

THE THEORY OF POSITIVE DISINTEGRATION AND ITS RELATIONS WITH
ACCELERATION AND REGRESSION FACTORS
SOME CONSIDERATIONS BASED ON CLINICAL PRACTICE

by

SCHNEEBERGER ATAÍDE AND CABRAL DE SÁ

First International Conference On
The Theory of Positive Disintegration

August 26 - 30, 1970
at Laval University, Quebec

L'émotion a une action
dissolvante sur l'esprit,
diminue sa synthèse et le
rend, par un moment,
misérable.

--Pierre Janet

Les émotions d'un certain
niveau et les sentiments
d'un rang supérieur sont
les forces motrices dans la
personnalité de tout indi-
vidu, et d'autant plus dans
la vie d'un enfant.

--Kazimierz Dabrowski
(French translation
by the author)

The Theory of Positive Disintegration, which we owe to
Kazimierz Dabrowski (3-10), takes on various aspects in its
practical application.

In the study of the psychological evolution of the
human being throughout his development, it presents new and
hitherto unknown aspects since its approach diverges widely
from that of the neo-Jacksonians.

Indeed, according to this theory one of the main mecha-
nisms of evolution is disintegration, which may be found at any
level of organization of the nervous structures, the result being
conflicts of psychic forces in the inner milieu and maladjustment
to the environment.

Conflictual situations, attended by unstable balance
and psychic lability which occur chiefly at certain periods
of more intense development of the human being (Trotzphase,
puberty), and more markedly during the accelerated development
of exceptional men and in the creative periods of some artists
and scientists, are thus ascribed to disintegration of a ruling
level of nerve centers to allow the formation of another which
is based on the disintegrated level and on lower ones as well
(multiple-layer structure).

Animism, magical thought, erratic behavior, emotivity and the capricious temper of children, in early childhood, obstinacy that makes its appearance around the third year of life, as the proneness to opposition, the ambiequal phenomenon, the schizothymic-like changes of puberty and adolescence, are all viewed as signs of disintegration followed by other signs of a higher form of organization better adapted to progress and evolution, not only of the human being but also, perhaps of the species itself. Thus, according to Dabrowski and his collaborators (4, 5, 15, 18) the periods of infantile and juvenile development, when there is greater emotivity and greater susceptibility to environmental influences, but which are also the periods of greater intellectual progress and more marked affective maturation, are attended by a remarkable degree of loosening up of the mental structure.

It is indeed well known that the so-called pre-objectal stage, when the child perceives nothing of his own Ego (Spitz[21]), which is followed by an outward-projection stage and an objectal contact initially effected primarily with the mother--a phase when an anxiety situation (which, according to Melanie Klein (16) always occurs) may already exist--is succeeded by an egocentric structuring of the growing personality, still filled with internal conflicts and opposed drives. At this stage the child is egotistic and possessive, and thought processes are full of imagination and rooted on a magical animistic plane.

The extratensive and social form of life which slowly unfolds thereafter and which corresponds to extroversive activity of the personality will undergo further change at the onset of puberty or even at the pre-puberty stage. Once again imagination comes to the fore, now directed not only toward introversive interests but also towards other transcendental interests. Logical reasoning, which had become established in childhood and had become more marked by so-called school age, now tends towards abstraction and once again new conflicts occur within the Ego.

As at the end of infancy and during part of childhood, there is a clear evolutionary personality change, in which, from a certain point of view, it may be considered that the personality is torn by affective inner conflicts, i.e. there occurs disintegration in Dabrowski's sense.

Now, these periods in the life of children and adolescents, when their personality flows back on itself (to an extent which in adolescence can even be autistic), and when their strongly-conflicting impulses divide them, are periods not of regression but rather of great progress, albeit the progression phenomena are preceded or accompanied by those of regression, especially in the last-mentioned periods.

In these transitional stages, ambivalences and ambivalencies are linked with emotional hyperexcitability and-- in the case of adolescence--with a firm desire to fight and

win, with tendencies of asceticism, irresolution, abandonment, and regression. The outcome of all this interplay of forces is an enormous progress in personality development and an awakening of metaphysical interests and logical reasoning, tending now towards abstraction.

At the same time, these are periods of great psychic vulnerability, and the sometimes serious consequences of the eventual frustrations and affective trauma that occur during them are well known.

It would seem that personality development requires, or at least benefits, from a cleavage of the various personality components, to which there would correspond a struggle of impulses and affects, conducive to fuller maturity.

As we shall see further on, Dabrowski (4, 10) believes that, in those periods when personality development is more rapid and psychic vulnerability is greater, the mechanism that dynamizes and stimulates personality development and maturation is similar in many respects to the one encountered in certain neurotic conditions.

His opinion is based, amongst other facts, on the results obtained through Rorschach tests, whose so-called ambiequal types are characteristic of self-assertion phases, which eventually progress in these situations towards harmonious types.

Also, the trials and moral suffering to which the human being is always liable may leave behind signs that could be interpreted as being those of disintegration, frequently

followed by restlessness of spirit, psychic susceptibility and dissatisfaction with oneself, and leading to reflection and to higher spiritual, scientific or artistic interests.

In most highly-gifted children it is also possible to find interior disharmony and maladjustment to the environment. Dabrowski also interprets this as signs of disintegration which, although being typical of childhood development, are more readily apparent in those children in whom the development of the psyche is more marked and rapid.

According, therefore, to the author of the theory, positive disintegration is, as a rule, characterized by a multi-level behaviour and a global involvement of the personality. Plasticity of the psyche and restlessness are present and some intense affective reactions occur easily, though one may also observe creative inclinations and a higher personality ideal influencing conduct, while lack or diminution of automatisms and stereotyped attitudes are also noted. When this occurs in a single sequence, self-awareness and the co-existing creative manifestations may confirm that the process is really following a positive line.

Disintegration is followed by secondary integration, which consists of the emergence of a new coherent system of structuring and activity.

However, this new structure, which is formed at a higher level, is grounded on the remains of the preceding one, and its

formation may be already noted during the disintegration process, being essentially revealed through discontent with oneself and the express desire of attaining higher levels of conduct.

Of the prior structures, the memory of past events--especially the affective remembrance of those involving risks one has to guard against--is taken over together with other components as well, although the integrated values which were part of the phylogenetic and historico-social acquisitions of the species were already modified.

As the disintegration process unfolds and secondary integration becomes more marked, inner conflicts and tensions weaken and the existence of an ordering and awareness of conduct is noticeable.

According to Dabrowski (4, 8, 10), this is not, therefore, a repair and restoration process, but rather a transforming and re-creating process at a higher level.

Through the successive processes of disintegration and re-structuration, the instinctive impulses, including the preservation of the species and even of the individual, are to a great extent (if not for the most part) converted into socio-moral and metaphysical interests, while self-awareness, by widening its horizons, attains a retrospective analysis attitude in an updated context.

Thus, there appears a new order of values and purposes striving towards an ever clearer personality ideal, and through

this process a new mode of personality enrichment emerges: self-correction.

However, secondary integration may and does take on in many cases the aspect of a primary reintegration, though generally in a more perfected form, with increased intellectual sensibility but little modified sentimental trends, since the basic structure and the affective impulses undergo no change.

In many cases, and this is quite frequent, especially in adolescents, personality, although restructured, nevertheless presents an equally primary structure, and the hierarchy of values (though different) is not superior to, or is but little higher than, the former one. In some cases, too, especially when disintegration was caused by trials and psychic trauma, and also in "over-protection" situations, secondary integration may not occur at all and the individual may pass on to a neurotic or affective regression situation, or in any case a maladjustment situation, without any corresponding compensation in the form of a higher intellectual or affective level. In these circumstances anti-social acts may often occur as a reaction to trauma situations.

In many other cases, however, the new structure is served by a new hierarchy of values dictated by a higher and more conscious personality ideal, the only components taken over from the preceding structure being the essential and most valuable acquisitions it contained. This process of secondary integration, more marked in exceptional persons, often results

from painful experiences they underwent and to which there corresponded also a more marked disintegration process.

For a long time now several researchers (Tramer [22], Heuyer [14], Kretschmer [17], V. Fontes [12, 13]) have drawn attention to the Zeitfaktor and to the sometimes partial retardations and accelerations encountered in the psychic development of children.

These researchers have also found in the acceleration phenomena encountered in child development, which are more marked at certain periods of life, there occur corresponding partial retardations leading to an asynchronous, and in certain cases, a very noticeable psychic disharmony.

Though viewing these facts from a different standpoint, they also consider them to be part of the developmental process, and their conclusions seem to us in certain respects to be in accordance with the Theory of Positive Disintegration.

V. Fontes sums up his point of view as follows: during man's development throughout his life, two forces are at work, progression and regression. Their intensity and mode of operation vary at each moment of development, and they should lead to a situation of balance. The Zeitfaktor is therefore the background for the interplay of these forces during the various developmental stages of personality.

It is also known that greater lability attends those periods where progression and disharmony in psychic development

are greatest whether infectious diseases affecting the nervous centers, or disease-producing psychogenic stimuli, and this vulnerability seems to depend not only on various organic factors--from endocrine and metabolic disturbances to the varying action of brain enzymes--but also on environmental conditions and on the gregarious environment's reaction to changes in child and adolescent behavior.

It has also been ascertained that the slow evolution our species is passing through, which now seems to be more rapid, is not restricted to an increase in height and other morphological changes, nor to the earlier occurrence of endocrine development. It also involves, for instance, resistance to infection in, above all, the psyche.

There is in our time an undoubted regression in the incidence of certain infectious diseases which Asperger (1), (based on his observations) believes to be independent of any preventive action. In contrast, an increase is noted in other affections, especially infectious processes involving the nerve centers, though in certain respects curtailed by modern means of prevention and treatment and which are greater the higher they occur in the brain stem. According to this researcher, acceleration is found to exist in the various age groups in the appearance encephalitis, convulsive crises, and the frequency and clinical aspect of psychotic alterations, this process being more marked in large populations and industrial centers.

Also, the time of life when other affective and psychosomatic changes appear has changed. Numerous cases taken from our clinical records confirm this, but we will just mention here one fact which seems to us characteristic: the frequency of cases of children with gastric ulcers depending on, or at least closely related to psychogenic factors.

According to Bennholdt-Thomsen (2), amongst others, in the evolution of the psyche it has been proved that in a large number of children, especially in populations where technical and cultural development is greater, there is an acceleration in the structuration of certain capacities leading to more rapid intellectual development as a whole. Only thus can the growing child's personality more quickly bridge the gulf that separates modern man from primitive man. However, these are, generally speaking, partial accelerations frequently combined with partial retardation of other capacities, the result being disharmony and asynchronousness in the developmental processes.

At times, as Asperger (1) stresses, retardations, even when merely relative, are to be found in certain essential psychic functions, a fact which may lead to serious affective conflicts.

This asynchronousness in the psyche of many young people is likely to underlie many of the great educational and social problems with which our age finds it so difficult to deal.

Again, in urban centers modern children and young people

prove to be more vulnerable to disease-producing psychogenic stimuli.

Comparing Dabrowski's theory with the most recent findings on the importance of acceleration and regression phenomena and the Zeitfaktor in personality development, it seems to us, as we said above, that there is a certain amount of consensus in regards many of its aspects; we would particularly stress here the relation between affective conflicts and even cleavages, in the developing personality and the evolutionary progress of the latter; also the fact that there are periods in human development when conflictive and cleavage situations and a more marked evolution frequently coincide.

The Theory of Positive Disintegration involves, however other no less important aspects, such as the evolutionary study of the human being and exceptional cases of development in intellectual, artistic and other spheres.

We shall see that it may be applied to the study of psychic pathology and psychological typology. Thus, as we have already noted, it has been found that in certain developmental periods of the human being there corresponds a greater proneness to certain psychic syndromes or mere psychic changes. This fact suggests a relation between the severe crises of development and psychic evolution and certain mental disturbances, which in this way would be related to the disintegration and restructuring processes on which such evolution seems to rest.

On the other hand, environmental influences on the

onset of certain psychiatric syndromes would be explained by a strong structuring role of the environment. In many cases, there would be no adequate restructuration (or the re-structuration would be imperfect or anomalous), while in some other cases a negative dissolutive process would even occur.

Although in conditions of hysteria there predominates single-sequence disintegration process generally co-existing with vegetative dystony (attended by hypersusceptibility, difficulty in adjusting to the environment, weakening of the reality function and, above all, emotional immaturity), the hysterical personality may and quite often does have an intellectual activity and ethical ideals which at least are not inferior to, although they are different from, the average taken as "normal". In such a case re-structuring does occur, albeit in an incomplete or anomalous manner.

In psychasthenia there is very imperfect development of certain of the more primitive psychic functions, especially lack of so-called vital energy and strength. Yet the psychasthenic subject does quite often reveal well-developed, and in some cases, exceptionally highly-developed, higher-level aptitudes (intellectual, sentimental aptitudes, artistic gifts), though as often as not the psychasthenic subject does not know what to do with them.

It would seem that the re-structuration process took place without adequate integration of the underlying structures.

Also, in depressive conditions the fears that are

manifested, the psychic inhibition, hypobulia and suicidal tendencies, reflect disintegration of the inner milieu. But besides these there are also dynamic factors which are constructive and which find expression in: dissatisfaction with oneself, guilt feelings, consciousness of sin, and exaggerated self-criticism. Also, during excitement phases objective tendencies, activity, rapidity and richness of accelerated correlations and syntheses are encountered.

According to Dabrowski (8, 9), in certain writers and artists suffering from depression these phases are often creative and would express re-structuration, though in certain states of excitement and ecstasy there are signs of obliterated self-awareness. In both phases (hypobulia and excitement) there is a restlessness which in itself is a creative factor.

Also in schizothymic personalities immaturity (especially of an emotional nature), psychic lability, and autistic tendencies very often accompany accelerated development and creative abilities, although their evolution sometimes takes on varying aspects depending on diverse factors, amongst which are environmental factors.

In any of these situations disintegration may progress unfavourably, sometimes towards psychosis, if it fails to show the characteristic traits of the re-structuration process, such as multilevel behaviour, psychic plasticity, relative balance of dynamisms, creative manifestations, self-criticism, personality

ideal, and absence or near-absence of automatisms and stereotyped patterns.

This re-structuration, based on self-discontent and in which there is a toning-down of preceding conflicts and tensions and a search for new values, may return to the previously existing integration, sometimes in an even more perfect form. Or it may lead to secondary integration presenting new priorities of aims and objects, which may or may not be higher than those of the preceding structure, but always attended by increased self-awareness.

In cases of unfavourable progress, there appears a dissolution mechanism of an involutive nature which in some of its aspects (anxiety, psychic imbalance, weakening of the reality function) is very similar to the disintegration mechanism but in which, contrary to the latter, no positive manifestation of re-structuration is to be found.

Also, in psychological typology the Theory of Positive Disintegration takes on new aspects, since it now becomes possible to classify integrated types (primarily or secondarily), positively disintegrated types (transitional), and chronically disintegrated and pathologically disintegrated types, the latter corresponding to psychotic individuals in a process of dissolution.

But Dabrowski's theory also reveals new facets for the study of psychology and seems likely to be of practical interest in treatment and education. However, in this short essay we are not going into these particular aspects.

Our interest in the theory which we outlined above and which, as we saw, seems to us to be in agreement with modern knowledge of the Zeitfaktor and acceleration and regression phenomena during the development of children and adolescents, led us to try to examine and interpret, in its light, some of our own clinical cases.

We found indeed, that in many of our cases neurotic symptoms, feelings of inferiority, and even obvious cleavages in the developing personality of children and adolescents (as expressed in projective tests and also in literary compositions) were set in motion by frustration, perfectionist tendencies and other influences. This did not rule out a satisfactory intellectual performance and in some cases it even seems to have contributed to a better school performance and even to a greater development of certain capacities and aptitudes.

We will now briefly present a few examples.

The first example is the case of three brothers brought up by an obsessive, domineering, perfectionist, and over-exacting mother. Two of them, rendered deeply neurotic, had practically never played since the beginning of school; they lived out an ideal of intellectual and artistic perfection, had a highly successful school career and devoted themselves at the same time to scientific, literary, and artistic pursuits and also to physical training, though only taking up certain sports rated as "noble" (horse-riding, fencing). The eldest, however, who is already in his teens, presents very clear obsessive symptoms.

The youngest, in the pre-puberty stage, shows conversion symptoms. The middle brother, less gifted than the other two and inferiorized by them, reacted to an identical environment with shyness, inhibitions, erratic behavior, and low intellectual performance, which disrupted his school work and led to behavioural disturbances, chiefly compensatory thefts. His mental profile (T. Wechsler) is typically neurotic.

In another case similar to the preceding one as regards a perfectionist upbringing (but here of a markedly intellectual nature), plus parental quarrelling and over-protection on the mother's side, we found that, though the tested mental capacity was very much above the average, school performance was poor. Aware of his possibilities, and though frankly neurotic, this young man asserted himself by taking up a career which would free him of his mother and of her over-intellectual outlook: he thus devoted himself chiefly to physical training, in which he succeeded despite his frail bodily appearance.

Another, passed through a period of severe neurosis and maladjustment with strong feelings of inferiority and frustration, which deepened in pre-puberty. Although his school performance was poor, he reacted to this situation by becoming an outstanding student, brimming with intellectual and artistic interests, though retaining neurotic traits.

In another similar case, phrases like the following, in which the patient compares his internal psychic environment to a big farm, are to be found in his literary productions of

early adolescence: "I can thus analyse myself better and...my oneness may be divided into so many fractions that...the Big Farm is perhaps a village". Though he encountered difficulties at school he is now a brilliant University student with plentiful metaphysical and artistic interests, though he still presents slight neurotic traits. From our point of view, it would seem that the cleavage evinced in the self-analysis of his developing personality enabled him to re-structure it at a much higher level.

Two other boys--brothers--passed through severe frustrations and reacted neurotically, with conversion symptoms. This situation improved in one of them, whose only trouble now is an occasional attack of asthma, while the other presents an obsessive symptomatology. Both revealed outstanding intellectual capacity and both are first-rate students in higher education courses, one of them nearing graduation with distinction.

Another young man, at the age of 11, had an accident attended by highly dramatic circumstances which led to a depressive condition. He now finds himself at 22 years of age in a frankly neurotic state attended by great insecurity. His intelligence, of the theoretical-abstract type, is outstanding, however, though he finds it difficult to make the most of it despite his many aspirations and his ambition to succeed.

The Rorschach test revealed a very fragile Ego and an extratensive constricted type of experience. In the face of situations he is not very familiar with, he seeks refuge in fancifulness. In our view, this young man is in a situation of

unstableness, and though there are elements in him allowing for re-structuration we fear that, despite our psychotherapeutical efforts, the outcome will be dissolution and the onset of a psychotic process.

An epileptic boy who, when he was 10, was seriously afflicted by epilepsy with harmful effects on his intellectual performance (which was very low for some months), improved considerably later on. Frustrated by his condition, ensuing inhibitions, and having passed also through distressing family situations, he presented such neurotic traits as anxiety, obsessions, hysteria-like and conversion symptoms. Nevertheless, his intellectual performance, cultural interests, and striving for better results at school progressively improved. Now at the age of 16, he is a brilliant student while expanding his knowledge in other directions as well.

In a study by one of us on 683 young people considered as normal and whose ages ranged between 17-20 years, all having completed a secondary education course, it was found based on psychological examination in which the Alexander, Guilford, Wechsler and Rorschach tests were systematically applied, that 87 had suffered severe affective frustration in childhood and adolescence, as revealed by them in the course of interviews.

The psychological profile of the latter group was disharmonious and the tests brought to light obvious neurotic traits. The Rorschach psychograms stressed some common characteristics relating to affective contact capacity and Ego protection.

Seventy-six cases were of the introversive type and the remaining nine ambiequal. The latter would have a more favourable prognosis given their type since, according to Dabrowski (4, 10), after the self-assertion stages have been left behind they sometimes advance to harmonious types.

There predominate bending kinaesthetic interpretations, and it is known that these interpretations, which start from the unconscious and instinctive sphere, are a product of autistic thought in which intellectual factors play a secondary role. The bending kinaesthetic interpretation is considered as passive and characterizes individuals with low vitality who allow themselves to be overcome by their personal difficulties.

Chiaroscuro interpretations of the intermediary images, which in many cases were viewed in perspective and had an architectural content, were frequent. These interpretations corresponded, according to Rorschach (19), to feelings of insufficiency, and also expressed instability and inconstancy, though in these latter aspects they revealed constructive talent and great capacity for spatial organization. Like the kinaesthetic interpretations, these chiaroscuro interpretations spring from the depths of the personality but have their origin in the "static part" (L. Usteri [23]).

Consequently their affectivity had a depressive tinge and their contact capacity was poor. However, protective operations, as expressed in the records, revealed a high level of aspiration and repressed aggressiveness, which gives them a

marked aspect of compulsive defence and reactive formation; taken as a whole, the "Ego" defences (Endara [11]) were revealed to be either of little stability or else rigid. The contents of the interpretations were poor and confirmed the subject's weak dynamism, while expressing a fragile structure with infantile characteristics and hypochondriacal worries.

These young people though frustrated and presenting neurotic-type changes, had an average or above-average intellectual performance, and there was an aspect in the discrepancy between the I.Q. as ascertained by the Wechsler test (especially the verbal part) and the Alexander test which could be interpreted as expressing a personality cleavage related to the frustrations which they had undergone.

Of course, considering our above remarks it is by no means our intention to make any fresh contribution to the Theory of Positive Disintegration, whether its ideas dealing with pathological neurosis or personality development. The aim of this brief essay is solely to point out that the cases we described above may fit in with this theory, and also to draw attention to the relations between it and certain problems linked with the Zeitfaktor and the acceleration and retardation phenomena which are now arousing so much interest on the part of psychologists, especially those who deal with the study of children and young people.

In a later work we hope to be able to expand the aspects

of the Theory of Positive Disintegration we have now referred to, and also mention those others which we are studying, that is to say, the typological and the therapeutical applications.

References

1. ASPERGER, H. - Anfälligkeiten des Vorschulkindes - Concilium Paedopsychiatricum - Basel, N.Y., 1968.
2. BENHOLDT-THOMSEN - Zeitfaktor und Anfälligkeit in der ersten Lebenszeit - Concilium Paedopsychiatricum - Basel, N.Y., 1968.
3. DABROWSKI, K. - Positive Disintegration - Little, Brown & Co. - Boston, 1964.
4. DABROWSKI, K. - La désintégration mentale comme facteur positif dans le développement émotionnel de l'enfant - A Criança Portuguesa - XVII, 2 - Lisboa, 1958.
5. DABROWSKI, K. - Sur la désintégration positive - Annales Médico-Psychologiques - t. II - Nov. 1959.
6. DABROWSKI, K. - Remarques sur la typologie basée sur la théorie de la désintégration positive - Annales Médico-Psychologiques - t. II, n^o. 3 - Oct. 1960.
7. DABROWSKI, K. - Les dynamismes principaux de la désintégration à niveaux multiples - Annales Médico-Psychologiques - t. I, n^o. 2 - Fev. 1961.
8. DABROWSKI, K. - Le sentiment d'infériorité vis-à-vis de soi-même - Annales Médico-Psychologiques - t. II, n^o. 4 - Nov. 1961.
9. DABROWSKI, K. - Principes structures et dynamismes du milieu psychique interne - A Criança Portuguesa - XXI - Lisboa, 1963.
10. DABROWSKI, K. - Personnalité, aptitudes et psychonévroses - VI Conf. Nation. Polonaise d'Hygiène Mentale (Trad. fr. de l'A.) - Warszawa, 1963.

11. ENDARA, J. - Teste de Rorschach - Barcelona, 1967.
12. Fontes, V. - Facteur temps (Zeitfaktor) et Maturation -
Zeitschrift f. Kinderpsych., 28 - Basel, 1958; A
Criança Portuguesa, XVIII - Lisboa, 1959.
13. FONTES, V. - Facteur du temps et prédisposition - Concilium
Paedopsychiatricum - Basel, N.Y., 1968.
14. HEUYER, G. - Introduction à la Psych. Infantile - Paris, 1952.
15. KACZYNSKA, M. - Dynamismes du développement dans les théories
contemporaines de la personnalité - VI Conf. Nat. Polon.
d'Hygiène Mentale (Trad. fr. de l'A.) - Warszawa, 1963.
16. KLEIN, M. - Développements de la Psychanalyse - Paris, 1966.
17. KRETSCHMER, E. - Die Konstitutionellen Varianten des Reifungs-
grades und Reifungstempo - Acta Psychotherap., 4 - Basel,
1956.
18. OSINSKI, H. - Angoisse chez les enfants doués - VI Conf.
Nat. Polon. d'Hygiène Mentale (Trad. fr. de l'A.) -
Warszawa, 1963.
19. RORSCHACH, H. - Psychodiagnostic - Paris, 1962.
20. SCHNEEBERGER-ATAÍDE, CABRAL DE SÁ - A doutrina da Desintegração
Positiva, os factores de aceleração e regressão e o
factor tempo - Cadernos de Psicologia - 1 - Lisboa, Mr. 1968.
21. SPITZ, R. - La première année de la vie de l'enfant - Paris, 1958.
22. TRAMER, H. - Zeitfaktor - Zeitschrift f. Kinderpsych., 1 -
Basel, 1934.
23. USTERI, L. - Manuel pratique du Test de Rorschach - Herman, 1965.