

## 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 reveals his/her true world relationships.

When a child is confronted with specific unstructured material, e.g., inkblots, in terms of which he/she can project, he/she does this by attributing meaning to them; **he/she** sees, and **he/she** 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 could see particular images in these blots and, by analyzing them, insight could be attained into his/her 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 him/herself must 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). This contributed to a large variety of standard works on this method being published. Klopfer (99), who was involved the "Research Institute", played a leading role in the expansion of this

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

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

Bohm (25, 301-302) indicates that, since the 1920's, several 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 had also 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 is acquired of a child's development and the structure of his/her 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/her affective life, and the nature of his/her 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 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, 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 must continually 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 must be taken to keep the pictures clean and in good condition, and the lighting also must 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/her, "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/her, "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 must be ensured that the child does not hold the plate at more than an arm's length in front of him/herself. If necessary, the orthopedagogic evaluator can sporadically encourage him/her with remarks, such as, "Yes, very good", etc.

If, after giving a few responses, or if he/she only looks without responding, the researcher asks only "Anything else?" If this does not lead to a response, he/she 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/she is told to wait until later. For

example, if he asks if he should "describe" a whole or a part, no guidance is given to him except to remark "Only as you want."

While writing down the responses, irrelevant matters should not be discussed (see 64, 16-17).

If a child gives a large number of responses to a plate, especially with perseverations, then the card may be taken away. However, he should not be silenced summarily and be given the opportunity to finish speaking.

## 2.2 Writing down the responses

The orthopedagogic evaluator has to continually write down the child's response exactly as given and also make note of his behaviors and actions. For this purpose, he uses a tabulation sheet on which provision is made for the necessary notations.

After the child's name and the medium (Hermann Rorschach, Behn-Rorschach or Zulliger) are written down, the plate number is recorded and also the time the plate is in front of the child before he responds. When he returns the plate, it is noted down how long he had "looked" at it.

The investigator's **observations**, such as any outcries, movements, laughs, sighs, pauses, etc. and their nature, are unobtrusively written down between brackets. An irrelevant remark such as "There is no color here" generally is not a **response** (25, 62) and is written down between brackets. Sometimes it is necessary to break a response up to distinguish its most important components, but Bohm (25, 63) warns beginners to preferably not venture into this.

Each response is numbered consecutively and the position in which the plate was held is indicated. In this regard, a method suggested by Loosli-Usteri (25, 15), which involving little arrowheads (  $\wedge$  ), is used. The point of the arrowhead shows the top of the plate as viewed by the child. Thus,  $\wedge$  represents the normal position;  $\nabla$  = upside down;  $\succ$  = top to right;  $\prec$  = top to left, etc.

When a child completely rotates a plate, this is indicated by the following symbols:  $\mathcal{Q}$  = rotated to the left;  $\mathcal{P}$  = rotated to the right. In this way it can easily be shown if the child first rotates the plate and

how he/she does this. If he/she rotates the plate to show the investigator what he/she sees, he/she is informed that this is not necessary.

It is very important that particular attention be given to how he/she **interprets** the plate, and the **part** of the plate which he/she takes into consideration, must 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 must be made certain what the precise location is. During his/her 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/she sees, he/she must ask him/her to indicate this with "where?"

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

Especially regarding movement responses, the orthopedagogic evaluator must 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/she acts.










After he/she finishes with all 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/she often forgets what gave rise to his/her response.

However, the investigator also must 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.<br>and (Number<br>of response) | Time  | Position  | Response   | Symbols  |             |         |        |
|---|-------|---|--|----------|-------------|---------|--------|
|   |       |   |  | Location | Determinant | Content | P or O |
| I (1)                                   | 10.50 |    | Verbatim plus<br>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**, an



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

Symbols which 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 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 considering 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) which 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 enabled 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 under actualization 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 because 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 because 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 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 him/herself, and the opposition really is directed against him/herself, 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/her.

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 must 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 complainer often give many **Dd** responses which, as such, refer to possible frustration with his/her situation. However, this also can indicate perseverance. But, because he/she hangs on to trifles, he/she really is no more practical than he/she is industrious, and ambitious.

With an older child, **Dd** responses can indicate a fixation on trivial details because of anxiety and tension. However, one must 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 must be viewed with suspicion. However, one or two **DS** responses also can indicate skillfulness in maintaining his/her standpoint and thinking critically. The number of **DS** responses can be taken as a yardstick for the strength of the aggressiveness. However, the indications of aggressiveness should not summarily be interpreted as unfavorable, and should always 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 must 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 perseveratio, 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 must 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/she 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 which 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 him/herself 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. This gives an indication of the child's modes of lived experiencing, or his/her predominant attunement.

##### i) Form

The child's response can be mainly determined by the **form** of what he/she refers to, and this is indicated by an "F". There also is a differentiation between **good** and **poor** form which, 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 must be indicated by F- and when there is doubt, this also must 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 must 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 which is merely **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 which 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, i.e.,

- a) A fantasy directed to reality 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/her as tranquil, and he/she really remains withdrawn in his/her 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 him/herself. 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 must 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**, which 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 must 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 him/herself 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 which "conversed" with him/her 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/her world, because the color is seen and treated from the outside. Thus, because of his/her color responses, an indication can be gotten of his/her 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. Thus, this 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 which, 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 him/herself in his/her situation. He/she 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 must 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 which 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) A 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) A 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) A 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 him/herself during a creative interval to reflect after being busy. Such a person, indeed, is ready to explore and to emancipate him/herself. 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) A 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/she 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/her directedness (to the world), and there also is the possibility of an attenuation of interpersonal communication by which the relationship with his/her 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 to indecisiveness and uncertainty.

#### e) A 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 extra-tensive person's dealing with interpersonal relationships usually evidences dexterity and suppleness.

With an egocentric extra-tensive 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/she is an intelligent person, he/she 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, which 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 frame of mind, and especially to inner tensions. Therefore, a child who is 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** (+

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

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 to his/her 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 fails, 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/her 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 because 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/her 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 influenceable, and he/she readily daydreams about remote journeys and the romantic.

Where M and Y are found together (MY), this indicates an intense anxiety, which 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 must 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/she 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  $H < H_d$  and  $A < A_d$  this indicates lesser intellectual abilities or restraint in distancing to the gnostic-cognitive because of depression, anxiety and insecurity. Especially with younger children,  $A < A_d$  and also  $H < H_d$  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 Bohn 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 alter**" (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 **bat** = 2  
If a later response is **bat** = 1  
If **bat** 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

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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/her 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/her responses. A short response time might refer to tension, and a manic tendency.

#### **2.4.7 Particular phenomena**

In interpreting the Rorschach data, several phenomena also must be considered. 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, e.g., 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 which 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 him/herself, 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/her eyes, or even when he/she immediately gives the plate back, when there is an extended response time to the first colored plate, when he/she makes defensive gestures, or mimicry, a sigh, hand movements, raising his/her eyebrows, shaking his/her head. There also is mention of color shock when he/she ignores conspicuous appeals and, e.g., first refers to the white parts, which normally are ignored (see 95, 65), and 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** must be viewed in a serious light, because it indicates a deep-lying anxiety and, what led to it must 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 a habitual affective attunement (see 107, 110).

### 3. THE INTERPRETATION

#### 3.1 Categorizing the data<sup>\*</sup> (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.

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<sup>\*</sup> See "Tabulation Sheet" attached as an appendix.

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 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 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/her psychic life-in-education. There are indications of his/her structure of lived experiencing, experiencing, willing, and behaving and, once again, these are indications of the nature of his/her 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 a 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 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 which extremely limits 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 him/herself, 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 must 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 which 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/her own body-ness to such an extent that, as a consequence of the correlated pathic lived experience, he/she is restrained to such a degree that he/she 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 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/her 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 him/herself 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 several 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 must be given to the  
**meaning** the child gives to the relationships he/she 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/she really avoids an **encounter** and refrains hi/herself from communicating;

ii) the interpretation of the plates as **pictures** where there is mention of **ordering** and, indeed, the child describes **what he/she** sees; things take on form for him/her, 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 experience, and are paired with anatomic responses; the child lived experiences him/herself as physically inadequate and because of labile affect, his/her communication and giving meaning to educative contents are restrained;

iv) the interpretation of the plates, as **symbols**, where the child ventures in his/her fantasy and dream world and gives expression to his/her 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/she establishes an "irreal" 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/her inadequate dialogue with the educative contents and, along with that, his/her inadequate communication with his/her fellow persons, a specific image should be acquired of his/her social relationships.

In this regard, Kotze (107, 112-113) refers to six aspects which must 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 indicates 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 communication.

The quality of communication with things and others is always determined by the quality of actualizing the modes of the psychic life but, particularly, the child's communicative meanings must be gauged in terms of his/her 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 child has given these 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 terms 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 indicates 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/she will be open to being helped.

In this connection, attention also can be given to the current state of his/her sociability. **H** and **Hd** indicate interpersonal communication. However, these responses must continually be related to other data to acquire a reliable image of his/her sociability. Many **H** and few **Hd** responses and 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

---

##### Plate I

Time: 9.55  
Number: 1  
Position: ( ^ )  
Response: (Plate rotated considerably; face tense)  
            **Bat** (whole plate)  
Location: **W+**  
Determinants: **F+**  
Content: **A**  
**P**

Time: (2)  
Number: 2  
Position: ( ^ )  
Response: These are the eyes of a mask  
Location: **DSW**  
Determinants: **F+**  
Content: **Obj**

##### Plate II

Time: 9.57  
Number: 3  
Position: ( ^ )  
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: ( $\swarrow$ )  
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: ( $\swarrow$ )  
Response: Frog (the black and the white and the red too)  
Location: **WS**  
Determinants: **F-**  
Content: **A**


Time:  
Number: 8  
Position: ( $\vee$ )  
Response: Pieces of wood (on the side of the legs)  
Location: **D**  
Determinants: **F+**  
Content: **Pl**

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: ()  
Response: (turned plate on side) Resembles a butterfly  
Location: **W+**  
Determinants: **F+**  
Content: **A**  
**P**

#### **Plate VI**

Time: 10.14  
(3)  
Number: 13  
Position: ()  
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: ( $\vee$ )  
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: ( $\vee$ )  
Response: A tree (whole--every color)  
Location: **W-**  
Determinants: **CF-**  
Content: **PI**

Time: (4)  
Number: 22  
Position: ( $\vee$ )  
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: ( $\wedge$ )  
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**

-----  
(34)  
-----

## Summary

27 responses in 34 minutes

## Location

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

$$\text{III} = 1$$

$$\text{V} = 2$$

$$\text{VIII} = 1$$

$$\text{X} = 1$$

-----

5

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  
H < A.

relationships judging from the fact that

**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. Despite 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 considered.

### **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 pedagogical 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 finds indications of those specific problematic aspects which demand to be uncovered further with the aim of identifying where the pedagogical has failed, or how it has come about that the unique child's personal structure now appears here as it does.

## **6. APPENDICES (Not in the original chapter)**

On the following pages are:

**Appendix A: Individual Record Blank**

**Appendix B: Scoring List**

**Appendix C: Tabulation Sheet**

**Appendix D: Relationships Among Factors**

**Appendix E: Location Chart**

**Appendix F: Explanation of Scoring Symbols**

# THE RORSCHACH METHOD OF PERSONALITY DIAGNOSIS

## INDIVIDUAL RECORD BLANK

Developed for the Rorschach Institute, Inc.  
By BRUNO KLOPFER and HELEN H. DAVIDSON

Name..... Sex..... Date..... Examiner.....  
Birthdate..... Age..... School..... Grade.....  
Address..... Occupation.....

### TO THE EXAMINER

*N.B.* For further information about the use of this Record Blank, and scoring and interpretation of results, the examiner is referred to "The Rorschach Technique" by Bruno Klopfer and Douglas Kelley, published by World Book Company.

To facilitate recording of responses, divide your record sheet into two columns: one for the performance proper and one for the inquiry.

Number the responses to each card separately. Number each response in the inquiry to correspond with the main response if it is an elaboration of or an addition to it. If a new response is given in the inquiry, list it as an additional response by adding a letter to the number of the preceding response.

Leave adequate space after each response in case the inquiry should require more space than the original response.

For position of card, use symbols  $\wedge \vee > <$ , the apex indicating the top of the card as presented to the subject.

For time, note the time when each card is presented and the time when the first response is given. Note the total time for each card and the total time for the performance proper. Time any delays of more than 10 seconds between responses.

Indicate on the picture sheet (page 5) the area chosen by outlining the part and numbering it with the same number as the response. If the whole blot is chosen, write "W" next to the number of the response. This can be done during or after the inquiry. In case of doubt, ask the subject to outline his concept on the picture sheet.

List the scoring of all responses in the form on page 2. Columns are provided for recording the number of the card and the response numbers, the time, the position of the card, and main and additional responses. Additional determinants to a main response are also to be listed in the "Add" column, listing these one below the other if there are several.

Use the Tabulation Sheet (page 3) for the tallying of all responses. Tabulate all additional scores in the "Add" columns. Use a pencil of a different color for this purpose.

Only *main* responses are used in determining the relationships among factors on page 4. Compute percentages only in the instances where they are specifically called for as indicated by the "%" symbol. In all other cases, simply record the absolute frequencies of the various categories.

### SUMMARY OF PERSONALITY DESCRIPTION

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois  
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PRINTED IN U.S.A.

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[illegible]

[ 2 ]



# TABULATION SHEET

| Scoring Symbols        |                  | Number of Card |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     | Total |   |  |  |  |
|------------------------|------------------|----------------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|-------|---|--|--|--|
|                        |                  | I              |     | II   |     | III  |     | IV   |     | V    |     | VI   |     | VII  |     | VIII |     | IX   |     | X    |     |       |   |  |  |  |
|                        |                  | Main           | Add | Main | Add | Main | Add | Main | Add | Main | Add | Main | Add | Main | Add | Main | Add | Main | Add | Main | Add |       |   |  |  |  |
| LOCATION               | W                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | D                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | d                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Dd               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | S                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Main Total             |                  | -              | +   |      | +   |      | +   |      | +   |      | +   |      | +   |      | +   |      | +   |      | +   |      | +   |       | = |  |  |  |
| DETERMINANTS           | M                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | FM               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | M(m,mF,Fm)       |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | K(k,kF,Fk)       |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | K(K,KF)          |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | FK               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | F                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | F <sub>e</sub>   |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | c(cF,c)          |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | C(FC,C'F,C')     |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | FC               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | CF               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | C                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | C <sub>as</sub>  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | C <sub>des</sub> |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| C <sub>sym</sub>       |                  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Main Total             |                  | +              |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | =     |   |  |  |  |
| CONTENT                | H                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Hd               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | A                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Ad               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Aobj             |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | At               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Sex              |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Obj              |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Pl               |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | N                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Geo              |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Art and Des      |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Arch             |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Emblem           |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | Clouds           |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Blood                  |                  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Fire                   |                  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Mask                   |                  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Abstract               |                  |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
| Main Total             |                  | +              |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | +    |     | =     |   |  |  |  |
| POPULARITY-ORIGINALITY | P                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |
|                        | O                |                |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |      |     |       |   |  |  |  |

D

|                          |    |   |                 |   |    |      |                              |   |    |              |    |   |
|--------------------------|----|---|-----------------|---|----|------|------------------------------|---|----|--------------|----|---|
| (Differentiated Shading) |    |   |                 |   |    |      |                              |   |    |              |    |   |
| M                        | FM | m | k               | K | FK | F    | Fc                           | c | C' | FC           | CF | C |
| Movement                 |    |   | Diffusion—Vista |   |    | Form | Texture and Achromatic Color |   |    | Bright Color |    |   |

### RELATIONSHIPS AMONG FACTORS

Total Responses (R) =

Total Time (T) =

Average time per response  $\left(\frac{T}{R}\right) =$

Average reaction time for Cards I, IV, V, VI, VII =

Average reaction time for Cards II, III, VIII, IX, X =

$\frac{\text{Total F}}{R} = F\%$

$\frac{FK + F + Fc}{R} = \%$

$\frac{A + Ad}{R} = A\%$

Number of P =

Number of O =

$(H + A) : (Hd + Ad) = :$

$\text{sum C} = \frac{FC + 2CF + 3C}{2} =$

M : sum C = :

$(FM + m) : (Fc + c + C') = :$

No. of responses to Cards VIII, IX, X = %

W : M = :

Succession:

Rigid      Orderly      Loose      Confused

(Place a check mark at the appropriate point on the scale above)

### Estimate of Intellectual Level

#### Intellectual Capacity

.... Very Superior  
.... Superior  
.... High Average  
.... Low Average  
.... Dull Normal  
.... Feeble-minded

#### Intellectual Efficiency

.... Very Superior  
.... Superior  
.... High Average  
.... Low Average  
.... Dull Normal  
.... Feeble-minded

Note that this estimate is based mainly on the following:

number and quality of W  
number and quality of M  
level of form accuracy  
number and quality of O  
variety of content  
succession

### Manner of Approach

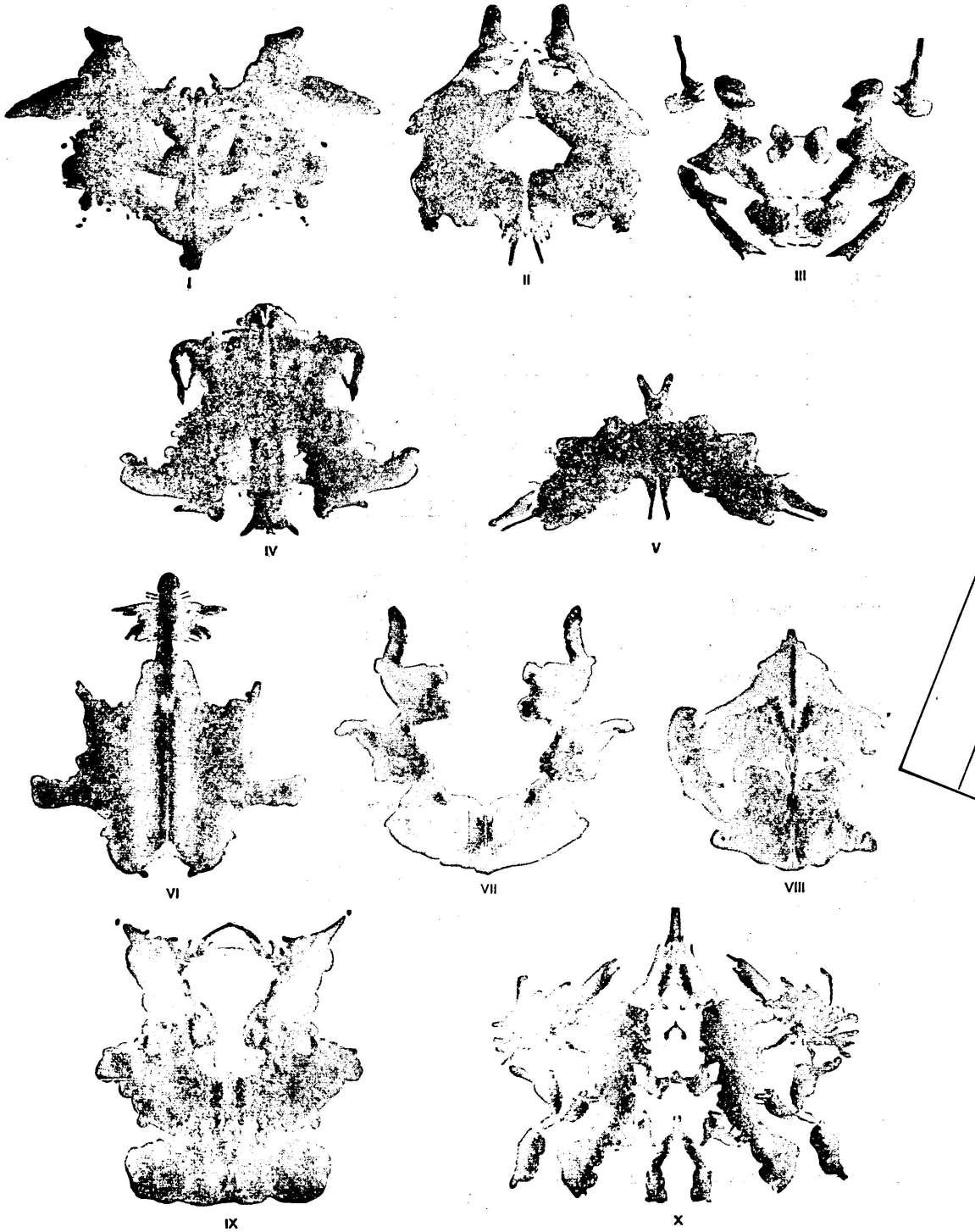
W(\_\_\_\_%) D(\_\_\_\_%) d(\_\_\_\_%) Dd and S(\_\_\_\_%)

Enter the location percentages in the spaces above. Compare these percentages with the norms shown in the box below, by placing a check mark opposite the appropriate range of percentages.

| W           | D           | d        | Dd and S   |
|-------------|-------------|----------|------------|
| < 10% ((W)) | < 30% ((D)) |          |            |
| 10-20 (W)   | 30-45 (D)   | < 5% (d) |            |
| 20-30 W     | 45-55 D     | 5-15 d   | < 10% Dd S |
| 30-45 W     | 55-65 D     | 15-25 d  | 10-15 Dd S |
| 45-60 W     | 65-80 D     | 25-35 d  | 15-20 Dd S |
| > 60 W      | > 80 D      | 35-45 d  | 20-25 Dd S |
|             |             | > 45 d   | > 25 Dd S  |

# LOCATION CHART

E



# EXPLANATION OF SCORING SYMBOLS F

## LOCATION

### W Whole Blot

- W intended use of whole blot but part or parts omitted or cut off
- W,S whole blot and white space used (tabulate as main W and additional S)
- DW a detail interpreted, with its meaning assigned to the whole blot without justification (confabulation)

### D Large Usual Detail

- D → W detail interpreted and remainder of blot used as background or W tendency otherwise expressed (tabulate as main D and additional W)
- D,S white space used in addition to D (tabulate as main D and additional S)

### d Small Usual Detail

### Dd Unusual Detail

- dd tiny detail
- de edge detail
- di inside detail
- dr large or small detail combined with rare adjacent areas, or parts of usual areas, or unusual combinations of usual areas

### S White Space

- SD a detail used in addition to S (tabulate as main S and additional D)

## CONTENT

- H\* Human Figures
- Hd\* Parts of Human Figures, not Anatomical
- A\* Animal Figures
- Ad\* Parts of Living Animals
- Aobj Fur Skins, Skulls, and the like
- At Human Anatomy (dissected parts, x-rays, anatomical charts)
- Obj All Kinds of Man-Made Objects
- N Nature (landscapes, mountains, sunsets, rivers, and other scenery)
- Geo Topographical and Outline Maps and Geographical Concepts like Islands, Gulfs, Channels, not seen in vista
- \*Caricatures and mythological figures indicated by parentheses as (H) or (A)

NOTE. Other symbols like Arch (architecture) or Pl (plant) are self-explanatory.

## POPULARITY — ORIGINALITY

- P Popular Responses
- O Original Responses Found Not More Than Once in 100 Records

## DETERMINANTS

### M Figures in Human-Like Action (human, mythological, or animal)

### FM Animals in Animal-Like Action

### m Abstract or Inanimate Movement

- m form excluded from consideration
- mF form indefinite
- Fm definite form in inanimate motion

### k Shading as Three Dimensional Expanse Projected on a Two Dimensional Plane (x-ray, topographical map)

- k form excluded from consideration
- kF form indefinite
- Fk definite form with k

### K Shading as Diffusion (smoke, clouds)

- K form excluded from consideration
- KF form indefinite

### FK Shading as Three Dimensional Expanse in Vista or Perspective

### F Form Only, Not Enlivened

- F + form more accurate than popular
- F form on level of popular response
- F - form less accurate than popular

### Fc Shading as Surface Appearance or Texture, Differentiated

### c Shading as Texture (undifferentiated)

- c form excluded from consideration
- cF form indefinite

### C' Achromatic Surface Color

- FC' definite form with C'
- C'F form indefinite
- C' form excluded from consideration

### FC Definite Form with Bright Color

- F/C combination of F and C where the form is definite and the color used merely to distinguish areas

### CF Bright Color with Indefinite Form

- C/F combination of C and F where the color is used merely to distinguish areas and the form indefinite (indefinite anatomical chart, political map)

### C Color Only

- C concrete association to bright color; form and context disregarded (blue: sky or water, red: fire or blood)
- C<sub>n</sub> color naming
- C<sub>des</sub> color description
- C<sub>sym</sub> color symbolism — abstract association to bright color (Spring, Fall, Gayety)