today with the thought that they are effective (Mpangane, 2015). In this sense, it is seen that draw a human tests are used because they can reflect the inner world of people (Borsa, 2019), define different types of diseases (Crusco, 2013) and can be seen as developmentally beneficial (Burger, 2011). When the studies carried out in the country are examined, it is seen that children's drawings are used for multiple purposes (Güven, 2015); It is thought that this situation is related to the fact that human drawings require the least verbal instruction (Çakmak and Darıca, 2012). Evaluation of these studies on the development of children (Güven 2015) and family perception

(Akgün and Ergül, 2015; Tezelli, S., Zafer, Tezelli, Kalafat and Dilmaç, 2020); arts education (Yağcı and Daşdağ, 2021); It is seen that there are studies on the emotional relations between family members and the interaction between individuals (Aslan and Üstün, 2013). When the studies conducted abroad were examined, the human drawing tests were used to determine the psychosocial problems of prenatal women (Swan-Foster, Foster and Dorsey, 2003), to monitor the psychological development of children with typical development (Arteche, Bandeira, and Hutz, 2010; Bekhit, Thomas and Jolley, 2005; Thomas and Jolley, 1998), and the self-esteem and anxiety of children with Attention-Deficit/Hyperactivity Disorder (Saneei, Bahrami and Haghegh, 2011). In addition, different studies in which these tests were used for children's cognitive development (Laak, De Goede, Aleva and Rijswijk, 2005), art education (Cronin, Gross and Hayne, 2017) as well as for their intellectual development (Imuta, Scarf, Pharo and Hayne, 2013) and the child's self-expression technique (Gigi, 2016) have been reached.

The Koppitz Draw a Human Test is an easy and practical test (Catte, 1999) and was used in this research to provide convenience in the application without worrying the children in the home environment during the pandemic process. This test was considered essential for the study to reflect the child's personality and emotional state, education, and socio-cultural structure (Özer, 2009). In addition, this study shows that the studies on recognizing and evaluating preschool children are limited; It aims to be a guide for families and teachers regarding the developmental problems and social and emotional maturity levels of children who continue their preschool education online during the pandemic process and to evaluate the results in terms of children and turn them into opportunities. From this point of view, the primary purpose of this research is to use the Koppitz Draw a Person Test for guidance in the preschool period.

Method

Research Design

This study is a qualitative study conducted in the case study design using the "Koppitz Draw a Person

Test" for the emotional maturity level and emotional development of 5-year-old preschool children. Qualitative research aims to limit the research results instead of universal generalizations and reach generalizations that can be repeated and adapted to different situations. Qualitative research is the subject of investigating events and phenomena that occur in the social field. Due to its dynamic structure, social events can vary according to the situation, time, and place (Baltacı, 2019). Likewise, case studies are researches that can change depending on time and place (Büyüköztürk, Çakmak-Kılıç, Akgün, Karadeniz and Demirel, 2020). This study was carried out with the approval of the "Ethics Commission" dated 25/03/2021 and numbered 23073189 obtained from Mersin Provincial Directorate of National Education. This research is limited to children aged 5 years and attending pre-school education.

Working Group

The study group of the research was randomly selected four official and independent kindergartens in the central districts of Mersin, Mezitli, Toroslar and Yenişehir, affiliated to the Ministry of National Education (MEB) in the 2020-2021 academic year; It consists of a total of 100 children aged five years, 50 boys and 50 girls, who volunteered and showed normal development. All children participating in the study participated in the drawing activity online with their mothers.

Data Collection Tools

The "General Information Form" was used to obtain demographic data in the research. In the General Information Form, there is information about the parents' age, the education level of the parents, the profession of the parents, the number of children in the family, and the family's income level. In addition, the "Koppitz Draw a Person Test" developed by Koppitz (1968) applied to children aged 5-9 was used to obtain information about the development of 5-year-old preschool children. Training is needed to administer this test. Researchers received a 2-day training from Samsun University, Continuing Education Center. It is easier to administer the test in young children as there are no time and place restrictions in the application.

Sapsağlam (2017) defined drawing as the child's way of expressing himself in the preschool period. Yağcı (2018), on the other hand, stated that drawing a picture embodies abstract emotions.

The researchers evaluated the drawings according to whether 30 items in the "Koppitz Draw a Human Test" were seen as "Yes" or "No" and were coded one by one together with the emotional indicators determined by Koppitz (1968). Validity in qualitative research is the conclusion of the researcher's problem in an impartial manner (Baltacı). In this sense, the drawings are kept to allow others to examine them, which is seen as the external reliability of the study. For the internal reliability, the data obtained in the research were reflected in the report descriptively, in tables, and all 30 items in figures. More than one investigator was included in the process to increase internal reliability. More than one researcher was included in the same research to strengthen the perspective and critical interpretation of the research and increase its internal reliability (Baltacı, 2019).

Process

Before obtaining the data, permission was obtained from the Mersin Provincial Directorate of National Education Ethics Committee and Mersin University Ethics Committee. After choosing one official and independent kindergarten from Akdeniz, Mezitli, Toroslar, and Yenişehir districts, which are among the central districts of Mersin, a face-to-face interview was held with the school principals. The researcher was invited to the online meeting with the teachers using the zoom meeting tool by the school administration, and it was decided to work with teachers who volunteered. After the teachers informed the parents about the subject, a second meeting was held with the parents who decided to participate in the study using the researcher's zoom meeting tool. Parents were informed about the event time, the picture to be made, and the materials to be used. Children, their parents, teachers, and researcher participated in the online course. The teacher asked the children to draw pictures as part of the lesson. Since children are small, they were encouraged to

paint by giving the following command to give the painting activity in its natural course like a game: "You can draw a picture of a person any way you want. You have as much time as you want." After the picture was drawn, the parents took the pictures and sent them to the researcher through the teacher. In the schools selected for the research, this process was the same in all of them. The pictures of girls were encrypted from 1 to 50 (K1-K50), and the pictures of boys were encrypted from 1 to 50 (E1-E50) by the researcher. These data were transferred to the table and interpreted by the researchers.

Analysis of Data

The drawings obtained via "Koppitz Draw a Person Test" were first coded from 1 to 25 with the initials of the district in which they were obtained, and then the pictures of girls and boys were coded from 1 to 50 with the letters indicating their gender. After the researchers evaluated the 30 items in the "Koppitz Draw a Person Test" according to the "Yes" or "None" status, the emotional indicators determined by Koppitz (1968) were coded one by one; The incidence of 30 items in the drawings of girls and boys was determined; After the pictures expressing the expected and extraordinary situations were tabulated, scoring was made. While analyzing the data, The stages of coding, entering, analyzing, and interpreting data should be followed (Karasar, 2020).

Results

In this research, the findings obtained from the Koppitz Draw a Human Test, which was applied to recognize and support the development of preschool children aged five who continue distance education during the pandemic process, are presented in a table; The researchers interpreted pictures of boys and girls.

Following the Koppitz Draw a Person Test, the pictures of 5-year-old girls and boys were examined, and information on "Expected Items" is given in Table 1.

Table 1“Expected Substances” Table Seen in Pictures of 5-Year-Old Girls and Boys

KOPPITZ DRAW A HUMAN TEST EXPECTED ITEMS	APPEARANCE BY GENDER	
	GIRL	BOY
HEAD	G1,G2,G3,G4,G5,G6,G7,G8, G9,G10,G11,G12,G13,G14,G15, G16,G17,G18,G19,G20,G21,G22, G23,G24,G25,G26,G27,G28,G29, G30,G31,G32,G33,G34,G35,G36, G37,G38,G39,G40,G41,G42,G43, G44,G45,G46,G47,G48,G49,G50	B1,B2,B3,B4,B5,B6,B7,B8, B9,B10,B11,B12,B13,B14,B15, B16,B17,B18,B19,B20, B21,B22, B23,B24,B25,B26,B27, B28, B29,B30,B31,B32,B33,B34, B35,B36,B37,B38,B39,B40,B41, B42,B43,B44,B45,B46,B47, B48,B49,B50
EYE	G1,G2,G3,G4,G5,G6,G7,G8,G9, G10,G11,G12,G13,G14,G15,G16, G17,G18,G19,G20,G21,G22,G23, G24,G25,G26,G27,G28,G29,G30, G31,G32,G33,G34,G35,G36,G37, G38,G39,G40,G41,G42,G43,G44, G45,G46,G47,G48,G49,G50	B1,B2,B3,B4,B5,B6,B7,B8,B9, B10,B11,B12,B13,B14,B15, B16,B17,B18,B19,B20,B21, B22, B23, B24, B25, B26, B27, B28, B29, B30, B31, B32, B33, B34, B35, B36, B37, B38, B39, B40, B41, B42, B43, B44, B45, B46, B47, B48, B49, B50
EYEBROW AND EYELASH	G4,G21,G30,G34,G35,G36, G37,G38,G40,G50	B11,B17,B23
NOSE	G1,G2,G6,G7,G12,G14,G16, G18, G19,G21,G25,G26,G28, G30,G34,G36,G37, G38,G39, G40,G41,G43,G46, G47,G48,G50	B4,B5,B6,B7,B8,B10,B11,B12, B13,B15,B17,B18,B19,B20,B21, B22,B23,B24,B29,B32,B33,B36, B37,B39,B40,B42,B43,B48,B50
MOUTH	G1,G2,G4,G5,G6,G7,G8,G9,G10, G12,G13,G14,G15,G16,G18,G19, G20,G21,G22,G23,G24,G25,G26, G27,G28,G29,G30,G31,G32,G34, G35,G36,G37,G38,G39,G40,G41, G42,G43,G44,G45,G47,G48,G49,G50	B1,B2,B4,B5,B6,B7,B8,B9,B10, B11,B12,B13,B14,B15,B16,B17, B18,B19,B20,B21,B22,B23,B24, B25,B28,B29,B30,B31,B32,B33, B34,B36,B37,B39,B40,B41,B42, B46,B48,B49,B50
BODY	G1,G2,G4,G5,G6,G7,G8,G9, G10,G11,G12,G13,G14,G15, G16,G17,G18,G19,G20, G21,G23,G24,G25,G26,G27, G29,G30,G31,G32, G33,G34,G35,G36,G37,G38, G39,G40,G41, G42, G43,G44,G45,G47,G48,G49,G50	B1,B2,B3,B4,B5,B6,B7,B8, B9,B10,B11,B12,B13,B14, B15,B16,B17,B18,B19, B20,B21,B22,B23,B24,B25, B26,B28,B29,B30, B31,B32,B34,B35,B36,B37, B38,B39,B40,B41,B42,B43, B44,B45,B46,B47,B50
LEG	G2,G3,G4,G5,G6,G7,G8, G9,G11,G12,G13,G14,G15, G16,G17,G18,G19,G20, G21,G22,G23,G24,G25,G26, G27,G29,G30,G31,G33, G34,G35,G36,G37,G38, G39,G40,G41,G42,G43, G44, G45, G46,G47,G48,G49,G50	B4,B5,B6,B7,B8,B9,B10, B11,B12,B13,B14,B15, B16,B17,B18,B19,B20, B21,B22,B23,B24,B25,B26, B28,B29,B30,B31,B32, B33,B34,B36,B38,B40,B41, B42,B43,B44, B45,B46,B47,B48,B49,B50

ARM	G1,G2,G4,G5,G6,G7,G8,G9,G11,G12,G13,G14,G15,G16,G17,G18,G19,G20,G21,G22,G23,G25,G26,G27,G29,G30,G31,G32,G33,G34,G35,G36,G37,G38,G39,G41,G42,G43,G44,G45,G46,G48,G49,G50	B4,B5,B6,B7,B8,B9,B10,B11,B12,B13,B14, B15, B16, B17, B18, B19, B20, B21, B22, B23, B24, B25, B28, B29, B30, B31, B33, B35, B36, B38, B39, B40, B41, B42, B43, B44, B45, B46,B47, B48, B49
FOOT	G3,G4,G6,G7,G8,G9,G12,G15,G17,G18,G20,G24,G30,G34,G35,G36,G38,G39,G40,G42,G43,G45,G47,G48,G49	B4,B6,B10,B11,B12, B13,B17,B19,B20,B22, B23,B24,B30,B31, B32,B33,B34,B35,B36, B40,B41,B42,B44,B46,B48
TWO-DIMENSIONAL ARM	G4,G8,G12,G33,G34,G35,G48	B4,B7,B13,B15,B20,B42
TWO-DIMENSIONAL LEG	G7,G8,G12,G18,G25,G26,G33,G34,G36,G48,G49	B4,B7,B10,B13,B15,B19, B20,B22,B36,B38,B42,B44
EAR	G19	B7,B11,B29,B42,B48,B50
HAIR	G2,G3,G4,G5,G6,G7,G8,G9,G10,G12,G13,G14,G15,G16,G18,G19,G20,G21,G22,G23,G24,G25,G26,G27,G30,G31,G32,G33,G34,G35,G36,G37,G38,G39,G40,G41,G42,G43,G44,G45,G46,G47,G48,G49,G50	B3,B4,B5,B6,B7,B8,B9,B10,B11, B12,B13,B14,B15,B16,B17,B18, B19,B20,B22,B24,B29,B30,B31, B32,B33,B34,B40,B4,B42,B43,B44, B45,B50
NECK	G1,G4,G5,G7,G10,G19,G21,G34,G35,G36,G37,G38,G39,G41,G48	B8,B10,B11,B13,B14,B15,B18, B19,B22,B23,B28, B44
ARM DOWN	G2,G7,G17,G18,G21,G22,G23,G36,G37,G43,G49	B6,B8,B10,B19,B22,B23, B24,B29,B33,B36, B50
ARM ON SHOULDER	G6,G11,G17,G20	B9, B14
HAND	G2,G3,G5,G6,G7,G13,G14,G15,G17,G18,G20,G24,G29,G31,G34,G36,G38,G39,G42,G45,G46,G47,G48,G49	B2,B13,B14,B15,B18,B19, B20,B22,B23,B24, B29, B33, B35, B36, B40, B42, B46, B50
CLOTHING (2 PIECES OF CLOTHING)	G13,G23,G25,G34,G36,G45,G49	B2,B10,B19,B20,B21,B23,B41,B42,B44
CLOTHING (CLOTHES NOT DRAWN)	G1,G2,G3,G5,G10,G14,G17,G19,G21,G22,G27,G28,G29,G35,G37,G40,G41,G46,G50	B1,B2,B3,B8,B12,B16,B17, B27,B29,B33,B34,B35,B37, B38,B43,B45,B47, B48, B49

When Table 1 is examined, in the “expected” table according to the Koppitz Draw a Person Test of 5-year-old girls and boys who continue to preschool education through distance education, “head” and “eye” were drawn by all the children. “Eyebrows and eyelashes” are 20% for girls and 6% for boys; “Nose” in girls 52%, boys 58%; “mouth” is 90% in girls, 82% in boys; “trunk” in boys and girls 92%; “leg” is

92% for girls, 86% for boys; “arm” was seen in 88% of girls and 82% of boys. “Foot” 50% of girls, 50% of boys; “two-dimensional arm” 14% of girls and 12% of boys; “two-dimensional legs” 22% of girls, 24% of boys; “Ear” 2% in girls, 12% in boys; “hair” is 90% of girls, 66% of boys; “neck” 30% of girls, 24% of boys; 22% for “arm-down” boys and girls; 8% of girls and 4% of boys; 14% of girls and 18% of

boys; The pictures of boys and girls with “no clothes drawn at all” were drawn equally with a value of 19%. According to Koppitz (1968), the criteria for a two-dimensional head, eye, nose, mouth, trunk, leg, arm, foot, arms and legs, hair, neck, arms down or on the shoulders, and two-piece clothing criteria

develop the child in children’s drawings can be used for identification purposes.

In line with the Koppitz Draw a Person Test, the pictures of 5-year-old girls and boys were examined, and information on emotional indicators is given in Table 2.

Table 2 Summary Table of Emotional Indicators in Pictures of 5-Year-Old Girls and Boys

EMOTIONAL INDICATORS	EMOTIONAL ISSUES	SHY	AGGRESSIVE	PSYCHOSOMATIC	THEFT	BRAIN DAMAGE	ACADEMIC PROBLEM
DISCONNECTION IN BODY INTEGRITY G10, G28, G29, G9, G44, B34, B39	X		O		X	X	X
PERCENT SHADE G2,G11,B33, B35,B45,B49,B50	O						
SHADOW ON THE BODY B23,B25,B26,B31	X				O		
SHADOW IN HAND B6,B9,B36,B46	X				O		
A SYMMETRY G1, G4, G5, G7, G9, G11, G12, G13, G15, G16, G20, G23, G24, G25, G26, G31,G38,G39,G41,G42,G44, B11,B18,B21,24,B25,B27, B33, B34, B35, B39, B42, B43, B44, B46, B48, B49, B50	X		X			X	
OBLIQUE FIGURE G1,G14,G19,G38,G46,B2	X				O	X	X
TINY FIGURE G2, G3, G5, G19, G24, G26, G27, G32,G41, G42, G43, G46, B4, B19, B40, B43, B44	X	X				X	
BIG FIGURE G17,G24,G38,B21	X	O		O			
TRANSPARENT B39, B42, B44	X		O		O	X	
TINY HEAD	O				O		
CHASSIS							
TOOTH G10,B50	O		X				
SHORT ARM G4,G8,G16,G23,G25, G26,G27,G33, G34,G35,G36,G41, G50,B44,B47,B48,B49	X	O		X			
LONG ARM G14,G17,G19,G31, G45,G46,G48,B20, B33, B50	O		X				
CONJOINED ARM B25,B45,B47,B49	O						
BIG HAND G14,G31,G45,B24, B33,B36,B42	X		X		X		

NO HAND G1, G4, G8, G9, G10, G11, G12, G16, G19, G21, G22, G23, G25, G26, G27, G28, G30, G32, G33, G35, G37, G40, G41, G43, G44, G50 B1, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B16, B17, B21, B25, B26, B27, B28, B30, B31, B32, B34, B37, B38, B39, B41, B43, B44, B45, B47, B48, B49	X	X				X	
LEGS CONJOINED B36, B38	O			O			
GENITALIA	O		X				
3 FIGURES G17, G22, G23, G27, G28, G29, G32, G34, B4, B18, B26, B27, B28, B29, B30, B32, B33, B41, B45							O
CLOUD G21, G34, G35, G41, B4, B19, B40, B42, B43, B44, B45		X				X	
MONSTER G3, G10, G11, G14, G17, G22, G27, G38, B16, B21, B23, B24, B25, B26, B33, B38, B39, B43, B45, B46, B48	O						
NO EYES	O						
NO NOSE G3, G4, G5, G8, G9, G10, G11, G13, G15, G17, G19, G20, G21, G22, G23, G24, G27, G29, G30, G31, G32, G33, G35, G42, G44, G45, G49, B1, B2, B3, B9, B16, B25, B26, B27, B28, B30, B31, B34, B35, B38, B40, B41, B42, B44, B45, B46, B47, B49	O	X	X				
NO MOUTH G3, G11, G17, G33, G38, G46, B26, B27, B35, B38, B43, B44, B45, B47	O	X	O				O
NO BODY G3, G22, G28, G46, B16, B33, B45, B48, B49	O				O	X	X
NO ARM G1, G10, G24, G26, G28, G32, G39, G40, G41, G42, G47, B1, B3, B26, B27, B32, B34, B37, B40,	O				O		X

NO LEGS G1, G10, G23, G28, G32, B1, B3, B27, B30, B35, B37, B39, B40	o						
NO FOOT G1, G2, G5, G10, G11, G13, G14, G16, G19, G21, 22, G23, G25, G26, G27, G28, G29, G31, G32, G33, G37, G41, G44, G46, G50, B1, B3, B5, B7, B8, B9, B12, B14, B15, B18, B21, B25, B26, B27, B28, B29, B30, B37, B38, B39, B43, B47, B49, B50	o	o					
NO NECK G2, G3, G4, G6, G8, G11, G13, G14, G15, G16, G17, G18, G19, G20, G21, G22, G23, G24, G25, G26, G27, G28, G29, G30, G31, G32, G33, G34, G35, G39, G40, G42, G44, G45, G46, G47, G49, G50, B1, B2, B3, B4, B5, B6, B7, B9, B10, B11,	x				x	x	

X: These items take place more in the human drawings of the groups mentioned as significant.

O: These items are more frequently included in the specified groups. Since all the children in this study were children with typical development, no interpretation was made for “Special Class” in the comments.

According to Koppitz (1968), areas marked with “X” in the table of emotional problems can be seen in children; however, it is stated that the areas marked with “O” can be seen more frequently. When Table 4 is examined, “Disconnection in Body Integrity” is found as 10% in the paintings of girls and 4% in the paintings of boys. According to Koppitz (1968), this situation can be defined as a developmental problem. “Percent Shadow” was seen in 4% of girls’ paintings and 10% in boys. According to Koppitz (1968), this situation is expressed as a situation related to anxiety. While “Shadow on the Body” was never drawn in girls’ paintings, it was seen in 8% of boys’ paintings. According to Koppitz (1968), although this is not a significant problem in the 5-year-old group, it is considered necessary to indicate body-related problems at older ages. While “Shadow in Hand” was not seen in the paintings of girls, it was seen in 8% of the paintings of boys. According to Koppitz (1968), this situation is considered antisocial tendencies.

“Asymmetry” was drawn in 42% of girls’ drawings and 34% in boys’ drawings. According to Koppitz (1968), this can be seen as a lack of coordination. “Oblique Figure” took place in 10% of the paintings of girls and 2% of boys. According to Koppitz (1968), this may be related to a general imbalance or diseases. The “Little Figure” was drawn in 24% of girls’ drawings and 10% in boys’ drawings. According to Koppitz (1968), this situation can be evaluated as an emotional state related to anxiety. While the “Large Figure” is seen in 6% of girls’ drawings, it is seen in 2% of boys’ drawings. According to Koppitz (1968), it is stated that this situation cannot be characterized as aggression at this age.

“Transparent” was included in the pictures of boys at a rate of 6%. According to Koppitz (1968), this situation is related to immaturity. “Tiny Head” and “Squint” drawings are not seen in the paintings of girls and boys. “Tooth” was seen as 4% in the pictures of girls and boys. According to Koppitz (1968), this situation is defined as aggression.

“Short Arm” took place in 26% of girls’ paintings and 8% in boys’ paintings. According to Koppitz (1968), this situation is considered challenging to communicate. “Long Arm” took place in 14% of girls’ paintings and 6% in boys’ paintings. According to Koppitz (1968), this situation is expressed as aggression. While “Conjoined Arm” was not seen

in the pictures of girls, it was seen in 8% of boys' paintings. According to Koppitz (1968), it can be considered problematic social relations.

"Big Hand" took place in 6% of girls' paintings and 8% in boys' paintings. According to Koppitz (1968), this situation manifests itself as aggression or sometimes antisocial behavior.

"No Hand" was seen in 52% of girls' paintings and 64% in boys' paintings. According to Koppitz (1968), the absence of the hand should be understood as a feeling of inadequacy and guilt.

"Legs Conjoined" is not seen in girls' paintings; however, it took place as 4% in the pictures of boys. According to Koppitz (1968), this is a situation that is rarely seen at these ages. This situation can be considered as a sexual control problem. "Sexual Organ" is not seen in the pictures of girls and boys.

"3 Figures" took place in 16% of girls' paintings and 22% in boys' paintings. According to Koppitz (1968), this situation can be considered school failure anxiety. "Cloud" took place as 8% in the pictures of girls and 14% in boys. According to Koppitz (1968), this situation can be defined as a state of anxiety. The "monster" was featured in 16% of girls' paintings and 26% in boys. According to Koppitz (1968), this is a severe disability.

"No Eyes" drawings were not included in the works of boys and girls. "No Nose" was seen in the drawings of 54% of girls and 44% of boys. According to Koppitz (1968), such drawings can be characterized as a state of shyness at this age. "No Mouth" is expressed as 12% in girls' paintings and 18% in boys. According to Koppitz (1968), this situation expresses anxiety, lack of resistance, and powerlessness.

"No Body" took place in 8% of girls' paintings and 10% in boys' paintings. According to Koppitz (1968), this condition is related to pathological, mental retardation, or neurological condition. In this sense, it is crucial to monitor the development of children. "No Arm" was drawn as 22% in girls' drawings and 16% in boys. According to Koppitz (1968), this situation can be evaluated as an indicator of anxieties towards antisocial behaviors.

"No Legs" took place in 10% of girls' paintings and 16% in boys. According to Koppitz (1968), this situation is critical in showing anxiety and insecurity.

"No Foot" was featured in 50% of girls' paintings and 48% in boys. According to Koppitz (1968), this situation is characterized as insecurity. "No Neck" was seen in 76% of girls and 72% of boys. According to Koppitz (1968), the absence of neck in children aged 5-6 is not a very important detail; however, it is stated that it can be seen as impulsive or uncontrolled behaviors in older ages.

Discussion, Conclusion and Recommendations

When the studies on drawing techniques were examined, it was seen that there was a significant relationship between the indicators in the picture drawings and the development of children. The fact that the Koppitz Human Drawing Test does not require verbal expression has supported its use from a broader perspective. Indicators in the Koppitz (1968) system are prevalent in children's drawings (Özer, 2009).

In the research, the participant children drew the indicators for academic failures as 8% (1 girl, seven boys) during the Covid 19 process; it was observed that the indicators representing social and emotional inadequacy were drawn by 98% (50 girls and 49 boys). Although the development of children attending preschool education is child-specific, the general developmental characteristics of each age group are common for all children in that age group (MEB, 2013). In this sense, it is essential to support the child's holistic development during the Covid-19 process (Balcı, 2020). Considering that children have different backgrounds and different resources, opportunities, and support outside of school (Balcı, 2020); Carrying out content specific to the preschool period under the guidance of school administrators, parents, and teachers (Can, 2020) can ensure that the holistic development needed by the child is supported together.

When the pictures drawn by the participant children are examined socially and emotionally, anxiety and insecurity 44% (22 girls and 22 boys), antisocial behavior 8% (8 boys), aggression 14% (9 girls, five boys), difficulty in communicating 19% (13 girls, six boys), emotional problems were observed at a rate of 9% (5 girls, four boys). There is a relationship between the indicators of insecurity, guilt, and anxiety expressed by the Koppitz (1968)

system and the social and emotional structure of children (Özer, 2009). Drawings representing anxiety, insecurity, aggression, hyperactive, impulsive and antisocial behaviors; It is essential in terms of showing that children who need to believe that the world is a safe place are affected by adult attitudes (Ercan, Rodopman-Arman, Emiroğlu, Öztop and Yalçın, 2020). Good parenting roles are needed when children are in quarantine at home (Erol, 2020). In this process; Basic child protection services should be provided to protect children from violence, abuse, and exploitation (Association of Public Health Professionals, 2021). Since some children do not receive adequate support during the pandemic process, it is worried that they may experience psychological problems after the pandemic (Çaykuş and Mutlu-Çaykuş, 2020).

It is understood from the drawings that 13% of the participating children (10 girls, three boys) exhibit obsessive-compulsive behaviors due to various obsessions. Children reflect their situation in the paintings they make (Aral, Aysu and Kadan, 2020). It is seen in the pictures drawn, children who cannot find a social environment other than their home try to live as they are in the world of adults.

Research has shown that parents in the process of Covid-19 stated that the stress levels originating from spouses and children increase (Basaran and Aksoy, 2020). In the process of Covid-19, the negativities experienced by other family members in psychology, health, and education can be seen in the pictures drawn by 24% of girls and 36% of boys. Considering that the child reflects the environment he lives in on the pictures he draws (Dağlıoğlu and Deniz, 2011), it is stated that children are more vulnerable to environmental risks compared to adults, adults should be made aware of this, and they should be supported in terms of risks and measures to be taken (Akoğlu and Karaslan, 2020). In the light of the findings obtained in the study, the following suggestions can be made.

Advice to Parents

1. This new situation children face has paved the way for them to show different behaviors. The best thing to do for this is to continue to build a positive relationship with them. Talking to

them in a language appropriate for their age will prevent the anxiety and uneasiness that uncertainty will bring.

2. In this period, the support of the family is considered very important for the child to get rid of their anxieties. It is considered necessary that parents never underestimate their children's fears and anxieties and give the child the opportunity to express himself.
3. It is possible for children who are constantly in the same environment during the pandemic process to show aggressive or recessive behaviors in response to being stuck between expectations/ desires and obstacles/rules. These opportunities may become even more evident during the pandemic process.
4. Parents are the most important role models for the healthy behavior of their children. Parents should strive to be as knowledgeable as educators about the child's psychology and development.

Suggestions to Teachers

1. Development in children is a whole. Therefore, the findings obtained with the Koppitz Draw a Person Test are essential in terms of guidance service since the disruptions in children's social and emotional development will also affect other developmental areas.
2. In this period, the periodic realization of human picture drawings and the creation of a portfolio of these pictures are considered important in monitoring the child's social and emotional development.
3. Preschool period is a sensitive period for both girls and boys. The basis of social and emotional conflicts and problems is based on this period. With the pandemic, it has become more important to follow children's social and emotional development in the preschool period.
4. Teachers should inform parents about activities that support their children's social and emotional development with self-confidence, emotional weakness, recessive, and lack of motivation, and children should be supported with drama and other social activities, even in the online environment.
5. In the pandemic process, teachers' work not only

for children but also for parents will contribute to children's social and emotional development.

6. The Koppitz Draw a Human Test results are considered critical in that children experience social and emotional retardation during the pandemic process.

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