Book：《**[Child and Adolescent Mental Health](https://www.intechopen.com/books/5470)**》 Edited by Martin H. Maurer

Chapter:《**Draw, Write, Speak, Play: The Role of Projection in Diagnosis and Therapy of Children and Adolescents**》

（<https://www.intechopen.com/chapters/54469>）

## Drawing

**House-Tree-Person projective drawing technique (H-T-P)**

Description: The child is instructed to draw “a house, a tree, and a person” without further specification which house, which tree, or which person is meant. Then the child is invited to explain the drawings.

Aim: The test aims at measuring personality traits, brain damage and general mental functioning, and developmental psychopathology.

Age: 3+.

Time: Not specified, but 10–15 min should be sufficient.

Scores/norms: N/A.

Publication date: 1970.

References: Buck JN, Warren WL. The House-Tree-Person Projective Drawing Technique: Manual and Interpretive Guide. Revised edition. Los Angeles: Western Psychological Services; 1970.

**Kinetic Family Drawing (K-F-D)**

Description: The child is asked to draw a picture of its family, including themselves, “doing something,” which is meant to give the kinetic aspect.

Aim: The test intends to describe the child’s attitudes toward the family members and the family dynamics.

Ages: Not specified.

Time: Not specified, but mostly, 15 min seem sufficient.

Scores/norms: N/A.

Publication date: 1987.

References: Burns RC, Kaufman SH. Kinetic Family Drawings (K-F-D): An Introduction to Understanding Children Through Kinetic Drawings. New York, NY: Brunner/Mazel; 1987.

**Star Wave Test (SWT)**

Description: The child is instructed to “draw a starry sky above sea waves.”

Aim: The test aims at detecting developmental retardation and psychopathology. It can be applied in children with various cultural backgrounds.

Age: 3+.

Time: Not specified, but 10–15 min seem to be sufficient.

Scores/norms: N/A.

Publication date: 1994.

References: Avé-Lallemant U. Der Sterne-Wellen-Test. 3rd ed. München: Reinhardt; 2006 [1994]..

**Enchanted family drawing test**

Description: The child is asked “to put the members of a family under the spell of a magician, without any limits being set on the child’s imagination in the choice of objects to be drawn [[58](https://www.intechopen.com/chapters/54469#B58)].” Then the child is invited to tell a story about the spell and its casting.

Aim: The test aims at describing the family system and revealing psychic conflicts of the child.

Age: 3+.

Time: Not specified, but 15–20 min should be sufficient.

Scores/norms: Statistical data are available on 4000 drawings from children and adolescents, of which 1562 had behavioral, neurotic, or psychosomatic issues [[58](https://www.intechopen.com/chapters/54469#B58)].

Publication date: 1973.

References:

[58](https://www.intechopen.com/chapters/54469#B58), Biermann G, Kos M, Haub G. The graphic test “the enchanted family” and its application in educational counselling and paediatric clinics (author’s transl). Padiatr Padol. 1975;10(1):19–31.

[59](https://www.intechopen.com/chapters/54469#B59) Biermann G, Kos M. Die verzauberte Familie: ein tiefenpsychologischer Zeichentest. München: Reinhardt; 1973.

**Tree test**

Description: The child is instructed to “draw a tree” without further specifications.

Aim: The test aims at detecting personality traits. It is linked to intelligence and developmental status.

Age: 6+.

Time: 5–10 min.

Scores/norms: Formal aspects of the tree like root, trunk, branches, and treetop. Additional features like fruit, leaves, or fauna (bird, squirrels) are noted.

There are quantitative and qualitative valid data available, based on 1800 tree drawings [[60](https://www.intechopen.com/chapters/54469#B60)].

Publication date: 1952.

References: [61](https://www.intechopen.com/chapters/54469#B61) Koch K. Der Baumtest. Der Baumzeichenversuch als psychodiagnostisches Hilfsmittel. 11 ed. Bern: Huber; 2003 [1952].

62 Avé-Lallemant U. Baumtests. Mit einer Einführung in die symbolische und graphologische Interpretation. Ölten-Freiburg/Br.: Walter; 1976.

## Verbal description and imagination

**Tell-Me-A-Story Test (TEMAS)**

Description: The TEMAS (the Spanish word for themes) is a multicultural narrative test based on 23 colored picture test cards presenting social situations. Eleven of the cards are gender specific. The minority cards show predominantly Hispanic and Black individuals, while the nonminority cards depict mostly nonminority people. The child is presented the set of cards and asked to create a narrative of the situation depicted.

Aim: The test aims at screening both minority and nonminority children for emotional and behavior problems.

Age: 5–18.

Time: Not specified.

Scores/norms: The test scores 9 personality aspects: interpersonal relations, aggression, anxiety and depression, achievement and motivation, delay of gratification, self-concept, sexual identity, moral judgment, reality testing, and functions not pulled; 7 affects: Happy, sad, angry, fearful, neutral, ambivalent, inappropriate affect; and 18 cognitive functions including reaction time, total time, inquiries, fluency, omissions, sequencing, imagination, relationships, transformations, and conflicts.

Normative tables for white, black, Puerto Rican, and other Hispanic children and adolescents are available. Data are based on 600 children (aged 5–13 years).

Publication date: 1982.

References: [76](https://www.intechopen.com/chapters/54469#B76) Costantino G, Malgady R, Rogler L. TEMAS (Tell-Me-A-Story) Manual. Los Angeles, CA: Western Psychological Services; 1988.

[77](https://www.intechopen.com/chapters/54469#B77) Cambias R, Killian G, Faust J. Tell-Me-A-Story Test (TEMAS). In: Keyser D, Sweetland R, eds. Test Critiques, Vol IX. Kansas City, MO: Test Corporation of America 1991:545–60

**Rotter incomplete sentences blank (RISB)**

Description: The proband is presented a list of 40 incomplete short sentences, consisting of 1–2 word sentences. The proband is asked to complete the respective sentence.

Aim: The RISB is described as a screening instrument for adolescents and adults and aims at measuring adjustment.

Age: There are three different forms available, one for school children, one for college students, and one for adults.

Time: 20–40 min.

Scores/norms: A scoring system has been developed on a scale from 0 to 6 for each answer according to empirically derived answers for males and females. Norms have been provided for college students [[88](https://www.intechopen.com/chapters/54469#B88)]. Lah MI, Rotter JB. Changing college student norms on the Rotter Incomplete Sentences Blank. J Consult Clin Psychol. 1981 Dec;49(6):985

Publication date: 1950 (revised 1992).

References: [89](https://www.intechopen.com/chapters/54469#B89) Rotter JB, Rafferty JE. The Rotter Incomplete Sentences Blank. Manual, College Form. New York, NY: The Psychological Corporation; 1950.

[90](https://www.intechopen.com/chapters/54469#B90) Rotter JB, Lah MI, Rafferty JE. Rotter Incomplete Sentences Blank, Second Edition (RISB-2) San Antonio, TX: Pearson; 1992.

**Rosenzweig Picture Frustration test (PFT)**

Description: The PFT consists of 24 sketches of a situation, in which one person tells another person a frustrating sentence in a speech bubble. The other speech bubble is empty, and the proband is instructed to fill out a suitable answer.

Aim: The PFT aims at describing a person’s frustration tolerance.

Age: 6–14 (child version), 14–85 (adult version).

Time: 15–20 min.

Scores/norms: A frustrations profile can be depicted, containing aggressive reactions, self-incrimination, resignation, evasive manoeuvres, and personal initiative.

There are norms available from 320 probands containing quartiles and median values.

Publication date: 1957.

References: [[27](https://www.intechopen.com/chapters/54469#B27)]. Rosenzweig S. The picture-association method and its application in a study of reactions to frustration. J Pers. 1945 Sep;14:3–23.

## Playing arts

**Lowenfeld Mosaic Test (LMT)**

Description: The test contains of five colored wooden shapes: square, isosceles triangle, equilateral triangle, scalene triangle, and rhomboid. Each shape is available in red, blue, yellow, black, green, and white and arranged in a box in this order. Then the box is presented to the child together with a tray containing white paper. Recently, templates have been provided with different patterns, which may be useful for younger children, or for standardization purposes.

Aim: The LMT has been used to assess mental ability and developmental state, school readiness, mental disorders like schizophrenia and traumatic brain injury. It can be applied for assessing the functional capability of patients or clients, or as a tool for the expression of an inner world. The LMT has been used for diagnostics and psychotherapy. Moreover, it has been used in anthropological studies, as a means on nonverbal communication.

Age: Not specified.

Time: Not specified.

Scores/norms: The picture can be seen under the aspects of the individuality of the answer [[105](https://www.intechopen.com/chapters/54469#B105)]. The child is asked to describe the picture, for example, it representation, or abstract pattern, with regard to its meaning. Additionally, the way of choosing the material and composing the picture is of interest.

Publication date: 1950.

References: [[28](https://www.intechopen.com/chapters/54469#B28) Lowenfeld M. The Lowenfeld Mosaic Test. London: Newman Neame; 1954.

, [106](https://www.intechopen.com/chapters/54469#B106), Woodcock T. The use of the Lowenfeld mosaic test in child psychotherapy. Proj Psychol. 1984 December ;29(2): 11–18.

[107](https://www.intechopen.com/chapters/54469#B107)Ames LB. The Lowenfeld Mosaic Test: a review of its use. J Pers Assess. 1986;50(3):428–35.].