



## PRIVACY EDUCATION OF ADOLESCENTS WITH MENTAL DISABILITY AND REVIEW OF DRAWING ANALYSIS OF INDIVIDUALS AT RISK FOR ATTENTION DEFICIT DISORDER AND HYPERACTIVITY DISORDER (ADHD)

**Gülten Caca<sup>i</sup>**

Istanbul Sabahattin Zaim University,  
Department of Special Education Teaching,  
Turkey

### **Abstract:**

Many individuals with intellectual disabilities find it difficult to express their feelings and thoughts about sexual (intimacy) education. The way to make it easier should be to help them express their feelings through pictures. Therefore, the aim of this study is to examine the views of individuals with mild, moderate and severe adolescent Mental Disability (MD) and Attention Deficit Hyperactivity Disorder (ADHD) on privacy education. A descriptive survey model was used in the study. A total of 25 individuals with MD and ADHD risk, 15 boys and 10 girls, aged 11-24 years, participated in the study in Prizren-Center and Mamusha provinces of Kosovo (Bosniak, Albanian and Turkish). A total of 3 data collection tools were used in the study. The "Personal Information Form" consisting of 10 questions, "Draw a Girl" (DW) and "Draw a Boy (DB)" consisting of 15 questions and the third data collection tool, "MDADHD Risk Individual's Expert Picture Analysis Form (MDADHDRIEPA)", consisting of 2 questions, were used as data collection tools. As a result of the self-assessment of the 'What is the boy in the drawing doing?' in the 'DB' test of the 22 individuals with MD and ADHD risk by the 3 Picture Analyzer, it was concluded that most of the boys talked to the girl; a few of them touched or kissed the girl. As a result of the 'DG' self-assessment tests, most of the results were obtained in which the girl in the drawing sat and talked with her lover; a few of the results were obtained in which the girl in the drawing met with men and dressed up. When the different views of the same test were analyzed, the following results were obtained: 10 of the participants of the "with whom do they live" view were in boarding school (with a girl and a boy friend), and the result of the "do they know each other?" view showed that the girl and the boy knew each other and most of the reasons for knowing each other were dating. 6 of the participants drew the drawings in accordance with the 'DB' and 'DG' guidelines. However, it was determined that the drawing was against privacy education.

---

<sup>i</sup>Correspondence: email [gylcaca@hotmail.com](mailto:gylcaca@hotmail.com), [gulten.caca@izu.edu.tr](mailto:gulten.caca@izu.edu.tr)

**Keywords:** drawing analysis, mental disability, adhd, sex education

## 1. Introduction

Determining the feelings-states and thoughts of individuals with intellectual disabilities about privacy and sexuality is one of the first steps that can be taken for the individual to control their impulses, live in accordance with social norms and protect themselves against abuse. This study is important in terms of determining the deficiencies in the sexual education of individuals with intellectual disabilities and ensuring that education or measures are taken accordingly in the future. In our research, in order to understand what individuals with intellectual disabilities think about the opposite sex or the feelings they experience, they were asked to draw themselves and the opposite sex and to express their feelings and situations by talking about these pictures.

## 2. Literature Review

Intellectual Disability (ID) is a developmental condition characterized by significant limitations in an individual's cognitive functioning and adaptive behavior (AAMR, 2002). Adolescence is a complex developmental stage during which individuals confront identity, self-perception, and social roles. This process typically progresses more slowly and requires support in individuals with intellectual disabilities (Öncü, Aktaş & Köksoy, 2019). The literature indicates that individuals with ID often lack knowledge regarding gender identity, privacy, and social boundaries during adolescence, which may increase the likelihood of risky behaviors (Burke & Kalpakjian, 2010).

### 2.1 ADHD (Attention Deficit Hyperactivity Disorder) and Social Development

ADHD is a neurodevelopmental disorder characterized by difficulties in sustaining attention, impulse control, and behavioral regulation (APA, 2013). Individuals with ADHD may struggle to understand and adhere to social norms. It is noted that their awareness of privacy concepts tends to be low, and due to high levels of impulsivity, behaviors that violate social boundaries are frequently observed (Faraone & Biederman, 2024). This situation underscores the need for early and systematic privacy education for these individuals (Pelham & Fabiano, 2023).

### 2.2 Privacy Education

Privacy education aims to help individuals learn about their bodily rights, personal boundaries, and respect for others' boundaries. This type of education acts as a protective measure against abuse, especially for individuals with intellectual disabilities or ADHD (McCabe, 1999). However, in Turkey and many other countries, privacy education for individuals with special needs is not implemented systematically (Sakal & Acar, 2018). This deficiency hinders their adaptation to social life.

### **2.3 Drawing Analysis and Psychological Indicators**

Drawing is a form of expression through which individuals symbolically externalize their inner world and experiences. In cases such as intellectual disability or ADHD, where the capacity to express abstract concepts may be limited, drawings can serve as an important diagnostic and assessment tool (Koppitz, 1968). Tests like "Draw a Person" or "Draw a Girl/Boy" can reveal insights into an individual's social perceptions, thoughts about gender roles, and understanding of privacy boundaries (Hammer, 1997). Indicators such as depictions of sexual organs, nudity, or lack of clothing in drawings may signal the individual's level of awareness regarding privacy and the need for education in this area (Ginsburg & Sabina, 2022).

In the literature, research on the privacy perceptions of individuals with ID and ADHD is limited. Particularly, there are no studies employing drawing analysis that consider cultural differences among Turkish, Bosniak, and Albanian populations in the Balkans. The unique contribution of this study lies in presenting both self-assessments by individuals and expert analyses, integrating these two approaches through a qualitative analysis.

### **3. Method**

A descriptive survey model was used in this study. A total of 25 individuals (Bosnian, Albanian and Turkish) at risk of MD and ADHD, aged 11-24, 15 males and 10 females, participated in the study in Prizren-central and Mamusha provinces of Kosovo. A total of 3 data collection tools were used in this study. "Personal Information Form" consisting of 10 questions, "Draw a Girl" (DAG) and "Draw a Boy (DAB)" consisting of 15 questions, and the third data collection tool is "Expert Drawing Analysis Form of Individual at Risk for MDADHD" (EDAFIRMDADHD) consisting of 2 questions was used as a data collection tool. As a result of the self-assessment of "what the boy in the drawing is doing" in the "DAB" test administered by 3 Picture Analysis Experts to 22 individuals with MD and ADHD risk, it was concluded that most of the individuals who participated in the test said that the boy talked to the girl; a few of them was concluded that the boy touched or kissed the girl.

According to the results of the self-assessment test for the 'DAG', most participants reported that the girl in the drawing sat with her boyfriend and talked to him, while a few noted that the girl in the drawing dressed up and met with men. When the different opinions of the same test were analyzed, the following results were obtained: To the question "with whom she lives", 10 of the participants answered that she lives in a boarding school (with her boyfriend and girlfriend); to the question "do they know each other", 10 of the participants answered that the girl and the boy know each other. As for the reason for knowing each other, most of the answers were determined as being lovers. Six of the participants drew drawings in accordance with the "DAB" and "DAG"

instructions. However, it was determined that these drawings were not suitable for privacy education.

#### 4. Results

According to the opinion taken by the educators of the Personal Information Form for Individuals at Risk of Mental Disability and Attention Deficit Hyperactivity Disorder (PIFIRMDADHD), 25 participants with MDADHD did not receive privacy education or sexual education. It was stated that the 25 participants who were the subject of the study exhibited behaviors that did not comply with privacy education, and that AD, HD and Impulsive behaviors could be shown.

In the Self-Assessment Form of Draw a Boy Test for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder, (SAFDABTIRMDADHD), 14 of the participants stated that they lived with their families, 5 of them lived in boarding school, 2 of them lived with their fathers and 4 of them did not answer with whom they lived. In the findings obtained from the Self-Assessment Form of Draw a Girl Test for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (SAFDAGTIRMDADHD), 15 of the participants stated that they lived with their families, 6 of participants at boarding school, 1 of the participants with their father, and 3 of the participants did not answer with whom they lived. In the SAFDABTIRMDADHD, 20 of the 25 participants answered that the girl and boy in the two drawings knew each other, while 5 of them answered that the girl and boy in the two drawings did not know each other. In the SAFDAGTIRMDADHD, 21 out of 25 participants reported that the boy and girl in the two drawings knew each other, while 4 participants did not indicate whether the boy and girl in the two drawings knew each other. In the SAFDABTIRMDADHD, 3 of the participants responded that they knew because of friendship, 2 responded as close friends, 11 responded as lovers, 1 responded as married, 1 responded as in a relationship, 1 responded as in a father-daughter relationship, and 1 responded as not knowing.

According to the results of the findings of SAFDAGTIRMDADHD, 6 of the participants answered friendship, 1 answered family ties, 1 answered dependence on father's love, 12 answered friendship, 1 answered marriage, and 4 did not answer.

In the SAFDABTIRMDADHD, 1 of the participants stated that they liked the individual in the drawing because of his seriousness, 1 liked his body, 1 liked his beauty, 2 liked his hair, and 2 liked the individual in all aspects. In the SAFDAGTIRMDADHD, 1 of the participants stated that he liked the genitalia of the individual he drew, 4 of them liked her beauty, 2 of them liked her body, 1 of them liked her beautiful speech, and 17 participants did not express their opinion on this question. According to the findings of SAFDAGTIRMDADHD, 4 of the participants stated that they wanted or desired the man in the drawing, 1 wanted to have a relationship, 1 wanted to get engaged to him, 1 did not want to be with someone like him, 1 did not know what he wanted, while 17 individuals did not express their opinions.

According to the results obtained from the findings of the EAFDABTPIRMDADHD, in the picture drawn by 5 participants with MDADHD, the gender of the figure was specified, and the sexual organ was drawn in the drawing. Clothing was not drawn. Similarly, in the results of the findings of EAFDAGTPIRMDADHD, 5 of the participants indicated the gender of the figure and drew the sexual organ. Clothing was not drawn. In the findings of EAFDABTPIRMDADHD, 1 of the participants indicated the gender of the figure and drew organs reminiscent of sexuality (breast, belly button). No clothes were drawn. In the results of EAFDABTPIRMDADHD, 6 of the participants did not draw a statement on gender and sexual identity. According to the results of EAFDABTPIRMDADHD, 3 of the participants ensured the figure's privacy by not drawing any indication of the figure's sexual identity and gender and by dressing the figure in clothes. In the findings of EAFDAGTPIRMDADHD, 4 of the participants ensured the figure's privacy by not drawing any indication of the figure's sexual identity and gender and by dressing the figure in clothes. According to the results of the EAFDABTPIRMDADHD, 10 of the individuals with MDADHD drew a symbol of the figure's sexual identity or gender, and privacy was ensured by drawing clothes in the drawing. In the findings of EAFDAGTPIRMDADHD, 5 of the participants drew a symbol related to the sexual identity of the figure and its gender, and privacy was ensured by drawing clothes in the drawing.

## **5. Discussion and Conclusion**

According to the opinion of the educators of individuals with MDADHD in the Personal Information Form for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (PIFIRMDADHD), 25 participants with MDADHD did not receive privacy or sexual education. According to the educators' views, all 25 participants exhibited behaviors that did not comply with privacy education. As a matter of fact, according to the findings obtained from the Self-Assessment Form of Draw a Boy Test for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder, (SAFDABTIRMDADHD), 5 of the participants with Mental Deficiency, Attention Deficit and Hyperactivity Disorder (MDADHD) indicated the gender of the figure that they drew and drew the genitalia. Clothing was not drawn. Similar to the results of the findings in the Expert Analysis Form of Draw a Girl Test on the Privacy of Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (EAFDAGTPIRMDADHD), 5 of the participants indicated that the gender of the figure and the genitalia were drawn in the drawing. Clothing was not drawn. Similarly, according to the findings of the Expert Analysis Form of Draw a Boy Test on the Privacy of Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (EAFDABTPIRMDADHD), one of the participants indicated the gender of the figure and drew an organ reminiscent of sexuality (breast, belly button). No clothes were drawn.

According to these results, it was determined that at least 1 in 5 of the participants (both in their statements and drawings) had behaviors that did not comply with privacy behaviors by drawing sexual organs and not dressing the character in the drawing.

When the evaluation results of those who are aware of their sexual identity but do not show drawings other than privacy are examined, the findings obtained from EAFDABTPIRMDADHD show that 10 of the MDADHDR individuals provided privacy by drawing the gender of the figure in accordance with the sexual identity of the figure and by drawing clothes in the drawing. This number decreases even more with the findings obtained in the Draw a Girl evaluation. In other words, in the findings of EAFDAGTPIRMDADHD; 5 of the participants' privacy was ensured by drawing the gender of the figure in accordance with its sexual identity and by drawing clothes in the drawing. According to the results obtained from the opinions of the experts, it can be stated that at least 5 of the 25 participants with MDADHDR were gender-aware and had non-privacy behaviors; at least 5 and at most 10 of them were gender-aware and had privacy behaviors, while the remaining 10 participants did not have privacy training or behaviors due to their lack of gender awareness (not aware of gender in the drawing: 3 who dressed in clothes, 6 who did not dress in clothes, 1 who was aware of gender but did not dress in clothes). As a matter of fact, according to the results of EAFDABTPIRMDADHD, 6 of the participants did not draw any indication of the figure's sexual identity and gender, and 3 of the participants provided privacy by dressing the figure in clothes. In the findings of EAFDAGTPIRMDADHD, 11 of the participants ensured the figure's privacy by not drawing any indication of the figure's sexual identity and gender and by dressing the figure in clothes.

According to the data obtained from the Self-Assessment Form of Draw a Boy Test for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (SAFDABTIRMDADHD), 14 of the participants lived with their families, 5 with boarding schools, 2 with their fathers, and 4 did not answer with whom they lived. In the findings of the Self-Assessment Form of Draw a Girl Test for Individuals at Risk of Mental Deficiency, Attention Deficit and Hyperactivity Disorder (SAFDAGTIRMDADHD), 15 of the participants lived with their families, 6 of them lived in boarding schools, 1 of them lived with their fathers, and 3 of them did not answer with whom they lived. In line with these results, it can be stated that 6 out of 25 participants lived with the opposite sex at boarding school, which is also a connection to a relational result. According to the results of the SAFDABTIRMDADHD (according to the statements of the individuals with MDADHD who stayed at the boarding school), it was concluded that 20 out of 25 participants recognized the girl and boy in the two drawings and that the place of recognition was the boarding school. As for the reason for knowing each other, according to the SAFDABTIRMDADHD, it was found that 3 of the participants knew each other as friends, 2 as close friends, 11 as lovers, 1 as marriage, 1 as relationship, 1 as father-daughter love, and 1 for unknown reasons. According to the results of the SAFDAGTIRMDADHD, 6 of the participants reported friendship, 1 reported family ties,

1 reported father's love addiction, 12 reported dating, 1 reported marriage, and 4 did not provide an answer. Based on these results, most of the reasons why most of the individuals with MDADHDR live in intimacy with the opposite sex are dating and the lack of sexual education, which means that these individuals with intellectual disability are likely to experience other unhealthy consequences, such as unwanted diseases and unwanted pregnancy in the future. Due to this situation, it is recommended to provide sexual education or privacy education to these individuals.

### **Acknowledgements**

I would like to express my gratitude to the educators of the Down Syndrome Association in Prizren, Kosovo, who enabled me to contribute to inclusion, as well as to the administrators, educators, students, and parents of the Secondary School for Students with Mild Intellectual Disabilities.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author(s)**

During her doctoral studies, the author explored the relationships between loneliness and aggression, fears, self-perception, family relationships, and perceptions of privacy in children and young students with intellectual disabilities through art, particularly through drawing analysis. Believing that art is both a diagnostic tool and a method of healing, the researcher considers art to be a language of expression for individuals with intellectual disabilities. In this regard, she believes that the power of art can lead to insights into unique and sensitive subjects and can provide answers to important and curious questions.

### **References**

- Bailey R, Johnson D, Smith A, 2023. The role of privacy education in adolescent development. *Journal of Educational Psychology*,59(4), 341-359.
- Bilgiç E, 2015. Zihinselengelliergenlerinannelerininincinseleđitimleilgiligörüşleri, Master'sthesis, Nişantaşı University. Retrieved from <https://tez.yok.gov.tr/UlusalTezMerkezi/tezDetay.jsp?id=oJrmQDW8-rwiIV08nF1eHg&no=IucyskYYjB7jkej1Qf3zQA>
- Cangöl E, Karaca P, Aslan E, 2013. Engellibireylerdecinselsađlık. *Androloji Blteni*,53, 141-146. Retrieved from [https://jag.journalagent.com/androloji/pdfs/AND\\_2013\\_53\\_141\\_146.pdf](https://jag.journalagent.com/androloji/pdfs/AND_2013_53_141_146.pdf)

- Dey I, 1993. Qualitative data analysis: A user-friendly guide for social scientists. Routledge. Retrieved from [https://cmapspublic2.ihmc.us/rid=1MM2ZZG0Y-1332XGL-2YSY/Qualitative\\_data\\_analysis.pdf](https://cmapspublic2.ihmc.us/rid=1MM2ZZG0Y-1332XGL-2YSY/Qualitative_data_analysis.pdf)
- Eraslan E, Koi Z, Korkut N, Ertem E, 2023. ocuklardamahremiyetbilinci. Ministry of Family and Social Services. Retrieved August 16, 2024, <https://www.aile.gov.tr//media/129755/mahremiyetbilincikitabi.pdf>
- Faraone S. V, Biederman J, 2024, Attention deficit hyperactivity disorder in children andadolescents: A comprehensive guide. Springer. Retrieved from <https://www.nature.com/articles/s41572-024-00495-0>
- Ginsburg G. S, Sabina S. L, 2022, Art-based approaches to understanding social and emotional development in special populations. Journal of Child Psychology, 58(2), 177-190.
- Kaner S. 2010, Aile katılımıveişbirlięi. In B. Sucuoęlu (Ed.), Zihinengellilerveęitimi(pp.352-378). Retrieved from [https://www.researchgate.net/publication/281019889\\_ZIHIN\\_ENGELLILER\\_VE\\_EGITIMLERI](https://www.researchgate.net/publication/281019889_ZIHIN_ENGELLILER_VE_EGITIMLERI)
- Kk Yayıncılık, Kerman T. K, Betrus P, 2020. Violence against women in Turkey: A socioecological framework of determinants and prevention strategies. Trauma, Violence, Abuse, 21(3), 510-526. <https://doi.org/10.1177/1524838018781104>
- Parchomiuk M, 2013. Model of intellectual disability and the relationship of attitudes toward the sexuality of persons with intellectual disability. Sexuality and Disability, 31(2), 125-139. <https://doi.org/10.1007/s11195-012-9285-1>
- Pelham W. E, Fabiano G.A, 2023. Treatment of ADHD in children: Evidence-based approaches.Wiley Blackwell.
- Rojas S, Haya I, Lázaro-Visa S, 2016. ‘My great hope in life is to have a house, a family and a daughter’: Relationships and sexuality in intellectually disabled people. British Journal of Learning Disabilities, 44(1), 56-62. <https://doi.org/10.1111/bld.12110>
- Rushbrooke E, Murray C, Townsend S, 2014. The experiences of intimate relationships by people with intellectual disabilities: A qualitative study. Journal of Applied Research in Intellectual Disabilities, 27(6), 531-541. <https://doi.org/10.1111/jar.12091>
- Wilson N. J, Parmenter, T. R, Stancliffe, R. J, Shuttleworth, R. P, 2011. Conditionally sexual: Men and teenage boys with moderate to profound intellectual disability. Sexuality and Disability, 29(3), 275-289. Retrieved from <https://link.springer.com/article/10.1007/s11195-011-9203-y>



## Appendix

The data on privacy education for adolescents with intellectual disabilities in Kosovo and individuals at risk of attention deficit and hyperactivity disorder are presented in Table 1.

**Table 1:** Demographic Characteristics of Adolescents with Intellectual Disabilities and Those at Risk of ADHD in Kosovo (Caca, 2015 p.1)

Variable	Group	Number (n)
Gender	Girl	10
	Boy	15
Calendar Age	11	1
	12	4
	13	3
	14	4
	15	1
	16	2
	19	5
	20	3
	21	1
Mother Tongue	24	1
	Albanian	17
	Turkish	7
Type of Disability	Bosnian	1
	ID (Intellectual Disability)	25
	MID (Mild ID)	13
Disability Severity Level	Moderate	4
	Moderate/Severe	8
Additional Disability Type	DS (Down Syndrome)	6
Sexual Development (estimated)	Present	17
	Absent	8
Presence of ADHD Risk	Present	25
Gender	Girl	10
	Boy	15
Presence of Impulsivity	Present	8
	Absent	17
Drawing Skill Level	None at all	0
	None	0
	Low	7
	Moderate	15
	Present	3
	Highly Present	1
1st Drawing Completion Time	0–2 minutes	10
	0–3 minutes	7
	0–5 minutes	8
2nd Drawing Completion Time	0–2 minutes	12
	0–3 minutes	7
	0–5 minutes	5
	0–6 minutes	1

Gülten Caca  
 PRIVACY EDUCATION OF ADOLESCENTS WITH MENTAL DISABILITY  
 AND REVIEW OF DRAWING ANALYSIS OF INDIVIDUALS AT RISK FOR  
 ATTENTION DEFICIT DISORDER AND HYPERACTIVITY DISORDER (ADHD)

The distribution of individuals with intellectual disabilities and those at risk of attention deficit and hyperactivity disorder, based on the findings of the Personal Information Form for Individuals with Intellectual Disabilities, Attention Deficit, and Hyperactivity Disorder Risk (ZYDEHBRKBF), is presented in Table 2.

**Table 2:** Kst1: Distribution According to the Findings of the Personal Information Form (IDADHDRPIBF) for Individuals with Intellectual Disability and Risk of Attention Deficit and Hyperactivity Disorder (K1–K12)

Variable	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12
Calendar Age	20	11	19	20	21	12	14	13	14	24	16	19
Gender	Male	Male	Girl	Male	Male	Male	Male	Girl	Male	Girl	Girl	Girl
Disability Status	Mild ID	Mild ID	Mild ID	Moderate ID	Moderate ID	Moderate-Severe ID	Moderate-Severe ID	Moderate-Severe ID	Moderate-Severe ID	Moderate-Severe ID	Mild ID	Mild ID
Additional Disability	Down S.	None	None	Down S.	None	None	Down S.	Down S.	Down S.	Down S.	None	None
Has received privacy education?	No	No	No	No	No	No	No	No	No	No	No	No
Exhibits behavior that violates privacy education?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Risk of Attention Deficit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Risk of Hyperactivity Disorder	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Risk of Impulsivity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1st Drawing Test "Draw a Girl" Duration	5 min	3 min	5 min	5 min	2 min	5 min	2 min	10 min	3 min	3 min	5 min	8 min
2nd Drawing Test "Draw a Boy" Duration	6 min	2 min	3 min	4 min	3 min	2 min	4 min	20 min	3 min	4 min	6 min	9 min
Calendar Age	14	12	16	20	19	14	19	15	19	12	13	13
Gender	Male	Girl	Male	Male	Girl	Male	Male	Male	Girl	Girl	Male	Girl
Disability Status	Mild ID	Moderate ID	Moderate ID	Moderate-Severe ID	Mild ID	Mild ID	Mild ID	Moderate-Severe ID	Moderate-Severe ID	Mild ID	Mild ID	Mild ID
Additional Disability	None	None	None	None	None	None	None	None	None	None	None	None


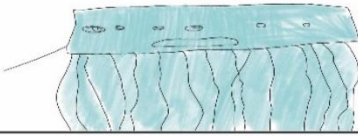





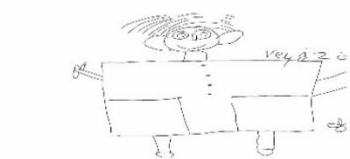



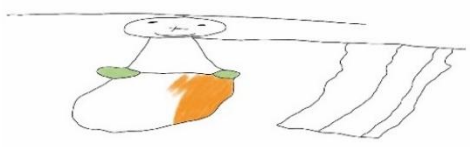
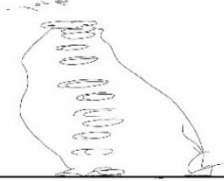
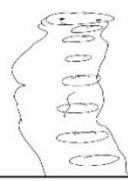


Gülten Caca  
 PRIVACY EDUCATION OF ADOLESCENTS WITH MENTAL DISABILITY  
 AND REVIEW OF DRAWING ANALYSIS OF INDIVIDUALS AT RISK FOR  
 ATTENTION DEFICIT DISORDER AND HYPERACTIVITY DISORDER (ADHD)

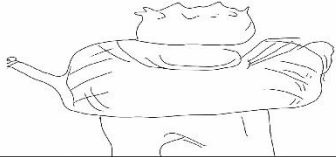



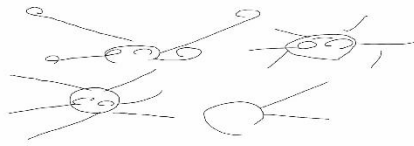

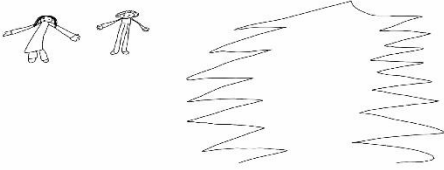
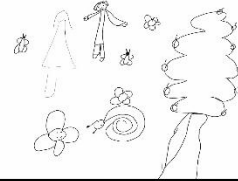


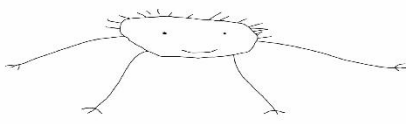

Has received privacy education?	No	No	No	No	No	No	No	No	No	No	No	No
Exhibits behavior that violates privacy education?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Risk of Attention Deficit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Risk of Hyperactivity Disorder	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Risk of Impulsivity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1st Drawing Test "Draw a Girl" Duration	6 min	5 min	4 min	2 min	2 min	9 min	3 min	2 min	2 min	2 min	3 min	1 min
2nd Drawing Test "Draw a Boy" Duration	2 min	3 min	3 min	1 min	5 min	5 min	3 min					

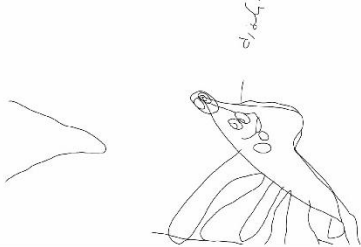
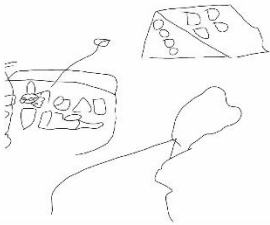


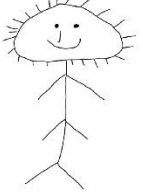
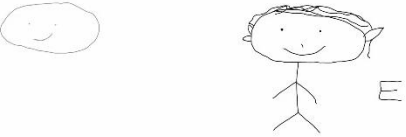

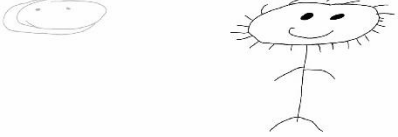


The distribution of individuals with intellectual disabilities and those at risk of attention deficit and hyperactivity, based on the findings of the Draw-a-Man (BEÇ) and Draw-a-Girl (BKÇ) tests, is presented in Table 3

**Table 3:** Distribution of individuals at risk of intellectual disability, attention deficit, and hyperactivity based on the findings of the BEÇ and BKÇ tests

Katılımcı	Zihinsel yetersizlięi dikkat eksiklięi hiperaktivite riski yařayan bireylerin "bir erkek çiz" test çizimi	Zihinsel yetersizlięi dikkat eksiklięi hiperaktivite riski yařayan bireylerin "bir kız çiz" test çizimi
Katılımcı 1		
Katılımcı 2		
Katılımcı 3		
Katılımcı 4		
Katılımcı	Zihinsel Yetersizlięi Dikkat Eksiklięi Hipeaktivite Riski Yařayan Bireylerin "Bir Erkek Çiz" Test Çizimi	Zihinsel Yetersizlięi Dikkat Eksiklięi Hipeaktivite Riski Yařayan Bireylerin "Bir Kız Çiz" Test Çizimi
Katılımcı 5		
Katılımcı 6		

Katılımcı 7		
Katılımcı 8		
Katılımcı 9		
Katılımcı 10		
Katılımcı 11		
Katılımcı 12		
Katılımcı 13		
Katılımcı 14		

<b>Katılımcı 15</b>		
<b>Katılımcı 16</b>		
<b>Katılımcı 17</b>		
<b>Katılımcı 18</b>		
<b>Katılımcı 19</b>		
<b>Katılımcı 20</b>		

<b>Katılımcı 21</b>		
<b>Katılımcı 22</b>		
<b>Katılımcı 23</b>		
<b>Katılımcı 24</b>		
<b>Katılımcı 25</b>		

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Special Education Research shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).