

A BENDER-PRÓBA ÉRTELMEZÉSI LEHETŐSÉGEI A GYEREKKORI ÉRZELMI ZAVAROK FELTÁRÁSÁBAN

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Abstract: In most of the cases childhood emotional problems lead to poor academic adjustment. On the other hand academic failure is regularly followed by symptoms of emotional maladjustment. Therefore it is difficult for the parent or teacher to decide whether the cognitive or the emotional factors are the primary causes of the child's problems. Several studies have justified that the Bender Gestalt Test could be a solution for this dilemma if interpreted by both the Developmental Scoring System and the Emotional Indicators Scoring System. While the Developmental Scoring System is effective in detecting deficiencies of the visual-motor perception, the data interpreted by the Emotional Indicators Scoring System primary focuses on the indicators of emotional maladjustment.

The main goal of this study has been to examine whether the Bender Gestalt Test can be efficiently used in detecting childhood emotional and adjustment problems. The results present obvious relations between the number of Bender Emotional Indicators and some maladaptive emotional and behavior symptoms. The modalities of interpretation - and the connections between the two scoring systems, however, could not be completely explored because of the deviations presented on the parent- or teacher-rated child emotional problem questionnaire and the limited quantity of data suiting all conditions indicated in the hypothesis.

Keywords: childhood emotional maladjustment, Bender Gestalt Test, Developmental Scoring System, Emotional Indicators Scoring System, depression, anxiety, oppositional disorder, visual-motor perception