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Bender gestalt test report sample

1. (Bender-Gestalt Test) 2. The story **↳** psychological test first developed by child neuropsychiatist Loretta Bender **↳** the test is used to assess visual-motor maturity, to test for developmental disorders, or to assess neurological function or brain damage. **↳** Bender first described her visual Motor Gestalt Test in a 1938 monograph titled: Visual Motor Gestalt Test and its Clinical Use. 3. **↳** test was used as a screening device for brain damage. Bender herself said that it was a method of assessing the maturation of gestalt functioning of children 4-11 brain functioning, by which it responds to this constellation of stimuli in general, the answer is the motorized process of the pattern perceived by gestalt. 4. **↳** It measures perceptual motor skills, the development of motor perception, and gives an indication of neurological intact. It has been used as a personality test and a test of emotional problems. **↳** Incentive for Clinical Use of Bender Gestalt came in the late 1930s, when Max L. Hutt, an instructor at the City College educational clinic of New York City, became interested in developing a non-verbal personality test 5. **↳** Bender II contains 16 digits against 9 in the original. The new or revised scoring system for Bender II was developed on the basis of empirical research on numerous scoring systems. 6. The purpose of the **↳** Bender Gestalt Test is used to assess visual maturity, visual motor integration skills, response style, reaction to frustration, ability to correct errors, planning and organizational skills, and motivation. Copying numbers requires fine motor skills, the ability to distinguish visual stimuli, the ability to integrate visual skills with motor skills, and the ability to shift attention from the original design to what is being drawn. 7. Measures **↳** bender gestalt test should not be administered to a person with severe visual impairment if his or her vision has been adequately corrected with glasses. **↳** In addition, the test should not be given to subjects with severe motor impairment, as the violation will affect his or her ability to draw geometric shapes correctly. Thus, the test results can be distorted. 8. **↳** Test Bender Gestalt should not be used in isolation. When the diagnosis is made, the results The Bender Gestalt test should be used in conjunction with other medical, educational, psychological and neuropsychological information. **↳** Finally, psychometric testing requires the introduction and evaluation of a clinically trained expert. When using a scoring system, the expert should carefully assess its reliability and validity, as well as the regulatory sample used. 9. Description **↳** Bender Gestalt test individually guided by a pencil and paper test used to diagnose a traumatic brain injury. **↳** there are nine geometric shapes painted in black. These figures are presented to the subjects one at a time; The subject then asks to copy the figure to a blank sheet of paper. **↳** to wash, but can not use any mechanical means (such as rulers). 10. **↳** The average time to complete the test is five to ten minutes. **↳** One method requires the subject to view each card within five seconds, after which the card is removed. The subject draws a figure from memory. **↳** Another change involves having the subject draw numbers by following the standard procedure. The subject then received a blank sheet of paper and asked to draw as many numbers as he or she could remember. **↳** most recently, the test is given to the group, not to the individual (i.e. standard administration). 11. The Administration of **↳** Administration of Bender-Gestalt II consists of two stages: **↳** a copy of Phase **↳** Examinee shown an incentive map with projects and asked to copy each of the projects on a piece of paper **↳** Review Phase **↳** Examinee asked to redraw the designs from memory 12. **↳** engine and perception additional screen tests for specific motor and perceptive abilities/difficulties. **↳** kit consists of an Examiner guide, 16 stimulus cards, a form of observation, an engine test, and a perception test 13. **↳** materials: two pencils with lastics, 10 sheets of paper for drawing and a stopwatch (not included in the test kit). **↳** Administer the test on the table, sitting opposite the test subjects, if possible **↳** Supply one pencil and one sheet of paper (upright in front of the test subjects) **↳** show incentive cards for the test subjects one at a time (aligned from the top of the drawing paper) 14. **↳** administer the stimulus card in the correct numerical sequence and do not allow the subjects to rotate or Them. copy **↳**: **↳** discreetly How long it takes the subject to complete the items - a record time in minutes and seconds **↳** document your observations - carefully pay attention to the approach of the subjects to drawing each design 15. **↳** Recall Phase: **↳**, managed immediately after the **↳** Examinee copying phase, received a new piece of paper asking them to draw as many projects as possible that had been shown earlier. **↳** Motor Test: **↳** 2 - 4 minutes **↳** Draw a line between the dots in each piece without touching the boundaries of the **↳** Perception Test: **↳** 2 - 4 minutes **↳** circle or point to the design in each row that best fits the design in the box 16. Results/evaluation **↳** Angular difficulties: This involves increasing, decreasing, distorting or lowering the angle in the picture. **↳** Bizarre Drawing: This includes the addition of peculiar components to the pattern that have nothing to do with the original figure of Bender Gestalt. **↳** closure: This occurs when the subject has difficulty closing open spaces in the picture or connecting different parts of the shape. This leads to a gap in the copied digit. 17. **↳** cohesion: This involves drawing a part of the shape more or less than shown on the original shape and out of proportion with the rest of the shape. This error may also include drawing a shape or part of a figure that is significantly out of proportion with other shapes that have been drawn. **↳**: This involves boring designs or allowing the end of one design to overlap or touch parts of another design. **↳** Pollution: This occurs when the previous digit, or part of the shape, affects the study in an adequate completion of the current figure. For example, the subject can combine two different shapes of Bender Gestalt. 18. **↳**: This involves failing to adequately connect parts of the shape or playing only parts of the shape. **↳** overlapping complexity: This involves problems drawing parts of shapes that overlap, simplifying the drawing at the point at which it overlaps, drawing or repainsuring overlapping parts, or otherwise distorting the figure at the point at which it overlaps. **↳**: This includes increasing, extending, or continuing the number of units in the piece. For example, the subject can draw significantly more dots or circles than shown in the original figure. 19. **↳** Fragmentation: This involves destroying part of the shape without completing or breaking down the numbers in a way that completely loses Design. **↳** impotence: It's This when the subject draws the figure inaccurately and seems to recognize the error, he or she makes several unsuccessful attempts to improve the picture. **↳** irregular line quality or lack of engine coordination: This involves drawing rough lines, especially when the subject shows a tremor of motion, while drawing a figure. **↳** line: This involves adding or extending a piece of copied shape that was not on the original shape. 20. **↳** Regression: This involves replacing more primitive shapes for the original design, such as replacing hard lines or loops for circles, dashing for dots, dots for circles, circles for dots, or filling circles. There must be evidence that the subject is able to draw more mature shapes. **↳** rotation: This involves rotating a shape or part of a shape by 45 or more. This error is also scored when the test subject rotates the stimulus card, which is being copied. **↳**: This includes drawing primitive lines that have nothing to do with the original figure of Bender Gestalt. 21. **↳**: This involves replacing part of the figure with a more simplistic figure. This error is not related to maturation. Drawings that are primitive in terms of maturation will be classified as Retrogression. **↳** Superimposition of design: This involves drawing one or more shapes on top of each other. **↳** Workover: This involves strengthening, high pressure, or overworking a line or line in general or part of the figure. 22. The key principles of gestalt Systems **↳** Emergence are the process of forming complex patterns from simpler rules. **↳** is a constructive or generative aspect of perception through which experienced insight contains more clear spatial information than the sensory stimulus on which it is based. Reification can be explained by progress in the study of illusory contours, which are considered by the visual system as real contours. **↳** Multistability (or Multi-Hundred Perception) is a trend of ambiguous perception of the pop experience back and forth unstably between two or more alternative interpretations. **↳** Invariance is a property of perception in which simple geometric objects are recognized as independent of rotation, translation and scale; as well as a number of other variations, such as elastic deformations, different lighting and various component functions. 23. Gestalt principles of the grouping were introduced in Wertheimer (1923). In the 1930s and 1940s, Wertheimer, Kohler and Kofka formulated many of the group's laws studying visual perception. **↳** of proximity - The Law of Intimacy states that when a person perceives an assortment of objects, he perceives objects that are close to each other as the formation of a group. **↳** similarity - The Similarity Act states that the elements in the range of objects are significantly grouped with each other if they are similar to each other. This similarity can occur in the form of shape, color, shading or other qualities. 24. **↳** of closure - The Closing Act states that people perceive objects such as shapes, letters, pictures, etc. as whole when they are not complete. In particular, when parts of the whole picture are missing, our perception fills the visual gap. Studies show that the reason the mind completes a normal figure that is not perceived through sensation is to increase the regularity of surrounding stimuli. **↳** symmetry - The law of symmetry states that the mind perceives objects as symmetrical and forming around the central point. It is pleasant to divide objects into a sufficient number of symmetrical parts. Therefore, when the two symmetrical elements are not connected, the mind of perception connects them to form a consistent form. The similarity between symmetrical objects increases the likelihood that objects are grouped to form a combined symmetrical object. 25. **↳** the law of common destiny - the Law of Common Destiny states that objects are perceived as lines that move on the smoothest path. Experiments using a visual sensory mechanism have shown that the movement of the object's elements creates the pathways that people perceive that objects are on. We perceive the elements of objects as motion trends that point to the path the object is on. The law of continuity implies a grouping of objects that have the same tendency of movement and are therefore on the same path. **↳** continuity - The Law of Succession states that objects are usually grouped together and are therefore integrated into a perceptual whole if they are aligned within an object. 26. **↳** good Gestalat - The Law of the Good Gestalat explains that elements of objects tend to cluster together if they form a pattern that is simple and orderly. This law implies that, as people perceive the world, they eliminate complexity and unfamiliarity so that they can observe reality in its most simplistic form. **↳** past experience - The Law of Past Experience implies that in some circumstances visual stimuli are classified according to past experience. 27. Gestalt Gestalt it's important to think about the problems as a whole. Max Wertheimer believed that thinking comes in two ways: **↳** productive thinking solves the problem with understanding. **↳** reproductive thinking is the solution to the problem with previous experiences and what is already known. 28. The Gestalt School has practiced a number of theoretical and methodological principles: **↳** Principle of Totality - Conscious Experience should be considered globally (taking into account all the physical and mental aspects of the personality at the same time), because the nature of the mind requires that each component be considered as part of a system of dynamic relationships. **↳** of Psychophysical Isomorphism - There is a correlation between conscious experience and brain activity 29. The following methodological principles are defined: experimental analysis of the phenomenon of **↳** -On the principle of Totality, any psychological study should be considered as a starting point, and not be focused solely on sensory qualities. **↳** a biotic experiment -The School of Gestalt found the need for real experiments, which in stark contrast to classical laboratory experiments and opposed them. This meant experiments in natural situations developed in real-world conditions in which it could be reproduced, with higher accuracy, which would be customary for the subject.

