

Original Research Article

Representations of Aggression in the Drawings of People with Special Needs (People with Motor Disabilities) as a Model

Khawla Ali Abdulla Al-Husiny^{1*}

¹General Directorate of Education, Babylon, Iraq

*Corresponding Author: Khawla Ali Abdulla Al-Husiny
General Directorate of Education, Babylon, Iraq

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Abstract: There were four chapters in the research structure. The research problem, its significance and the reason for studying it were all outlined in the first chapter. The study was designed to discover the way aggression was drawn by people with disabilities. Planning for the research was done for the academic year (2024-2025). The second chapter brought in the theoretical framework and it focused on three subjects: Special Education explains how it cares for those with special needs, Aggression in Psychology uses various theories to understand it and Drawings of Children (people with motor impairments) play a role in identifying the reasons for aggression. The end of the chapter featured the indicators based on the chosen theory. Research procedures were discussed in the third chapter that involved the research community and the sample. Students with (motor) disabilities were taken from fifth grade classes containing special education, so the group consisted of (20) students and every student gave only one drawing, making the total number of drawings (20).

Keywords: Representations, Aggression, People with Special Needs.

CHAPTER ONE / METHODOLOGY

First: The Research Problem:

Researchers and psychotherapists have turned to drawing as a means of communicating with children with special needs. It also serves as a language through which a bridge can be built between them and the therapist, allowing them to exchange ideas and meanings and uncover their inner conflicts. The ability to transform thoughts into drawings enables us to transform drawings into words and ideas. Hence, the art teacher, acting as a psychoanalyst, bears a great responsibility in reading their students' drawings, particularly the aggression represented in the drawings of those with motor disabilities. This is achieved through their artistic expressions, analyzing their symbols and lines to provide the teacher with a key to understanding their inner selves and limiting that aggression and its impact on the child's personality.

Accordingly, The Research Problem can be formulated with the following question:

What are The Representations of Aggression in the Drawings of People with Special Needs (Those with Motor Disabilities), as a Model?

The Importance of The Research becomes clear after answering this question by shedding light on the representations of aggression in the drawings of people with special needs (those with motor disabilities), as a model.

The Need for The Research is represented by the following:

1. It helps specialists in the field of education understand the representations of aggression in the drawings of children with special needs (those with motor disabilities), as a model.
2. It contributes to achieving the goals of special education.
3. It helps art teachers understand the methods that help reduce aggression in children with special needs (those with motor disabilities) through their drawings.

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4. It contributes to strengthening the local library.

Second: Research objective:

To identify representations of aggression in the drawings of people with special needs (those with motor disabilities), as a model.

Third: Research boundaries:

Temporally: The academic year (2024-2025).

Geographically: Special education classes for the fifth grade of primary school in the Hillah District.

Center at the Following Schools:

(Ibn al-Baytar for Boys, al-Dhafer for Boys, al-Jumhuriyah for Girls, al-Jawahiri for Boys, and Dar al-Salam for Girls), affiliated with the General Directorate of Education in Babil Governorate.

Thematically: Representations of aggression in the drawings of people with special needs (those with motor disabilities), as a model.

Fourth / Definition of Research Terms:

Representations/Linguistically:

Al-Farahidi defines representation as: "A thing is used for something else and is made to resemble it. A metaphor is the resemblance of a thing in example, magnitude, and the like, even in meaning. The verb is: to represent, to represent, and to represent: to depict something as if you are looking at it." (4: 1675)

Representations/Typically:

Jamil Saliba defined it as (to compare a thing to another): to equate it, liken it to it, and make it resemble it. Representation is depiction, and the difference between it and simile is that every representation is a simile, but not every simile is a representation. Representing something is imagining its example, and from this (representation)." (8: 341)

Aggression/Typically:

In Al-Mu'jam Al-Wasit, it appears as aggression: meaning to oppress it and exceed the limit. (11: 588) It also appears in Psychologists believe that aggression represents an instinctive concept encompassing various meanings that refer to and express it. It is used to study (children and adolescents) to denote behavior and feelings. It is also the motive that drives violence and manifests it in the form of behavior under certain circumstances. It is based primarily on an instinctive readiness to protect oneself, protect one's interests, or achieve them. Aggression has many divisions, including: physical aggression, verbal aggression, and symbolic aggression. It may also take another form or division, i.e., social aggression or antisocial aggression. (1: 42-43)

Representations of Aggression/Procedural:

This is the visual translation of aggression in the drawings of children with special needs (those with motor disabilities), as an example. This is represented by (instilling terror in expression, provoking panic, the violent use of colors, the frequent repetition of frightening shapes and strange, savage creatures, the distorted and distorted depiction of the human form, and the depiction of claws, fangs, and sharp objects).

People with Special Needs Special/Technologically:

A term that emerged during the last quarter of the last century, expressing greater positivity and optimism toward children who differ significantly from their peers, whether positively or negatively, to the point where adjustments are required in school practices, curricula, or educational services to address their special needs and help them achieve optimal development. (10:39)

(Persons with Motor Disabilities)/Procedurally:

These are fifth-grade primary school students in special education classes at the Hillah District Center at the following schools: (Ibn al-Baytar for Boys, al-Dhafar for Boys, al-Jumhuriya for Girls, al-Jawahiri for Boys, and Dar al-Salam for Girls), who suffer from complete or near-complete physical disability in the upper or lower extremities, the trunk, or all of them.

CHAPTER TWO / THEORETICAL FRAMEWORK

The First Topic: Special Education and its Role in Caring for People with Special Needs

One of the modern topics in the field of education is special education. It emerged as a separate topic at the beginning of the second half of the twentieth century, when interest in special education began. Failure to pay attention to

this group of people was considered a cultural and civilizational backwardness, a problem that threatened the safety of society and increased the waste of its material and human energies. The roots of special education extend to multiple fields, encompassing the following sciences:

- **Medicine:** Because many disabilities require a doctor to diagnose cases.
- **Legal science:** Because this group demands, according to the law, equality among people.
- **Psychology:** Because people with disabilities are vulnerable to psychological disorders, which in turn requires a social worker and specialized individual learning methods appropriate for these diverse groups. All of this is done to help this group develop their abilities to the maximum extent possible, realize their potential, and help them adapt to the society to which they belong. (10:41)

Children with special needs are classified into subgroups for educational purposes as follows:

1. **Cognitive-mental differences:** These include children who are intellectually gifted, gifted, and mentally retarded.
2. **Sensory differences:** These include children with hearing or visual impairments.
3. **Communication differences:** These include children with learning difficulties, as well as those who suffer from speech and language disorders.
4. **Behavioral differences:** These include children with personality or moral disorders, or general or comprehensive developmental disorders.
5. **Physical differences:** These include children with motor disabilities, neurological disorders, or chronic organic diseases.
6. **Severe or multiple differences:** This includes children who suffer from several disabilities at the same time (cerebral palsy and mental disability, or deafness and blindness, or hearing disability and mental disability...). (10: 40-41)

The Second Topic: Theories Explaining the Concept of Aggression in Psychology

There are several theories in psychology that explain the concept of aggression. In this section, we will address three of them:

1- Aggression from a Psychoanalytic Perspective:

The concept of aggression is manifested in psychoanalysis through the concept of identification, or what is known as "identification," as a long-term unconscious process, meaning its results are permanent, as a person acquires the characteristics of another person with whom they have strong emotional ties. Hence, aggression does not occur in a lukewarm manner, but rather is a very active process that passes through a series of interactions and projections that mutually influence each other. What we represent of the other's characteristics passes through the filter of the self and is colored by its color according to the unconscious dynamics of the personality. What we represent of the other is the product of a process of constant interaction between what is real and what we project onto his objective reality from a subjective perception. Therefore, we can say that all aggression is ultimately projective, and what is essentially projected is the element of exaggeration that we attribute to his characteristics, whether good or bad, positive or negative. Psychoanalysis distinguishes between two types of aggression (identification): the first identification, which occurs in the first months and years of the child's development, and through it the child becomes what he is by identifying with his parents. That is, the first identification determines for the child his wish (especially his superego), and the second identification, which occurs later and is usually motivated by avoiding a painful situation (identification as a defense mechanism). An example of this type is what Anna Freud (1895-1982) called identification or (identification). (9:134)

Aggression, according to Anna Freud, is one of the most powerful means of combating external anxiety-generating objects. A person confronted with an external threat (typically represented by criticism or a threat from an authority figure) identifies with the aggressor, with whoever represents or embodies this authority, the source of the danger. He either takes the aggression for granted, or physically or morally imitates the aggressor, or adopts some of the symbols of power that represent him. However, this mechanism is very common among children as a means of overcoming their fear of external dangers. A child who fears ghosts in the dark may overcome his fear by playing the role of a ghost who frightens another child, who assumes the role of the frightened victim. By playing the role of the aggressor, acting out his aggression, or borrowing his characteristics, the child transforms from a threatened being to a frightening and threatening being. This represents a transition from a passive, helpless role to an active role, with the goal of achieving... Absorbing painful or traumatic events. In all cases of identification with the aggressor, roles are reversed. The victim becomes the aggressor by transferring the victim's role or status to another person, who imposes the disturbing role on them. They become the object of revenge on the one hand, and of denial of their own fears on the other (I am not afraid, I frighten, he is afraid, I frighten him). This self-position leads to the elimination of all fears and internal feelings of weakness, or all internal feelings of guilt. There is no one more cruel than an unjust teacher, except for the student who is entrusted by this teacher to maintain order in the classroom. There is no one more extreme than a strict mother, except for the child who suffers from feelings of guilt and takes them out on a younger sibling, while playing the role of the mother who judges and punishes. (7: 125-126) According to Anna Freud, aggression (identification with the aggressor) takes three basic forms: identification with

the aggressor's actions (playing the role of the ogre or wolf with grimaces, claws, and gestures that instill terror in the victim); identification with the aggressor's aggression; (Excessive adoption of cruelty and terror for one's own benefit and imposing them with extreme violence on weaker elements.) Third, identification with the aggressor's tools (the thief's knife or firearm, the wolf's claws and fangs). These three aspects may combine in the mechanism of identification with the aggressor or remain partial. However, most likely, the identifier places himself in the skin of the one with whom he has identified, in terms of the overall psychological experience. (7: 126)

2- The Frustration-Aggression Theory:

The frustration-aggression theory was launched as a theory to explain aggressive behavior by a group of psychologists and sociologists, most notably: John Dollard, Neil Miller, Sears, and Leonard Dobb. They started their theory from a basic axiom that all cultures work to control aggression. They assumed that this pattern of behavior must be preceded by frustration. That is, frustration leads to a form of aggression. This aggression may be verbal (pronunciational), such as directing obscene words at someone, or physical (physical), such as causing harm or bodily injury to someone. Hence, the concept of aggression according to this theory is a behavior that aims to harm or damage the other party. The individual incites aggression when he is exposed to frustration, and as a result of this frustration, he inflicts harm and damage on the individual as a cause of his frustration. Therefore, this type of learning has a fundamental impact on our daily lives, as it enables us to interpret our beliefs and values. Our trends, and the impact of this learning can be observed in fights and quarrels that occur between two or more people. The aggressive behavior that takes hold of someone during a fight or quarrel is learned behavior in which experience has a significant impact. This is because insult or reprimand represents an event perceived by the person to whom the insult or reprimand is directed, as it constitutes a threat to their personal existence or a challenge, which prompts them to behave aggressively. (3: 39) John Dollard believes that all aggressive tension results from frustration, as the intensity of aggression is proportional to the intensity of the frustration, on the one hand, and the strength of the frustrated need, on the other. Aggression increases with the growth of the elements of frustration, as repelling aggression (thwarting it) generates subsequent aggression, while relieving it temporarily or permanently reduces its intensity. Furthermore, repelling acts of directed aggression creates new frustration, which produces aggression directed at the source of the frustration and increases the motivation for other forms of aggression, which then spreads to various forms of activity. In situations of existence, self-directed aggression increases where it is difficult to direct it outward, and where its external disposal continues to be prevented. (3: 39) .

The frustration-aggression theory has been criticized by its most prominent critic, Leonard Berkowitz. In his cognitive model, Berkowitz asserts that frustration may not always lead to aggression. In our daily lives, we are exposed to many frustrations, but they do not necessarily lead to aggression against others. Furthermore, he points out that aggressive behavior, which must be provoked, requires the presence of an essential factor, namely anger, which is variable and mediates frustration and aggression, so that the equation becomes (frustration-anger-aggression). This is based on the fact that frustration does not lead to aggression unless the individual is followed by a feeling of anger, which gives him the readiness to incite aggression. Anger is an emotional state that possesses the individual and motivates him to aggressive behavior, as it is the inciting structure that increases the likelihood of aggression. Furthermore, it is considered an innate response to an obstruction of the path. The goal the second variable that permeates the objective situation and the individual's aggressive action is (the interpretation of the situation), as it includes socially acquired expectations such as punitive aggression incentives as the social price for aggressive behavior. Frustration includes a wide variety of aggression conditions ranging from physical harm to humiliation. The relationship between the experience of anger or emotional frustration and the behavior shown includes an analysis of the origin of angry feelings and the factors controlling the behavior practiced. (12: 43)

3- Aggression in the Perspective of Humanistic Theory:

Abraham H. Maslow (1908–1970), a pioneer of humanistic theory, modified the aggressive drive from malicious aggression to assertive aggression, describing it as "morally justified resentment," "a longing for justice," or "a healthy self-affirmation." Thus, the drive for aggression itself was given a different name. Even its life-affirming qualities were reduced to "essential violence." Giving a different name to what appears to be aggression is, in a dialectical sense, a prohibition or transformation of the drive to attack into an acceptable form—that is, a mask for the underlying drive itself. Based on this, Maslow argues that humans are clearly influenced by a series of drives that go beyond the instinctual needs emphasized by psychoanalysts and social learning theorists. He criticizes Freud for ignoring the fundamental diversity of humans and presents his view within a hierarchical framework. After the basic, primary needs are met, humans are freed to develop higher needs in the hierarchy, which place them above the level of animal instincts. (5: 952)

The Third Topic: Drawings of Children (With Motor Disabilities) and their Importance in Diagnosing the Causes of Aggression

Understanding the psychological aspect reflected in the drawings of children with motor disabilities provides a key to understanding what lies within. Therefore, its guidance should not be superficial, but rather based on understanding, research, and study of the student's personality. It is as if drawing gives the individual the opportunity to vent what he or

she is suffering subconsciously. The truth is that children with motor disabilities suffer from an inability to confront themselves, as well as the society in which they live. This society subconsciously seizes opportunities to vent pent-up energy that has not met their needs, and this energy emerges, seeking expression through drawing. It appears veiled, concealed, and acquired a symbolic guise, containing meanings that point to the crisis experienced by those with special needs. On this basis, the analyst's study of drawings is intended to read the drawings they represent to uncover their psychological significance and social implications. (10: 147) The student's inner and psychological life represents a subject for drawing, as it develops on its own. Even the youngest children spontaneously attempt to draw shapes of objects in a free manner, as free drawings are only available. When a child is free, they are allowed to grow and develop by absorbing their surroundings and are left free to create and express themselves. In doing so, they are truly creating and expressing themselves. (6: 205)

In order to use art as a diagnostic tool, the teacher needs to be familiar with several topics, including:

1-Perception:

The teacher needs a scientific understanding of the physiology and psychology of perception, as they must understand the reasons behind the signs or representations in the drawings and be able to attribute them to physiological deficits that led to this distortion, or to other factors. Their assessment depends on the extent to which they can interpret the connection between the distorted form and the normal deficit of a sick person. They also need to study ethnography to add cultural and social aspects to the problems they are examining, which will help them interpret the content of the forms.

2- Psychology:

There are perspectives based on interpreting the content of forms with regard to diagnosis in art. This demonstrates the need for psychological knowledge to interpret the factors that determine the nature of normal and abnormal development. The teacher needs to work and train in various settings, including child guidance centers and child development studies.

3-Diagnosis:

This term can be broadly applied to medical treatment. In this case, the difference between the position of the art teacher and the individual will become clear, especially in situations where art is used as a form of therapy.

4- Physiology:

To date, the connection between the visual arts and cases of physical defects has not been thoroughly studied or researched. The field remains open for studying the nervous system and its connection to the sense of visual perception, as well as the development of control related to perception. (2: 77-78)

Indicators Resulting from the Theoretical Framework

- Aggression is a long-term, unconscious process, meaning its results are permanent, as a person acquires the characteristics of another person with whom they have strong emotional ties.
- Aggression (identification with the aggressor) is one of the most powerful means of combating external anxiety-provoking issues.
- Aggression is a mechanism commonly found among children as a means of overcoming their fear of external dangers.
- Aggression (identification with the aggressor) takes three basic forms: first, identification with the aggressor's actions (playing the role of a ghoul or wolf with grimaces, claws, and other displays of terror that instill fear in the victim); second, identification with the aggressor's aggression (excessive adoption of cruelty and terror for one's own sake, imposing them with extreme violence on weaker individuals); and third, identification with the aggressor's tools (a thief's knife or firearm, a wolf's claws and fangs). These three aspects may combine in the mechanism of identification with the aggressor, or they may remain partial. However, most often, the identifier places themselves in the skin of the person they identify with, in terms of their overall psychological experience.
- Frustration leads to a form of aggression.
- Frustration does not lead to aggression unless it is followed by anger.
- According to the humanistic theory, the aggressive impulse can transform from harmful aggression to persistent aggression.

CHAPTER THREE / RESEARCH PROCEDURES

First: Research Community:

The research community included students with special needs (those with motor disabilities) in special education classes in primary schools in the center of Babil Governorate, affiliated with the General Directorate of Education, totaling (62) schools.

Second: Research Sample:

(5) Primary schools containing special education classes (fifth grade) were intentionally selected: (Ibn al-Baytar for Boys, al-Dhafer for Boys, al-Jumhuriya for Girls, al-Jawahiri for Boys, and Dar al-Salam for Girls). (4) Students with motor disabilities were selected from each class, bringing the total number of students to (20). Each student drew only one drawing, bringing the total number of drawings to (20) drawings, representing the research sample.

Third: Research Methodology:

The researcher adopted the descriptive approach in addressing the theoretical framework and the content analysis method for drawings by people with special needs (those with motor disabilities).

Fourth: Research Tool: This is a questionnaire for analyzing the content of the drawings, which was formulated in its initial form.

Fifth: Tool Validity:

First, we presented the questionnaire to a group of experts (\square), after which we used Cooper's equation to find the agreement rate which was (85%). The paragraphs were removed, edited and even replaced several times to give them the right form.

Sixth: Tool Stability:

The researcher required two models from outside the sample scope to be analyzed by the analysts ($\square\square$). A time interval of (21) days elapsed between the two times that the researcher analyzed the sample. After calculating the agreement coefficient using the (Scott) equation, the agreement rate was according to Table No. (1):

Table No. (1) represents the stability rate of the tool.		
S.	Type of stability	Agreement rate
1	Between analysts (first and second)	83%
2	Between the first analyst and the researcher	85%
3	Between the second analyst and the researcher	86%
4	Between the researcher over time	85%

Seventh: Statistical methods:

A- Cooper's equation:

Where: Pa: percentage of agreement, Ag: (number of agreeing), Dg: (number of disagreeing), (13:27)

B- Scott's equation:

Where: Ti: reliability coefficient, PO: (agreeing), Pe: (number of disagreeing), (14:87)

Table 2: Represents the statistical analysis of the sample.

S.	Main categories	Subcategories	Repetition	%	Statistical analysis
1	How to express the subject of the drawing?	natural	1	5%	The paragraph (spreads terror) had the highest frequency (15) and a percentage of (75%), while the paragraph (normal) had the lowest frequency (1) and a percentage of (5%), which is a statistically insignificant percentage, indicating that aggression is represented in the drawings of children with special needs through the expression of spreading terror.
		spread terror	15	75%	
		It does not suggest	4	20%	
		Total	20	100%	
2	How to draw shapes?	Natural	1	5%	The paragraph (frightening) had the highest frequency (15) and a percentage of (75%), while the paragraph (normal) had the lowest frequency (1) and a percentage of (5%), which is a statistically insignificant percentage, which indicates that aggression is represented in the drawings of children with special needs through drawing shapes that evoke fear.
		unclear	4	20%	
		It is frightening	15	75%	
		Total	20	100%	
3	How does he deal with colors?	natural	7	35%	The paragraph (violently) had the highest frequency (13) and a percentage of (65%), while the paragraph (unclear) had the lowest frequency (zero) and a
		Not clear	zero	zero%	
		violently	13	65%	

		Total	20	100%	percentage of (zero%), which is a statistically insignificant percentage, which indicates that aggression is represented in the drawings of children with special needs through the violent use of colors in the drawing.
4	Are there repetitions of scary shapes in the drawing?	Frequently repeated	16	80%	The paragraph (frequently repeated) had the highest frequency (16) and a percentage of (80%), while the paragraphs (average and not repeated) had the lowest frequency (2) and a percentage of (10%), which is a statistically insignificant percentage, indicating that aggression is represented in the drawings of children with special needs through the frequent repetition of frightening shapes in the drawing.
		Medium	2	10%	
		Do not repeat	2	10%	
		Total	20	100%	
5	Does he draw strange, savage creatures?	a lot	16	80%	The paragraph (often) had the highest frequency (16) and a percentage of (80%), while the paragraph (does not draw) had the lowest frequency (1) and a percentage of (5%), which is a statistically insignificant percentage, indicating that aggression is represented in the drawings of children with special needs through the abundance of strange, wild creatures in the drawing.
		a little	3	15%	
		Does not draw	1	5%	
		Total	20	100%	
6	How to draw the human figure?	natural	zero	zero%	The paragraph (distorted) unanimously obtained the highest frequency (20) and a percentage of (100%), which indicates that aggression is represented in the drawings of children with special needs through distorting the drawing of the human figure.
		close to normal	zero	zero%	
		distorted	20	20%	
		Total	20	100%	
7	Does he draw claws, fangs, or sharp tools?	Yes	20	20%	The paragraph (yes) unanimously obtained the highest frequency (20) and a percentage of (100%), which indicates that aggression is represented in the drawings of children with special needs through drawing claws, fangs, or sharp tools.
		no	zero	zero%	
		Total	20	100%	
8	Does he distinguish between the sizes of the drawn characters?	Highly distinguishable	20	20%	The paragraph (distinguishes to a great extent) unanimously obtained the highest frequency (20) and percentage (100%), which indicates that children with special needs distinguish between the sizes of the drawn characters by drawing.
		Medium	zero	zero%	
		Does not discriminate	zero	zero%	
		Total	20	100%	
9	Does he use the distortion method?	a lot	19	95%	The paragraph (often) had the highest frequency (19) and a percentage of (95%), which indicates that children with special needs use the distortion method in drawing.
		moderately	1	5%	
		Not used	zero	zero%	
		Total	20	100%	
10	How to draw a human head?	In a completely closed circle	2	10%	The paragraph (semi-closed) had the highest frequency (16) and a percentage of (80%), while the paragraphs (completely closed and non-closed circle) had the lowest frequency (2) and a percentage of (16%), which is a statistically insignificant percentage, indicating that aggression is represented in the drawings of children with special needs through drawing the human head in a semi-closed circle.
		semi-closed	16	80%	
		Not closed	2	10%	
		Total	20	100%	
11	How to draw a trunk?	natural	zero	zero%	The paragraph (distorted) had the highest frequency (19) and a percentage of (95%), while the paragraph (normal) had the lowest frequency (zero) and a percentage of (zero%), which indicates that aggression is represented in the drawings of children with special needs through distorting the drawing of the human torso.
		Medium	1	5%	
		distorted	19	95%	
		Total	20	100%	
12		natural	zero	zero%	

	How to draw arms?	Medium	2	10%	The paragraph (deformed) had the highest frequency (18) and a percentage of (90%), while the paragraph (normal) had the lowest frequency (zero) and a percentage of (zero%), which indicates that aggression is represented in the drawings of children with special needs through the distortion of the arms in the drawing.
		distorted	18	90%	
		Total	20	100%	
13	How to draw legs?	natural	zero	zero%	The paragraph (deformed) had the highest frequency (19) and a percentage of (95%), while the paragraph (normal) had the lowest frequency (zero) and a percentage of (zero%), which indicates that aggression is represented in the drawings of children with special needs through distorting the drawing of the legs.
		Medium	1	5%	
		distorted	19	95%	
		Total	20	100%	
14	How do you draw a person when he moves?	walks on his feet	1	5%	The paragraph (sitting on a cart) had the highest frequency (10) and a percentage of (50%), followed by the paragraph (lean on a crutch) with a frequency of (9) and a percentage of (45%), which are two close percentages, while the paragraph (walks on his feet) had the lowest frequency (1) and a percentage of (5%), which is not statistically significant, which indicates the representation of the deficit suffered by children with special needs in their drawings.
		leaning on a crutch	9	45%	
		sitting on a cart	10	50%	
		Total	20	100%	
15	How do you show how fast people are moving when drawing?	They walk very fast.	19	95%	The paragraph (they walk very fast) had the highest frequency (19) and a percentage of (95%), while the paragraph (average speed) had the lowest frequency (zero) and a percentage of (zero%), which indicates the representation of the deficiency suffered by children with special needs in their drawings.
		Average speed	zero	zero%	
		immobile	1	5%	
		Total	20	100%	

CHAPTER FOUR: RESULTS AND DISCUSSION

- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the instillation of fear in the expression of the subject matter.
- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the drawing of shapes that provoke fear.
- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the violent use of colors in the drawing
- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the frequent repetition of frightening shapes and strange, wild creatures in the drawing.
- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the distorted and distorted depiction of the human form, especially the torso, legs, and arms.
- Aggression in the drawings of people with special needs (people with motor disabilities) was manifested through the drawing of claws, fangs, and cutting tools.

CONCLUSIONS

- The drawings of people with special needs (those with motor disabilities) represent an important indicator of their emotional state.
- The drawings of people with special needs (those with motor disabilities) represent a defensive mechanism used by children to express their aggression due to their medical condition.
- The drawings of people with special needs (those with motor disabilities) contribute to the comprehensive educational process.
- The drawings of people with special needs (those with motor disabilities) reflect a symbolic representation of their internal experiences.
- The drawings of people with special needs (those with motor disabilities) provide an accurate view of their social environment and how they interact with it.

Recommendations

The researcher recommends a number of recommendations:

- The need for special education committees in the General Directorates of Education to pay attention to the drawings of people with special needs (those with motor disabilities), as they play an important role at the cognitive, emotional, and psychomotor levels.
- Enroll special education teachers in training courses to decode the symbolic codes in the drawings of people with special needs (those with motor disabilities).
- Holding exhibitions of drawings by people with special needs (those with motor disabilities) to promote positive aspects and reduce aggressive themes.

Suggestions: In order to complete the research process, the researcher proposes the following:

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