

# Interpretive approaches to children's drawings - behavioral theory

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## **behavioral theory:**

It is based on the empirical study and analysis of external environmental conditions as 'stimuli' - observed behavior 'responses' and the discovery of laws governing the acquisition and modification of behavior.

The role of learning, environmental factors, and experience is more prominent than any other factors

The examination focuses on fees as a final product, collecting evidence on the strategic plans leading to these results, studying the performance situation and conditions, and analyzing responses. Taking drawings as a learnable behavior entails defining what the child must acquire and regulating the environmental conditions necessary for the learner.

This means that testing the final product of a drawing entails dissecting this product into several parts according to the development of planning processes, and this leads to the loss of the true meaning of the expression.

What the child lacks is not the skills as he decides it, but rather the motivation to draw and paint freely and spontaneously. Integrative interpretation of children's drawings It turns out that the explanatory approaches that were previously presented represent different cognitive, analytical, cognitive and behavioral theories, each of which has its own direction in terms of foundations, assumptions, methods and methods of discrimination.

We do not differentiate between them, nor do we emphasize their mere difference and contradiction with each other, because each of them alone is not sufficient in studying the phenomenon of artistic expression due to its complexity and richness. When a child draws something, he is governed by many factors

Visual reality - his knowledge of it - his conception of it - his feelings - learning conditions and reinforcement systems - his mental readiness - his perceptual-cognitive style in dealing with visual information - his level of maturity and motor skill - his previous experiences - his perceptual training - the concepts and methods he learned - his mood - the richness of his environment In addition to cultural and social factors.

and mental theory

Great value is given to the most details in the child's drawing in terms of their indication of mental maturity, although the large number of details from another point of view is only a negative indicator of the quality of artistic expression.

The researchers also question the cognitive development, as "Eleanor Gibson" points out that the cognitive development of the child includes a gradual increase in each of his ability to distinguish.

(Finding the difference between the largest number of variations such as "red, red-orange, red-violet" while in an earlier stage it was all red(

And his ability to elicit information (meaning extract salient details, knows what to look at and knows how to look at it)

As for the effectiveness of attention (meaning the improvement of its ability to select a certain shape among similar shapes, such as the face of a person in a crowd.(

This means that low-detail drawings may be more information-centric than poorly detailed.