

Ability tests

— Some clinician thinks of intelligence as mental ability and refer to intelligence tests as general mental ability instruments. However a number of other tests are designed to measure specific ability. These include aptitude tests and achievement tests.

Aptitude tests are designed to predict success in an occupation or an educational program. They measure the accumulated effects of many different educational and living experiences and attempt to forecast future performance on the basis of these effects - for example SAT, DAT.

Achievement tests measure proficiency at certain tasks, It measure the effect of a more uniform set of learning or training experiences.
eg. Wide Range Achievement test - Revised.

Wechsler Individual Achievement test. (WIAT)

Kaufman Test of Educational Achievement.

clinician's interest in ability testing is usually related to assessment of specific cognitive

capabilities or deficits. They may also utilize a variety of special purpose tests, some of which emphasize perception and memory. For example
Benton Visual Retention Test
Bender Visual Motor Gestalt Test.
Wisconsin Card Sorting Test.

Attitudes, Interests, Preferences and Values

Clinical Psychologists often find it useful to assess a person's attitudes, interests, preferences and values. For example, before beginning to work with a distressed couple, the clinician may wish to get some idea about each spouse's attitudes about marriage. These instruments encourage clients to engage in their own self-exploration with respect to career decisions. eg -

- * Strong - Campbell Interest Inventory
- * Kuder Occupational Interest Survey
- * Career Assessment Inventory

These are paper and pencil instruments designed to assess clients' preferences for various pursuits, occupational, academic subjects, recreational activities and people.

Allport - Vernon - Lindzey Value Scale measures the relative strength of six basic interest - intellectual, economic, aesthetic, social, political and religious.

Personal Orientation Inventory (Shostrom)

Personality Tests

Personality can be defined as the pattern of behavioural and psychological characteristics by which a person can be compared and contrasted with other people. There are two major types of personality tests:

* Objective test

- * Objective tests present relatively clear, specific stimuli such as questions, statements or concepts to which the client responds with direct answers, choice or ratings.
- * Most often these tests are pencil and paper tests & can be scored mathematically.
- * Some objective tests focus on one aspect of personality such as anxiety, depression or ego strength, while others provide a comprehensive overview of many personality dimensions.

* Projective test

- * Although projective personality tests have been closely associated with psychodynamic models of clinical psychology over the years, they are used by clinicians of many different theoretical backgrounds.
- * According to Freud, people defend themselves psychologically by attributing to others unacceptable aspects of their own personality.

* In 1939 Frankl

broadened the concept of projection by suggesting that there is a "tendency of people to be influenced in the cognitive mediations of perceptual inputs by their needs, interests and overall psychological organization".

Frank, labeled tests that encourage clients to display this tendency as 'projective test methods'. In other words, these tests elicit reactions to ambiguous or unstructured stimuli, which are interpreted as a reflection of primarily unconscious personality structure and dynamics.

Lindzey (1961) suggested a set of criteria that outline the general nature of projective tests as follows —

- * They are sensitive to unconscious personality dimensions.
- * They permit the client a broad range of responses.
- * They are capable of measuring many different aspects of personality.
- * They leave the client unaware or at least unsure of the specific meaning of his or her responses.
- * They generate a large amount of complex assessment data.
- * They employ relatively ambiguous stimuli.
- * They can be interpreted to provide an integrated picture of the client's personality as a whole.

- * They are capable of evoking fantasy material from the client.
- * They have no right or wrong answers.

Projective methods can be classified according to the stimuli they use, the way the tests are constructed, interpreted or administered, their diag designated purpose & the kind of response they elicit.

Lindzey (1961) classified projective tests in following categories —

- * Association tests
- * Construction tests
- * Completion tests
- * Choices or ordering tests
- * Expression tests.

Association tests These projective tests ask

clients to look at an ambiguous stimulus and tell what they see in or associate with it. The most widely known and frequently employed projective of this type is the Rorschach Inkblot Test. It is a set of 10 coloured and black and white inkblots created by Hermann Rorschach, a Swiss Psychiatrist between 1911 and 1921. He was first who attempted to use such stimuli for diagnostic and personality assessment.

Construction tests

This type of projective asks the client to construct a story or other product on the basis of text stimuli. One of the most popular construction test is Thematic Apperception Test (TAT). The TAT presents relatively recognizable stimuli, consisting of 30 drawings of people, objects and landscape. In most cases about 10 of these cards are administered; the subset chosen is determined by the client's age and sex and by the clinician's interests.

The TAT was designed in 1935 by Psychologist Christians D. Morgan and Henry Murray at the Harvard Psychological Clinic. It was based on the general projection hypothesis and the assumption that, in telling a story, the client's needs and conflicts will be reflected in a character.

Most users of the TAT in clinical situations prefer scoring systems that are less structured and use response norms and formal scoring criteria only as a general guide.

Other projective tests similar to the TAT are

- * children's Apperception test
- * Rosenzweig Picture-Frustration test
- * Roberts Apperception test for children.

Completion tests

These tests involve presenting the subject with part of a stimulus (usually a sentence) and asking the subject to complete it in his or her own way. The assumption is that the way the client finishes the sentence

will reflect important personality dimension.
The most popular completion test is the Rottler Incomplete Sentences Blank. It contains 40 sentence "stems" such as 'I like - - - - - , My father - - - - - , I secretly - - - - -'. Client responses are compared to extensive data provided in the test manual & are given a seven point rating of adjustment or maladjustment depending upon the degree of deviation from established norms.

choice or Ordering Tests

These projective instruments ask the client to arrange test stimuli in some order or to make choice from an array of stimuli according to the preference, attractiveness or some other dimension.

In the years 1940s and 1950s, the most popular test of this kind was Szondi test developed by Lipót Szondi, 1947, who believed that liking or disliking a particular type of person was due in part to genetically determined traits shared with that person. The test required the client to choose the two most liked and two most disliked person from each of six groups of photographs. The choices supposedly revealed basic personality traits of the subject.

eg- Kahn Test of Symbol Arrangement consists of 16 plastic objects of various shape & asked to place them into categories by client, such as hate, love, bad, good.

Expressive Tests

These procedures ask clients to express themselves in some way, most commonly by drawing a picture. The most notable example is the Draw-a-Person Test (DAPT, Machover, 1949), which requires the client to draw a person. In the DAPT, various aspects of personality are inferred from the drawings. Features of drawing were indicative of the client's self-image, conflicts and perceptions of the world.

In sum, projective tests have an important place in many clinical settings, particularly those that attempt to obtain a comprehensive picture of a person's psychodynamic functioning and those that have the necessary trained staff to conduct extensive individual psychological evaluation. The great strengths of projective techniques — their unstructured nature and their focus on the unique aspects of personality — are at the same time their weaknesses because they make interpretation subjective, unreliable and difficult to validate. Projective tests typically require a great deal of time to administer and advanced skill to interpret.

Objective Personality Tests

The first objective personality test developed by a psychologist was Woodworth's 1920, Personal Data sheet. Among the hundreds of objective tests

measures, the most influential and widely used is the Minnesota Multiphasic Personality Inventory (MMPI), developed by Hathaway and McKinley. It was one of the first personality tests to be constructed empirically. There are 10 clinical scales on the MMPI and four validity scales, there are groups of items designed to help detect various kinds of test-taking attitudes or distorted responses.

Revised MMPI-2 - (1989)

Clinical Scales - Hs (Hypochondriasis)
D (Depression)
Hy (Conversion Hysteria)
Pd (Psychopathic Deviate)
Mf (Masculinity - femininity)
Pa (Paranoid)
Pt (Psychasthenia)
Sc (Schizophrenia)
Ma (Hypomania)
Si (Social Introversion)

The CPI

The California Psychological Inventory is another prominent broad range, empirically constructed objective personality test. Introduced in 1957 revised in 1987. The CPI was developed specifically for assessing personality in the normal pop. The test has been used to predict delinquency parole outcome, academic grades and the likelihood of dropping out of high school.

Other objective personality inventories in clinical use include the Personality Research Form (Jackson)

- * The Edward Personal Preference Schedule
- * The Sixteen Personality Factor Questionnaire
- * The Million Clinical Multiaxial Inventory