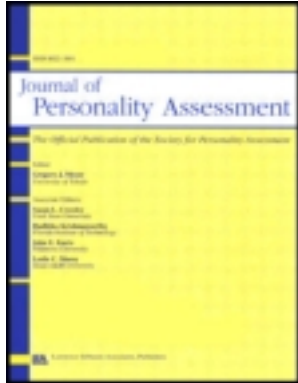


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# Rorschach Comprehensive System Data for a Sample of 75 Danish 9-Year-Old Children: A Pilot Study

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This article provides a normative study documenting how 75 Danish nonpatient 9-year-old children respond to the Rorschach test. The children were selected randomly from nine different parts of Denmark and tested with the Rorschach by 10 different psychologists. All examiners were familiar with the Comprehensive System (CS; Exner, 2003), and before the data collection they participated in a 3-day workshop performed by the research group that focused on administration, inquiry, and scoring issues. Among the results are an average R of 23.6 and an average Lambda of 2.01 (median = 1.18). Slightly more than 60% of the sample had an Avoidant style (63%); 41% had a CDI of 4 or 5; and 33% were positive on the HVI. In terms of perception and thinking, average values were .44 for X+%, .27 for X-%, and 9.4 for the WSum6.

The purpose of this study was to provide information on how an average functioning Danish 9-year-old child performs on the Rorschach Comprehensive System (CS). The study was organized and executed by a research team, composed of the author and two other Danish psychologists duly trained in the CS: Lone Benn Thomsen, Pedagogical Psychological Office in the community of Gentofte; and Jack Byman, Bispebjerg Hospital, Department of Child and Adolescent Psychiatry, Copenhagen.

## METHOD

### *Participants*

*Basic sample description.* The sample includes 75 Danish children who were living in nine different parts of Denmark, including urban and rural areas. All children went to the local community school; none of them have histories of learning problems.

### *Basic demographic information.*

*Gender:* There were 34 boys (45%) and 41 girls (55%).

*Age:* Only 9-year-old children were selected.

*Ethnicity:* All children were Caucasian, with Danish parents.

*Primary Language:* All of the children spoke Danish as their primary language.

*Education:* In Denmark a child starts in public school at the age of 6 in the so-called børnehaveklasse (kindergarten grade). Hereafter the grades are named first, second, third, and so on. All children in this study were in the third grade. Because of the random selection of the children, we believe that their parents' education is representative of the Danish population. Similarly, we believe their marital, economic, and occupational status are representative.

*Marital Status:* Because children were selected randomly, we think their parents' marital status is representative of the Danish population.

*Economic Status:* Given our selection procedures, we think parental economic status is representative of the Danish population.

*Occupation:* We believe parental occupation was representative of the Danish population.

*Student Status:* All children were students in the third grade.

### *Psychiatric characteristics of the sample.*

*Lifetime History:* As the children in the sample are ordinary children that are able to function in an ordinary school, we suppose that they, as most Danish children, have lived with their parents until the time of this testing, and that they have a life history similar to most Danish children. Thus, their parents took care of them until they were about 1 year of age, after which their daily care was provided by kindergarten staff, until they reached school age.

*Current State:* We consider the children to be functioning without signs of psychiatric illness.

*Psychiatric Inclusion and Exclusion Criteria:* Children were excluded if they had been referred to psychological or psychiatric treatment of any kind. The psychologists who did the examination worked at the local Pedagogical Psychological Office connected with the child's school and checked if a randomly selected child was referred for psychological evaluation of any kind. If so, the child was omitted from the project.

*Other characteristics.* None of note.

### *Participant Recruitment*

*Specific strategies to find and screen participants.* The data were collected using the same recruitment method as

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used in the standardization of the Danish version of WISC-III, which took place at the same period. Eight different communities all over Denmark were selected in order to make the sample as representative as possible of Danish children. Each psychologist working at the selected local Pedagogical Psychological Office in the community randomly selected all of the following: a school, one to two of the third-grade classes, and a number of children to be tested with the Rorschach. Parental permission was obtained for all children selected, and all the selected children agreed to participate in this study.

*Compensation.* None of the participants were paid or compensated.

*Feedback from the testing results.* The participants did not receive any feedback from the testing.

*Exclusions based on background characteristics.* None of the selected children were later excluded from the sample for other reasons.

*Other characteristics.* None.

#### Examiners

*Number of examiners and selection for the project.* A total of 10 examiners participated in the testing. The examiners all were experienced psychologists, who were selected by the research group from a bigger pool of volunteers. Two criteria were used to perform this selection: (1) psychologists with the most training in the CS were preferred, and (2) the selected psychologist should be geographically placed in different parts of the country in order to make the sample as representative as possible. The group of examiners consisted of 9 women and 1 man, 40–60 years of age.

*Training and level of experience with CS administration.* Examiners had to have at least a 3-day workshop covering the basics of the CS and more than 1 year of personal experience with the CS. All examiners had experience conducting cognitive and personality testing over a long period of time. Prior to collecting the data, all examiners also participated in a 3-day workshop performed by the research group that focused on administration, inquiry, and scoring issues.

*Number of protocols each examiner contributed.* Each examiner contributed between 3 and 10 test protocols each, with 10 tests as the mode.

*Analyses of examiner differences.* Potential examiner differences were investigated using the nine examiners who contributed at least 5 protocols. The mean scores obtained by each examiner were compared across five variables using an analysis of variance (ANOVA; see Table 1). The ANOVAs revealed no significant differences for R, X-%, or WSum6. Despite some seemingly large differences on these variables across the examiners (e.g., the *M* R for Examiner 10 was = 20.8, and for Examiner 3 it was 33.4), the variability within each examiner was also large, which made these seeming differences nonsignificant.

TABLE 1.—Analyses of examiner differences on five scores in the Danish child sample ( $n = 72$ ).

		R	Form%	Zf	X-%	WSum6
ANOVA <i>F</i>		1.72	4.38*	2.52*	1.75	1.57
Eta		0.39	0.59	0.48	0.44	0.40
Examiner	<i>N</i>	Examiner Specific Means				
10	10	20.80	0.58	15.00	0.29	8.60
4	7	21.30	0.62	12.40	0.25	8.20
7	5	21.80	0.65	13.10	0.29	7.80
1	10	22.40	0.43	16.90	0.27	14.00
5	10	22.70	0.41	13.90	0.21	6.00
6	10	24.40	0.44	11.30	0.36	15.50
2	10	27.29	0.73	7.14	0.22	4.71
8	5	27.80	0.70	8.60	0.20	4.00
3	5	33.40	0.58	14.60	0.28	14.80
Pooled <i>SD</i>	72	8.56	0.17	5.42	0.11	10.04
Max Cohen's <i>d</i>		1.47	1.92	1.80	1.49	1.15
Mean Cohen's <i>d</i>		0.54	0.85	0.68	0.55	0.51

*Note.* The examiners are listed in ascending order by magnitude of R. Pairwise Cohen's *d* values were computed using the pooled *SD* across all examiners. The omnibus ANOVA results were statistically significant ( $p < .05$ ) for Form% and Zf. Using the harmonic mean sample size (7.24) and post-hoc Student–Newman–Keuls for pairwise comparisons, the following differences were significant ( $p < .05$ ): For R, no means reliably differed; for Form%, the three values  $< .45$  differed from the two values  $\geq .70$ ; for Zf, 7.14 differed from 16.90; for X-% and WSum6, no means reliably differed.

\* $p < .05$ .

As can be seen in Table 1, there were statistically significant examiner differences in the complexity of responses, as indexed by Form% and Zf. On average the differences were large (i.e., average Cohen's *d* values from .68 to .85), and the most extreme differences were quite large (i.e., maximum *d* values  $> 1.50$ ). Examiners 2 and 8 obtained relatively long but simple protocols. Examiners 1, 5, and 6 had protocols containing relatively more determinants (Form%), and for Examiner 1 the relative complexity also was associated with more organizational efforts (Zf). There were no obvious differences in the social or demographic characteristics of the sites where these examiners collected data that would account for these findings. An examination of the verbatim written records also did not explain the differences.

*Language(s) for test administration.* All examiners had Danish as their first language and used Danish during test administration.

*Other characteristics.* All examiners were very interested in the CS. They studied the system personally and in peer supervision groups and were participating in workshops for several years prior to the research project period.

#### CS Administration and Scoring Procedures

*Site of testing and warm-up procedures.* All tests were performed at the psychologist's office in the local school. The Picture Completion subtest from the WISC-III (Wechsler 1998) was used as a warm-up procedure.

*Procedures when examiner and subject did not have the same primary language.* Not applicable; all spoke the same language.

*Seating and procedures used to record responses.* All the testing was conducted side by side, and all records were recorded by hand and later typed on a computer.

*Procedures to obtain R > 13 and/or to constrain high R.* Procedures from the *Workbook* (Exner, 1995) concerning short and long protocols were followed. No protocols with R < 14 were collected.

*Other tests administered with the Rorschach.* Only the WISC Picture Completion test was administered with the Rorschach.

*Monitoring of test administration quality.* It was possible for the examiners to get feedback from the research group on their test administration and scorings, but half of the examiners did not use this option.

*CS scoring procedures.* All examiners scored their records and discussed their scorings in peer supervision groups with some of the other examiners involved in the data collection. The protocols and scorings afterward were submitted to the research group, who rescored the protocols. Finally, after a period of time, all protocols were rescored by the author to secure the consistency of all the scorings. These scorings were used to calculate the Structural Summary and Constellations Tables using RIAP. The coding was done strictly according to the principles in the CS.

*Protocol selection and examiners for scoring reliability.* A total of 20 protocols were randomly selected for a scoring reliability study. These protocols were scored independently by a member of the research group, Lone Benn Thomsen, and by the author.

*Monitoring of test scoring quality.* As noted above, the participants scored their own protocols, and then discussed their scorings in a peer supervision group. Afterward they could receive feedback on their scorings from the research group during the data collection period, which five of the psychologist did.

RESULTS

Interrater reliability statistics are provided in Table 2. The data consist of percent agreement and iota values for response segments (Janson & Olsson, 2004). The results indicate that scoring reliability was good to excellent across the range of CS scores.

TABLE 2.—Danish nonpatient 9-year-old children sample response level interrater reliability statistics (n = 20).

Variable	% Agreement	Iota
Whole Response	.99	.89
Location & Space (2 variables)	.93	.93
DQ (+, o, v/+, v)	.96	.89
Determinants (11 variables)	.98	.86
FQ (none, +, o, u, -)	.92	.88
Pairs	.98	.93
Contents (27 variables)	.99	.92
P	.97	.90
Z score	.93	.92
CS special scores (14 variables)	.99	.74

TABLE 3.—Demographic and frequency data for Danish non-patient 9-year-old children (n = 75).

		Demography Variables			
Marital Status				Age	
Single	75	100%		9	75 100%
Sex				Education	
Male	34	45%		Under 12	75 100%
Female	41	55%			
Ratios, Percentages, and Special Indices					
Race					
White	75	100%			
Styles				Form quality deviations	
Introversive	14	19%		XA% > .89	5 7%
Pervasive Introversive	6	8%		XA% < .70	57 76%
Ambitient	9	12%		WDA% < .85	35 47%
Extratensive	5	7%		WDA% < .75	20 27%
Pervasive Extratensive	4	5%		X+% < .55	62 83%
Avoidant	47	63%		Xu% > .20	58 77%
				X-% > .20	53 71%
				X-% > .30	29 39%
D Scores				FC:CF+C Ratio	
D Score > 0	13	17%		FC > (CF+C) + 2	11 15%
D Score = 0	45	60%		FC > (CF+C) + 1	17 23%
D Score < 0	17	23%		(CF+C) > FC+1	12 16%
D Score < -1	7	9%		(CF+C) > FC+2	10 13%
Adj D Score > 0	21	28%		S-Constellation Positive	3 4%
Adj D Score = 0	40	53%		HVI Positive	25 33%
Adj D Score < 0	14	19%		OBS Positive	0 0%
Adj D Score < -1	4	5%			
Zd > +3.0 (Overincorp)	19	25%			
Zd < -3.0 (Underincorp)	13	17%			
PTI = 5 0	0%	DEPI = 7 0	0%	CDI = 5 4	5%
PTI = 4 9	12%	DEPI = 6 2	3%	CDI = 4 27	36%
PTI = 3 9	12%	DEPI = 5 18	24%		
Miscellaneous Variables					
R < 17	15	20%		2AB+Art+Ay) > 5 4	5%
R > 27	17	23%		Populars < 4	23 31%
DQv > 2	5	7%		Populars > 7	14 19%
S > 2	49	65%		COP = 0	41 55%
Sum T = 0	64	85%		COP > 2	6 8%
Sum T > 1	2	3%		AG = 0	46 61%
3r+(2)/R < .33	49	65%		AG > 2	3 4%
3r+(2)/R > .44	13	17%		MOR > 2	7 9%
Fr + rF > 0	11	15%		Level 2 Sp.Sc. > 0 15	20%
PureC > 0	13	17%		GHR > PHR	32 43%
PureC > 1	2	3%		Pure H < 2	30 40%
Afr < .40	17	23%		Pure H = 0	10 13%
Afr < .50	30	40%		p > a+1	16 21%
(FM+m) < Sum Shading	12	16%		Mp > Ma	21 28%

The frequency and descriptive statistics for the CS variables are presented in Tables 3 and 4. In this sample, the average R was 23.6, and the average Lambda was 2.01 (median = 1.18). Slightly more than 60% of the sample had an Avoidant style (63%); 41% had a CDI of 4 or 5; and 33% were positive on the HVI. In terms of perception and thinking, average values were .44 for X+%, .27 for X-%, and 9.4 for the WSum6.

DISCUSSION

The protocols were obtained from different regions of Denmark, including rural and urban areas, to secure broad representativeness. The children must be considered to be normal Danish children living an ordinary life. No private schools were included, which may bias the results, but in Denmark private schools are not exclusively for children from families with a high economic status.

TABLE 4.—Descriptive statistics for Danish nonpatient 9-year-old children (n = 75).

Variable	Mean	SD	Min	Max	Freq	Median	Mode	SK	KU
Age	9.00	0.00	9.00	9.00	75	9.00	9.00	—	—
R	23.63	8.75	14.00	72.00	75	22.00	15.00	2.50	11.51
W	10.32	5.61	1.00	28.00	75	10.00	4.00	0.66	0.37
D	10.09	7.41	0.00	39.00	74	9.00	4.00	1.15	1.93
Dd	3.21	[3.12]	0.00	14.00	62	2.00	0.00	1.45	2.23
S	3.43	[1.81]	0.00	8.00	72	3.00	5.00	0.10	-0.58
DQ+	6.09	3.97	0.00	19.00	73	6.00	3.00	0.79	0.70
DQo	16.53	7.52	5.00	46.00	75	15.00	10.00	1.24	2.33
DQv	0.92	[2.08]	0.00	17.00	36	0.00	0.00	6.46	49.52
DQv/+	0.08	[0.32]	0.00	2.00	5	0.00	0.00	4.35	20.23
FQx+	0.00	0.00	0.00	0.00	0	0.00	0.00	—	—
FQxo	10.05	3.97	4.00	31.00	75	10.00	10.00	2.11	9.24
FQxu	7.11	4.32	1.00	20.00	75	7.00	7.00	0.99	0.81
FQx-	6.35	3.43	1.00	19.00	75	6.00	5.00	1.00	1.64
FQxNone	0.12	[0.37]	0.00	2.00	8	0.00	0.00	3.19	10.50
MQ+	0.00	0.00	0.00	0.00	0	0.00	0.00	—	—
MQo	1.84	1.73	0.00	6.00	56	1.00	1.00	0.92	0.15
MQu	0.65	1.02	0.00	5.00	31	0.00	0.00	2.08	4.97
MQ-	0.85	[1.02]	0.00	5.00	42	1.00	0.00	1.62	3.45
MQNone	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
SQual-	1.24	[1.17]	0.00	5.00	51	1.00	0.00	0.86	0.41
M	3.35	2.71	0.00	13.00	66	2.00	2.00	1.08	1.19
FM	2.72	2.04	0.00	9.00	65	2.00	2.00	0.79	0.25
m	1.27	1.43	0.00	6.00	46	1.00	0.00	1.34	1.90
FC	1.72	1.70	0.00	8.00	56	1.00	1.00	1.46	2.51
CF	1.48	1.52	0.00	7.00	52	1.00	1.00	1.22	1.50
C	0.20	[0.47]	0.00	2.00	13	0.00	0.00	2.32	4.90
Cn	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
Sum Color	3.40	2.35	0.00	11.00	71	3.00	3.00	0.93	0.90
WSumC	2.64	1.92	0.00	8.00	71	2.00	1.00	0.94	0.40
FC'	1.35	[1.63]	0.00	8.00	44	1.00	0.00	1.56	3.04
C'F	0.16	[0.44]	0.00	2.00	10	0.00	0.00	2.83	7.78
C'	0.03	[0.16]	0.00	1.00	2	0.00	0.00	5.99	34.89
FT	0.16	[0.44]	0.00	2.00	10	0.00	0.00	2.83	7.78
TF	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
T	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
FV	0.08	[0.32]	0.00	2.00	5	0.00	0.00	4.35	20.23
VF	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
V	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
FY	0.25	[0.68]	0.00	5.00	15	0.00	0.00	4.94	32.05
YF	0.12	[0.37]	0.00	2.00	8	0.00	0.00	3.19	10.50
Y	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
Fr	0.19	[0.48]	0.00	2.00	11	0.00	0.00	2.65	6.43
rF	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
Sum C'	1.53	[1.80]	0.00	8.00	46	1.00	0.00	1.35	1.60
Sum T	0.17	[0.45]	0.00	2.00	11	0.00	0.00	2.64	6.66
Sum V	0.09	[0.41]	0.00	3.00	5	0.00	0.00	5.59	35.88
Sum Y	0.37	[0.77]	0.00	5.00	21	0.00	0.00	3.48	17.31
Sum Shading	2.17	2.33	0.00	10.00	52	1.00	0.00	1.06	0.46
Fr+rF	0.20	[0.52]	0.00	2.00	11	0.00	0.00	2.60	5.89
FD	0.36	[0.71]	0.00	4.00	21	0.00	0.00	2.84	10.46
F	13.56	8.39	2.00	58.00	75	12.00	9.00	2.27	9.58
(2)	6.07	4.27	0.00	19.00	73	5.00	4.00	0.96	0.47
3r+(2)/R	0.28	0.17	0.00	0.71	73	0.27	0.18	0.66	0.16
Lambda	2.01	2.35	0.17	13.00	75	1.18	0.56	2.83	8.99
PureF%	0.55	0.19	0.14	0.93	75	0.54	0.53	-0.07	-0.59
FM+m	3.99	2.90	0.00	15.00	69	4.00	2.00	0.90	1.31
EA	5.99	3.68	0.50	20.00	75	5.00	5.00	1.08	1.73
es	6.16	4.28	0.00	25.00	71	6.00	7.00	1.31	3.69
D Score	-0.16	1.23	-5.00	3.00	30	0.00	0.00	-1.16	4.14
AdjD	0.11	1.06	-3.00	4.00	35	0.00	0.00	0.06	3.05
a (active)	4.13	3.22	0.00	13.00	70	3.00	1.00	0.98	0.55
p (passive)	3.23	2.18	0.00	9.00	69	3.00	2.00	0.74	0.19
Ma	1.83	1.96	0.00	8.00	51	1.00	0.00	1.29	1.36
Mp	1.53	1.37	0.00	6.00	56	1.00	1.00	0.90	0.55
Intellect	1.61	2.37	0.00	16.00	50	1.00	0.00	3.58	18.15
Zf	12.80	5.71	1.00	31.00	75	13.00	15.00	0.28	0.09
Zd	0.51	4.41	-12.50	11.50	71	0.50	2.00	0.02	0.56
Blends	2.88	2.85	0.00	13.00	58	2.00	0.00	1.26	1.56
Blends/R	0.14	0.14	0.00	0.52	58	0.11	0.00	1.15	0.73
Col-Shd Blends	0.31	[0.52]	0.00	2.00	21	0.00	0.00	1.43	1.17

Variable	Mean	SD	Min	Max	Freq	Median	Mode	SK	KU
Afr	0.55	0.23	0.23	1.90	75	0.53	0.50	3.04	16.98
Populars	4.87	2.31	1.00	10.00	75	5.00	5.00	0.46	-0.59
XA%	0.73	0.11	0.39	0.94	75	0.72	0.66	-0.34	0.23
WDA%	0.76	0.11	0.45	0.95	75	0.75	0.67	-0.38	-0.01
X+%	0.44	0.13	0.22	0.80	75	0.43	0.50	0.58	0.15
X-%	0.27	0.11	0.04	0.60	75	0.27	0.33	0.38	0.47
Xu%	0.29	0.12	0.06	0.59	75	0.29	0.33	-0.01	-0.21
Isolate/R	0.16	0.13	0.00	0.59	65	0.12	0.00	1.07	1.03
H	2.57	2.24	0.00	11.00	65	2.00	1.00	1.34	2.18
(H)	1.52	1.35	0.00	5.00	53	1.00	0.00	0.66	-0.06
HD	1.67	1.67	0.00	8.00	55	1.00	1.00	1.45	2.55
(Hd)	0.87	0.98	0.00	4.00	42	1.00	0.00	1.16	1.28
Hx	0.23	[0.53]	0.00	2.00	13	0.00	0.00	2.34	4.58
H+(H)+Hd+(Hd)	6.63	2.95	1.00	14.00	75	6.00	6.00	0.35	-0.14
(H)+Hd+(Hd)	4.05	2.07	0.00	10.00	74	4.00	3.00	0.51	0.09
A	8.31	3.66	2.00	16.00	75	8.00	6.00	0.26	-0.77
(A)	0.48	[0.76]	0.00	3.00	26	0.00	0.00	1.58	2.00
Ad	3.77	[3.33]	0.00	14.00	69	3.00	1.00	1.42	1.71
(Ad)	0.13	[0.34]	0.00	1.00	10	0.00	0.00	2.20	2.92
An	0.29	[0.61]	0.00	3.00	17	0.00	0.00	2.31	5.63
Art	1.32	2.18	0.00	16.00	45	1.00	0.00	4.47	27.55
Ay	0.19	[0.48]	0.00	2.00	11	0.00	0.00	2.65	6.43
Bl	0.16	[0.44]	0.00	2.00	10	0.00	0.00	2.83	7.78
Bt	1.15	1.18	0.00	4.00	46	1.00	0.00	0.76	-0.41
Cg	2.51	2.07	0.00	9.00	61	2.00	2.00	0.98	0.99
Cl	0.08	[0.36]	0.00	2.00	4	0.00	0.00	4.71	22.21
Ex	0.28	[0.56]	0.00	2.00	17	0.00	0.00	1.90	2.71
Fi	0.49	[1.09]	0.00	5.00	17	0.00	0.00	2.45	5.62
Food	0.23	[0.48]	0.00	2.00	15	0.00	0.00	2.05	3.59
Ge	0.05	[0.28]	0.00	2.00	3	0.00	0.00	5.75	35.14
Hh	1.35	1.33	0.00	6.00	51	1.00	0.00	1.10	1.26
Ls	0.92	1.28	0.00	5.00	35	0.00	0.00	1.61	2.44
Na	0.75	[1.08]	0.00	4.00	32	0.00	0.00	1.52	1.73
Sc	1.32	[1.82]	0.00	8.00	39	1.00	0.00	1.70	2.70
Sx	0.04	[0.26]	0.00	2.00	2	0.00	0.00	6.89	49.47
Xy	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
Idiographic	0.65	0.95	0.00	4.00	31	0.00	0.00	1.62	2.64
An+Xy	0.29	[0.61]	0.00	3.00	17	0.00	0.00	2.31	5.63
DV	0.61	[1.05]	0.00	4.00	25	0.00	0.00	1.84	2.83
INCOM	1.05	[1.24]	0.00	5.00	44	1.00	0.00	1.42	1.85
DR	0.28	[0.61]	0.00	2.00	15	0.00	0.00	2.03	2.91
FABCOM	0.89	[1.21]	0.00	5.00	36	0.00	0.00	1.51	1.84
DV2	0.00	[0.00]	0.00	0.00	0	0.00	0.00	—	—
INC2	0.25	[0.70]	0.00	4.00	12	0.00	0.00	3.50	13.75
DR2	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
FAB2	0.09	[0.34]	0.00	2.00	6	0.00	0.00	3.88	16.00
ALOG	0.08	[0.27]	0.00	1.00	6	0.00	0.00	3.16	8.20
CONTAM	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
Sum 6 Sp Sc	3.29	2.99	0.00	13.00	63	3.00	3.00	1.13	0.96
Lvl 2 Sp Sc	0.36	[0.88]	0.00	5.00	15	0.00	0.00	3.13	11.35
WSum6	9.37	10.12	0.00	49.00	63	6.00	0.00	1.74	3.23
AB	0.05	[0.23]	0.00	1.00	4	0.00	0.00	4.05	14.86
AG	0.60	0.87	0.00	3.00	29	0.00	0.00	1.26	0.57
COP	0.75	1.00	0.00	4.00	34	0.00	0.00	1.28	0.90
CP	0.01	[0.11]	0.00	1.00	1	0.00	0.00	8.66	75.00
Good HR	3.56	2.16	0.00	8.00	69	4.00	3.00	0.01	-0.97
Poor HR	3.72	2.22	0.00	11.00	73	3.00	4.00	0.89	1.09
MOR	0.76	[1.24]	0.00	7.00	30	0.00	0.00	2.39	7.97
PER	0.36	0.69	0.00	4.00	21	0.00	0.00	2.67	9.84
PSV	0.40	[0.66]	0.00	3.00	24	0.00	0.00	1.69	2.81
PTI total	1.25	1.47	0.00	4.00	38	1.00	0.00	0.72	-0.97
DEPI total	3.68	1.14	1.00						

A very high number of the children (63%) are high lambdas (avoidant). There is a possibility that this, to some degree, can be caused by the relative low experience with the CS by the examiners, but, on the other hand, we did not in general find many missing questions in the inquiries they performed when we rescored the protocols. A large number of the children for some reason chose to react to the task in an extremely simplistic manner. The relative high number of positive HVI is to some degree caused by the high number of protocols without a texture answer (85%), which is the basic variable in the HVI (Exner, 2003). All in all, we believe that the data reflect the way typical Danish 9-year old nonpatient children respond to the task the Rorschach test represents.

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