

AN INVESTIGATION OF THE CURRENT SCHOOL PSYCHOLOGIST
USAGE OF PROJECTIVE TECHNIQUES IN DETERMINING
EMOTIONAL DISTURBANCE IN STUDENTS

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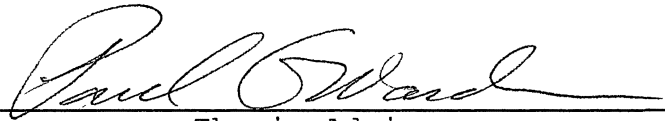
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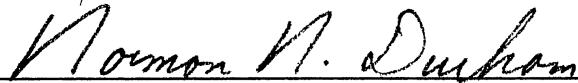
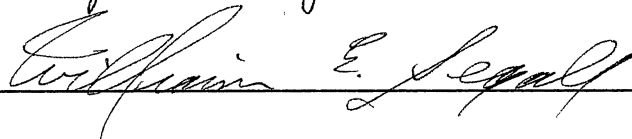
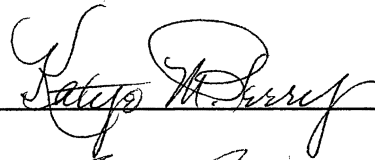
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PREFACE

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CHAPTER I

INTRODUCTION

The use of projective techniques in the assessment of personality and of the possible presence of emotional disturbance often has been a topic of much debate by school psychologists. The debates have centered on not only how useful projective techniques are in clinical assessment, but also on the most popular projective techniques that there are to use. Howard Knoff (1983) describes the dilemma a school psychologist faces over the issue of projective techniques when Knoff states that,

The use of projective/personality assessment may be one of school psychology's best kept secrets; while some training programs discuss these techniques and many practitioners utilize them to assess youngsters with suspected emotional disturbance, relatively little has been heard or written about them at our national conventions or in our major periodicals or texts (p. 1).

In the present study of projectives, it is necessary to adequately define the term "projective technique." The section to follow presents a thorough definition of projective techniques and how they are different from other forms of assessment.

Defining Projective Techniques

The use of projective techniques dates back before the nineteenth century. However, the actual terms "Projective Techniques" or "Projective methods" were not used until the end of the 1930's and the beginning of the 1940's. It was Murray (1938) who first used the term "Projective tests" which he stated were an attempt to discover the inhibited or partially repressed tendencies of normal persons (Rabin, 1968). In 1938, Laurance Frank used the term "Projective Methods" in a published memorandum. Later, Frank in 1948 published a monograph called Projective Methods. In this monograph, Frank defines a projective technique as a "method of studying the personality by confronting the subject with situations to which he will respond according to what the situation means to him, and how he feels when so responding" (p. 46). Frank (1948) goes on to state that "The essential feature of a Projective Technique is that it evokes from the subject what is in various ways expressive of his private world and personality process" (p. 47). A more refined definition of the term "Projective Technique" comes from Lindzey (1961) who stated that

a projective technique is an instrument that is considered especially sensitive to covert and unconscious aspects of behavior, it permits or encourages a wide variety of subject responses, is highly multidimensional, and it evokes unusually rich and profuse response data with a minimum of subject awareness concerning the purpose of the test (p. 44).

Lindzey further states that,

the stimulus material presented by the projective test is ambiguous, interpreters of the test depend on holistic analysis, the test evokes fantasy responses, and there are no correct or incorrect responses to the test (p. 45).

More recently, Anastasi (1988) offered a definition of projective techniques. She states that with projective techniques, in general, "the client is given a relatively unstructured task that permits wide latitude in its solution. The assumption underlying such methods is that the individual will project his/her characteristics modes of response into such a task" (p. 18). Anastasi (1988) goes on to state that "projective techniques are more or less disguised in their purpose, thereby reducing the chances that the respondent can deliberately create a desired impression" (p. 19). On the nature of projective techniques, Anastasi (1988) related that (1) one assigns a relatively unstructured task that permits an unlimited variety of responses; (2) Projective techniques only have brief general instructions; (3) Projective techniques are called "disguised testing" or the test takers are unaware of the type of psychological interpretation to be made; (4) Projectives are a global approach to the appraisal of the personality; (5) Projectives focus attention on the whole personality instead of individual traits; and (6) Projectives' interpretations purport to reveal covert, latent, or unconscious aspects of the personality.

Projective techniques are utilized in many different areas of the psychological profession. The school

psychologist, in particular, uses the projective technique to assist him/her in making decisions/diagnosis regarding emotional disturbance. The school psychologist's diagnosis of whether there is the presence of emotional disturbance will then, in turn, aid the educational placement team in making the most appropriate placement decisions for the student.

The section to follow will examine and define emotional disturbance, as it relates to the school setting, and show what the school psychologist must examine along with information obtained from the use of projective techniques.

Emotionally Disturbed

In an educational sense, the term emotionally disturbed or seriously emotionally disturbed (as used in some school districts) can be defined as follows:

A. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance.

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.

2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

3. Inappropriate types of behavior or feelings under normal circumstances.

4. A tendency to develop physical symptoms or fears associated with personal or school problems.

B. The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are Seriously Emotionally Disturbed (OSDE, 1988).

Problem Statement

If in an increase in the use of projectives, for the purpose of determining emotional disturbance, is found to exist, the next task would be to determine which projectives are being utilized the most by today's psychological professionals. Through discovering whether or not an increase in the use of projectives exists, it is hoped that the results will spawn further research, as well as experimentation, in this area which would, hopefully, aid in the identification process of those students with possible emotional disturbance.

Purpose of the Study

The purpose of the present study is to determine which, if any, psychological assessment instruments (projectives) are currently being utilized by psychologists and school psychologists in order to aid them in making recommendations regarding emotionally disturbed placement decisions. It is further hoped that a determination can be made as to the comfort levels of psychologists and school psychologists who use projectives with those projectives. It is also hoped that opinions can be gathered regarding the school psychologists' comfort levels with the training that they received in this area.

Limitations

The results of this study obviously will be limited in

generalizability to only those psychologists and school psychologists who participated in the current study, and those participating who utilize projectives to help determine emotional disturbance, and for the purpose of determining the most appropriate educational placement. The results of this study will also be limited in generalizability to only those psychologists and school psychologists who are working with school-age populations.

Research Hypothesis

1. It is hypothesized that a meaningful difference will be found to exist between those projective techniques currently utilized by school psychologists (based upon their responses to the study) and those projectives which were stressed in graduate training programs.
2. It is also hypothesized that psychologists will place a high importance (based upon their responses) on the use of projectives for the purpose of assessing emotional disturbance.
3. It is also hypothesized that psychologists (based upon their responses) will perceive an increase in the use of projectives compared to when they entered the psychological profession.
4. It is further hypothesized that psychologists (based upon their responses) will feel comfortable with the projectives that they use to help them in the assessment of emotional disturbance.
5. Finally, it is hypothesized that psychologists (based upon their responses) will not feel comfortable with the graduate

training that they received in the area of projective techniques.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In this chapter the history of projective techniques and personality assessment will be examined. Also a review and description of some of today's more popular, more extensively utilized, projective techniques will be presented. As mentioned previously projective techniques have been, and still remain, a topic of much debate by psychological professionals. Issues from both perspectives on this debate, over the past three decades, will also be presented.

History of Psychological Assessment

Methods of personality assessment, later to be called projective techniques, have been in existence, scientifically and experimentally, since the latter part of the nineteenth century. The existence of projective techniques has been dated back centuries ago to the time of Leonardo Da Vinci (Rabin, 1968). By the end of the nineteenth century and the beginning of the twentieth century, psychologists began using inkblots and pictures in a more experimental manner. Binet and Henri in 1895, and

Dearborn in 1897, used inkblots to study visual imagination and in experimental psychology (Rabin, 1968). Some of the areas that were studied by inkblots were content of consciousness, memory, and quantitative and qualitative imagination (Rabin, 1968). Other studies examining the use of inkblots were to follow by people such as Stella Sharp in 1899 who used inkblots to test imagination (Rabin, 1968).

The 1900's began with Kirkpatrick using inkblots and noting the difference in performances and responses of children to the inkblots. Another study of children and inkblots was conducted by Pyle (1913-1915) focusing on the associations which were made by children. Pyle's results also indicated differences in the responses of children according to age, sex, race, and brightness (I. Q.) (Rabin, 1968). Other early notables who worked with inkblots as projective techniques were Bartlett in England, Wells in the United States, and Rybakow in Russia. The focus on inkblots as a projective measure came about prior to Rorschach's 1921 introduction of the inkblots which were commonly used in many of today's projective measures (Rabin, 1968).

The testing of imagination, from stories told by looking at pictures, actually began in 1905 with Binet and Simons' efforts to use pictures to obtain verbal responses for the purposes of obtaining a measurable developmental level (Zurbin, 1965). Soon after, Brittain (1906) compared male and female responses to stories and found differences in social environments between sexes (Zurbin, 1965). Libby

(1908) studied objectiveness/subjectiveness in stories and found it to be a function of age. Schwartz (1932) used storytelling of pictures in the first "clinical" attempt at using pictures of projectives, using them to gain information about delinquent males (Rabin, 1968).

Another projective method which has an early history is the Word Association Test. This test was first developed by Galton and refined by Wundt, Kraepelin, and Jung (Rabin, 1968). In the Word Association Test, the subject was instructed to listen to words (as the stimulus) and to respond with the first word which came into the subject's mind (response). This response was studied as the subject's inhibitions. The Word Association Test is said to have "considerable influence on the subsequent development and theoretical rationale of a number of projective methods" (Rabin, 1968, p. 5).

The history of Projective techniques is one which is old because it extends back past the nineteenth century, but, however, the field of projectives is also a relatively young field. The concept and status of personality prior to the 1920's was not a part of psychological theory. As of the 1920's, the concept of personality was considered a major part of the field of psychology and psychiatry. Therefore, it is in the early 1900's that we can see the true beginning of the development of projective techniques, and the purposes for which they are used in today's field of psychology.

Types of Projective Techniques

Projective techniques take on many forms, and many various aspects of the personality are assessed by employing one or a combination of those existing techniques. Following are descriptions of some of the more popular projective techniques which are currently in use by psychologists.

Draw-A-Person

On the Draw A Person Test (DAP) the subject (ages 5 and up) is asked to draw (freehand) a person with no time limit or major instructions. The scoring of the DAP includes a four page protocol booklet which enables the examiner to record clinical indicators such as mood and appearance, where the person was drawn on the page, proportion, shading, head, shoulder, arm and hand features, sexual indicators, and control features (Buros 7th, 1972). The DAP's purpose is to uncover unconscious features of the subject's personality. Thus, according to Harris (Buros, 1972), "a fundamental use of this device is that the drawing of a person represents an unconscious projection of the self image" (p. 402). Much of the diagnosis which is developed is done so by inspecting the qualitative features or "signs" of the features of the drawings.

House-Tree-Person

The House-Tree-Person (H-T-P) was developed by Buck in

1948. Buck's House-Tree-Person (freehand drawing of a house, tree, and person) is a technique designed to aid the clinician in obtaining information concerning the sensitivity, maturity, and integration of a subject's personality, and the interaction of that personality with its environment (both specific and general). The House-Tree-Person Test is a two phased approach to personality assessment. The first phase is non-verbal, creative, almost completely unstructured; the medium of expression is a relatively primitive one, drawing. The second phase is verbal apperceptive, and more formally structured; in it the subject is provided with an opportunity to define, describe, and interpret the objects drawn and their respective environments and to associate concerning them (Buck, 1948, p. 180).

Rosenzweig Picture-Frustration Study (P-F)

The Rosenzweig Picture-Frustration Study (P-F) is a projective technique which measures both constructive as well as hostile reactions to interpersonal frustration. The test is designed for use on a population of age 4 to adult. The P-F classifies aggressive responses according to direction and type. There are three directions of aggression; against the outside, against the self, and avoidance of aggression. There are also three types; responses emphasizing the frustrating obstacle, responses defending the self, and responses emphasizing a solution or

goal directed activity. There is also a seventh factor which is called the group conformity rating which is the extent to which one's responses correspond to those most frequently given (Buros 9th).

Each form (child, adolescent, and adult) consists of 28 comic-strip pictures which show frustrating situations. The subject is to provide written responses to each of the pictures. The P-F test is sometimes called a semi-projective test (or structured test) that evokes a "Free" response to a predetermined situation (Buros 9th).

Hand Test

The Hand test is a projective measure (ages 6 and over) in which the subject is shown various drawings of a hand in various ambiguous poses. The subject is then questioned as to what the hand might be doing. The last card in the series is blank which requires the subject to imagine a hand in some position and describe it as before with the seen hand positions. The Hand test, according to Glesser, (Buros, 1965) "is constructed to reveal significant perceptual-motor tendencies presently available to the person and readily expressed in his interaction with others and the environment" (Buros 6th, 1965, p. 436).

Childrens Apperception Test (CAT)

The Childrens Apperceptive Test (CAT) is a projective technique that has 10 pictures depicting anthropomorphic

animals in different situations. Children ages 3-10 years old make up stories that relate to the pictures. The purpose is to "facilitate an understanding of a child's thoughts, needs, desires, and feelings regarding important relationship situations, and conflicts that the child is currently experiencing both at a conscious and unconscious level" (Buros, 1985, p. 315).

Thematic Apperception Test (TAT)

The Thematic Apperception Test (TAT) consists of a series of 20 pictures or situations in which the individual is instructed to develop a story. The subject is instructed to tell a beginning, a middle, and an end to the story. Subjects are encouraged to freely use their imaginations and to tell how the people in the pictures are feeling, what they are thinking (Buros, 1978). This test is administered to those individuals who are in an age group or maturity level which is above that of the Children's Apperception Test (CAT) (usually ages 11 years old and above).

Bender Gestalt

There have been several adaptations of the Bender Gestalt test which are intended for use in assessing several different aspects of the person. The adaptation of the Bender Gestalt which is stressed as relating mostly to a projective technique is the Hutt Adaptation of the Bender Gestalt (for ages 4 and over). The Hutt Adaptation utilizes

a copy phase, an elaboration phase, and an association phase. In the copy phase the subject simply copies the nine designs onto their paper. In the elaboration phase the subject is instructed to again copy the designs, making the designs more pleasing to the individual. Finally, in the association phase the individual is asked to indicate what the original and elaborated designs look like.

According to Howell (1985) "a perceptual motor test like the Bender Gestalt may tap earlier levels of meaningful and conflictual experience and may be less open to distortion than verbal tests. Hutt assumes that the individuals' visual motor reproductions reflect conscious, preconscious, and unconscious determinants" (Buros, 1985, p. 184). The Hutt system places most of its emphasis on the projective aspects of test interpretation (Buros, 1985).

The Debates Concerning Projective Techniques

The debates concerning the use of projective techniques in the psychological profession have continued for many years. It is within the last three decades, however, that the majority of the debates have been and the intensity has grown. It is on the past three decades which we will focus in the interpretation of the debates on projectives, from the past, to those of the present, and what appears to be awaiting for projectives, according to present debates, for the future.

One problem in the reporting of the debates on

projective assessment must be noted. Specifically, most articles concerning projective assessment are written from the clinical perspective instead of the school psychological perspective. School psychologists, however, must use projective techniques in the diagnosis of emotional disturbance in the same sense as those in the clinical field. Therefore, those debates focused on whether or not to use projectives involve not only school psychologists but also psychiatrists and psychologists in general. Therefore, a distinction might not be able to be made as to which field of psychology accepts or opposes projective techniques more than another, but rather the arguments, both "pro" and "con," to the use of projectives in the field of psychology across the various groups of psychological professionals will be presented.

Sundberg (1961) conducted a study on test usage in the United States and found that the number of tests used by any particular agency varied anywhere from 5 to 82 with a median value of 26. Sundberg's (1961) findings suggest that at least one-half (5) of the top ten tests, which were surveyed from United States agencies, used were projective tests. The Rorschach was rated as the number one test which was utilized in this time period.

As the 1960's progressed, more opinions surfaced concerning the use of projectives. Thelen, Varble, and Johnson (1968) said that "an increasing body of opinion suggests that the use and importance of projective

techniques are on the decline" (p. 517). Thelen et al. (1968) also state that many psychology training programs are giving less attention to clinical training in general and less training in projective techniques in particular. Thelen et al. (1968) also refer to a study conducted by McCully (1965) which indicated an increasing number of academicians discouraging students in the use of projective techniques.

Thelen, Varble, and Johnson (1968) also cite a study by Alexander and Basowitz (1965) which states that students, at that particular time, were considerably less concerned about the diagnosis of the personality and more concerned about objective measures of personality assessment. The study by Thelen et al. (1968) indicated that while most of those surveyed felt that projective techniques were on the decline, most also felt that they should be an important part of training course work. It is also interesting to note that Thelen et al. (1968) related that the negative attitudes toward projectives come primarily from the instructors in university programs.

Lubin, Wallis, and Paine (1971) conducted a study which surveyed psychological test usage nationwide. Lubin et al. (1971) stated that out of their survey only psychometric instruments were listed among the top ten tests utilized in counseling centers. Lubin et al. (1971) also state that the overall emphasis on diagnostic training in American Psychological Association (APA) approved universities is on the decline. But, Lubin et al. (1971) also relate that over

the entire sample five of the top ten tests which are utilized are projective instruments. What is also emphasized in Lubin et al. (1971) study is that clinical psychology directors place a high value on the diagnostic function of projective techniques.

According to an article by Levitt (1973), a comparison of the results of two questionnaires shows that the attitudes towards the role of projective techniques, at least in the field of clinical psychology, have remained stable over the previous seven years. What Levitt (1973) states is that generally those who teach psychology and/or projective techniques see projectives in a lesser spotlight than those who are actually utilizing those projectives in a practical setting. Levitt (1973) relates that because of the de-emphasis of projectives on the part of academicians, who are teaching such areas, graduates will also be de-emphasizing the use of projectives. Levitt's (1973) study indicated that some projectives have slipped slightly in estimated importance (of practicum training center directors). One projective technique (the Bender-Gestalt), according to Levitt's (1973) study, has increased in estimated importance while most of the other projective techniques have remained stable over time.

Brown and McGuire (1976) conducted a study to determine which tests were most frequently utilized for the purpose of intellectual and personality assessment. Brown and McGuire (1976) pointed out through their research the differences

between what is taught in academic settings concerning projectives, and what is applied in practical settings. Brown and McGuire's (1976) study indicated that of the tests used (both projective and non-projective), projectives comprised five out of the top ten tests reported of the national sample. Brown and McGuire (1976) concluded that their study "suggests that many current graduate training programs may not be meeting the desires and job demands of mental health administrators" (p. 484). Brown and McGuire (1976) also stated the need for more newly developed, perhaps more valid, instruments with which to assess individuals. But also Brown and McGuire (1976) state the need to stress training students on those projectives which are currently in use until future revisions can be made.

Wade and Baker (1977) conducted a study which surveyed five hundred psychologists on their use of psychological tests. The results indicated that personal experience with a test was the single most important factor in determining which type of test was to be utilized by that particular psychologist. Wade and Baker's (1977) purpose for conducting such a survey was because "despite surveys concerned with the status of psychological testing, little information has been gathered concerning the manner in which psychological tests are used by clinical psychologists" (p. 874).

An important finding in Wade and Baker's (1977) study was that the great majority of clinicians responding to the survey spend a large amount of time in psychological

testing, regardless of what is said about the test's reliability or validity. In fact, as Wade and Baker (1977) state, "almost half of all respondents claimed that published reliability and validity studies employed questionable methods, overgeneralized, or reported conflicting findings. Only twenty-five percent of the respondents felt that such studies were accurate" (p. 880). Wade and Baker's (1977) findings suggest that psychological testing is "too subjective or complex to objectify and examine in an analytic fashion; they depend on personal experience with tests to determine the utility of testing; and they do not find alternative assessment procedures practical" (p. 881).

Another study was conducted by Goh, Teslow, and Fuller (1981) which studied the assessment practices of school psychologists in seven different areas (Intelligence, Achievement, Perceptual Motor, Personality, Behavior, Preschool, Vocational). In the results of the Goh et al. (1981) survey, the frequency of use of personality tests ranked behind that of intelligence assessment. However, as Goh et al. (1981) state "clearly, a great proportion of the school psychologists responding rely mainly on projective techniques for personality assessment. Both self-report and behavior rating scales were used less frequently" (p. 241).

In a more recent article Knoff (1983) presented ideas in terms of justifying projective/personality assessment in school psychology. Knoff (1983) felt that much of the debate over the use of projectives, and their use in the

psychological process, is left over from 1950's testing arguments. Knoff (1983) relates that psychologists today use projectives which have been refined and normed for child and adolescent uses and have been tested in the schools, and dealing with both psychological and educational problem solving. Knoff (1983) states that "in the schools, personality assessment is most relevant to the identification, placement, and programming of emotionally disturbed students" (p. 449). Knoff (1983) talks of previous articles which have claimed that projective tests were socially and educationally irrelevant because of being based only on the psychodynamic model, and he points out that these articles are inaccurate because of the fact that projectives have changed with the times. Knoff (1983) talks of the lack of objectivity in projectives when he cites a statement from Nunally (1978) who states that "in a sense all psychological measurement is subjective because, by its nature, it concerns human mental processes" (p. 137).

Knoff makes reference to the argument some make of the potential litigation stemming from the use of projectives in the schools. Knoff (1983) also rebukes this argument by relating evidence from the New York State Education Department attorney's office which indicates that "most cases involving emotional disturbance referrals are appealed due to procedural irregularities; it was his impression that few litigations even contest the use of projective testing" (p. 449).

Knoff (1983) sums up his support for the use of projective techniques in the schools by stating that "projective tests, when needed, become an integral part of the assessment battery; yet (like counseling), their direct effects are difficult to isolate, are individual in nature, and may not be immediately evident at the time of a summative evaluation" (p. 450).

As Piotrowski (1984) relates in his article, the debates on the status of projective techniques have covered several decades. In Piotrowski's (1984) opinion, however, "projective assessment has lost its traditional foundation and prestige as part of the identity of the professional psychologist" (p. 1496). Piotrowski (1984) does note, however, that the previous research findings support the usefulness of projective techniques. Piotrowski (1984) states that "apparently the least enthusiasm for projectives resides with the academic clinicians, whose disenchantment is based on poor research and empirical findings. However, even for academicians, projectives have a function as teaching and clinical tools" (p. 1499). Piotrowski (1984) concludes his debate by stating "so as we enter the third decade of controversy about projective techniques, it is apparent that projective assessment techniques, although dethroned from their previous high estate, are still with us" (p. 1499).

One of the few studies dealing with the assessment practices of school psychologists, and the use of projective

measurement, was conducted by Anderson, Cancelli, and Kratochwill (1984). They adhere to the philosophy that psychological assessment, and improved skills in this area, is a major need for future professional school psychological development. Anderson et al. (1984) state that "assessment is a topic of great concern for school psychologists. Very little is actually known, however, about the assessment practices and preferences of school psychologists in this country today" (p. 17). Anderson et al. (1984) conducted a nationwide survey of school psychologists and patterned their survey after Wade and Baker's (1977) survey of clinical psychologists. The survey was altered to be most relevant to the school psychologist and that particular practical setting. Anderson et al. (1984) results indicate that assessment is a major part of a school psychologist's profession and that assessment seems to be strengthening in nature. Most orientations of respondents of the (1984) study were behavioral in nature rather than cognitive. As was the case in Wade and Baker's (1977) study, Anderson et al. (1984) found that "evidence of reliability and validity of these tests is not rated that highly among those that use the tests" (p. 28).

Pruitt, Smith, Thelen, and Lubin (1985) stated that they felt that student attitudes towards projective techniques were most often influenced by the attitudes of their instructors. Pruitt et al. (1985) also cite research revealing a decline in the status of projectives, but,

however, there still lies the expectancy of those who work in internship centers to be able to use projectives. Pruitt et al. (1985) also state that projective techniques are being used extensively by practicing clinicians. Pruitt et al. (1985) still cite the negativism toward projective techniques as coming out of the academic community. The results of Pruitt et al. (1985) study suggest that attitudes toward projectives, in general, have remained fairly constant over the past fifteen years (since 1968) among psychologists. Pruitt et al. (1985) also found that most surveyed felt that course work in projectives, such as the Rorschach and sentence completion, should be required or optional, at least, prior to internship.

Lovitt (1988) in his response article to Sweeny et al. (1987) talked of the "innovative ways in which construct validity has been used and has to a large extent supplemented other techniques of validation, particularly with the Rorschach" (p. 517). Lovitt (1988) continued by saying that "this consists of identifying personality processes that the Rorschach purportedly measures; existing relations are validated as they are reflected in the test and in the clinical situation being evaluated. Using construct validity as a cornerstone researchers have established impressive relations in a number of areas" (p. 517).

Lovitt (1988) also pointed out that Rorschach validation studies have shown to be very respectable in

relation to DSM III categories. Lovitt (1988) also related that "researchers have established highly validated relations between Rorschach measures and a host of personality processes such as stress tolerance, coping styles, cognitive styles, interpersonal difficulties, and defense strategies" (p. 517). Lovitt (1988) concludes his argument supporting the use of projectives by stating that "comprehensive personality assessment has continued to retain a vigorous and highly respected reputation in psychiatric settings since the work of Rappaport in 1946" (p. 519).

Rationale for the Use of the Sample Population

There were several purposes for the selection of the population sample in the current study. First of all, the school psychologist, as can be seen in the review of the literature, utilizes projectives to assist in the determination of possible emotional disturbance. Secondly, the bulk of the studies conducted on the use of projective techniques deal primarily with, and are sampled by, those purely in the clinical psychological field. Thirdly, there clearly needs to be a determination made on the most appropriate projectives/projective battery which the school psychologist can utilize to best help him/her in the determination of possible emotional disturbance.

CHAPTER III

METHODS AND PROCEDURES

Subjects

All of the subjects who were chosen to participate in the present study were randomly chosen from the 1989 Directory of the National Association of School Psychologists (NASP). There were a total of 1000 names selected from the 1989 NASP directory for possible participation in the present study.

To select subjects for possible participation in this particular study, the subjects must have held a bachelors, masters, or doctoral degree in school psychology or an applied behavioral studies field to help ensure that only those who were issued questionnaires were involved in some type of projective assessment. Preferably, as well as ideally, only school psychologists who were involved in projective assessment would be utilized for the present study. The National Association of School Psychologists (NASP) defines a school psychologist as follows:

School psychologists provide a range of services to their clients. These consist of direct and indirect services which require involvement with the entire educational system: (a) the students, teachers, administrators, and other school personnel;

(b) the families, surrogate caretakers, and other community and regional agencies, and resources which support the educational process; (c) the organizational, physical, temporal, and curricular variables which play major roles within the system; and (d) a variety of other factors which may be important on an individual basis. The intent of these services is to promote mental health and facilitate learning. Comprehensive school psychological services are comprised of diverse activities. These activities compliment one another and therefore are most accurately viewed as being integrated and coordinated rather than discrete services. The following are the services that comprise the delivery system; (1) consultation; (2) psychological and psychoeducational assessment; (3) intervention; (4) supervision; (5) research; and (6) program planning and evaluation" (Thomas and Grimes, 1985, pp. 515-517).

After obtaining a current National Association of School Psychologists (NASP) membership directory and a list of potential subjects were made available, subject selection was begun. Actual subject selection was performed by taking every tenth person in the 1989 National Association of School Psychologists (NASP) directory who met the required criteria for use in the present study. The National Association of School Psychologists (NASP) membership directory contains approximately ten thousand (10,000) members. A ten percent sample of the total population was systematically selected and felt to be an adequate representation and, therefore, every tenth name was chosen for participation in the current study.

The first survey question asked the respondent how many years he/she had served in the psychological profession. The results (see table 1) indicated that, out of those who

responded to the survey, the mean number of years served in the psychological profession was 12.03 years. The standard deviation was 7.26. The highest reported number of years served in the psychological profession was 42 years, while the lowest reported number of years served was 1 year.

Question number two on the survey dealt with the level of schooling of each respondent. The results (see table 2) of this question were calculated into percentages of all respondents to this question. Of the respondents 0.56% held bachelors degrees. 1.97% of the respondents held degrees which did not fit the classification of bachelors, masters, educational specialist, or doctors degrees. Of the total number of respondents, 29.01% held doctors degrees. The educational specialist degree was represented by 30.70% of the respondents. Finally, those who held masters degrees represented the highest percentage of respondents with 37.18%.

Procedures

Following the selection of all of the participants, from the National Association of School Psychologists (NASP) directory, each of the participants was mailed a copy of the current survey (see appendix A). To help insure the highest response rate possible a self-addressed stamped envelope was included in the survey packet. An explanation and purpose of the current study (see appendix B) was also enclosed in the survey packet along with an assurance of strict

confidentiality in the reporting of results.

Confidentiality

Confidentiality was assured by eliminating any names of the respondents upon receiving of the survey. Instead, each survey was simply issued a number with which to refer in future data analysis. Any additional comments received on the surveys were also grouped accordingly and recorded separately for use in future data analysis. An exception to the confidentiality procedure was when the respondent requested the results of the current study. In this case the names were recorded and kept with their envelopes.

Instrumentation

The tool which was utilized for obtaining data for the present study was an independent survey of current school psychologists which will, hopefully, answer the questions related to the problems addressed by the current study. The questions comprising the current survey were constructed as a result of reviewing the current literature and the debates, both past and present, regarding the use of projective tests in the assessment of the personality. Some of the more recent articles used in this process were articles such as Goh and Fuller's (1983) report on current practices in the assessment of personality by school psychologists and Durrand, Blanchard, and Mindell's (1988) report on training practices in the area of projective

testing. It was determined that there needs to be a more current study conducted concerning the current utilizations of projectives, as well as opinions regarding the training that the school psychologist has received in this area. The survey, in its current form, has never been administered to a sample population of this kind. Therefore, it may be necessary, in the future, to amend this survey to answer more specific questions, and to fit more specific populations for which the survey may need to be utilized.

Analysis

The first variable used for the current study was the projective techniques which are currently used to assess emotional disturbance. Percentages were used to determine those projectives most highly used by those responding to the questionnaire. The second variable dealt with the projectives which were stressed in the educational training programs. This variable was analyzed by rank-order and percentages based upon the rankings that each respondent indicated on the survey. The third variable was the number of years in the psychological profession. A mean number of years was used to determine the average number of years of those responding to the survey. The fourth variable dealt with the overall use of projective techniques for the assessment of emotional disturbance. Rank ordering and percentages were used to determine those projectives most used by those responding to the survey. The fifth variable

helped determine whether the psychologist perceives an increase in the use of projectives compared to when they entered the profession. Likert scale percentages will be used to analyze this variable. The sixth variable will deal with the comfort level of the degree program training received in the use of projectives. Likert scale percentages will also be used to analyze this variable. The Wilcoxon Matched Pairs Analysis, a test of rank differences, will help determine whether or not a meaningful difference existed between the projectives currently used to help determine emotional disturbance and the projectives most stressed in educational training programs.

CHAPTER IV

RESULTS

The results of the present study were obtained from surveys which were returned from a nationwide mailout. The mailout consisted of a cover letter and a two page survey. The cover letter (see appendix B) explained the purpose for the current study, as well as presented instructions for completing the survey, and presented instructions on obtaining a summary of the results of the study. The survey (see appendix A) consisted of nine questions which required marks (x) or rankings (1-10) and one question (number 10) which was an optional narrative with space provided for the respondent's opinions on the topic of projectives.

The survey was mailed out to approximately ten percent of those listed in the National Association of School Psychologists (NASP) membership directory. The total amount of surveys mailed amounted to one thousand (1000) members of NASP. Inside each survey mailed was a self-addressed stamped envelope with which to return the completed survey. Every tenth name in the NASP membership directory was chosen for use in the survey to insure that a random sample of the population would take part in the study. Each of the fifty United States were represented in the survey mailout.

Four hundred and twenty-five (425) respondents, those who returned the survey, totaled 42.5% of the total population sampled. When a survey was returned it was opened, and the envelope was stapled to page two of the survey in order to keep track of the return addresses of those who requested return results of the study. The information for each survey question was then hand tabulated and coded for future data analyses. Notes were also taken from the optional narrative (question #10), if applicable, for future reference. When all of the surveys were received, the coded information was entered and analyzed by the "Statistics With Finesse" Apple personal computer program.

The third question on the survey dealt with the projective techniques which are currently being used (by the psychologist) to help determine the presence of emotional disturbance (see table 3). Of those who responded there were a total of twenty (20) projective measures which were listed as being used to help determine emotional disturbance, but, however, only six tests made up 75% of the total frequency used of all the measures. The highest percentage test used was the Sentence Completion Test with a percentage of 16.73%. The next most frequently used test was the Draw-A-Person Test (13.04%), followed by the Bender-Gestalt (11.95%), followed by the House-Tree-Person (11.57%), followed by the Kinetic Family/School Drawing (11.46%), followed by the Thematic Apperception Test (10.37%). Other

than the Children's Apperception Test (8.53%) and the Rorschach Inkblot Test (5.81%) all other tests reported frequencies of use well under 5% of the time, and most below 1%.

Question number four dealt with the rank ordering of the projectives, from question number three, that the psychologist felt were necessary in helping determine emotional disturbance in students (see table 4). Thirty (30) different measures that are used to aid in the assessment of emotional disturbance were reported by the respondents. The results indicated that the most highly ranked projective measure was the Sentence Completion Test. The projective measure which ranked second was the Draw-A-Person Test, and the projective measure which ranked third was the Bender-Gestalt Test. The projective measure that ranked fourth was the House-Tree-Person Test. The projective measure ranked fifth was the Kinetic Family/School Drawing Test. The projective measure ranked sixth was the Thematic Apperception Test. The projective measure that ranked seventh was the Children's Apperception Test. The projective measure ranked eighth was the Rorschach Inkblot Methods Test. The projective measure ranked ninth, a measure other than the ones listed on the survey, was the Robert's Apperception Test. The tenth ranked projective measure was the Hand Test.

Question number five required the respondent to rank order those projective techniques that were mostly stressed

in their educational/training programs (see table 5). There were a total of twenty-four (24) projective measures listed and ranked on this question. The results indicated that the most highly stressed projective measure in educational/training programs was the Thematic Apperception Test. The second ranked projective measure stressed in educational/training programs was the Draw-A-Person Test. The third ranked test stressed was the Sentence Completion Test. The fourth ranked test stressed was the Bender-Gestalt Test. The fifth ranked test stressed was the House-Tree-Person Test. The sixth ranked test stressed was the Rorschach Inkblot Methods Test. The seventh ranked test stressed was the Children's Apperception Test. The eighth ranked test stressed was the Kinetic Family/School Drawing Test. The ninth and tenth ranked tests stressed most in educational training programs were the Hand Test and the Rosenzweig Picture Frustration Study Test respectively.

The sixth question on the survey asked the respondents to circle the degree of importance (numbers 1-5) that they perceive projectives playing in the assessment of emotional disturbance (see table 6). The results indicated that the respondents rated score number one (high importance) 6.82% of the time. Score number two (importance) received a rating of 44.86% from the respondents. Score number three (neutral) was rated by 20.66% of the respondents. Score number four (approaching low importance) was rated by 10.24% of the respondents. Finally, score number five (low

importance) was rated by 10.61% of the respondents.

Question number seven asked the respondents to rate their comfort level with the projectives that they currently use to aid in the assessment of emotional disturbance (see table 7). Score number one (very comfortable) was rated by 22.29% of the respondents. Score number two (comfortable) was rated by 40.57% of the respondents. Of the respondents 21.17% rated score number three (neutral) as their comfort level. Score number four (uncomfortable) was rated by 8.74% of the respondents. Finally, 7.25% of the respondents rated score number five (very uncomfortable) as their comfort level with the projectives that they use.

Question number eight asked the respondents to rate their comfort level with the graduate degree program training that they received in the area of projective techniques (see table 8). Score number one (very comfortable) was rated by 13.30% of the respondents. Score number two (comfortable) was rated by 26.86% of the respondents. Of those who responded, 27.33% rated score number three (neutral) as their comfort level. Of the respondents 20.74% rated score number four (uncomfortable) as their comfort level. Of the respondents 11.78% rated score number five (very uncomfortable) as their comfort level with their graduate training in the area of projectives.

Question number nine (see table 9) asked the respondents to compare their use of projectives, for the purpose of assisting in emotional disturbance diagnoses, from when they

entered the field to the present use (and to rate accordingly). Score number one (exclusively) was rated by 2.00% of the respondents. Score number two (use more) was rated by 28.38% of the respondents. Of those responding 34.70% rated score number three (about the same) after comparing. Score number four (use less) was rated by 27.33% of the respondents. Finally, 7.61% of those responding rated score number five (never) as their choice in comparing current projective use with use from when they entered the field.

A test of rank differences was made to determine whether or not a meaningful difference existed between question number three (the projectives currently used to help determine emotional disturbance) and question number five (the projective techniques most stressed in educational/training programs). The statistical analysis used was the Wilcoxon Matched Pairs Analysis. The results indicated a z-value of 1.2741 and a probability of this occurrence according to a one-tailed significance test was 0.0998. This indicates that there is a meaningful difference found between the projectives currently in use and those stressed in educational/training programs.

The results of question number ten, which asked the respondent to share his/her opinions regarding the use of projectives to help determine the assessment of emotional disturbance, will be presented in the chapter to follow (see table 10).

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The present study examined the current school psychologist usage of projective techniques in helping determine the presence of emotional disturbance in students. The study also looked at the comparison of the current projective test usage with the projectives which were stressed in educational/training programs. The present study also gathered ratings, from the respondents, in four areas: (a) perceived importance of projective techniques in the assessment of emotional disturbance; (b) comfort level with the projectives currently used in the assessment of emotional disturbance; (c) comfort level with the graduate training programs in the area of projectives; and (d) perceived comparison of projective technique usage between when he/she first entered the field and the present. Written opinions were also gathered (optionally) regarding the projective techniques which are used to help assess emotional disturbance and possible improvements in this area.

The results of the present study indicate that, of the total number of respondents, the average number of years served in the psychological profession is 12.03 years. The

highest percentage of respondents to the survey were at the masters degree level, but, however, the masters, educational specialist, and doctors degree levels' representation differed by only 8 percentage points. The results of the present study also indicate that the highest ranked projective technique in current use is the Sentence Completion Test (followed by the Draw-A-Person and Bender-Gestalt tests respectively). The results of the study also indicated that the highest ranked projective technique stressed in graduate training programs was the Thematic Apperception Test (followed by the Draw-A-Person and Sentence Completion tests respectively). The results in this area indicate a possible change in projective technique assessment strategies. A possible reason for this would be that more practitioners find more flexibility in the Sentence Completion scoring to the Thematic Apperception Test which takes longer to administer and/or is more difficult to score and/or interpret for each student.

The results of the study also indicate that half of the respondents to the survey felt that the use of projective techniques is, at least somewhat, important in the assessment of emotional disturbance. The results of the present study also indicate that 63% of the respondents felt, at least somewhat, comfortable in their use of projectives for the purpose of assessing emotional disturbance. The study findings indicate that the comfort level with the graduate training received, in the area of

projective techniques, was less than the comfort level of current usage. Sixty percent expressed neutrality or discomfort with their training. Forty percent reported comfort with graduate training in the area of projectives. Next, the comparison from present use of projectives and use of projectives when they first entered the field was made. The respondents reported that approximately 70% used projective techniques the same or less than when they entered the field. Only 30% of the respondents reported more current use of projectives than when they entered the field. An inspection was performed on the data to determine if there were shifts related to the years served in the psychological field and a perceived increase/decrease in the use of projective techniques from when the respondents entered the field. A median number of years of service was determined to be 11.00 years. Those in practice under 11 years responded that 65% use projectives the same or less than when they entered the field. Those in practice over 11 years responded that 73% use projectives the same or less than when they entered the field. This indicates that there is a difference in those respondents who have served more/less than 11 years and their use of projective techniques.

The results also indicated that when a comparison was made between the projective techniques currently in use (survey question #3) and those which were stressed in educational/training programs (survey question #5), a meaningful difference was found between the two groups

indicating a possible change of opinion (once in the field) of which projectives are the most appropriate for use in the assessment of emotional disturbance. It was hypothesized that a significant difference would exist in this area. It was also hypothesized that psychologists would place a high importance on the use of projectives for the purpose of assessing emotional disturbance. As was related, it was found that one-half of psychologists did place importance, overall, on projectives but not the highest value of importance. It was also hypothesized that psychologists would report an increase in the use of projective techniques from when they entered the field. This was not established by the data received. It was also hypothesized that psychologists would feel comfortable with the projectives that they use to assess emotional disturbance. This was supported by the data. Finally, it was hypothesized that psychologists would not feel comfortable with the graduate training that they received in the area of projectives. This was supported by the data in that 60% of the respondents did not express comfort with their graduate training.

As can be seen by the review of the literature and the data which was gathered from around the nation, the topic of projectives is one of which many different opinions are clearly evident. The diversity became very apparent when reading the responses on the (optional) survey question number 10. The responses to survey question number 10 were

quite overwhelming indeed. The majority of the respondents to the survey wrote opinions on survey question number 10. In addition, a large proportion of the respondents filled the space provided and continued to write on the back of the survey, some even attaching extra pages. Far too much space would be needed to include all of the responses to this question, but a list of some of the more common responses appears in appendix C. Many of the comments regarding the use of projective techniques were positive as well as many being of a negative nature. The comments which were presented in appendix C are issues which are controversial in nature and are problems which many of the psychologists, who responded to the survey, feel are important to their continued use of projective techniques.

Another interesting occurrence was that a large proportion of the respondents (much larger than anticipated) requested results of the survey. All of these factors indicate that the topic of projectives, and their use in the assessment of emotional disturbance, is one of sustained interest in the school psychological profession. There is a need for clarification evident in many areas related to projectives, and future, more frequent studies, such as the present study, might benefit school psychologists and aid them in the dilemma they face when the assessment of emotional disturbance is necessary.

Recommendations

The recommendations for practice in the field of school psychology and the use of projective techniques, for the purpose of assessing emotional disturbance, cannot be made from the results of the current study. The recommendations for future research in this area, however, can be suggested. The fact that the topic of projectives is one in which there is very much debate is one reason for further study in this area. The fact that a large amount of surveys were returned with comments, as well as requests for returned results, is another reason that persons in the field are interested and/or feel the need for clarification in this area. Another reason for further research is that there seems to be a growing split, observed by the data and research, in the opinions of psychologists in the field currently using projectives and those psychologists in training programs.

Some further research that could possibly be conducted, stemming from the results of the current study, would be finding out why there was reported discomfort with graduate training programs. Another area of research could be finding what the graduate training professors' attitudes or opinions are on the subject of projectives. Another area of research could be finding out why those who do not use projectives do not do so. In other words it would be beneficial to determine what is related to non-use of projective techniques. Another area of research would be to determine

if regional differences (throughout the country) exist and if so why they exist. Finally, another beneficial area of research, stemming from the current study, would be to determine persons who do not use projectives to determine emotional disturbance placement.

An area of application which could stem from the current study would be making a change in educational/training programs. The results of the present study indicate the need for educational/training programs to update their teaching practices to meet field practices. Professors in these programs should not dwell on only those tests which provide extremely elaborate personality or emotional implications. They should, instead, communicate with those in the field to find which projectives are most useful in this area and place more training emphasis on these tests.

There clearly needs to be a consensus as to the most appropriate projectives needed for the purpose of assessing emotional disturbance. Until such consensus is achieved the psychological profession is left with making individual judgement calls concerning a vital area of assessment.

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APPENDIX

COVER LETTER-SURVEY AND TABLES



Oklahoma State University

STILLWATER, OKLAHOMA 74078-0254
NORTH MURRAY HALL 116
405-744-6040

APPLIED BEHAVIORAL STUDIES IN EDUCATION
COLLEGE OF EDUCATION

March 1, 1990

Dear Psychological Professional:

This survey is part of a nationwide study being conducted by Kenneth Wayne Hadley, doctoral student in school psychology, as part of a dissertation sample collection.

The attached survey instrument is concerned first with identifying the current usage of projective techniques administered for the purpose of determining emotional disturbance in students. Secondly, the survey is concerned with comparing those projective techniques which are currently being used with those test/techniques which were stressed in the educational training programs.

The results of this study will help provide information on the most widely used tests the psychological professional believes to be the best and most appropriate indicators of identifying emotional disturbances in children. The information gained will also, hopefully, aid in determining whether there is a discrepancy between educational training and field practices of assessing emotional disturbance.

I am particularly desirous of obtaining your responses because your experience will contribute significantly toward solving some of the problems we face in the assessment in this area of school psychology. It will be appreciated if you will complete the enclosed form promptly and return it in the stamped envelope enclosed.

I will be pleased to send you a summary of the survey results if you desire. Thank you for your cooperation.

Sincerely yours,

Kenneth W. Hadley, M.S.
School Psychologist



SURVEY OF THE CURRENT SCHOOL PSYCHOLOGIST
USAGE OF PROJECTIVE TECHNIQUES IN DETERMINING
EMOTIONAL DISTURBANCE IN STUDENTS

1. Please state the number of years in which you have served as a psychologist in the psychological profession.

2. What is the highest level of schooling which you have completed?
 bachelors masters educational specialist
 doctors other

3. Please check the projective techniques which you presently use to help determine the presence of emotional disturbance.
 Bender-Gestalt
 Children's Apperception Test
 Draw-A-Person
 Hand Test
 House-Tree-Person
 Kinetic Family/School Drawing
 Rorschach Technique
 Rosenzweig Pic. Frustration Study
 Sentence Completion
 Thematic Apperception Test
 Other _____
 Other _____

4. Please rank-order those projective techniques, as identified above, which you feel are necessary in contributing to your emotional disturbance diagnosis (#1 being the highest).
 Bender-Gestalt
 Children's Apperception Test
 Draw-A-Person
 Hand Test
 House-Tree-Person
 Kinetic Family/School Drawing
 Rorschach Technique
 Rosenzweig Pic. Frustration Study
 Sentence Completion
 Thematic Apperception Test
 Other _____
 Other _____

5. Rank-order the projective techniques mostly stressed in your educational/training programs (#1 being the highest).
- Bender-Gestalt
 - Children's Apperception Test
 - Draw-A-Person
 - Hand Test
 - House-Tree-Person
 - Kinetic Family/School Drawing
 - Rorschach Technique
 - Rosenzweig Pic. Frustration Study
 - Sentence Completion
 - Thematic Apperception Test
 - Other _____
 - Other _____
6. To what degree of importance do you perceive the role of projective techniques as playing in the assessment of possible emotional disturbance, in comparison to other personal and/or social measures?
- | | | |
|-----------------|---------|----------------|
| High Importance | Neutral | Low Importance |
| 1 2 | 3 | 4 5 |
7. How comfortable do you feel with the projectives you use in the assessment of emotional disturbance?
- | | | |
|------------------|---------|--------------------|
| Very Comfortable | Neutral | Very Uncomfortable |
| 1 2 | 3 | 4 5 |
8. How comfortable do you feel with the graduate degree program training you received in the use of projective techniques?
- | | | |
|------------------|---------|--------------------|
| Very Comfortable | Neutral | Very Uncomfortable |
| 1 2 | 3 | 4 5 |
9. In comparison to when you entered the field, how do you perceive yourself currently using projectives for diagnosing emotional disturbance?
- | | | | | |
|-------------|-------------|-------------------|----------|-------|
| Exclusively | Use
More | About the
Same | Use Less | Never |
| 1 | 2 | 3 | 4 | 5 |
- (Optional Narrative)
10. Please feel free to make any comments regarding the projectives currently used to help determine placement in emotionally disturbed programs and suggest possible improvements to enhance psychological assessment.

TABLE 1

THE NUMBER OF YEARS SERVED IN THE PSYCHOLOGICAL PROFESSION

Mean	Standard Deviation	High Score	Low Score
12.03	7.26	42	1

TABLE 2

HIGHEST LEVEL OF SCHOOLING COMPLETED

Bachelors	Masters	Educational Specialist	Doctors	Other
.56%	37.18%	30.70%	29.01%	1.97%

TABLE 3

PROJECTIVE TECHNIQUES PRESENTLY USED TO HELP
DETERMINE THE PRESENCE OF EMOTIONAL DISTURBANCE

Test	Frequency	Percentage
B.G.	220	11.95
D.A.P.	240	13.04
H.T.P.	213	11.57
HAND	25	1.36
C.A.T.	157	8.53
K.F.D.	211	11.46
RORSCHACH	107	5.81
ROSENZWEIG	8	0.43
S.C.	308	16.73
T.A.T.	191	10.37
R.A.T.	42	2.28
M.M.P.I.	3	0.16
T.E.D.	12	0.65
P.H.	12	0.65
INT.	34	1.85
MILLON	1	0.05
B.R.S.	3	0.16
T.A.	1	0.05
P.I.C.	10	0.54
C.B.C.	4	0.22

TABLE 4

RANK ORDER OF PROJECTIVES WHICH ARE FELT NECESSARY
IN CONTRIBUTING TO AN EMOTIONAL DISTURBANCE DIAGNOSIS

Ranks 1 Thru 10	Test	Frequency	Percentage
1	S.C.	249	15.96
2	D.A.P.	219	14.04
3	B.G.	188	12.05
4	H.T.P.	180	11.54
5	K.F.D.	173	11.09
6	T.A.T.	158	10.13
7	C.A.T.	127	8.14
8	RORSCHACH	99	6.35
9	R.A.T.	36	2.31
10	HAND	30	1.92

TABLE 5

RANK ORDER OF PROJECTIVES MOSTLY STRESSED IN
EDUCATIONAL/TRAINING PROGRAMS

Ranks 1 Thru 10	Test	Frequency	Percentage
1	T.A.T.	242	13.94
2	D.A.P.	237	13.65
3	S.C.	231	13.31
4	B.G.	214	12.33
5	H.T.P.	206	11.87
6	RORSCHACH	200	11.52
7	C.A.T.	172	9.91
8	K.F.D.	154	8.87
9	HAND	32	1.84
10	ROSENZWEIG	16	0.92

TABLE 6

DEGREE OF IMPORTANCE PERCEIVED OF THE ROLE OF PROJECTIVES
AS PLAYING IN THE ASSESSMENT OF EMOTIONAL DISTURBANCE

High Importance 1	2	Neutral 3	4	Low Importance 5
6.82%	44.86%	20.66%	10.24%	10.61%

TABLE 7

COMFORT LEVEL WITH THE PROJECTIVES CURRENTLY USED
 TO ASSESS EMOTIONAL DISTURBANCE

Very Comfortable 1	2	Neutral 3	4	Very Uncomfortable 5
22.29%	40.57%	21.17%	8.74%	7.25%

TABLE 8

COMFORT LEVEL WITH GRADUATE TRAINING PROGRAMS
RECEIVED IN THE AREA OF PROJECTIVE TECHNIQUES

Very Comfortable 1	2	Neutral 3	4	Very Uncomfortable 5
13.30%	26.86%	27.33%	20.74%	11.78%

TABLE 9

PERCEPTION OF CURRENT USE OF PROJECTIVES
FROM WHEN ENTERING THE FIELD

Exclusively 1	Use More 2	About the Same 3	Use Less 4	Never 5
2.00%	28.38%	34.70%	27.33%	7.61%

TABLE 10

OPTIONAL NARRATIVE QUESTION #10 COMMON RESPONSES

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- There is a need for more instructional help in projectives.
 - Projectives can't be defended in court.
 - Projectives are better used in a clinical setting.
 - The lack of validity/reliability makes their use a risk.
 - They should never be used as a single means of diagnosing.
 - Emotional disturbance is mostly an indication of social maladjustment.
 - Projectives used in a defensive style and coping level.
 - There is too much emphasis placed on use of projectives.
 - Projectives are useful if the examiner is competent.
 - Too much uncertainty involved in diagnosing emotional disturbance.
 - Observation is more valuable in assessing emotional disturbance.
 - The student should be verbal if projectives are used.
 - Projectives are not useful with preschool children.
 - If projectives are needed we refer to outside agencies.
 - Projectives do not aid in intervention.
 - SED/BD categories are too interchangeable.
 - Graduate training did not train well enough to be comfortable with interpretation of projectives.
 - DSM III diagnoses SED better.
 - Assessment of SED is better diagnosed behaviorally.
 - SED should be clinically diagnosed.
 - Projectives are helpful when used with observation.
 - Case history and projectives are very useful.
-

Note: There were many positive as well as negative responses to this question. Many of the previous statements represent common problems which the practitioner faces when using projective techniques for the purpose of assessing emotional disturbance.

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VITA

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Doctor of Philosophy

Thesis: AN INVESTIGATION OF THE CURRENT SCHOOL PSYCHOLOGIST
USAGE OF PROJECTIVE TECHNIQUES IN DETERMINING
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