

ABSTRACT

The thesis is focused on the Qualitative Approach to Rey-Osterrieth Complex Figure Test in Psychological Assessment of Children. Attention is paid to the classical qualitative Osterrieth's approach and the DSS-ROCF (Developmental Scoring System for the Rey-Osterrieth Complex Figure). The theoretical part contains the introduction of the method, history, approaches to administration and evaluation. In accordance with the developmental context of the method, psychological processes that determine performance in the test and guides to interpret children's qualitative performance are introduced. Finally, the concept of ADHD syndrome and the use of Rey-Osterrieth's complex figure for psychological assessment of attention deficit disorders are defined. The empirical part presents a qualitative assessment of performance in the test in children with ADHD and non-clinical children. It describes the methodology of the research and its conclusions, which are discussed. The results of this work provide guidelines for qualitative assessment of child performance in the ROCF test and its interpretation. It provides information about the test in the psychological assessment of attention disorders and extends the validity of Osterrieth's qualitative approach to the assessment of a group of children with ADHD. Part of this work is a scoring sheet designed for the qualitative evaluation of the figure and recording observation in the test situation. Lastly, it points to the benefits of the DSS-ROCF (Developmental Scoring System), which makes it possible to distinguish between the partial processes that are used to construct and fit the figure, taking into account the child's developmental level. The results of the performance analysis of children with ADHD through the Development Scoring System were discussed with the conclusions of the foreign studies.

KEY WORDS

Rey-Osterrieth Complex Figure, Qualitative scoring approach, Developmental Scoring System for the Rey-Osterrieth Complex Figure (DSS-ROCF), Osterrieth Scoring Approach, ADHD, Cognitive development