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	RESEARCH ARTICLE 

Family Relationships Test (F.A.T.): Conceptual Foundations, Psychometric Characteristics, Clinical Applications, and Ethical Considerations in the Assessment of Family Dynamics among Children and Adolescents

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Abstract

The family represents the primary social system that shapes the psychological, emotional, and behavioral development of the individual. Understanding the quality and dynamics of relationships within this system is therefore essential for the assessment of children’s and adolescents’ adjustment and mental health. The present study aims to provide a comprehensive conceptual and methodological review of the Family Relationships Test (F.A.T.), a projective psychological instrument designed to assess emotional patterns, interaction styles, and relational structures within the family environment. This paper examines the theoretical foundations of the test within the framework of family systems theory, highlighting its objectives, structure, administration procedures, scoring principles, and areas of application. Particular attention is given to its role in identifying relational conflicts, emotional bonds, boundaries, communication patterns, and dysfunctional interaction processes that may contribute to psychological difficulties. The study also reviews available evidence regarding the psychometric properties of the instrument, including reliability and validity indicators reported in empirical research, as well as its effectiveness in distinguishing between clinical and non-clinical populations. Furthermore, the article discusses the cultural sensitivity of projective family assessment tools and the potential limitations associated with translation, interpretation, and contextual adaptation, especially in non-Western environments. Ethical considerations in administration and interpretation are also emphasized, given the clinical and sensitive nature of family-related information. The findings underscore the value of the Family Relationships Test as a qualitative clinical tool that supports comprehensive psychological assessment and therapeutic planning. When used alongside other diagnostic methods and interpreted within the individual’s cultural and developmental context, the F.A.T. contributes to a deeper understanding of family functioning and promotes interventions aimed at strengthening family balance and psychological well-being.

Citation

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Introduction:

From the beginning of his early life, the individual lives in several different social contexts, starting first with the family, then school, friends, and others, however, the family context remains the most important of these contexts, which is extremely unique and private, as it is the primary group in which the individual’s personality grows in the early and decisive years of his life because the child’s interaction with his family members pushes him to integrate their behaviors

so that they later become a basic guide for his ideas, orientations, strategies, and behaviors, and this integration also occurs through interaction and communication with the members of the family as a whole.

Many experts have long presented a clear picture of family life, as studies related to this topic have witnessed a long period extending since the beginning of human history, and writings on family and family relations have multiplied, in many studies and research, as researchers have addressed its various aspects, as it is a fertile and sensitive topic (Khalis and Mizab, 2020), and given its major role in preparing and raising the individual soundly, because the family atmosphere is responsible for the individual's adaptation or deviation, as deprivation of love, affection and parental tenderness and frequent quarrels and lack of understanding between parents affects the healthy psychological development of the child, and hinders his good preparation for future social, family and professional life, so there is no doubt that the problems, conflicts and quarrels prevailing in the family negatively affect its stability at all levels.

Considering the family as the most important social system, as it performs important functions, and is responsible for producing healthy and normal individuals physically and psychologically, it is the basic unit contributing to the continuation of society based on its functions, and even if it interferes and intertwines with each other, it remains the basis of social systems because if the family succeeds in performing its functions correctly, its impact on social systems will be positive and vice versa. (Ammarjiya, 2015).

(Cooper, Kidwell & Eddleston, 2013) indicated that the nature of dynamic relationships and family systems in a single family may lead to the deviation of children according to the nature of these relationships and systems, and some of them confirm the deviant behavior of family members in general, and that it has not yet become clear in which relational pattern within the family this deviation will appear, and that the nature of relationships between family members, their systems, and systems may lead to falling into a circle of deviation of an unspecified nature, nor who it affects among its members, therefore, it is important to direct scientific studies and research to research this particular part due to the scarcity and modesty of studies that have addressed it.

Family assessment procedures are based on family systems theories, including Bertalanffy's theory, Moos's theory, Bateson's theory, Halley's theory, Satur's theory, Bouen's theory, Minouchin's theory, Wiener's theory, and many other theories. More than 19 tests were developed between 1965 and 1992 to measure family relationships and interactions, such as the Family Relationships Test developed by Bene in 1965, the Family Drawing Test by Corman, in 1970, the Family Apperception Test developed by Sotile, Julian, Henry & Sotile, 1999, and the Family System Test designed by Gehring & Debry in 1992 (In: Roskam, Stievenart). (Deschuyteneer, & Wolff, 2010), most of which rely on questionnaires, checklists, ratings, direct and indirect responses, and responses to family-specific topics.

The discovery of the nature of family systems and the dynamics of interaction between members of the same family has theoretical and practical importance in identifying the nature of children's and adolescents' personalities, and measuring the soundness or otherwise of these personalities, which prompts researchers in the current study to discover this by interpreting the responses of children and adolescents to the Family Relationships Test (FRT), which is a projective test consisting of a set of black and white colored cards expressing family interactions and relationships, as it depends on the principle of verbal expression of formal perceptions in the family, and it is one of the clinical tests that aim to delve into the mechanisms of estimating the personal and collective aspects of the family function, and the prevailing feelings among family members, and it is suitable for wide segments of children and adolescents, as it can be applied to individuals from the age of (6) to (11) years, and it has proven its effectiveness in age segments up to (18) years. (Sotile et al., 1999)

The Family Apperception Test was built based on the theory of family systems, and it allows individuals to express their feelings towards their families, as the test was prepared in its initial form in English by (Soutel et al., 1988), then translated into French in (1999). The Family Apperception Test is described as one of the modern projective tools in the field of family assessment, and it is distinguished from other projective tools by its superiority in psychometric and conceptual properties, as it provides a clear guide for correction, grading and interpretation of the examinees' responses on the test cards, as confirmed by many empirical studies and research on the suitability of using the test in this field and its validity for application with children and adolescents. (Roskam et al., 2010)

Several studies have been conducted on the psychometric properties of the Family Apperception Test, including the study by (Dechatelet, 1999) on the same subject, with reliability coefficients ranging between (0.25 and 0.69), as

confirmed by the studies of (Lundquist) and (Buchanan) and the study of (Eaton, 1999) on the validity of the Family Apperception Test by measuring its efficiency in distinguishing between clinical and normal samples, using the scores obtained by individuals on the test dimensions: conflict and conflict resolution, boundaries or restrictions, quality of relationships, dynamics and interactions. (Djadou and Abdel-Alim, 2020)

The validity of the French version of the Family Apperception Test was also tested in the study of Daure (2001), whose study sample was psychotic adolescents, and in the study of Geuzaine (2003), the test's validity coefficient was verified on a sample of young people, and both confirmed the test's efficiency in measuring the family dynamics of the samples on which the test was applied, and several studies were also conducted to investigate the efficiency of the Family Apperception Test on different samples of children and adolescents aged (6-15 years), and the impact of family system dynamics on the presence of problems in children.

The Family Relationships Subject Understanding Test is a valuable tool in the field of psychopathology, as it helps provide a deep understanding of the dynamics of family relationships. However, it must be used with caution, and its results must be interpreted in a comprehensive context that takes into account the cultural and personal factors of the individual.

From the above, this study aims to shed light on the concept of this test, how to apply it, and the criticism directed at it.

1. Definition of the test:

Psychological tests, whether objective or projective, face a major problem, regarding cultural bias or cultural specificity, which makes them fall into a systematic error in estimating the true value of different grades and estimates within a single group in the case of objective tests, as well as falling into the error of analyzing and interpreting the results of projective tests and the inability to generalize their results, and we find this bias or cultural specificity is often linked to tests translated into environments different from the original environment, especially the Arab environment, which makes them invalid and often deficient in their validity.

(Brown, 1970) believes that "the test is an organized procedure for measuring a sample of an individual's behavior, while (Cronbach, 1970) believes that the psychological or educational test is an organized method for observing and describing one or more characteristics of the individual based on a numerical scale or classification system" (Alam, 2014, p. 30).

The test refers to those organized procedures that aim to measure a sample of individuals' behavior, as it is a procedure that aims to observe and describe one or more traits using a specific agreed-upon scale or classification system, to balance the individual's performance with a specific standard or performance level, which differs from one test to another (Barakat and Baali, 2021).

2. Definition of family relationships:

The family climate is the framework in which the individual grows, and his personality and concept of himself and others are formed, where family relationships and interactions are the basis for the stability of this climate, and the behavior of each individual depends on the relationships that connect him with the rest of the individuals.

The relationship is that emotional attraction and the interaction that occurs between individuals, which is determined by the manner of their communication, and it is an interaction through which communication systems are penetrated. (Abu Suleiman, 2017)

Family relationships mean those relationships that exist between the roles of husband, wife, and children, and it also means the nature of communications and interactions that occur between family members who reside in one house, including the relationship between husband and wife and between the children themselves. (Amara and Jahmit, 2018)

Hence, family relationships are the basis of family stability. Family relationships -which are characterized by friendliness, love, respect, understanding, trust, stability, and participation- provide children with a healthy family environment filled with reassurance and security, which enhances their readiness to deal with the pressures they are exposed to, and ensures the growth of compatible personalities. Meanwhile, the disruption and instability of these relationships lead to a weakening of children's trust in their families and parents, makes them selfish and unable to exchange feelings and build relationships with others, and makes them lose their sense of belonging to the family and the environment to which they belong.

3. Family Relationships Test

3.1. Definition of the Family Relationships Test:

It is a projective tool designed for clinical practice, aiming to integrate the individual and collective aspects of family performance into the evaluation process, as it is based on the systems theory that views the individual as part of a larger system, and family performance is identified in its structural, dynamic, emotional and interactive aspects (Al-Chartouni, 2018, p. 80)

The test derives its foundations from the systems school, which considers that the individual's behavior within his family is nothing but the result of interactions that occur with other individuals, as each of them has a specific function within the family system in which he lives, and it is also a psychological tool designed to evaluate family relationships by analyzing individuals' responses to images that display various family situations.

3.2. Objectives of the Family Relationships Test (FAT):

The Family Relationships Test aims at a finite set of objectives, which we summarize in the following points:

- Providing a deeper insight into the interaction of individuals with their family members.
- Identifying potential problems or tendencies in different family relationships.
- Combining and clinically applying individual assessment and family assessment in the field of mental health, especially in order to formulate treatment programs, taking into account the family system.
- Measuring family relationships, thus revealing the dynamics of families and children of divorce.
- Integrating individual and collective aspects of family performance in the evaluation process.

3.3. The importance of the Family Relationships Test and its practical uses:

The test can reveal:

- Communication patterns: How individuals communicate with each other.
- Family roles: Determining the family roles played by each individual within the family.
- Family problems: Determining the problems and conflicts that may exist within the family.

-As for its uses, this test is widely used in the following areas:

- * Family therapy, to identify problems and challenges facing families.
- * Psychological research, to study the dynamics of family relationships and their impact on the mental health of individuals.
- * Psychological assessment, as part of a comprehensive assessment of individuals facing psychological or behavioral problems.

3.4. Description and structure of the Family Relationships Test and how to apply it:

3.4.1. Description and structure of the Family Relationships Test:

The Family Relationships Test consists of a series of pictures or drawings that show specific family situations. The examinee is asked to look at each picture and compose a story describing what is happening in the picture, including the thoughts and feelings of the characters in it.

Examples of the situations depicted

- **A family scene at the dining table:** The picture may show a family eating together, and the individual's response is analyzed based on how they perceive the interactions and conversations taking place at the table.
- **A conflict between parents:** This scene is used to determine the individual's reactions to conflicts between parents, and how these conflicts affect children.
- **Playtime between children:** This scene provides an opportunity to evaluate the dynamics between siblings, and how they deal with each other. The description of the test, it contains (22) black and white colored boards, and a scoring sheet guide, passing the boards takes approximately (30) to (35) minutes, these boards show situations of relationships and family activities that are highly projective about contexts and structures, as well as emotional responses related to specific family interactions, and clinical experience, has proven the importance of using FRT with adolescents, noting that it is also applied to children starting from the age of 6 years (Khalis, 2020, p. 260)

3.4.2. Content of the FAT test panels and its significance:

This test consists of (21) black and white colored panels and a coding paper guide, where each panel contains pictorial drawings showing daily family situations, relationships, and activities, which highly reflect projective implications on family processes, as well as emotional reactions about a specific family interaction.

This projective test is applied to children, adolescents, and adults starting from (6) years old, and this test technique depends on a recording system, which helps to record and understand family relationships and processes.

The following is a presentation of these panels with their significance:

The first panel: Dinner: The panel reflects a man, a woman, and three children (two boys and a girl) sitting around a dining table, the adults compete, while one of the boys eats.

The second panel: The recorder: The panel shows a child sitting in a squatting position in front of a recorder, holding a singing disc in his hands, and directly in front of him a female person is handing him something rectangular.

The third painting: Punishment: shows a child sitting in a squatting position next to a vase of intoxicating water, its water and flowers spread over the floor, and in the foreground, a mysterious person holding something behind his back, cylindrical and turning to the child.

The fourth painting: The Clothing Store: In a clothing store, a woman displays a dress to a little girl with square arms, while her facial expressions are unclear.

The fifth painting: A living room: A man, a woman, and a boy are sitting in front of a television, a girl places her hand on the television button, and a person stands at the end of the room in front of the others and places his hand on the key to the half-open door of the room.

The sixth painting: The organization of the room: A female person stands on the threshold of a bedroom, in front of a boy sitting on a bed with his back to the observer, an open drawer in a wardrobe, a basketball on the floor, a shirt and clothes thrown over a scattered bed.

The seventh painting: Above the stairs: A child looks from a bedroom towards the lit stairs, a scattered bed, and an alarm clock indicating the time (11.30) placed on a small table.

Eighth painting: Market: In front of a store, a woman and a boy are hugging each other, in the store window there are shoes on display and a sign indicating discounts, a woman is carrying things in a bag, a boy and a girl are walking behind her smiling and gesturing.

Ninth painting: Hall (kitchen): A man is sitting at a kitchen table moving his hand, and looking at a notebook he is holding in the other hand, a woman stands in front of a cook turning a spoon inside a pot, and on the doorstep a child is staring at this scene.

Tenth painting: Playground: Two boys are standing next to each other, wearing sports clothes, each holding a tennis stick, one of them is wearing gloves, in the background of the picture a tennis match is taking place.

Eleventh painting: A tour at night (late exit): A woman and a girl are sitting opposite a boy who is placing one hand on the exit key, pointing to a wall clock whose hands are moving to (09.00) at night.



اللوحه (01)-المساء



اللوحه (3)-العقوبة



اللوحه (05): قاعة الجلوس



اللوحه (06): تنظيم الغرفة



اللوحه (11)- جولة في الليل

Painting 12: Duties: A young woman sits behind a desk facing the observer, holding a pencil in her hands, in front of her on the desk are an open notebook and book, behind her stand a man and a woman looking over her shoulders.



Painting 13: Bedtime: A mysterious person sitting on the bed where a man is also sitting opposite him, one of the man's hands is on the thigh of the mysterious person and the other on his knee.



Painting 14: Playing ball: A man and a girl stand facing each other, wearing tennis clothes, one of them holding a ball, on the bench of the house a boy and a girl look at the play scene, the main door of the house is open.



Painting 15: Playing: Two boys and a girl are gathered around a group game, next to them is a Christmas tree, next to them stands a female person looking at them, and in the background another person is lying on a bed holding an open book.



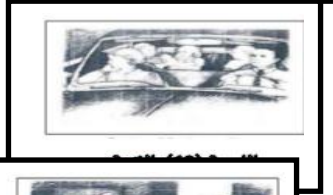
Painting 16: Keys: A man and a boy stand in front of a car, the boy points to the car with one hand and extends the other to this man who is holding a set of keys.



Painting 17: Makeup: A woman is shown applying lipstick in front of the bathroom mirror, another woman stands at the door facing her.



Painting 18: The Walk: A man and a woman are sitting in the front seat of a car, two boys and a girl are sitting in the back, one of the boys laughs with the girl and they raise their fists at each other.



Painting 19: The Office: In the picture, a girl is standing in front of a man behind the desk, in front of him are papers that he is looking at, this girl puts her hand on the desk.



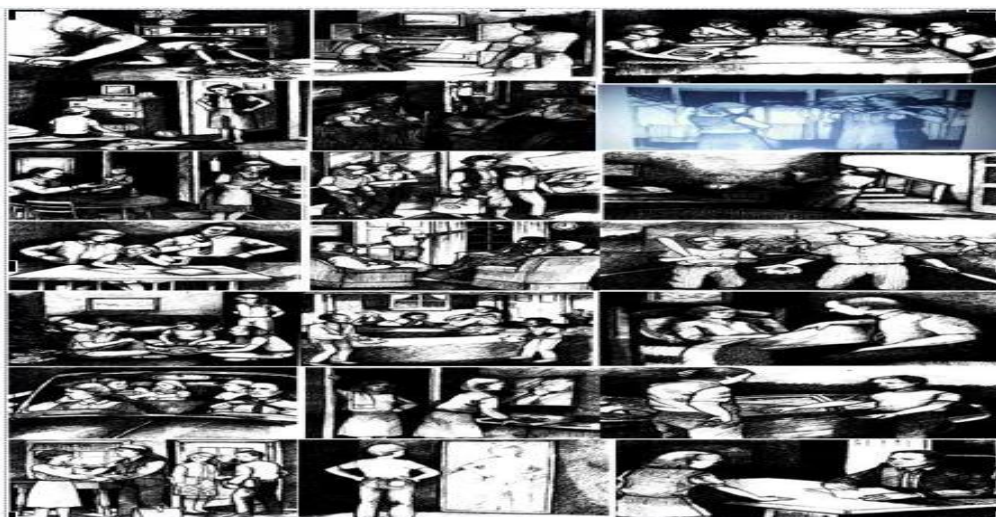
Painting 20: The Mirror: In the picture, a child is standing in front of a large mirror with his back to the observer, behind that mirror is an unclear image of a person.



Painting 21: Farewell: In the picture, a man and a woman are standing, embracing each other, next to the man's feet is a briefcase, a boy and a girl are standing on the threshold of a half-open door, holding books and looking at the couple.



This is a complete painting, including all the previously mentioned paintings of its own



3.4.3. How to apply the FAT test:

The psychologist shows all the cards to the examinee and the duration of the test, as we mentioned earlier, lasts from (30) to (35) minutes. The answers must be written in one word on a piece of paper. Then the psychologist analyzes the stories provided by the examinee to determine the patterns and behaviors that may indicate certain family dynamics.

3.4.4. Instructional FAT test:

The instructional test is given to the examinee as follows: We have a group of paintings with family figures in them. We show them to you one by one. Please tell me what is happening in the painting (the observed scene)? What led to this situation? What do these people think and feel?

The test instructions for adolescents under (18) years of age are as follows:

Full text in English:

"I have a series of images that show children and their families. I'm going to show them to you one by one. It's up to you to tell me, 'the scene, what the characters think or imagine, what led to this' please, what happens on the feeling, and also how the story will end. Use your imagination and above all remember that there is no right or wrong answer in what you will say about an image. I will write down your answers so that I can remember them"

Full text in French

«J'ai une série d'image qui montrent des enfants et leur famille. je vais te les montrer une à une. A toi de me dire, « scène, ce que les personnages Pense ou image, ce qui a conduit à cette's'il te plait, ce qui ce passe sur l ressentent et aussi comment l'histoire va se terminer .utilise ton imagination et surtout rappelle-toi qu'il n'y a ni bonne réponse ni mauvaise dans ce que tu diras au sujet d'une image. je vais noter tes réponse pour que je puisse m'en souvenir».

The test instructions may seem ambiguous to some individuals who find it difficult to understand some of the tasks. There are additional questions, when the story is incomplete, in order to obtain complete answers, as follows:

*What's happening?

*What happened?

*How do you feel?

*What is it about?

*How could the story end?

3.4.5. How to analyze the test (scoring):

At the end of the image passing, the protocol becomes analyzable from a clinical point of view, as individual responses are collected on the scoring sheet detailed in the test manual, and the FAT scoring system categories revolve around different aspects of the four systemic variables:

The nature of the apparent conflict

- Conflict resolution and measures
- Boundary control and dysfunction
- Models of relational exchange (integration- non-integration towards the family unit).

From this interpretation, the general pattern of the family systemic function must be dealt with precisely to clarify the four aforementioned aspects, and they are included in the analysis of the FAT protocol, as explained in detail in the scoring booklet.

- The evaluation mechanism in the Family Perception Test was designed to respond to the family systemic theories, and accordingly, it is an evaluation tool with dynamic psychological aspects that records the exchange situations between family members, where the behavior of the individual within his family is considered the result of interactions that occur with other members of the family, who have an important function in determining the behavior of the individual who lives among them, so the authors recommend that the researcher should not forget (that the patient in question is contained within a broader dynamic), and that the examinee is contained in a family dynamic, the understanding of which depends on the evaluation of the most important reactions towards the inter-relational exchange.

This assessment allows for the formation of hypotheses about the function of the family system through the answers of one individual from the family represented in the case under study. The answers must be recorded word by word on a separate sheet, and it should be noted that the test scoring is quantitative, by calculating the number of the examinee's answers on the transcript sheet, and qualitative by answering a set of questions, the number of which was set in the correction booklet at eight, which deal in their entirety with the employment of the family system.

- As for the quantitative analysis of this test, the protocol is scored by referring to the scoring sheet to extract all the points, while the qualitative analysis follows certain steps, and after applying the test, we present the results reached by the researcher in this study (Wayne et al, 1999).

* **The different categories specified by clarification in scoring:** We find a group of scoring categories that clarify the family perception scale, the latter are the following:

- Apparent conflict.
- Conflict resolution.
- Definition of rules
- Quality of relationships.
- Definition of boundaries
- Disruptive circularity
- Mistreatment
- Unusual responses
- Rejection
- Emotional tone

* **How to score:**

Apparent conflict:

A- Family conflict: We score it if the story mentions a family conflict defined as a relationship of difference between family members (individuals other than the father and mother).

B- Marital conflict: We dot it if the story mentions a specific marital conflict, defined as a relationship of difference between the spouses.

C- Another type of conflict: We dot it if the story describes or refers to the conflict between people without a kinship link.

D- Absence of conflict: We dot it if no conflict is connected, in this case we also do not dot the definition of the boundaries category.

Conflict resolution: It is represented by determining whether the resolution of the conflict was expressed explicitly or completely.

A- Positive resolution: It is dotted if the story indicates that the conflict has been resolved, and is not subject to being raised again.

B- Negative resolution or absence of resolution: It is dotted if the story indicates that the conflict will occur again, and it is also dotted when the story does not contain a solution.

Definition of rules: In this category, stories are dotted according to two factors:

- The appropriateness or inappropriateness of parental rules of behavior, as a reaction to family conflict.

- The children's approval or disapproval, as a reaction to the rules or boundaries defined for the parents.

A- Appropriateness/Agreement: Scored if the story indicates an appropriate definition of boundaries or rules, provided by the parents and agreed to by the children.

B- Appropriateness/Disagreement: Scored if the story indicates an appropriate definition and description of boundaries, provided by the parents and agreed to by the children.

D- Inappropriateness/Disagreement: Scored if the story indicates an inappropriate definition of boundaries, provided by the parents and not agreed to by the children.

Quality of Relationships: Scored according to the reported levels of comfort or discomfort that family members feel in their relationships with others.

A- Mother Ally: (Mother equals ally), here when the mother is perceived as providing understanding, comfort and care.

B- Father equals ally: Scored from the individual's perspective when the father is perceived as providing understanding, comfort and care.

C- Husband or Wife equals ally or ally: Scored if the husband or wife are described as providing understanding, comfort and care.

D- Another person equals an ally: Point if another person outside the nuclear family is described as providing understanding, comfort, and care (friends, teachers, grandparents, or distant family members).

F- Mother equals a stressor: Point if the story indicates that the mother is perceived as a stressor for the children and within a family dynamic.

G- Father is a stressor: Point if the story indicates that the father is perceived as a stressor for the children, and the scoring is based on the presence of family or individual suffering as a response, and where the father's behavior was.

H- Brother and sister as a stressor: Point if the story indicates that one sibling is a stressor for another sibling.

I- Husband or wife as a stressor: Here it is dotted if the story refers to one of the spouses perceived as a stressor for the other spouse.

J- Another person: Here it is dotted if the story refers to another person who generates stress, whether for the children or the family dynamics.

- **Definition of boundaries:** Stories are dotted according to the presence of elements that show the process of defining boundaries within the family system, due to the importance of the introduction to the family hierarchical organization according to the mixed or detailed patterns about the related organization (between generations), in addition to the pattern of the relationship with the outside world, meaning the pattern of family functioning in the open or closed system.

- **Mixture:** It is dotted if the story indicates that a family member deals with a problem or situation by involving another family member due to exaggerated anxiety, or even a very intrusive attitude or behavior. It is also dotted if a family member shows emotional attraction in his or her reaction towards another family member, whether on the verbal or behavioral level.

- **Disengagement:** is punctuated if the story indicates an inappropriate degree of psychological alienation from family members, showing distance through themes of lack of engagement or investment in the response given to a family member, or showing that a family member is leaving the family as a result of a conflict.

- **Alliance against mother and child:** Dot if the story suggests that the mother and son play the roles of victim and savior.

- **Father or other family member:** Designate as the persecutor.

- **Alliance against father and son:** Dot if the story suggests that the father and son play the roles of victim and savior.

- **Alliance against adult/child:** Dot if the story suggests, describes, or shows a close adult such as a grandparent and child, while another stranger adult is designated as the persecutor.

- **Open format:** Dot if the story suggests that the family can add other people to its activities or dynamics, and dot if it suggests and accepts its members' involvement in extra-family activities.

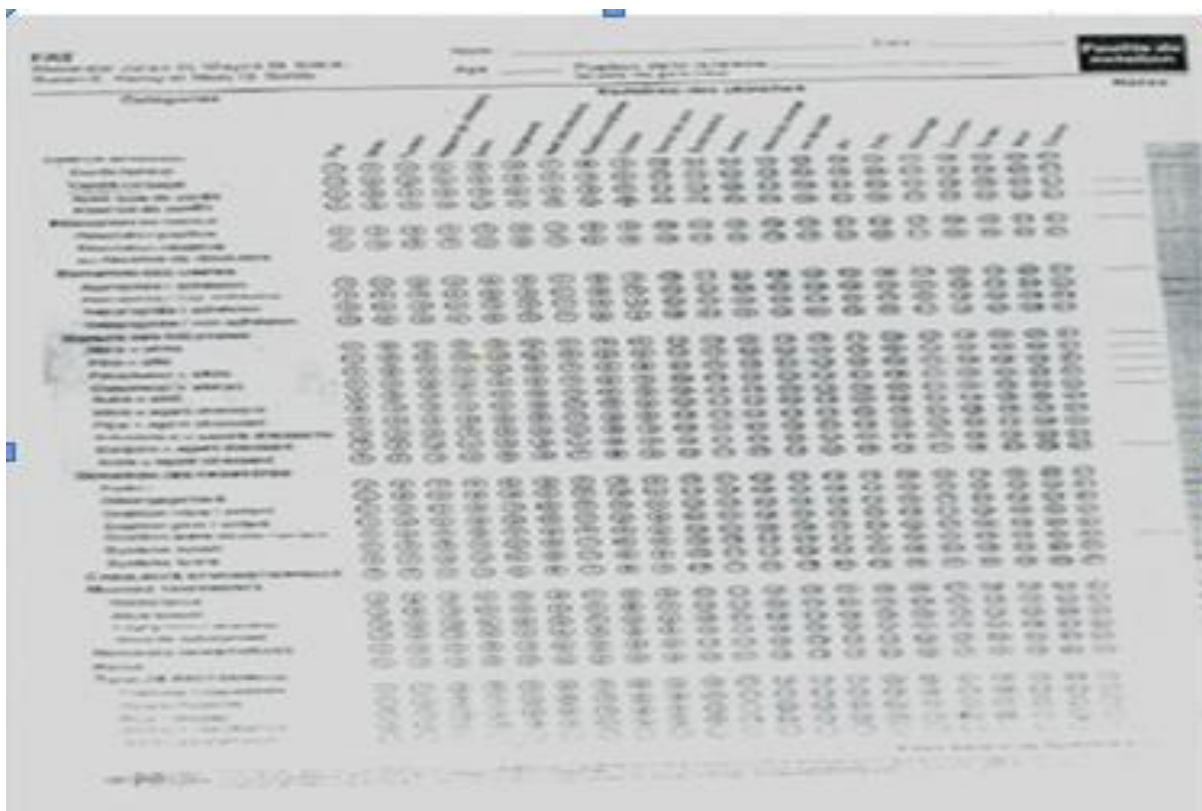
- Closed format: Dot if the story suggests that the family is conservative and opposed to adding people to its activities or dynamics.
 - Dysfunctional circle: Dot if the story suggests that events tend to repeat circularly without being resolved, and dot if the same story appears on more than one card.
 - Abuse: Point if the story indicates that physically abusive behavior is occurring or is anticipated.
 - Sexual abuse: Point if the story clearly indicates or describes sexually abusive behavior that is anticipated or is occurring.
 - Neglect and abandonment: Point if the story indicates or describes neglect by one or both parents when abandonment of the children poses a clear threat to their physical safety.
 - Substance abuse: Point out if the story indicates or describes alcohol or drug use by anyone in the family.
 - Unusual responses: Point if the story indicates or shows one of the following themes in the text:
 - 1 The text suggests that the main character is mentally disturbed.
 - 2 The text shows a disturbed or emotionally charged theme.
 - 3 The text shows an apparent denial of the obvious aspects of the picture.
 - 4 The text is illogical and uses primitive thought processes.
 - 5 The text describes the presence of a serious injury or death of a main character in the card.
 - 6 The text describes the intent or idea of homicidal or suicidal behavior.
 - Rejection: The text indicates when you do not give an answer, meaning that the inability to give the full story is scored as a refusal.
 - Emotional tone: The scoring of this category is extremely subjective, for this reason it does not form part of the scoring system, while taking into account the emotional tone of the stories can provide useful clinical data.
 - Sadness/Depression: The story is scored when the text attributes feelings of sadness or depression in the story.
 - Anger/Hostile: The story is scored when it attributes feelings of anger or hostility to any person in the story.
 - Fear/Anxiety: The story is scored when anxiety or fear appears to any person in the story.
 - Another type of emotion: The story is scored when it refers to specific feelings specific to the characters in the story, such as jealousy (J), guilt (C), and hatred (H), which are denoted by the first letter of these words.
- * Scoring instructions: The protocols are scored by analyzing each story according to the mentioned categories, and the results are placed or recorded on the scoring sheet for the Family Attention Test (FAT).

The scoring categories are listed in the left column of the scoring sheet, and to the right of each category (21) numbers are circled corresponding to the cards (21) points, or each card is scored for each scoring category mentioned in the individual's answer by coloring the corresponding circle in black, when all the cards are scored.

- The number of black circles for each scoring category is calculated and transferred to the corresponding line.
- The general index of dysfunction is then calculated by adding the numbers transferred to the rows or lines listed in the gray column.
- This number is transferred to the place indicated at the bottom of the sheet.

The scoring of emotional tone is optional, it can provide us with additional information.

The points obtained can allow for comparisons to be made between different groups in research work, or they can be interpreted in light of the data mentioned.



4. Criticism of the FAT test:

Despite the benefits of the FAT test, this test has been criticized, which can be summarized as follows: (Bellak,1993), (Handler&Kivlighan,2004)

- 4.1. Self-interpretation: The interpretation depends largely on the experience, expertise, and judgment of the psychologist, which may lead to a difference in results due to personal capabilities.
- 4.2. Culture and environment: The individual's cultural and social background can affect his responses, making it difficult to generalize the results.
- 4.3. Reliability and validity: Reliability and validity may be limited in some cases, which requires further studies to improve them.

Conclusion:

Through what has been presented about the FAT family relations test, this test allows for the division of people's effects and feelings towards the individuals they deal with (spouses, brothers, parents.....etc.), everything related to family relations, as through it we can reach how to resolve family conflicts, especially between spouses, and also know their loopholes and act professionally Appropriately, depending on the validity and reliability of the test, on black and white colored cards.

Ethical Considerations

This study is a conceptual and theoretical review that did not involve direct data collection from human participants. All referenced materials were used in accordance with academic integrity standards. In cases where the Family Relationships Test is applied in practice, the authors emphasize the necessity of obtaining informed consent from parents or legal guardians, ensuring confidentiality, and administering the instrument only by qualified psychological professionals in accordance with professional ethical guidelines and international standards for psychological assessment.

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Conflict of Interest

The author declares that there are no conflicts of interest regarding the publication of this paper.

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