

CHAPTERS 7 & 8

Assessment: Personality & Intelligence

OUTLINE

- Overview
- Goals
- Personality Assessment
- Intellectual assessment

Review of Assessment Goals

- Develop rapport
- Address referral question
- Diagnosis
- Etiology
- Prognosis
- Description
- Prediction
- Treatment planning and evaluation

* 91% of all practicing psychologists engage in assessment

REVIEW

Assessment & Treatment

Assessment is also an integral component of treatment

- Case conceptualization (ongoing)
- Progress in treatment (ongoing)
- Treatment outcome
- Assess relative effectiveness of different treatments

Content Validation (Rational Method)

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- E.g., Questionnaire
 - Ask about the data you're interested in
 - True/false or Likert scale (1=disagree completely & 7= agree completely)

SAMPLE QUESTIONS:

- 1) Enjoy being reckless.
- 2) Take risks.
- 3) Avoid dangerous situations.
- 4) Seek danger.
- 5) Know how to get around the rules.
- 6) Would never make a high risk investment.
- 7) Am willing to try anything once.
- 8) Seek adventure.
- 9) Would never go hang-gliding or bungee-jumping.

- 1) Enjoy being reckless.
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****negatively keyed items control for response acquiescence
(i.e. tendency to say “yes” to everything)***

Projective Tests

- Assumption: “when people try to understand ambiguous stimulus, their interpretation of that stimulus reflects their:”
 - Needs, feelings, experiences, thoughts processes, etc.
- Major difficulty with validity and reliability
- Typical:
 - Drawings, sentence completion, pictures, inkblots

Draw-a-Person Test

- Requires the participant to draw a picture.
- Base their interpretation and analysis of the participant depending on the drawings characteristics.
- Better for predicting cognitive/developmental features

Problems:

- over-diagnosis
- those who lack artistic ability are more likely to be diagnosed with a mental illness. Poor reliability for “signs” or “symptoms”

Another projective Test

Thematic Apperception Test (TAT)

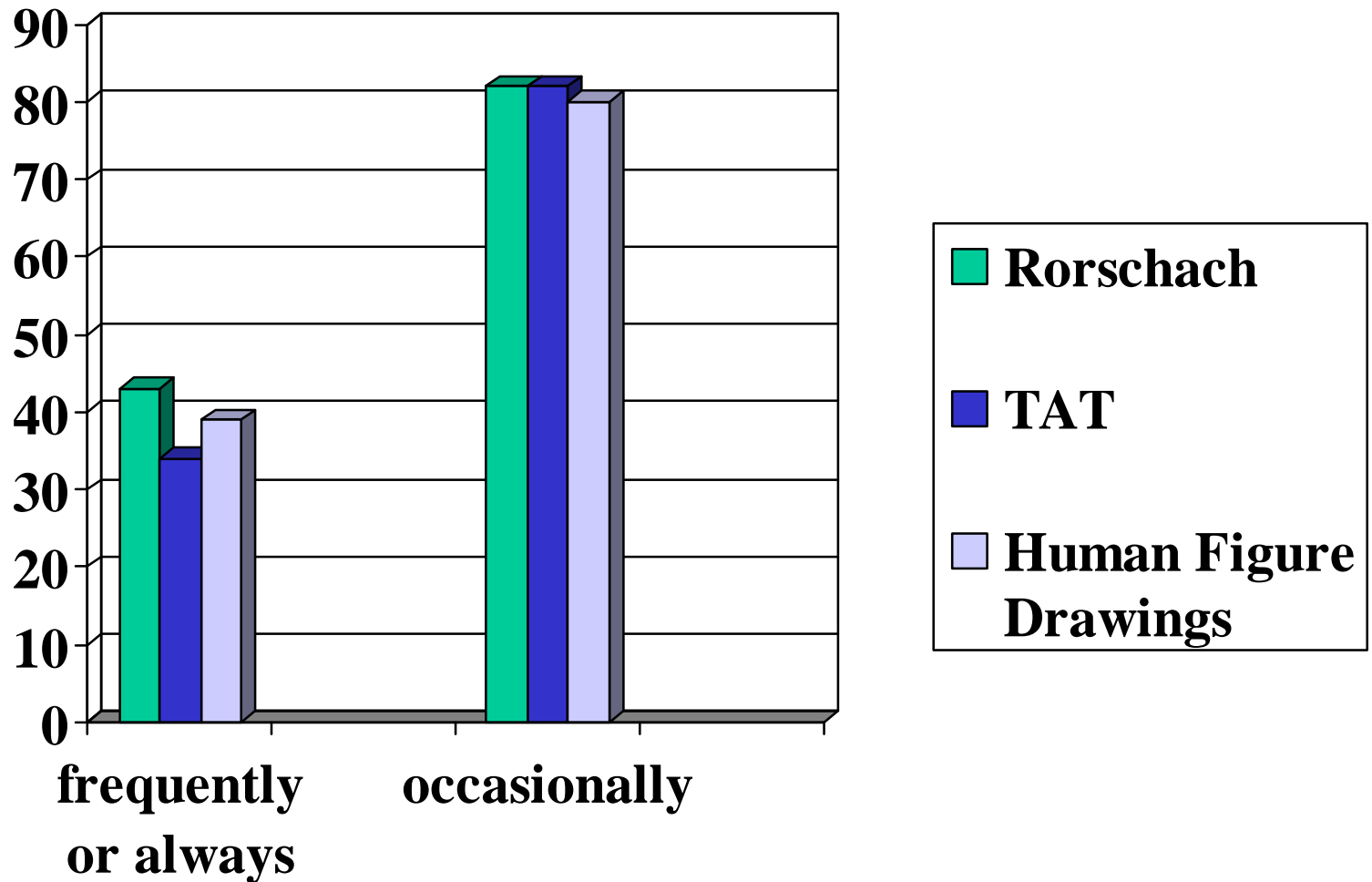
Morgan and Murray (1935).

- Elicit fantasy material from patients in psychoanalysis.
- 31 cards:
 - 30 black & white with scenes:
 - Describe story
- Uncover social needs: Achievement, Affiliation, Intimacy, Power
- Administration not standardized and interpretation usually done intuitively

Conclusion

- Projective tests should be used in limited circumstances (in combination with other assessment results).
- Methods of assessment seem to lack incremental validity and empirically-based validity.
- Many innocent people suffer from the false diagnosis and the custody rulings and/or criminal court decisions based on these tests.

Frequency of projective tests by clinical psychologists



MMPI-2 Scales

10 Standard Scales

Hs (Hypochondriasis) - obsessive insistence/belief regarding disease presence

D (Depression) – cognitive, affective & behavioral symptoms of depression

Hy (Hysteria) – symptoms of anxiety

Pd (Psychopathic Deviate) –antisocial attitudes & behavior

Mf (Masculine/Feminine) – sexual identity confusion

Pa (Paranoia) –evidence of paranoia ideation

Pt (Psychasthenia) – level of distress

Sc (Schizophrenia) – presence of delusions and/or hallucinations

Ma (Hypomania) – level of mania or agitation

S (Social Introversion) – degree of social discomfort

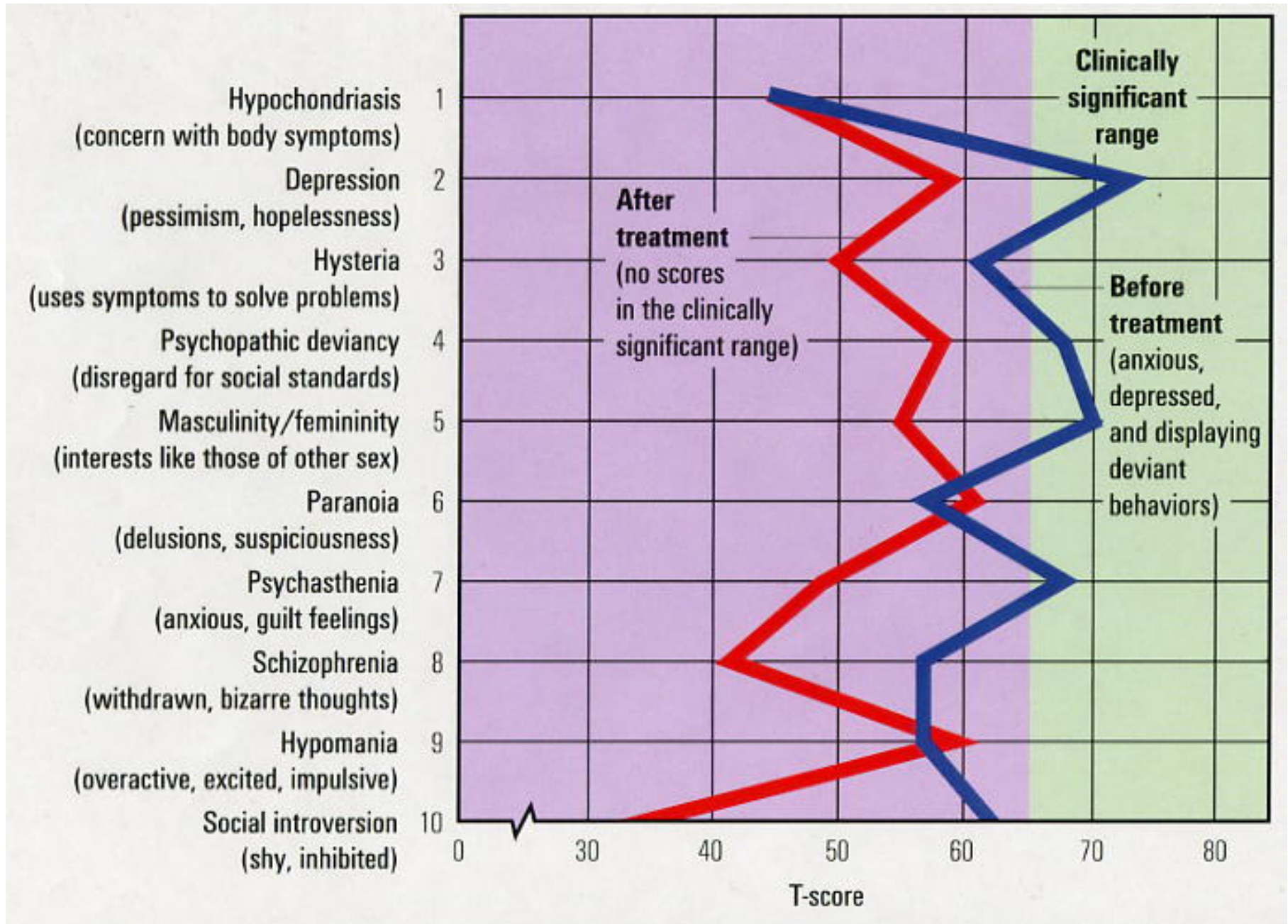
3 Validity Scales

F scale - tendency to present oneself in a distressed light (“faking bad”)

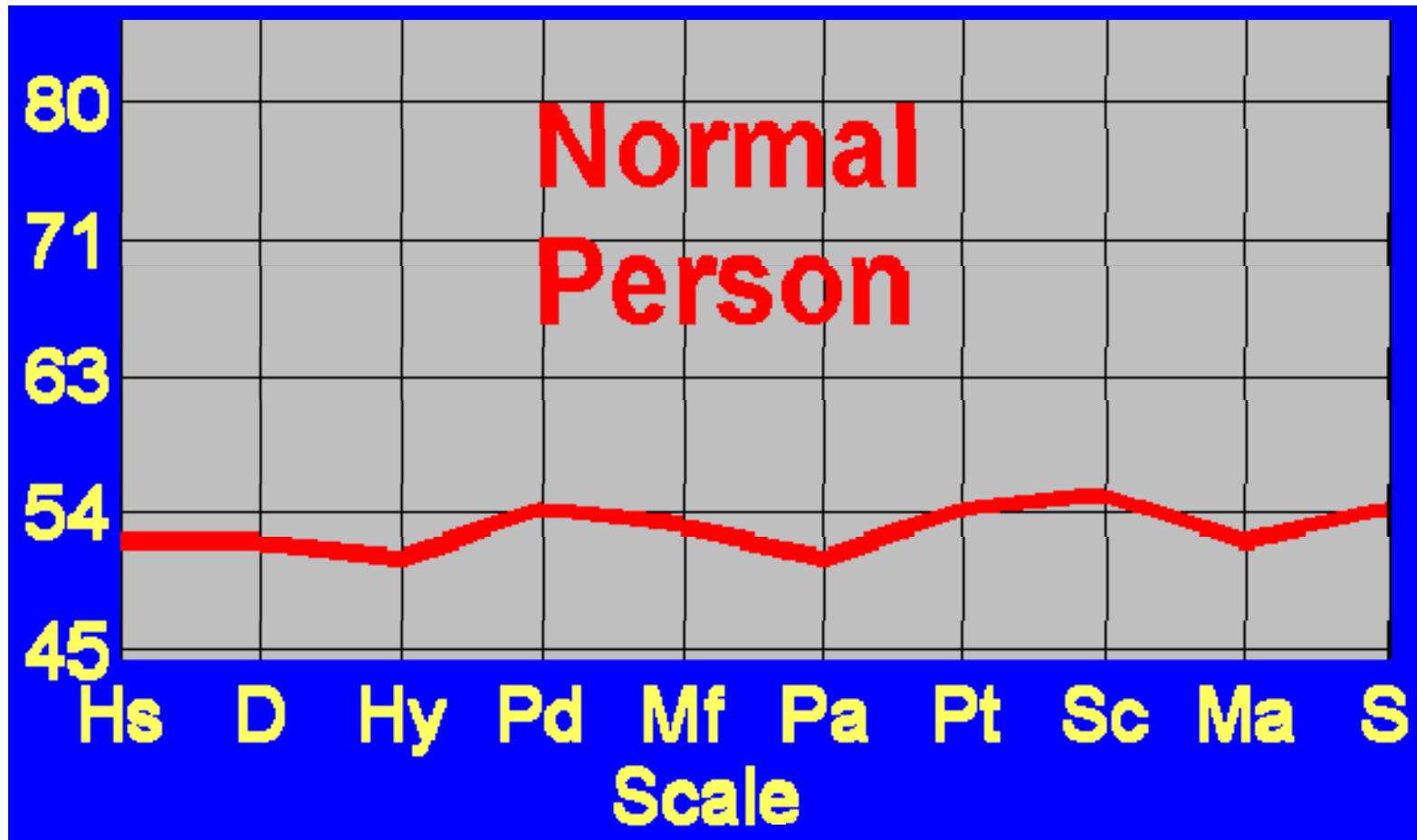
L scale - tendency to present oneself in a favorable light (“faking good”)

K scale – measure of defensiveness

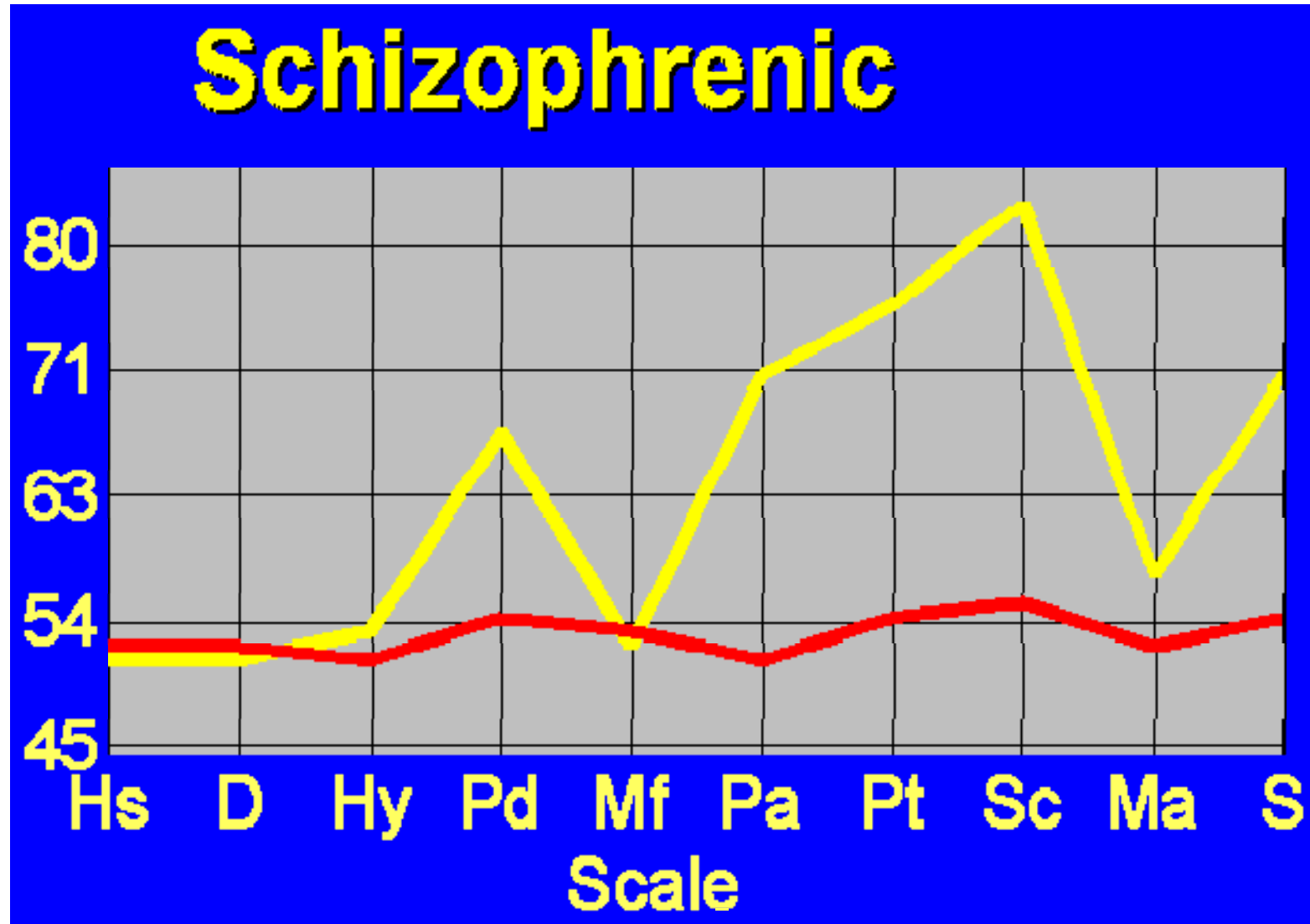
**** Interpretation considered invalid if any of the validity scales are elevated.***



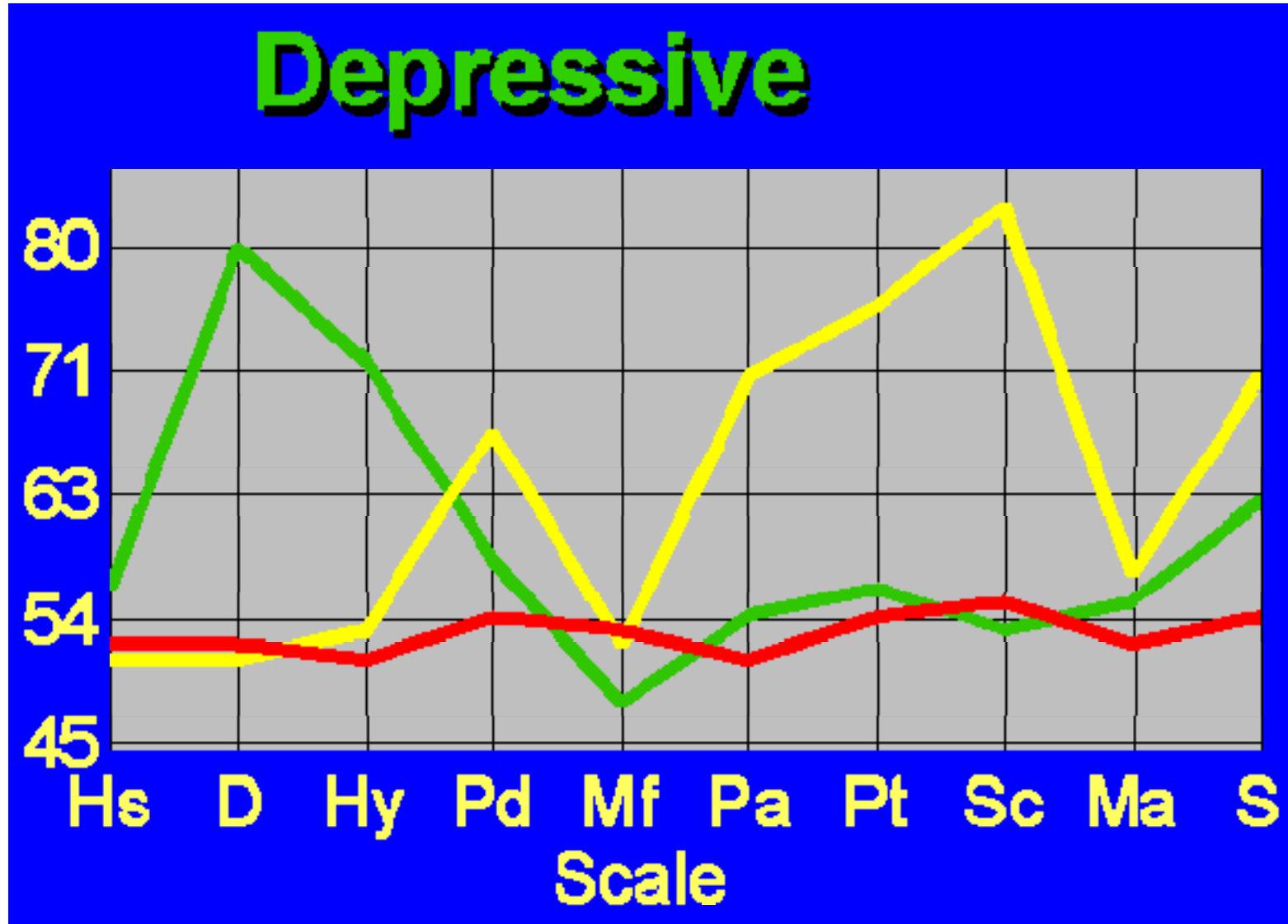
Typical MMPI-2 Profiles



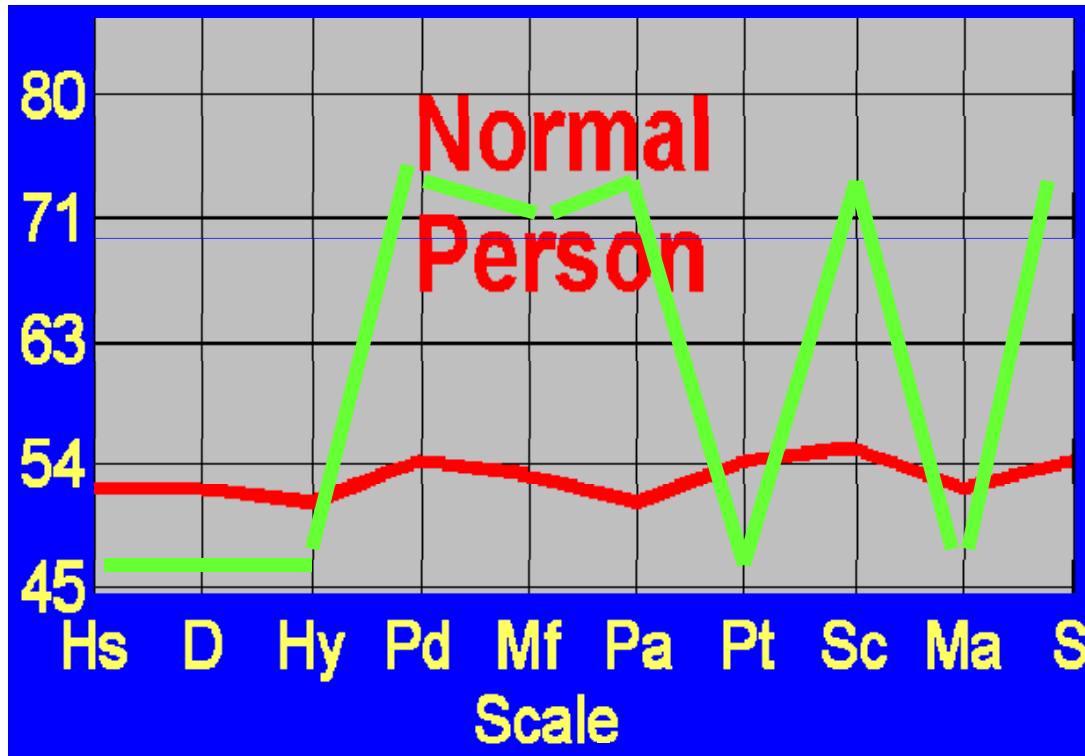
Typical MMPI-2 Profiles



Typical MMPI-2 Profiles



PSYCHOPATHIC PERSONALITY PROFILE



ELEVATED SCALES

- PD - Psychopathic behavior
- Mf - Sexual orientation confusion
- Sc - Thought/emotional disturbances
- S - Social/interpersonal problems

Factor Analytic Method

Factor Analytic Method

1) Create many items (100s)

Examples: “I cry a lot”

“Most people would like to hurt me”

“ I worry so much that I can’t sleep”

“I feel uncomfortable with people”

- 2) Give these items to many people
- 3) Correlate items together
- 4) Look for “groupings” of items
- 5) Name the “groupings” (i.e. factors)

FACTOR ANALYSIS

- **Example**

- **Developing a measure of personality traits.**

- **Questionnaire: Indicate to what degree each of the following traits describes you.**

- **Scrupulous**

- **Patient**

- **Moody**

- **Imaginative**

- **Refined**

- **Jealous**

- **Responsible**

- **Artistic**

- **Open**

- **Talkative**

- **Nervous**

- **Stable**

- **Sociable**

- **Persevering**

- **Intellectual**

- **Excitable**

- **Adventurous**

- **Cooperative**

- **Good-natured**

- **Fussy**

FACTOR ANALYSIS Example

OPENNESS

- Artistic
- Intellectual
- Refined
- Imaginative

CONSCIENTIOUS

- Scrupulous
- Responsible
- Fussy
- Persevering

NEUROTIC

- Nervous
- Jealous
- Excitable
- Moody

EXTRAVERTED

- Sociable
- Talkative
- Adventurous
- Open

AGREEABLE

- Patient
- Cooperative
- Stable
- Good-natured

*** Each grouping or “factor” has:**

- 1. positive correlations with the other adjectives on its own list**
- 2. are higher than correlations with other factors.**

Factor Analytic Method

USE & ABUSE

- Protections
 - Purchase restrictions
 - Training
- Privacy
 - Consent
 - Full disclosure
- Confidentiality
 - Access?
- Discrimination
 - Using appropriate norms
 - Appropriate use (i.e., what is the test valid for?)
- Understanding test bias and error

Personality Disorders

I. Odd/Eccentric Personality Disorders

A. Paranoid Personality Disorder

-mistrustful and suspicious

B. Schizoid Personality Disorder

-absence of close interpersonal relationships

C. Schizotypal Personality Disorder

-uncomfortable in close relationships
-cognitive and perceptual distortions
-eccentric behaviors

Personality Disorders

II. Anxious/Fearful

Personality Disorders

A. Avoidant Personality Disorder

-feel inhibited and socially inadequate

B. Obsessive Compulsive Personality Disorder

-preoccupation with cleanliness and orderliness

* distinct from OC disorder

C. Dependent Personality Disorder

-excessive need to be cared for

Personality Disorders

III. Dramatic/ Emotional/ Erratic Personality Disorders

A. Borderline Personality Disorder

-instability in moods, relationships, & self-image

B. Histrionic Personality Disorder

-excessive need for attention (erratic behavior)

C. Antisocial Personality Disorder

- deceitful, impulsive, aggressive, reckless, failure to conform to social norms, lack of remorse

D. Narcissistic Personality Disorder

- grandiosity, arrogant, lacks empathy

PERSONALITY ASSESSMENT & STRUCTURED INTERVIEWS

- SCID-II [1997] (structured interview for DSM-IV Axis II diagnosis)
- Adapted questionnaire version self administered (or completed by significant others)
- Good content validity (closely parallels the DSM-IV criterion).
- Assesses typical thoughts, feelings, behaviors over past 5 years.
- Ideally use collateral sources of information.
- Low false negatives.
- Test-retest reliability (.83-.97) depending on disorder).
- Internal reliability for Schizoid P.D. is lower than adequate.

Reasons for Assessing Intelligence

- Comprehensive assessment
- Comprehensive neuropsychological assessment
- Overall cognitive functioning
 - Following head trauma (e.g. MVA)
 - Dementia process?
- Educational assessment
 - Eligibility for support services
 - Specific recommendations to parent and teachers
- Predicting scholastic success
- Eligibility for special funding
- Community placement (& level of required support)
- Fitness to stand trial

Assessing Intelligence

- **ASSUMPTIONS**

- There are individual differences in intelligence
- There a clear definition of intelligence
 - Single “g” factor vs. many factors?
- It is possible to adequately assess these aspects
 - (i.e. construct validity)
- These results can be interpreted
- Intelligence scores predict future outcomes

Classes of definitions

DEFINITIONS OF INTELLIGENCE

- Adjustment to environment
 - Dealing with wide range of situations
 - Adapting to new situations
- Ability to learn
 - Able to educate
- Abstract thinking
 - Using verbal and nonverbal concepts
- Sundberg (1977)
 - Ability – power to perform
 - Aptitude – potential after training
 - Achievement – successful past performance

Weschler's Definition of Intelligence

Weschler (1939) WAIS

“the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment”

Wechlser Scales (WAIS-R, WISC)

- measures verbal and performance intelligence

Measuring Intelligence

Wechsler (WAIS-R, WISC)

VERBAL SCALES -

SUBTEST

INDICATOR OF

↑ Vocabulary

(language mastery)

↑ Similarities

(Relational patterns)

↑ Arithmetic

(symbols/abstract reasoning)

↑ Digit Span
memory)

(Short term/working

↑ information

(Past learning)

↑ Comprehension

(practical/applied knowledge

Measuring Intelligence

Wechsler (WAIS-R, WISC)

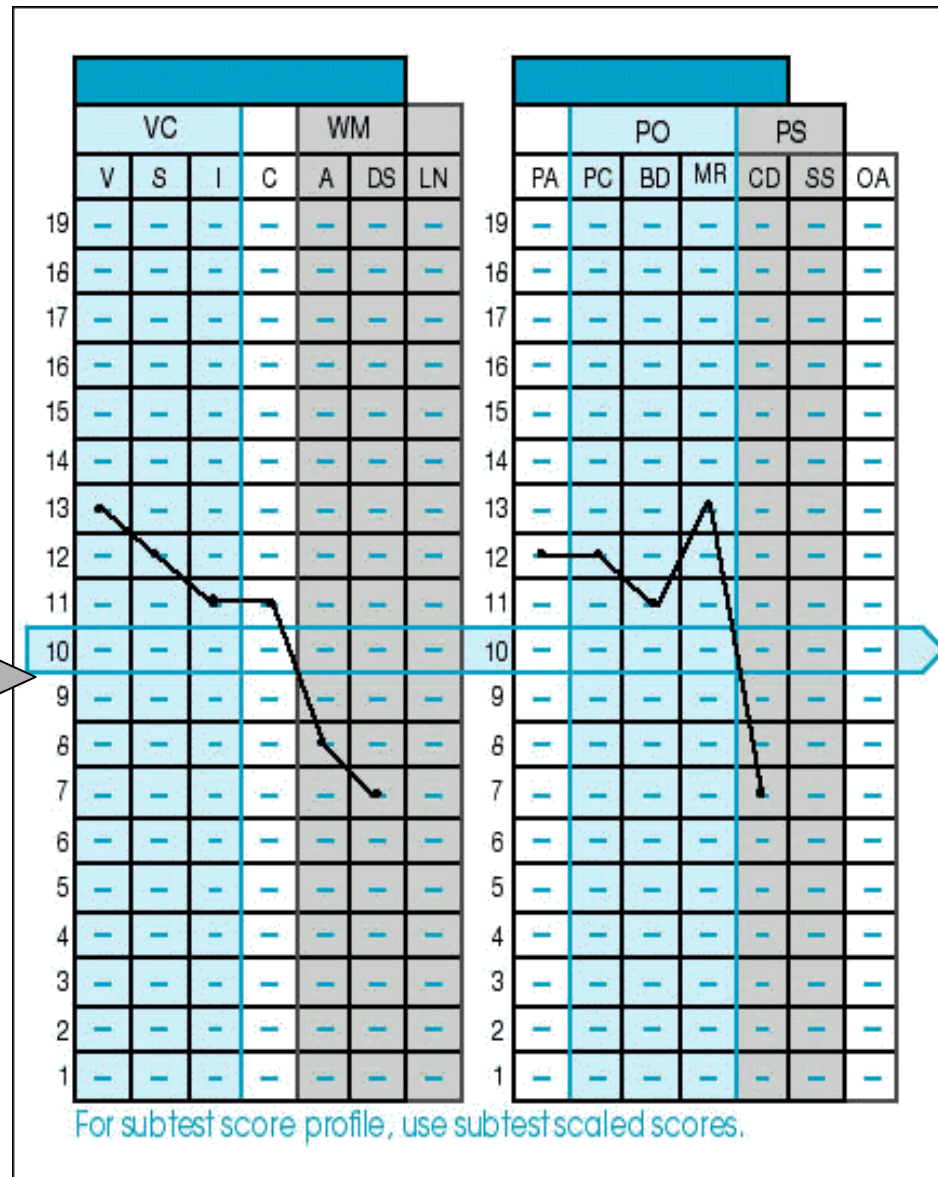
PERFORMANCE SCALES - Perceptual processing & perceptual organization

SUBTEST

INDICATOR OF

- | | |
|-----------------------|---------------------------------|
| ↑ Picture Completion | (visual processing) |
| ↑ Block Design | (whole/part) |
| ↑ Matrix Reasoning | (patterns/relationships) |
| ↑ Symbol Search | (processing speed) |
| ↑ Object Assembly | (all of above) |
| ↑ Digit-Symbol Coding | (abstract symbols) |

WAIS-III RESULTS



Population mean

Interpretation

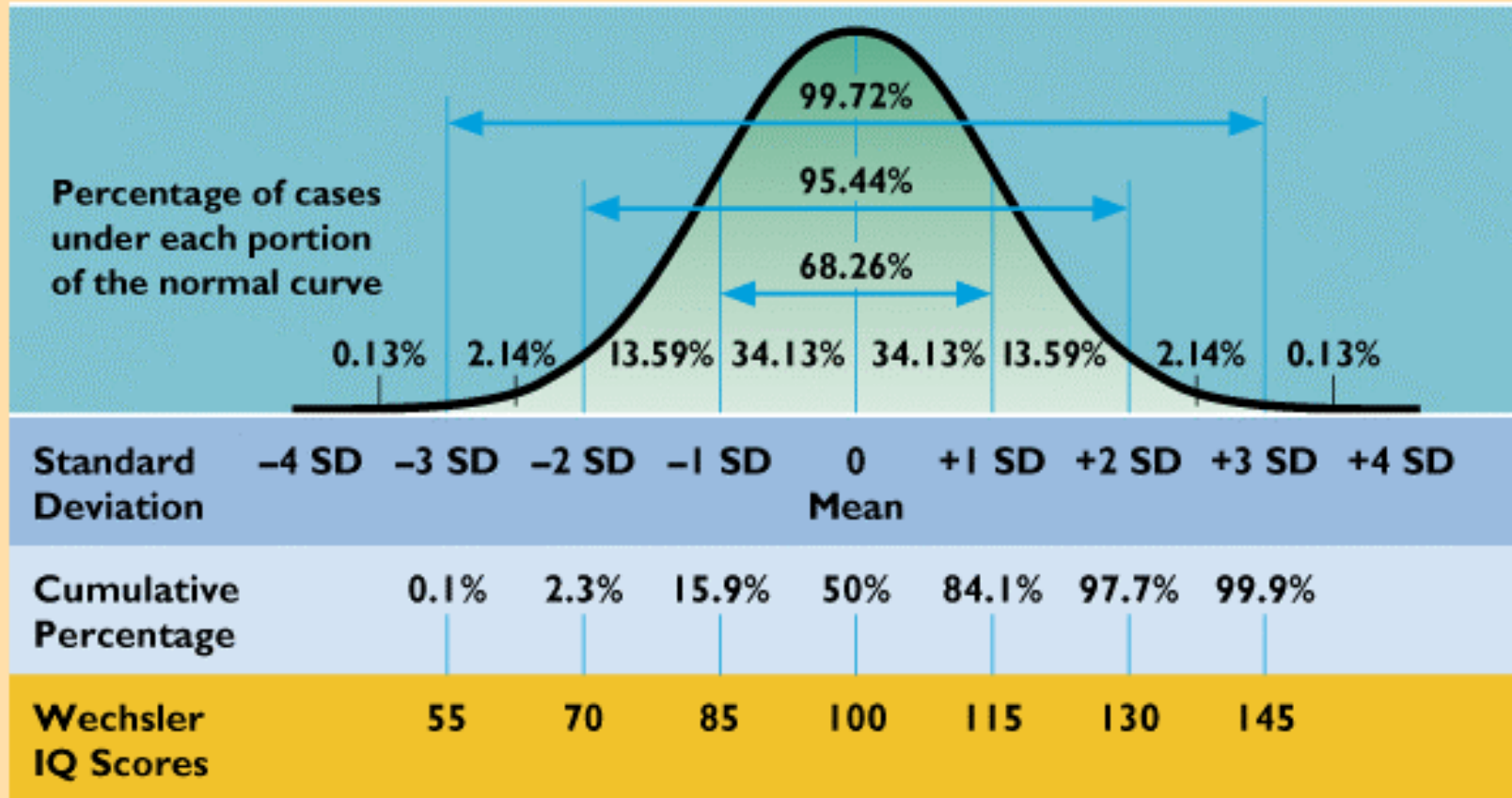
STRENGTHS (i.e. Above average)

- verbal comprehension
- abstract reasoning

WEAKNESSES (i.e. below average)

- working memory
- math
- processing speed

Test Norms: The Normal Curve



EXTREMES IN INTELLIGENCE

- **Cognitive Disability**
 - Mild - I.Q. (50-70)
 - Moderate - I.Q. (35-50)
 - Severe - I.Q. (20-35)
 - Profound - I.Q. (35-50)

- **The "Gifted"**
 - I.Q. > 120

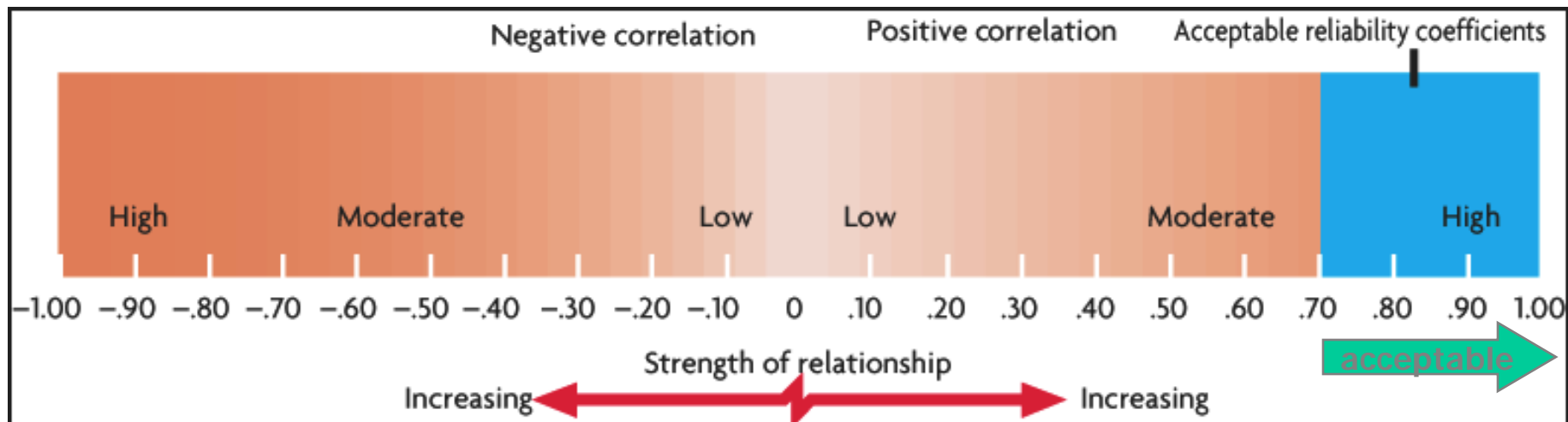
MEASUREMENT ISSUES

A good test must be reliable and valid

RELIABILITY refers to consistency of measurement

Test-retest: same group takes the test twice

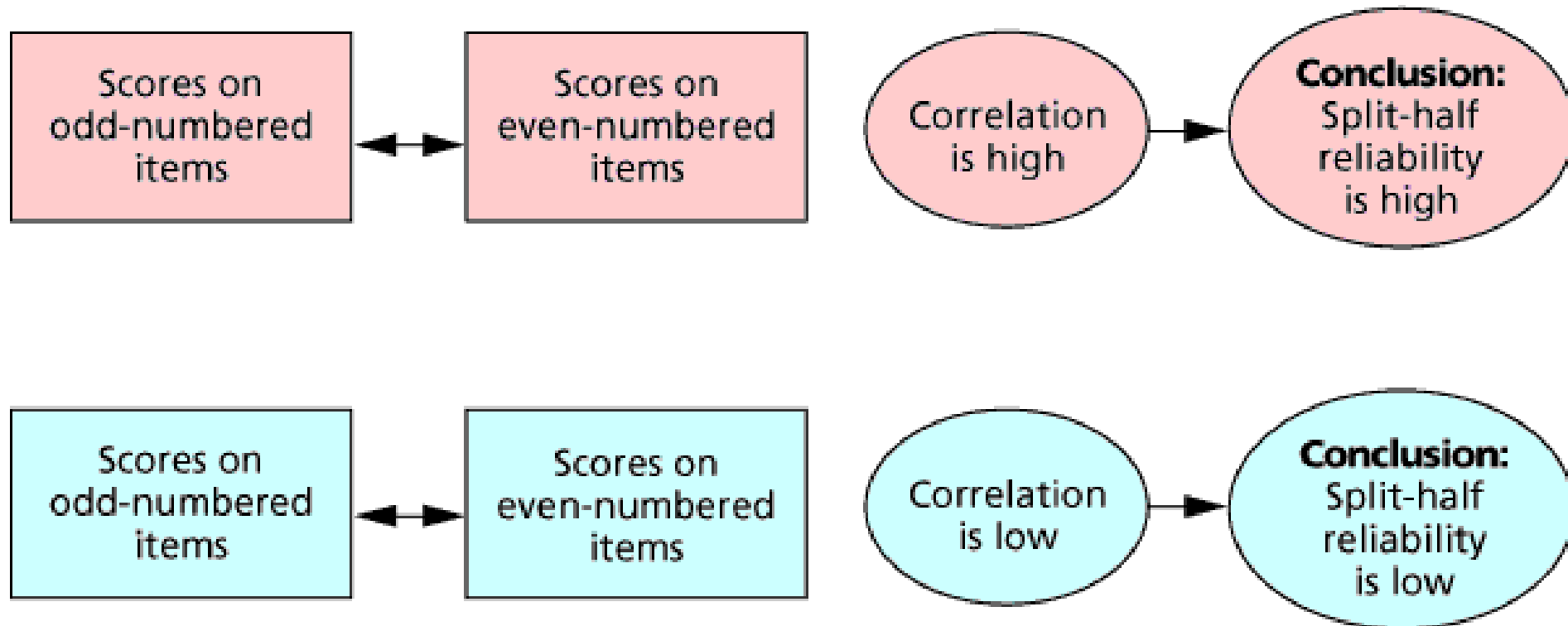
Split-half: divide the test into halves and then compare consistency of scores on the halves



Reliability:

A Basic Requirement of Psychological Tests

A. Split-Half Reliability



MEASUREMENT ISSUES

VALIDITY refers to whether the test measures what it was designed to measure

Content validity: do test items tap relevant ability?

- *Correlate with other established measures of intelligence*

Predictive validity: the ability of the test to predict future achievements

- *Correlate with outcome measures (e.g. grades)*

Face validity: do the items seem appropriate?

Criticisms of Intelligence Test Validity

- There are no “agreed upon” conceptualization of intelligence
- Intelligence tests reflect schooling rather than ability
- Administration circumstances can alter test scores
- Some people are “test wise”
- Some people fear tests and do poorly
- Cultural biases?

Assessing Intelligence in Children

WISC (Weschler Intelligence Scale for Children)

-adaptation for preschool children

Bayley Scales of Infant Development

Tests age-appropriate mental and motor development

- Mental, Psychomotor, and Behaviour Index
- MDI is an approximation of IQ
 - only moderately predictive