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Art Therapeutic Testing and Personality Qualities Studied in the College Environment

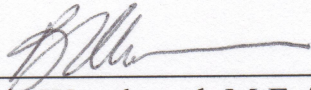
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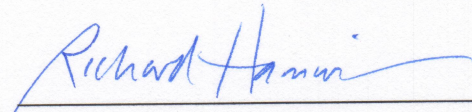
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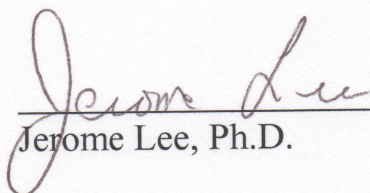
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ART THERAPEUTIC TESTING AND PERSONALITY QUALITIES

Art Therapeutic Testing and Personality Qualities Studied in the College Environment

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Abstract

My study, *Art Therapeutic Testing and Personality Qualities Studied in the College Environment*, involves looking at how accurate art therapy techniques are when correctly “diagnosing” personality characteristics. My focus is on students, both male and female, in the college environment ages 18 through 24. Overall I want to look at the effectiveness of using art therapy to find out these characteristics because I think it is imperative to find newer ways of diagnosis. It would also be beneficial to the area of art to show just how important it is and useful in today’s society. Art making is not only a hobby but it can be a professional and therapeutic endeavor. Art therapy needs more investigation to promote more widespread uses in our current health system. Participants performed the “House-Tree-Person” drawing task. They also took the Neo5 Factor Personality Test. My prediction for this study was that the personality characteristics shown by the Neo5 Factor would correlate with the art therapy drawing task.

Art Therapeutic Testing and Personality Qualities Studied in the College Environment

Art therapy is a recognized branch of therapy that I have been slowly more and more exposed to as I have gone through my time in college. Art therapy is a fairly new type of treatment in the psychology and art worlds. The earliest research in the area I found was Cook and Wood's 1954 research. Psychology itself is also considerably newer than most other concentrations in colleges. However, I think it is important to include art therapy and other creative-based therapies in treatment processes and thus include courses on creative therapies more predominantly on college campuses. Psychologists mainly use talk therapy for patient treatments, but what do you do when a patient cannot talk or isn't quite comfortable with talking? I think art therapy would be perfect in these situations and maybe if it were more predominantly taught in colleges, more psychologists will know about its benefits and uses in treatment. Perhaps if comparing and contrasting the types of art therapeutic testing versus more traditional psychological tests, more people will become aware of the benefits of using art therapy.

In Baker's (2006) research study, war-related trauma victims from Bosnia were exposed to art therapy type treatments over a five year period. They were both men and women ages 55 and above. An interpreter was used to help give direction and record answers to the researcher's questions. The refugees were separated into a variety of groups based on gender and age. They were all refugees that escaped to the United States. The researcher wanted to use the art therapy to make the patients become less isolated and more social in their communities. Both the men's and women's groups used both non-directive and directive means of making art. Sometimes they were told just to do whatever they wanted with the materials provided and other times it was more of a specific project they were asked to do. The directive art pieces were about memories because the researcher felt it was important to release the bad memories so that the good

memories good be remembered. The researcher noted that not every client was willing to create art but by the end even the ones who refused seemed to get really into the process. Some of the groups, like the grandmother's groups were encouraged to knit, do needlework, or quilt. Clients were also making story quilts. The story quilts seemed to help by becoming a type of memorial of the people the client's have lost in their war traumas. Overall, the conclusions of this research were just showing how such creative outlets helped these refugees to become more adjusted to their new environments as well as put their traumas behind them without repressing their emotions. This research just proves that talk therapy isn't always an option, especially if there is a language barrier, and that art therapy can work in these cases.

Carozza and Heirsteiner's study (1982) used a group art therapy model when treating 36 young female incest victims ages 9 through 17. They were put into groups of 6 to 10 people with two therapists each. This study took place in a mental health center in the Midwest. The girls would go to their groups after school and be in rooms filled with a variety of art materials. They would have a period of snack time and would discuss any issues they had. Then they would get an art project based on their progress the last week. They would be projects related to expression of the feelings they were having. The end of the session would be a discussion of their artwork. Researchers' used 22 group art therapy sessions in a combination with family therapy. The purpose of the study was to look at the issues a young girl goes through being an incest victim, how growth can occur in therapy, and what therapists have to face in these situations. The art therapy was used to get the girls to try and be able to release their problems in a less scary way than talk group therapy. It was used to be a less intimidating method. The researchers said at the end of the 22 sessions that clients seemed to go through five stages: gathering, self-disclosure, regression, reconstruction, and ending. During each stage a different art project was presented to

help them cope. Results were based on pretests and posttests given to the group. The researchers look at how art represented growth based on things like how they drew figures and pencil pressure. Overall change was reported both inside and outside of the group. Behaviors changed and the girls were more able to tell their stories. This study is important to my research because it helps to show just how you can see the changes in someone through artwork. It also shows that victims of such awful things like incest and abuse can more easily express themselves without words.

Cockle (1994) studied just how healing art can be in her case study; specifically looking at the self-portrait technique. The case was of a young boy who was 6 years old and of Asian descent that was described to have poor social skills, to be overweight, and did not have many friends at school. The boy attended therapy sessions with other children and one therapist. In the sessions he was asked to draw a self-portrait and narrate it after play therapy. His pictures at the beginning of therapy really showed his feelings of isolation; he was drawing himself in "force fields". By the end of the sessions, it was reported that he was drawing happy, joyful pictures that did not need narrations from him. The most important thing about these pictures at the end of the sessions was that he stopped drawing himself in a "force field". This case had problems with it that included that the counselor did not have contact with the family since his teacher referred him. Also, the counselor had no knowledge of what exactly got this boy to the point where he was so extremely isolated. Regardless, the case is still important in my research. The fact that a counselor could have no knowledge of whatever trauma or family life this boy had, the self-portrait drawings still helped him to change into a happier child.

In Cook and Wood's (1954) study, research was done looking into House-Tree-Person tasks, drawing proficiency, and hand placement in these H-T-P drawings. Personality

characteristics were based off of body part placement during the person section of the drawing task originally. They took 138 samples of the H-T-P task and had a variety of raters qualified in the arts look at them. They placed them into categories based on drawing proficiency of the hands. Overall the results showed that drawing proficiency was affecting how their personality characteristics were getting rated with the H-T-P task. Thus, the researchers' tried to explain that the task would not work for looking at drawing people versus personality characteristics. I found this research interesting because this study is trying to disprove the ideas about art therapy tasks versus personality tasks. This research was done quite a long time ago and I feel like my research helps to look into more parts of the H-T-P task that are more directly related to a modern day personality test.

A more recent research study involving a drawing task was Vianna, Rudrauf, and Damasio's (2008) clock drawing task study. The clock drawing task is used in the field of neuropsychology. It is used to measure cognitive abilities and show things like dementia in patients. The study used 77 men and 56 women with focal brain damage. They were administered the clock task which involves being asked to draw a clock with all its numbers on a blank piece of paper and to make the clock read twenty of four. Then researchers put the clocks into three categories: non-impaired, slightly impaired, or impaired. Only the results of the non-impaired or impaired were used. The results of this study showed that certain brain legions were associated with impaired performance on the clock drawing task. However, there is no systematic way of mapping these legions yet. This research is vital to mine because it shows that drawing tasks can be used not just in therapy but in diagnosis of other regions of psychology.

Isaacs' art therapy research (1977) looked at latency aged children with a variety of problems. The children were hyperactive, withdrawn, or aggressive in their daily environments.

The group was made up of girls, some of which dropped out, but two more girls joined. The research was also used with boys later on. The girls in the original group were ages 9 through 11 and had Jewish backgrounds. The group therapist were looking to observe the individual issues of the children, work with sharing materials in the group, and focusing on the process of making art. The girls were first timid to share and participate. However, as feelings got shared and group therapy progressed, improvement was seen. The results of this study were good. The therapist could identify the behaviors causing each child's issue and more easily work on it. Thus, bringing progression away from the girls' problems and helping them to get along better with their peers. This is earlier research that shows the beneficial effects of art therapy as a diagnosis tool early on in its development as a valuable treatment.

Denny and Fagen (1970) performed a comparative case study on college students to explore using art therapy in their universities' environment. They worked with four male and four females in a number of sessions. However, not all participants stayed in the study through all eighteen sessions. Participants worked for about three hours per session making creative pieces with a choice of medium, and then discussing them within the group. Works included "automatic" drawings and "free" drawings. They also focused on having participants do such art therapy tasks as drawing a self portrait and the H-T-P task. During discussions therapists asked more questions based on meanings of works or pieces and how the piece has brought about change in the participant than questions about why they did the pieces. Overall this case study showed the progress of what individuals stayed with the therapy sessions to be successful. In one case for example, the participant was said to have learned to more easily direct his feelings and display them at more appropriate times. In this case study, art therapy seemed to work for the participants that were willing and stayed with the sessions.

Evans, Jones, Richardson, Stevens, and Rowe's (2007) study examines the role of art therapy in adjunctive treatment of schizophrenia. 43 patients received art therapy treatment and 47 others got the normal, standard psychiatric care given for schizophrenia. Each patient was reviewed on status of quality of life, symptoms, and how well they were doing socially over three different time periods. These include a pre, post, and 6 month after check-in. The results showed that even though there were only non-significant variations in most categories, there was significance in the symptoms area. Overall the art therapy treatment group showed improvement with symptoms over time in their assessments. This study helps to show that my research plays a role in psychology today. If a recent study is unveiling more interesting things about the uses of art therapy in treatments; there is hope that there are more things to be discovered about this type of therapy.

Dodder and Huang's research (2002) used creative therapies in helping individuals with developmental disabilities. The participants included residents in Oklahoma, with developmental disabilities, who had been working with the area's Human Services department on a regular basis for help. As a part of the program the Department of Human Services provided to these people, they were asked to fill out surveys about their therapies and treatment on a yearly basis. This survey included questions about creative therapies. This information was used in Dodder and Huang's research which looked specifically at two groups of these individuals. A group who received creative therapies and a group who did not had answered questions about their daily activities in this survey. Their caregivers were also asked. The Chi Squares were figured out and based on this survey, these individuals seemed not to gain any help with their daily activities based on using creative therapies. One of the possible reasons for this result was that therapy, any kind, needs to be integrated into the life of a person completely. Also, this research was only

cross-sectional. However, it is important to remember that creative therapies are still a relatively new area of psychology and art that needs to be explored. If there are more breakthroughs and studies done, the more questions we will get answered just about how this type of therapy may help someone.

Wawrzaszek and Johnson's (1961) examined the H-T-P task with handicapped children in order to determine its predictive qualities. 37 children at a public school were given the task. The children were all handicapped by a variety of disorders or diseases. There was also a control group given the same task. After they collected all the drawings, researchers judged whether or not the drawing was made by a handicapped child or not. The nine judges individually did not have any significant guessing abilities. However, as a collective group the judges' guesses were significant. This research, though conducted many years ago, just shows that there are many uses for the H-T-P task. We just need to discover just all of the possible uses for this specific task.

Santorum's (1960) research actually focused on the House-Tree-Person task with tuberculosis patients and their discharge statuses. His original study needed some corrections so this research was the cross-validation to the first study. 397 patients retook or newly took the protocol for the drawing task. However, none of the original results stood their ground. There were conflicting results and the relationship between the discharge status of the patient and their task was no predictable. This study goes to show that art therapy is not a cut and dry procedure. It requires the therapist's involvement and attention. Just because the drawing task may not predict outpatient discharging in this case, doesn't mean it cannot be used to predict other things. This is why it is imperative to continue research on art therapy tasks and make their presence better known.

Smith (2009) completed research on the role of the drawing task in neuropsychology. The overall ideas from this research are that drawing tasks and other art therapy type tasks could be extremely beneficial to diagnosis of neuropsychological problems. For example, if we know a certain part of the brain is damaged and maybe it causes a deficit in drawing a certain way. The case is also put up that drawing tasks are much easier given to patients than other expensive, “scientific” tests. It would be much more efficient and cheaper to distribute a drawing task than get an MRI. Another way that it would be beneficial the research lists was even looking at if a patient can hold and move the drawing implement. There are many uses for the drawing task in a more neuroscience based field. Thus, proving just how much art can play a role in the sciences and be greatly advantageous.

Research with art therapy has also affected the area of education. Kahn’s (1999) research paper looked at just how art can be used to help school counselors be more effective with their students and suggest a means of implementing it. The proposal came out of a need to have a way of counseling that was less time consuming due to the overwhelming caseload of a school psychologist. A less traditional way of conducted art therapy is purposed. Kahn thinks that putting an art station permanently in the counseling office is a great start along with choosing the right materials for creating art. There is a value placed on understanding the goals of each activity and understanding the process. Going through the stages of the counseling process include entry, exploration, and action-taking. The result of all of these processes and therapy will result in much self-expression and hopefully a resolution. This proposal of placing art therapy in a school counseling office is a very different idea. It just goes to show that art therapy can be beneficial and effective in a variety of environments and might even be more time efficient.

Matto's (2002) research looked into just how art therapy might be able to fit into substance abuse treatment in adults. She came up with a plan for which clinicians could more easily understand their patients' and their thoughts' over a shorter, brief period of time. The plan includes using a creative arts element in the inpatient substance abuse programs. People who abuse drugs have higher emotional stress and need ways to displace these emotions. They often have a hard time expressing just how they feel because of the chemistry created by the drug use in their brains as well. This type of person would be ideal to use creative art therapy to help to "release" these emotions. This way of displacing emotions is a key part of getting through inpatient substance abuse treatment. Art therapy overall can be used to help to regain the confidence lost during years of drug abuse. The process itself and the result is the main objective of art therapy and acts as a sort of catharsis. Matto suggests using groups of 8 to 10 patients so that the rules and guidelines can more easily be followed. She also suggests focusing on the environment the patients will be creating in and that it is ideal to take the time to think about what materials to use. She states the importance of not only the art in art therapy that is made but how the clients react in the situations they are in. How do they ask for more paint? How do they treat others? All of these aspects of art therapy can be beneficial to someone undergoing treatment and trying to learn about themselves again.

McGann's (2006) article looks at racism and art therapy, which might sound strange at first. However, art therapy may help with identity formation which is a key part of turning into an adult. Oftentimes, young women of different ethnic backgrounds face prejudice unlike what some other young adults will ever experience. This damaging prejudice causes a lack of self-esteem that can be seen in self-portrait tasks in art therapy. McGann in this case suggests using art therapy as a form of treatment for this problem and demonstrates this with a group of girls

ages 12 to 18. All of the girls in the day program have some sort of disturbance emotionally and undergoes a variety of treatment along with art therapy. In the art therapy section of the program, externalizing emotions is an important task. Sometimes you need to see your life from a different perspective. Also, it is important to be able to identify with your culture. McGann says that a therapist needs to be open-minded and non-judgmental when it comes to race and culture. The article gives examples of cases from this program McGann worked with. Some girls desire to have blue eyes in their art creations and others lack to place facial details on their sculptures. All of these examples point to some sort of identity issue that can then be focused on by the therapist. Art therapy may be an extremely important way to help adolescent girls.

Barrett and Cantwell (2007) used drawing tasks to understand the relationship between younger adults with the elderly. The desire for this research came out of the need for a better way of teaching ageism classes. A drawing task was designed to have students draw their versions of and older adult. They were given index cards to draw on and put their demographics on the back. They were told to just draw the first picture that they thought of. The results showed that men were drawn more than women. They also showed elderly with negative emotions or lack of emotion, sickness, or being weak. There were however examples of positive views of the elderly. Such things were depicted as “grandmother” type persons with cookies and looking happy. However the drawings were not numerous enough to do analysis on them scientifically, it goes to show that stereotypes come through in drawings. It is important to realize how much you can learn about a person from a simple drawing. If we can learn stereotypes from drawings why can't we use it as a diagnosis tool?

In Dogru's (2007) research, takes the drawing task to the mentally challenged community. The research focuses on how mentally challenged people understand and can draw

emotional faces. 38 mentally challenged boys and girls participated in the study. They were all from one of three educational statuses: integrated school, a special class at a school, or a special school for just mentally challenged persons. The results of the study were extremely interesting in the fact that mentally challenged children in integrated school did better overall at both tasks. This study is important to my research because it shows how important drawing tasks are in coming to conclusions about individuals in other ways. If we can use drawing tasks to show emotional understanding in the mentally challenged, there must be many other ways to use art to help our society today.

Flanagan and Motta (2007) looked more closely at drawing tasks specifically with personality descriptions for school psychologists. They studied various methods and possible ways to use these procedures for this type of testing seeing as how there is not just one drawing task that everyone uses. Many therapists use these tests to see just how a person functions and that give clues to their personality but if there are no standardized methods this would be difficult. This article goes on to discuss the possible ways that this test could be created and what it would take. The researchers review the Machover, Hammer, and Buck systems of evaluation of drawing tasks as well as many other options. Though these evaluations tend to be reliable there is much argument about the validity of them. If we can research more into specific ways to prove validity, such as verifying them with other personality tests, we one day might be able to come up with a standardized drawing task that every therapist could use.

Wilson (2000) completed an article on shame and sexual addictions. Shame is something that can be easily seen since it is a deep emotion. This type of emotion would then be ideal for diagnosis and treatment in art therapy. Creative therapies in general, not only art-based, as said to be helpful in helping an addict overcome their shame. The author explains that the type of

programs in place for sexual addictions already include such things as learning to be open and honest, the 12 step program, and overcoming childhood problems. She says that it should be obvious that shame reduction should fit in with coping with emotional childhood traumas. Clients and patients need to feel safe, feel like they have a way to communicate, and have to learn how to rely on themselves the author says. The creative art therapy tasks also included in this program include drawing yourself, what got you into treatment, how you feel about addiction, how you feel when you are powerless, etc. The ideas being thrown out there about treatment options using art therapy are numerous. It is key that we incorporate them with more traditional therapy techniques in order to help more people more efficiently.

Brown, Lamb, Lewis, Pipe, Orbach (2007) researched children's figure drawings and how they can be useful in learning about their experiences. Specifically, they look at how figure drawings might be a great way to get more detail about their accounts with abuse, violence, etc. Children tend to give the correct facts about these events but not with much expansion so this might be the key to finding out the whole story without prying and questioning a child. This is similar to the process of using anatomically detailed dolls in abuse cases with children. In their study they used 79 children ages 5 to 7. They were mostly Caucasian children but from a low socioeconomic background. Researchers had children read a book then dress up like a character in the book over their clothes. The researcher involved they dressed up like a cowboy. They then took pictures of each other and then together. During the ones together the researcher put their arm around the child, touched their wrist to fix their costume, and other minor touches. The children were asked to later use a human drawing to point out places they were touched, were asked verbal questions only, or did a combination of the two. The results yielded only two of four touch incidents were valid. It was also not completely conclusive. However, results did

show that the drawings did not seem to give more information than the questions; it was about the same responses. This study, though not completely positive might put showing drawings as a means of finding answers in children, it does point us in another direction for the use of drawings in therapy. Maybe if they had children draw themselves and others instead of seeing drawings, they would find more information.

Method

Participants

There were forty male and female participants in this study in the age range of 18 to 24. The participants were Albright College students recruited from the psychology department's participant pool. The students in this pool are all volunteers that are taking any of the General Psychology courses. The incentive for these students to participate is the extra credit they will receive in their psychology courses. The Albright College Institutional Review Board has also approved this study.

Materials

All students filled out an informed consent form before participating in this study. I randomly distributed either the Neo-5 Factor Inventory first or the House-Tree-Person task first. The H-T-P task consisted of a packet including a cover page which asked for the gender of the participant, then three pages that had the directions to either draw a house, a tree, or a person at the top. Participants completed the opposite task they did not receive first and then were given debriefings.

Procedure

Participants were first asked to sit spread out at tables in the research lab. They were given the informed consent sheet, and asked to fill it out and sign it upon agreement. Once they signed the consent sheet. Participants were randomly given either the Neo-5 Factor inventory first or the H-T-P drawing task. They were asked to simply turn over whichever task was finished first then were given the task not yet completed. Once the participant completed both tasks, they were instructed to place the drawing task packet inside the personality test and place it in a box located on the other side of the room. There were other papers and completed tests in this box so that the participant was assured of complete anonymity. Once they placed their tests in the box I offered the participants debriefings and they were given permission to leave as long as they had no other questions or concerns. Participants were reminded that the Albright Counseling Center was available if they had any issues. They were also told that they could get any results from either me or my advisors via email.

To control any variables in this study, I held the testing in the same research room. Participants were continuously reminded of their anonymity in the study as well. The participants were spread throughout the room so that no one was behind them or too close to them so that they would feel more comfortable in answering the personality tests. They were also told that as a researcher I wouldn't know which test was which so that they would feel comfortable drawing, too.

Results

The data from my research was analyzed on a correlation-based manner. I used the measures from the Neo-5 Factor Inventory correlated with common personality characteristics from the House-Tree-Person task to find any significance. I found the descriptive characteristics based on the suggested evaluations of the H-T-P task from Hammer's (1967) book. I placed the words found in the H-T-P task into the five Neo categories used to score personality (See Table 4). These percentages were what were correlated with the original very low, low, average, high, very high scores seen with the Neo in the categories of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness.

Overall, there was no significance between the Neo-Five and the H-T-P task in general. However, there were correlations between certain aspects of each task that might prove to show something in future research. The means and standard deviations of the correlations of both the male and females together are found in Table 1. Table 2 is the means and standard deviations of males only. Table 3 is females only.

The statistical test used was a Pearson Correlation. This test was used for a data set of males and females combined and then again separately. In the combined male and female test, significance was not found in any category except between the conscientiousness score on the Neo-5 Factor Inventory and the number of "conscientiousness" words found in the House-Tree-Person drawing task, $r(32)=.039$, $p<-.01$. However there was borderline significance between the Openness to Experience score on the Neo-5 Factor Inventory and the number of "neuroticism" words on the House-Tree-Person drawing task, $r(32)=.056$, $p<-.01$.

The female only data set had no significance in any correlations except between the Conscientiousness score on the Neo-5 Factor Inventory and the number of “conscientious” words found on the House-Tree-Person drawing task, $r(28)=.036$, $p<-.01$.

The male only data set saw no correlation-related significance in any categories except between the Extraversion on the Neo-5 Factor Inventory and the number of agreeable words on the House-Tree-Person drawing task, $r(8)=.010$, $p<-.01$.

Discussion

This research is important to both the psychological community as well as the art community. Despite the fact that not all of the personality characteristics judged by the Neo-5 were seen in perfect correlation to the House-Tree-Person task, there is still a handful to learn and research further. Since conscientiousness was correlated in both tasks, and especially with females, perhaps the H-T-P task would be a good alternative to seeing this characteristic in women. Of course there would have to be further research into this area but is it a start. Projective drawings looking at conscientiousness in clients might be an important factor in diagnosing psychiatric problems related to laziness or the lack thereof.

Another area of interest to look at further research would be to consider the other two areas in which this research saw significance that were not so obviously related. In the male data set, extraversion seen in the Neo-5 showed correlation to the agreeableness adjectives in the H-T-P task. Perhaps the words I chose to fit into the agreeableness category might be re-considered into the extraversion category as well. The definitions could be argued either way. Also, the significance between the male and female combination data set’s neuroticism and openness to experience correlation might need re-evaluation. Perhaps there is something related to both categories that has been overlooked and would need further investigation.

My research is related to the previous studies in this area because it attempts to rule out or prove another usage for the art therapy drawing task. Art therapy is an area in which the more research done in the various areas, the better off the therapy can be. For instance, Flanagan and Motta (2007) looked at how drawing tasks can be helpful for school psychologists. If female conscientiousness can be validly rated in these tasks school psychologists can look out for this and note in dually. Dogru's (2007) research focused on drawing tasks and emotional understanding in the mentally challenged. My research might fit in to help see if personality types like someone that is conscientious can be seen in mentally challenged drawings too.

Overall my research can help to open more doors in the art therapy realm. The more possibilities found out about art therapy and its techniques, the more prominent it can become.

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Table 1

Male and Female Combined Task Score Means and Standard Deviations on Neo5, HTP Task

	<u>M</u>	<u>SD</u>
Neuroticism on Neo	3.38	1.102
Extraversion on Neo	3.35	1.099
Openness to Exp. On Neo	3.72	1.219
Agreeableness on Neo	2.48	1.176
Conscientiousness on Neo	2.77	1.143
Number of N words HTP	26.08	14.065
Number of E words HTP	22.98	15.026
Number of O words HTP	2.50	15.811
Number of A words HTP	25.60	25.403
Number of C words HTP	23.75	19.571

Table 2

Male Task Score Means and Standard Deviations on Neo5, HTP Task

	<u>M</u>	<u>SD</u>
Neuroticism on Neo	3.40	1.075
Extraversion on Neo	3.50	1.080
Openness to Exp. On Neo	3.90	1.197
Agreeableness on Neo	2.90	1.197
Conscientiousness on Neo	2.30	1.160
Number of N words HTP	21.40	14.300
Number of E words HTP	27.90	8.212
Number of O words HTP	.00	.000
Number of A words HTP	29.70	24.350
Number of C words HTP	17.50	20.582

Table 3

Female Task Score Means and Standard Deviations on Neo5, HTP Task

	<u>M</u>	<u>SD</u>
Neuroticism on Neo	3.37	1.129
Extraversion on Neo	3.30	1.119
Openness to Exp. On Neo	3.67	1.241
Agreeableness on Neo	2.33	1.155
Conscientiousness on Neo	2.93	1.112
Number of N words HTP	27.93	13.875
Number of E words HTP	21.33	16.478
Number of O words HTP	3.33	18.257
Number of A words HTP	24.23	26.002
Number of C words HTP	26.72	18.817

Table 4

Words in HTP Placed Into Neo 5 Categories

<u>N</u>	<u>E</u>	<u>O</u>	<u>A</u>	<u>C</u>
Defensive about insecurities, contempt, aggressive, anxious, neurotic, insecure, paranoid, unrealistic, guilty	Strong personality, extraversion, direct, grandiose, fantastical, emotional	Stable, realistic	Mature, tactful, satisfaction with personal environment	Determined, rigid, compulsive, narcissistic tendencies
