11. Seznam použité literatury

Abell, S. C., Von Briesen, P. D., Watz, L. S.: Intellectual evaluations of children using human figure drawings: an empirical investigation of two method. Journal of Clinical Psychology, 52, 67–74, 1996.

Abell, S. C., Wood, E., Liebman, S. J.: Children´s human figure drawings as measurement of intelligence: the comparative validity of three scoring systems. Journal of Psychoeducational Assessment, 19, 204–215, 2001.

Adi-Japha, E., Levin, I., Solomon, S.: Emergence of representation in drawing: The relation between kinematics and referential aspects. Cognitive Development, 13, 25–51, 1998.

Allen, B., Tussey C.: Can projective drawings detect if a child experienced sexual or physical abuse: A systemic review of the controlled research. Trauma, Violence and Abuse, 13, 97–111, 2012.

Altman, Z.: Kresba postavy. Hogrefe Testcentrum, Praha, 2011.

Apperly, I. A., Williams, E., Williams, J.: Three- to four-year-olds´recognition that symbols have a stable meaning: Pictures are understood before written words. Child Development, 75, 1510–1522, 2004.

Arden, R., Trzaskowski, M., Garfield, V., Plomin, R.: Genes influences young children´s human figure drawings and their association with intelligence a decade later. Psychological Science, 25, 1843–1850, 2014. Doi: 10.1177/0956797614540686.

Aronsson, K., Andersson, S.: Social scaling in children´s drawings of classroom life: a cultural comparative analysis of social scaling in Africa and Sweden. British Journal of Developmental Psychology, 14, 301–314, 1996.

Bardos, A. N., Doropoulou, M.: Draw-A-Person Screening procedure for emotional disturbance validity evidence. In: Handler, L., Thomas, A. D. (eds): Drawings in Assessment and Psychotherapy. Routledge, New York, London, 2014.

Barlow, C. M., Jolley, R. P., White, D. G., Galbraith, D.: Rigidity in children´s drawings and its relation with representational change. Journal of Experimental Psychology, 86, 134–152, 2003.

Barrouillet, P., Fayol, M., Cheverot, C.: Le dessin d´une masion. Construction d´une échelle de développment. L´année psychologique, 94, 81–88, 1994.

Bledsoe, J. C., Semrud-Clikeman, M., Pliszka, S. R.: Neuroanatomical and neuropsychological correlates of the cerebellum in children with attention-deficit-hyperactivity disorder – combined type. American Academy of Child and Adolescent Psychiatry, 50, 593–601, 2011.

Bonoti, F., Metallidou, P.: Children´s judgments and feelings about their own drawings. Psychology, 1, 329–336, 2010.

Bouaziz, S., Magnan, A.: Contribution of the visual perception and graphic production systems to the copying of complex geometrical drawings: A developmental study. Cognitive Development, 22, 5–15, 2007.

Boyatzis, C. J., Michaelson, P., Lyle, E.: Symbolic immunity and flexibility in preschoolers´human figure drawings. Journal of Genetic Psychology, 56, 293–302, 1995.

Brechet, C., Baldy, R., Picard, D.: How does Sam feel?: Children´s labeling and drawing of basic emotions. British Journal of Developmental Psychology, 27, 587–606, 2009.

Brechet, C., Jolley, R.: The roles of emotional comprehension and representational drawing skill in children´s expressive drawing. Infant and Child Development, 23, 457–470, 2014.

Brittain, R. A.: Drawing dos and dont´s: The draw-a-person test as measure of intellectual maturity. Pennsylvania State University, college of arts and achitecture, 2009.

Burkitt, E., Barrett, M., Davis, A.: The effect of affective characterisations on the size of children´s drawings. British Journal of Developmental Psycholovy, 21, 565–583, 2003.

Burkitt, E., Watling, D., Murray, L.: Children´s drawings of significant figures of peer or an adult audience. Infant and Child Development, 20, 466–473, 2011.

Burkitt, E., Sheppard, L.: Children´s colour use to portray themselves and others with happy, sad and mixed emotion. International Journal of Experimental Educational Psychology, 34, 231–251, 2014.

Burns, R., Kaufman, S.: Action styles and symbols in Kinetic Family Drawings (K-F-D). An interpretative manual. Brunner/Mazel, New York, 1972.

Butler, S., Gross, J., Hayne, H.: The effect of drawing on memory performance in young children. Developmental Psychology, 31, 597–608, 1995.

Callaghan, T. C.: Early understanding and production of graphic symbols. Child Development, 70, 1314–1324, 1999.

Callaghan, T. C.: Factors affecting children´s graphic symbol use in the third year. Language, similarity, and iconicity. Cognitive Development, 15, 185–214, 2000.

Callaghan, T. C., Rochat, P., Mac Gillivray, T., MacLellan, C.: The social construction of pictorial symbols in 6 to 18 month-old infants. Child Development, 78, 1733–1744, 2004.

Campbell, R. N., Duncan, P. A., Harrison, A. L., Mathewson, L. C.: Style and other factors affecting children´s recognition of their own drawings. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Carroll, M. K., Ryan-Wenger, N. S.: School-age children´s fears, anxiety, and human figure drawings. Journal of Pediatric Health Care, 13, 24–31, 1999.

Case, R.: Intellectual development: A systematic reinterpretation. Academic Press, New York, 1985.

Catte, M.: Emotional indicators in children´s human figure drawings: An evaluation of the Draw-a-Person Test. University of York, department of psychology, 1998.

Catte, M., Cox, M.: Emotional indicators in children´s human figure drawings. European Child and Adolescent Psychiatry, 8, 86–91, 1999.

Clements, W., Barrett, M.: The drawings of children and young people with Down´s syndrome: A case of delay or difference? British Journal of Educational Psychology, 64, 441–452, 1994.

Coates, E.: „I forgot the sky!" Children´s stories contained within their drawings. International Journal of Early Years Education, 10, 21–35, 2002.

Coates, E., Coates, A.: Young children talking and drawing. International Journal of Early Years Education, 14, 221–241, 2006.

Coen-Cagli, R., Corraggio, P., Napoletano, P. et al.: Visuomotor characterization of eye movements in a drawing task. Vision Research, 49, 810–818, 2009.

Cognet, G.: Dětská kresba jako diagnostický nástroj. Portál, Praha, 2013.

Cohn, N.: Explaining „I can´t draw": Parallels between the structure and development of language and drawing. Human Development, 167–192, 2012.

Cox, M., Parkin, C. E.: Young children´s observational drawings: a nine-point scale for scoring drawings of a cube. Educational Psychology, 6, 353–368, 1986.

Cox, M.: Children´s drawings of the human figure. Psychology Press, Taylor a Francis group, Hove and New York, 1993.

Cox, M., Moore, R.: Children´s depictions of different views of the human figure. Educational Psychology, 14, 427–436, 1994.

Cox. M., Lambon Ralph, M.: Young children´s ability to adapt their drawings of the human figure. Educational Psychology: An International Journal of Experimental Educational Psychology, 16, 245–255, 1996.

Cox, M., Cotgreave, S.: The human figure drawings of normal children and those with mild learning abilities. Educational Psychology, 16, 433–438, 1996.

Cox, M.: Drawings of people by the under-5s. Routledge, New York, 1997.

Cox, M., Catte, M.: Severely disturbed children´s human figure drawings: Are they unusual or just poor drawings? European Child and Adolescent Psychiatry, 9, 301–306, 2000.

Cox, M., Koyasu, M., Hiranuma, H., Perara, J.: Children´s human figure drawings in the UK and Japan: the effects of age, sex and culture. British Journal of Developmental Psychology, 19, 275–292, 2001.

Cox, M., Hodsoll, J.: Children´s diachronic thinking in relation to developmental changes in their drawings of the human figure. British Journal od Developmental Psychology, 18, 13–24, 2000.

Cox, M.: The pictorial world of the child. Cambridge University Press, Cambridge, 2005.

Crusco, M.: Draw-a-Person: Screening procedure for emotional disturbance. Centre for Longitudinal Research, Institute of Education University of London, 2013.

Daglioglu, H. E., Deniz, Ü., Kan, A.: A study of the emotional indicators in 5-6 year-old girls´and boys´ human figure drawings. Procedia Socia and Behavioral Sciences, 2, 1500–1510, 2010.

Daglioglu, H. E., Calisandemir, F., Alemdar, M., Bencik Kangal, S.: Examination of human figure drawings by gifted and normally developed children at preschool period. Elementary Education Online, 9, 31–43, 2010.

Daglioglu, H. E.: A comparative study of teacher figures in 5 to 7 year-old children´s drawings. Education and Science, 36, 144–157, 2011.

Daglioglu, H. E.: A developmental analysis of 5-7 year-old children´s human figure drawings. International Online Journal of Educational Sciences, 6, 510–523, 2014.

Davido, R.: Kresba jako nástroj poznání dítěte. Portál, Praha, 2001.

Davis, J. H.: Drawing´s demise: U-shaped development in graphic symbolisation. Studies in Art Education: A Journal of Issues and Research, 38, 132–157, 1997.

De Loache, J. S., Peirroutsakos, S. L., Uttal, D. H. et al.: Grasping the nature of pictures. Psychological Science, 9, 205–210, 1998.

De Loache, J. S.: Early development of the understanding and use of symbolic artifacts. In: Goswami, U. (ed.): The Wiley-Blackwell Handbook of Childhood cognitivě development. Wiley-Blackwell, 2011.

Dey, A., Ghosh, P.: Do human-figure drawings of children and adolescents mirror their cognitive style and self-esteem? International Journal of Art and Design Education, doi: 10.111/jade.12034, 2016.

Diamond, A.: Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex. Child Development, 71, 44–56, 2000.

Diamond, A.: The evidence base for improving school outomes by addressing the whole child and by addressing skills and attitudes, not just content. Early Education and Development, 5, 780–793, 2010.

Di Leo, J.: Children´s drawings as diagnostic aids. Brunner/Mazel publ., New York, 1973.

Duncan, P. A.: Drawings as a method for accessing young children´s perspectives in research. University of Stirling, School of Education, 2013.

Dunst, C. J.: Development of infant and toddler mark making and scribbling. Cell Reviews, 2, 2009.

Dykens, E.: The Draw-a-Person task in persons with mental retardation: What does it measure? Research in Developmental Disabilities, 17, 1–13, 1996.

Einarsdottir, J., Dockett, S., Perry, B.: Making meaning: children´s perspectives expressed through drawings. Early Child Development and Care, 179, 217–232, 2009.

Farokhi, M., Hashemi, M.: The analysis of children´s drawings: Social, emotional, physical, and psychological aspects. Procedia: Social and Behavioral Sciences, 30, 2219–2224, 2011.

Fayol, M., Barrouillet, P., Chevrot, C.: Judgment and production of drawings by 3-10-years-olds: Comparison of declarative and procedural drawing knowledge. European Journal of Psychology of Education, 10, 303–313, 1995.

Foley, Y. C., Mullis, F.: Intepreting children´s human figure drawings. Georgia School Counsellors Association, 1, 2008.

Fox, J. E., Lee, J.: When children draw vs when children don´t: Exploring the effects of observational drawing in science. Creative Education, 4, 11–14, 2013.

Freeman, N. H., Adi-Japha, E.: Pictorial intention, action and interpretation. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Gernhardt, A.: Children´s drawings of self and family: Bridging cultural and universal perspectives. Universität Osnabrück, 2014.

Gernhardt, A., Rübeling, H., Keller, H.: Cultural perspectives on children´s tadpole drawings: at the interface between representation and production. Frontiers in Psychology, 2015. Doi: 10.3389/psych2015.00812.

Goldner, L., Edelstein, M., Habsbush, Y.: A glance at children´s family drawings: Associations with children´s and parents hope and attributional style. The Arts in Psychotherapy, 43, 7–15, 2015.

Golomb, C.: The child´s creation of a pictorial world. California University Press, Berkeley, 1992.

Golomb, C.: The child´s creation of a pictorial world. Psychology Press, Taylor and Fracis Group, New York, London, 2004.

Goodnow, J. J., Wilkins, P., Dawes, L.: Acquiring cultural forms: Cognitive aspects of socialization illustrated by children´s drawings and judgments of drawings. International Journal of Behavioural Development, 9, 485–505, 1986.

Grissmer, D., Grimm, K. J., Aiyet, S. M. et al.: Fine motor skills and early comprehension of the world: tvo new school readiness indicators. Developmental Psychology, 46, 1008–1017, 2010.

Hall, E.: „My brain printed it out". Drawing, communication, and young children: a discussion. British Educational Research Association Annual Conference. Heriot-Watt University, Edinburgh, September, 2008.

Havlínová, M., Šulcová, E.: Emotivní ukazatelé v kresbě lidské postavy. Přednáška na 47. klinicko-psychologickém dnu 10. 10. 1988, Praha.

Hopperstad, M. H.: How children make meaning through drawing and play. Visual Communication, 7, 77–97, 2008. DOI: 10.1177/1470357207084866.

Chand, D., Shrimali, R. K.: Comparative study of theories related to drawing in pre-primary students. International Journal of Art, Management and Humanities, 1, 93–99, 2012.

Imuta, K., Scarf, D., Pharo, H., Hayne, H.: Drawing a close to use of human figure drawings as a projective measure of intelligence. PLOS Obe, 8, e58661, 2013.

Ito, M.: Bases and implications of learning in the cerebellum – Adaptive control and internal model mechanism. In: Zeeuw, C., Cicarita, F. (eds.): Progress in brain research: Creating coordination in the cerebellum. Amsterdam, Elsevier, 2005.

Ivashkevich, O.: Children´s drawing as a sociokultural practice: remaking gender and popular culture. Studies in Art Education, 51, 50–63, 2009.

Jolley, R. P., Knox, E. L., Foster, S. G.: The relationship between children´s production and comprehension of realism in drawing. British Journal of Developmental Psychology, 557–582, 2000.

Jolley, R. P., Fenn, K., Jones, I.: The development of children´s expressing drawing. British Journal of Developmental Psychology, 22, 545–567, 2004.

Jolley, R. P., Rose, S. E.: The relationship between production and comprehension of representational drawing. In: Milbrath, C., Trautner, H. M. (eds.): Children´s understanding and production of pictures, drawing and art. Theoretical and empirical approaches. Cambridge, MA: Hogrefe a Huber, 2008.

Jolley, R. P.: Children and pictures: drawing and understanding. Willey-Blackwell, 2010.

Jolley, R. P.: Children´s understanding of the dual nature of pictures. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Judd, M.: The validation of the person, house, tree drawing assessment for children aged from five to ten years in mainstream education. University of Canberra, 2014.

Kaplan, N., Main, M.: Instructions for the classification of children´s family drawings in terms of expression of attachment. Berkeley, University of California, 1986.

Kárníková, A.: Kazuistická studie. HTF, Praha, 2017.

Katz, C., Hershkowitz, I.: The effects of drawings on children´s account of sexual abuse. Child Maltreatment, 15, 171–179, 2010.

Kellogg, R.: Analyzing children´s art. Mayfiled Publ. company, Palo Alto, California, 1970.

Kim, J. K., Suh, J. H.: Children´s kinetic family drawings and their internalizing problem behaviors. The Art in Psychotherapy, 40, 206–215, 2013.

Klepsch, M., Logie, L.: Children draw and tell: An introduction to the projective uses of children´s human figure drawings. Routledge, New York, London, 1982.

Klusák, M., Slavík, J.: Kresba postavy pána. In: Pražská skupina školní etnografie: Psychický vývoj dítěte od 1. do 5. třídy. Karolinum, Praha, 2005.

Koppitz, E. M.: Psychological evaluation of human figure drawings. Orlando, Grune a Stratton, 1968.

Kühne, I. C.: The effect of perceptual motor programme on the drawing of a person by five year old new zealand children. Faculty of health sciences, University of the Witwatersrand, Johannesburg, 2008.

Lange-Küttner, C., Kerzmann, A., Heckhausen, J.: The emergence of visually realistic contour in the drawing of human figure. British Journal of Developmental Psychology, 20, 439–463, 2002.

Lange-Küttner, C.: Habitual size and projective size: The logic of spatial systems in childrenś drawings. Developmental Psychology, 45, 913–927, 2009.

Lange-Küttner, C., Vinter, A.: Contemporary enquiries into a long-standing domain: Drawing research. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Lange-Küttner, C.: Figures in and out of context: absent, simple, complex and halved spatial fields. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Leibowitz, M.: Interpreting projective drawings. Routledge, New York, London, 1999.

Levin, I., Bus, A. G.: How is emergent writing based on drawing? Analyses of children´s products and their sorting by children and mothers. Developmental Psychology, 38, 891–906, 2003. DOI: 10.10370012-1649.39.5 891.

Longobardi, C., Quaglia, R., Iotti, N. O.: Reconsidering the scribbling stage of drawing: a new perspective on toddlers´ representational processes. Frontiers in Psychology, 6:1227, doi:10.3389/fpsycg.2015.01227, 2015.

Madigan, S., Ladd, M., Goldberg, S.: A picture is worth a thousand words. Children´s representations of family as indicators of early attachment. Attachment and Human Development, 5, 19–37, 2003.

Machover, K.: Personality projection i the drawing of the human figure. Springfield Il. Charles C. Thomas, 1952.

Májová, L.: Projevy úzkosti v kresebných diagnostických technikách. In: Kucharská, A., Májová, L. (eds.): Dětská kresba v psychologickém výzkumu. Karolinum, Praha, 2005.

Malchiodi, C. A.: Understanding children´s drawings. The Guiolford Press, New York, London, 1998.

Makuuchi, M., Kaminaga, T., Sugishita, M.: Both parietal lobes are involved in drawing: a functional MRI study and implications for constructional apraxia. Cognitive Brain Research, 16, 338–347, 2003.

Matějček, Z.: Výbor z díla. Karolinum, Praha, 2006.

Matsaridou, I.: Children´s drawings: Mirrors of children´s individual thoughts – A case study in a Malthese preschool setting. Erasmus Mundus, Education and Culture, 2015.

Matthews, J.: The art of childhood and adolescence. Falmer Press, London, 1999.

Matto, H., Naglieri, J. A, Clausen, C.: Validity of the Draw-A-Person: Screening procedure for Emotional Disturbance (DAP:SPED) in strenghs-based assessment. Research on Social Work Practice, 15, 41–46, 2005.

McNaish, T. J., Naglieri, J. A.: Identification of individuals with serious emotional disturbance using Draw a Person Screening Porcedure for Emotional Disturbance. Journal of Special Education, 27, 115–121, 1993.

Merriman, B., Guerin, S.: Using children´s drawings as data in child-centered research. Irish Journal of Psychology, 27, 48–58, 2006.

Miall, R. C., Gowen, E., Tchalenko, J.: Drawing cartoon faces – a functional imaging study of the cognitive neuroscience of drawing. Cortex, 45, 394–406, 2009.

Milbrath, C., Trautner, H. M. (eds.): Children´s understanding and production of pictures, drawing and art. Theoretical and empirical approaches. Cambridge, MA: Hogrefe a Huber, 2008.

Milbrath, C.: Drawing as a visual medium. Human Development, 55, 193–198, 2012.

Miller, J. M.: Relationship of human figure drawing with executive functioning and achievement. Thesis. Rochester Institute of Technology, 2006.

Miyhara, M., Pick, J., Barrett, N.: Accuracy of drawing in dual-task and resistance-to-distraction study: Motor or attention deficit? Human Movement Science, 25, 100–109, 2006.

Morra, S.: Cognitive aspects of change in drawings: A neo-Piagetian theoretical account. British Journal of Developmental Psychology, 23, 317–341, 2005.

Morra, S.: Spatial structures in children´s drawings: how do they develop? In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Mortensen, K. V.: Form and content in children´s human figure drawings: Development, sex differences and body experience. New York University Press, New York, 1991.

Naglieri, J. A., Pfeiffer, S. I.: Performance of disruptive behaviors disordered and normal samples on Draw a Person Screening Porcedure for Emotional Disturbance. Psychological Assessment, 4, 156–159, 1992.

Newcombe, N., Frick, A.: Early education for spatial intelligence: why, what and how? Mind, Brain and Education, 43, 102–111, 2010.

Ngernyam, N.: Comparison of IQ derived from objective and projective human figure drawing. International Journal of Child Development and Mental Health, 7–20, 2010.

Novotná, L.: Norma a „normálnost" dětské kresby lidské postavy. In: Kucharská, A., Májová, L. (eds.): Dětská kresba v psychologickém výzkumu. Karolinum, Praha, 2005.

Ogawa, K., Inui, T.: The role of the posterior parietal cortex in drawing by copying. Neuropsychologia, 47, 1013–1022, 2009.

Oposua Anim, J.: The role of drawing in promoting the children´s communication in early childhood education. Oslo and Akershus University College of Applied Sciences, 2012.

Oster, G. D., Crone, P. G.: Using drawings in assessment and therapy. Routledge, New York, London, 2004.

Ozer, S.: Turkish childrenś human figure drawings: can we borrow norms? Educational Psychology, 29, 701–712, 2015. DOI: 1080/01443410903210387, 2015.

Panesi, S., Rivara, S., Morra, S.: Drawing a Dog: Cognitive Underpinnings. Euro Asian Pacific Joint Conference onf Cognitive Science, Torino, september, 2015.

Papazoglou, I.: Strategie of contrast in children´s human figure drawings. Department of psychology faculty of arts and human sciences, University of Surrey, 2010.

Paquette, K. R., Fello, S. F., Renek Jalongo, M.: The talking drawings strategy: using primary children´s illustrations and ora language to improve comprehension of expository text. Early Childhood Education Journal, 35, 65–73, 2007.

Peirroutsakos, S. L., DeLoache, J. S.: Infants´ manual investigation of pictural objects varying in realism. Infancy, 4, 141–156, 2003.

Piaget, J., Inhelderová, B.: Psychologie dítěte. SPN, Praha, 1970.

Picard, D., Vinter, A.: Development of graphic formulas for the depiction of familiar objects. International Journal of Behavioral Development, 29, 418–432, 2005.

Picard, D., Brechet, C., Baldy, R.: Expressive strategies in drawing are related to age and topic. Journal of Nonverbal Behavior, 31, 243–257, 2007.

Picard, D., Gauthier, C.: The development of expressive drawing abilities during childhood and into adolescence. Child Development Research, 2012, doi:10.1155/2012/925063.

Pogády, J., Nociar, A., Mečíř, J., Janotová, D.: Detská kresba v diagnostike a v liečbe. SAP, Bratislava, 1993.

Procaccia, R., Veronese, G., Castiglioni, M.: The impact of attachment style on the family drawings of school-age children. The Open Psychology Journal, 7, 9–17, 2014.

Rehrig, G. L.: Drawing comparisons between drawing performance and developmental assessments. University of New Yersey, New Brunswick, 2015.

Reynolds, C. R., Hickman, J. A.: Draw-A-Person Intellectual Ability Test for children, adolescents and adults. Austin, TX, 2004.

Ross, J.: Drawing production, drawing re-experience and drawing re-cognition. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Salmon, K., Pipe, M. E.: Recalling an event one year later: The impact of props, drawing an a prior interview. Applied Cognitive Psychology, 14, 184–220, 2000.

Salmon, K., Roncolato, W., Gleitzman, M.: Children´s reports of emotionally laden events: Adapting the interview to the child. Applied Cognitive Psychology, 17, 65–79, 2003.

Sayil, M.: Children´s drawings of emotional faces. British Journal of Developmental Psychology, 19, 493–505, 2001.

Semerádová, V., Škaloudová, A.: Kresba postavy: In: Pražská skupina školní etnografie: 1. třída. Dílčí zpráva o řešení grantového projektu CA ČR 406/94/1417, Praha, 1995.

Semerádová, V., Škaloudová, A.: Kresba postavy II: In: Pražská skupina školní etnografie: 2. třída. Dílčí zpráva o řešení grantového projektu CA ČR 406/94/1417, Praha, 1997.

Semerádová, V., Škaloudová, A.: Kresba postavy ve třetí třídě: In: Pražská skupina školní etnografie: 3. třída. Dílčí zpráva o řešení grantového projektu CA ČR 406/94/1417, Praha, 1998.

Semrud-Clikeman, M., Bledsoe, J.: Updates on attention-deficit/hyperactivity disorder and learning disorders. Current Psychiatry Rep, 13, 364–373, 2011.

Schaer, K., Jahn, G., Lotze, M.: fMRI-activation during drawing a naturalistic of sketchy portrait. Behavioural Brain Research, 233, 209–216, 2012.

Siegler, R., DeLoache, J., Eisenberg, N.: How children develop. Worth publ., New York, 2003.

Skybo, T., Ryan-Wenger, N., Ying-hwa Su: Human figure drawings as a measure of children´s emotional status: Critical review for practice. Journal of Pediatric Nursing, 22, 15–28, 2007.

Smith, P. M.: Young children´s depiction of contrast in human figure drawing: standing and walking. Educational Psychology, 13, 107–118, 1993.

Soundy, C. S.: Searching for deeper meaning in children´s drawings. Childhood and Education, 88, 45–51, 2012.

Soundy, C. S., Drucker, M. F.: Drawing opens pathways to problem solving for young children. Childhood and Education, 86, 71–83, 2012.

Spensley, F., Taylor, J.: The development of cognitive flexibility: Evidence from children´s drawings. Human Development, 42, 300–324, 1999.

Strange, D., Garry, M., Sutherland, R.: Drawing out children´s false memories. Applied Cognitive Psychology, 17, 607–619, 2003.

Stratford, B., Mei Lan Au: The development of drawing in Chinese and English children. Early Child Development and Care, 30, 141–165, 1988.

Šturma, J., Vágnerová, M.: Kresba postavy. Psychodiagnostika, Bratislava, 1982.

Tallandini, M. A., Morassi, L.: Spatial and symbolic codes in the development of three-dimensional graphic representations. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Tharinger, D. J., Roberts, G.: Human figure drawings in therapeutic assessment with children: Process, products, context, and systemic impact. In: Handler, L., Thomas, A.D. (eds.): Drawings in assessment and psychotherapy: Research and application. Routledge, New York and London, 2014.

Tchalenko, J.: Segmentation and accuracy in copying and drawing: Experts and beginners. Vision Research, 49, 791–800, 2009.

Thomas, A. D., Engram, D.: Sexually and physically abused children. In: Handler, L., Thomas, A. D. (eds): Drawings in Assessment and Psychotherapy. Research and Application. Routledge, New York and London, 2014.

Tielsch, A., Jackson Allen, P.: Listen to them draw: Screening children in primary care through the use of human figure drawings. Pediatric Nursing, 320–327, 2005.

Trautner, H. M., Lohaus, A., Sahm, W. B., Helbing, N.: Age-graded judgments of children´s drawings by children and adults. International Journal of Behavioral Development, 12, 421–431, 1989.

Troncone, A.: Problems of „draw-a-person: a quantitative scoring system" as a measure of intelligence. Psychological Reports: Measures and Statistics, 115, 485–498, 2014.

Uždil, J.: Čáry, klikyháky, paňáci a auta. SPN, Praha, 1974.

Vágnerová, M.: Oftalmopsychologie. Karolinum, Praha, 1995.

Vágnerová, M.: Neprojektivní kresebné techniky. In: Říčan, P., Krejčířová, D. a kol.: Dětská klinická psychologie. Praha, Grada, 2006.

Vágnerová, M.: Kresba začarované rodiny. Grafognostický kroužek, Informační bulletin, 2, 1996.

Vágnerová, M.: Kresebné techniky. In: Svoboda, M., Krejčířová, D., Vágnerová M.: Psychodiagnostika dětí a dospívajících. Portál, Praha, 2001.

Vágnerová, M.: Neprojektivní kresebné techniky. In: Říčan, P., Krejčířová, D. a kol.: Dětská klinická psychologie. Praha, Grada, 2006.

Vágnerová, M.: Vývojová psychologie. Dětství a dospívání. Karolinum, Praha, 2012.

Vágnerová, M.: Současná psychopatologie pro pomáhající profese. Portál, Praha, 2014.

Vágnerová, M., Kropáčková, J., Janošová, P.: Nejdřív pán a potom pes – vývoj dětské kresby v předškolním věku a její hodnocení. Psychológia a patopsychologia dieťaťa, 50, 283–305, 2016.

Vágnerová, M., Kropáčková, J., Janošová, P.: Dům je lehčí než pán – vývoj kresby v předškolním věku. Psychológia a patopsychologia dieťaťa, 51, 2017, v tisku.

Van Sommers, P.: Drawing and cognition. Cambridge University Press, Cambridge, 1984.

Vedder, P., van de Vijfeiken, K., Kook, H.: Borrowing norms for the Human Figure Drawing Test: how to validate this practice? Scandinavian Journal of Educational Research, 44, 393–404, 2000.

Vinklerová, V.: Využití kresby postavy v diagnostice dětí předškolního a mladšího školního věku. Praha, PedF UK, 2002.

Vinklerová, V.: Využití kresby postavy v diagnostice dětí předškolního a mladšího školního věku. In: Kucharská, A., Májová, L. (eds.): Dětská kresba v psychologickém výzkumu. Karolinum, Praha, 2005.

Vinter, A., Picard, D., Fernandes, V.: Graphic syntax and representational development. In: Lange-Küttner, C., Vinter, A. (eds): Drawing and the non-verbal mind. A life-span perspective. Cambridge University Press, 2010.

Wesson, M., Salmon, K.: Drawing and showing: Helping children to report emotionally laden events. Applied Cognitive Psychology, 15, 301–320, 2001.

Willats, J.: Making sense of children´s drawings. Lawrence Erlbaum, Mahwah, New Yersey, London, 2005.

Willcock, E., Imuta, K., Hayne, H.: Children´s human figure drawings do not measure intellectual ability. Journal of Experimental Child Psychology, 110, 444–452, 2011.

Yamagata, K.: Representational activity during mother-child interaction: the scribbling stage of drawing. British Journal of Developmental Psychology, 15, 355–366, 1997.

Yamagata, K.: Emergence of representational activity during the early drawing stage: process analysis. Japanese Psychological Research, 43, 130–140, 2001.

Yuan, Y., Brown, S.: The neural basis of mark making: A functional MRI study of drawing. Plos ONE 9(10): e108628. doi.10.1371/journalpone 0108628.

Zentner, M. R.: Preferences for colours and colour-emotion combinations in early childhood. Developmental Science, 4, 389–398, 2001.

Zhi, Z., Thomas, G. V., Robinsons, E. J.: Constraints on representational change: Drawing a man with two heads. British Journal of Developmental Psychology, 15, 275–290, 1997.