

## CONTENTS

SR.NO.	TOPIC NAME	PAGE NO.
<b>1.</b>	<b>INTRODUCTION</b>	<b>1-12</b>
1.1	Theoretical Context of the Research	3
1.2	Personal Motivations for the Study... A Journey into Projective Drawings	7
1.2.1	Case 1: A pre-school child with PTSD- A Victim of Boarding School Abuse.	8
1.2.2.	Case 2: A Girl in Middle Childhood with Dissociative Symptoms-A Victim of Sexual Abuse by an Acquaintance	8
1.2.3.	Case 3: An Adolescent Suicidal Attempt Survivor-Victim of Incest	9
<b>2.</b>	<b>REVIEW OF LITERATURE</b>	<b>13-68</b>
2.1.	Section A: Emotions, Emotional Disturbance and Its Assessment	13
2.1.1	The concept of emotions and introducing Emotional and Behavioral disturbances:	13
2.1.2	Definition and diagnosis of Emotional and Behavioral disturbances in children	15
2.1.3	ED and the ICD-10	16
2.1.4	ED and IDEA	17
2.1.5	Characteristics of ED	18
2.1.6	Internalizing and externalizing problems	19
2.1.7	Age of onset and the continuity of Emotional and Behavioral disorders	22
	Assessment of Emotional and Behavioral disturbances	23
2.1.8.1	Interviews	24
2.1.8.2	Observation	26
2.1.8.3	Behavior Ratings and checklists.	27
2.1.8.4	Self- Report Instruments	29
2.1.8.5	An overview of Projective Techniques	30
2.1.8.5.4	Association techniques:	30
2.1.8.5.2.	Construction of stories or sequences:	30
2.1.8.5.3.	Completion techniques:	30
2.1.8.5.4	Arrangement/ Selection of pictures or verbal choices:	31
2.1.8.5.5.	Expression with drawings or play	31
2.1.9.	Section Summary	32
2.2.	Section B Past Research on Projective drawings	33

	techniques: The Draw-A Person Test (DAP)	
2.2.1.	The Beginnings- Goodenough, Machover and Koppitz	33
2.2.2.	Applications of the DAP in the Context of Development	35
2.2.3.	Characteristics of Drawings	39
2.2.4.	Applications of the DAP to the School Context	40
2.2.4.1.	DAP and school achievement	40
2.2.4.2.	DAP and Exceptionality	42
2.2.4.3.	DAP and Special Education	44
2.2.5.	Applications of DAP in the Clinical Context	45
2.2.5.1.	Emotional disturbance and DAP	45
2.2.5.2.	Applications of DAP to Psychiatric Disturbances	51
2.2.5.3.	DAP – Sexual concepts, Sexual identity and Sexual abuse	53
2.2.5.4.	Use of DAP in identifying Anxiety and Fears	55
2.2.5.5.	DAP and PTSD/ with other Projective Drawings	57
	Conclusions	58
2.3	Section C: Research on the House Tree Person Test	59
2.3.1	Conclusions	62
2.4	Section D: Studies on Children’s Drawings in the Indian Context	62
2.4.1	Conclusions	64
<b>2.5</b>	<b>Research Gaps and Rationale Of The Study</b>	<b>64</b>
<b>2.6</b>	<b>Purpose of The Study</b>	<b>65</b>
<b>2.7</b>	<b>Specific Aims and Objectives of The Study</b>	<b>66</b>
<b>2.8</b>	<b>Research Questions</b>	<b>67</b>
<b>3</b>	<b>METHODOLOGY</b>	<b>69-92</b>
3.1	Methodological considerations guiding the study.	69
3.2	Participants	70
3.2.1	Universe	70
3.2.2	Sample	70
3.2.3	Inclusion Criteria	73
3.2.4	Exclusion criteria	75
3.2.5	Method of Sampling	75
3.3	Research Design and Procedure	75
3.3.1	Variables	77
3.3.2	Operational Definitions of Variables	78
3.4	Instruments Used and their Description (see Appendix iii)	78
3.4.1	Draw-A-Person test: Screening Procedure for Emotional Disturbance (DAP: SPED)	79
3.4.2	House-Tree- Person Test (HTP- Buck, 1992 and Van	80

	Hutton, 1992):	
3.4.3	Strength and Difficulties Questionnaire (SDQ- Goodman, 1997): The Strengths and Difficulties Questionnaire (SDQ)	82
3.4.4	Strength and Difficulties Questionnaire (SDQ- Goodman, 1997): The Strengths and Difficulties Questionnaire (SDQ)	84
3.4.5.	Pre- Adolescent Adjustment Scale (PAAS by Pareek, Ramalingaswamy, Rao and Sharma, 1975):	85
3.4.6.	Case History Format for School Counsellors (Self-constructed- for data collection form group 2 and 3):	86
3.5	Data Analysis	89
3.6	Challenges Faced	92

<b>4</b>	<b>RESULTS</b>	<b>93-155</b>
4.1	Identifying a Group of Emotional Disturbed and Non-Disturbed Children from a Sample of School-Going Children and Determining Its Statistical Independence.	95
4.2	Age and gender-wise prevalence of emotional disturbance identified on HTP and DAP in a sample of 7-11 years old school going children.	97
4.2.1	Age Patterns in ED Non-ED Classification	97
4.2.2	Gender trends in ED and Non-ED identification	99
4.2.3	Trends seen for gender and age	101
4.3	Examining similarities in identified disturbance on the emotional indicators of DAP and HTP for convergent validity.	105
4.4	Comparison of HTP and DAP identification of emotional disturbance across the Reference group and Clinical group for clinical validity.	107
4.5	Comparison of DAP and HTP with external ratings of emotional disturbance on the Strength and Difficulties Questionnaire (SDQ, Goodman 1997) for criterion validity	109
4.5.1	Projective drawings and external rating of emotional and behavioural disturbance (HTP with SDQ) for criterion validity	110
4.5.1.1	Intra- test correlation for HTP:	110
4.5.1.2	Intra-test correlations for SDQ	113
4.5.1.3	Correlation of projective drawings with SDQ	114

4.5.2	Projective drawings and Objective screening of emotional and behavioural disturbance (DAP with SDQ)	116
4.5.2.1	Intra-test correlations for DAP	117
4.5.2.2	Intra- test correlations for SDQ	117
4.5.2.3	Correlation of projective drawings (DAP) with SDQ.	121
4.6	Projective drawings and Self-esteem (HTP/DAP with CFSEI)	122
4.6.1	Intra-test findings for CFSEI	123
4.6.2	Correlation of HTP with CFSEI	124
4.6.3	Correlations between DAP and CFSEI	124
4.7	Projective drawings and Adjustment (HTP/DAP with PAAS)	126
4.7.1	Intra- test correlations for PAAS	126
4.7.2	Correlation of PAAS with HTP	128
4.7.3	Correlation of DAP with PAAS	128
4.8	Secondary objective 1. To find out predictive validity of indicators of emotional disturbance on Self-esteem using the different quantitative measures used.	130
4.8.1	Predicting Self- esteem from Emotional and Behavioural Disturbance of children)	130
4.8.2	Predicting Adjustment from Emotional and Behavioural disturbance	134
4.8.3	Group-wise qualitative analysis of scoring indicators of HTP and DAP and their effectiveness in identifying emotional disturbance:	138
4.8.4	House Tree Person test:	138
4.8.5	Draw- A- Person: Screening Procedure for Emotional Disturbance (DAP: SPED)	149

---

<b>5</b>	<b>DISCUSSION AND CONCLUSIONS</b>	<b>156-189</b>
----------	-----------------------------------	----------------

---

5.1	What is Evident from Projective Drawings of Children? Some Important Patterns	157
5.2	How do HTP and DAP Compare with Each other and with Other Techniques? A Search for Reliability and Validity	162
5.2.1	Convergent validity within HTP and DAP	163
5.2.2	Clinical Validity of the Projective Drawings	165
5.2.3	Criterion Validity of HTP/ DAP with the SDQ	166
5.2.4	Convergent Validity of HTP/DAP as tested with CFSEI and PAAS	169
5.3	Qualitative Analysis of Scoring indicators	172
5.4	Evaluating the Potential of Projective Drawings to	173

	Identify Emotional Disturbances.	
5.5	Major Findings	178
5.6	Concluding Remarks	183
5.7	Implications of the Study	185
5.7.1	Implications for uses of Projective drawings in the School Setting	185
5.7.2	Implications for uses of Projective Drawings in the Clinical Practice	186
5.7.3	Implications for Research	187
5.8	Limitations of the Study	188
5.9	Directions for Future Research	189
	<b>REFERENCES</b>	<b>190-207</b>
	<b>APPENDICES</b>	<b>208-246</b>
	Appendix-i Additional Data	208-228
	Appendix-ii Drawings of Children	229-234
	Appendix-iii Instruments Used	235-244
	Appendix-iv Letters	245-246

## List of Tables

<b>Sr. No.</b>	<b>Table No.</b>	<b>Table</b>	<b>Page No.</b>
1.	3.1	Sample description for Group 1	71
2.	3.2	Sample description for Group 2	72
3.	3.3	Sample description for Group 3	72
4.	3.4	Interpretative significance of <i>t</i> scores on the DAP: SPED	80
5.	3.5	Cut off scores to identify emotional disturbance on the test (Van Hutton, 1992)	82
6.	3.6	Tabular presentation for comparison of standardized tools used with essential Details	87
7.	3.7	Tabular representation of plan of analysis by objectives	89
8.	4.1	Frequencies and percentage of children in the ED and Non-ED in the reference group	96
9.	4.2	t- test for ED and Non-ED groups for total scores on DAP and HTP	96
10.	4.3	Mean and SD with one- way ANOVA for age for total scores and subscales of HTP	98
11.	4.4	One- way ANOVA for age for individual drawings and total scores on DAP	99
12.	4.5	Two- way ANOVA for interaction effects of age and gender	102
13.	4.6	Percentage of boys and girls and Chi- square values in the age range of 7-11 years in Non-ED and ED groups of Group 1	103
14.	4.7	Correlation between HTP and DAP scores	105
15.	4.8	Correlation between subscale scores of HTP and DAP	106
16.	4.9	One- way ANOVA showing effect of different groups on test variables with post hoc Tukey's test	109
17.	4.10	Correlations for HTP subscale scores with SDQ- scale for ED and Non-ED group of Group 2	112
18.	4.11	Correlations between HTP and SDQ in the clinical group	115

19.	4.12	Correlations for DAP Non-ED / ED sub groups with SDQ in Group 2	118
20.	4.13	Correlations for DAP and SDQ in the clinical group	120
21.	4.14	Correlations for HTP with self-esteem in ED and Non-ED groups of Group 2	122
22.	4.15	Correlation between DAP and CFSEI	125
23.	4.16	Correlations of HTP with PAAS	127
24.	4.17	Correlation of DAP with PAAS	129
25.	4.18	Regression analysis for Academic self-esteem based on SDQ Internalizing and Externalizing behavioural disturbance scales	130
26.	4.19	Regression analysis for General self-esteem based on SDQ Internalizing and Externalizing behavioural disturbance scales	131
27.	4.20	Regression analysis for Parental self-esteem based on SDQ Internalizing and Externalizing behavioural disturbance scales	132
28.	4.21	Regression analysis for Social self-esteem based on SDQ Internalizing and	133
29.	4.22	Regression analysis for Home Adjustment based on SDQ Internalizing and Externalizing behavioural disturbance scales	134
30.	4.23	Regression analysis for School Adjustment based on SDQ Internalizing and	135
31.	4.24	Regression analysis for Peer Adjustment based on SDQ Internalizing and	135
32.	4.25	Regression analysis for Teacher Adjustment based on SDQ Internalizing and Externalizing behavioural disturbance scales	136
33.	4.26	Regression analysis for General Adjustment based on SDQ Internalizing and Externalizing behavioural disturbance scales	137

## List of Graphs

<b>Sr. No.</b>		<b>Table</b>	<b>Page No.</b>
1.	4.1	Percentage of children in identified Non-ED and ED groups according to age	97
2.	4.2	Gender-wise percentage distribution in identified ED and Non-ED groups	100
3.	4.3	Percentage distribution of Boys and Girls with ED in the age range of 7-11 years	104
4.	4.4	HTP: Item-wise distribution in ED / Non-ED for Groups 1 and 3 on the Sexually relevant	140
5.	4.5	HTP: Item-wise Distribution in ED / Non-ED Group for Sexually relevant concepts subscale in Group 2	141
6.	4.6	HTP Item-wise distribution for ED/Non-ED groups on the Aggression and Hostility Scale in Group 1 and 3	142
7.	4.7	HTP Item-wise distribution for ED/Non-ED groups on the Aggression and Hostility Scale in Group 2	143
8.	4.8	HTP: Item-wise Distribution in ED / Non-ED Group for Alertness to Danger, Suspiciousness and Mistrust in Group and 3	145
9.	4.9	HTP: Item wise Distribution in ED / Non-ED Group on Alertness to danger, suspiciousness and mistrust in Group 2	146
10.	4.10	HTP: item wise distribution of ED and Non-ED groups on the Withdrawn and Guarded Accessibility scale in Group 1 and 3	147
11.	4.11	HTP: item wise Distribution for ED / Non-ED Group on the Withdrawn and Guarded Accessibility scale in Group 2	148
12.	4.12	DAP Item-wise Distribution in ED / Non-ED Groups for MAN drawings in Group 1 and 3	150

13.	4.13	DAP: Item-wise Distribution in ED / Non-ED Group for MAN drawings in Group 2	151
14.	4.14	DAP: Item-wise distribution in ED/ Non-ED groups for WOMAN drawings of Group 1 and 3	152
15.	4.15	DAP: Item-wise Distribution in ED / Non-ED Groups for WOMAN drawings in Group 2	153
16.	4.16	DAP: Item-wise distribution for ED/Non-ED groups for MYSELF drawings of Group 1 and 3	154
17.	4.17	DAP item wise Distribution for ED / Non-ED Group on MYSELF drawings for Group 2	155

### List of Figures

<b>Figure No.</b>	<b>Figure</b>	<b>Page No.</b>
1.1	Mental health Intervention Spectrum	4
1.2	The triangular relationship between client, artwork, and therapist	5
1.3	Showing the key to arrows in Fig 1	6
2.1	Schematic representation of techniques of assessment for identifying emotional disturbance	24
3.1	Data sources with Time line: A schematic representation	77
5.1	Diagrammatic representation of the diagnostic use of 'Signal detection theory'	185