Understanding a Young Child's Socio-emotional Behavior through His Projective Drawings: A Biblio-Analytical Case Study

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Abstract

Parenting a young child is never easy nor simple though it appears that young children should be easy to manage. Children are children, and they should never be treated as miniature adults. They are young and inexperienced, still growing, developing and maturing over a period of several years from birth through infancy, toddlerhood, childhood (early, middle, late) and adolescence (early, middle, late) until they arrive at the early adulthood. This paper begins with defining what parenting is and the challenging problems encountered in parenting. However, this paper is about a case study of a young boy aged 4+ years who went through a battery of standardized tests to determine his intellectual/cognitive, sensory and adaptive behaviors to understand the child's current developmental profile, and the challenges that his parents are facing in their parenting. The main focus is on the boy's projective drawings in relation to the lessons that can be acquired from the 1971 movie "Willie Wonka and the Chocolate Factory" or 2005 movie of the same book title adapted from "Charlie and the Chocolate Factory" written by Roald Dahl (1964).
Key Words: Parenting, Projective Drawing, Psychosocial Development, Sensory Profile, Social-Emotional Behavior

Introduction

Parenting (also known as child rearing) is an art, and not rocket science. Its main purpose is to promote and support necessary support to a child from the moment s/he is born until adulthood in terms of physical, socio-emotional and intellectual development. To better understand what parenting is all about, we need to have a clear definition what it is and what it is not. As mentioned earlier, parenting is never simple and defining it is equally difficult, too. According to Darling and Steinberg (1993), it is important to have a clear definition of the term *parenting*. They argued that past research studies had provided different indicators for parenting resulting in confusion and poor clarity of what parenting entails. Darling and Steinberg (1993) then introduced their integrative parenting model that involves three different categories of parenting: (i) parenting goals; (ii) parenting style; and (iii) parenting practices (or behavior). They went on to provide a review of the historical development of the parenting style construct, giving careful attention to the processes through which the style of parenting has been thought to influence child outcomes. Below are some selected definitions of parenting:

- Morrison (1978) defined parenting as "the process of developing and utilizing the knowledge and skills appropriate to planning for, creating, giving birth to, rearing and/or providing care for offspring" (p. 3). In other words, the implication of Morrison's definition of parenting is that it commences the moment it is planned for, involving not just bringing up the children but also providing care for them.

- Galinsky (1987) asserted that parenting involves parents growing and changing as they move from one stage of parenthood to the next. Hence, to understand what exactly parenting is, there is a need to look at it from the child's current phase of development. In other words, being a parent or parenting parallels a child's growth and development. According to Galinsky (1987), there are six distinct stages in the life of a parent (i.e., mother, father or both) in relation to the growing child: (i) image-making, i.e., from the time of conception until the child is born; (ii) nurturing, i.e., between the birth of a newborn and until s/he is about 18 months to two years; (iii) authority, i.e., between two and five years of age; (iv) interpretive, i.e., preschool until around puberty; (v) interdependent, during the period of adolescence; and (vi) departure, i.e., "when the child is leaving home for a long period of time" (Chia, Kee, & Lim, 2015, p. 156).

- Darling and Steinberg (1993) defined parenting as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed" (p. 488). In addition, these parenting behaviors also include (i) the specific, goal-directed behaviors through which parents perform their parental duties (i.e., parenting practices) and (ii) non-goal-directed parental behaviors (e.g., gestures, changes in tone of voice, or the spontaneous expression of emotion).

- Chan (2004) simply defined parenting as "the process or the state of being a parent" (p. 182). She went on to say that "[O]nce you have a child, you are involved in the process of parenting" (Chan, 2004, p. 182).
- According to Brooks (2012), parenting refers to the intricacies of raising a child and not exclusively for a biological relationship.
- More recently, parenting is seen as a "nurturing connection that parents can develop with their children. That nurturing connection is … the ideal way to raise secure, independent, and empathetic children" (Alli, 2020, para. 3). This is known as attachment parenting (see Sears & Sears, 2001, for detail), in which "a secure, trusting attachment to parents during childhood forms the basis for secure relationships and independence as adults" (Alli, 2020, para. 3).

According to O'Connor and Scott (2007), "[T]he various ways that parents shape their children's development have been a regular source of theorizing by scientists, philosophers and, central stage, by parents themselves. Within the scientific perspective, much of the empirical work linking parental behavior to developmental outcomes in children has been produced by those working in psychology, sociology and criminology. But other disciplines have contributed both theories and methods including historians, anthropologists and biological sciences" (p. 1).

Challenges in Parenting
Today, being a parent is no longer an easy task. Parenting has become a daunting call of responsibility for most parents with children due to the fact that the current dynamic lifestyle with newer challenging demands being instilled into their daily lives. "Gone are the days when fathers had to go out for work while mothers had to stay back at homes, looking after household duties and raising kids … The ratio of women staying back at home to look after their kids has seen a decline over the last few years" (Parenting Challenges, 2017, para. 1). In the recent years, especially in this new millennium, everything has been changed rapidly. Keeping a balance between parenting duties and work has become fairly stressful for working parents. Hence, many parents find parenting rather challenging these days, not to mention during the partial or full lockdown and/or movement restrictions during the Covid-19 pandemic. Moreover, there are many novel parenting styles proposed by different published authors who are also gurus in their respective fields or parent education, and these different parenting styles are being adopted by the parents depending on their preferences. "To fulfil the newer demands and requirements and to accomplish the economic stability of the family, both fathers and mothers have to work as a result of which their attention towards their kids become divided" (Parenting Challenges, 2017, para. 1).

Parenting, therefore, as a process exerts a very important influence on a wide range of developmental outcomes of our children, affecting their brain development, cognitive maturity, socio-emotional behavior, motor coordination, and adaptive behavioral development, and also including psychopathology, school adjustment, and later delinquency (Belsky & deHaan, 2011; Hoeve et al., 2009; McLeod, Weisz, & Wood, 2007). That is why "[P]arenting behaviors are clinically very important because of their potential for modification" (Totsika et al., p. 422).

In this paper, the author has taken a case study approach to focus on understanding from a child's perspective via his projective drawings in terms of his awareness as well as interaction or relationship with his parents through their respective fathering and mothering (parenting) styles. The author also did a biblio-analytical comparison of the child's drawings with a children's book – "Charlie and the Chocolate Factory" written by Roald Dahl (b.1916-d.1990) – to understand how the child perceived parenting and his relationship with his parents through his drawings.

A Case Study
This is a case study about a 4+ year-old boy, whose parents had made a self-referral to an educational therapist in private practice to evaluate their child's cognitive maturity, sensory modulation[16] and general developmental well-being in important areas, such as communication, physical ability, social skills, and problem-solving skills.

AA (pseudonym for the child) was described by his parents as a lively child, who adored his mother, showed his care and love for his younger brother of a few months old and enjoyed playing with his father. He was quite attached to his mother and always called for her attention in small tasks or things he did. However, the child's behavior as depicted by his mother can be summed up in three key attributes (see Figure 1): (1) egocentrism; (2) manipulativeness; and (3) selective empathy (shown only to certain people known and close to the child).

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[16] Sensory modulation is defined as "the ability to self-organize and regulate reactions to sensory inputs in a graded and adaptive manner. The ability to self-organize inhibitory and excitatory sensory stimulation and adapt to environmental changes" (Champagne, 2011, p. 252).
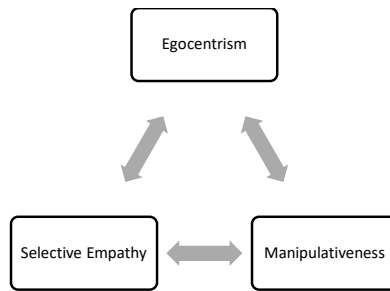
Figure 1. The Child's Three Key Behavioral Attributes

- **Egocentrism**

According to Mrunal (2018), egocentrism is quite normal in early childhood. Clarke (2021) defined an egocentric child as one "who is self-focused and unable to imagine any other perspective than their own" (para. 4). Hence, it is important that AA's parents should not be too quick to jump into conclusion that their child had some behavioral issues of concern. "Toddlers have a different perception of the world around them. They believe that things should go according to what they feel is right. S/he may feel dreams come alive at night or his/her imaginary friend is real … Egocentrism is one of the main characteristics of a child's thought process till around the age of 6 or 7" (Mrunal, 2018, para. 1). It only becomes an issue of concern beyond that age of 6 or 7 if a child continues with such an attribute of being or becoming too self-centered. Hence, parents have to be mindful of the following five key points raised by Mrunal (2018) that parallel the first five stages in the psychosocial development (Erikson, 1950/1993) (see Figure 2):
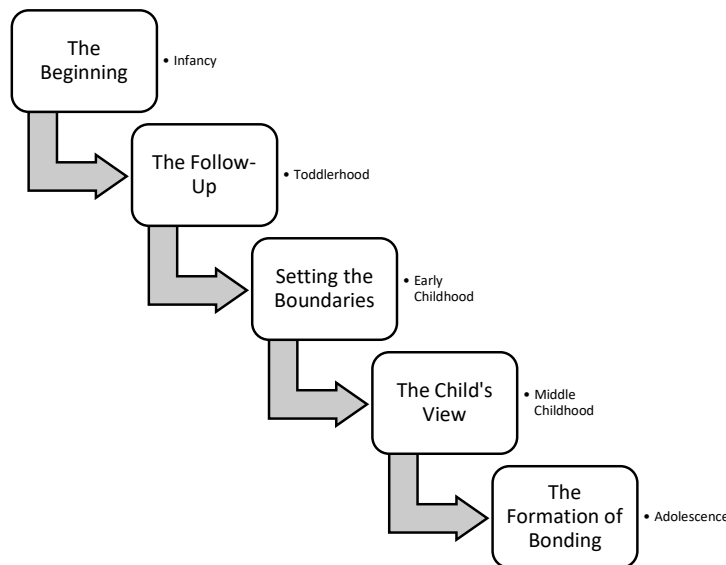

Figure 2. Mrunal's (2018) 5 Key Points parallel Erikson's (1950/1993) 5 Psychosocial Development Stages

(1) The Beginning [Infancy Stage]:
According to Mrunal (2018), "[D]uring the first few months after birth, the child will be the center of his universe. Everyone around him will also fuel his desires. After crossing the six-week mark, he will yearn for social interaction. He will scream out, "Hold me, feed me, burp me!" – these are only some of the examples of egocentrism in toddlers" (para. 2). When the child gets positive vibes from certain people (especially the mother), he will form bonds.

This is also the infancy stage or the first phase of psychosocial development (birth to 2 years of age), whose virtue to acquire is hope (Erikson, 1950/1993), which is a protective factor against the development of chronic anxiety (Michael, 2000). A baby's cry, ignored or neglected too long, will soon experience a sense of abandonment that can lead to separation anxiety or social insecurity later on in life as s/he grows up. "Michael (2000) found that hope correlates significantly and negatively with anxiety, while also protecting against perceptions of vulnerability, uncontrollability, and unpredictability" (cited in Houston, 2021, para. 18). The challenging psychosocial conflict is trust vs. mistrust (see Erikson, 1950/1993, for detail). The significant person at this point of the child's development is the child's mother.

(2) The Follow-Up [Toddlerhood Stage]:
When the child or toddler starts to walk, he begins to explore the spaces around him. It is also during this stage that the child becomes aware "of self as separate from mother" (DiLeo, 1977, p. 154). According to Mrunal (2018), "Everything from tidbits around the house to even the electrical outlets will be touched or looked at. He will be curious about his surrounding and connected to the 'big people' who care for him" (para. 3). However, the child will show a streak of rebellion when the same people who care for him start to put limits on his behavior, and that should not surprise his parents as having a disruptive behavior or conduct. The child "definitely would not like other people cramping his style! This stage of development is usually seen in kids around the age of 18 months" (Mrunal, 2018, para. 3).

This is also the toddlerhood stage or the second phase of psychosocial development (2 to 3 years of age), whose virtue to acquire is will (Erikson, 1950/1993), which is connected to making one's free choice but with responsibility. The challenging psychosocial conflict is autonomy vs. shame/doubt. If a child in this stage is encouraged and supported in his/her increased independence, s/he becomes more confident and secure in his/her own ability to survive in the world. If the child is criticized, overly controlled, or not given the opportunity to assert him/herself (e.g., making his/her choice), s/he may begin feeling inadequate in his/her ability to survive, and then becoming overly dependent on others, lacking of self-esteem, and feeling a sense of shame or doubt in their abilities. The significant persons at this point of the child's development are the parents (both father and mother must come into play) (see Erikson, 1950/1993, for detail).

(3) Setting Boundaries [Early Childhood Stage]:
"Egocentrism in young children or toddlers needs to be nipped in the bud, even if in stages" (Mrunal, 2018, para. 4). Hence, one way to do it is by setting boundaries and the child should be aware of the limits s/he can move. The child will rebel if anyone goes against his/her ideas of the world. Mrunal (2018) argued that "[N]o matter how loudly s/he protests, setting limits will keep him/her secure and safe. When the toddler says 'no', it deserves a firm response from the parent's end. A temper tantrum should never go unnoticed to curb egocentrism" (para. 4).

This is also the early childhood stage or the third phase of psychosocial development (3 to 6 years of age), whose virtue to acquire is purpose (Erikson, 1950/1993). Sense of purpose is the motivation that drives a child toward a satisfying future (Ho, 2021). Hence, the sense of purpose helps the child

get the most of life and it helps him achieve what matters most to him. Most importantly, it feeds intrinsic motivation and it creates meaning from life. Purpose is anybody's driving force (see Ho, 2021, for detail). The challenging psychosocial conflict is initiative vs. guilt. Children can develop initiative through social interactions, and by planning and commencing in play and other activities. If their pursuits fail or are criticized, their feelings of self-doubt and guilt may arise. The significant persons at this point of the child's development are the child's family (i.e., parents, siblings, grandparents and anyone living with the child) (see Erikson, 1950/1993, for detail). The family as an entity offers an essential role in supporting the child's growing-up and the child must recognize his/her purpose and role in the family.

In the case of AA, the child has already begun the third stage of his psychosocial development now, and the earlier two key points (i.e., beginning and follow-up levels) are important for his parents to take note in order to monitor his progress in this domain.

(4) The Child's View [Middle Childhood Stage]:
According to Mrunal (2018), "[Y]oung children or toddlers will always tend to focus on their wants and needs. Their egocentric views mean that their perceptions are clouded by things that are most obvious" (para. 5). For most toddlers, including Abraham, seeing is believing. The child might believe that since he can see gifts, for instance, he should be able to have them. Childhood egocentrism needs to be dealt with effectively by the child's parents.

(5) Formation of Bonding [Adolescence]:
"The young child's egocentric views are challenged when they are introduced to kids their own age. When the child has to play with his friends, he is forced to accept other toddlers' opinions" (Mrunal, 2018, para. 6). Through this exercise, he will be pushed to understanding that other young children or toddlers also have a perception of reality that could be different from his. "When the child exhibits signs of an egocentric personality, it is time to introduce him to a playgroup, where he can learn to interact, communicate and play with others" (Mrunal, 2018; reviewed by Prakash, 2018, para. 6).

AA has not arrived at the middle childhood stage (or the fourth stage) nor the adolescence stage (or the fifth stage) in Erikson's psychosocial development and hence, it is not within the scope of this paper to delve on these last two points of Mrunal (2018).

- **Manipulativeness**
Manipulativeness, according to Kloppers (2021), is "a form of behavior that involves minimizing its effects on others" (para. 5). Manipulativeness can be

a part of the normal routine for a child to control his/her acquaintance's (especially parents) perceptions of and reactions to him/her. According to Lehman (2019), a manipulative child may use his/her charm, play the victim, make another person (normally his/her parents or another adult/person) seem to be the one who caused a problem which s/he began but would not take responsibility for. Such a manipulative child can be passive-aggressive or nice one minute and standoffish the next, to keep the other person guessing and to prey on the other person's fears and insecurities. The child may often make the other person defensive. The child being egocentric and manipulative can be a narcissist in making.

According to Lehman (2019), manipulative children can recognize and deal with people in different ways almost from birth. As an infant, s/he responds differently to his mother, a caregiver or a family friend. This continues into childhood and adolescence. The child can recognize the differences in parents (i.e., mother and father), and those differences often fall into two categories:

(i)   Which between the two parents has power and which between them does not have power?

(ii)   Which between the two parents can the child manipulate with bad behavior and which between them can s/he not manipulate?

As the child grows up, s/he recognizes which of the two parents cannot follow through on consequences, which one can accept his/her excuses for inappropriate behavior and which one buys him/her things to win his/her allegiance (Lehman, 2019). The child learns which parent (father or mother) is always making excuses for him/her and which one sets limits. This is not a healthy psychosocial attribute and can constitute what is known as Jekyll-and-Hyde Complex or Syndrome, which is often described more in the elderly (than children) who cyclically improve with hospitalization (including the following conditions: stabilization, rehydration, and appropriate medication), and mentally as well as physically deterioration at home (Segen, 2012).

The child targets at one parent by acting out is an indication that s/he has learned s/he can feel powerful at the expense of that parent (be it father or mother, a grandparent, brother or sister). On the surface, the parents will not see the child getting anything out of this targeted behavior. It is not like the child is getting out of a consequence by calling his/her parent/s abusive names. The child does it because s/he feels like a zero, and when s/he can bully his/her parent/s, s/he feels more in control (or powerful). However, the child feels weak and shaky about him/herself when s/he lacks self-confidence. When the child puts his/her parent/s down, s/he gets a sense of self-confidence. It is a simple, basic behavioral dynamic – a struggle of power between the child and the parent/s (father or mother or both).

- **Selective Empathy**

Finally, "[S]elective empathy (also known as selective compassion) is an empathy restricted to particular groups — typically those the child belongs to or identifies as similar to himself" (Davenport, 2020, para. 1). Refusing empathy to the "others" is centuries old and still rampant in every country resulting in all kinds of social malice (e.g., racism, terrorism, fascism).

The three childhood personality traits - Egocentrism, Manipulativeness and Selective Empathy – can change over a period of time as the child grows up and might also develop the triad of dark personality traits (see Figure 3): (i) Narcissism (i.e., excessive self-love); (ii) Machiavellianism (i.e., a manipulative attitude); and (iii) Psychopathy (i.e., lack of empathy) (Lyons, 2019; Paulhus & Williams, 2002).
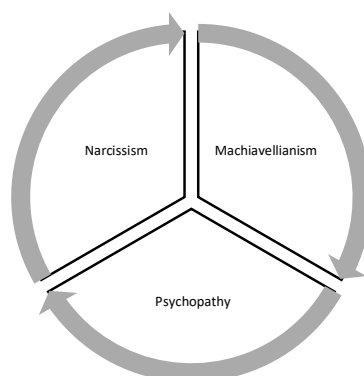

Figure 3. The Triad of Dark Personality Traits

Projective Drawing Assessment

In AA's case, a projective drawing assessment was administered to find out the child's intellectual capacity and/or cognitive maturity. It is part of the hierarchy of abilities and skills (Chia, 2008, 2012) to establish a child's psychosocial[17] profile so that his parents could be properly advised and an appropriate arts-based intervention program, if necessary, could be accorded to AA. The model of the hierarchy of abilities and skills consists of six blocks or levels. In this paper, it covers only the first block of two in the hierarchy of abilities and skills (Chia, 2008, 2012), i.e., Foundation Block-Innate Abilities[18] and Block II-Sensory Abilities and Skills[19]: (i) Draw-a-Person Intellectual Ability Test for Children, Adolescents and Adults (DAP-IQ; Reynolds & Hickman, 2004); (ii) Ages and Stages Questionnire-3rd Edition (ASQ-3; Squires, Bricker, Twonbly, & Potter, 2009); and (iii) Sensory Profile (SP; Dunn, 1999a) which includes the Sensory Profile-Caregiver Questionnaire (SP-CQ; Dunn, 1999a), Sensory Profile-Supplement/Summary (SP-S; Dunn, 2006), Short Sensory Profile (SSP; Dunn, 1999b), and (iv) Sensory Profile-2nd Edition-Child Version (SP-2C; Dunn, 2014). The results from the other standardized tests (except DAP-IQ) will not be discussed here as they are beyond the scope of this paper.

In this paper, the author has chosen to focus on the findings based on the DAP-IQ administration to study, analyze and understand AA's projective drawings. In addition, the drawings were also scored using the Goodenough DaP (Goodenough, 1926; Scott, 1981) and the Goodenough Draw-a-Man for Toddlers (Tan, 2004). The child also did two other free drawings prompted by the author.

The Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults (DAP-IQ; Reynolds & Hickman, 2004) provides an objective scoring system that is applied to a standardized method for obtaining a drawing of a human figure, from which an IQ estimate is then derived. The test is untimed, but most examinees (children and adults) can complete the drawing in 5 minutes or less. The test may be administered individually or in groups, the latter being primarily for screening purposes. The DAP-IQ provides a common set of scoring criteria across its full age range of 4 years through 89 years and is the first draw-a-person projective test to do so. This not only eases the burden on the

assessor but allows for more direct, continuous measurement of a common construct across the age range. The DAP-IQ showed higher correlations with the Performance IQ of the Wechsler Intelligence Scale for Children-Third Edition-Revised (WISC-III-R) than with the Verbal IQ (Fabry & Bertinetti, 1990). Hence, the DAP test was evaluated as "a useful addition to the test battery" (Wisniewski & Naglieri, 1989, p.346) and as an appropriate screening test for intellectual ability in children (Prewett, Bardos, & Naglieri, 1989).

The DAP-IQ was the choice of the IQ test administration to determine AA's level of cognitive maturity and his cognitive capacity. These two terms are not synonymous and have to be clearly defined. The former term (i.e., cognitive maturity) refers to the ability to respond to the environment being aware of the correct time and location to behave and knowing when to act, according to the circumstances and the culture of the society one lives in (Hunt, 1941; Wechsler, 1950). Understanding the purpose in life concept, which concerns cognitive maturity, emphasizes a clear comprehension of life's purpose, directedness, and intentionality, which contributes to the feeling that life is meaningful (Adler, 1997). The latter refers to one's intellectual ability.

The two key markers in cognitive maturity are: (1) Socio-emotional & cognitive markers: Although psychological maturity is specifically grounded in the autonomy of one's decision-making ability, these outcomes are deeply embedded in not only cognition, but also in lifelong processes of emotional, social and moral development; and (2) Biological & evolutionary markers, where (i) maturity is an earned status that often carries responsibilities, immaturity is then defined in contrast by the absence of serious responsibility and in its place is the freedom for unmitigated growth; and (ii) this period of growth is particularly important for humans, who undergo a unique four-stage pattern of development (infancy, childhood, juvenility, adolescence) that has been theorized to confer a number of evolutionarily competitive benefits (Locke & Bogin, 2006). The latter (i.e., cognitive capacity) – also known as intellectual capacity – refers to an individual's ability (competence) to do or perform a task or an act (performance), or the amount of it that s/he is able to do. This form of capacity refers to an individual's ability to adapt, think, rationalize, change, learn,

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[17] The term *psychosocial* "relates to one's psychological development in, and interaction with, a social environment. The individual needs not be fully aware of this relationship with her or his environment. It was first commonly used by psychologist Erik Erikson in his stages of social development" (STANDS4 Network/Definitions.com, 2021).

[18] This Foundation Block refers to the core block of a child's innate abilities which deal with the use of language to

communicate, abstract thoughts and reasoning skills, memory retention as well as problem solving skills. An example of an assessment tool for this level is an IQ test (Chia, 2008, 2012).

[19] Block II focuses on the sensory-perceptual-motor coordination and related behavioral abilities and skills involving balance/motion of the body (vestibular) and position of body (proprioception). An example of an assessment tool for this level is the Sensory Profile (Dunn, 1999a).

analyze and act. When the term – cognitive/intellectual capacity – is expressed in a single word, it refers to the development of the cognitive sense of an individual.

AA did the Single Human Figure Drawing (SHFD) based on the DAP-IQ administration (see Figure 4). The child with a raw score of 8 obtained an average

standard score of 107 (at 68%ile rank) with an age equivalent of 4 years 6 months or a grade equivalent of less than the kindergarten level. According to Cooijmans (2013), an individual with such a standard score (100-109) is able to learn from written materials. This also means that AA at the time of assessment was considered an average learner.
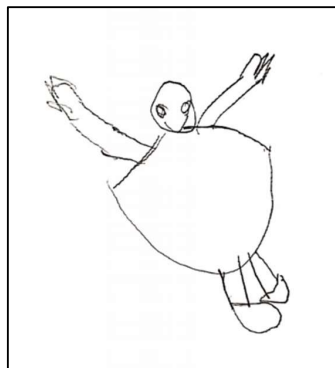

Figure 4. AA's Projective Drawing of a Person

Besides the administration of DaP-IQ, the Goodenough Draw-a-Person/DaP (Goodenough, 1926; Scott, 1981) scoring scheme (from chronological age of 3:03 to 12:09) – taken from Class B, i.e., all drawings that can be recognized as

attempts to represent the human figure, with each point is scored plus or minus and one credit for each point scored plus and no half credits given (see Table 1 below) – was also used to determine the child's mental capacity in the following subdomains:

Table 1. Goodenough DaP Scoring Scheme (for 3:03 to 12:09)

Subdomain	Score	Subdomain	Score
Gross Detail	4	Joints	0
Attachments	2	Proportion	0
Head Detail	2	Motor Coordination	1
Clothing	0	Fine Head Detail	0
Hand Detail	0	Profile (Overall)	0
SUB-TOTAL SCORE:	8	SUB-TOTAL SCORE	1
TOTAL SCORE	9	MENTAL AGE	5 years 3 months

AA's mental age was found to be at 5 years 3 months (see Table 1) at the time of testing and evaluation. When using the Malaysian pediatrician Dr Tan Poh Tin's version of the Goodenough Draw-a-Man Test for Toddlers aged 3-6 years (Tan, 2004) with the formula $[3 + (¼ × \text{number of points})]$, his mental age

was calculated to be 4 years 9 months. All the mental ages (MA) computed from the three projective DaP/DaM techniques were compared and recomputed to give an average mental age of 4 years 10 months or a drawing quotient of 116 (high average).

Table 2. Comparison of DaP/DaM Results

Projective Drawing Techniques	(A) DAP-IQ (Reynolds & Hickman, 2004)	(B) Goodenough DaP (Goodenough, 1926; Scott, 1980)	(C) Goodenough DaM for Toddlers (Tan, 2004)
Raw Scores	8	9	7
Mental Age	4:06	5:03	4:09
Drawing Quotient	107	126	114
Descriptor	Average	Superior	High Average
Difference between		*Flynn Effect:*	
• (A) and (B)	19 points	Average difference:	--
• (C) and (B)	--	(19+12)÷2=15.5 points	12 points

There is a high possibility of Flynn effect when considering the earlier version of Goodenough DaP Test (Goodenough, 1926; Scott, 1980) to the current versions of DAP-IQ (Reynold & Hickman, 2004) and Goodenough DaM for Toddlers (Tan, 2004). The Flynn effect between projective drawing tests (B) and (A) or (C) is at the average difference of 15.5 points. The Flynn effect refers to the substantial and long-sustained increase in both fluid and crystallized intelligence test scores that were measured in many parts of the world over the 20th century (Baker et al., 2015). When intelligence quotient (IQ) tests are initially standardized using a sample of test-takers, by convention the average of the test results is set to 100 and their standard deviation is set to 15 or 16 IQ points (see Flynn, 2009, for detail). When IQ tests are revised, they are again standardized using a new sample of test-takers, usually born more recently than the first. Again, the average result is set to 100.

However, when the new test subjects take the older tests, in almost every case their average scores are significantly above 100.

In addition to the Single Human Figure Drawing (SHFD) based on the standard protocol of DAP-IQ administration (with comparison to the Goodenough Draw-a-Man Test for Toddlers aged 3-6 years; see Tan, 2004, p. 81), AA also produced other drawings for three other projective drawings (more to find out about the child's emotional status and thoughts): (i) Draw-a-Family prompted by the author (see Figure 5); (ii) Draw-Your-Family Test (DYFT) (see Figure 6); and (iii) Draw-Your-House Test (DYHT) with the author's prompting (see Figure 7). These three projective drawings (see Figures 5, 6 and 7) were meant for follow-up activity therapy sessions and/or counselling with the child.
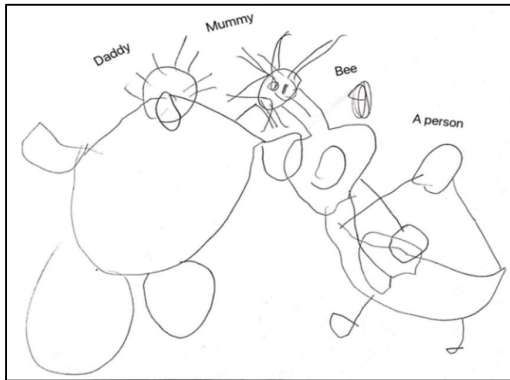

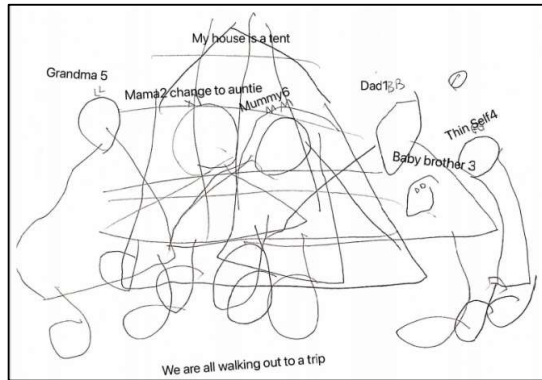Figure 5. Draw-a-Family (prompted by the author)

Figure 6. Draw-Your-Family
(AA drew the house first and added the family next, saying that they were outside the house)
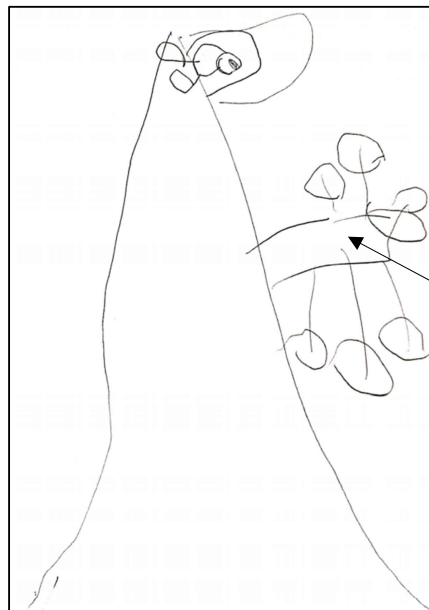

Figure 7. Draw-Your-House

A brief summary for the above three additional drawings indicated that AA was currently in the transition phase between Kinesthetic Drawing and Representational Drawing (DiLeo, 1977). Scribbling could be seen in the Kinesthetic Drawing phase (between 15 months and 36 months old) during which a "crayon *or pencil* held in fist makes zig-zags; later a variety of configurations: whorls, eventually distinct circles; enjoys watching a record of motion on the paper; crayon/*pencil* will be guided by index finger" (DiLeo, 1977, p. 155; words in italic are the author's). Moreover, during the transitional phase, the child would discover "that the circle may serve to represent something, probably a head; has made a first graphic symbol" (DiLeo, 1977, p. 154).

There are three subphases in the Representational Drawing phase: (i) Expressionistic; (ii) Intellectual realism; and (iii) Visual realism. At the time of this assessment, AA's drawing development was between the expressionistic subphase: "Subjective rendition of favorite theme: human body"; and intellectual realism subphase: "what is known to exist shall be shown; importance is expressed by size" (DiLeo, 1977, p. 154). What was drawn is showing the child's mental impression rather than a visual observation (Read, 1966). In addition, Read (1966) argued that "the representation is not purely intellectual but imbued with emotional elements" (cited in DiLeo, 1973, p. 9). DiLeo (1973) added "that drawings by young children are representations and not reproduction, that they express an inner and not a visual realism" (p. 9). More importantly, DiLeo (1973) emphasized that "[T]he drawings make a statement about the child himself and less about the object drawn. The image is imbued with affective as well as cognitive elements" (p. 9).

Hence, in analyzing the three projective drawings (Figures 5, 6 and 7) done by AA, the author prompted the child with the following question: "What did you draw?" The answers to this question (for the purpose of obtaining a detailed projective drawing analysis) can be summarized as follows:
(1) What was important to AA: predominantly people, then animals, houses, trees (Eng, 1954): e.g., AA drew his parents, his baby brother, a bee (see Figure 5), and a house (see Figure 6).
(2) Some, but not all of what was known about the key object, i.e., AA drew what he knew and not what was seen (Eng, 1954): the key object that AA drew was himself (see Figures 5, 6 and 7).
(3) What was remembered at the time of drawing (DiLeo, 1973): e.g., AA recalled a family outing (as in Figure 7).
(4) The idea – representing the object the child drew (Prudhommeau, 1947) – colored by feelings: e.g., in AA's drawings, no colors were used, but the child's idea was that the family was outside the house going for a family trip (see Figure 6).
(5) What was seen (in the sense used by Arnheim, 1965): e.g., AA mentioned verbally that his house was a tent (see Figure 6) and he was thin (see Figure 6); and
(6) An inner, i.e., an inner realism (Wolff, 1946) and how the figures drawn by the child were exaggerated by affective and expressive influences (Piotrowska & Sobeski, 1941/1942), not an optical reality (Ricci, 1885): e.g., AA drew himself cycling happily (as told by the child) outside the main door of his house on a mountain (see Figure 7).

That is to say, at this juncture, AA was an expressionist for whom the key object (i.e., the human figure of himself in all three drawings) in his projective drawings served merely as a cue or catalyst. "Whether drawing from a model or from memory, the result is the same" (DiLeo, 1973, p. 10).

It is interesting to note that in Figure 6, which AA drew a somewhat dilapidated house first and added his family next, saying that they were outside the house. The child did his detailed, careful drawings and that may reveal him as someone "who feels the need to try very hard" (Mandrapa, 2015, para. 20). According to Mandrapa (2015), this should not come as a surprise as children's feelings can be expressed through their drawings. For instance, the lines drawn by AA could reveal much of his emotions. "The quality of line can also be significant – a figure drawn with light, wavering, broken lines, reveals a hesitant, insecure child who appears to think as he goes along" (Mandrapa, 2015, para. 22). "By contrast, the bold, continual, freely drawn line is expressive of self-confidence, and a feeling of security" (Mandrapa, 2015, para. 22). However, "[B]old strokes, especially if close together, can be a sign of stress, strong feelings, determination or anger, while softer marks suggest a gentler nature" (Mandrapa, 2015, para. 21). AA displayed his sense of frustration and anger in his drawings though he managed very well to mask his feelings through the way he could sweet talk anyone or sugarcoat his words in his attempt to appease his parents and/or significant others.

Moreover, lines drawn by AA for the house and the human figures were disjointed or disintegrated. It suggested a physical or emotional breakdown, or it might also mean the deterioration of a given emotional situation (Chia, 2010). "When a human figure is drawn in such a way that all the parts are not properly joined, it suggests the drawer is having

either some visual perceptual difficulties or emotional disturbance" (Chia & Ng, 2011, p. 35). In AA's case, he was more of emotionally insecure, probably due to having co-exist or share the
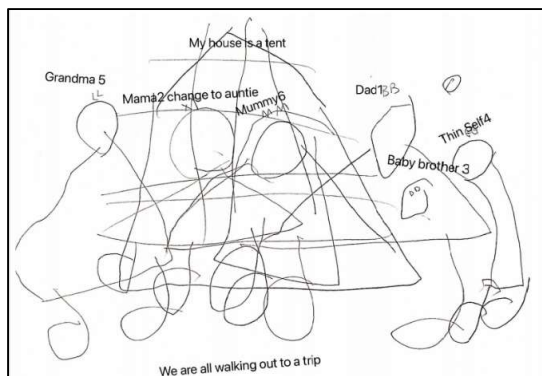
abundance of parental love with his baby brother (as indicated by the symbolic interpretation of a bee drawn in Figure 5).

Figure 6. AA's Drawing of His 'Dilapidated' House

Figure 8. Charlie Bucket's House (2005 movie) [in black-and-white]

When looking at the child's drawing of his dilapidated house, one could not help comparing it with Charlie Bucket's house, which was a small wooden house on the edge of a great town. It somewhat resembled that image of a ramshackle cottage. According to Suwan (2015), common doodling indicates a drawer's need for security or at least a sense of security. "A neat drawing of a house suggests a secure home life, a more messy-looking sketch (especially one without windows) indicates unhappiness with your home life. A house pictured on its own on top of a hill suggests you're feeling isolated and lonely" (para. 12). Interestingly, AA draw a third picture (see Figure 7) depicting the location of his house on the hilltop. He added a tree at the author's prompting. This could suggest the child's sense of isolation, loneliness and unhappiness.

Next, by examining the sizes of the human figures (i.e., his grandmother, his mother, his aunt, his father, his baby brother and his skinny self being squeezed on the right end of the A4 paper) that AA had included in his drawings (see Figures 5 and 6), "the relative size of the figures drawn is considered to be significant, with more important or dominant figures being drawn larger" (Mandrapa, 2015, para. 23). However, AA's human figures other than his baby brother and himself almost shared the same size. What was noticeable was the absence of arms. This is sometimes interpreted as indicating timidity, a sign of non-aggressiveness (Mandrapa, 2015) or suggesting inadequacy and ineffectiveness (Klepsch & Logie, 1982). It is also perceived as lack of power and strength (Chia & Ng, 2011). Big feet were seen in the human figures drawn by AA suggesting the need for security or a firm grounding (Klepsch & Logie, 1982). "Likewise, tiny feet are seen as a sign

of insecurity – literally an unstable foundation" (Mandrapa, 2015, para, 24). In AA's case, his drawings suggested that he lacked power in decision-making, inadequate and ineffective in his attempt to build a better or stronger bonding with his parents.

Another interesting observation in AA's drawing (see Figure 6) was the positioning of the human figures in relation to AA's own figure. His self's figure was closer to the baby brother and his father than to his mother, aunt and grandmother. The position of the aunt's figure was first drawn to represent the child's mother, but AA later decided to rename it as his aunt and the mother's figure was re-drawn (though with a gap) next to the father's figure. Subconsciously, AA had positioned all the male human figures closer to each other to the right while the female human figures were placed closer to each other toward the left.

When it comes to positioning in the drawing, apparently the left side of the page, according to Mandrapa (2015), "is traditionally associated with the past and with nurturing … also associated with mothers" (para. 15). As for the right side of the drawing, it relates to "an interest in the future, and a need to communicate … associated with fathers" (Mandrapa, 2015, para. 16). This was exactly what AA had drawn as shown in Figure 6 in his desire to have more interactive time with his father.

From the drawings done by AA, the child could be described as an expressionist with an average cognitive capacity and/or maturity. However, the child was identified to show hesitant insecurity, hidden frustration and anger only to be masked by his sweet talk and attempts to appease his parents. This behavior resembles the traits of what has been

termed as Uriah Heep Complex[20]. In addition, internally, the child was emotionally fragile and unstable, feeling a sense of inadequacy and ineffectiveness in his deeds. His drawing (see Figure 6) spoke a lot of how he perceived the female and male members in his family. The female figures representing his grandmother, aunt and mother were drawn on the left (interpreted to mean "nurturing" force) while AA drew himself with the male members representing his father and baby brother on the right (interpreted to mean "need to communicate more" for his future interaction or relationship). To sum it up all, AA's drawings suggested that the child was experiencing loneliness, isolation and unhappiness for whatever reasons best known to himself. This requires an experienced therapist to analyze his drawings (including previous and current scribbles, if any) and work with the child closely to understand his psyche.

From Projective Drawings to Biblio-Analysis

It is interesting to take note that from the biblio-analysis[21] of the above three drawings, there are some similarities with the descriptions in the children's classic *Charlie and the Chocolate Factory* (Dahl, 1964) that has been adapted into two movies: Willy Wonka and the Chocolate Factory (1971 movie) and Charlie and the Chocolate Factory (2005 movie) (see Figures 9, 10 and 11). According to Overland (2020), "[T]he most obvious moral is that good children get rewarded, ultimately, and bad children get punished. What goes around comes around. Karma is a real thing; just ask the Oompa Loompas" (para. 1). Overland (2020) added that "… poor children are more often virtuous than rich… and if a child comes from a rich, privileged family that child will end up rotten — unless the parents are careful not to overindulge the kid" (para. 2). Hence, "a big part of the moral is, 'It's always in part the parents' fault" (Overland, 2020, para. 3).

Figure 9.
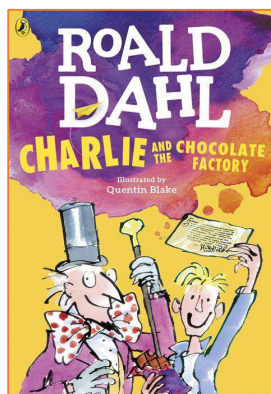The Movie (1971): Willy Wonka & the Chocolate Factory

Figure 10.
The Book: Charlie & the Chocolate Factory (Dahl, 1964)

Figure 11.
The Movie (2005): Charlie & the Chocolate Factory

That has brought the important role of parents and their parenting into attention again. The behavior of a child reflects very much how s/he has been parented or brought up, especially when both parents are working to support the family, leaving little time to spend with their children during their formative years. As what Stacy (2014) described that "[I]n this crazy busy world, we (*parents*) get so caught up in it is way too easy to forget there are those in our lives who want and need our undivided attention. Just as our children need a parent's attention, parents also need attention from their children. Although I am an adult with grown children of my own, I am reminded that I need to spend more time with my mom, just

one-on-one" (para. 5). Samantha (2019) also raised an important point that "[K]ids learn from their parents" (para. 7).

Returning to *Charlie and the Chocolate Factory*, readers familiar with the story should be quite aware of the kinds of misbehaving or spoilt kids that Roald Dahl described. Samantha (2019) explained, "Throughout the movie (Willy Wonka and the Chocolate Factory), we see children continually being pampered by their parents and even rewarded for bad behavior" (para. 8). Each of the five children (except for Charlie Bucket, the protagonist in the story), who had won the Golden Tickets to visit

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[20] Uriah Heep is a fictional character in the 1850 novel *David Copperfield* written by Charles Dickens. The character – the primary antagonist during the second part of the novel – is known for being cloyingly humble, unctuous, obsequious, and insincere, and often making frequent references to own

'umbleness'. The name of this character is now synonymous with sycophancy (Parker & Parker, 2017).

[21] The prefix *biblio* refers to relating to a book (or books). Biblio-analysis is the use of a storybook with a theme relevant or related to the projective drawings for the purpose of evaluation and interpretation.

Willy Wonka's Chocolate Factory, displayed their unique negative attitudes that would have caused dismay to their parents and disgusted many others. "When Veruca (the second child winner of the Golden Ticket to visit the Chocolate Factory) falls down the garbage chute, the Oompa Loompas sing about her rotten behavior. They reference her spoiled lifestyle and desire to be pampered and talk about it being the fault of her parents" (Samantha, 2019, para. 7). "Augustus (the first child to win the Golden Ticket) has a habit of eating, as do his parents. Violet (the third child to win the Golden Ticket) has a desire to be number one in all she does, something she learned from her parents. Mike (the fourth child to win the Golden Ticket) is a disrespectful child who can't get away from the television because his parents allow him to" (Samantha, 2019, para. 9).

Conclusion

Children are mirrors, reflecting images of what happens around them, and they also reflect parental behavior (Urban Child Institute, 2011). "In addition to sharing genetic similarities with parents, they reflect the gestures, language, and interests of the adults in their lives" (Urban Child Institute, 2011, para. 1).

AA constitutes a child image of juxtaposition between good and bad – used with the vernacular phrase "Jekyll and Hyde" that refers to someone with an unpredictably dual nature, i.e., outwardly good, but sometimes shockingly bad (Saposnik, 1971). This behavior could be the subliminal traits of dark personality yet to be in full bloom. However, this should not stop the parents from taking the first step to work on their parenting approach to manage their child and steering him away from such behavioral challenges awaiting to happen.

AA is still an impressionistic child in the psychosocial developmental phase of early childhood (3 to 6 years old). He exhibits the typical traits of a child of his age. As mentioned earlier in this paper, his attributes of egocentrism, manipulativeness and selective empathy define his current psyche. It is the manipulativeness that should call for his parents' immediate attention. Parenting consistency is essential to nip the child's manipulativeness so that the subliminal Jekyll-and-Hyde behavior will not be allowed to develop later on. Both his parents must come to an agreement on how they should go about managing AA. Family rules are essential and AA must be made aware of these rules, which should include obedience and responsibility. However, many parents often confuse obedience with responsibility. They would love their children to do what they ask, to follow directions and to not question their authority. This is understandable and important goals when raising children. The Center for Parenting Education (2021) has pointed out that such behaviors are not related to responsibility. These behaviors collectively are classified as obedience. "Over time, most parents want children to accept ownership for a task or chore – the children do it because it needs to be done and accept that it is their obligation to do it. Over time, they may even initiate doing a task 'because it needs to be done' – not because they are being told to do it. This attitude would be called responsibility" (Center for Parenting Education, 2021, para. 4-5).

It is important for AA's parents currently being advised and guided by a parenting educator to know exactly what and how to manage but never to under-parent the child should his behavioral traits deviate from what are considered socio-emotionally and morally acceptable in the specific socio-cultural context of his family. The Center for Parenting Education (2021) argued that "finding the balance between over-managing and under-parenting is an art. Deciding when it is appropriate to step in and when it is more effective to let go and give the child space to do it his way will depend on the child's cognitive maturity, past behavior with responsibility in general and with this task in particular, the developmental task he is working on, his temperament, and many other considerations. It is important to instill the attitudes and traits that make the child responsible occurs over years and involves many different pieces that make up the parenting puzzle" (para. 11-12).

Acknowledgement

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