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The Measurement of Social Competence in Children Using the Rorschach Inkblot Test: A Validation Study

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ABSTRACT

The current study evaluated the validity of Rorschach variables in assessing interpersonal competence in children. Participants were three groups of 4th-5th- and 6th-grade children identified by a peer nomination measure: 24 popular children, 9 rejected, aggressive children, and 20 rejected, non-aggressive children. ANOVAs, chi-square analyses, and Fisher's Exact Test were used to analyze data for validity indices, human representational responses, and other Rorschach variables relevant to social competence [1]. There were no significant differences between popular children and the two peer-rejected groups of children for Rorschach variables related to prosocial skills (Good Human Representation and Cooperative responses). In contrast, group differences did provide some support for Rorschach variables related to deficits in interpersonal competence (Poor Human Representation and Aggressive responses; D scores). Until more validity research is conducted, examiners should be cautious when drawing conclusions about social competence on the basis of children's Rorschach responses.

KEYWORDS

Children's Social Competence, Peer Rejection, Popular Children, Rorschach Inkblot Test, Peer Nomination

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