

# Contents

<i>Contributors</i>	v
<i>Foreword</i>	vii
<i>Preface</i>	ix

## ***1. Theories, Issues, and Procedures in Personality Assessment***

<b><i>1. Identifying and Classifying Children and Adolescents Referred for Personality Assessment: Theories, Systems, and Issues</i></b>	<b>3</b>
<b><i>Howard M. Knoff</i></b>	
Perspectives That Influence Referral Decisions	4
Personality Assessment and the Theoretical Models of Disturbed Behavior	7
Classification Systems That Categorize Disturbed Behavior	17
Issues That Affect the Identification and Classification Process	28
Summary	31
References	31

## ***2. Legal and Ethical Issues in Child and Adolescent Personality Assessment***

<b><i>Stephen T. DeMers</i></b>	
Introduction	35
A Brief History of Psychological Testing and the Law	36
Legislation and Litigation Affecting Personality Assessment with Children and Adolescents	42

Conclusions and Speculations on Future Legal Involvement in Assessment of Children's Personality	51
References	53
<b>3. <i>A Conceptual Model and Pragmatic Approach toward Personality Assessment Referrals</i></b>	<b>57</b>
<i>Howard M. Knoff</i>	
A Conceptual Model of Personality Assessment	57
Utilization of Personality Assessment Approaches and Techniques in the Field	71
A Pragmatic Approach toward Personality Assessment	73
School versus Agency Referrals	81
Summary	81
Appendix	83
References	100
<b>II. <i>Personality Assessment Approaches and Techniques with Children and Adolescents</i></b>	
<b>4. <i>The Diagnostic Interview Process</i></b>	<b>105</b>
<i>Ena Vazquez Nuttall and Allen E. Ivey</i>	
The Role of the Interview	105
Background of the Interview	107
The History of the Diagnostic Interview	109
Psychometric Issues and Types of Interviews	111
The Structure of the Assessment Interview	115
The Content of the Assessment Interview	122
Developmental Issues and the Assessment Process	125
The Case History Interview	127
Case Study: Mrs. Rivera	132
Appendix	137
References	139
<b>5. <i>Assessing Children and Adolescents with the Rorschach</i></b>	<b>141</b>
<i>Irving B. Weiner</i>	
The Nature of the Rorschach	143
Interpreting the Rorschach Responses of Younger Subjects	149
Identifying Patterns of Developmental Psychopathology	153
Case Study	159
References	170
<b>6. <i>Thematic Approaches to Personality Assessment with Children and Adolescents</i></b>	<b>173</b>
<i>John E. Obrzut and Carol A. Boliek</i>	
Historical Perspective	174
Assumptions of Thematic Approaches as Projective Techniques	175
Major Thematic Approaches	176
Contemporary Thematic Techniques	182
Thematic Adaptations for Specialized Populations	185

General Strengths and Limitations of Thematic Techniques	185
Psychometric Properties with Thematic Techniques	186
Projection in Children	192
Integration and Application of Test Results: A Case Study	193
Summary	195
References	195
<b>7. <i>Projective Drawings</i></b>	<b>199</b>
<i>Jack A. Cummings</i>	
Historical Perspective	200
Assumptions Underlying Projective Drawings	201
Use of Projective Drawings: Frequency and Function	201
The Draw-A-Person Technique	202
The House–Tree–Person Technique	217
The Kinetic Drawing System	223
A Case Study Using Drawing Techniques	231
Concluding Comments	237
References	239
<b>8. <i>The Sentence Completion Techniques</i></b>	<b>245</b>
<i>Darrell H. Hart</i>	
Overview	245
Historical Perspectives of the Sentence Completion Technique	247
The Four Major Elements of Sentence Completion Tests	249
Moving from Concepts to Practice	255
The Hart Sentence Completion Test for Children (HSCT)	257
Case Studies Using the HSCT	263
A Statement of Caution	269
Summary	270
References	271
<b>9. <i>The Personality Inventory for Children: Approaches to Actuarial Interpretation in Clinic and School Settings</i></b>	<b>273</b>
<i>David Lachar, Rex B. Kline, and David C. Boersma</i>	
Introduction	273
The Profile Scales	277
Actuarial Interpretation	284
Actuarial Interpretation of Individual Profile Scales	286
Classification of Special Education Needs	288
PIC Interpretation through Profile Classification	296
Future Developments	303
Summary	303
References	305
<b>10. <i>Behavior Rating Scale Approaches to Personality Assessment in Children and Adolescents</i></b>	<b>309</b>
<i>Roy P. Martin, Stephen Hooper, and Jeffrey Snow</i>	
Introduction	309
Advantages of Rating Scale Technology	310
Disadvantages of Rating Scale Technology	312

Types of Response Bias	313
Summarizing and Overcoming the Disadvantages of Rating Scales	314
A Review of Four Rating Scales	318
The Achenbach Child Behavior Checklist	319
Teacher Version of the Achenbach Child Behavior Checklist	325
The Conners Parent Rating Scales	328
The Conners Teacher Rating Scale	330
Missouri Children's Behavior Checklist	333
The Quay–Peterson Behavior Problem Checklist	339
The Revised Behavior Problem Checklist	342
Case Study	343
Summary	348
References	348
<b>11. Behavioral Observation Approaches to Personality Assessment</b>	<b>353</b>
<i>Harold R. Keller</i>	
Theoretical Bases of Behavioral Observation	353
Behavioral Assessment	359
Observational Approaches	361
Psychometric Issues in Behavioral Observation	374
Utility of Behavioral Observation	380
Case Study	386
Summary	389
References	390
<b>12. Family Assessment Approaches and Procedures</b>	<b>399</b>
<i>Marla R. Brassard</i>	
Conceptualizing Family Assessment	401
The Stages of the Family Assessment Process	403
Family Assessment Techniques and Measures	408
Critique and Discussion of Family Assessment Approaches	429
A Family Assessment Case Study	432
Summary	444
References	445
<b>13. Ecological Assessment Procedures</b>	<b>451</b>
<i>James Garbarino and Sbagufa Kapadia</i>	
Introduction: What Is an Ecological Assessment of Personality?	451
Ecological Psychology: The Psychology of Context	453
Sociological Ecology: The Sociology of Context	459
An Ecological Integration	460
Case 1: Childbirth: "Family Centeredness" of Hospital Environments	462
Case 2: Childhood: Support and Stress in the Neighborhood	463
Case 3: Adolescence: Peers and Social Network	465
Conclusion	466
Appendix A: Hospital Assessment to Determine Family-Centeredness of Obstetrical/Pediatric Policy and Practice	466
Appendix B: Neighborhood and Community Assessment	468
Appendix C: Specimen Record	474
Appendix D: Social Networks Interview—Family	477

Appendix E: Social Networks of Youth	480
References	484
<b>14. Actuarial and Automated Assessment Procedures and Approaches</b>	487
<i>Douglas T. Brown</i>	
Introduction	487
Historical Perspective	488
Methodological and Technical Considerations and Limitations of Automated Assessment	492
School and Clinical Applications	499
Current Limitations and Future Developments	540
References	541
<b>III. Moving from Personality Assessment to Intervention</b>	
<b>15. The Personality Assessment Report and the Feedback and Planning Conference</b>	547
<i>Howard M. Knoff</i>	
The Psychological Report	547
Conferencing and the Personality Assessment Process	565
Summary	570
References	581
<b>16. Intervention and the Change Process: Using the Theoretical Assessment Models and Consultation Processes</b>	583
<i>Howard M. Knoff</i>	
Integrating the Theoretical Assessment Models toward Intervention	583
Intervention Possibilities Using the BASIC ID × Theoretical Approaches Interaction	588
Summarizing the Direct Interventions Conceptual Models	588
Indirect Intervention Approaches: Consultation Processes	594
The Change Process	603
Summary	606
References	607
<b>17. Personality Assessment and Individual Therapeutic Interventions</b>	609
<i>H. Thompson Prout</i>	
The Purpose of Assessment in Therapeutic Intervention	611
A Model of Intervention	613
Assessment and Theories of Psychotherapy	618
Self-Report Measures	625
Summary	629
References	630

**IV. Summation and Integration**

<b>18. Conclusions and Future Needs in Personality Assessment</b>	635
<b>Howard M. Knoff</b>	
The Practice of Personality Assessment	635
Research in Personality Assessment	637
Training for Effective Personality Assessment	639
Summary	641
References	641
<b>Appendix: A Summary of Selected Personality Assessment Tools Available to Mental Health Practitioners</b>	643
<b>Author Index</b>	667
<b>Subject Index</b>	680