

Differences between the children of foster families and children of original families in the response to the Children's Apperception Test (C.A.T)

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Abstract

The study aimed to compare the differences in the response on the (C.A.T) of children in foster families and peers in normal families. This can help to improve the understanding of these children, develop preventive strategies, and take corrective action. The study used a descriptive-clinical

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approach. For comparison, two samples were used (ten children from foster families and ten children from normal families). It was found that most of the images lacked the diagnostic value to discriminate between the two samples, with just four of the fourteen points in the two samples showing differences. The differences were centered on the image's perception of the environment, which was engulfed by aggressive, unstable, and contradictory environments. In addition, the mother's image was perceived as angry and worried. The conflict with the family was repeated several times in the sample of foster families and their non-adaptation was linked to the occurrence of statistically significant differences between the two samples in the conclusion of the stories. These conclusions were unhappy, unrealistic, and abnormal perceived in the samples of foster male children. The differences in the girl's sample were more significant than in boys. The differences in the girls' sample focused on the environment. The image of the mother in this group was perceived as angry, timid, contradictory. Moreover, she was completely ignored in some answers. The father's cruel and dominant image also appeared in a series of responses.

Keywords: Projection; projective Tests; C.A.T.; Foster families; psychological Diagnostic.

Introduction

Childhood is a very important phase in human life. In this context, the family is the main mediator in formulating the child's personality. To the extent that family conditions are stable, it is believed that their psychological, social and physical development will be healthy and growth will be predominantly secure. Since the child's family environment is responsible for his upbringing, caring and satisfying his basic and social needs, the child's psycho-social and healthy development is related to the existence of a full family (father, mother), which gives the child a sense of acceptance security and elementary trust (Bowmby, 1985; Rudwan, 2009; Al-Otaib, 2010; Deeb, 2014; Goemans, van Geel, van Beem, & Vedder, 2016; Rudwan, 2016).

Many psycho-social and clinical researchers have focused on studying the effects of the family environment to examine the effects of interpersonal relationships, attachment processes, and interactions on the child's psychological development. In addition to studying the effects of withdrawal from the family atmosphere on different aspects of the psycho-social development of the child. The loss of a parent or both parents and the lack of growth of a normal family can create a sense of deprivation, threat and affect the child's psycho-social development, which may favor the development of various behavioral and emotional disorders (Rutter, 1991; Deeb, 2014; Rudwan, 2016).

The need of a child to identify with another person with whom he shares his feelings, of which he acquires personal qualities, attitudes, values, and motivations to become a social being, is one of the important needs that the individual needs to realize oneself. However, the loss of this person or her substitute places the child in a very complex situation, depriving him of compassion and tenderness, obstructing the development of autonomy and emotional-mental health promotion. This ultimately leads to developing a disordered personality, which may be fraught with tension, anxiety, guilt, depression, introversion, shame, and low self-esteem, which may also contribute to the development of asocial behaviors. Besides, the withdrawal of a caring family and the satisfaction of its trust needs hinder the development of conscience and belonging. Also, this can lead to disrupted identity development and difficulties in emotional self-regulation and self-control (Erikson, 1968; Karreman, van Tuijl, van Aken, & Dekovic, 2006; Nouairi, 2008; Conzen, 2010; Eisenberg & Sulik, 2012).

A Child's Developing in a family atmosphere with emotional warmth and care contributes to its well-being, self-efficacy and self-confidence. This creates conditions for appropriate physical and psycho-social maturing and promotes personal responsibility and social responsibility. As a result, this reduces the likelihood that one will be exposed to psycho-social and physical risks in the future (Rudwan, 2016). However, sometimes there can be circumstances that prevent a child from growing up in its original

(biological) family. This results in placement in a childcare facility or foster home, which poses several challenges for both sides (Canali, Maurizio, & Vecchiato, 2016).

A foster family is a form of care for children who have no biological family for various reasons. This family should provide shelter, care, emotional, material support, and guidance. Despite the effectiveness of the foster family system as one of the possible solutions for bringing up a child in a safe environment, these families may experience many problems due to various circumstances, such as those due to withdrawal from the original family, or which are connected with the possible difficulties of the replacement family. This could jeopardize the child's well-being and lead to numerous problems such as child abuse, emotional neglect, and interaction problems (Al-Sadhan, 2011; Williams-Mbengue, n.d.; Indyk & Shoshana, 2015).

Like any other family, foster care is based on human relationships and diverse interactions among individuals. She has different educational concepts and styles. Besides, they do not want children to suffer from health or mental health problems. (Williams-Mbengue, n.d.; Aslamazova, Yurina, Khakunova, & Kochenkova, 2016). Also, various reasons led to care decisions. All of this affects the interactions within the family. Not infrequently, paradoxes will arise.

On the one hand, the family wants to convey love, friendliness, but also with some exaggeration in some cases, or the opposite on the other hand. Some families also adopt a child as a toddler, and as soon as they enter puberty, they will have difficulty with it. Everyone gets into a vicious circle, a struggle between striving to do the best and having a sense of simple control (Chipungu & Bent-Goodley, 2004). Some families even hide the child from being a physical family, which may cause the child to discover it themselves. The response to this experience would be severe, such as the outbursts of aggression and anger against family and society, identity turmoil and feelings of non-belonging, etc. (Schofield, et al., 2010; Identity Theft Resource Center, 2018).

Several studies have shown that children who grow up in foster care are more susceptible to psycho-social problems such as lying, rebellion, and stubbornness. Not to mention that her self-image is disordered. Besides, they behave aggressively toward others. The perverse and neurotic behavior is high. They have a low binding compared to other children. (Shiefer, 1994; Desouki, 1995; Amara, 1996; Nowacki & Schowelmerich, 2010; Deeb, 2014).

The Sultanate of Oman has taken care of the foster family and the child to achieve a high level of care and attention and to create a safe environment for healthy psycho-social development of the child. The main role in this regard has been given to the Ministry of Social Development as a government agency responsible for the well-being of this group of companies. The ministry has also been working to achieve a high level of family and childcare. In recent years, it has laid the legislative and legal basis for this group. Given this, many international conventions and laws have been respected, including accession to the Convention on the Rights of the Child in 1996, which resulted in a Decree of the Sultan No. 25/2014 on adopting the Children's Act. In particular, children without parental care have been granted a level of care that meets international standards in this area (Ministry of Social Development, 2007).

Subsequently, the care system, one of the most recent experiences in the Sultanate, was implemented by adopting Ministerial Decree No. (96/88) of the Ordinance on Dependent Children, modified by Ministerial Decree No. (49/2007). The modifications included adopting the Family Welfare and Child Care Ordinance, which sets out a set of principles, standards, and requirements that must apply to the childcare family and provide a legal framework for work in the area of foster care (Ministry of Social Development, 2007).

Due to her work as a childcare specialist at the Department of Social Development, the second researcher, through the experience of foster care, found that these families confront many problems in dealing with incubated children, especially in late childhood and adolescence, which in some cases can lead to the decision to give up the child.

Therefore, the researchers sought to identify some features that can distinguish children in foster families and children in normal families. The researchers attempted to examine the psychodynamic construction of the personality of children in foster care. They used the Children's Apperception Test (C.A.T.) to achieve this goal which has a good differential diagnostic accuracy in distinguishing between normal and disordered children or between normal and disabled children (Al-Wakeel, 2006; Al-Nafouri, 2009; Bellak, 2012). The (C.A.T.) also has a differential diagnostic reliability of children's responses with thalassemia, phobias, and those with emotional disorders. The results show, for example, that the responses of children with thalassemia include stories and evidence of disease content, physician and hospital ratings. The phobic child's dynamic constructs consisted of tensions, fear of loneliness, and exclusion of the parents. Besides, emotionally disordered children have difficulty expressing and completing story content (McGrew & Teglasi, 1990; Jayed & Al-Shams, 2000). The test is also reliable in distinguishing between normal and disordered children in terms of morphological characteristics of the stories. The afflicted children have shown bad reactions and stories that do not clarify the causes of the actions. They have had great difficulty expressing good content for the story (Bellak & Bellak, 1950; Bellak & Bellak, 1991; Bellak, 1999).

It can be concluded that there are many studies on C.A.T that demonstrate good reliability coefficients in terms of characteristics attributed to animals, deductible conflicts, and the nature of relationships and feelings. (Bellak & Bellak, 1950; Shiefer, 1994; Lis, Mazzeschi, Salcuni, & Zennaro, 2005; Nowacki & Schowelmerich, 2010; Tardivo & Moraes, 2016).

Study term's definition

The 'normal' family:

The family is a social system made up of fathers, mothers, and children. They live together under the conditions recognized by the Omani society.

Foster family:

The Family Care and Custody Order define the foster family as the family responsible for educating and caring for one or more children under the conditions and procedures laid down in this Regulation. (Ministerial Decision No. 7002/94, Family Care and Custody Order).

Statement of the problem

Care in its traditional and institutional form is still relatively new in the Sultanate of Oman. In 1988, Ministerial Decree No. 96/88 was issued and later amended by Ministerial Decision No. 49/2007, which sets out the foundations, standards, and conditions for the foster family to care for the foster family child in need.

As part of the work of the second researcher working as a child specialist at the Department of Social Development, the two researchers argued that attempting to identify some of the deeper aspects of the characteristics of incubated children through the use of projective tests could be instrumental in the development of prevention and treatment programs for the emerging problems. Also, this can help to create a frame of reference for families to understand and handle some aspects of an incubated child. This can lead to a reduction of the problems and an adequate psycho-social development of the child.

Several studies have shown that the self-image of a child deprived of their parents is tense and troubled. It also shows aggressive behavior towards oneself and others, a contradiction in arousing feelings and instability of sexual identity. They also have a higher level of neuroticism compared to peers in normal families. Also, some studies on personal dynamics have found that there are clear differences between boys without family and boys with a normal family in terms of lack of mental security and love, the effects of neurotic conflicts and fears, negative attitudes to life and low ambition, decreased self-esteem and identity disorder (Desouki, 1995; Amara, 1996; Dwedar, 2008; Deeb, 2014; Freedendfeld, Ornduff, & Kelsey, 1995; Schofield, et al., 2010; Identity Theft Resource Center, 2018).

Therefore, both researchers speculate that a thorough study of the dynamics of psychological construction, the degree of psycho-social satisfaction of a child deprived of their parents. A comparison with children in the normal family will also help to provide an integrated Figure of the child's mental dynamics. It is ultimately the image that constitutes his behavior and his attitude to himself and others, and the crystallization of his body image and his social role, not to mention the use of the scale (C.A.T) in Omani society as a first attempt.

The study problem can be summarized with the answer to the following main question:

- Are the responses of children in foster care different from those of children in normal families in the child's apperception test? If there are differences, in what aspects of the test?

From the main question, the following two sub-questions can be derived:

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1. Are the responses of boys in foster care different from those of boys in normal households on the C.A.T test?
2. Are the responses of girls in foster care different from those of girls in normal households on the C.A.T test?

Aims and scope

The aim of the present study was:

- Find out if the responses of children in foster care to the C.A.T test are different from those of their peers in normal families.
- Comparing the content of stories about incubated children and children in normal families, which illustrate the psychic dynamic of children and their self and other images, which can contribute to a better understanding of this dynamic and build prevention programs, provide training and take remedial action if the Results prove the need.
- Consistent with the values of Omani society regarding motherhood

and childhood, derived from Islamic sharia, which emphasizes the importance of family in the care of younger generations. Sharia considers social responsibility for the greatest possible protection and care of all children, especially those orphans and unknown parents, as a religious duty.

- This study will be a qualitative addition to the alternative care (foster care) sector in the Sultanate of Oman, as few in-depth studies have been conducted on this group.
- This study is the first of its kind to be performed on these children with a projection tool.
- The study will contribute to a better understanding of some of the psychological characteristics of this group of children to intervene early and prevent it.

Study methodology

Given the nature of the study and its intended objectives, both researchers relied on a clinical-descriptive approach focused on investigating individual cases and analyzing their behavior, differences between groups in the light of the dynamic perception of personality and related motives and conflicts to investigate.

Study population:

The study population consists of two categories:

Incubated children in foster care in Muscat

The study was conducted in the first quarter of 2018. The statistical data were obtained from the data of the Ministry of Social Development first quarter of 2018.

Table 1 presents the distribution of foster children in foster families by governorate and sex in the Sultanate of Oman.

Table no. (1). Distribution of Incubated Children in Foster Families by Governorate and Sex in the Sultanate of Oman.

	Government	Boys	Girls	Total
1	Muscat	103	109	212
2	Dhofar	6	23	29
3	Musandam	1	1	2
4	Al Buraimi	6	16	22
5	Al dakhilia	2	7	9
6	North Batinah	20	31	51
7	South Al Batinah	5	7	12
8	South East	1	6	7
9	North East	1	3	4
10	Al Dahera	4	3	7
11	Al Westa	0	0	0
	Tot	149	206	355

The incubated children ranged in age from 3 to 19 years.

- It was agreed with the responsible authorities that the sample of children in foster families from the Governorate of Muscat should be selected because of the nature of the study. The selection has been determined from the age group 8-10 years. There were 38 children in this category. In the next step, ten children were randomly selected.

Children in normal families in Muscat Governorate sample.

- Ten children aged 8 to 10 were selected from normal families in Governorate Muscat. They were selected for parity with the first sample of housing and school.

Study tool:

THE CHILDREN'S APPERCEPTION TEST (C.A.T.)

Many information and data about (C.A.T.) are available in Arabic and foreign languages. It must be stated that they all share the description of the test, the purpose of its use, the aspects it measures, as well as data on

how to apply the test in different environments. Therefore, for the sake of completeness, this paragraph is intended to reflect a general Figure, and in some instances, it is necessary to repeat what exists in the literature.

Bellak and Bellak developed the test in 1949 (Bhattacharya & Hirisave, 2016). It is a projection method that addresses people perceiving the child in the Figure and examines the personality by analyzing the dynamic importance of individual differences in the perception of typical stimuli. The (C. A. T.) was designed for children aged 3 to 13 years to measure the traits, attitudes and psychodynamic processes of pre-adolescent children by presenting a series of images and asking the child to describe the situation and tell stories about the people or animals that are in the Figures. In this way, the examiner can get an idea of the child's problems and their conflicts with the relationship, aggression, and competition (Bellak & Bellak, 1991; Bellak, 1999; Faust & Ehrich, 2001; Abdul Rasool, 2013; Seddik, 2016).

C.A.T. was originally designed to assess psychosexual conflicts associated with certain stages of childhood development. Today, it is used as a scoring method in clinical evaluation (Kline, 2000; Bellak, 2012; Maurer, 2017).

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The test consists of ten plates. These plates consist of images of animals representing everyday human life situations, i.e., from images in a social context where children's conflicts, identities, roles, family composition, and personal interactions can be reflected. The first version of this test consisted of paintings of animal heroes referred to as the Children's Apperception Test for children (animal Figures), and then Bellak developed a copy that contained the same subject matter, but the heroes were human and called them human Figures) (Shartouni, 2016; Kline, 2000). The C.A.T. can also be used directly in therapy as a relatively independent playing technique of cultural factors (Maurer, 2017).

THE CHILDREN'S APPERCEPTION TEST (C.A.T.) aims to understand the child's relationship to key subconscious characters and motives. The images are also intended to provide answers to oral problems in general,

fraternal rivalries, attitudes to parenthood, perceptions of personalities, and information about the child's relationship with parents as a couple, i.e., Oedipus complex, culminating in the sexual scene means in the imagination of the child to see parents together in bed. The test may also include the child's fantasies about internal and external aggressions and his fear of becoming lonely at night. Besides, a possible connection with the masturbation and bathing behavior as well as the treatment and the reaction of the parents can be drawn. It also helps to understand the emotional structure of the child, its dynamics, its response to the problems he faces in his development, the way he solves his problems, his motivations, his desires, and frustrations. According to Shartouni (2016, p. 27), this test focuses on investigating topics that the child sees, thinks and uses, thus aiming to unconsciously investigate the behavior and the structure of the characters as well as through the child's process of projection to discover the type of defense mechanisms used. Therefore, it can shed light on the problems faced by children in society.

Test validity and reliability:

Jayed and Al-Shams (2000) point out that the problem of validity & reliability is fundamental in projective testing in general, including the C.A.T. These tests claim to reveal the subconscious aspects of the personality. However, these unconscious aspects often show up in different expressive styles. Therefore, their reliability does not reach the level of other conventional non-projective tests, especially in terms of validity.

In the same context, Ghanem (2007) states that there is much controversy over the use of projective methods and the use of quantum and statistics in the processing of data from these tests. There are obvious disagreements among researchers regarding the evaluation of the validity & reliability of projective tests.

The interpretation of data from projective tests contains many gaps, often not in formal theory, but the clinical study (Holt, 1954; Lis, Mazzeschi, Salcuni, & Zennaro, 2005; Bellak, 2012).

Several studies in Arabic have used the test (C.A.T.) as a diagnostic method, as well as the study of the psychometric characteristics such as (Jayed & Al-Shams, 2000; Al-Wakeel, 2006; Al-Nafouri, 2009; Bo Elekdam, 2013; Seddik, 2016; Al-Haddad, 2017).

For example, Al-Nafouri (2009) calculated the validity of the test based on content validity and criterion validity based on three criteria:

- The correlations between C.A.T.H. and C. A.T.M: There were significant correlations between the human and animal versions.

- The test of the "Personality Test for Children, California" (Attia Hannah, 1965, in Al-Nafouri, 2009). It has been found that in some variables, there are acceptable correlation coefficients.

- Tennessee "Self-Concept Scale for Children"(Nazik Ahmed, 2006, in Al-Nafouri, 2009).

In terms of reliability, the results showed that the reliability calculated according to the reliability of the analysts was sometimes good with weak correlations. The study, therefore, found that the test has psychometric properties that are useful as a diagnostic tool for children in the Arab environment.

Study procedures:

The procedures were carried out as follows:

- The Transformation of the form of analysis from a descriptive form into a quantitative form (14) Elements (Items): the main theme of the story, self-image, main needs and motives, identification with the mother, identification with the father, identification with the brothers, environment, conflict, the Father's character, the main defense mechanisms, punishment for crime, completion of history, adaptation of heroes, thought processes.
- Identify demographic data on the topic that can be used to analyze the responses.
- Determination of the random sample of the incubated children with

the help of the social worker in the incubator care department, who accompanied us in the application process.

- Performing the test, documenting the results in the analysis form and then converting them to quantitative data according to the statistical analysis form prepared by both researchers for this purpose.
- Carrying out the test on the second sample of children in normal families after randomly selecting many schools and selecting children by age group similar to the age group of the first sample.
- The data were entered into the Social Statistics Pack (S.P.S.S.), statistically processed and then the results extracted and discussed.

The Results of the study

The first question:

Do the responses of boys in foster care differ from those of boys in normal households in C.A.T.?

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To answer this question, both researchers will present the answer in succession to each image:

Figure (1): The responses showed that there were no statistically significant differences between male children from normal families and male children from foster care in the No. 1 answer items.

Figure (2): The results showed that most Figure-related responses did not show statistically significant differences between male children from normal families and male foster children with the answer items in Figure (2). The results showed the differences between the two samples in one of the fourteen items identified with the brothers. An estimated 80% of children in foster care reported not identifying with siblings, probably because most foster children are the only children in the family with no siblings. So, the tug-of-war scene was not linked to playing with the brothers. In some cases, there was a hostile attitude in the relationship between the brothers. This might explain why the topic ignored the brothers in the story.

Figure (3): The results showed that most Figure-related responses did not show statistically significant differences between boys from normal families and the boys in the foster Families in the related answer of the items in Figure 3, with the differences between the two samples in one out of fourteen items. Identification with the mother showed an angry and anxious mother in 40% of children in foster care. This may indicate an unbalanced and unequal relationship with the image of the mother.

Figure (4): The results showed that with the answer items on Figure (4) in four of the fourteen items, there are statistically significant differences between male children from normal families and male children from foster families. The differences were as follows:

- The main theme: The results showed that the responses of the children in the normal families were limited to the interpretation of the image, while (20%) the children in the foster families introduced the value and the moral aspect in their interpretation of the image. This reflects the expression of their values with the relationships reflected in the Figure with the mother and the brothers.
- The Environment: The results showed that (20%) of the children in foster families conflicted with the environment, reflecting the imbalance of the environment, indicating the difficulty of adapting to the environment. The pictorial themes reflect the conflict over the relationship with the mother and the competition between the brothers. The contradictory mother Figure is found in this category of children, which may explain the lack of adaptation to the environment.
- The Identification with the mother: The results showed that the Figure of the mother was contradictory and anxious in (40%) of the children in foster care, reflecting a non-adaptive relationship to the Mother Figure in comparison.
- Integration of the super-ego (the conclusion): The results showed that (20%) of the boys in foster care were unhappy and (20%) unrealistic. This reflects the lack of adaptation found in 60% of boys in this category.

Figure (5): The results showed that there are statistically significant differences between boys from normal families and foster-boys with the answer items in Figure (5) in (3) of fourteen items. The differences were noted below:

- Needs and motivations: The results showed that 80% of children in normal families had no clear needs or motives. By contrast, the percentage of foster care has reached 100%. This is related to the inability of the children to express their needs and motivations, which was felt by both normal families and foster families. This could reflect a pattern of family education that does not express children's needs welcome.
- Identification with the mother: The results reflect an unstable relationship with the mother. The children of both samples largely ignored their presence. However, the positive Figure of the mother was found in (20%) boys in foster care. This has been demonstrated in children of single mothers of foster families. The child's attachment to the mother was strong because the mother is the primary and only caregiver of the child and there is no father.
- Integration of the super-ego (The conclusion - the adaptation of the hero - thought processes) It turned out that (80%) of the children in normal families were happy with the response to the conclusion of the story. This can be traced back to environmental stability and the integration of the ego. Therefore, on the whole, the relatively good adaptation to the environment and the appropriate thought processes were reflected in a large proportion of children. On the other hand, 40% of children in foster care are unhappy or unrealistic. It has also been found that (40%) of foster care children are not adapted to the environment. And (60%) did not show appropriate thought processes. This reflects the lack of coherence of the mental processes, possibly due to the instability of the environment or the lack of satisfaction, resulting in a distraction of thinking and a bad orientation.

Figure (6): The results showed that there are statistically significant

differences between boys from normal families and foster-boy boys with the answer items on Figure (6) in (2) of (14) points. The differences were noted below:

- The self-image: The results showed that most of both samples did not respond to the self-image due to the lack of clarity of the self-image. The self-image concept was low in both samples, with the largest percentage of boys in foster families.
- The lack of clarity of self-image in a patriarchal society controlled by a strict hierarchical authority exercised within and outside the family can make it difficult to crystallize a clear self-image. As a result, the self-image is closer to a tribe image.
- Hero adaptation: The lack of clarity in the self-image is reflected in the response of the hero's adaptation. In both examples, the image was out of focus in different proportions. 80% of children in normal households do not react, 20% showed an adjustment and 100% of children in foster families do not react.

Figure (7): The results showed that there are statistically significant differences between boys from normal families and foster-boys at the answer points in Figure (7) in (4) out of fourteen points. The differences were noted below:

- The environment: The image reflects an aggressive scene associated with the child's aggression fears. For this reason, we find that the environment was aggressive in (60%) of the children in normal families and a bad environment in (20%) of the children. This shows an unstable environment for them. Since their thought processes were incoherent, this was reflected in environmental poverty. By contrast, 80% of boys in foster care were hostile. This is higher than in normal families, suggesting that the image has provoked aggression in children.
- Identification with the father: The results show that the Figure in children in foster care reflects the image of the angry father (40%). This reflects an unstable relationship to the image of the Father.

- This result can be attributed to the fact that custody of the child may reflect more the woman's desire than the husband's desire, especially if the cause of infertility is with the husband. The presence of the incubated child can give the father unconscious ideas.
- Conflicts: The results showed that conflict between the family and children in foster care has increased by (40%). This corresponds to the image of the angry father referred to before.
- The main defense mechanisms: The dominant defense mechanisms were in the group of boys from foster families, Escape and non-confrontation. This can be interpreted by introversion tendencies. The percentage rate was (100%) for boys in foster care. Compared to (80%) children from normal families. This could reflect a general pattern of social and familial socialization in Omani society related to the aforementioned tribal pattern.

Figure (8): The results showed that there are statistically significant differences between boys from normal families and boys from foster families with the answer items on Figure (8) in (3) of fourteen points. The differences were noted below:

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- Environment: The results showed that the environment was unstable and aggressive (40%) boys in foster care.
- Identification with the Brothers: Although the motives of the Figure are not related to brother relationships, the proportion of children in foster homes reflects an unequal or negative relationship with the Brothers.
- Conflicts: The motives of the overall Figure do not reflect a clear conflict. However, not a small proportion of children in foster families have a family conflict that is related to their lack of adaptation to the environment.

Figure (9): The results showed that there are statistically significant differences between boys from normal families and foster-boy boys with the answer items in Figure (9) at one of fourteen points. The differences were noted below:

- Environment: The poor and contradictory environment has been identified by 40% in foster care due to the lack of adaptation to the environment.

Figure (10): The results showed that there are statistically significant differences between male children from normal families and male foster children in the response points in Figure 10 is just one of fourteen points. The differences were noted below:

The nature of anxiety: 80% of children in normal families were afraid of physical punishment, and 20% were afraid of losing love. On the other hand, 100% of children in foster care were concerned about physical punishment. As the Figure reflects crime and punishment associated with toilet training, children in foster homes are more likely to suffer harm and physical punishment than children from normal families. This result can be explained by exercising strict parental control in addition to the repeated observation of the use of corporal punishment in society as a disciplinary method.

Based on the comparison results between the male group of children in both samples, both researchers found that most of the Figures had no diagnostic value to distinguish between boys from both samples. The differences were only four out of fourteen. For most cards, these differences were focused on the perception of the environment, which may reflect adjustment difficulties. The emergence of a Figure of aggressive, unstable, contradictory environments was observed in the stories. This is due to the image of the mother, who repeatedly appears angry, anxious and contradictory. It was also found that the conflict with the family in the sample of foster care has occurred several times. The occurrence of statistically significant differences between the two samples in conclusion, which was unfortunate, unrealistic and abnormal in the foster-family group, indicates the adjustment difficulties in which these children are found.

The second question:

Are the responses of girls in foster care different from those of girls in normal households on the C.A.T test?

To answer this question, both researchers will sequentially present the answers resulting from an image:

Figure (1): The results showed that there are statistically significant differences between girls from normal families and girls from foster families with the answer items on Figure (1) in (3) of fourteen points. The differences were noted below:

- The self-image: The results showed that the self-image is not clear in most of the children of the two groups and that (40%) of the children in foster care had a lower self-image rating.
- The environment: The results showed that (40%) of foster care girls made their stories aggressive and contradictory, indicating fears and adjustment issues.
- The structure of the super-ego/ The punishment for the crime: The results showed that (20%) of the girls in foster families received a very heavy sentence for the crime, indicating that the structure of the super-ego does not correspond to their age. This reflects their high social values and the pursuit of idealism and rationality. Perhaps this result can be explained by the socialization styles of children, especially girls, who focus heavily on the higher quality aspects, and by the foster mother's fear that the girl will make mistakes. Mothers rightly believe that society is too radical in the moral assessment of girls. Foster mothers are also pressured by regulators who oversee the status of the child. Therefore, they are constantly striving for an ideal family to avoid criticism, accountability and negative values of others.

Figure (2): The results showed that there were significant differences with the answer items in Figure (2) in four out of fourteen points between girls from normal families and girls from foster care, where differences were found in the following points:

- The identification with the mother: The image reflects the identification with a parent in a tug-of-war. Thus, the largest proportion of both

samples showed no identification with the image of the mother. It was found that the Figure of the mother in foster care was not clear. The percentage was (100%) while the Figure of the mother is positive in (20%) girls in ordinary families.

- The main defense mechanisms: The results showed a good diversity of the defense mechanisms in both samples.
- The structure of the super-ego/penalty for a crime: The largest proportion of girls in both samples showed no punishment for a crime. The direct punishment for offenses was 20% for girls in foster care. This reflects its ideal meaning.
- The integration of the super-ego/conclusion: The results showed that the conclusion of the story in (20%) of girls in foster care was characterized by weirdnesses and anomalies.

Figure (3): The results showed that there are statistically significant differences between girls from normal families and girls from foster families at the answer points in Figure (3) in (3) of fourteen points. The differences were noted below:

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- Conflicts: Conflict with siblings (20%) of girls in foster care. Although it is not the object of the Figure, it reflects the emergence of competition and jealousy between brothers and sisters in this group.
- Super-ego structure / Punishment for offenses: The results showed that (20%) of the girls in foster care responded with severe punishment. Maybe this can be attributed because their ego structure is inappropriate and tended to idealize.
- Integration of the super-ego / Conclusion: The conclusion was unfortunate for (20%) of Girls about foster mothers and reflected fears and lack of adaptation to the environment.

Figure (4): The results showed that there are significant differences between girls from normal families and girls from foster families at the answer points in Figure (4) in (4) of fourteen points. The differences were noted below:

- The main topic: The results showed that the answers to the Figure in (80%) girls had the form of interpretation. While (20%) the girls had combined the interpretive and moral aspects. On the other hand, were the responses of 100% of the girl's response interpretive responses. That this has nothing to do with what reflects the motifs of the image, and that the interpretation is not focused on the moral side and vice versa, the differences can be considered as an individual. Queries and inquiries may be required here.
- Main needs/motives: The results showed that (20%) of the girls in foster care had no motivating response, reflecting the lack of clarity of the motives or needs in this group.
- Environment: The results showed that (40%) of the foster care girls responded contradictorily and aggressively to the environment. This is due to a lack of adaptation to the environment.
- Identification with the mother: The results showed that (100%) of the girls in normal families did not have an exact Figure of the mother. By contrast, 60% of foster-care girls had a blurred Figure of their mother. Moreover, in 40% of the girls, the Figure of the mother was angry and worried. In this way, the appearance of the mother image led to a greater disregard for her presence among the daughters of normal families, while the mother's image of daughters in foster care seemed angry and worried. The pattern of family education and the exaggeration of maternal anxiety have already been discussed.

Figure (5): The results showed that there are statistically significant differences between female children from natural families and foster families in the response points on the map (5) in (4) out of (14) points. The differences were as follows:

- Identification with the mother: The results show that the picture of the mother was not clear in (60%) of the children in natural families, in (20%) the picture was positive and in (20%) the picture of Mother angry. In contrast, the image of the mother was unclear at (80%) in foster family, children and at (20%) the picture was hard. As a result, we find that the

members of the sample of the two groups had an inadequate adjustment of the mother's picture, although this was found to a greater extent among those of foster families.

- Identification with the father: The results showed that the image of the father in (80%) of the children in normal families was not clear, while in (20%) the image of the father was positive. In contrast, the image of the father was (100%) of the children in foster families unclear. Since the card subjects reflect the child's view of the relationship between the parents, ignoring the father's presence and father's absence in both samples - more among the foster children - shows that they do not conform to the father's image.
- Super-ego Structure/ Punishment for Crime: The results showed that the punishment was harsh, reflecting an inappropriate structure for the Ego. In our opinion, this does not match the ideal and age-oriented stage of (20%) children in foster families.
- Super-ego integration/conclusion: The results showed that the conclusion for (20%) of the children from both samples was realistic. This suggests that the picture was for the children based on reality. - It was also found that for (20%) children in foster families, the conclusion was strange and anomalous, which indicates a lack of adaptation to the environment.

Figure (6): The results showed that there are significant differences between the girls from the ordinary families and the foster family girls with the answer items on Figure (6) in (6) of fourteen points. The differences were noted below:

- The main theme: The results show that (80%) of girls in normal families reacted to the Figure in an interpretive way, while (20%) girls have integrated the explanatory and ethical aspects. In contrast, 100% of girls in foster care have responded to Figure interpretation. Since the image themes refer to the sex scene between the parents, the explanation of the image by introducing the value side can impact the study population.

- The self-image: The results show that (80%) of girls in normal families have reacted unclearly to the Figure in terms of self-image. In 20% of the girls, the self-image was negative. On the other hand, 60% of girls in foster care were affected by the lack of self-image. In 40% of the girls, the self-image referred to surrender. The self-image was small and unclear in both samples. The uncertainty in the self-image was greater in foster families.

A society in which tribal relations prevail affects the individual not as an individual but as part of the community. Thus, the individual identifies as part of the group to which he belongs. This could explain the blurring of the individual self-image.

- The environment: The results showed that (20%) of the girls in foster care were in an aggressive environment, reflecting their lack of adaptation to the environment.
- Identification with the mother: The results showed that most girls in both samples had a blurred image of the mother. Although the Figure motive referred to the mother, the answers pointed to difficulties in adapting to the mother's personality. It was also found that the mother's Figure was negative for 20% of foster mothers.
- The identification with the father: The results showed that the image of the father was not clear for most girls, although the image of the father was related to the motives of the image. Ignoring the father's presence indicates a lack of adaptation to the father's image. It was also found that 40% of foster-care girls had a strong and controlling Figure of the father, higher than girls in normal families.
- The type of anxiety: The results showed that anxiety in (80%) of girls in normal families was associated with deprivation and (20%) the fear of domination and despair. On the other hand, the fear rate was (100%) in the girls in foster care. It was worried about deprivation. Both samples reflect the fear of losing what they love and their loss. The percentage of girls in foster families was higher.

This can be explained against the background of patterns of family education based on the threat of abandonment and non-recognition when the child behaves in a way that runs counter to the parent's expectations. The preponderance of authoritarian education patterns and the lack of recognition of individual needs explain the results achieved to some extent.

Figure (7): The results showed that there are significant differences between girls from normal families and girls from foster families with the answer items on Figure (7) in (3) of fourteen points. The differences were noted below:

- The motives and needs: The results showed that girls (80%) had more than one motivation in normal households and (20%) no reaction, while (100%) girls in foster families had more than one motivation. The variety of needs in both samples are reflected and higher than that of girls in foster care.
- The environment: The results showed that the environment in (100%) girls in normal families was described as hostile. On the other hand, the aggressive image of the environment has been found in 80% of girls in foster care. For 20% of the girls, the environment was contradictory. Since the motifs of the image reflect an aggressive scene, the emergence of the aggressive environment in response to the motifs of the image is compatible. A limited proportion of foster-care girls showed a contradictory environment.
- Identification with the mother: The results indicate that (100%) of the girls in normal families had no answer to identify with the mother. This fits into the motifs of the image, which do not reflect the image of the mother. By contrast, 80% of foster-care girls did not respond to the mother's image. In 20% of the girls, the image of the mother appeared like a cruel mother, reflecting her negative relationship with the mother.

Figure (8): The results showed that there are significant differences between the girls from the ordinary families and the foster girls with the

answer items on Figure (8) in (4) of fourteen points where the Differences were noted in the following:

- The main topic: The explanatory answer appeared at (80%) girls in ordinary families, and (20%) connected interpretation with morality. For girls from foster families, their response was only 100% explanatory.
- The environment: the normal reaction of the environment occurred in 80% of girls in normal households, while the environmental response was poor (20%). On the other hand, 60% of foster-care girls had a reaction to the environment as normal, and 40% said the environment was aggressive due to their lack of adaptation to the environment.
- The frequency of identification with siblings: The results showed that identification with siblings was unclear in (80%) of the girls in normal families. At (20%) of the girls' I.D. identifications were positive. On the other hand, 100% of girls in foster families showed no reaction to identification with siblings. Since the motifs of the image do not relate to the identification with siblings, the differences can be regarded as an individual.
- Hero adaptation: The results showed that 80% of girls in normal households showed an adjustment, and 20% showed no reaction. On the other hand, 60% of girls in foster care showed an adjustment and 20% showed no adjustment. Another 20% had no answer. Non-adaptation in this group may be due to non-adaptation to the environment that has repeatedly occurred in previous reactions.

Figure (9): The results showed that there were significant differences between the girls from the ordinary families and the foster-girl girls with the answer items at Figure (9) in (5) of fourteen points. The differences were noted below:

- The self-image: The results showed that (60%) of the girls in normal families showed no reaction to the self-image, while the self-image

was positive in (20%) and the self-image in (20%) tended to surrender. In contrast, 80% of foster-care girls showed no self-image response, while 20% had a negative self-image. This reflects a lack of self-image among a large proportion of girls in foster care compared to girls from normal families. In both samples, a low self-image was also found at a similar rate.

- The motives and needs: The results indicate that (100%) of girls from ordinary families did not respond to the motives and needs, compared to (80%) girls from foster families who did not respond. 20% of girls from foster families have a single motivation. Since the Figure reflects the themes of the loneliness fear, we believe that the absence of emerging needs is related to the theme of the Figure itself.
- Conflicts: The results indicate that (100%) girls in normal families did not respond to conflicts. In contrast, 80% of girls in foster care did not respond. On the other hand, the conflict within the family occurred in 20% of the girls, expressing negative relationships between family members, as the themes of the image did not reflect conflicts.
- Integration of the super-ego / Conclusion: It has been shown that the conclusions in (20%) of the girls in foster families have an unfortunate outcome, while the conclusion was characterized by a strange and anomalous share of (20%) of the girls, which reflects the lack of adaptation as well as the lack of satisfaction and happiness.
- Thought Processes: Thought processes were suitable for (80%) girls in normal families and in (20%) were incoherent, reflecting the dispersion of thinking in this group. On the other hand, thinking processes are well placed for 80% of girls in the foster family. By contrast, in 20% of girls, thought processes were incoherent, meaning they were unrelated.

Figure (10): The results showed that there are significant differences between girls from normal families and girls from foster families with the answer items on Figure (10) in (2) of fourteen points, where the differences are noted below were:

- The nature of the fear: The results indicate that (60%) of the girls in normal families focused on physical punishment, (20%) on withdrawal and (20%) on the loss of love. In contrast, 100% of girls in foster care were concerned about physical punishment. Since the image's motives reflect the practice of using the toilet, the fear of physical punishment was the main concern of most foster mothers, and some girls in normal families were afraid of concern and the need for love.
- The structure of the super-ego / the punishment for the crime: The results show that (80%) of the girls did not show punishment in normal families. Direct punishment also occurred in 20% of girls. In 60% of the girls in foster care, the occurrence of punishment was not observed. While the punishment was marked by a delay in (20%). 20% of the girls in the foster family were severely punished. This relates to a large proportion of those who fear physical punishment.

Summary and conclusions

Based on the results of the comparison between the group of girls in both samples, both researchers found that the Figures showed significant differences that were stronger than those of the sample of boys. This may be due to different treatment and family education of boys and girls. It should be noted that the differences have focused on the environment and have once proven to be aggressive and contradictory, reflecting a sense of insecurity. As already mentioned, this can also be attributed to the image of the mother, which in some answers in the sample of the girls seemed angry, anxious, contradictory or completely ignored. This particular issue needs to be studied carefully, both in normal families and in foster care. There seems to be some tension in the relationship with the mother in general. On the other hand, the father's cruel and dominant image was observed in a series of reactions. This indicates a tense relationship and an abnormal growth environment in general. This may be due to the nature of authoritarian family education in society as a whole. This type of education reflects a distorted relationship with both

mother and father. In this type of education, the relationship is based on coercion and suppression of feelings and leads to contradictions in the relationship, obvious submission, obedience, and inner rebellion and negative feelings. This type of education is also associated with competition and brother conflicts.

Such a pattern of education leads to higher growth, immature, cruel and accountable ego. For example, this is typically reflected in foster-girl families who have reiterated the image of cruel punishment and strict control in society and tend to be more rigorous with themselves. Again, the concept of fear of physical punishment is the focus and shows a common pattern of education.

Besides, a lack of self-understanding and expression of needs was observed in both samples. Blurred self-image leads to a lack of differentiation and uniqueness. In compulsory and authoritarian education, a collective image based on tradition and dependence is developed. It is a social education that does not allow the individual to express his needs freely and openly.

The varying levels of anxiety and fear of abandonment and deprivation, on the one hand, are related to the threshold and the threat that is practiced in the environment as an educational method. On the other hand, this fear in the sample of children in foster care is because Islam prohibits adoption and therefore, the child is informed from the start about the reality of his or her situation. This can create fear and a sense of fragmentation of identity and lack of affiliation. This explains the hostile relationship with the mother or the total absence of her image and the image of the power and punishment of the father.

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