



## Effects of the Training Program about Recognizing Students and Identifying Problem Behaviors through Analyzing Students' Drawings on Teacher Implementations

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### Abstract

Problem behaviors observed in schools are increasing among students. In early childhood, children display some problem behaviors, such as not obeying to authority, opposing the rules, and mildly harming others but in the following years, it can be observed in a way that changed size such as not attending classes, being involved in a fight, etc. Those problem behaviors can be identified by several methods. One of these methods defined as a projective technique which provides information to experts about inner world of children is analyzing children's drawings. The purpose of this study is to examine effects of the training program about recognizing students and identifying problem behaviors through analyzing students' drawings on qualifications of visual arts teachers regarding to implementations and procedures of the art class. The research was designed as a mixed research method which is a combination of qualitative and quantitative research designs. Data were obtained using questionnaires developed by the researchers. The training program was completed in four training sessions including applied exercises given to teachers, watching video, organizing a painting festival and showing a movie during the study. All of the participants stated that the program contributed to their professional development and met their expectations. As a result; at the end of the study positive feedback have been received from the participants regarding the training program, which shows that the study achieved its goal. Further investigations can be aimed at for broadening the scope of the training program and increasing the number of studies on the subject.

### Keywords

Problem behavior  
Children's drawings  
Analyzing drawings  
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## Introduction

Problem behavior is defined as negative, damaging and aggressive behaviors exhibited consistently. Studies revealed that intensive behavior problems such as destructive and aggressive behaviors observed in the early years are symptoms of more serious behavior problems in the future (Diken and Rutherford, 2005; Walker et al., 2009). Therefore, if these behaviors have not been taken under control in early ages, early observed problem behaviors become more complex and destructive behaviors, and hence, they become more difficult to deal (Diken and Rutherford, 2005). Especially in recent years, the studies related to dealing with violence and aggressive behaviors in schools of the United States have become one of the most important topics in the field of special education.

Teachers and parents have a very important role in determining their children's problem behaviors. Children's problem behaviors can be observed mostly in schools because children spend most of their time in the schools. Therefore, teachers must take an active role in determining the functions of the problem behaviors. Many data collection techniques such as interviews, observations and checklists have been applied in the process of determining behavioral problems (Kaner and Uçak Çiçekçi, 2000). However, quantitative research data are utilized more in determining problem behaviors. Although quantitative research methods provide essential and fundamental information related to research, it is limited in providing in-depth information about the problem behaviors. Therefore, supporting the quantitative data with the findings of qualitative data provides more comprehensive information for the research (Yurtal and Artut, 2008).

Today, although analyzing and interpreting children's drawings are not used as effectively by teachers in schools, it is seen as an effective technical support for other methods to identify problem behaviors. The individual reflects his/her inner world that cannot be described with oral language or in any other way to other people, through drawings (Türkcan, 2013; Yavuz, 2012). In other words, painting is like a communication tool for a child. While a child is painting, s/he thinks and moves as freely in the pictures. The children see the world in a way from their own interpretation and reflect that to the external environment with their own expression.

The lines drawn in ordinary daily life of the children have more meaning than it appears. The lines in drawings of the child usually represent a feeling or a thought. Besides, pictures refer to the children's development and a general indication of the skills and their inner world. In fact, pictures give information about the problem behaviors regarding to the children's thinking system and with whom the communication takes place (friends, teachers, family members, etc.). Children's paintings are also a spiritual relaxation tool for them (Paktuna Keskin, 2012; Yavuz, 2012; Yurtal and Artut, 2008). When we examine other contributions of paintings to the children; it is seen that paintings develop children's creative thinking skills, imitation skills, imagination skills and personality development. For example; when the child paints without any pressure, s/he may feel endless, each line can be drawn on the paper with pleasure and without any concern for art and can reveal his own art without seeking any purpose. This case provides children the opportunity to express unlimited thinking and creative works (Ayaydın, 2011; Diğler, 2012; Nalinci, 2014).

When experts are examining drawings of the children, they should pay attention to children's use of paper (holding paper horizontal or vertical, rate of using paper surface, etc.), composition of the picture, used colors, sizes of the lines that are small or big (odds-ratio) and the selected figures. In this context, the child's drawings are used to analyze effectively for understanding the child's thoughts and feelings in the child psychology and the clinical psychology (Ersoy and Türkkan, 2009; Yavuz, 2012; Yurtal and Artut, 2008). Experts are required to take into account children's development features when evaluating children's drawings. In the literature, children's drawings skills are analyzed in terms of different development areas. However, widespread development areas of children's drawings are addressed in five stages; scratch (2-4 years), pre-diagram (4-7 years), schematic period (7-9 years), realism period (9-12 years) and apparently naturalism period (12-14 years) (Buyurgan & Buyurgan, 2012; Yavuz, 2012). For this reason, while examining the child's paintings, the child's age

should be taken into account. However, although some children's ages are older than their peers, they may be able to do art activities at a lower level due to their developmental delay (intellectual developmental impairments, autism spectrum disorder, etc.). At the same time, some children are able to perform work at a higher level despite being the same as the biological age with their peers or younger than their peers (Türkcan, 2013, Yavuz, 2012).

It is important to encourage children to painting at an early age as possible. In fact, from the moment the children get a pen in their hands for the first time, they start developing drawing and painting skills in all opportunities available for them (Ayaydın, 2011; Yavuz, 2012). In this sense, visual arts classes in where paintings take place in schools need to be implemented in accordance with the purpose of the course content because it is vital for children to develop their drawing abilities (Türkcan, 2013). However, although drawing and art works have a very important place in the life of the child, children are not encouraged and supported well for painting. Today, the art class is not effectively practiced because course hours for visual arts are less than other courses, classes are very crowded and courses such as mathematic and Turkish are deemed more important than the art class. Other factors that influence the visual arts class practices are qualifications of primary school teachers for the class and perceptions regarding its importance as a class (Ayaydın and Ersoy, 2010). Therefore, when evaluating the drawings of children, teachers should take advantage of scientific sources, know the developmental characteristics of children and be able to get to know their children closely. Assessing children's drawings in an objective way is quite difficult. In this sense, the teacher must evaluate the pictures in detail in order to catch tips to get to know children very well and understand their inner world. Researchers should conduct interviews with the child or an adult who know the child well to obtain more objective information about the results. In addition, behavior of the child can be observed more carefully and supported by the school counselor (Ayaydın, 2011, Ersoy and Türkkan, 2009).

In the literature, following studies related to examining children's paintings were carried out in Turkey: Evaluation of students' drawings (Doğru-Yıldırım, Turcan, Aslan and Doğru, 2006; Salderay, 2010; Türkcan, 2013), color choices of students with intellectual developmental impairments (Ece and Çelik, 2008), reflecting in drawings conflicts in family (Akalın, 2008), relationship between the child's intellectual development and art development (Duman, 2006), knowing the child with their drawings (Yavuz, 2012). However, in the literature, there is not a study on the topic of analyzing students' drawings to determine their problem behaviors and to recognize them

The purpose of this study is to examine effects of the training program about recognizing students and identifying problem behaviors through analyzing students' drawings on teacher implementations and qualifications. For this purpose, following research questions are sought to be answered:

1. What are the views of elementary school teachers about the visual arts class practices?
2. What are the needs of elementary school teachers about visual arts class?
3. What is the situation of usage children's drawings by elementary school teachers in order to determine problem behaviors of children?
4. What is the current situation of using children's drawings for recognizing students well by elementary school teachers?
5. What is the impact of the training program about recognizing students and identifying problem behaviors through analyzing students' drawings on teacher implementations and qualifications?

## Method

### *Research Design*

This study was designed as mixed method research. Mixed method research includes aspect of both qualitative and quantitative research methods. In this study, scanning model to analyze the data from quantitative research and the technique of content analysis to analyze data of qualitative research was used. The scan model was described as picturing a situation occurred in the past or at the present day. Questions such as "What was it?", "What is it?", "What is it related to?" and "What does it consist of?" are answered in the context analysis. Scan model determines the views of participants on a topic or event or interests, skills, abilities, attitudes and so on. As a result; the aim of the scan model is usually to depict the current situation about the subject of the research (Neuman, 2012).

In the content analysis, data are analyzed by considering research questions, interview questions and observations made in the process or the dimensions of these processes. In order to reflect the views of the individuals interviewed or observed, direct quotations are often made (Johnson, 2005). The purpose of content analysis is presenting the findings of data analysis which is arranged and interpreted to the reader. In this study, content analysis technique was used in the analysis of interview questions.

### *Settings*

The research was conducted in an elementary school in Odunpazarı/Eskişehir. Students from kindergarten to fourth grade are given education in the form of dual education (morning and afternoon groups) in the school.

### *Participants*

The research was conducted with elementary school classroom teachers. Because of the dual education system in the school, training program was provided in two different time periods for teachers who teach morning and afternoon classes. Afternoon classes' teachers participated in the training program in the morning while morning classes' teachers in the afternoon.

The data collected in this study was encoded as the first group of data collected from the ongoing teacher training programs in the morning and the second group of the data collected from the ongoing program in the afternoon. There were 30 teachers at the school. Prior to the training program data was collected as pretest from 15 teachers in the first group and 10 teachers in the second group, and total of 25 teachers and an assistant principal. After the program has been completed, the posttest data from a total of 18 people, including nine teachers from the first group and nine teachers from the second group were collected. During the training program, the school principal asked for all teachers to sign a sign-up sheet in each session of the program to follow teachers' attendance in the program.

Some of the teachers did not participate in the study because some of them were subject teachers and school counselor who previously have received similar training etc. On the other hand, for some teachers, the reason for non-participation is unknown. Evaluation of teachers' attendance showed continuity to participate in the training program, but in the last session, there were less participation because although some teachers attended last session, they did not fill out the survey. This situation was detected from the second researcher's observation notes.

Teachers participated in the survey are analyzed in terms of demographic characteristics; 52% of teachers (n = 13) were male and 48% (n = 12) were female; 16% (n = 4) were in the 37-42 age range, 40% (n = 10) were in the 43-48 age range, and 44% (n = 11) were found to be over 49 years old. Besides, 80% of the surveyed teachers (n = 20) have undergraduate degree while 20% (n = 5) have associate degrees. Teachers indicated that 10% (n = 2) of them graduated from the child development department, 60% (n = 13) from elementary classroom teacher program, 10% (n = 2) from the early childhood education program, 5% (n = 1) from the Turkish education program, 10% (n = 2) psychological counseling and guidance program, and 5% (n = 1) from the history program.

**Table 1.** Demographic Characteristics of Participants

<b>Characteristics</b>	<b>(n)</b>	<b>(%)</b>
<b>Gender</b>		
Female	13	52
Male	12	48
<b>Age</b>		
37-42	4	16
43-48	10	40
49 and above	11	44
<b>Professional experience</b>		
11-16 years	1	4
17-22 years	3	13
23-28 years	13	54
29 years and over	7	29
<b>Educational Status</b>		
Undergraduate degree	20	80
Associate degrees	5	20
<b>Graduation Areas</b>		
Elementary education	13	60
Early childhood education	2	10
Child development	2	10
Counseling and guidance	2	10
Turkish education	1	5
History teaching	1	5
<b>Grade Level of Education</b>		
Kindergarten	4	18
First grade	5	23
Second grade	6	27
Third grade	4	18
Fourth grade	3	14

### ***Data Collection Tools***

In this research, data collection tools have been developed by researchers. Researchers first, created questionnaire items in the scope of research questions. In the development process of the questionnaire, the literature and survey creation process have been searched in detail (Ayaydın and Kurtuldu, 2010, Göktaş, 2009).

After the first draft version of questionnaires developed, researchers got feedback from two academicians from an elementary education department, one academician from the visual arts department, and two academicians with expertise in qualitative research as well as action research, an expert in qualitative and action research in special education, total of six academicians, for the content of items and materials used in the study. Academicians gave feedback on data collection tools based on their areas of expertise. In this process, researchers had an exchange of views on whether content validity of the data collection tools are appropriate to the research questions, the questionnaire items are appropriate for the participants, how much the questionnaire items reflect the purpose of the research, the type of data to be obtained with data collection tools and how to analyze the data obtained with these tools. Data tools on the feedback received on the pre-test and post-test data collection tools that will be used for research in the framework has been finalized.

"Perceptions of the Primary School Teachers towards Visual Art Class Implementations and Teachers' Qualifications of Course Implementation" questionnaire tool has been developed to collect the pretest data. This tool consists of three parts. The first part of the tool contains demographic

characteristics of teachers with yes-no choices and open-ended questions, in the second part there are six open-ended questions, and the third section has 5-point likert-type questions about teachers' education qualifications (five questions) and views (12 questions) in the context of visual art class practices. The posttest data tool, "Perceptions of Teachers about the Training Program on Teachers' Qualifications of Course Implementation and Visual Art Class Implementations" has been developed depending on the questionnaire applied before the program to determine the effectiveness of the training program. Demographic characteristics of teachers section in the posttest questionnaire consists of the same questions as in the pretest. However, there are still open-ended questions in parallel to the first questionnaire to assess effectiveness of the training program. The post-test data collection tool consists of four open-ended questions and demographic information sections.

Second researcher took observation notes in every training session in order to record teachers' participation and attitudes toward the training program. Moreover, researchers have made themselves assessed during the training after each session. At this evaluation meeting, especially in reactions of teachers to content of the training program and interest levels are evaluated. The content of the next session of the education, depending on the feedback of teachers is enriched after each training session.

#### ***Data Collection Procedure***

The researchers administered the data collection tool to teachers who participated in the study before and after the training program on interpretation and analyzing students' drawings to recognize problem behaviors of students and to get to know them very well.

Pretest and posttest questionnaire tools are given in an envelope to the teachers. Pretest tool is given at the beginning of the first training session to determine views of teachers on visual art class practices in context to the needs of teachers and posttest is given at the beginning of last training session, however teachers filled out the questionnaire at the end of the last training session. After completing the questionnaire, teachers were handed those filled ones to researchers by putting it into the envelope provided in the questionnaire tools.

#### ***Research Procedure***

This study was carried out to meet the request for educational support of a primary school and teachers about educational needs on interpretation and evaluation of students' drawings. Researchers got detailed information about the request referred to education by having a meeting with the school teachers and administrators before developing the training program. In addition, at this meeting school teachers were informed about the research process and content of the training program that will be implemented.

After the meeting, all staff has indicated orally that they want to take part in research voluntarily. During the meeting, it was emphasized that achieving the mutual exchange of information and cooperation is aimed. The research process was conducted in three stages: The first stage; collection of pre-test data, the second stage; the implementation of the training program and the third stage is collection of post-test data. The content of training program for teachers described in detail below.

#### ***Content of Teacher Training Program***

1. Watching videos on the subject
2. Making theoretical information on the subject
3. Doing practical work (workshop) under the program topics
4. Organizing art festival in the school at the end of the school semester
5. Watching movies on the subject
6. Providing information on resources related to program topics

**Table 2.** The Training Program about Recognizing Students and Identifying Problem Behaviors through Analyzing Students' Drawings

<b>Date</b>	<b>Content</b>	<b>Expectations from participants</b>	<b>Outcomes</b>
03.04.2013 1. session	Evaluating the training program prepared by researchers with school staff: Informing teachers who will participate in the study about the content of the program	Researchers emphasized that continuous participation of teachers from the beginning until the end of the training program is important.	Teachers demonstrated full attendance to the training program except the last training session. Some teachers did not attend the last session. Teachers and researchers have composed the content of the training program together. In the process of determining the content of the program, researchers have shared a first draft of the teacher training program and then they finalized the program content according to opinions of the teachers.
19.04.2013 2. session	Watching video about an art artist with a visually impairment, "Eşref ARMAĞAN" Introducing the textbooks in the context of the education program to teachers that can be beneficial for them to interpret and analyze children's drawings. Sharing the first presentation topics (importance of visual art class in the academic achievement, the importance of children's drawing regarding to recognizing of problem behaviors of children and determination of others exhibit attitude seen in schools, as an identification techniques and communication tool children's drawings) with the participants Introducing the Good Enough Test	The school administration has been requested to provide recommended textbooks at least for the school library. Teachers were recommended that processing the visual art class on time as it is in the weekly timetable in line and analyzing students' drawings in the context of the training programs The teachers have been requested to ask students to draw a picture including their classmates, teachers and students and bring to the next meeting.	The school management has added several books to the school library about practices of visual art class. In addition, some teachers got resources related to the course individually. The school counselor indicated that he could give resources related to visual art class to teachers if requested. All teachers have brought their students' drawings to the second session. These pictures were exhibited at the seminar hall. Some teachers have reflected on the screen as a slide show of students' drawings. Researchers and teachers analyzed pictures in the context of training program's subject. For example; each student's drawings was examined in terms of locations of figures in the picture, distance from the teacher, including him/herself in the classroom, size of teacher in the picture (picture ratio-proportion use), drawing his friend between teachers and her/him or closest to the teacher in the picture. In the process of examining these pictures, researchers take into account school counselor's thoughts and suggestions especially on the evaluation of pictures of students' social, psychological and spiritual situations while guiding teachers. In this process, the teachers were examined especially pictures of the students who were thought that they exhibit problem behaviors in the classroom in detail. As a result of these workshops, the school counselor has been identified that one of the second grade students drew "a child and an adult with a knife" in a picture. The school counselor said that students wanted to kill her/his teacher in his work and the school counselor has given special attention to work with that student. When examined students' drawings, it revealed that all students in one of classrooms drew their teacher large in size and made body contour lines more distinctive. Yavuz (2012) indicated that when the figures in the picture are drawn too large or exaggerated, it may show the pressure on that environment, problems in the environment or the drawn person is seen as repressive and authoritarian or admired. To understand the relationship with the person in a picture of the child and clearly interpret the picture, it is necessary to gather more detailed data for that child's inner world from people who communicate with the child. In this sense, the above-mentioned classroom teacher stated his relationship with students as exhibiting an authoritarian attitude in class and other teachers have also confirmed this situation.

Table 2. Continue

Date	Content	Expectations from participants	Outcomes
10.05.2013 3. session	Sharing the second presentation topics (relationship between the figures and the development of the child, students with special needs and art, the importance of art in everyday life, the picture in ensuring the success of the child, meaning of pictures in terms of the child's view in family, school, home and social environment) with the participants  Assessment of students drawings using analysis techniques of pictures	School counselor has been asked to provide the summary information about the developmental stages of children's drawings prepared in the form of a booklet as a resource for the teacher.  The teachers have been requested to ask students to draw a picture about their family and bring to the next meeting.	School counselor prepared a booklet and distributed to teachers in the next seminar. In addition, this booklet also was published on the school website.  Students' drawings about their "family" were analyzed and evaluated with teachers (Some class' pictures are reflected on the screen as a slide show). When interpreting pictures, specific variables related to the students were taken into account in this process. Some of these variables include; the student is living with his family, his parents divorced or not, there is a problem where home life and so on.  In this context, children's who live in where there are conflicts within the family, has divorced parents and families where communication is an issue paintings were analyzed comparatively with the contribution of the school counselor.  While interpreting pictures in the context of these variables, students whose parents divorced put some figures between family members such as trees, homes or drew themselves together have been found. Some students drew their mother or father big or small. While interpreting students' drawings, opinions of the teachers who know students and family life closely were taken into account.  Because students drawings is not enough by itself to know students well, researchers must be benefited from additional techniques and sources to infer about students' feelings and behaviors (Ayaydin 2011; Ersoy and Türkkan, 2009; Yavuz, 2012).
17.05.2013 4. session	Sharing last topics (how to assess children's drawings, how to analyze figures and important point while analyzing images) with the participants	Teachers has been requested to prepare students a list of what they think the problem behavior exhibited in the classroom are and share it with the school counselor (This is requested because a study is planned after this training program with volunteer teachers about students who exhibit problem behaviors in the classroom, in terms of preventing and coping with problem behaviors).  School assistant principal and researchers started the planning of activities regarding to art festival was considered to do at the end of school semester.	Teachers who thought that students with problem behavior exist in their classes said that they are willing to work on this issue with researchers and the school counselor. The school counselor made a list of students with problem behaviors in the classroom and teachers who are interested to study on how to cope with these problem behaviors. The school counselor stated that with the support of researchers they can put efforts to prevent these children's problem behaviors.  At the end of the school semester, "an art festival" was held with the participation of all classes in the school, the teachers and staff. In organizing this festival, school staff and researchers exchanged ideas. In addition, teachers has benefited from "the similar event in the movie "Taare Zameen Par" in organizing the art festival.



Table 2. Continue

Date	Content	Expectations from participants	Outcomes
25.05.2013	The art festival	<p>The cooperation of all employees was emphasized during organizing and planning of the art festival.</p> <p>School administration has been requested to make the appropriate media planning and time tracking for teachers to watch the movie, "Taare Zameen Par" in the last week of the school semester.</p>	<p>There was an enthusiastic participation in the festival and the families have also supported the festival. Students made painting by lying down, sitting in the school yard as well using different types of paints. Teachers have accompanied the students in making pictures, too. Paintings made in the event have been exhibited on the board in the school yard at the end of the festival. In the festival, children also played various games, were given refreshments and music events has been made.</p> <p>After the event, photos taken at the festival activities were shared with researchers. Researchers did not put the photos in this paper because there is no permission for publication but photos were posted on the school's website.</p>
20.6.2013	Watching the movie "Taare Zameen Par"	<p>The school administration was advised to have a treat for teachers to make it more fun during the movie event.</p>	<p>School teachers watched the movie in the school conference room at the end of the last week of school semesters. School's assistant principals and teachers stated that they were very impressed with the movie.</p>

### *Analysis and Reliability of Data*

In this study, data were collected with a questionnaire developed by the researchers. Descriptive statistical analysis and content analysis techniques were used to analyze the data. Before analyzing the data contained in the questionnaire, researchers gave a code number in terms of naming each participant by writing randomly consecutive numbers such as K1, K2, etc. (participant 1), (participant 2) on the questionnaire form. Demographic information of participants taking part in the questionnaire and likert-type questions were analyzed in a statistical program and frequency, median and percentiles of the data were calculated. The data obtained from interview questions analyzed by using the content analysis technique and themes were created in parallel with the research questions. In the process of creation of themes, researchers have created the main themes and sub-themes by evaluating each question independently. Common themes were included in the study has been formed by comparing the themes created by each of the three researchers.

In order to ensure the reliability of inter-coder agreement for identification of the main themes and sub-themes, the percentage of agreement for the encodings between the first and second author has calculated. Accordingly, the percentage was calculated as 80.3% reliability between coders. Concurrence in coding is achieved because the reliability required for data analysis is more than 70% (Miles and Huberman, 1994). The dispute between researchers about the themes has been revised and a joint decision has been reached regarding the disputes occurred between themes.

### **Findings**

Based on the request for support training from a primary school in the Eskişehir province, 25 teachers among the 30 in the school were given a training program regarding the Visual Arts class, aiming to increase awareness of the course and effectively apply the class, while providing clues regarding problematic behaviors and their functions through analysis and interpretation techniques applied to the drawings the children produced.

An analysis of the data obtained from the pre-test conducted to determine the needs of teachers prior to the application of the education program indicates the following: 96% (n=23) of the teachers did not receive any training regarding the Visual Arts class throughout their education, 83% (n=22) indicated that they needed support training regarding the analysis and interpretation of pictures, 30% (n=7) utilized student paintings in the determination and resolution of problematic behaviors, 54% (n=13) regularly conducted the drawing course at the correct class hour in their classes, 46% (n=11) spoke with their students about their drawings, 30% (n=7) utilized student drawings to follow student progress.

When the questionnaire responses regarding the application of the Visual Arts class of teachers who participated in the educational program are analyzed, the following findings are revealed: 95% (n=23) of the teachers indicated that additional resources such as books, magazines, and brochures must be supplied to classroom teachers regarding the teaching of the Visual Arts class, 62% (n=15) indicated that the Visual Arts class plays an important role in the educational lives of the students, 29% (n=7) indicated that the number of hours the Visual Arts class is currently taught in schools is sufficient, 54% (n=13) felt that this class should be taught by an expert on this course, 92% (n=22) believed that drawing contributes to the development of children, 54% (n=13) find the drawing activities conducted within the scope of other courses sufficient and that separate course hours for a Visual Arts class should not be allocated, 92% (n=22) of respondents indicated that drawing contributes to the mental development of children, 42% (n=10) indicated that students should be guided regarding the subjects during drawing activities, 92% (n=22) indicated that student drawings should not be interfered with, 42% (n=10) emphasized that drawing activities should be conducted in both the Visual Arts class and within the scope of other classes as well. In addition, it was determined that all participating teachers had visited an art museum or art gallery with their students at least once.

The responses of teachers to the open-ended questions regarding the application of the Visual Arts class within the pre-test questionnaire were analyzed as follows: This section of the questionnaire contains six open-ended questions. During the analysis of the data gathered from these questions, the root query was determined to be the main theme, and the data within the questions was studied in detail by the researchers and separated into sub themes.

Initially, an analysis of opinions regarding how student pictures were analyzed and evaluated within the scope of the Visual Arts class was conducted. 23 teachers responded to this question. As shown in Table 3, under the main theme “evaluation of drawings” three sub themes were established.

**Table 3.** How Would You Analyze/Interpret the Works Produced by Students in the Visual Arts Course?

Main Theme	Sub Themes	n	%
Evaluating drawings	Explaining drawings	4	17.39
	Technical analysis of drawings	13	56.52
	Other methods	6	26.00
<b>Total</b>		<b>23</b>	<b>100.00</b>

The first sub theme is “explaining drawings”. Within the scope of this theme, it was determined that teachers make the students explain their drawings to themselves or to their friends. One teacher whom participated in the educational program provided the following explanation:

“The child draws a picture based on their emotional state of that day. After they finish drawing, I either call them to me or go to them and ask them what they are trying to tell” (K22).

The second sub theme refers to the “technical analysis of drawings” drawn by students. This theme involves the study of color, use of drawing surface, analysis of lines, the proportions of figures, and the analysis of the subject of the drawing. One participant exemplified this theme as follows:

“I try to determine the feelings of the student and how they have reflected positivity and negativity by looking at the shapes and lines in the picture they have drawn” (K4).

The final sub theme is “other methods”. Under this theme, teachers indicated no opinion regarding the main theme, that they let the students do whatever they wanted, and that they took into account the subject matter or the ages of the students. One participant provided the following explanation:

“I don’t have a complete idea regarding analysis. I try to motivate the children” (K9).

When the teacher opinions regarding the evaluation of drawing activities of students with special needs are analyzed, 12 participants responded to this question while other teachers indicated that they did not have any inclusion students. As shown in Table 4, the main theme based on the query was “drawings of students with special needs” and four sub themes were determined. These sub themes were “I am insufficient”, “lack of efficacy”, “based on their age and development”, and “technical analysis of the drawing”.

**Table 4.** Evaluation Measures and Adaptations Regarding the Visual Arts Course for (Inclusion) Students with Special Needs

Main Theme	Sub Themes	<i>n</i>	%
Evaluating drawings of students with special needs, and adaptations.	I am insufficient	2	18.18
	Depending on lack of efficacy	2	18.18
	Based on age and development	4	36.36
	Technically analyzing the drawing	3	27.27
<b>Total</b>		<b>11</b>	<b>100.00</b>

Within the scope of the main theme “drawings of students with special needs”, teachers indicated that when analyzing the drawings of students with special needs, they took into account their age, muscle development, and field of development. One participant provided the following statement regarding how they evaluated the drawings of students with special needs:

“I take into account the muscle development of the student. I make them reproduce the same drawing to be able to compare and to observe their development” (K20).

Another sub theme, “lack of efficacy”, indicates that teachers analyze the drawings of students with special needs based on the type of inefficacy. “Technically analyzing the drawing” refers to subjects such as the use of the drawing area, object placement, the use of lines, and brush use. The final sub theme, “I am insufficient” is related to the participants of the educational program who stated that they are insufficient in evaluating the drawings of students with special needs.

Regarding the problems and the sources of problems in the application of the Visual Arts class, 23 teachers responded. The main theme of this entry in the questionnaire is “problems and problem sources in application” and has six sub themes as portrayed in Table 5.

**Table 5.** Problems in Applying the Visual Arts Class in Schools, and the Sources of These Problems

Main Theme	Sub Themes	<i>n</i>	%
Application problems and their sources	Teachers’ lack of knowledge	10	32.25
	Course not being taught by subject teacher	3	9.67
	Insufficient course time	6	19.35
	Problems in the application of the course	12	38.70
	Inappropriate classrooms	6	19.35
	No problems	4	12.90
<b>Total</b>		<b>31</b>	<b>100.00</b>

The first sub theme, “teachers’ lack of knowledge” refers to classroom teachers and early childhood teachers lacking the technical knowledge required regarding the Visual Arts class. The second sub theme, “course not being taught by subject teacher” stems from most teachers indicating problems with how the class is taught due to the fact that the Visual Arts class not being taught by a teacher in that field. The third sub theme, “insufficient course time”, and the fourth sub theme “inappropriate classrooms” emerge from statements indicating that classrooms are too crowded, drawing classes could be conducted more comfortably in different classrooms or in art studios, and the lack of sufficient hours of class. Another sub theme, “problems in the application of the course” refers to issues such as insufficient importance given to the course, other courses being considered more important than an art class (based on centralized examinations), the application of the course being inappropriate for the levels of students, misguidance of students, and the lack of motivation for students. Four teachers indicated that there are no issues in the application of this class. One participant provided the following statement regarding the problems in the Visual Arts class:

“The teachers and students don’t know drawing techniques, the amount of time allocated to the Visual Arts class is insufficient, teachers conducting haphazard evaluations during these studies because they don’t know how to analyze a drawing” (K12).

Another participant drew attention to issues in the application of this course:

“Studies are not conducted in a planned and organized manner. This happens mostly in Turkish, Mathematics and Life Sciences courses. However, students love the Visual Arts class” (K9).

Regarding the solution of issues faced in the Visual Arts class, 23 teachers provided opinions. As can be seen in Table 6, these opinions are analyzed in five sub themes under the main theme “proposed solutions”.

**Table 6.** Proposed Solutions to the Issues in the Application of the Visual Arts Class

Main Theme	Sub Theme	<i>n</i>	%
Proposed solutions	Appropriate classrooms	6	18.75
	Subject teachers teaching the course	6	18.75
	Informing teachers	4	12.50
	Reorganization of the application of the class	10	31.20
	Other suggestions	6	18.75
<b>Total</b>		<b>32</b>	<b>100.00</b>

Among the sub themes portrayed above, the reorganization of the application of the class refers to propositions such as “emphasizing the importance of the class, providing the class as an elective, reorganizing the curriculum, conducting the class according to schedule, providing students with technical information, and directing students to weekend courses”. Proposed solutions such as directing the child and parent, making children with problematic behavior draw, and conversing with the parent are included in the “other suggestions” sub theme. One participant commented as follows regarding the “proposed solutions” main theme:

“Let the visual arts teachers teach the Visual Arts class. As classroom teachers, we are insufficient, or we just pass on it” (K21).

During the pre-test of the educational program, it was revealed that prior to the educational program conducted in this study, regarding any in service training, seminar, or course on the Visual Arts class, only guidance counselors had participated in a seminar on “interpreting children’s drawings”.

Lastly in the pre-test questionnaire, 23 opinions from teachers were gathered regarding the determination of teacher expectations from the training program on the Visual Arts class provided to them. The main theme of this question, as seen in Table 7, was “expectations from training program”, and six sub themes emerged.

**Table 7.** Expectations From Training Program on Visual Arts Class

Main Theme	Sub Theme	n	%
Expectations from training program	Learning technical knowledge regarding drawing course	15	32.60
	Increase professional development	9	19.56
	Establishing awareness	7	15.21
	Opportunity for practice	3	6.52
	Accessing resources	2	4.34
	Familiarization with students	10	21.73
<b>Total</b>		<b>46</b>	<b>100.00</b>

The first sub theme, “learning technical knowledge regarding drawing course” involves subject matter such as the analysis and synthesis of pictures, interpretation of colors, and understanding and interpreting drawings. The second sub theme, “increase professional development”, involves successfully guiding students, reducing teacher insufficiencies, and increasing and refreshing teacher knowledge. The third sub theme, “establishing awareness” refers to understanding the importance of the class, appreciating the class, and correctly guiding students. The remaining sub themes were “opportunity for practice”, “accessing resources”, and “familiarization with students”. Summarily, participants expressed their expectations from the training program as follows: being able to perceive the clues regarding the psychological and emotional issues students portrayed in their drawings – especially regarding children showing problematic behavior, utilizing student drawings in familiarizing with students in addition to other methods (observation, conversation etc.), and providing information regarding self development to be able to determine shortcomings in their application and in evaluating the applications conducted with the class during the Visual Arts class. In addition, other expectations were applied practice during the training program, the introduction of different resources, and being able to communicate with academics regarding the subject. One participant provided the following statement on the main theme:

“We need you to help us analyze the drawings the children draw. The child pours their feelings into the picture, sometimes we understand, and sometimes we don’t. The reason we don’t understand is because we lack knowledge” (K23).

Based on the data from the final test, obtained after the conclusion of the training program, all the teachers indicated that the program contributed to their professional development and fulfilled their expectations, they started to use student drawings more effectively in determining and evaluating problematic behavior and familiarization with students, they better understood the importance of drawing, and they obtained new information. In this regard, the responses to the four open ended questions in the final test questionnaire form were analyzed in detail and separated into main and sub themes.

17 teachers responded to the question regarding the contribution of the educational program in the application of the Visual Arts class on teachers’ professional development. These responses were separated into six sub themes under the “contribution to professional development of teachers” main theme as can be seen in Table 8.

**Table 8.** Contribution of Visual Arts Course Application Training on Professional Development

Main Theme	Sub Theme	<i>n</i>	%
Contribution to professional development of teachers	It was a beneficial program	10	2.85
	Model implementation was nice	4	11.42
	I learned new resources	2	5.71
	I increased my knowledge of analysis and synthesis	6	17.14
	It was helpful in getting to know students and their families	8	22.85
	My knowledge was refreshed	5	14.28
<b>Total</b>		<b>35</b>	<b>100.00</b>

The statements provided by participants regarding this question indicate that they generally benefitted from the training program provided. However, the benefits varied by participants. In this regard, the sub themes under the main theme “contribution to professional development of teachers” were as follows: It was a beneficial program, model implementation was nice, I learned new resources, I increased my knowledge of analysis and synthesis, it was helpful in getting to know students and their families, and my knowledge was refreshed. When these sub themes are analyzed further, the theme “it was a beneficial program” comprises of subjects such as contributing to professional development, learning new information, and understanding the importance of drawing. Participants indicated their ability to analyze and synthesize student drawings, especially their ability to interpret drawings and more correctly analyze the colors that students use increased. Another sub theme analyzed under this main theme, “it was helpful in getting to know students and their families”, covers subjects such as identifying clues regarding social and psychological issues that children face, recognizing problems, and familiarizing with students and their families. Lastly, teachers indicated that the resources shared within the program, along with the practical applications of models made the training program more effective, and that such training programs should be conducted more frequently. One participant provided the following statement:

“It helps to get to know the feelings and thoughts of children. We learn about their familial and classroom communication, and their intelligence levels” (K10).

Another participant responded to the question as follows:

“The seminar was very beneficial. It helped us get to know the student. I believe it will help in resolving the social and psychological issues of students. It helped us get to know the families of the students. It assisted in discovering the talents and interests of students” (K7).

Yet another participant elaborated further:

“I knew the basics of the subjects. However I also accessed subjects previously unknown to me. The examples and interpretations broadened my view. I now look at it in a new way. I feel like I am progressing. I’m sure studying the recommended book sources will contribute to my development. I thank you for your work” (K17).

The second question queries the contribution to teachers of the training program regarding the planning and execution of the Visual Arts class, and 17 teachers responded to this question with their opinions. These responses are categorized in Table 9 under the “contribution of the program to planning and execution the course” main theme.

**Table 9.** Contributions of the Training Program to the Planning and Execution of the Visual Arts Class

Main Theme	Sub Theme	<i>n</i>	%
Contribution of the program to the planning and execution of the class	Evaluating drawings	2	10.52
	Course planning	4	21.00
	Course execution	6	31.57
	Familiarization with children and families	3	15.78
	Other	4	21.00
<b>Total</b>		<b>19</b>	<b>100.00</b>

When these sub themes are further analyzed; some participants indicate that the training program especially contributed to more detailed and careful evaluation of drawings, some indicated that it was more effective in the planning of the class, while some stated that following their participation in the training program they executed the course more carefully and more organized in the classroom. Some opinions provided within the scope of this question did not fall under particular sub themes and were therefore analyzed under the “other” sub theme. This sub theme comprises the following subjects: “we can’t make changes to the curriculum” and “my knowledge was refreshed and I better understood colors”. In other words, some teachers stated that this course is planned by the Ministry of Education, teachers do not have much say in the matter, however the experience and information they gained through this training program may at least be reflected in the course and through in-class execution. Some examples of participant responses are below.

“1-I am better equipped regarding colors. 2-I learned various resources prepared on this subject. 3-I believe I will apply the Visual Arts class to my students better. 4-I learned based on the Visual Arts class that I will plan my other courses according to my (individual) student” (K8).

One question that provided data in the final test was regarding the determination of children displaying problematic behavior in class and the evaluation of their behavior. 17 teachers responded to this question, and the data is analyzed in Table 10 with six sub themes under the main theme “contributions of the training program in determining and evaluating problematic behavior”.

**Table 10.** Contributions of the Training Program to Determining Children Displaying Problematic Behavior in Class and the Evaluation of Their Behavior

Ana Tema	Alt Tema	<i>n</i>	%
Contributions of the training program in determining and evaluating problematic behavior	Detirmining intra-family communication	6	23.00
	Contribution to professional development	5	19.23
	Determining problematic behavior	5	19.23
	Evaluating drawings	2	7.69
	Evaluating problematic behavior	6	23.00
	Familiarization with the student	2	7.69
<b>Total</b>		<b>26</b>	<b>100.00</b>

The first sub theme, “determining intra-family communication”, covers subjects such as getting to know the family, gathering clues regarding family problems, and making deductions on communication within the family. The sub theme “determining problematic behavior” covers determining the problems demonstrated by students and making deductions on these problems. Within the theme “getting to know the child”, the topics of understanding the emotional state of the child and understanding their interaction with their environment are covered. Another sub theme, “evaluating problematic behavior” covers issues such as understanding the reasons for problematic behavior, trying to resolve problems, and evaluating problems in detail. Some participant responses to this question are as follows:



“We previously had more general knowledge. Now we learned the importance of drawing in determining behavior” (K9).

Another participant:

“Of course it contributed. At the least, listing the possible reasons as to why problematic behavior is performed will provide a basis for focusing on these and possibly achieving certain knowledge” (K17).

The final question, regarding whether or not the training program fulfilled the expectations of the participants, and possible future recommendations, was responded to by 17 participants. As with the previous questions, the responses were categorized into sub themes under the main theme “fulfillment of expectations and recommendations” (see Table 11).

**Table 11.** Fulfillment of Teacher Expectations from the Training Program on the Visual Arts Class Application and Recommendations for Future Training Programs

Main Theme	Sub Theme	<i>n</i>	%
Fulfillment of expectations and recommendations	It fulfilled our expectations	11	50.00
	The seminar was beneficial	7	31.82
	Additional seminars are required	4	18.18
<b>Total</b>		<b>22</b>	<b>100.00</b>

The sub theme “the seminar was beneficial” comprises of statements such as “I enjoyed participating in the seminar and it was beneficial”. “Additional seminars are required” covers subjects such as recognizing problematic behavior and methods of intervening problematic behavior displayed by students, in addition to analyzing student drawings. One participant provided the following elaboration:

“I participated in this seminar with pleasure, and it was an activity I followed closely from beginning to end. My expectations were regarding how I could best evaluate the visual arts of my students, how to interpret them, achieve outcomes. I am satisfied. I would like to thank you very much” (K8).

As a result, when the responses to the questions on the final test questionnaire are studied, it may be stated that teachers are satisfied with the training program they received, and that the program contributed to their professional development in one way or another.

## Conclusion, Discussion, and Recommendations

This study examined the effectiveness of a training program on teacher efficacy in the execution of the Visual Arts class, along with its effects on the execution of this course by primary school teachers. Through the training program, an attempt was made at increasing the efficacy levels of teachers regarding familiarization with students and gathering clues on problematic student behavior within the scope of the Visual Arts class. Additionally, one goal was to increase the level of knowledge and experience of teachers regarding analyzing drawings made by students and regarding developing new perspectives. In this regard, subjects such as how teachers conduct the Visual Arts class, how they analyze student drawings, and ideal methods for the application of the Visual Arts class were covered in detail within the scope of the program (see Table 2).

As a conclusion to the study, teacher perceptions were gathered following the training program and students displaying problematic behavior at school were determined. The teachers of these students requested through the school guidance and counseling service that studies be conducted on the accurate determination and prevention of problematic behavior. As such, this study was conducted as a preliminary study of a training program to be conducted regarding determining and preventing problematic behavior. Student drawings were analyzed, and to gather clues regarding the behavior of children displaying problematic behavior, items such as the following were studied regarding the drawings: the themes covered in student drawings, how they drew their parents (large or small), where they placed themselves in family or school themed drawings, who they drew and how they drew them, which colors they used, and whether or not they utilized figures or objects portraying violence. Yavuzer (2012) states that children communicate the happiness and joys they go through within their family by reflecting them in various ways in their drawings. For example, a child who is a victim of domestic violence may draw the aggressor larger, without hands, with large hands or may omit that person from their drawings.

When the drawings of children are analyzed from a clinical reflection perspective within the scope of projective approaches, these drawings are used as an alternative tool of evaluation in determining problematic behavior (Şen Beytut, Bolşık, Solak & Seyfioğlu, 2009). In this regard, making inferences merely from the findings achieved by the analysis of drawings would be erroneous while evaluating student drawings (Yavuzer, 2012). The person evaluating the drawings must support their findings with other findings achieved through a different method. As such, Ersoy & Türkkan (2009), in their study on determining primary school student perceptions of the internet through drawings, analyzed the opinions of students regarding their drawings in addition to having them draw. Therefore, within this study, avoidance of drawing rigid inferences when analyzing student drawings was emphasized during the training program conducted with teachers.

The findings of the study indicate that the expectations of participants stated in the pre-test data have been fulfilled. This finding shows that based on the drawing exercises conducted in the Visual Arts class, teacher expectations from the training program regarding familiarization with students, and gathering clues regarding problematic student behavior have been met.

When the findings of the study are analyzed, it may be seen that the need for information and resources regarding Visual Arts class execution and course content by primary school teachers is great. In this regard, further studies are required to better determine teacher needs and to meet the training and educational demands of these teachers based on their needs. Karasu, Aykut & Yılmaz (2014), in their study to determine the inservice training needs of teachers for the mentally handicapped, emphasized the importance of inservice training for the professional development of the teacher (i.e. self development, awareness of new developments in the field).

One of the more remarkable findings of the study are the findings regarding issues in the execution of the Visual Arts class in schools, along with the sources of the problems and proposed solutions. Teachers state the following regarding the root of the issues: classroom teachers lack the knowledge regarding the Visual Arts class and its application, misapplication of the course (not conducting it during the allocated time, conducting other activities or courses during class hours, lack of importance placed on the class etc.), and classrooms inappropriate for the execution of the Visual Arts class. Proposed solutions were modification of classrooms to be appropriate for the course or establishing art studios in schools, assigning subject teachers to teach the class, and increasing the professional efficacy of classroom teachers regarding course execution. Some teachers recommended providing training programs to themselves and other classroom teachers similar to the training program within this study. In this regard, for the effective execution of the Visual Arts class taught in schools and for the class to be more efficient for students, the needs of teachers must be determined in more detail by the Ministry of Education, and subject matter on the Visual Arts class may be included in their in service training programs. In addition, environments in which students may easily participate in the Visual Arts class may be established. Based on the findings of the study, some teachers stated that the curriculum of the Visual Arts class is determined by the Ministry of Education, and therefore they are not capable of making many modifications to the curriculum. In this regard, when the teaching program of the Visual Arts class (for grades one through eight) for primary and middle schools established by the ministry is parsed, it may be seen that the program covers subjects such as visual communication and figure formation, cultural heritage, art critique, and aesthetics. As a result, topics such as understanding the content of student drawings, and evaluating students through drawings are absent from the program (MEB, 2013; 2014). The course book prepared by the ministry for the 2014-2015 school year contains technical aspects of drawing (such as paint technique and line exercises). As such, when the targeted acquisitions expected of students regarding emotional and reasoning development from first to eight grade in the Visual Arts class are analyzed, one acquisition on emotion and reasoning is stated (the expression of emotion and reasoning through artistic techniques). However, acquisition regarding the analysis of this expression, or how this expression of thought and emotion should be conducted, in other words any means of evaluating student work by teachers is absent (MEB, 2014; Nalinci, 2014).

The data of this study indicates that museum visits or participation in exhibits as a social activity between teachers and individual or collective students are limited. Çakmak & Geçmiş (2012) emphasize the importance of museum visits, and participation in artistic and cultural activities for the development of students' artistic, observation, and analysis abilities along with quelling their curiosity as important aspects of the cognitive and social development of a child.

This study was conducted through the voluntary participation of teachers at a primary school. As such, the results of this study may not be generalize to other schools and teachers. As a result, it is recommended that such generalization may be possible with the inclusion of more schools and teachers in future studies.

The training program provided during the study was conducted in the morning and afternoon, based on the educational situation of the school. Researchers observed that these time slots were not ideal for conducting the training program, as afternoon participants were teachers teaching during the morning session. Researchers also observed fatigue in the teachers when noon training was conducted, as they had been working since early hours. As such, it is important that future training programs are conducted at an hour appropriate for the teachers to ensure their motivation.

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