Title of the workshop: **Emotional significance of children’s drawings**

Lecturer (name/school): Stefaan Baert (Vrije Universiteit Brussel)

Language : English

Minimum number of participants : 20

Background, and association/connection with the general theme of the conference: positive psychology

Because children are generally less prone and equipped to verbally express their thoughts and emotions, most professionals view drawing as a useful and practical technique to obtain information on children's emotional functioning. One of the most popular drawing techniques is the human figure drawing (HFD). HFDs may be used (1) to screen for emotional problems, and (2) to assess emotional expressiveness. From a clinical point of view interpretations of children's HFDs are mainly based on projective, psychodynamic theories, whereas from a research point of view, interpretations are mainly based on scoring systems, which combine several drawing signs, so-called emotional indicators.

Specific aims of this workshop:

In the context of the multi-site FACE©-program (Facilitating Adjustment of Cognitions and Emotions), this workshop provides a theoretical framework as well as practical scoring systems for the interpretation of HFDs. In sum, the workshop contributes guidelines for responsible use of HFDs.

What you will do in this workshop

After an introduction of the clinical use of drawings, scoring systems for HFDs will be discussed and illustrated. Because those empirical scoring systems assume that emotional indicators occur more on drawings of children with emotional problems, psychometric qualities will be discussed, so as to formulate guidelines for clinical practice. In addition, a theoretical framework highlights the impact of underlying socio-cognitive, emotional, developmental and context-related processes.

Recommended literature, min. 3 (as background for students who have to write an essay/paper, in case of 2/3 ECTS)


Some multiple-choice-questions or an open-ended question about the workshop (to be evaluated by each school separately, in case of 2/3 ECTS)

- What does HFDs tell us about children’s emotional functioning?
- Are they reliable and valid techniques?

Logistic Requirements of this workshop:

Beamer