

## CHAPTER 12

### THE RORSCHACH INKBLOT MEDIUM

#### 1. HISTORICAL OVERVIEW

From the discussion of projection (Chapter 8, section 4), it has to do with exposing the deeper aspects of being a person and that by projecting a child actually reveals his true world relationships.

When a child is confronted with specific unstructured material, e.g., inkblots, in connection with which he can project, he does this by attributing particular meaning to them; **he** sees and **he** creates relationships.

The Rorschach technique was designed by Hermann Rorschach who published it in 1921 (211). By experimenting with inkblots, he determined that a person can see particular images in these blots and by analyzing them, insight could be attained into his personality structure.

He selected ten plates, each with a symmetrical inkblot on it. Five of the inkblots are black and five are colored. Thus, by design the images are unstructured and the person himself has to give structure to them.

Rorschach used the plates primarily as a means of observation and to search for a qualitative image of personality structure.

In 1922, shortly after the publication of this medium, Rorschach died. However, his technique was extended by a variety of researchers. Also, it had a broad influence in the United States after Levy (see 218, 263) introduced it there.

In 1936 the "Rorschach Research Exchange" and in 1939 "The Rorschach Institute" were established in the United States (see 177, 7) and this contributed to a large variety of standard works on this method being published. Klopfer (99), who was connected with the "Research Institute", played a leading role in the expansion of this

technique. The broad interest in this medium also lead quickly to its use as a quantitative instrument.

However, in addition to a quantitative evaluation there also is a qualitative analysis and evaluation of the data acquired with the plates; in this regard, Kijm (97) is mentioned in particular.

Bohm (25, 301-302) indicates that since the 1920's a number of studies have been conducted and he mentions Behn-Eschenburg, who was the first to carry out a systematic study and who also had developed the Behn-Rorschach plates (see 324). From early on persons such as Loepfe (145), Loosli-Usteri (146), Schneider (222), Klopfer and Margulis (100), Zulliger (324), Weber (313), Ford (64), Gebhart (71) and Bohm (25) were involved in research on the usefulness of this medium for studying children.

Zulliger also had designed a medium consisting of three plates 324) involving considerably less time in comparison with the ten plates of Rorschach.

With the Rorschach medium, a global image can be acquired of a child's development and the structure of his psychic life-in-education (see 274, 24; 174, 117).

Van den Broek (274, 24) and Nel (174, 117) describe this medium as one of the most suitable for acquiring insight into personality structure since it gives a good indication of the quality of a person's cognitive life (intelligence, thinking, perceiving, fantasizing), the structure of his affective life and the nature of his intentionalized life.

According to Bohm (25, 310) the same basic principles hold for using the Rorschach with children as with adults. The further discussion of implementing the Rorschach and interpreting the data stems mainly from his procedures.

Regarding the interpretation of a child's responses, in addition to a **formal** analysis, a **phenomenological** interpretation is done, in which case attention is paid to the **themes** in the responses. For these reasons, the Rorschach is used and interpreted in relationship

with other exploratory media. Loepfe (see 25, 103) had already emphasized that it is not successful as an independent (means of) investigation; and Bohm says [in English], "The Rorschach Test is an aid to diagnosis, nothing more" (25, 103). According to Ford (see 25, 300) it can be used with great success with younger children (even as young as three years of age).

In using it with children, however, particular adjustments are made regarding its application and interpretation. Thus, Bohm (25, 312) says that the most important of all considerations regarding the interpretation of the Rorschach data from children is that one continually has to think in terms of the level of the child's becoming and that the same findings with a five and a twelve year old can have entirely divergent meanings.

## 2. THE IMPLEMENTATION PROCEDURE (see 25, 9-14)

### 2.1 Instructions to the child

Care has to be taken to keep the pictures clean and in good condition and the lighting also has to be adequate. The presence of a third person, especially the parent or teacher, must decidedly be avoided (25, 310).

The best approach regarding **requests** of the child are to ask as many as necessary and as few as possible (25, 11).

After ensuring that a **relationship of encounter** with the child exists, it is said to him "I am going to show you some cards and I will have you tell me what they can be." One must guard against making any suggestions to the child. Especially, the blot should not be compared to cloud formations because this elicits "cloud responses" (25, 11). Then the plate is placed before the child in the usual position ( ) and it is said to him "You can say as much or as little as you want. You may turn the plate as you wish. If you are clear, repeat this to me."

It has to be seen to that the child does not hold the plate at more than an arm's length in front of himself. If necessary the

orthopedagogic evaluator can sporadically encourage him with remarks such as "Yes, very good", etc.

If after giving a few responses or if he only looks without responding, the researcher asks only "Anything else?" If this does not lead to a response he can say, "Perhaps you want to say more. As I have already indicated, you can say as much as you want."

If the child asks questions or makes a variety of comments about the plate or asks for instructions he is told to wait until later. For how he does this. If he rotates the plate to show the investigator what he sees, he is informed that this is not necessary.

It is very important that particular attention be given to how he **interprets** the plate and the **part** of the plate that he takes into consideration has to be determined.

As far as possible, the **location** of the response is described verbally and put between brackets, e.g., (middle white; brown with green; etc.). When the location is very complex this is shown on the **location chart** on which all plates appear in miniature. In each case it is recommended that the precise location be indicated in this way.

When a response is amplified too quickly and if there is the slightest doubt about the part of the plate responded to, at the end of the examination of responses, it has to be made certain what the precise location is. During his responding, the child should be bothered with questions as little as possible (see 25, 69). If the investigator doubts where precisely the child sees what he sees, he has to ask him to indicate this with "where?"

Any question about the determinants, **as such**, are forbidden since such questions always are suggestive. In this regard, it is only permissible to asked, e.g., "Why do you say this is a crab?" (see 25, 66-67).

Especially regarding movement responses, the orthopedagogic evaluator has to be sure not to make any suggestions. However, the

child can be asked to describe them in greater detail. Here it is very important to observe thoroughly the way he acts.

After he finishes with all of the plates, further inquiry can be made about the different plates to eliminate the investigator's possible uncertainties.

However, with respect to younger children, Francis-Williams (65, 17) says a limited inquiry is desirable after each card is returned because experience shows that to about seven years a child becomes restless which makes inquiry at the end embarrassing and because he often forgets what gave rise to his response. However, the investigator also has to be warned against suggesting to the child

that he "sees" more than he does; also the child should not be "misunderstood" since a younger child's language is still limited.

### 2.3 Response sheet

Card No. and (Number of response)	Time	Position	Response	Symbols		
				Location	Determinant	Content P or O
I (1)	10.50		Verbatim plus observations			
(2)	(3)					
II (3)	10.53					
(4)						
(5)	(5)					
III (6)	10.58					
(7)						

### 2.4 The symbols (see 25, 18 et seq.)

#### 2.4.1 Introduction

After the responses are written down each is read quickly to determine the affective tone expressed before proceeding to ascribe symbols to the child's responses.

Since use is made here of Bohm's system of symbols the reader is referred to his work (25) and here only some of the major aspects are represented.

Each response is approached from four perspectives, namely, the **location** or **view** of the plate in terms of its **whole** or **parts**, the **determinants**, where it is ascertained what is at the basis of the response itself in terms of **form**, **color**, **movement**, etc., the **content** which amounts to **what** the child sees, e.g., a **person**, a n

**animal, objects, and the degree of popularity (everydayness) or originality.**

Symbols that stem from response patterns of different children should be avoided because even similarly worded responses can be understood differently for different children.

#### 2.4.2 LOCATION or interpretation (see 25, 19-26, 43-47)

Here the ways the blots are **interpreted** and understood are determined, and indeed in terms of the **whole**, larger or smaller **parts**, etc.

When the plate is taken up as a **whole**, there is mention of a **whole response** and is designated by "W". With respect to W responses, moreover, there are the following distinctions:

- i) A **simple W** response, e.g., **bat** (plate V);
- ii) a **simultaneously combined** whole response where two separate parts are viewed as a whole, e.g., **two witches standing on a cliff**;
- iii) **successively combined W** response where everything functions in combination, e.g., **two women and in the middle is a pot on the fire in which they are cooking food**;
- iv) **continually combined story W** response where relatively clear parts are taken up without taking into account their mutual location to each other, e.g., **two tramps and two children with their dolls; they play in the park.**

Depending on whether the form of the thing referred to is good or poor, the W is respectively qualified as W+ or W-.

In addition, a child also can give a **confabulation** whole response which is indicated by DW. Here the response arises from details. A clear part is taken up and from there it is constructed into a W response; e.g., a **bird** (plate I). In this case, however, the response begins with the **wing**.

When the starting detail is very small, this is indicated by **DdW**; for example, if in plate IV the point of departure is from two little birds and then a gradual reference to a butterfly.

A confabulation response also can be given when the point of departure is **between figures**. This is indicated as **DSW** or **DdSW**, etc.; e.g., on plate X the beginning is between the middle most figures (gray) that is seen as a **footpath** and from that a **park** is gradually "constructed".

Also, the point of departure can be a **part** of the plate. When a large part of the plate--that really takes up the greatest space in the division--is taken as the point of departure, this is indicated by "**D**" (detail). **D** responses are really part-wholes and they also have a clear form and particular location; e.g., **two bears** (plate II, only the black).

In addition, **Dd** responses are distinguished. These are **small detail** responses and because they are the smallest independent parts of all and they easily escape attention, often they are not noticed; for example **heads of children** (plate I, middle most lateral edge of the figure on the side).

There can also arise unusual demarcations of details. A head, a hand, etc. that usually are "seen" **along with the entire body** are here referred to as separate. Such a response is denoted as "**Do**". This symbol also is only assigned if it is not preceded by reference to a **human** interpretation, e.g., **grasping hands** (plate I, projections middle and above); **bear heads** (plate I, heads on the side); **animal heads** (plate III, only the heads).

Also a child can proceed from the **white space intervals** between the black and the colored parts, or the white parts of the edges which are taken up as enclosed parts in the dark or colored parts and are indicted as "**S**".

Regarding this type of response, the following are distinguished:

- i) **WS**: There is a beginning from the **whole** but white space intervals are also added; e.g., **mask** with white eyes (plate I);
- ii) **DSW**: Here is a beginning from the white and a building up to the whole;
- iii) **DS**: This is a "large part", white space response, e.g., **violin** (plate IX, figure within);
- iv) **DdSD**: Where the indicated intervening figure part is very small or marginal, or is connected with adjacent small details, a variety of possible combinations can arise; e.g., **snow on the mountain** (plate VIII, the white part and the uppermost gray part: **DdSD**).

Also verified is what types of responses arise most often and accordingly the **mode of interpretation** is determined. Usually a child gives only one W response to each plate. Rorschach, for example, considered 8W, 23D, 2Dd and 1Do out of 34 responses to be a **normal mode of interpretation**, and indicated this as **W-D**. However, out of a total 34 responses, **W** should not be less than 6. Bohm (25, 76) gives a few examples to illustrate particular modes of interpretation:

**W-D**: W10, D18, Dd1; W5, D26, Dd3; and  
**D-Dd-Do**: W2, D18, Dd12, Do3

In accordance with the fact that with a child, **W** occurs a little less than with adults and that usually children from 3 to 5 quite often give **W** responses paired with poor form, and that **W** responses also increases after school entry (25, 303; 290, 88; 59) when the sharpness of form improves, indicating a **W-D mode of interpretation** paired with good form perception by which the child is in a position to come to an overview of the whole and is able to notice relationships. As such, this indicates that intelligence is more theoretically directed. It is a person who thinks more flexibly about problems than does one with concrete-visual interests. There is mention of systematic and abstract thinking. Usually such a person also works according to a program (see 25, 43) and perceiving and thinking are adequately actualized.

However, when **W** is paired with poor form, this can refer to an underactualization of intentionality and possible intellectual restraint (157, 90) and also to bodily lived-experiences because of sensory restraints. In this sense, **W-** also refers to an expression of affective tension on the basis of the possible presence of being obsessed with achieving.

Bohm sees **DW** and **DdW** as "the tendency to confabulation and unreliability in the thinking and recall" (25, 44). **DW+** can represent constructive thinking but **DW-** refers to a decidedly unreliable thinking and the fact that it does not function on an abstract level (see 25, 55). Kotze (107, 107) indicates that **DW-** and **DdW-** are indications of inadequate remembering on the basis of pathic aspects of lived experiencing. Moreover, **DW-** responses often are found with the intellectually restrained, those with affective shallowness and with braggarts.

**DSW** refers to tension whose origin refers back to the child's educative situation. There is mention of the child being very dissatisfied and rebellious. **DSW** responses often are given by children from "broken homes". With **DSW** the basis of the tension usually lies in the neurotic nature of the child himself and the opposition really is directed against himself, there often is self-doubt and feelings of inadequacy (see 106, 107). **DSW** always refers to a discontent with others, a disappointment with peers and a lived experience that everyone and everything is against him.

A **D-W** response paired with good form perception refers to a more practical intelligence. The child's thinking primarily is practical-concrete and shows "common sense".

**Dd** responses usually refer to being absent-minded, a know-it-all and faultfinding. There is mention of being directed to the immediate, self-evident, the simple and practical. The authentic snob does not give many **D** responses because one who does this is not snobbish.

Regarding the interpretation of **Dd** responses, it always has to be kept in mind that after entering school, a child shows a tendency to give more **Dd** responses (see 64, 84-85; 324, 59-60; 25, 46). It also

is relevant to indicate that industrious pupils under thirteen, just because of their industry and ambition, give quite a lot of **Dd** responses. **Dd+** responses refer to exactness, conscientiousness and reliability regarding the little things. The faultfinder or squabbler also often give many **Dd** responses which, as such, refer to possible frustration with his situation. However, this also can indicate perseverance. But, because he hangs on to trifles, he really is no more practical than he is industrious and ambitious.

With an older child, **Dd** responses can indicate a fixation on trivial details because of anxiety and tension. However, one has to guard against merely jumping to final conclusions on this basis because the perfectionist also can give many **Dd** and fewer **W** responses.

Where quite a lot of **Do** responses arise paired with poor form perception, this is a possible indication of intellectual restraint. If **Do** responses occur with good form perception, this is evidence of the presence of anxiety. When the **Do** has its source in anxiety and is founded on aggressiveness, there is mention of the cognitive control of aggressive lived experiences.

**DS** responses always disclose opposition of one sort or another. Even more than one out of 34 responses has to be viewed with suspicion. However, one or two **DS** responses also can indicate skillfulness in maintaining his standpoint and thinking critically. The number of **DS** responses more or less can be taken as a yardstick of the strength of the aggressiveness. However, the indications of aggressiveness should not summarily be interpreted as unfavorable and always should be analyzed in connection with the other indications according to which it then is possible to judge the aggressiveness as favorable or unfavorable.

Since the Behn-Rorschach is viewed by some researchers as a more suitable medium than the Hermann Rorschach for children younger than ten, the **S** response has to be interpreted with greater caution since this response to the former medium does not always merely indicate aggression. Sometimes it is the result of mere perseveration in which case the **S** response increases. On the Behn-Rorschach the total absence of **S** responses is evidence of rebelliousness.

In addition to the mode of interpretation, the **succession** (see 25, 76-77) also has to be determined by noting the **sequence** followed regarding the mode of interpretation for each plate. Here attention is given to the regularity or irregularity of the sequence of the different types of responses. Normal is **W, D, Dd** or also **D, Dd** for each plate.

An **ordered** succession is viewed as the most favorable. This is where a particular pattern, with some irregularity, is manifested and indicates orderly thinking (see 298, 137). For example, when a child begins with a **D** response to each plate this can indicate constructive thinking in the sense that he proceeds (inductively) from the empirical to the general.

A **rigid** succession is characterized by a fixed pattern is followed with each plate. For example: **W, D, Dd; W, D, Dd; W, D, Dd;** etc. and is characteristic of a "bureaucratized" person and really indicates that the landscapes are predominantly experienced pathically (298, 137).

A **loose** succession is characterized by more variation from plate to plate and indicates possible neuroticism and inadequate attending.

With a **confused** succession there is system noted and this indicates serious affective (pathic) impulsivity and lability.

With an **inverted** succession is a pattern followed that can be described as a rigid, inverted succession; e.g., **Dd, D, W; Dd, D, W;** etc. This is viewed by Bohm as "a sign of an anxiety laden cautiousness, a fear of being directly concerned with the major task" (see 25, 82 [in English]), and, as such, refers to an unwillingness to explore and a lack of readiness to distance himself from the pathic-affective (298, 138).

#### 2.4.3 The DETERMINANTS (see 25, 27-38, 48-52)

It also is determined what the response means in terms of a psychic life "response" to the appeal of **form, color, shading,**

**movement**, etc. In particular, this gives an indication of the child's modes of lived experiencing or his predominant attunement.

### i) Form

The child's response can be mainly determined by the **form** of what he refers to and this is indicated by an "F". There also is a differentiation between **good** and **poor** form that, respectively, are indicated by "F+" and "F-". Regarding the quality of form, attention is paid to the degree to which the appearance of the indicated object corresponds to the reality shown. If the orthopedagogic evaluator can not see at all what the child sees, then this has to be indicated by F- and when there is doubt, this also has to be designated as F-. Moreover, the percent of the good form responses in relation to the total number of form responses is computed. Thus, for example, F% for a child who has given 25F responses altogether of which there are 20F+ is:

$$(20/25) \times (100/1) = 80\%$$

A high F+% indicates keenness of perception and, as such, adequate attending, attentiveness and perseverance. The F+% also has to be interpreted in relation to various other components of the results. Bohm (25, 311) also cautions that with young children the form response should not be taken up too strictly.

### ii) Movement

In the second place, movement responses are distinguished and are designated as "M". Here the origin is in the form in connection with **kinesthetic lived experiences**. The kinesthetic is related to our bodily attitude and movement. Thus, the "movement" must also be "**felt**" and not just "**seen**", e.g., a **vicious look**. Thus, there is **remembering** what was previously seen, imagined or even performed. The movement response represents the inner wealth of lived experiences and is related to the child's creative potentialities. The description of a movement that merely is **seen** is not designated as an M, e.g., **drawings or shadows of two Bushmen** (Plate III).

What is designated as "M" need not always be in motion itself; for example, a **soldier standing at attention** (plate III) is "M" but a **leaping deer** is not. In connection with the Hermann Rorschach, only movements of human figures and anthropomorphized animals are designated as "M". Regarding the Behn-Rorschach, Zulliger (323, 21) remarks that sometimes children give authentic M responses to animal figures, especially if the animal is very close to the child, e.g., is a sort of playmate.

Md responses also are distinguished. This refers to small detail, a tendency that is manifested especially with the Behn-Rorschach; e.g., a **little person who sits and exercises** (Plate IV), or a **few mountain climbers who have climbed a mountain--and are already on top and look over a precipice** (Plate IV); a **little woman with four children--she carries one in her arm and walks to a tree** (Plate V).

According to the sharpness of form, there also is a distinction between "M+" and "M-" responses. With M- the form is poor but in other ways the response satisfies the demands of kinesthetic lived experiences. Epileptics often give a great many M- responses and they also can occur with manic persons.

Moreover, there is a distinction between **straight** and **bowed kinesthetic** responses depending on the position of the figure. The mere presence of M responses is favorable.

With respect to movement responses, Bohm (25, 49) differentiates two tendencies, namely:

- a) A fantasy directed to reality in order to redesign the outer world; and
- b) a fantasy foreign to reality where there is, via fantasy, a withdrawal from reality. This indicates primarily a pathic escape from the world, and thus a defective distancing (to the cognitive) (see 157, 92) and an easy descent into daydreaming.

Bohm (25, 311) indicates that M responses during the school years can be viewed as reasonably reliable indications of good

intelligence. Also, M+ responses especially refer to good inner control and being thoughtful and considerate. Thus, if the M's are paired with a high F+% this is an indication of ordered, creative thinking and fantasizing. When M is paired only with a few FC's the child views the world around him as tranquil and he really remains withdrawn in his shell.

Quite a few M- responses refer to rashness, awkwardness, a tendency to melancholy and thus to a possible unwillingness to explore. Feeling not loved also readily leads to few M responses.

Straight kinesthetic responses are an indication of being directed-to-the-world (lovingly cooperative or hatefully aggressive). This implies more activity and sufficient "get-up-and-go" and testifies to a willingness to explore. A child who gives straight kinesthetic responses also is ready to listen to others. Thus, these responses are an indication that the help given the child will be successful.

Bowed kinesthetic responses point rather to a withdrawal from the world and a tendency to be isolated. Such a child also is less ready to cooperate when assistance is given.

When M and DS responses appear together, this can indicate that the child feels aggressive toward himself. This can give rise to shyness, over-politeness and really points to feelings of inadequacy, uncertainty and distrust. Thus, this speaks of a failure of the educative relationships and in particular of the relationship of trust. However, when there are indications of affective stability, the connection between M and DS responses can mean that the person is self-critical.

Especially with younger children, M responses have to be interpreted with great caution (see 25, 311). With reference to her observation of children for many years, Loosli-Usteri (146) concludes that children from nine to twelve give fewer M responses than adults and that M responses by children are rather a sign of "precociousness".

**iii) Color** (see 25, 27-38, 48-52)

When **color** directs the strongest appeal to the child we have to do with a **color response** that is indicated by "C".

Bohm (25, 304), Loosli-Usteri (146, 89-90), Ford (64, 46, 86-87) and Weber (313, 53-55) also indicate that with young children, color responses are few, especially until approximately six years and have to be interpreted with caution for children younger than ten.

When **form** dominates but color also figures in, this is designated as "FC", and on the basis of the quality of the form, there is a distinction between "FC+" and "FC-", for example, **buttocks of a shoe maker** (plate II--red beneath) = FC+; **heart** (plate III--red in the middle) = FC-.

If there is doubt that it is a color response, the investigator can ask himself if the child would give the same response if the plate were not colored and if so it can be accepted that it was not the color that "conversed" with him to give that response.

When **color** speaks most strongly to the child and **form** is secondary, this is denoted as CF (+ or -); for example, **Half of a sun** (plate II--red below) = CF+; and **a beak in a hole** (plate IX--intermediate figure) = CN-.

If the response is determined **only** by the color, it is designated as "C". For example, **lake** (plate IX--green). General examples are red as blood; blue as water, lake, sea, sky; green as leaves, grass. However, spots of blood are CF. When the color is merely named, this is designated as "CF".

Choice of color reflects a child's attunement to his world because the color is seen and treated from the outside. Thus, on the basis of his color responses, an indication can be gotten of his affective structure. FC+ is an expression of feeling where the affect simultaneously is under cognitive control or where there is so-called self-control in a situation. Consequently, FC+ indicates affective **stability**. Kotze (107, 108-109) says the FC+ response is evidence that the affective is in place as a foundation for the gnostic-cognitive. This thus refers to the affective as a readiness to participate in a dialogue on a cognitive level. In turn, this indicates

a lived experiencing of security and a willingness to venture into more remote situations. With FC+ there also is mention that peers are taken into consideration.

FC- responses refer to a search for emotional stability that, however, fails because of inadequate cognitive control. Here it should always be kept in mind that becoming thwarted on a cognitive level can lead to emotional lability.

CF responses possibly indicate that the child is directed to establishing emotional relationships but that accomplishing a stable relationship continually fails. Thus, there is mention of tension and uncertainty. CF also is usually an indication that the tension is directed outward. According to Kotze (107, 109) CF indicates that gnostic lived experiences are continually restrained and flooded by the pathic.

C responses indicate an impulsive affectivity and the fact that the child really is not attuned to orient himself in his situation. He rather only tries to impress.

Many FC, a small number of CF and no C responses paired with a high F+% point to a possible vivaciousness but superficial relationships with fellow persons; this is an energetic person.

Sometimes movement and color are found in the same response. Then it has to be determined which is primary and it then is placed first. In this regard, different combinations are possible, e.g., MFC, CFM, etc. Such a combination usually is an indication of being highly gifted.

The absence of color responses and few or no W+ usually refers to an indifferent, "dull" person. The dejected, depressed person also usually gives no color responses and, perhaps, if a few are given they are usually W-.

When more than one DS response is paired with color interpretations, this is an indication of aggression that is directed outward and there is a possibility of vindictiveness. This is the type

of person who while lived experiencing feelings of hate will begin "dumb" things.

When DS is paired with color and movement responses with almost identical weight, there is possible mention of indecisiveness and despair and as such this also testifies to aggressiveness.

Of particular importance is the analysis of movement responses in relation to color responses. Accordingly, the child's habitual attitude is reflected. Against the background of the **modes of lived experiencing**, most other interpretations also are more meaningful.

For this purpose, the following values are assigned to movement and color responses (see 25, 77):

For each: M = 1  
FC = 1/2  
CF = 1  
C and CN = 1 1/2

The following experience types are distinguished regarding the relationship of total M to that of C:

**a) An habitual coarctated experience type**

M : C    Extremely few or no movement of color  
0 : 0    responses are given. This indicates little  
0 : 1    affective liveliness and venturing. There  
1 : 0    is mention of a weakness of willing to  
1 : 1    enter into communication with things and  
others on an affective level. The child really lived experiences  
relationships intellectually. This is the depressed person and this  
has a restraining influence on actualizing the cognitive modes.  
Where here there arises an increase in DS responses paired with  
unusually high W+ and F+% this also indicates a conscious working  
against aggression.

**b) An habitual coarctative experience type**

Here the values are almost equal on each side (M and C) but not more than 3. The lived experience disposition is somewhat more favorable although depression still figures prominently.

A coarctated and coarctative way of lived experiencing is a revelation of the dejected, conceited person. Such a person can be "imitatively" intelligent but there is not much mention of originality. According to Kotze (107, 111) there is mention of a negative, even apathetic lived experiencing of relationships with others and things.

### c) An habitual ambi-equal experience type

The numbers regarding movement and color responses are still roughly equal but have a higher value than 3.

This is a favorable interpretation because it is evidence of an adequate affective foundation for the cognitive (see 107, 111). This is a person who withdraws into himself during a creative interval in order to reflect after being busy. Such a person indeed is ready to explore and to emancipate himself. This is someone who "thinks and does", who is stimulating and gifted. If S responses also arise, this indicates that aggression is directed outward.

### d) An habitual introvertive experience type

Here the M side clearly predominates, e.g., 5 : 2. When the color side is 0, e.g., 10 : 0, there is reference to an **extratensional** introvertive person. This is someone who lives within. With a child who takes an habitual introvertive attitude toward the educative situation there is mention of a more differentiated actualization of intelligence and thus also of affective stability. Such a person does not establish many interpersonal relationships, but those he does establish are intimate and authentic. According to Kotze (107, 111), such a mode of lived experiencing refers to an adequate distancing from the pathic-affective to the gnostic-cognitive.

However, the self-focus also can restrain the entirety of his directedness (to the world) and there also is the possibility of an

attenuation of interpersonal communication on the basis of which the relationship with his educators also is often damaged.

When this habitual way of taking a position is paired with rebelliousness, this testifies to a possible doubt in one's own abilities and also to indecisiveness and uncertainty.

#### e) **An habitual extratensive experience type**

Here the color side is conspicuously prominent. If the movement side is 0 and the color side is high, e.g., 0 : 10, there is reference to an **egocentric extratensive** person. According to Kotze (107, 111) this indicates a stereotypic labile emotionality. Such a person establishes many social relationships but they are superficial in nature. The extratensive person's dealing with interpersonal relationships usually evidences dexterity and suppleness.

With an egocentric extratensive person there also is mention of a lack of restraint and of emotional impulsivity. Such a person also has difficulty assuming an **empathetic** attitude toward others. Here, the absence of **S** responses usually is an indication of extreme stubbornness. This is a person who always finds "a fly in the soup". If he is an intelligent person, he will debate endlessly.

#### iv) **Shading** (see 25, 56-62)

Also shading responses are differentiated. These really are "hairy" responses. Rorschach only provided a general **F(Y)** indication in this regard. Binder (21) has made a penetrating study of light-dark interpretations and showed their significance for the presence of tension. Light-dark interpretations really run parallel to the various color interpretations. Examples of **Y\*** responses are "clouds", "water", "rocks", "hair".

They are mostly **W** or **D** responses that are characterized not by special shadings as such but a diffuse total impression of the light-dark value of the total blot is the basis for the response. It is accepted that these responses are related to the child's central

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\* Shading also can be designated by **K** and **k**.

frame of mind and especially to inner tensions. Therefore, a child who is really psychopathic seldom gives Y responses.

As with the color responses, there is a distinction between FY (+ and -) where form is primary and shading is secondary; YF (+ and -); and Y where form does not figure in at all.

The FY+ response is the most favorable and refers to the child's life of moods and also to his tensions and anxiety being under cognitive control (see 107, 109).

With FY- responses, there is mention of self-control but because of an undifferentiated intellect and potentialities this does not succeed and there are moments when the pathic-affective restrains the gnostic-cognitive (see 107, 109).

With YF, the light-dark is primary, e.g., an "**Xray photo**" (always) and "**clouds**", "**water**", and a "**map**" if there is specific contour that is perceived. Here there also is mention of a tendency to fail to govern his life of moods. If the YF response is in the majority there is mention of general feelings of uncertainty, restlessness, discontentment, sadness and labile anxiety. Thus, it indicates that often the child is pathically flooded, is in a depressed mood as a result of feelings of anxiety (107, 109).

When form is entirely missing and the response is only determined by the light-dark shadings, this is designated as "Y". Examples are responses such as "**mist**", "**darkness**". It is the least favorable of shading responses and indicates a general lack of intellectual control of his life of moods. There is mention of a strong mood of dejection and a predominantly pathic (emotional) attunement (see 107, 109). A child who gives many Y responses moreover is depressed, easily influencable and he readily daydreams about remote journeys and the romantic.

Where M and Y are found together (MY), this indicates an intense anxiety that often also is paired with the thought of being persecuted.

However, because "fruitful" tension is a precondition for becoming and staying involved with the educative content, the complete absence of shading responses has to be interpreted as an unfavorable sign.

#### 2.4.4 The content (see 25, 38-39, 52-54)

In the third place, attention is given to the **content** of the child's response, in other words to **what** he sees. In this connection, the following symbols are used:

**H** = a whole human figure, e.g., "**man**", "**child**", etc.

**Hd** = Part of a human figure, e.g., "**face**", "**arms**", etc.

**A** = a whole animal figure (also animal skin), e.g., "**lion**", "**tiger**", etc.

**Ad** = part of an animal figure: "**beak**", "**foot**", etc.

**Anat** = anatomy, e.g., "**skeleton**", "**intestines**", "**heart**", "**lungs**"-- also X-ray pictures of the intestines, e.g.

**Pl** = plant, e.g., "**tree**", "**flower**", etc.

**N** = nature: "**fields**", etc.

**Arch** = architecture, e.g., "**stairs**", "**building**"

**Landsc** = landscape, e.g., "**hill**", etc.

**Orn** = ornaments, e.g., "**brooch**", "**vase**", etc.

**Cl** = pieces of clothing, e.g., "**trousers**", "**dress**", etc.

**Geo** = geography or map: "**Map of the Transvaal**"

**Obj** = all kinds of man-made objects.

Moreover, there are **Abs** (abstract), "**ice**", "**lake**", "**mountain**", "**blood**", "**color**", "**water**", "**clouds**", "**smoke**", "**fire**", "**sun**", "**hole**" responses which are indicated as such.

The content really has the least interpretive value but still gives an indication of specific relationships within which the child actualizes his becoming adult.

Diversity of content also can indicate a rich world of thought.

Regarding human responses (**H**), the ideal is that **H** be greater than **Hd**. **H** and **Hd** refer to social relationships. However, they always have to be interpreted in relation to other data such as their

number and nature, e.g., **FC**, **D**, etc. When **H** > **Hd**, this indicates an ability to identify (107, 110). With a child who is adequately becoming adult and who is intelligent, **H** is always greater than **Hd** and **A** > **Ad**. **A** and **Ad** responses refer to what Bohm (25, 80) calls "concrete-mindedness".

With respect to **A** responses, a percentage also is computed in relation to the total number of responses. Thus, for example, the **A%** when 14 **A** and 6 **Ad** responses are given out of a total of 30 is:

$$(20/30) \times (100/1) = 67$$

An **A%** between 30 and 40 is "normal".

In interpreting the **A%** one has to make sure that there are not other types of answers that have persevered, e.g., anatomical, flowers, stones. If this is not the case, a low **A%** indicates a mobility in thinking. The higher it is the more awkward the thinking; the reasons for this can be very diverse such as, e.g., intellectual retardation, conventionality, anxiety and insecurity. If, for example, a high **A%** goes with a high **F+%**, this refers to lassitude rather than to inadequate intellectual abilities.

When **H** < **Hd** and **A** < **Ad** this indicates lesser intellectual abilities or restraint in distancing to the gnostic-cognitive because of depression, anxiety and insecurity. Especially with younger children, **A** < **Ad** and also **H** < **Hd** indicate anxiety (see 25, 312).

If anatomical responses arise in small numbers (1-5), this has an unfavorable meaning and indicates bodily lived experiences which can refer to retardation. Bohm (25, 53) links anatomical responses to a "narcissistic investment of the body image".

A considerable increase in **Anat** responses (60% and higher) has a poorer diagnostic significance. Then there needs to be a search for the reasons this particular child has given these particular responses. Perhaps he wants to become a doctor; or it also can indicate hypochondria. If it is more than approximately 12% this also can indicate feelings of bodily inadequacy.

Numerous **object** responses, especially at the cost of **H**, indicates a form of asociality and withdrawal. However, with younger children, this points to concrete, matter-of-fact thinking.

**Blood** responses are always unfavorable and indicate bodily lived-experiences.

#### 2.4.5 Original or popular responses (see 25, 39, 54-55)

In the fourth place, attention is given to the originality shown by the child. Depending on the frequency with which the specific response is given by other persons, its popularity (**P**) or originality (**O**) is distinguished. Bohm (25, 127) views these responses as "indicators" of intellectual orientation.

Popular (**P**) responses are those given by approximately one-third of all persons, e.g., **bat** (plate I), **animals** (plate VIII).

To determine if the response is to be designated as a **P** or an **O**, the examples that Bohm gives in his "auxiliary" table are consulted.

The **O** response is scarce and occurs not more than once in one hundred responses. Depending on the form, there also is a distinction between **O+** and **O-**, e.g., "**Two men worshipping at an altar**" (plate I) or "**Two pigs**" (plate II--only the black).

The percent of **P** and **O** also are computed, e.g.:

$$(\text{number of P responses}/\text{total responses}) \times (100/1)$$

A child with a **P** of between 20 and 35 percent has a good relationship with his world and there is mention of an identification with things and others (see 107,110). The lower the **P**, the weaker is this relationship and there is more of an alienation from the world. The higher **P**, the more thinking is directed to the ordinary. The absence of **P** responses is an indication of a disturbed relationship with reality. In this regard, a **reality index** can be computed in terms of the responses to plates III, V, VIII and X and the following points are assigned:

Plate III:	If the first response is "H"	= 2
	If a later response is "H"	= 1
	If no "H" is given	= 0
Plate V:	If the first response is <b>bat</b>	= 2
	If a later response is <b>bat</b>	= 1
	If <b>bat</b> is not given at all	= 0
Plate VIII:	If the two animals on the	
	sides are indicated first	= 2
	If they are indicated later	= 1
	If they are not noticed	= 0
Plate X:	If the first response is "A"	= 2
	If a later response is "A"	= 1
	If no "A" response is given	= 0
	Maximum total possible	----- = 8

If the total is less than four this indicates that the child is experiencing problems in relating to reality and if it is higher than seven, it can indicate possible compulsiveness.

O+ responses indicate good intelligence and original thinking which, as such, also is abstract. Thus, it is a good indication of an attunement to the gnostic-cognitive level, that relationships are noted (107, 107) and that attending is adequately actualized (298, 135).

#### 2.4.6 Number of responses and response time

Fifteen to thirty responses are seen as "normal" (25, 77). Children younger than ten usually give fewer responses (25, 303). Fewer than fifteen responses can indicate possible depression. More than thirty responses indicate possible interest and an orientation to achieve. Epileptic and manic persons also usually give many responses. Ambitious persons usually give a lot of W and M responses and have a high O%. Again, moody persons usually give few color responses.

On the average one response is given per minute and it takes between twenty and thirty minutes to give the responses (25, 71).

There is mention of a long response time when a child uses a lot of time to give his response and this might indicate shock, tension and avoidance of the task. A dejected, depressive person also usually takes longer while an epileptic also generally takes a particularly long time to provide his responses. A short response time might refer to tension and a manic tendency.

### **2.4.7 Particular phenomena**

In interpreting the Rorschach data, a number of particular phenomena also have to be taken into account. In this regard, Bohm (25, 86-138) discusses sixty seven such phenomena. Brief attention is given to some of these.

#### **2.4.7.1 Refusal (25, 89)**

This appears when, for example, a child immediately gives the plate back without providing a response, or after looking at it for a time provides no response. Even one refusal points to something that is not right and attests to lived experiencing anxiety. Attention should especially be given to this with plates II, IV, VI and IX.

#### **2.4.7.2 Subject criticism (25, 91)**

This involves the person criticizing himself, e.g., "My imagination was never good", and indicates a lived experience of being inadequate and a basic uncertainty.

#### **2.4.7.3 Object criticism (25, 91)**

Here the person criticizes the plate as such; for example, " If this part were only left off, then it should ... ". This indicates caution, reserve and anxiety. When paired with poor form perception there is mention of anxious over-cautiousness but also of determination.

#### **2.4.7.4 Shock**

A variety of "shock indicators" are distinguished:

**a) Color shock**

There is mention of color shock when a child manifests certain behaviors regarding the colored plates such as crying out, flinching, blinking his eyes, or even when he immediately gives the plate back, when there is an extended response time to the first colored plate, when he makes defensive gestures or mimicry, a sigh, hand movements, raising his eyebrows, shaking his head. There also is mention of color shock when he ignores conspicuous appeals and, e.g., first refers to the white parts that normally are ignored (see 95, 65) and also when M responses are absent from the colored plates while such responses are given to the black plates.

Bohm (25, 93) also distinguishes different sorts of color shock:

- i) **Manifest color shock** where the child cries out "wow!", "ugh!" etc.;
- ii) **hidden color shock** (25, 93-94) which is manifested by a lengthy response time, gestures and mimicking, changing succession, avoiding M responses that earlier were given; rejection, no initial involvement of the two animals on plate VIII, a decline in sharpness of form where previously it was good, a decrease in the number of responses to the color plates compared with the black ones.

This always indicates anxiety and tension. It also has been found that the habitually anxious person shows clear color shock on plates 2 and 3 of the Behn-Rorschach and immediately thereafter gives the response "**Blood**"; and

iii) **dark or black shock** (arises with the black plates), **red shock** (regarding the color red) and **white shock**. This indicates anxiety and neurosis (see 25, 95-100).

**b) Light-dark shock**, when the Y response contains something sinister, e.g., "**ghost**", "**death**" and when the plate is

merely described (see 95, 65). According to Binder (21) this can only be interpreted as color shock and refers especially to anxiety about the demands of life and responsibility.

Any form of **shock** has to be viewed in a serious light because it indicates a deep-lying anxiety and what has led to it has to be determined.

#### 2.4.7.5 Perseverations (25, 116-118)

According to Bohm, perseverations can be viewed as normal up to eight years. Perseverations can occur with form, color, movement, content, etc. It especially indicates an inability to appropriately distance oneself to the cognitive and to an habitual affective attunement (see 107, 110).

### 3. THE INTERPRETATION

#### 3.1 Categorizing the data\* (see 25, 71, 74)

After the child's responses are written down and analyzed, the applied symbols are categorized and the necessary percentages are computed. First the **number** of responses is determined and the amount of time is calculated.

Then the various symbols in the Location column are counted up and recorded in the following order: W, DW, DdW, (SW), D, D(S), Dd, Dd(S), Do. Also, the number of W+ responses is shown.

After this, the various symbols are placed with each other in the Determinant column; first the M responses (also how many + and - there are and how many straight and bowed kinesthetic responses there are). Then the number of F responses, of which the number of + and - responses are indicated; then the FC (+ or -), then the YF (+ or -) and Y.

After this, the Content column is compiled. With respect to the various symbols, Bohm (25, 73) proposes that one maintain a

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\* See "Tabulation Sheet" attached as an appendix.

particular order to minimize the possibility that errors will be made during the tallying.

Then it is determined how many **O** and **P** responses there are. Further, the **F+%**, **A%**, **P%** and **O%** are computed after which the modes of interpretation, succession and the experience-types are determined.

The interpretation of these formal data is always done in relation to each other and no isolated fact is a sufficient basis for drawing a final conclusion.

### 3.2 The interpretation

By relating and interpreting the various formal data, it is possible to arrive at a judgment about the child's actualization of his psychic life-in-education. There are indications of his structure of lived experiencing, experiencing, willing and behaving, and once again, these are indications of the nature of his exploring, emancipating, objectifying, distancing and differentiating since they also are included in the acquired image of the structure of the modes of actualization such as sensing, attending, perceiving which are closely interwoven with the already mentioned ways of actualizing the psychic life.

Regarding the **structure of lived-experience**, in particular, the following can be indicated:

#### i) The pathic-affective structure

Many **D** responses indicate that the child has a grasp on the immediate, the simple and the concrete that, as such, refer to a **pathic** attunement. If the **D** responses also are qualitatively good there is mention of an habitual **affective** disposition. The poorer the quality of the **D** responses and when there is an elevation in **Dd** responses, this is an indication of a cutting off, indeed an avoidance, of communicating with others. It can be concluded that the number of **Dd** responses is an indication of a globalized, pathic lived-experiencing.

Anxiety can be viewed as a manifestation of pathic flooding and an indication of this can be acquired by attending to the presence of shading responses. Thus, for example, **FY+** indicates that a child's mood is under conscious, cognitive control and that there is mention of affective lived experiencing. **FY-** responses refer to the fact that indeed there is an attempt to control this mood but emotional lived experiences only function with difficulty on an affective level. Then there are moments when the pathic-affective inadequately grounds the gnostic-cognitive and even restrains or blocks it.

**YF** responses are an indication that the child often is flooded and that a gnostic-cognitive attunement is blocked. This pathic flooding can be the result of being depressed which often is a consequence of lived experienced anxiety.

The pure **Y** response indicates a predominantly dejected mood that limits extremely a gnostic-cognitive lived-experiencing.

White space responses also are evidence of a predominantly pathic lived experiencing and indicate opposition, rebelliousness and aggressiveness. When **SW** responses prevail, the opposition is directed to the child himself and there is mention of self-criticism and especially self **doubt**.

**WS** responses are an indication that the outer world is treated mainly with distrust.

**FC+** responses indicate the ability to establish affective relationships. On the contrary, **C** responses are evidence of problems of interpersonal relationships because of an extremely labilized and impulsive affectivity.

But, the **FC+** response also has to be viewed as an indication of stabilized pathic-affective lived experiences, which as such, are an adequate foundation for a gnostic-cognitive attunement to reality. In addition, **FC+** responses can be interpreted as lived-experiencing safety, and security and a readiness to explore.

CF responses indicate the presence of restraints that also undermine feelings of safety and security.

With pure C responses, there is mention of an extremely labilized pathic lived experiencing.

If perseverations are evident and if anatomical responses are given, this can indicate an inability to break through the pathic-affective and enter the gnostic-cognitive, or it might indicate bodily lived experiences where the child is thrown back on his own bodiliness to such an extent that as a consequence of the correlated pathic lived-experience, he is restrained to such a degree that he cannot come to an adequate gnostic-cognitive lived experiencing.

A labile affectivity also is shown by a prolonged response time and a decrease in the number of responses, and also by rejection, color shock, etc.

## ii) The gnostic-cognitive structure

An indication of the cognitive structure of the psychic life is obtained by especially noting the state and quality of **whole** and **form** responses, **movement** and **original** responses, the **succession** and diversity of **contents**.

W+ responses show an ability to relate and generalize. They are an indication of systematic thinking and thus of **cognitive** lived experiencing during which **thinking**, **imagining** and **perceiving**, among others, are prominent.

Do responses, paired with poor form perception, indicate limited cognitive abilities. However, if they occur with clear perception of form, this points to an inadequate actualization of potentialities because of pathic flooding in the form of anxiety, insecurity and tension.

An indication of the world relationship within which the aspects of the psychic life are actualized (e.g., by perceiving, thinking) are acquired by attending to the **contents** of the responses. For example, if W responses are mainly paired with popular (P)

responses, this is an indication that the child has acquired only a grasp of ordinary, everyday concepts.

WS responses indicate a restraint of the gnostic-cognitive attunement because the perception of the situation, as it is, is subjectively colored by sensing. Then the child is continually led away from the object as a result of the labile disposition of his lived-experiencing.

A high F+% indicates a favorable cognitive attunement because this implies accurate perception, good focus and enduring attending and as such is evidence of an ordered gnostic-cognitive lived-experiencing since there is mention of a systematic, distinct, integrative and controlled establishment of world relationships.

In contrast, a low F+% is an indication of an inadequate mastery and control of affective lived-experiences.

An ambi-equal experience-type is an indication of a stable and ordered structure of the psychic life because the pathic-affective and gnostic-cognitive aspects continually rise together in such a way that the child is able to adequately explore, emancipate, distance himself, objectify and differentiate.

An accurate analysis of movement responses also contributes to a clearer image of the gnostic-cognitive structure. For example, a M+ response indicates a decided preference for thinking over feeling. Especially, there is mention of creative potentiality by means of fantasizing.

The occurrence of a number of A responses is evidence of a blocking of the gnostic-cognitive abilities and there is mention of stereotypic thinking.

In summary the following data can be viewed as important for the child's cognitive abilities and their actualization:

**a) Indications of good intellectual quality:**

quite a lot of responses at the rate of about one per minute; an ordered succession;

a high F+% (above 80%);  
some M responses (about 5);  
W, WD or WDDd modes of interpretation;  
low A%;  
average P% (no more than 40 - 50%);  
average O%;  
H > Hd;  
A > Ad;  
the child's responses involve almost the entire surface of the plate, and there are few pure C and if they do occur they are "genuine", e.g., "fire" (red), "water" (blue), etc.

**b) Indications of limited intellectual abilities:**

Long response time;  
low F+%;  
low O%;  
the responses continually involve a small part of the surface of the plate; and  
there is an elevation of pure C responses.

**iii) Normative, meaning giving structure**

Linking up with what was said about the pathic-affective and gnostic-cognitive structures, attention also has to be given to the **meaning** the child gives to the relationships he establishes through communication. In this regard, there is agreement with what Kijm (97) calls the **variants of intentionality**:

**a) Modes of associating**

This has to do with the analysis and interpretation of the nature and structure of the communicative relationship and can give evidence of a **work, play, meditative or evasive** attitude (see p. 47).

**b) The variants**

Kijm (97; see also 107, 115) mentions the following **variants** of intentionality:

- i) The interpretation of the plates as **surface configurations** where the child only **describes** what appears on the plate; e.g., "Here is a plate with inkblots on it" and he really avoids an **encounter** and refrains himself from communicating;
- ii) the interpretation of the plates as **pictures** where there is mention of **ordering** and indeed the child describes **what he** sees; things take on form for him, e.g., an animal and this indicates a gnostic-cognitive perceiving of things and others with which the child is in a relationship;
- iii) the **physiognomic** lived experiences which are characterized by strongly emotional responses which especially refer to bodily lived experiences and are paired with anatomic responses; the child lived-experiences himself as physically inadequate and on the basis of labile affect, his communication and giving meaning to educative contents are restrained;
- iv) the interpretation of the plates as **symbols** where the child ventures in his fantasy and dream world and gives expression to his inner life in the form of symbols; thus they are clearly pathically colored but are characterized by stability which also is a precondition for adequate communication with others and implies giving personal meaning to the educative contents; and
- v) the interpretation of the plates as **random shapes** where the child searches for what the plates can represent and by means of fantasy he establishes an "unreal" world and establishes a new world on a distanced, gnostic-cognitive level on which there is communication with other persons and things from a stable affective life.

When the orthopedagogic evaluator deals with a child restrained in becoming adult with his inadequate dialogue with the educative contents and, along with that, his inadequate communication with his fellow persons, a specific image should be acquired of his social relationships.

In this regard, Kotze (107, 112-113) refers to six aspects which have to be viewed together and in terms of which an indication can be gotten of the child's interpersonal communications:

- a) P responses and an average P% indicate an ability to establish relationships with others;
- b) FC+ responses are evidence of a readiness to Communicate with reality and thus also participate in carrying out a dialogue with others;
- c) a moderate amount of D responses indicate a good sense of reality;
- d) H and Hd responses paired with FC+ indicate an ability to identify with others;
- e) an extratensive experience type paired with affective stability; and
- f) M+ (straight) responses indicate a readiness to enter into communication.

The quality of communication with things and others is always determined by the quality of actualizing the modes of the psychic life, as such but, in particular, the child's communicative meanings have to be gauged in terms of his actions, behaviors, attitudes or dispositions.

Obtaining an image of the structure of the child's psychic life rests mainly on an interpretation based on the categorized data from the Rorschach protocol and is called a **formal analysis**.

From a phenomenological point of view, the Rorschach data are interpreted as a reproduction of a particular child's constitution of a world. Especially, there is an attempt to try to answer the question of why this particular child has given these particular responses. **Themes** from the content of the conspicuous responses are looked for to try to discover what symbolically lies hidden in these themes. In doing this, an indication is gotten of the landscape to which the child's psychic life is intentionally directed. However, these themes only have real significance if they are related to and interpreted in light of the themes obtained from the projective media.

With respect to a **prognosis**, especially regarding helping the child in the future, some indications also can be gotten from the Rorschach data. So, e.g., the presence of straight kinesthetic responses indicate a child's being directed to others and this can be interpreted as the child not only will be glad to establish relationships with others but that he will be open to being helped.

In this connection, attention also can be given to the current state of his sociability. **H** and **Hd** indicate interpersonal communication. However, these responses continually have to be related to other data in order to acquire a reliable image of his sociability. Many **H** and few **Hd** responses and also a **P%** of 20-25% indicate an ability to identify, an extremely important matter in the orthopedagogic association.

The following is an example from practice to show how the Rorschach data are interpreted.

#### 4. A PRACTICAL EXAMPLE

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##### Plate I

Time: 9.55

Number: 1

Position: ( $\wedge$ )

Response: (Plate rotated considerably; face tense)

**Bat** (whole plate)

Location: **W+**

Determinants: **F+**

Content: **A**

**P**

Time: (2)

Number: 2

Position: ( $\wedge$ )

Response: These are the eyes of a mask

Location: **DSW**

Determinants: **F+**

Content: **Obj**

##### Plate II

Time: 9.57  
Number: 3  
Position: ( $\wedge$ )  
Response: (long pauses between) Looks like someone's face.  
Red eyes above, white nose and red mouth below.  
Location: **WS**  
Determinants: **CF-**  
Content: **Hd**

Time: (5)  
Number: 4  
Position: ( $\wedge$ )  
Response: A little bird flying (middle white)  
Location: **DSD**  
Determinants: **F+**  
Content: **A**

### **Plate III**

Time: 10.02  
Number: 5  
Position: ( $\searrow$ )  
Response: Looks like a monkey: there are two (red outside)  
Location: **D**  
Determinants: **F+**  
Content: **A**

Time:  
Number: 6  
Position: ( $\wedge$ )  
Response: Two men picking something up  
Location: **W+**  
Determinants: **M+**  
Content: **H**  
**P**

Time:  
Number: 7  
Position: ( $\searrow$ )  
Response: Frog (the black and the white and the red too)  
Location: **WS**

Determinants: F-  
Content: A

Time:  
Number: 8  
Position: (∨)  
Response: Pieces of wood (on the side of the legs)  
Location: D  
Determinants: F+  
Content: P1

Time: (6)  
Number: 9  
Position: (∨)  
Response: A face: this is the mouth and here are the eyes  
(gray, middle, below + white)  
Location: DdSD  
Determinants: F-  
Content: Hd

#### Plate IV

Time: 10.08  
Number: 10  
Position: (∧)  
Response: Looks like a giant  
Location: W+  
Determinants: F+  
Content: H

Time: (3)  
Number: 11  
Position: (∧)  
Response: Looks like a wolf  
Location: W+  
Determinants: F+  
Content: A

#### Plate V

Time: 10.11  
(3)

Number: 12  
Position: ( $\wedge$ )  
Response: (turned plate on side) Resembles a butterfly  
Location: W+  
Determinants: F+  
Content: A  
P

### Plate VI

Time: 10.14  
(3)  
Number: 13  
Position: ( $\wedge$ )  
Response: A tiger's skin  
Location: W+  
Determinants: F+  
Content: A  
P

Time: 10.14  
(2)  
Number: 14  
Position: ( $\wedge$ )  
Response: A bear  
Location: W-  
Determinants: F-  
Content: A  
P

### Plate VII

Time: 10.16  
Number: 15  
Position: ( $\searrow$ )  
Response: Is like a man  
Location: W-  
Determinants: F-  
Content: H

Time: (2)  
Number: 16

Position: ( $\nabla$ )  
Response: Two men pressing their heads together--seen from behind  
Location: W-  
Determinants: M-  
Content: H

### Plate VIII

Time: 10.18  
Number: 17  
Position: ( $\wedge$ )  
Response: (Lingers) A multicolored airplane seen from above  
Location: W-  
Determinants: FC-  
Content: **Obj**

Time:  
Number: 18  
Position: ( $>$ )  
Response: Chameleon  
Location: D  
Determinants: F+  
Content: A  
**P**

Time: (4)  
Number: 19  
Position: ( $\wedge$ )  
Response: A person: hair, face (white), body and legs (middle of blue + between figure  
Location: **DSD**  
Determinants: FY-  
Content: H

### Plate IX

Time: 10.22  
Number: 20  
Position: ( $\wedge$ )  
Response: Cliffs and a mountain stream and water that come together (brown bay, brown and green and the

most central part is intermediate figure)

Location: **D**

Determinants: **YF-**

Content: Cliffs and water

Time:

Number: 21

Position: ( $\nabla$ )

Response: A tree (whole--every color)

Location: **W-**

Determinants: **CF-**

Content: **PI**

Time: (4)

Number: 22

Position: ( $\nabla$ )

Response: A face: head, hair, eyes and mouth below (whole +  
between figure)

Location: **D**

Determinants: **YF-**

Content: **Hd**

## Plate X

Time: 10.26

Number: 23

Position: ( $\wedge$ )

Response: A face (brown-red-left)

Location: **D**

Determinants: **CF+**

Content: **Hd**

Time:

Number: 24

Position: ( $\wedge$ )

Response: Spiders (blue)

Location: **D**

Determinants: **F+**

Content: **A**

**P**

Time:  
Number: 25  
Position: ( $\wedge$ )  
Response: A scorpion (gray-right)  
Location: **D**  
Determinants: **F+**  
Content: **A**

Time:  
Number: 26  
Position: ( $\swarrow$ )  
Response: Flag pole (pole only)  
Location: **D**  
Determinants: **F+**  
Content: **Obj**

Time: (3)  
10.29  
Number: 27  
Position: ( $\wedge$ )  
Response: Red cliffs (the red)  
Location: **D**  
Determinants: **CF-**  
Content: Cliffs

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(34)

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## Summary

27 responses in 34 minutes

## Location

W = 11 (6+)	}	15
WS = 3 (-)		
DSW = 1 (+)		
D = 9	}	11
DSD = 2		
DdSD = 1		

(S = 7)

### Determinants

M = 2 (1 + bowed; 1 - bowed)

F = 18 (13+)

FC = 1 (-)

CF = 4 } 4 1/2

FS = 1 (-)

SF = 1 (-)

F+% = 72%

### Content

H = 5 }  
Hd = 4 } 9

A = 11 }  
Ad = 0 } 11

Obj = 3

Pl = 2

Cliff = 1

Cliff, water = 1

H > Hd

A > Ad

H + Hd < A + Ad

A% = 41%

### Original or Popular

O = 0

P = 7

P% = 26%

### Reality Index

III = 1

V = 2

VIII = 1

X = 1

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**Mode of interpretation = W - D**

**Succession = ordered**

**Experience type = M = 2 : C = 4 1/2 = Extratensive**

## **INTERPRETATION**

### **a) Gnostic-cognitive attunement**

The W-D mode of interpretation indicates that this child possesses good gnostic-cognitive abilities. Since only 6 W are + these abilities apparently are of weaker quality. Moreover, the mode of interpretation also indicates that the intelligence is more theoretically directed. The relatively ordered succession indicates that there is mention of clearly good actualization of intelligence. The F+% of 72% indicates a good quality of intelligence. However, the fact that H is lower than A is an indication that pathic-affective problems may well exist although the fact that A% is not too high is a favorable sign in this regard and the pathic-affective apparently is a favorable foundation for the gnostic-cognitive.

The four CF responses, however, lend doubt to the adequacy of the source of the pathic-affective and it appears that this child seems to have good intelligence as a potentiality at his disposal; still there is mention of its inadequate actualization as a consequence of affective (pathic) lability.

### **b) Affectivity**

#### **i) The structure of the color responses**

The four CF and one FC response indicates that lability exists in his emotional structure.

#### **ii) Experience type**

The extratensive experience type refers to a being directed outwardly and to a readiness to explore.

#### **iii) S responses**

The fact that four white space responses occurred point to a strong tendency toward rebelliousness and being aggressive. Thus, it appears that the child directs himself outwardly in an aggressive manner. The

majority of these responses also are combined with **W** which, as such, indicate that his communication in the family is not as desired. These responses also are evidence of a less stable affectivity. However, when all aspects are taken into account, such as the two **M** responses, the **FC** response, the relatively low **A%**, it can be concluded that the degree of affective restraint is not serious and either it will be averted or he will adequately assert himself by means of his aggression.

iv) The **P%** of 26% and the reality index of 5 indicate again that he has a good relationship with reality and his aggression does not yet present serious problems although there is still doubt regarding interpersonal relationships judging from the fact that  $H < A$ .

### c) Anxiety

The shade responses indicate the presence of anxiety in terms of which intellectual control is not very favorable (1 **HdF** and 1 **FHd**). The lived experienced anxiety seemingly has moved into an outward aggression.

### d) Inner control

The fact that two **M** responses occur is favorable. However, one is paired with poor form perception and both moreover are bowed kinesthetic responses which are less favorable.

### e) Sociability

The nine "human" responses are favorable although the fact that  $H < A$  is evidence of a degree of restraint in establishing interpersonal relationships. The **P%** of 26 and the reality index of 5, however, indicate that he actively goes out to the world and is ready to establish relationships with it.

### f) Qualitative analysis

Perseverations occur; there are signs of color shock and in terms of content, "spider" and "scorpion" also indicate lived experiencing anxiety. Otherwise, there is not much to conclude.

### **g) Summary**

This is a child with clearly good intelligence as a potentiality. However, there is mention of restraint, especially as this is embodied in his somewhat aggressively directed affectivity, anxiety and possible problematic interpersonal relationships. In spite of this, there are quite a lot of favorable signs of control regarding his affect and anxiety. Viewed globally, he probably is not extremely susceptible to being assisted when the two bowed kinesthetic responses and the aggressive tendencies are taken into account.

## **5. THE PEDAGOGIC EVALUATION**

Finally, it is indicated that when the structure of the psychic life is determined by means of the Rorschach medium, there can be a further penetration to an analysis and evaluation of the fundamental pedagogic structures. From the perspective of becoming adult, then, the Rorschach gives a reliable image of the state of the psychic life-in-education and the orthopedagogue also finds indications of those specific problematic aspects that demand to be uncovered further with the aim of identifying where the pedagogic has failed or how it has come about that the unique child's personal structure now appears here as it does.