

CLINICAL OPPORTUNITIES OF THE PROJECTIVE TESTS IN CHILDREN WHO HAVE SUFFERED A PSYCHO TRAUMA EVENT

Veronika IVANOVA, Ivan ALEKSANDROV

Medical University "Prof. Dr. Paraskev Stoyanov"

BULGARIA, Varna 9002, Varna Center, ul.
"Professor Marin Drinov" 55

veronika_ivanovi@abv.bg; i_s_aleksandrov@abv.bg

Abstract: *The study present the possibilities of the projective tests with children suffering from a psycho trauma event. Were used test like: CAT (Children's Aperceptive Test), Tell me a story, SATO, as well as drawing tests, a consultative and psychotherapeutic approach. The results are presented in the form of case studies and results of the diagnostic tests and consultations with the children. Several cases of clinical practice are presented, representing the high efficiency of the projective methods in the diagnostic, consultative and psychotherapeutic work with children suffering from a psycho trauma. The results can serve both the practice of clinical psychologists and psychotherapists and as a source of ideas for scientific developments on the subject of psycho trauma in childhood and adolescence. The contributions of the study are related to preventing the re-trauma method and avoiding the damaging effect on children, while at the same time obtaining sufficient diagnostic information to develop a treatment and therapy plan for each child. There is a model for systematization of experiences in children with trauma, as well as a qualitative assessment of children's experiences.*

Keywords: psycho trauma; projective methods; children.

The article can be cited as follows:

Ivanova, V., Aleksandrov, I. (2020). Clinical opportunities of the projective tests in children who have suffered a psycho trauma event. *Psychological Research*, Volume 23, Number 3, 2020, 355-363. ISSN 0205-0617 (Print); ISSN 2367-9174 (Online).

© V. Ivanova, I. Aleksandrov, 2020

Submitted – November 2019

Revised – June 2020

Published – December 2020

The authors have read and approved the final manuscript.

INTRODUCTION

The psychological consequences of the aggressions to the children are known, the so-called. Traumatic stress, in children manifests itself in the form of increased anxiety, caused by the horror of the experience. After the traumatic event, child development was organized around the event that gave rise to the traumatic stress, with a stubborn return to what happened, with the nightmares. To dull suffering, the child needs a symbolism, which can only happen through the game, the story, the fairytale, the creativity. Fantasy and creativity, the creation of history is a resource of resilience. In the psychoterapeutic context in which the projection methodologies are applied, the child can find himself, in a space of sharing and acceptance, where he is able to express his feelings in words. Through the projective methodology, the deeply hidden story, which has not been talked about, can be told, and when the child designs himself in a hero, it is this character and here is the beginning of structuring the perception of himself and the reduction of often unbearable anxiety. The symbolic expressivity in the storytelling of his own story through the game, the drawing, the story, allows him to reduce the power of emotions, while integrating them into his own history, and not deleting them. In children who have suffered trauma under seven years, when they have not yet been able to compose a whole story, it is partial, choppy, like a puzzle and needs time and patience to be gathered and told. The cruel reality leads to the creation of imaginary stories in the inner space of the child, which help him to survive and heal the affective wounds.

Infant trauma is a term that is used to describe negative events that are emotionally painful and which greatly outweigh the child's ability to handle it. The many possible events that may precede psychotic in childhood and adolescence and in adults are common, but there are some differences in the reaction of children and adults. A psychotherapy can occur both for the participant in the traumatic event and for learning indirectly about such an event. The picture of the symptoms is defined

somewhat by the type of stresses, but also by the peculiarities of the individual experience of the child and the family and social situation. Terry distinguishes two types of trauma for the needs of clinical psycho diagnostics: Type 1-unexpected, unpredictable, single incidents; Type 2 Traumas-chronic recurrent, the most common physical, mental and sexual abuse of children. The two types of trauma require a different treatment approach (Dunitz, 2000).

Family relationships are the most significant factor in the functioning of the individual, as well as for the formation of pathogenic states of personality and mental disorders. The life and mental climate in the family is determinable by various factors (social, economic, biological, psychological), defining mental health and development of the child. The lack of emotional support from parents, violates child development, can lead to emotional, cognitive and behavioral problems in the infant.

High-risk group are parents with addictions, personality and mental disorders, and with limited empathies potential, lack of sincere interest in the child and emotional warmth in relationships, violates attachment, leads to trauma, which has an impact on the child's life and as an adult (Matanova, 2017).

The inability of parents to build a complete emotional relationship with the baby and the young child may be associated with serious early trauma, unduly neglected in the diagnosis and treatment of these children at a later age. Mothers prone to depressive experiences and mothers with psychiatric disorders are a risk factor in the so-called. Separation disorder described by Bowlby (Bowlby 2019).

Violence against children is at the heart of a large part of childhood psycho psychiatric, its significance is determined both by its prevalence and by the severe consequences it may have on child development. The effects on development depend to a large extent on the length of the period in which the child is exposed to violence and the support it receives to deal with the trauma. This determines the great importance of early detection of children who are victims of violence.

Often the child has great difficulty to share the violence experienced, especially if it is exercised by a loved one. It is therefore necessary for adults to be sensitive to different scars and behaviors of the child, which can be signals that it is survivor violence. Research methods

Children often need an image that facilitates the process of symbolism, to tell through the fairy tale, through the narrative on the board, through their drawings, the game with dolls, the myths, about what happened. The projective methodologies are painless and non-injurious method of the child, in which the iatrogenic moment is reduced to a minimum. When consulting and diagnosing children who have undergone psychotherapy, projection methods are an indispensable tool, the specificities of which are considered in cases derived from the practical work of the clinical psychologist. Children are examined in the children's Psychiatric clinic at the UNIVERSITY Hospital "ST. Marina" - Varna.

In the study of the children were used validated projective tools:

- T.A. T- Thematic apperception test),
- C.A. T- (children's apperception test),
- T.E.M.A. S – (Tell me a story),
- S.A.T. O,
- Drawing Methodologies,
- Consultative and psychotherapeutic approach

The work with the projective methods in the diagnostic, consultative and psychotherapeutic work with the children survivors of a psychotic event is presented. The applicability of the results can serve both the practice of clinical psychologists and psychotherapists, as well as a source of ideas for scientific developments on the topic of psychotherapy in childhood and adolescence. This method and especially valuable, given that it is maximally limiting the re-trauma and avoidance of the iatrogenic effect on children survivors of psychotherapy, while receiving sufficient diagnostic important information for the preparation of a treatment plan and therapy for each child.

Children's apperception Test C.A. T

The initial idea for the test was proposed by Ernst Chris, who admits that children with greater readiness will be identified with animals than with humans. The methodology is suitable for children from three to ten years. It contains ten paintings that represent animals in different situations. C.A. T is a projective method (Apperception method) for examining the personality of the child, by examining the dynamic content of individual differences in the perception of standard stimuli. The test is a direct successor of Murray's thematic A perceptive test (TAT) without competing or substituting it. The main purpose of CAT is to facilitate understanding of the children's relationship with the important figures for the child itself and with its own unconscious impulses. The pictures are designed to reveal the child's attitude to problems such as feeding, possibly rivalry with siblings, attitudes towards the parents' figures and the ways in which they are perceived by him; To examine the child's attitude towards parents as a couple CAT is useful in clinical practice for determining the dynamic factors associated with the behavior of a child in a group, at school or in kindergarten, as well as experiencing various events at home. The technique can also be applied in the form of play as part of therapy. After recording the answers of the child, the specialist can continue to work on them, again in the form of playing with the child received additional clarifications and finally made the appropriate interpretations.

For research and clinical practice, it is important to take into account the fact that CAT content is not influenced by cultural differences and can therefore be used in children of different ethnic and racial backgrounds. The lack of knowledge about painted animals does not prove to be a particular problem as children replace them with animals that are familiar to them. The test is published in eleven countries and is the most commonly used thematic test for children. The long history of research with him demonstrates his value in making a personal assessment in connection with exploring various problems:

loss of a parent, problems with language expression, punishment, aggression, antisocial traits in the child, and last but not least psycho traumatic events. SATO - Projective Graphic Methodology for Children Pictures of the CAT methodology are widely used in clinical, psychological and psychiatric practice. They are used to develop a new methodology that can be characterized as semi-projective - SATO. The purpose of the test is to obtain the maximum amount of information pertaining to interpersonal relationships in the child's family and to certain out-of-family situations and relationships that the child experiences and which are important to him / her. Backgammon covers topics such as child rivalry, punishment, relationships with parents, classmates, teachers. Indefinite, meaningful pictures are used, such as researching a child must construct a story on them. The test is aimed specifically at obtaining information about interpersonal relationships in the family and in the wider social environment of the child in order to understand his or her views and conflicts regarding the environment. A significant change that the authors make is the introduction of identification in the instruction. One of the main problems of projective methodologies is known to be unclear identification. The authors attempt to solve this problem with the original unspecified figure and provide one-way identification instructions. The figure is uncertain and can be perceived by both sexes and by children of different ages in the range of 6-12 years. There are one to three such figures throughout the series. The child can identify with one of them - for example, an aggressive or subordinate figure in the situation. An empirical test finds that identification with an unspecified child figure occurs without difficulty for most children 6 to 12 years of age. According to the authors, the methodology can also be used by psychologists with less experience and theoretical background, since it is based on the system of qualification for family interaction proposed by Bales 1974, qualifying the child's opinions and feelings according to their quality and orientation. based on pre-defined categories. The methodology consists

of 14 thematic paintings, arranged in such a way that they are perceived as separate and not as part of the whole. If a topic is of more interest to the researcher, it is not necessary to use all the pictures, which is especially important in clinical diagnosis. Tell me a story, TEMAS Tell-Me-A-Story (Temas Non Minority Clinical Version)

The methodology consists of 23 full-color stimulus panels that present positive and negative emotions, as well as typical social interactions between children and parents, peers or other adults. Some of the sails are gender specific and have two variants according to the gender of the subject.

Tell me a story, TEMAS Tell-Me-A-Story (Temas Non Minority Clinical Version)

The methodology consists of 23 full-color stimulus panels that present positive and negative emotions, as well as typical social interactions between children and parents, peers or other adults. Some of the sails are gender specific and have two variants according to the gender of the subject.

Tematik Apperception Test (TAT)

The methodology was initially designed provoked by the need for a projective study of the patient's personality.

TAT consists of 30 black and white paintings and one blank (white). On the back of the pictures are numbers 1 to 20, which give the order of use of the pictures. The letters added to the figures indicate the age and gender of the subject for whom the pictures were adapted; B - boy; G - girl; M - man and F - woman. For each subject examined, the TAT consists of a series of 20 paintings, sorted in advance by age and gender. The test is conducted in two series. In the first series, each of the ten paintings is submitted. The pictures in the second series (from 11 to 20) are less close to the truth, weird, fantastic than the ones in the first series (from 1 to 10).

The established exact content of the paintings (Murray, 1943) is the third proofreading of the official series; the selection was made by Murray et al. according to norms taken from practical research.

The cases presented are from the period 2010-2018, because of keeping the anonym-

ity of the children a part of the facts in the stories was saved, at the expense of the findings when working with projective methodologies.

Case Study 1. A boy, 10 years old. Brought to him by his mother because of too frequent attacks of crying, imprisonment, sadness, without explanation from the child. The child is of foreign origin and the projective methodology facilitates communication and sharing. During the interview and the experimental study, the child collapses in the chair, speaks softly, often turns to his mother in search of an answer, who knows himself and looks for the word in Bulgarian. When working with the CAT projective methodology, he makes several descriptive pictures, not projecting experiences, projection is observed on the picture related to relationships with a reputable male figure, where the story is "One lion was very angry, he was king, everyone was performing whatever says the big lion and the little ones went for a walk and he scolded them why you went without my permission for a walk and they went to collect bananas and carry them to the big lion ... then he got old and the little ones grew up then this lion it was boring now he was a king and he moved to another kingdom, and he came to the old kingdom and he took the little lions with him and he apologized to them and allowed them to go for a walk without him. "

Not only does the child design his or her experiences with the relationship with the father, but he also recounts the story of his father moving to another country. On the one hand, the child projects his sense of respect and fear of authority, but on the other, his desire to be close to him.

The next picture the child tells is "One day the tiger was released in the jungle, he was walking quietly, and then a monkey was annoying him and he couldn't stand it. He opened his cage with his teeth and, for a little while, he went out, the monkey told the tiger a fool, it took 2-5 months, and he went for a walk again, and there was no longer such anger towards the monkey. " The child projects his desire to deal with authority and danger, repeats the story with annoyed, angry author-

ity, but the child also projects his guilt about it because "the monkeys annoy the tiger", "call him a fool", which indicates the desire to draw the child's attention to authority even if it is negative for him or her. When working with "Enchanted Family" he actually draws a sketchy picture, makes a very sketchy one, with miniature figures, without coloring, starts writing a story instead of drawing, which testifies to the child's difficulty in coping with his emotions, his behavior is protective a reaction related to an active psycho-traumatic situation in which the child has difficulty mastering his emotional state. During the study he continues to scratch different things on the sheet, in places with more pressure, which releases tension.

Case 2. A boy of 9 Victim of Violence.

The child is with a parent whose parental rights are being abolished because of suspected neglect and abuse of the child. During the interview and the study, the child is worried at the beginning, speaks softly, looks down, in the process of work becomes more active in contact, during the interview he shares: "I live with my mother, now my father and grandmother have brought me. I also have Sister Svet Vic pulls me on the jacket at school, I don't want it, I don't love it, I take off my chair, hang me ". During the interview, the boy needs empathy and support to share his own experiences. Initial contact takes time to overcome the initial disturbance, but then initiates contact, calmly sharing his own experiences. When working with the methodology "My family" initially there is resistance, first he draws the figure of the mother, as the most significant and large figure for him, the next figure is the figure of a little girl, his sister, followed by a male figure. The child finishes drawing here. Asked by the psychologist: "Is anyone missing the drawing? ", He says "Yes, there is. " The following is a drawing of a baby and another figure of a boy, "Let him be Father Kr". Consistency in drawing is important, with the most important for the child being the first one drawn or the figure with the most detail. Children who miss themselves in the drawing show low

self-esteem, high anxiety, emotional distance from the family and perceiving themselves as redundant. The remaining figures are commensurate and the parental figures are almost the same size, with a slight predominance of the mother, indicating a relatively equal relationship. His sister's figure is closest to his mother and is located between the two parents, as he experiences himself as missing or very small and insignificant in the family, as wordless, the figure he draws only after being questioned by the psychologist. - tiny and unbalanced in space, which testifies to the child's experiences as insufficiently important and significant, as separate from others. Having an outsider as part of the family shows a certain tendency to idealize and difficulty accepting reality in the family situation, as well as the emotional need for a friend, a larger male figure to identify with. The leading ones in the child are the increased anxiety and difficulties in the socio-emotional development, which he shares directly and especially in the projective methodology. The child has a very low self-esteem, experiencing himself as an insignificant, almost missing member of the family, distanced emotionally from others.

Case 3. A boy of 6. Victim of kindergarten abuse.

The symptoms that come to the clinic are encopresis and enuresis after the teacher is temporarily out of work in the kindergarten. Here comes her deputy, who treats her child cruelly. During counseling and play therapy, the child shares: "I want to be a baby and go back in time before, yes, being a baby was nice. I don't like this garden, the other one was nice with my beloved teacher. I have to take the time back, but I don't know how it comes back. "When asked to make a time machine, he says that" we can make a machine that looks like a big egg. "When playing with a baby doll, he pulls off his pants and shows "look, it will become funny and headless." The child's projections and spontaneous sharing clearly show the function of his or her symptom, which is an expression of desire. time to go back, behave like a younger child, on the other hand, his symptom is a way of

opposing adult authorities (teachers, parents) and showing his autonomy.

Case 4. A 14 year old girl. Victim of systemic violence.

There are reports of multiple rapes by adult men (mother's partners) before 7 years of age, neglect, starvation, tethering. The mother has a psychiatric diagnosis. The girl comes after trying to light the house where she lives with foster parents. The girl's name was changed by her foster family. He shares, "Now let me tell you everything, from the beginning ... about those bad things ..." "How many times have you had to talk about this before?" as if she was tired of repeating the subject. "How do you feel after you talk about bad things?" "Bad". "Does it help you to repeat again and again? ...", "No, I feel worse afterwards" "My name was changed before I said it another way." When working with projective methodology, TAT says, "I've always dreamed of being a mermaid, I don't know why, I even know a few ways to become a mermaid. They make full moon, you can pour in cold water, but I didn't do it, I don't know if it will work out. Otherwise, there would be a way to keep your feet glued together. "My favorite book is Homeless. In her fantasies, the child chooses a fairy-tale character who cannot experience the psycho-trauma she has experienced. The girl experiences a severe identity crisis that is characteristic of adolescence, but is exacerbated by active psycho-traumatic experiences.

With regard to the strong emotions associated with the experiences of psycho traumatic events, it is appropriate that they be worked out gradually. The emotions that the girl feels for her mother are in the spectrum of intense fear, anger, aggression. Due to the difficulty of being ventilated and treated, she directs them to herself, in the form of self-aggressive manifestations and to her closest surroundings. In the process of working, it is necessary to find adequate ways to deal with the highly negative emotions and to improve the skills for communication and expression and self-defense, without harming the others.

Case 5. Girl of 8 years. Attempted rape.

Victim of attempted rape by a seventh-grader in a school toilet. When working with the SATO methodology, the school picture, in which an older child attacks less around the corner, shares the child with the trauma experienced. "A bad dad attacked me, my pants off ... I'm scared, he's still in school."

Case 6, the child has a mother who has a psychiatric diagnosis, does not live with the boy, the child lives with his brothers and sisters, his father and his new wife. Refuses to go to school, shows symptoms of emotional disorder due to the separation of the mother and the specifics of contact with her during a meeting (when she does not take her therapy, she behaves inadequately, does not want to see him, scream, etc.), threatens to run away from home and live with her. During the interview and the study, the child shares: "At school, I get very worried about being tested and I forget everything and it is difficult for me... I have two brothers, I live with my dad, my brothers, my grandmother and my kaka. Mom lives in another city, she's better off with her. My little brother is a great fighter, and my older brother is a hell of a bigger fighter ... I'm not a fighter, you will understand what I am by drawing him. " When using the "Family Drawing" methodology, the child is initially rejected, which indicates a negative attitude towards the family. He then says "you will know what I am when I draw it" and draws the mother and myself, like identical kittens, the mother is blue and over him, and he is red, the two figures are identical, differ only in color. The child identifies with the mother, both of whom are represented as flying creatures, in dresses, with identical straps on their heads. The figures are located at the top left of the leaf, which indicates, on the one hand, an escape into fantasy, and on the other, strong emotional experiences in the past. In his projections, the child recreates a desirable but highly idealized notion of a family consisting of "mom and I", describing the figures as "angels with wings." fantasy as the idea of a mother, not as a real female image. The red color chosen for

his figure indicates the presence of aggressive emotions, vigor, activity. The child designs a psycho-traumatic situation in which he identifies himself not so much with the real image of the mother, but only with his ideal image of her, which eliminates the disadvantages of this image. In reality, using the displacement mechanism, it is possible for the child to show his angry and aggressive emotions related to the mother (who are not aware) to the significant female figures of the teacher, grandmother, etc. Time, patience and kindness are required on the part of the adult. At the second meeting, the boy again makes a firm refusal to paint a family that occurs in children for whom the family has a strong emotional experience that they cannot cope with. In the stories of working with a child projective methodology SAT. there is a tendency towards negative emotions related to the young child in the family, which the boy interprets as an injustice, although he does not fully understand, emotionally experiences the situation and his subjective experience is that they treat him unfairly at home and at school. Negative feelings and experiences are inevitably followed by feelings of guilt that the child cannot cope with, thus increasing internal tension and causing outbursts and behavioral problems. The specifics of the child's problems are closely related to the processes in the family, so it is advisable, in addition to the boy, to work with a child psychologist, to regularly make parental consultations on improving the relationship with the child, understanding the emotional processes and ways of dealing with them.

Case 7 A boy of 12 refuses to eat after divorcing his parents, separating the two brothers, and he remains with his father. In a projective SATO study, the child immediately identifies with the figures in the paintings, picks up the next board and starts talking about it. "This kid is lonely, he has no friends, he is trying to hug someone, see, he definitely wants to hug someone. I see myself in it. " On the next dashboard he projects his dream of "the perfect family, mother and dad who understand each other and the children who

listen. I dream of such a family. “In the projection of the child, the father is a negatively colored figure, described as “irresponsible”, uninterested “the boy wants to play with him but he does not pay attention”. On the next screen, a remembrance of past experiences appears in the projections: “this is me when Gosko was small, before I was jealous, but not now. We are both equal now. “The child identifies himself and makes a story on all the boards, but without being able to express his emotions. The family and the images of mother and father are either highly idealized or negative, as in the image of the father. The theme of the desire to “be equal” is repeated, emotions of fear, loneliness, anxiety prevail. The projections also show reactions suggesting negative experiences from the child as a larger family member and a younger sibling: “A happy family, but one kid doesn’t want it and the other looks at it.” On a board presenting a school situation it says “I see the teacher and myself here, and other children are very envious because the child knows a lot”. There is no description of the psycho-traumatic situation and the expected strong emotional response, which suggests that the child is processing the situation more with a reasonable explanation, blocking the emotional pain from the experience. A board depicting two struggling children figures says “the worst, just because you cracked the ball, they start beating you.” When evaluating interpersonal reactions with a projective SATO methodology, a negative reaction prevails, increasing the percentage of situations in which anxiety is shared, fear. Perceives the theme of the ideal family, the ideal father and the desire for equality between the children in the family. In psycho-traumatic trays, the answer is rational, not emotional, which indicates the difficulty of the child to exert verbally accumulated emotional tension. “Conclusion: With the cessation of ill-treatment, the trauma will not end, with the crisis ending, the problem continues. The wound is recorded in the child’s history, embedded in his memory. The actual event that caused the trauma brings pain, the pain of rejection, the lack, but the second blow comes from the idea of that real experience, the suf-

fering of being humiliated, abandoned. It is to cure the second stroke that the child needs to change the meaning of what has happened, to make a story out of it, to find words about the suffering. History, storytelling allows us, if we cannot change reality, to influence the notion of the real, through creativity, creativity. Resilience is possible only in the space of connection with an adult who is able to listen, which gives place to the child and his story. Creativity turns trauma into a symbol, into a way of connecting with the other who listens to us, more frightening than trauma is silence about it, the inability to express it through creativity.

REFERENCES

1. **Belak, L. Abrams. M.** (2008). *Rakovodstvo za izpolzvanie na Children’s apperception test (standardna versiq-figuri na givotni), deveto revizirano izdanie.* [A guide to using Children’s apperception test (standard version-animal figures), ninth revised edition]. (in Bulgarian).
2. **Bowlby, D.** (2013). *Stabilna osnova.* Izd. Iztok-Zapad. [A stable foundation. Sofia, East-West]. (in Bulgarian).
3. **Kaplan, R. Sakuzo D.** (2013). *Psihologicheskoto testirane, principii, prilozhenia I problem.* izd. Iztok-Zapad. [Psychological testing, principles, applications and problems]. Sofia, East-West. (in Bulgarian).
4. **Kostova, Z.** (2018). *Travma i roditelstvane, biblioteka Klinichna psihologiya, Varna, Steno* [Injury and parenting, Clinical Psychology] Library, Varna, Steno. (in Bulgarian).
5. **Markova, D.** (2005). *Diagnosticichni vazmozhnosti na detskata risunka, Sofiya, “Veda Slovena”.* [Diagnostic Capabilities of the Children’s Drawing], Sofia, Veda Slovena. (in Bulgarian).
6. **Matanova, V.** (2017). *Privyrzanost – tuk i togava, Varna, Steno.* [Affection - Here and Then], Varna, Steno. (in Bulgarian).
7. **Minchev, B.** (2004). *Rakovodstvo za izsledvane na deteto, t. 2 Sofiya, “Veda Slovena”.* [A Guide to the Study of the Child], vol. 2. Sofia, Veda Slovena. (in Bulgarian).
8. **Proektivnaya psihologiya/Per. s angl. – M:** April Press, EKSMO-Press, 2000. – 528 s. (Seriya “Mir psihologii). [Projective psychology/Trans. - M: April Press, EXMO-Press, 2000. - 528 pp. (The World of Psychology series). (in Bulgarian).

9. **American Psychiatric Association (APA).** *Diagnostic and Statistical Manual of Mental*
10. **Bellak, L.** (1952). S. S., CPS; Children's Apperception Test; CAT manual (second and revised).
11. **Bellak, L.** (1949). The use of the Thematic apperception Test in psychotherapy. *Journal of Nervous and Mental Disease*, 110, 1, 51-65.
12. **Dunitz M., Nutt D., Davidson J., Zohar J.** (2000). Post- traumatic Stress Disorder, Diagnosis, Management and Treatment. London, Elbaum.
13. **Read, J., Morrison, A., Ross, A.** (2005). Childhood trauma, psychosis and schizophrenia: a literature review with theoretical and clinical implications. *Acta Psychiatrica Scandinavica*, 112, 5.
14. **Ruth, L., Block, D.** (1996). The disturbed caregiving system: Relations among childhood trauma, maternal caregiving, and infant affect and attachment. *Infant mental health journal*, 17, 3, 257-275.
15. **Malchiodi, C.** (1998). Understanding Children's Drawings. *Division of Guilford Publications*, New York, Guilford Press.
16. **Saxe, G. N., Ellis, B., H., Kaplow, J. B.** (2007). Collaborative treatment of traumatized children and teens. *The trauma systems therapy approach*. New York, Guilford Press.

Ch. Assist. Prof. Veronika Ivanova, PhD

Medical University "Prof. Dr. Paraskev Stoyanov"

BULGARIA, Varna 9002, Varna Center,

ul. "Professor Marin Drinov" 55

veronika_ivanovi@abv.bg

Professor Ivan Aleksandrov, PhD, DSc

Medical University "Prof. Dr. Paraskev Stoyanov"

BULGARIA, Varna 9002, Varna Center,

ul. "Professor Marin Drinov" 55

i_s_aleksandrov@abv.bg