

Scoring Chart

<p>1. ARMS a) Presence b) Detail 1 c) Detail 2 d) Proportion* e) Bonus</p>	<p>Any representation; only one needed. Both arms (one if in profile) in two dimensions; arms are not drawn using one line, but have length and width. Both arms (one if in profile) at side pointing downward, or in action. As long as the arms point downward, credit may be given. Length greater than width in both arms; two-dimensional arms required. Score if a-d are credited.</p>	<p>c) Detail 2 d) Proportion* e) Bonus</p>	<p>Any detail (e.g., pupil, lash, eyebrow, eyeglasses) added for both eyes (one if in profile). Horizontal greater than vertical dimension in both eyes (one if in profile). Score if a-d are credited.</p>
<p>2. ATTACHMENT a) Attach 1 b) Attach 2 c) Attach 3 d) Attach 4 e) Bonus</p>	<p>Head attached to neck or trunk. Two arms (one if in profile) attached to trunk at any point. Two arms and two legs (one each if in profile) attached to trunk at any point. (Two feet without legs does not pass this item.) Arms and legs attached to trunk at appropriate places. For credit, both arms (one if in profile) must be connected to the top half of the trunk, and both legs (one if in profile) must be attached to the bottom half of the trunk. Measure the length of the trunk from the top, where it meets the head or neck, to the bottom, where it meets the legs or crotch. Score if a-d are credited.</p>	<p>6. FEET a) Presence b) Detail 1 c) Detail 2 d) Proportion* e) Bonus</p>	<p>Any representation, only one needed. Feet are drawn in two dimensions, not one line. Any detail on both feet (e.g., lace, toe, heel, etc.) Length greater than width (or height) in at least one foot. Two-dimensional feet, not one line. Score if a-d are credited.</p>
<p>3. CLOTHING a) Presence b) Detail 1 c) Detail 2 d) Detail 3 e) Bonus</p>	<p>Any representation of one item shown in any manner (e.g., shading or buttons). Clothing without transparencies; no body parts show through the clothing. Any two articles of clothing (except eyeglasses) shown in any way (e.g., row of buttons indicating shirt, pants, etc.). Three articles of any type (except eyeglasses), e.g., pockets indicating pants, shoes (two shoes = one article), shirt, hat, necklace, watch. Score if a-d are credited.</p>	<p>7. FINGERS a) Presence b) Detail 1 c) Detail 2 d) Detail 3 e) Proportion 1 f) Proportion 2* g) Bonus</p>	<p>Any representation; any number of fingers on hand (e.g., circle at end of arm). Five fingers on either hand, drawn in any manner. Five fingers on both hands (one if in profile), drawn in any manner. Note: thumb counts as a finger. Thumb clearly present in both hands; may be indicated by opposition to the fingers; location of the thumb is not important; mitten hand with a thumb is creditable.</p>
<p>4. EARS a) Presence b) Detail 1 c) Detail 2 d) Proportion* e) Bonus</p>	<p>Any representation; only one needed. Both ears shown (one if in profile). Any detail in one ear: earring, lobe, etc. Vertical greater than horizontal dimension in both ears (one if in profile). Score if a-d are credited.</p>	<p>8. HAIR a) Presence b) Detail 1 c) Detail 2 d) Bonus</p>	<p>Any representation, however crude. Hair, however crude, on more than top of head. This includes sides of head and other areas (beard, mustache, etc.). Hair clearly has distinct style or detail (e.g., part in hair, pony tail, bow, tied with bandana, etc.). See below.</p>
<p>5. EYES a) Presence b) Detail 1</p>	<p>Any representation; only one needed. Both eyes (one if in profile) drawn in two dimensions: open or filled-in circle, but more than a single dot.</p>	<p>9. HEAD a) Presence b) Proportion*</p>	<p>Any representation. Vertical greater than horizontal dimension.</p>



Credit 7d



Do Not Credit 7d



Credit 8a



8a and b



8a, b, c, and d



Credit 9b



Do Not Credit 9b

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Goodenough-Harris Drawing Test Dale B. Harris, F. L. Goodenough, 1963 *Encyclopedia of School Psychology* T. Stuart Watson, Christopher H. Skinner, 2012-12-06 School psychologists are on the front lines in dealing with the most significant challenges facing children and the educational community today And in a world of ever increasing risks and obstacles for students school psychologists must be able to use their in depth psychological and educational training to work effectively with students parents teachers administrators and other mental health professionals to help create safe learning environments By recognizing each individual student s unique circumstances and personality school psychologists are able to offer specialized services to address such crucial children s issues as family troubles e g divorce death school assignments depression anger management substance abuse study skills learning disabilities sexuality and self discipline The Encyclopedia of School Psychology provides school psychologists and other educational and mental health professionals with a thorough understanding of the most current theories research and practices in this critical area In addition the Encyclopedia offers the most up to date information on important issues from assessment to intervention to prevention techniques **Handbook of Psychological and Educational Assessment of Children** Cecil R. Reynolds, Randy W. Kamphaus, 2018-10-16 The two volumes of the Handbook of Psychological and Educational Assessment of Children Second Edition cover all aspects of child and adolescent assessment Leading clinical scientists summarize the state of the science of assessment paradigms instruments and methods With an emphasis on practical clinical considerations chapters also delve into issues related to test development psychometrics and bias Conveniently designed for reference or text use this vast knowledge base has been synthesized into two volumes which may be purchased separately or together INTELLIGENCE APTITUDE AND ACHIEVEMENT surveys assessment of intelligence learning styles and academic achievement covers historical issues and psychometric methods and addresses diversity issues ethical concerns and special topics in mental testing PERSONALITY BEHAVIOR AND CONTEXT reviews the use of projective methods interviewing and observation and objective methods of assessing personality and behavior discusses the assessment of specific syndromes and symptoms and presents tools for assessing adaptive skills and the family context **ECDEU assessment manual for psychopharmacology** William Guy, 1976 *Drawings in Assessment and Psychotherapy* Leonard Handler, Antoinette D. Thomas, 2013-11-20 Drawing is a language projected by children and adults reflecting their joy and pain It is used extensively by clinical psychologists art therapists social workers and other mental health professionals in the assessment and treatment of children adolescents adults and couples This book brings together a renowned group of professionals to analyze the research and application of the most popular assessment and treatment tools Tests discussed include the Draw a Person Test the House Tree Person Test the Kinetic Family Drawing Test the Art Therapy Projective Imagery Assessment and the Wartegg Drawing Completion Test Working with sexually and physically abused children assessing clients with anorexia

nervosa and the influence of osteopathic treatment on drawings are some of the special topics considered Numerous case studies are also included *Drawing and the Non-Verbal Mind* Chris Lange-Küttner, Annie Vinter, 2008-08-14 Fascinating insight into the life span and productivity of the non verbal visual mind *The Special Educator's Comprehensive Guide to 301 Diagnostic Tests* Roger Pierangelo, Ph.D., George Giuliani, J.D., Psy.D., 2018-03-02 This important resource is an update of the best selling book *The Special Educator's Resource Guide to 109 Diagnostic Tests* The greatly expanded second edition contains 301 new and enhanced tests which are vital to understanding assessment in special education Designed as an easy to use hands on resource the book is filled with practical tools information and suggestions Step by step this practical guide explores the various stages of evaluation interpretation diagnosis prescription and remediation **Children's drawings: Evidence-based research and practice** Matteo Angelo Fabris, Monica Shiakou, Claudio Longobardi, Christiane Lange-Küttner, 2023-08-24 **Interpersonal Expectations** Peter David Blanck, 1993-09-24 This 1993 volume explores a sub area of social psychology called interpersonal expectation that studies how the expectation of one person affects the behavior of another *Psychology in Economics and Business* G. Antonides, 2013-03-09 A number of books on economic psychology have appeared in the past few years The most recent publications are by MacFadyen and Mac Fadyen 1986 Furnham and Lewis 1986 Lea et al 1987 and Van Raaij et al 1988 Why produce yet another book for this discipline This question can be answered in various ways In a sense this book is the answer in itself Its presentation of research and theories is innovative in this field at least to my knowledge It attempts to structure the many theories emerging in the interdisciplinary science of economic psychology and to explain the background of the research The second answer is pragmatic In our introductory course of economic psychology for economics students at Erasmus University Rotterdam we used several of the above mentioned books Our experience with this material is that when preparing our lectures we had to explain many additional theories and experiments to our students furthermore diagrams figures and examples had to be culled from other sources or made by ourselves It is not my intention to run down these publications since I think they provide an excellent treatment of a number of topics by specialists in economic psychology The plan for the present book however emerged from our need to present an integrated introductory course for our students **Handbook of Research Methods in Early Childhood Education - Volume 2** Olivia Saracho, 2014-10-01 The Handbook of Research Methods in Early Childhood Education brings together in one source research techniques that researchers can use to collect data for studies that contribute to the knowledge in early childhood education To conduct valid and reliable studies researchers need to be knowledgeable about numerous research methodologies The Handbook primarily addresses the researchers scholars and graduate or advanced undergraduate students who are preparing to conduct research in early childhood education It provides them with the intellectual resources that will help them join the cadre of early childhood education researchers and scholars The purpose of the Handbook is to prepare and guide researchers to achieve a high level of competence and sophistication to avoid past

mistakes and to benefit from the best researchers in the field This Handbook is also useful to university professors who conduct research and prepare student researchers in early childhood education It aims to improve the researchers conceptual and methodological abilities in early childhood education Thus the Handbook can be used as a guide that focuses on important contemporary research methodologies in early childhood education and describes them to offer researchers the necessary information to use these methodologies appropriately This Handbook is designed to be used by students of early childhood education at all levels of professional development as well as mature scholars who want to conduct research in areas needing more in depth study It is hoped that this Handbook of Research Methods in Early Childhood Education will serve the needs of many in the research community Scholars seeking the current state of research knowledge in various areas should find this volume useful Similarly practitioners who are trying to seek knowledge of research and its practical implications should find this volume helpful as well This Handbook with its individual chapters presents several research methodologies to address a variety of hypotheses or research questions that will contribute to the knowledge of the field in early childhood education

Psychology in Economics and Business Gerrit Antonides,2012-12-06 Psychology in Economics and Business is the first textbook in economic psychology that is targeted at students of economics and business administration It describes the experiments and explains the psychological background associated with the topics The book presents the state of the art in behavioral economics and economic psychology and their applications to economics and business The first part organizes economic psychological themes within a common paradigm The applications belong to a great variety of fields in economic psychology including entrepreneurial behavior perceptions of price risk inflation and economic activities economic socialization demand theory attitudes and brand images decision making and heuristics economic expectations well being poverty and consumer satisfaction The second part deals with information processing in a wider sense The psychological principles of consistency and attribution are dealt with and recent developments in rationality and choice under uncertainty are considered A chapter on game theory focuses on psychological factors in several social dilemmas Strategies and tactics in human interaction are dealt with in a chapter on negotiation behavior The chapter on economic psychological methods deals with the acquisition of knowledge from the observation of economic behavior in reality and in experimental settings

Resources in Education ,1997 Educational Leadership ,1963-10 *Using Drawings in Assessment and Therapy* Gerald D. Oster,Patricia Gould Crone,2004-11 This is an updated version of the very successful first edition which condenses and synthesizes a variety of drawing directives that aid clinicians in the assessment process as well as in therapy

Test Critiques ,1984 **The Crisi Wartegg System (CWS)** Alessandro Crisi,Jacob A. Palm,2018-02-15 The Wartegg Drawing Completion Test WDCT is a semi structured graphic performance based personality test created by Ehrig Wartegg 1939 With a foundation in Gestalt and Psychodynamic theory the WDCT has been used widely throughout Europe South America and Japan but only recently has become available in the United States Initial scoring systems for the

WDCT were considered cumbersome and lacked research driven validation In response to these factors Alessandro Crisi following years of clinical practice and research developed the Crisi Wartegg System CWS 1998 2007 a normed and standardized administration scoring and interpretation system for the WDCT Over the past three decades Dr Crisi has refined and expanded the CWS through research broadening the scope of the measure and increasing the accessibility of the system to clinicians This manual provides a comprehensive guide to the CWS made available to English speaking clinicians for the first time *Handbook of Multicultural Assessment* Lisa A. Suzuki, Joseph G. Ponterotto, Paul J. Meller, 2001-07-13 This thorough analysis of multicultural assessment covers significant issues including the major instruments and procedures cognitive and educational assessment and cross cultural sensitivity and ethics Offering the most current empirical research theory and specific recommendations the volume includes case studies that illustrate culturally sensitive procedures and tables that highlight comparisons between particular measures competencies and assessment practices Including updated articles from the original contributors as well as entirely new contributions the revised version offers compelling ideas for conducting assessments with minority populations Developing Norm-Referenced Standardized Tests Lucy Jane Miller, 2020-02-13 Transform your ideas and data into norm referenced standardized tests with this how to manual Edited by the author of the Miller Assessment for Preschoolers MAP a nationally standardized norm referenced test Developing Norm Referenced Standardized Tests is designed specifically for occupational and physical therapists who have an interest in conducting research either with established scientists or independently in order to pursue questions of interest This unique volume leads the reader through the process of test development step by step including identification of a concept that should be subjected to testing development of appropriate test items and the procedures for standardizing a norm referenced test Not only will professionals learn to develop new tests but they will also increase their understanding of the process of test development for instruments which are already available Test Critiques Daniel J. Keyser, Richard C. Sweetland, 1985

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