

Under the shadow of Dyslexia: The experience of being a Dyslexic child

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The aim of this study was to gather information concerning how children, who suffer from dyslexia, portray themselves in drawings as students at school, and what their narratives offer before and after the drawing assignment. Specifically, the study sought to examine to what extent the narratives given following the drawing will be richer in terms of emotions expressed by the child.

Eighteen children, aged 8-11 (primary school students from two rural Israeli schools) completed a drawing task and a short interview with the subject: 'How a young student diagnosed with dyslexia feels as a student in a regular school setting.' The narratives offered before and after the drawing were then compared.

The results show differences between the narratives used by the children before and after they were asked to draw. The narratives that were given after the drawings were richer and more revealing of emotions. An observation of the drawings shows that the role of social life and relationships with peers are very important to these children. The drawings did not express much feelings, but showed indicators related to anxiety and the need for support were apparent in some of them, such as the omission of body parts. As for the use of colors, 44% of the children used only one color for the entire drawing. Specifications of the use of colors and their possible meanings are discussed.

Findings indicated that drawing enriches the narrative given by young students in addressing a complicated subject, such as their feelings towards being a student in school. They also suggest that primary school pupils with dyslexia find their social status to be of great importance. Drawings showed indicators related to the need for support and feelings of inadequacy.

Keywords: Dyslexia, children, drawings, narratives.

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