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An insight into young children’s drawing and reading

The primary purpose of this study was to examine the relationships between human figure drawing and reading ability for 4- and 5-year-old children in the Mid-Hudson area in New York State. The secondary purpose was to explore the themes or topics presented in children’s human figure drawing and storybook drawing. A convenient sample of 50 subjects ages 4- and 5- years old participated in this study. The Goodenough-Harris drawing test and the storybook (i.e., *The Very Hungry Caterpillar*) drawing were administered during whole-group sessions while storybook reading and interpretation of storybook drawing were carried out in a one-on-one session. The storybook reading ability was assessed individually according to Sulzby’s *Forms of Storybook Reading and Rereading* (Sulzby, 1985). The Pearson product-moment correlation coefficient was used to test the relationship between human figure drawing skills and storybook reading abilities. The themes or topics presented in children’s human figure drawing and storybook drawings were explored using qualitative approach.

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