A STUDY OF SOCIOEMOTIONAL FUNCTIONING AND HUMAN FIGURE DRAWINGS OF CHILDREN SIX AND SEVEN YEARS OLD

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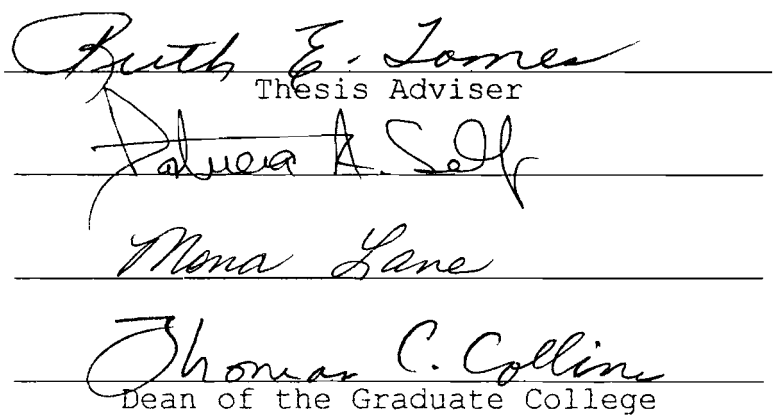

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CHAPTER I

THE PROBLEM

Introduction

The purpose of this research was to investigate the relationship between two screening measures of children's socioemotional development. One measure was a traditional behavior rating scale and the second, a newer drawing screening scale.

Schools touch children with more than academics. There is a growing need and interest for the schools to play a role in the emotional, social, and moral development of students (Linney & Seidman 1989). Focusing on the students' socioemotional as well as cognitive development in schools is a current suggestion from research (Linney & Seidman 1989).

Socioemotional functioning is one area of a child's development that is evaluated in many circumstances. The evaluation of socioemotional development has been used as a factor in deciding class placement of children in school

(Horm-Wingerd, Warford, Carella, 1992). In a study examining 96 New England transition classrooms, socioemotional development was the most important criterion for selecting children to be placed in transition classes (Horm-Wingerd, et al. 1992). Information on the socioemotional functioning of children can also help teachers with classroom planning. It is helpful in order to communicate with parents about the social and emotional needs of their children at school since they may be different from those at home.

School psychologists consider assessing the socioemotional development of children as an important function of their responsibility (Prout, 1983). Federal mandates such as PL 94-142 require that children with severe emotional difficulties be provided with appropriate educational programs. Good techniques to identify these emotional difficulties are necessary. Use of either a formal or informal socioemotional scale is a helpful tool to assist in recommendations for placement into certain programs as well as to recommend further diagnostic evaluation (Slavenas, 1985). A drawing is an evaluative tool that is very appealing to children and quick for a teacher or counselor to obtain from a child.

Research has shown that abused children show particular

socioemotional adjustment difficulties. In fact, in one study, nine socioemotional measures were used, and abused children differed significantly from the comparison children on every measure. (Wodarski, Kurtz, Gaudin, Howing, 1990). The author suggested from this finding that a socioemotional screening on "normal" children could possibly call attention to an unknown abusive situation. This would need to be done with great caution and understanding that more than one evaluation must be conducted in order to come to any conclusions, but the helpfulness of this type of measure can be seen.

In 1977 Headstart outlined goals which included five affective components. These components included developing feelings of self-worth, self concept, self confidence, self discipline, and positive attitudes to family and society (Ensher, Blatt, & Winschel, 1977). A way of measuring growth must be available in order for goals like these of Headstart to be effective. A socioemotional measure such as a drawing task would be very beneficial to a program like Headstart because it is easy to administer and inexpensive. Like many programs involving children, Headstart operates on very limited funding with many volunteers. However, they are required to conduct many types of assessments with their students in order to show that they are meeting their

expected goals.

Importance of Study

This study focused on ways to evaluate the socioemotional development of children. Most current methods involve questionnaires or observations which take a lot of time, are dependent on other people to complete, and can be costly. Falk (1981) explored literature seeking the value of human figure drawings for the assessment of emotional disturbance. One shortcoming he noted in the review was the lack of studies using children as subjects. He found great possibility in the use of drawing measures because children often cannot verbalize their feelings and ideas, and communicate most often by giving "clues" about things they feel and think.

A review of the references showed that current research validating socioemotional development as measured by human figure drawings is long over due. Numerous studies have been conducted, but most date back over twenty years and provide inconclusive or conflicting results.

CHAPTER II

LITERATURE REVIEW

This review of literature examined theories and highlighted current research on the socioemotional functioning of children and human figure drawings as a screening instrument for children.

Socioemotional Development

The study of socioemotional development is intertwined and no theoretical basis prevails. "Socioemotional" is a one-word term that includes a student's emotions, affect, and behavior. Emotions generally include things such as fear, joy, anger, and grief. Affect usually describes long term feelings or moods. Behavior includes the observable and recordable responses of individuals (Brown, 1987). It is the complexity that made this subject so interesting. Examining socioemotional development from mechanistic,

contextualist, and organismic views showed how varied this topic can be.

Viewing socioemotional development from within a mechanistic model would perhaps find that the format of the school or child care facility that the child attends affects the socioemotional development of the child. If the classroom is set up in a way where the child is isolated most of the time and predominately engaged in teacher directed activities, or to the other extreme, given lots of freedom with many classmates and little adult direction the environment would appear to play a large part in the development of the child's socioemotional functioning. Either the child has learned skills to get along with the group and developed emotions to deal with certain situations, or the environment has not given the child many opportunities to practice social skills nor help the child to know which emotions are appropriate for which situations (Grusec & Lytton, 1988). Persons who subscribe to this point of view would use a behavioral tool to measure a child's socioemotional functioning as opposed to a traditional assessment.

A traditional assessment considers observable behavior as providing a "window" to the intrapsychic conflicts. These behaviors are considered stable traits. On the other

hand, a behavioral assessment considers the observable behavior as the problem. The reasons for the behaviors are found in the environment and no underlying intrapsychic determinants are sought. The behaviors are considered situation specific (Shapiro & Skinner, 1990). An example of a behavioral assessment is a rating scale. A comprehensive rating scale that is completed by adults who have contact with a child has advantages over other methods such as interviews because it is more efficient and convenient. Interviews can tend to be unstructured and miss certain areas. (Witt, Heffer, Pfeiffer, 1990). Child self-report rating scales, although not used as often, are another example of a behavioral assessment. A multiple-source approach to assessing children often includes children's verbal self-reports (Witt, et al. 1990).

Contextualist do not consider the environment and the person as separate entities, but view these as a single unit. The behavior of children is dependent on the needs and goals related to their environment. Social interactions and emotions are not considered separate from cognitive functioning, they are part of everyday life. The contextulist view is wholistic (Miller, 1993). Persons who subscribe to this view would use a tool which measures the child's behavior and environment together.

The organismic view looks at the whole rather than it's parts. A child is not considered to behave according to how the environment has affected them, but constructs knowledge by trial and error of everyday life moving through stages (Miller, 1993).

Freud's psychoanalytic theory comes from an organismic view. Freud believed that the first few years of a child's life are important because the basic personality is being formed. The personality is formed as the child copes with a series of conflicts moving through stages. Miller explained this phenomena well by saying:

> Freud viewed humans as being driven by instincts but actively trying to cope with various internal and external conflicts. He stressed qualitative, stagelike changes in development, but he also included quantitative change. Although he emphasized biological influences, especially drives, he also recognized the role of experience, particularly in the first five years of life. The essence of development is the emergence of psychological structures that mediate all experience and behavior (1993, p.173).

Piaget is another theorist whose stage theory is part of an organismic view. As described by Miller:

> Movement through the stages is caused by four factors: physical maturation, experience with physical objects, social experience, and equilibration. Experience brings cognitive progress through assimilation and accommodation. These functional invariant help children adapt to the environment by strengthening and stretching their current understanding of the world. Piaget

> viewed children as active and self-regulating organisms that change by means of interacting innate and environmental factors. He emphasized qualitative change, but identified certain quantitative changes as well. The essence of cognitive development is structural change (Miller, 1993, p.104).

Persons who subscribe to an organismic view would measure socioemotional development using a projective technique.

These three view points may all provide valid ways of examining socioemotional development. One can also see how each view can be possible in different situations. This study is concerned with a measure of a child's socio-emotional development in a classroom or other group setting of children of similar ages. Therefore, the origin or reason for this development is not a concern. If there is a link between socioemotional development and a child's drawing of a human figure, it can perhaps later lead to measures which will help classify an origin.

Researchers and theorists have been forced to think more integratively when working in the area of socioemotional development. Different developmental processes all across the lifespan affect social and emotional functioning (Thompson, 1990). Instead of looking at developmental phenomena divided into content domains or

chronological phenomena, socioemotional development must be approached more integratively. It encourages multi-disciplinary thinking. Cognitive skills are related to socioemotional development. Socioemotional development is influenced by intellectual and communication skills. These skills must be present in order for one to be able to interpret and respond emotionally to social events and understand the emotional behavior of others. Therefore, changes in other developmental domains affects socio-emotional behavior (Thompson, 1990).

Theoretical Perspectives on Analyzing Children's Drawings

This leads us to explore a way in which socioemotional development may be assessed through drawings. Many assessment procedures designed for young children include drawing items as part of the evaluation. This projective technique is based on the assumption that through the drawing the child expresses characteristics of their socioemotional development. Examples include a single task of drawing a cross, to entire tests designed as drawing tasks. Florence Goodenough documented that descriptions have been written about children's drawings as early as 1885

(1926). In 1962, Maloney cited the Draw a Person test as one of the most frequently used psychological tests in clinics and hospitals throughout the country. This review looks at research as well as some particular tests and how they use drawings as socioemotional assessment tools.

Children's drawings have been examined from an array of views such as experimental psychologists, clinical psychologists, as well as researchers from the view of art education. Koppitz stated that there are four ways in which drawings have primarily been a focus among researchers (1968). The first is by comparing children's drawings to those of primitive people. The next is by analyzing paintings and drawings of disturbed children for clinical purposes. Another way is to conduct longitudinal studies of individuals from beginning scribbles to mature drawings, and the last way is to use drawings of human figures for assessing mental maturity (1968). Not all analysis of drawings may fit exactly under one of these four categories, but they give a good picture of how broad the focus has been related to children's drawings.

It is also important to understand that there is a wide difference in how drawings have been examined because of different discipline areas. For example, Koppitz stated that there is a wide difference in the way in which human

figure drawings are examined between researchers who are familiar with public school children and those who work in a clinic setting (1968).

Drawings as Projective Techniques

Projective techniques of assessment are popular with those who assess children because of the difference in the way children think as opposed to adults. Because a child is egocentric, according to Piaget they are unable to put themselves in another's position and adopt another's point of view. The projective hypothesis is based on the idea that human beings view and interpret their world in terms of their own experience (Chandler, 1990).

Published articles dealing with projective techniques have become slim over the last decade. More than likely this is due to criticism from those who advocate psychometric and behavioral approaches to assessment. However, even though the research has dwindled, the use of projective techniques continues to be popular among practicing psychologists who conduct personality assessments with children (Chandler, 1990).

Arnheim, using a holistic interpretation, agreed with

the idea that there are developmental stages of children's art, as well as looking at the general nature of art such as the composition, unity, balance, and rhythm (1986). Arnheim, a gestaltist psychologist, was mainly concerned with how art relates to visual perception and visual thought. He stated that as perception develops, drawings become more elaborate, less schematic, and more visually accurate (Arnheim, 1954). He thought that children's arrangements of units were determined by their need for structure, order, and the presence of visual concepts. He stated that the ability to organize perceptual material is innate and that vision, perception, and cognition are unified. He also held the idea that appropriate omissions change from time to time and from culture to culture and that one cannot accurately make an assumption about omissions of body parts because a big head was drawn and there was no room (Arnheim, 1969). One the other hand, Di Leo, a critic of this idea feels in this case the child intended to omit the body parts and drew the head large because it was symbolic and most important (1973). Over the years, tests have emerged which use observations of children's drawings in order to form a systematic procedure for evaluation. For example, one test may suggest that high placement of a figure on the page may be interpreted as a

high level of aspiration, or that a fence drawn around a house suggests defensiveness. Goodnow observed that about 80 percent of four-year-olds in nursery school drew the vertical line of a cross first, followed by the horizontal (1977). Observations like these give one an idea of what to expect at a particular age level in our society.

D. B. Harris, an experimental psychologist from an empiricist and behaviorist model, has done a tremendous amount of work following the research of Goodenough. Goodenough began her work emphasizing an essential relationship between drawing and cognitive development. Like many other researchers in this area, Harris, as well as Goodenough, report that children's drawings occur in sequential stages. Goodenough developed a human figure drawing test in 1926 which Harris has since revised. The test examines each detail of the human figure and then interprets raw scores into standard scores. The test was designed to interpret intellectual maturity as well as personality differences. Harris chose to do the revision because of the need for new norms. Like the original test, the revised form focuses on the child's accuracy of observation and on the development of conceptual thinking rather than on artistic skill (Harris, 1963).

Koppitz has conducted many studies with the aim of

developing methods in which to evaluate the emotional adjustment and development of the child. Her work is based on the Interpersonal Relationship Theory by Harry Stack Sullivan and from hypotheses of Machover (1949) and Hammer(1958). Koppitz devised thirty eight indicators such as proportion, integration of parts, and inclusion of details, etc. which one can use as a checklist when examining drawings (Koppitz, 1968).

After analyzing a set of twenty four pairs of children which were matched, one having a considerable higher IQ than verbal ability, and one with a low IQ and higher verbal ability, Koppitz formed three hypotheses about human figure drawings (HFD)(1968). The first is that HFD can be used to determine a child's level of development and his attitudes toward himself and towards significant others in his life. Also, HFD may unfold a child's attitudes about stresses and strains in their life and their way of dealing with them. Lastly, they may unveil strong fears and anxieties which may concern the child, consciously or unconsciously.

The HFD's which Koppitz intended for use with her Emotional Indicators require that the child draw "a whole person" at the request of the examiner. Using data collected by Kellogg (1959), Koppitz contended that the child's age and maturational level determine the structure

of the drawing while his attitudes and concerns are reflected in the style. Furthermore, Machover found that HFD's are more prolific if they are of "a person" rather than a self portrait. When asked to draw a self portrait, young children often focus on details of their clothing and other trivial details. Therefore, she decided that it was only necessary to request one drawing of "a whole person" from the child being tested and that the sex of the drawing did not matter (Koppitz, 1968).

When examining a drawing using Koppitz' Emotional Indicators on a HFD, she suggests that two or more emotional indicators are highly suggestive of emotional problems and unsatisfactory interpersonal relationships.

Kellogg (1969) dealt with the emotional and expressive points of children's drawings. She also concentrated on children's work based on a progression from one developmental stage to another. Like Arnheim (1974), she believed that the units and arrangements a child uses at one stage are a reflection of what the child was doing at earlier stages. In other words, the earlier units became part of the later work. Kellogg also felt that children performed according to a visual system. She stated that "visual order exists in every mind". Order is a characteristic which all humans search for in their

drawings. This was explained in her ideas about radial drawings. Radial drawings such as a "sun" can be drawn precisely and in order. Figures of humans then evolve out of these radial drawings. She also felt that omissions indicated nothing other than space competition. For example, when a child is attempting to make a circle into a human, they may choose to omit either the arms, ears, or hands in order to prevent overlapping these characteristics. She observed that these omissions can vary from time to time with no indication of how the child made the omission decision. The largest amount of Kellogg's work was spent collecting scribbles, identifying them, and classifying them in what developed into 20 Basic Scribbles. Her goal in identifying these basic scribbles was not to describe a developmental level of a picture, nor it's meaning or appearance, but by identifying them correctly a basis is given for observers to reach agreement on what they see. She observed that children find pleasure in scribbling and that it is a process of self reinforcing and self-teaching which form the child's perception and lead to the creation of human figures, houses, and animals. Kellogg hypothesized that the structure of a child's drawing is determined by his age and maturational level, while the style of the drawing reflects his attitudes and those concerns which are most

important to him at that time (1969).

In 1949, Karen Machover recognized that aspects of personality are revealed in drawings yet that there was a lack of systemized analysis to analyze the drawings (Machover, 1949).

Machover closely examined every detail of drawings from children to adults. In her studies, she indicated what was most common and why people drew the way they did. The parts of the human figure drawing that she found to pertain the most to personality projection were the head, face, facial expression, mouth, eyes, hair, arms and hands, fingers, legs and feet, toes, and trunk. Upon examination of each of these body parts drawn, she observed different details which indicated certain characteristics of the subject performing the drawing. Machover discussed developmental considerations pertaining to drawings and explained that some things that may seem pathological in adults is developmentally normal in children. For example, a three year old child may draw a person who more closely resembles a spider. This would be considered normal for a child of that age but disturbing for an adult. Machover viewed that a child draws what it knows and not what it sees.

Empirical Findings

A very common use of projective drawings has been for personality assessment with hearing-impaired persons. Cates (1991) conducted a study using the Goodenough-Harris Drawing Test and Koppitz Emotional Indicators. He looked for the differences comparing hearing impaired and normal hearing children between the ages of nine and eighteen.

The results of this research indicated that there were no significant differences between hearing-impaired and normally hearing children and adolescents, whether in development of drawing quality, or in the presence of emotional indicators.

The significance of the findings supports the generalizability regarding projective techniques to hearing impaired children and adolescents.

Vane and Eisen (1962) conducted a study comparing the Goodenough Draw A Man test and school adjustment of kindergarten children between the ages of 5yrs 6mo and 6yrs 5mo determined by a teacher rating. There were eleven characteristics that were considered related to maladjustment. These eleven characteristics included, excessive use of shading, figure placed in one corner of page, figure two inches or less in height, unfinished

figure, slanting figure, three or more figures drawn spontaneously, figure with no eyes or vacant eyes, figure showing separation between parts of the body, figure with no body, figure with no mouth or with no arms, grotesque figure. Four of these signs, grotesque, no body, no mouth, and no arms, appeared significantly more on children who were rated as showing poor adjustment by their teachers than those who were rated as showing good or fair adjustment. Although the characteristics are not exactly those of the DAP:SPED, many are very close. Therefore, the findings of Vane's study are helpful in supporting the cause of this current study.

A concern in Vane's study was the use of the Goodenough Draw-a-man which measures intelligence to be used as an emotional test. It was questioned as to if the four indicators found to support poor adjustment merely differentiated bright children from less bright children. Therefore, they held the intelligent level constant by matching the poor adjustment group with the good adjustment group on the basis of IQ's obtained from a vocabulary test given at the time the Draw-a-man test was administered. The results indicated that the good adjustment group had a mean IQ of 102.7 and the poor adjustment group had a mean IQ of 103. Therefore, intelligence was not a factor.

Another study testing the validity of drawing items as emotional indicators was conducted by Koppitz (1966). The purpose of the study was to determine whether 30 drawing items had clinical validity and whether they could be considered true emotional indicators of children. Like Vane and Eisen's (1962) study, the indicators are not exactly those used in the DAP:SPED but similar enough to be helpful in comparison. The subjects were 76 pairs of children, between the ages a five and twelve, matched for age and sex. Group A consisted of 76 patients in a child guidance clinic and group B were 76 public school children considered to have good social, emotional and academic adjustment.

The 30 items tested were all found to be valid emotional indicators on human figure drawings by children. They were able to differentiate between drawings of clinic patients and well adjusted pupils. The absence of emotional indicators on human figure drawings seemed to reveal an absence of serious emotional problems in the child while the presence of only one indicator appeared to be inconclusive. Two or more indicators were highly suggestive of emotional problems.

Another study using Human Figure Drawings questioned whether and in what manner figure drawings express self-

esteem (Coopersmith, Sakai, Coopersmith, Beardslee, 1976). The study included 97 middle class boys in the fifth and sixth grade. The subjects were selected from a pool of 1,748 on the basis of responses to a self-report, self-evaluation instrument, the Self-Esteem Inventory (SEI) and a teacher's rating of Behavior Rating Form (BRF). From SEI and BRF scores, five types of self esteem formed. High-Highs define the upper quartile of both distributions, Medium-Mediums are the semi-interquartile, and Low-Lows the lower quartiles. High-Lows have the SEI in upper and BRF in lower and Low-Highers have SEI in lower and BRF in upper. The findings indicated that there were several features of figure drawings that enable one to differentiate between children who differ in self-esteem. The differentiating features are associated with behavioral expressions of esteem rather than with self-appraisals of personal worth. Children whose behaviors were confident and assured were more likely to draw figures with realistic, well formed hands, depicting a supportive and appropriate relation with the environment and manifesting social and personal characteristics that teachers find likeable. Children discovered to have less behavioral esteem were more likely to depict figures with less accurate and appropriate hands.

This study made a proposition different from that of

earlier findings. Coopersmith, et al. (1976) proposed that the child draws how he sees himself acting and how he believes others see him. The Goodenough-Harris study stated that a child draws what he feels rather than what he sees or knows to be true. An even earlier belief was that a child draws what he knows rather than what he sees (Coopersmith, et al., 1976).

The next study investigated the relationship between Koppitz' thirty emotional indicators and school achievement in the first and second grade (Koppitz,1966).

A human figure drawing test was administered at the beginning of the school year by a psychologist to one first grade and one second grade class in five schools. At the end of the school year, the Metropolitan Achievement Test (MAT) was administered to all ten classes by the teachers. Students were then placed in two categories. If they had MAT grade placement of 1.7 or less in first grade and 2.7 or less in second grade they were considered poor students. All students who had grade placements of 2.4 in first grade and 3.4 in second grade were considered good. One hundred good and sixty one poor students were compared for the presence of thirty emotional indicators. Chi-squares were computed for each emotional indicator separately at the two grade levels. Five emotional indicators were found to be

significantly related to school achievement in these two grades. They were poor integration of parts, slanting figure, omission of body and arms, and three or more figures spontaneously drawn. Koppitz concluded that these items could be used as indicators of potential learning problems when screening children at the beginning of school with a human figure drawing test.

All of the studies cited relay how and in what ways human figure drawings can and have been used. The lack thereof shows the need for this current study. Many of the research projects had problems related to age generalizations and most of the research was outdated. The DAP:SPED is the only human figure drawing measure found to be documented to use different scoring procedures for different ages, therefore not causing the complications of generalizing adult research on children or adolescents. It is also a new measure with the characteristics based on past research. Many of the past research articles called for more research to be conducted on children.

Research Hypotheses

Based on the review of literature , the following

hypotheses were tested:

1. There will be a significant relationship between the TOESD parent rating scales scored <40 and the DAP:SPED scores.

2. There will be a significant relationship between the TOESD parent rating scales scored >40 and <60 and the DAP:SPED scores.

3. There will be a significant relationship between the TOESD parent rating scales scored >60 and the DAP:SPED scores.

4. There will be a significant relationship between the TOESD student rating scales scored <40 and the DAP:SPED scores.

5. There will be a significant relationship between the TOESD student rating scales scored >40 and <60 and the DAP:SPED scores.

6. There will be a significant relationship

between the TOESD student rating scales scored >60 and the DAP:SPED scores.

7. There will be a significant relationship between the TOESD teacher rating scales scored <40 and the DAP:SPED scores.

8. There will be a significant relationship between the TOESD teacher rating scales scored >40 and <60 and the DAP:SPED scores.

9. There will be a significant relationship between the TOESD teacher rating scales scored >60 and the DAP:SPED scores.

10. Students who score within the deviant range (<40 and >60)on the TOESD parent scale will score significantly higher on the DAP:SPED than students who score within the normal range on the TOESD parent scale (i.e., 40-60).

11. Students who score within the deviant range (<40 and >60) on the TOESD student scale will score

significantly higher on the DAP:SPED than students who score within the normal range on the TOESD student scale (i.e., 40-60).

12. Students who score within the deviant range (<40 and >60) on the TOESD teacher scale will score significantly higher on the DAP:SPED than students who score within the normal range on the TOESD teacher scale (i.e., 40-60).

CHAPTER III

METHODOLOGY

Subjects

The subjects of this study consisted of seventy five children as evenly distributed among males and females as possible. The children were considered "normally developed" by their classroom teacher. The subjects were first grade students attending school in the Shawnee Public School system. The sample included children from five schools within in the district. The mean age of the subjects was 86.4 months with the youngest being 77 months and oldest 96 months. A look at gender showed 57.3% of the subjects to be female with 42.7% male. A more complete description of the demographic information of the sample can be seen in Table I.

Arrangements in the Shawnee Public School district were made with the Director of Curriculum for the research to take place. The schools in the system were divided into

neighborhood districts. Therefore, subjects were selected from several schools in order to get a sample representative of the community population. Informed consent for each child to participate was obtained from the parents before the project began. The researcher provided the consent forms for the teacher to disperse to the parents and collect after they have been signed. Consent forms were sent out to every child in the participating teacher's classrooms.

Instruments

Two instruments were used in this project. One instrument was the Draw a Person: Screening Procedure for Emotional Disturbance (DAP:SPED) (Naglieri, McNeish, & Bardos, 1991). It was a drawing assessment administered to the children by the researcher. The other instrument, the Test of Early Socioemotional Development (TOESD), was a questionnaire with a Parent Form to be completed by the parent or guardian, a Student Form to be answered by the child, and a Teacher Form to be completed by each subjects classroom teacher. (Hresko & Brown, 1982). The Draw a Person: Screening for Emotional Disturbance (DAP:SPED) (Naglieri, et al.,1991) was designed as a measure to aid in

the identification of children and adolescents who may have an emotional or behavioral disorder. It was developed with these goals: to provide a human figure drawing scoring system made of up items which can be scored easily and objectively, to provide a scoring system with recent norms and a nationally representative standardization sample, to provide a scoring system with ability to differentiate between normal and disturbed populations, to provide a reliable scoring system, and to provide a scoring system for emotional adjustment while also able to assess cognitive functioning (1991). It is fairly apparent by comparison that Naglieri, et al. based the DAP:SPED (1991) on the hypothesis formed by Machover (1949) concerning the Draw a Person. It is often seen in research that many studies do not support Machover's hypothesis. However, it was Hammer who pointed out that Machover never intended the Draw a Person screening to be used as a primary tool in the diagnostic situation, but only as a supplement (Maloney & Glasser, 1962). If the literature is reviewed in this manner, it will be seen that most studies recommend Draw a Person tools only as very helpful supplemental screening devices.

The DAP:SPED has psychodynamic roots from an organismic world view. The projective drawings collected when

administering the DAP:SPED are believed to be symbolic representations of the child's perception of reality. The figures drawn represent significant people in the child's life and the child "projects" feelings, attitudes, and perspectives through the drawings. When a child draws a "self" drawing it is believed to reflect the child's feelings or self-concepts at the time of the drawing (Knoff, 1990).

The scoring system of the DAP:SPED has two types of items. There are items that observe the dimensions such as the size of the figure and the placement on the page. There are also items which score the content of the drawings. A point system is used to score certain observations based on the above literature.

The DAP:SPED requires the examinee between the ages of 6 and 17 years to draw a picture of a man, woman, and self, each on a separate page of the Record Form. The test may be administered in either a group or individually. Five minutes is allowed to complete each of the three drawings.

The standardization of this test was based on 2,260 subjects who were representative of the U. S. in the fall of 1984 using the 1980 census data as a guide. DAP:SPED is based on a mean of 50 and a standard deviation of 10. Internal consistency alpha levels for the DAP:SPED range

from .67 to .78 for males and females between the ages of 6 and 17. Standard Error of measurement ranges from 4.36 to 5.55. The Interrater reliability correlation was .91 and Interrater reliability was .94. Test-retest scores did not differ significantly. Several validity studies were conducted which showed that the DAP:SPED was able to discriminate among normal and special education children as well as the normal and clinical sample. However, no studies were reported regarding either concurrent or predictive validity in relation to other measures of screening socioemotional functioning.

When the test was administered, each examinee had a record form placed before them and was given verbatim requests from the administration manual. When the testing was complete, templates were used to score one aspect of the test and rating the content in another aspect. The sum of the raw score for the man, woman and self drawings became the total raw score. After determining the subjects chronological age and gender, a table was used to convert the raw scores to a standard score.

The Test of Early Socioemotional Development (TOESD) by Wayne P. Hresko and Linda Brown (1984) was devised with the purpose of measuring affective qualities of children between the ages of 3 and 7 years. The TOESD is a downward

extension of the Behavior Rating Profile (BRP) which is based on a behavioral perspective from a mechanistic world view (Brown & Hammill, 1978). It is ecological in nature meaning that the child's behaviors can be evaluated in several settings by several individuals. The uses of the test outlined by the authors include (1)identifying students who may be emotionally disturbed, behaviorally disordered, or learning disabled, (2)to identify the settings or environments where the child is regarded to be deviant, (3)to record the degree of deviance perceived by different observers or by the children themselves, (4)to assist in planning relevant intervention programs with children, parents, and teachers, (5)and to identify goals for behavioral change that are of particular concern to children, their parents, and their teachers (p.4). The test is norm-referenced which enables the behavior measured to be labeled as statistically normal or deviant.

There are four parts to the TOESD. Any one or all of the parts may be used. The four parts are Student Rating Scale, Teacher Rating Scale, Parent Rating Scale, and a Sociogram. The Student Rating Scale is composed of 30 items. The examiner reads the questions verbatim from the answer sheet and the student responds "yes" or "no". The examiner then records the answers. The questions are asked

with the goal of obtaining the students' perceptions of their own personal behavior, their behavior as it relates to authority figures, and their behavior in interpersonal relationships with other children. The Teacher Rating Scale contains 36 phrases which are responded to by the teacher by indicating "very much like", "somewhat like," "not much like," or "not at all like". The phrases pertain to the behavior of the students and their interpersonal relationships with classmates. The Parent Rating Scale is to be completed by the parents, guardians, or parent surrogates of the child. This scale contains 34 items and are answered in the same way as the teacher form. These items assess the child's personal behavior, behavior with authority figures in the home, and behavior with other children at home and in the neighborhood.

The Sociogram is quite different from the other scales. It is presented to an entire class of students and they respond with the names of peers. Examples of questions include, "of all the kids in your class, who are your friends?" There are three questions in the TOESD Sociogram and the examiner selects one to present. For the purpose of this study, the Student Form, the Parent Form, and Teacher Form were used. The TOESD was written from Brown and Hammill's (1978,1983) Behavior Rating Profile (BRP) giving

the TOESD the informal name "baby BRP." Taking all the items from the BRP, the authors of the TOESD used item discrimination coefficients to cut out the needless items in each section. All items had to be at least statistically significant at a .30 level and not exceed at .80 level.

Cronbach's coefficient alpha was used to determine the internal consistency of the student, teacher and parent forms. The student rating scale's coefficients alpha was reported between .70 and .86, parent rating scale, .84 to .93, and teacher rating scale .93 to .95.

An experimental study was done with parents, children, and teachers in the Dallas Fort Worth area to determine the items. An analytic study was conducted on a random sample of the TOESD standardization group to confirm the results.

The standardization study was conducted on a large sample of children between the ages of 3 and 7-11 years, their parents, and teachers. Subject were from fifteen states representing Northeast, North Central, South, and West regions. 1,006 students, 1,773 parents, and 1,006 teachers participated. The characteristics of the groups were categorized as sex, age, geographic location, race, ethnicity, educational status (parents), domicile (parents), occupation (parents), years of experience (teacher), and degree (teacher). The national percentages ran very similar

to the percentages of the standardization group in each category.

The TOESD is based on a mean of 10 and a standard deviation of 3 which was converted to a mean of 50 and standard deviation of 10 according to instructions in the TOESD manual. Each of the scales is scored by adding up a raw score which can then be converted into a standard score and percentile rank.

A concurrent validity study was conducted to correlate the performance on the TOESD with three other preschool behavior measures. The Classroom Behavior scale from the Basic School Skills Inventory-Diagnostic (BASSI-D)(Hammill & Leigh, 1983), the Behavior Evaluation Scale (BES)(McCarney, Leigh,& Cornbleet, 1983), and the Behavior Rating Profile (BRP)(Brown & Hammill, 1978,1983) were the instruments used. The scores on these measures were correlated with the scores on the TOESD Student Rating Scale, Teacher Rating Scale, and Parent Rating Scale. The results of the correlations showed a significant relationship between measures. Twelve of the 21 coefficients were significant at the .01 level and 4 at the .05 level. When testing the criterion-related validity of the TOESD, 76% of all the correlations exceeded the .35 correlational magnitude.

Procedure

In conducting this study, the classroom teachers served as mediators between the parents and researcher in dispersing and collecting the consent forms and the parent form of the TOESD. Every school in the district has a policy of sending home a folder with each student once a week enclosed with school papers and reports for the parents to review and send back to the school. This procedure served as a good way to communicate with the parents about this research project. The first step was to provide every participating teacher with packets containing a consent form, TOESD parent questionnaires, and a demographic information sheet to send home with the students in their take-home folders. The teacher was also requested to complete a Teacher Form of the TOESD on every child who had permission to participate. Letters of explanation about the study were provided to the parents of those participating as well as the teacher and administration. Once the signed consent forms were returned to the teachers and passed on to the researcher, the selection of subjects took place. Every student who returned a signed consent form, a Parent Form of the TOESD, and a demographic information sheet was reviewed

to be a participating subject. Since the parents were assured that their answers on the TOESD were confidential, the researcher provided envelopes for the form to be sealed in during route between the teacher and researcher. The first step of the researcher was to review the caregiver questionnaires and choose the subjects. The researcher was interested in assuring that the person completing the TOESD form was the child's primary caregiver. Those students who met the qualifications of the study were then labeled with an identification number to assure their confidentiality. Each participating child met with the researcher individually to be administered the DAP:SPED screening and Student Form of the TOESD. This screening took place in the school building during school hours at a time agreed upon by the teacher and researcher. The test administration took approximately 20 minutes. Parents and teachers were told that results of the study were available to those interested at the completion of the study upon request.

Pearson Product Moment correlations were calculated to determine significant relationships between variables listed in the first nine hypotheses. t-tests were used to determine the significance of hypotheses ten, eleven, and twelve. The .05 significance level was used to accept or reject a hypothesis.

CHAPTER IV

RESULTS OF THE STUDY

This chapter reports results of data analysis from 75 six and seven year old children. First, demographic information on the sample will be reported. Secondly, means and standard deviations, a description of the Pearson Product Moment Correlations, and the t-tests will be presented. Third, results pertaining to each hypothesis will be reported.

Findings

Demographic information on the sample is reported in Table I. Means and standard deviations from each of the measures in the study are reported in Table II. Table III reports the means and standard deviations of each variable divided in the subgroups used for the data analysis for hypothesis I through IX. Pearson Product Moment

Correlations were computed for each subgroup of the TOESD on the parent, student, and teacher forms and the corresponding DAP:SPED scores. Results are reported in table IV.

Table V reports the means and standard deviations for the combined deviant (<40 and >60) groups on the TOESD. Table V data were used to perform the t-test for hypotheses ten, eleven, and twelve.

TABLE I
DEMOGRAPHIC INFORMATION

Response Groups		# of responses
Child's gender	female	43
	male	32
Child's race	African American	1
	Asian	1
	Caucasian	62
	Hispanic	2
	Native American	8
Mother's education		
	some high school	6
	high school	24
	some college or special training	21
	college degree	13
	post graduate	10
Father's education		
	some high school	3
	high school	26
	some college or special training	15
	college degree	16
	post graduate	9

Mother's occupation		
	professional	17
	skilled	23
	homemaker	25
	student	3
	self employed	4
Father's occupation		
	professional	18
	skilled	33
	student	3
	self employed	6
	unemployed	1
relationship to child		
	mother	66
	father	3
	grandparent	2
	other	4
Amt. of time caring for child		
	since birth	71
	4-5 years	3
	1-2 years	1
School attended	School A	21
	School B	21
	School C	14
	School D	6
	School E	13

TABLE II

MEANS AND STANDARD DEVIATIONS FOR THE DAP:SPED, TOESD PARENT FORM, TOESD STUDENT FORM, AND TOESD TEACHER FORM

SCALE N=75	M	SD
DAP:SPED	52.2	13.2
TOESD Parent Form	46.0	11.2
TOESD Student Form	51.4	10.1
TOESD Teacher Form	56.1	10.2

TABLE III
MEANS AND STANDARD DEVIATION FOR THE SUBGROUPS OF EACH ANALYSIS

SCALE	N	M	SD
Parent TOESD >60	8	63.6	2.2
DAP:SPED	8	53.0	15.1
Parent TOESD <40	23	32.4	4.7
DAP:SPED	23	55.8	12.6
Parent TOESD >40,<60	44	49.8	5.6
DAP:SPED	44	50.2	13.1
Student TOESD>60	13	65.4	2.9
DAP:SPED	13	49.2	10.6
Student TOESD <40	6	31.1	7.5
DAP:SPED	6	58.2	16.5
Student TOESD >40,<60	56	50.4	6.3
DAP:SPED	56	52.3	13.4
Teacher TOESD >60	31	63.8	2.1
DAP:SPED	31	50.7	13.2
Teacher TOESD <40	7	31.4	5.7
DAP:SPED	7	64.4	10.0
Teacher TOESD >40,<60	37	54.4	5.7
DAP:SPED	37	51.1	12.9

Hypothesis #1

There will be a significant relationship between the TOESD parent rating scales scored <40 and the DAP:SPED scores. The Pearson calculation resulted a correlation

coefficient of -.06 and a probability level of .78. This correlation was not significant.

Hypothesis #2

There will be a significant relationship between the TOESD parent rating scales scored >40 and <60 and the DAP:SPED scores. Calculation of the Pearson on this correlation resulted a coefficient of -.23 and a probability level of .14. This correlation was not significant.

Hypothesis #3

There will be a significant relationship between the TOESD parent rating scales scored >60 and the DAP:SPED scores. The Pearson correlation coefficient for this analysis was .22 with a probability level of .61. This correlation was not significant.

Hypothesis #4

There will be a significant relationship between the TOESD student rating scales scored <40 and the DAP:SPED scores. The Pearson correlation coefficient for this analysis was -.28 with a probability of .60. This correlation was not significant.

Hypothesis #5

There will be a significant relationship between the TOESD student rating scales scored >40 and <60 and the DAP:SPED scores. Calculation of the Pearson correlation coefficient was -.02 with a probability level of .89. This correlation is not significant.

Hypothesis #6

There will be a significant relationship between the TOESD student rating scales scored >60 and the DAP:SPED scores. The Pearson calculation determined a correlation coefficient of .60 with a probability level of .03. This correlation is significant.

Hypothesis #7

There will be a significant relationship between the TOESD teacher rating scales scored <40 and the DAP:SPED scores. The Pearson correlation performed on this analysis gave a coefficient of -.45 with a probability of .31. This correlation is not significant.

Hypothesis #8

There will be a significant relationship between the

TOESD teacher rating scales scored >40 and <60 and the DAP:SPED scores. The Pearson correlation coefficient was -.19 with a probability of .25. This correlation was not significant.

Hypothesis #9

There will be a significant relationship between the TOESD teacher rating scales scored >60 and the DAP:SPED scores. Pearson correlation conducted to determine significance showed a coefficient of .05 with a probability of .80. This correlation is not significant.

TABLE IV

CORRELATION RESULTS FOR TOESD SUBGROUPS AND DAP:SPED

Scale	N	r	p
Parent TOESD >60	8	.22	.61
Parent TOESD <40	23	-.06	.78
Parent TOESD >40 & <60	44	-.23	.14
Student TOESD >60	13	.60	.03 *
Student TOESD <40	6	-.28	.60

Student TOESD >40 & <60	56	-.02	.89
Teacher TOESD >60	31	.05	.80
Teacher TOESD <40	7	-.45	.31
Teacher TOESD >40 & <60	37	-.19	.25

* $p<.05$

TABLE V

MEANS AND STANDARD DEVIATIONS FOR DEVIANT (<40 & >60) GROUPS ON THE TOESD

	N	M	SD
Parent TOESD	31	55.1	13.1
Student TOESD	19	52.0	13.0
Teacher TOESD	38	53.3	13.7

Hypothesis #10

Students who score within the deviant range (<40 and >60) on the TOESD parent scale will score significantly higher on the DAP:SPED than students who score within the normal range on the TOESD parent scale (i.e., 40-60). There was no significant difference between the two groups of students, $t(43,30)=1.6090$, $p=.9880$.

Hypothesis #11

Students who score within the deviant range (<40 and >60) on the TOESD student scale will score significantly higher on the DAP:SPED than students who score within the normal range on the TOESD student scale (i.e., 40-60). There was no significant difference between the two groups of students, $t(55,18) = -0.0770$, $p=.9065$.

Hypothesis #12

Students who score within the deviant range (<40 and >60) on the TOESD teacher scale will score significantly higher on the DAP:SPED than students who score within the normal range on the TOESD teacher scale (i.e., 40-60). There was no significant difference between the two groups of students, $t(37,36) = .7029$, $p=.7307$.

Summary

Of the nine correlation hypotheses tested, the only one to prove significant was the relationship between the Student TOESD scored >60 and the DAP:SPED. None of the three testing for significant differences in hypothesis 10, 11, and 12 resulted in being significant.

CHAPTER V

DISCUSSION

Summary

The purpose of this study was to find a relationship between a traditional rating measure and a human figure drawing measure of socioemotional development. Current research on this topic was very sparse although an interest in using drawings as a measuring tool has been seen for many years. The literature review found support to back the hypotheses that were tested.

Parents, teachers, and children answered a traditional rating scale (TOESD) and the children produced drawings of a man, woman, and self (DAP:SPED). It was expected that there would be a significant relationship between the results of the traditional rating scale and the newer drawing measure. Although the data analysis is not as predicted, the value of the research is not lost. The current study provides conclusions for further study into this area.

The only correlation which was significant provided support for hypothesis #6 which stated that there would be a

significant relationship between the TOESD student rating scales scored in the high deviant range (>60) and the DAP:SPED scores. Another correlation to pay special attention to was the relationship between students who scored in the high deviant range on the TOESD teacher form and the DAP:SPED. Although this did not prove to be significant, it closely approached significance with a r =.8 These are the children who the teachers perceive to have the highest activity level for their age. Consequently, the TOESD parent form showed to be the least significant.

One observation the researcher had while administrating the measures was the uncertainty of the subjects when answering questions on the TOESD student form. Although the test was administered and scored according to the manual directions, the administrator felt some of the students may have been answering more for social acceptance than the truth. Especially on questions referring to fighting with siblings or picking on other children, the subjects would often hesitate and then give the answer that would be the most socially acceptable answer. When this occurred, the examiner would record the child's answer, but often wondered how honest the answers were. Several parents included notes with the TOESD parent forms explaining why they may have answered some "less than socially acceptable" answers. This

researcher felt an intuition that all the participants had some difficulty in being objective to all of the questions. Since the tests were administered at the end of the school year, even a teacher unconsciously may have answered some of the questions more for what they wanted out of the child than what was correct.

Recommendations

The results of this study indicate that the two tests may be measuring different aspects of socioemotional functioning than what this study assumed. However, with at least one correlation being significant, one must not dismiss the research questions. The possibility exists that this particular sample biased the results. Perhaps repeating the research with a different type of socioemotional measure or drawing measure would show interesting results. In light of the one significance found, it could be possible that the child himself is the best tool used to evaluate socioemotional development rather than referring to adults in the child's life.

This researcher found administrating the human figure drawing measure very interesting and saw that it was very appealing to the children. In none of the seventy five

administrations did the researcher experience a child with anxiety who would not participate. The non-threatening nature of the drawing measure contributed to this. No child knew they were being "tested". Current research does show that drawing measures are helpful in screening children. This study validates the need for more research in this area to help expand the ways drawings can be used.

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APPENDIX A

LETTER TO PARENT

Dear Parents,

During the spring of 1995, O.S.U. Graduate Student April Craig Stobbe will be conducting her Thesis research involving young children's socioemotional functioning and human figure drawings by children. The project is entitled, "A Study of Socioemotional Functioning and Human Figure Drawings of children Six and Seven Years Old".

The purpose of this research is to investigate a relationship between a measure of socioemotional functioning and a human figure drawing measure. Specifically, the study is designed to investigate whether a child's socioemotional functioning can be measured by scoring a human figure drawn by that child. The findings will be helpful to teachers, and other professionals who work with children as well as to researchers to conduct further studies.

The purpose of this letter is to request permission from you to allow your child to participate in this study. Your assistance would involve taking a few minutes to complete a questionnaire about your child and giving permission for me to spend a few minutes with your child at school to collect drawings and ask some questions from a standardized questionnaire. Also, there is a demographic information sheet enclosed which will be helpful in making inferences from the results. If you do not feel comfortable answering one or more of the demographic information questions, please skip it and go on to the next one.

All children and parents who participate in this study will be identified only by a code number and all information will remain strictly confidential. The individual results from you and your child will not be shared with your child's teacher or any other school faculty.

Please indicate on the attached form whether you agree to have your child participate in this research. Results of the research project will be provided to parents of the children upon parental request. If you have any questions please feel free to call me (273-9388) or my major advisor Dr. Ruth Tomes (744-5057).
Thank you for your time.

APPENDIX B

CONSENT FORM

Consent Form

I, _____, hereby authorize April Craig Stobbe, Oklahoma State University Graduate Student, to include my child, _____ in her research project.

I understand that the information gathered on my child will remain confidential and my child will not be personally identified in this study. A code number will be assigned to my child and this code number will be used for identification purposes. I understand that the findings of this study will be reported for the group and not for the individual.

I understand that the purpose of this project is to collect information for an investigation entitled, "A Study of Socioemotional Functioning and Human Figure Drawings of Children Six and Seven Years Old". The purpose of this study is to investigate a relationship between a measure of socioemotional functioning and a human figure drawing measure.

I understand that participation is voluntary, that there is no penalty for refusal to participation in this project at any time without penalty after notifying the project director. I may contact April Craig Stobbe for further information about this research project at (405) 273-9388. I may also contact Dr. Ruth Tomes, 226 Human Environmental Sciences, Oklahoma State University, Stillwater, Oklahoma 74078; (405)744-8349, and Ms. Jennifer Moore, University Research Services, 001 Life Sciences East, Stillwater, OK 74078; (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. I understand that I will be given a copy of this consent.

Signed: _____
(Subject's parent)

Date: _____

Child's name: _____

APPENDIX C

DEMOGRAPHIC INFORMATION FORM

Demographic Information

Child's birthdate: ___/___/___

Child's gender: M F

Child's race:
___African-American
___Asian
___Caucasian
___Hispanic
___Native American
___Other:_____

Mother's education:
___some high school education
___High school diploma or GED
___Some college or special training
___College Degree
___Post-graduate work

Father's education:
___some high school education
___High school diploma or GED
___some college or special training
___college Degree
___Post-graduate work

Mother's occupation: _____

Father's occupation: _____

What is your relationhip to the child you are rating?
___mother ___father ___grandparent ___foster parent ___other____

How long have you cared for the child?
___since birth ___4-5 years ___2-3 years ___1-2 years ___other___

If your caregiving is shared with other people, how much estimated time do you spend caring for this child (excluding time your child spends as school).
___100% ___75% ___50% ___25%

VITA

April Craig Stobbe

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF SOCIOEMOTIONAL FUNCTIONING AND HUMAN FIGURE DRAWINGS OF CHILDREN SIX AND SEVEN YEARS OLD

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Biloxi, Mississippi, March 19, 1969, the daughter of C. L. and Helen Craig; married John Curtis Stobbe on June 29, 1991.

Education: Graduated from Shawnee High School, Shawnee, Oklahoma in May 1987; received Bachelor of Science Degree in Family Relations and Child Development from Oklahoma State University, Stillwater, Oklahoma in May, 1991; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma in December, 1995

Professional Experience: Director of First Baptist Church Weekday School, Shawnee, Oklahoma, August 1991 to present.

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 01-05-94 **IRB#:** HE-95-011

Proposal Title: A STUDY OF SOCIOEMOTIONAL FUNCTIONING AND HUMAN FIGURE DRAWINGS OF CHILDREN SIX AND SEVEN YEARS OLD

Principal Investigator(s): Ruth Tomes, April Craig Stobbe

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Please include the following contact person in the informed consent form:

Ms. Jennifer Moore, University Research Services, 001 Life Sciences East, Stillwater, OK, 74078; (405) 744-5700

Signature: John K. Wyckoff Date: January 9, 1995

Chair of Institutional Review Board