This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys the assessment procedures in current use. Part I discusses the problems and issues involved in the psychological assessment of ethnic minority and refugee clients, summarizes some of the background factors that influence the choice of assessment instruments for use with refugees, and highlights some limitations of cross-ethnic clinical assessment. Part II identifies some of the promising procedures listed in the index of psychological tests for cross-cultural assessment in the last section of the report. Part III provides a summary and conclusion along with recommendations for improving the quality of psychological assessment in refugee programs. Part IV comprises the Survey of Psychological Measurement Literature: Index of Psychological Tests for Cross Cultural Assessment, a survey of the available assessment procedures that provide clinical diagnostic information about refugee patients in mental health settings. (TE)
CROSS-CULTURAL PSYCHOLOGICAL ASSESSMENT:
ISSUES AND PROCEDURES FOR THE PSYCHOLOGICAL APPRAISAL
OF REFUGEES PATIENTS

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The necessity of conducting psychological assessment of individuals from different cultural and ethnic backgrounds has increased considerably in recent years due, in part, to the increase in immigration of refugees from other countries. Numerous problems beset the mental health professional charged with the task of assessing refugees though exigency clearly dictates that psychological evaluation for clinical problems be done. This report addresses some of the problems and issues involved in psychological assessment of refugee clients in mental health programs and surveys assessment procedures in current use. The structure of this report is as follows:

Part I introduces the reader to some of the problems and issues involved in psychological assessment with ethnic minority and refugee clients. The goal of this section is to summarize some of the background factors that influence choice of assessment instrument for use with refugees and highlights some of the limitations of cross-ethnic clinical assessment.

Part II highlights some promising procedures that are listed in the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX) in the last section of this report.
This section is incorporated to provide an illustration of the use of the INDEX.

Part III incorporates a summary and conclusion section along with recommendations for improving the quality of psychological assessment in refugee programs.

Part IV contains the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX). This is a survey of available assessment procedures or tasks that have received attention as possible procedures to provide clinical diagnostic information about refugee patients in mental health settings. The procedures included here are those obtained through an extensive search of the published psychological testing literature.

PART I
Section 1
MENTAL HEALTH PROBLEMS OF REFUGEES:
TWO PERSPECTIVES OF THE PSYCHOLOGICAL ASSESSMENT SITUATION

Refugees living in the United States typically view themselves and their problems in ways different from white, majority class mental health workers. Moreover, refugees who have experienced traumatic departures from their home countries are likely to view authorities with some suspicion and mistrust. Consequently, they may not be very open to assessment and recommendations when encountering a mental health professional.
Cross-cultural mental health contacts are frequently characterized by misunderstanding on the part of the mental health professional as well as by wariness and puzzlement on the part of the refugee. A number of issues present themselves when majority professionals attempt to view and appraise mental health problems of clients from different cultural backgrounds. Mental health professionals who have had little contact with minority or refugee populations may view the mental health problems faced by refugees to be similar to problems of majority Americans and in initial contact with them respond inappropriately in ways similar to how they would respond with majority clients. Recommendations by mental health professionals are frequently based upon inadequate assessments of the problems and a lack of appreciation of the problem from the refugee's perspective.

The cross-cultural mental health encounter, particularly those between a newly arrived refugee and a white, middle class clinician, is often marked by a great deal of distance between the parties and a sense of frustration over the failure to "get through" to the other person.

1. Cultural differences in personality.

Personality factors or characteristics commonly seen among individuals in the United States may not exist in the same degree among individuals in refugee groups or might be distributed with highly different frequencies than
Western professionals are accustomed to viewing them. For example, personality characteristics, such as extraversion or sociability, that might frequently be observed in majority clients may not be apparent in the minority group person or refugee. This is an example where correlations between behavior and personality are inappropriately assumed to be cross-culturally valid. Assuming a similar frequency of personality traits between two groups could lead to diagnostic problems. A mental health professional might misread the behavior of a refugee client who appears "non-assertive and does not maintain eye contact" as shy, introverted, unfriendly and unsociable.

2. Disparate expectations.

As noted above, refugees are likely to have highly different expectations of the mental health environment than clients usually seen by the mental health professional. Refugees typically do not have past association with professionals such as psychiatrists, psychologists or psychiatric social workers and the idea of mental health assistance is alien to them. Thus, it is important for the profession to assess the patient's expectations rather than making false assumptions.

Most mental health professionals working within the mental health system in the United States are majority reared individuals with white, middle class values and with predictable orientations toward psychological problems and amelioration techniques. The initial mental health
encounter between a majority oriented professional and a
refugee or minority group member as a client frequently
results in a culture-conflict in which both parties fail to
understand the other and to communicate adequately their own
interests, needs, and goals.

3. **English language or communication difficulties.**

A basic and frequently encountered problem, occurring in
programs that provide mental health services for refugees,
is that the typical patient has little facility with the
English language and the mental health professional has no
skill in the refugee client's language. This problem is
often pronounced in situations where the refugee population
increases rapidly such as in the late 1970's resulting in a
scarcity of translators. Even in situations where trained
translators were available for communicating with refugee
clients the clinical situation is altered significantly when
clinical material and interview questions must be posed
through a translator. This is an important issue with
regard to psychological testing since most psychological
tests employ verbal content and require accurate and
standardized presentation of test stimuli in order to assume
test equivalency. Translators are almost never trained in
psychometric principles even if they are well trained in
psychology and psychopathology and do not appreciate the
necessity of standardized test administration.

4. **Differing educational and experience factors.**

Mental health professionals may have a number of well
ingrained expectations about patient's characteristics and behavior. We expect, for example, that the mental health patient will enter into the clinical situation with a motivation or mind-set to assist the mental health professional to understand their situation and help them determine what the problems are and what factors might have contributed to their development. We further expect that the patient will be willing to participate in an interview that probes for personal information relevant to the problems at hand and that the individual would be willing to submit to a range of psychological tests or procedures to help the clinician obtain a more complete, objective perspective on the problems. Underlying these normal expectations held by the professional are assumptions that the individual will have sufficient experience with such things as tests and will be able to perform them as any one does. These expectations are frequently not met. Many psychological tests incorporate stimuli that only indirectly reflect the characteristics being measured. Individuals reared in non-Western cultural settings without the benefit of indoctrination into psychological thinking common among Western people may have difficulty seeing the relevance of the questions being asked on tests; they fail to see the importance of some of the tasks that psychologists ask them to perform.

5. Different conceptualizations about what is abnormal.

It has been demonstrated that most cultures have a
conceptualization of deviant (Murphy, 1976) although the nature and extent of the problems are likely to vary. However, the views of the nature of abnormal behavior and the manifestations of behavior problems will likely be considerably less differentiated in the refugee's experience than among professional people in Western countries. Behavior or attitudes that we might view as problematic might be minimized or ignored by refugees. Consequently, important information as to the patient's clinical status may be unavailable to the clinician because the refugee patient fails to report or is unable to report his or her feelings.

6. The refugee may have highly differing conceptualizations of what causes problems than mental health workers have.

The refugee client may not view his or her present mental health symptoms, for example depressed mood, as a problem with a psychological origin or one that could be dealt with by talking about them. The idea that one's thinking can adversely influence one's physical health may be alien to the refugee's experience.

Individuals reared in less industrialized societies may bring with them to the new culture particular beliefs about causation and explanations of natural phenomena that are quite different from the contemporary twentieth century view. The ideas underlying modern medicine, for example the theory of viral transmission of disease or the idea that psychological factors can influence physical disease
processes, may be unknown or unexplicable to many refugees. Contemporary views of medical or psychological causation are no more intuitively self-evident than are the views of spiritual causation held by many Third World people. Belief in possession and animism may have as much intuitive validity to individuals from Third World countries as our objective scientific views are to contemporary Westerners. No matter how much we believe in their correctness, the viral theory or immunological processes are beliefs about nature that may be unknown to the refugee and may be as difficult to accept as would the idea of spirit world influence be to modern medicine.

7. Refugees, themselves, rank their problems, in terms of primacy and priority, differently than do many Western professionals.

Professionals in the United States tend to view the problems of refugees differently than do the refugees themselves. It is not uncommon for mental health professionals to view their refugee patients as experiencing primarily stress, depression or some other Western-based mental health problem. However, when asked, refugees reported that their problems are: Lack of English language skills, family separation, unemployment and insufficient funds, lack of transportation and insufficient child care. (Strand & Jones, 1985). This difference in the way the different parties perceive problems may strongly influence the mental health contact and result in incomplete or inappropriate services.
8. Differing views of amelioration of psychological problems

The fact that refugees from Third World countries may view possible ameliorating conditions differently is often dramatic. In one medical emergency room in Minnesota a physician was treating a Hmong child for a bruised and what appeared to be an infected arm. There were, surrounding the bruise, a number of red lines radiating from the center. Puzzled by the unusual appearance of the bruise the physician inspected the red marks closer and found that they disappeared with an alcohol wash. The red marks were actually made by the mother with a "Magic Marker" that she had used to treat the bruise. She found the "magic medicine" at a drug store counter and decided that this would help her child's arm.

Similarly, many individuals from non-Western cultures have differing views as to how to resolve mental health problems as well. The notion that a troubled person might receive help by talking over problems with a stranger is an alien idea to many refugees.

Section 2

CONTEMPORARY PROBLEMS WITH PSYCHOLOGICAL TESTING
IN REFUGEE MENTAL HEALTH PROGRAMS

The use of psychological tests to appraise characteristics of individuals from diverse cultural backgrounds.

This report addresses the problems and issues
surrounding cross-cultural psychological assessment and provides a summary of the procedures that have been used to appraise individuals from diverse cultural backgrounds. General problems and prospects of using psychological tests cross-culturally have been extensively described (Brislin, Lonner, & Thorndike, 1973; Butcher & Pancheri, 1976; Butcher & Bemis, 1980; Parek & Rao, 1980; Triandis & Berry, 1980). Before we begin our consideration of the assessment procedures used in refugee patient assessment it would be valuable to summarize some of the issues and problems found through visits to several contemporary refugee mental health programs in the United States during 1985-1986 by the site visiting teams of the University of Minnesota Technical Assistance Center program. A more detailed discussion of these findings can be obtained by the report submitted by Dr. Joseph Westermeyer (Models of Assessment, Treatment, and Prevention for Social Adjustment and Mental Health of Refugees, 1986).

A number of site visits to mental health programs for refugees were conducted by the Technical Assistance Center staff during 1985-1986. One important focus of the site visits included a study of the nature and amount of psychological assessment services being provided by mental health programs for refugee populations. A number of conclusions were reached:

1. Many mental health programs do not provide psychological assessment services for refugee clients.
2. Most refugee mental health programs in the United States do not incorporate qualified psychological assessment specialists in their assessment, research, and clinical service programs.

3. There was a notable absence of trained psychological assessment specialists developing psychologically valid and culturally relevant assessment procedures for refugees. As a result, many refugee mental health programs typically employ conceptually weak, unvalidated, and inappropriate assessment devices to evaluate refugee clients.

4. Most refugee mental health programs do not employ clinical psychologists, trained in cross-cultural assessment, to conduct the psychological evaluations of refugee clients. Some programs have non-psychologists, such as non-professional refugees or mental health workers who are untrained in psychological assessment theory but are administering psychological tests to refugees.

5. Some refugee mental health programs, which do employ trained individuals to conduct psychological evaluations, do not use well translated and validated measures for the evaluations. The assessment procedures being used are frequently:

   a. Inappropriate for the population or the problems being assessed, for example, untrained refugee workers are sometimes responsible for administering the Rorschach, an instrument that requires both extensive background in personality theory and considerable supervised experience to interpret.
b. Non-standard use of psychological tests, for example, some sites reported that bilingual workers, not trained as psychological testers, administer tests such as the Wechsler Adult Intelligence Scale by translating each item on the spot, as the test administration proceeds, rather than using a single translated version of the test for all clients.

c. A number of refugee mental health facilities use screening instruments that were improvised without sufficient test construction care to assure translation adequacy or that the instrument is measuring the desired characteristics well.

In conclusion, although psychological test applications with refugee populations offer some of the most challenging situations in clinical psychological assessment, refugee mental health programs typically approach them with minimal and misdirected efforts. The worst case scenario is frequently played out in efforts to provide psychological testing services to refugees. In summary, the psychological assessment of refugees is most frequently characterized by untrained people using unvalidated or inappropriate measures to assess people who have little experience with Western psychology and who tend to view their problems as non-psychological in nature.
Section 3

IMPORTANCE OF PSYCHOLOGICAL ASSESSMENT
IN PROVIDING MENTAL HEALTH SERVICES FOR REFUGEES

It is well established that many refugees, particularly in their early days in a new culture, are at risk for developing psychologically based stress disorders and depression (Williams & Westermeyer, 1986). Many clinicians have found themselves in the situation of having to evaluate and make dispositional recommendations for individuals who are culturally different and speak little or no English. Psychological tests can provide valuable information that mental health professionals can effectively employ to understand and use in making decisions about refugee clients. As we shall see later a large number of psychological procedures have been used and developed for refugee clients. However, it is important for mental health professionals to be aware of some of the factors and limitations of standardized psychological procedures with individuals from different cultural backgrounds. In the section that follows, a discussion of the use of psychological tests in cross-cultural settings will be presented. This material is designed to provide the reader with some of the general definitions and issues pertinent to evaluating the applicability of the psychological assessment procedures presented in the Survey of psychological
measurement literature: index of psychological tests for cross-cultural assessment (INDEX). This section will address special problems in using psychological assessment procedures developed in one culture and language with individuals from different cultural backgrounds.

The use of psychological tests with individuals who are different, in terms of language and cultural background, from the cultural group on which the test was developed is fraught with problems. Not only are there potential problems of differing languages but the use of standardized psychological tests themselves may be difficult to justify with some populations since many refugees have little exposure to the concept of psychological testing. Readers interested in exploring further the issues and practices involved in cross cultural psychological testing could consult Brislin, Lonner & Thorndike, (1973); Butcher & Pancheri, (1976); Butcher & Bemis, (1984); Sechrest, Fay & Zaidi, (1972); and Werner & Campbell, (1970).

Another potential problem that requires attention in developing or selecting a psychological test for use with a refugee client is that of equivalence of measures. The test user should be careful in assuring that the test development or adaptation procedures for the instrument sufficiently address the matter of test equivalency and that the adaptation demonstrated that the instrument measures the same constructs in the same way in the new culture as with the developmental sample.

Several aspects of psychological test development are of
relevance in considering a cross-cultural test use.

1. The format of the test might be problematic for refugees. The test user should assure that the format of the test and the test stimuli are relevant for the population on which it is to be used. For example, in Hawaii, when referring to north, south, east and west the words mauka, Diamond Head, Ewa, and makai can also be used to suggest the four directions, e.g. mauka = mountain direction or side of the Island of Oahu; Diamond Head = one end; Ewa = the opposite end from Diamond Head, and makai = ocean or the opposite side of the Island from the mountain range. These clarifying words can be used on the Stanford-Binet test problem where points on the compass are used.

2. The item translation needs to be carefully evaluated prior to broad usage with refugees. The adequacy of translation of verbal instructions needs to be carefully addressed and the translation of the verbal items for self administered questionnaires requires special attention.

3. If standard psychological tests are unavailable for an assessment situation the clinician needs to adapt or attempt to use less structured but potentially less reliable and valid procedures, for example projective techniques. This is a rule of thumb type of assessment. In situations where the error in assessment may be high but the lack of assessment would be more problematic, that is, when the clinician must arrive at some determination in the case on some grounds more, informal or non-standard methods will
be used. These desperation efforts at understanding the culturally different client need to be carefully scrutinized. In some situations it may be necessary to tailor a psychological procedure for use with refugee patients. In so doing it is important to:

a. Choose relevant and appropriate stimulus materials.

b. Provide careful translation of test content in other languages.

c. Acknowledge variations from standard procedures and take these deviations into account when interpreting the results.

d. Evaluate where possible the adaptation procedures to determine the equivalence and test adequacy.

4. Agencies should employ standardized psychological tests which are culturally relevant and possess valid test norms and interpretations where possible. It may not be possible to conduct extensive validation tests prior to using a translated procedure in a new cultural setting. Tests with substantial empirical bases, such as the Minnesota Multiphasic Personality Inventory (MMPI), which have been adapted in scores of languages may have considerable interpretive generality as a result of previous studies. There is considerable transplant validity with the MMPI (Butcher & Garcia, 1978) or the Porteus Maze Test. The clinician is justified in applying an MMPI interpretation developed in one country for populations in another since numerous studies have demonstrated the validity of the generalization for the constructs being
measured. However, for instruments that have a limited empirical base or limited cross-national research, test interpretations based on a single culture should only be cautiously applied.

Section 4

APPLICATION OF PSYCHOLOGICAL MEASURES IN ASSESSMENT OF REFUGEE POPULATIONS

In this section we will discuss a number of issues pertinent to using psychological tests in appraising personality factors in refugees. We will begin with a discussion of several general issues that bear on the utility and validity of personality measures with populations for which the test was not originally developed. We will then turn to an examination of some specific qualities of psychological tests with reference to their use in cross-cultural situations. Both the benefits and the limitations involved in their use will be discussed.

Special problems in applying personality measures in sub-cultural contexts.
The use of some psychological procedures, such as symptom check lists, significant life event forms, and specific face valid health questionnaires is fairly straightforward and requires little theoretical discussion. Given that the instruments are translated appropriately the results can be used clinically in a similar fashion as their Western counterparts are with clients from this culture. Clinical interpretation of translated forms of instruments like the SCL 90 or Social Readjustment Schedule require little or no alteration from standard interpretation procedures. The use of formal or standardized psychological tests where reference to norms, either implicit or explicit, are required for interpretation of the results is more complicated. Some issues that are pertinent to understanding cross-cultural application of standardized psychological procedures need to be further addressed.

Assessment of personality, by psychological tests, in many respects is a culture bound activity requiring a specification of both personal variables and environmental context factors. In order for us to understand and appraise personality characteristics through current methodology we need to have a broad understanding of the range of traits, needs, and motives and the cultural expectations of the group we are studying. Since we have already established the potential problems in comparing personality factors across cultural boundaries, we are faced with a more difficult task of making sense of any measured differences
we obtain. We have seen that differences, by definition, are pervasive. Whether these differences are meaningful and clinically significant needs to be determined.

Personality concepts may differ between the different cultural groups. Constructs which might apply for a majority of subjects in one cultural group might have little relevance for individuals in another cultural group. For example, we would find the study of psychological dynamics and social factors centering around eating problems, such as anorexia and bulimia, in the United States very timely and important. However, for some cultural groups, particularly in Third World countries, these problems are infrequent or non-existent.

The need for a standard of measure. In order for many cross-cultural personality assessment procedures to be meaningful it is necessary for us to establish standards of measure, or measuring units referred to as norms, which would be relevant and valid for the cultural groups under study and which have sound psychometric qualities. In order for us to establish a set of assessment procedures for use with refugee populations we need to consider some general issues that would guide our selection of instruments.

Distinction between personality research instruments and clinical measures in assessment

The personality assessment literature contains a wealth of information on personality factors and measurement methods. In the cross-cultural field anthropologists and
psychologists have attempted since the 1930's to use psychological techniques to compare individuals from diverse cultural groups. Early cross cultural personality assessment studies generally used a measure, usually a projective technique with low, unstructured stimuli and believed not to be culture bound, to assess personality differences. These studies, summarized by Lindzey (1961) and Pelto (1970) typically contrasted diverse cultural groups and obtained disparate responses leading to predictable conclusions that the individuals were indeed different. Most of the early personality assessment studies were conducted without paying sufficient attention to whether the tasks were actually relevant for the populations studied. Most of the early studies focused only upon differences and did not establish relevance by determining if there were similarities between the groups. Just determining that two groups differ on their responses to inkblots produced few findings that would generalize to other populations or were unambiguously interpretable. The search for cross-cultural differences is not characteristic of cross-cultural test research today. Contemporary test applications today more typically center around a practical application of a test for use in making clinical decisions.

Approaches to personality measurement: Idiographic versus nomothetic

An important consideration for evaluating personality
measures for assessment research involves making the distinction between the constructs of idiographic and nomothetic approaches to assessment. These general terms refer to two approaches to characterizing individual personality and are important guiding principles for assessing personality. Idiographic approaches require little formal standardization, attempt to understand the individual on his or her own terms while nomothetic approaches attempt to compare the individual with other individuals across variables or dimensions. Nomothetic approaches have as a major goal the discovery of general laws governing the processes under study. In the Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX) both approaches to appraising personality with refugee clients are represented. Some techniques in current use involve more subjective idiographic procedures, such as the assessment interview, Rorschach or Thematic Apperception Test while other strategies involve using standardized tests, such as the Wechsler Adult Intelligence Scale-R or MMPI, which place the individual into a normative framework.

In our goal of surveying relevant measures for the evaluation of refugees we have attempted to incorporate a range of techniques, both idiographic and nomothetic, in order to:

1). understand the refugee in his or her current environmental context.
2). employ normative techniques to be able to compare the refugee's problems with those of other known groups.

Approaches to personality measurement: Objective and projective assessment strategies

The distinction between projective and objective personality measure is an important one in determining the potential value of procedures to be used in clinical appraisals. A projective test is one that employs relatively unstructured stimuli, for example inkblots or incomplete sentence stems, to which the subject responds in a generally unrestricted manner. The test responses are generally interpreted in a subjective manner with symbolic meaning given great weight. However, some substantial efforts in objective scoring and interpretation for some techniques, for example Exner's (1974) approach to the Rorschach, have been attempted. In general, the use of projective techniques require more time to administer and score and more specialized training to interpret them than objective personality measures.

Objective personality measures provide the subject with structured stimuli which limit responding, for example a limited range of response options such as a true-false personality item or list of symptoms to check. Scoring of the test is by arithmetic summing of answers and comparing the scores with norms that have been accumulated. Interpretation of the test is often by mechanical combination of scores and by reference to established
correlates to the scale.

There are distinct disadvantages to using projective techniques in psychological assessment. The cost of obtaining projective test data is high since most must be administered, scored and interpreted individually by a fully trained person. This process is generally labor intensive requiring costly professional time. The training of test administrators and interpreters generally requires an extensive academic training program with intensive supervision before the individual has competence in the technique.

Moreover, the scoring and interpretation of most projective techniques, such as the Rorschach or Thematic Apperception Test, are subjective and require considerable professional expertise and judgement. Consequently, projective tests tend to suffer from lower reliability than more objectively scored and interpreted tests. One cannot assume that because the inkblots are ambiguous stimuli that they are necessarily culture-free. The task of free associating to inkblots is more relevant and practiced in some cultures than in others. Consequently, the Rorschach may be as limited in some cultures as the more verbally saturated instruments. In addition the postulated gain from using an unstructured projective test, such as the Rorschach, is likely to be offset by the increased cost and lower reliability resulting from their use.

Objective personality instruments, such as personality questionnaires, rating scales, and symptom check lists, may
provide the cross-cultural researcher with the most practical and most valid approaches to personality information. Most objective inventories involve presenting verbal stimuli such as a written item or checklist. Providing that the items are appropriately translated into the target language to provide equivalent measures and the tasks are structured in such a way as to present the subject with relevant and understandable stimuli questionnaires may be very valuable as a source of personality information. The use of verbal questionnaires assumes that the scale norms and interpretive material are demonstrated to be equivalent for the target population.
PART II

USE OF PSYCHOLOGICAL ASSESSMENT PROCEDURES WITH REFUGEES: SELECTED ILLUSTRATIONS

The procedures included in the INDEX cover a broad range of clinical assessment methods and psychological tests. The measures cited vary along a number of important test dimensions such as:

The ease of adaptability of procedures. Some instruments are relatively easy to adapt and use in refugee assessment while others are more difficult and involve more complicated interpretation procedures. The Adjective Checklist (See Naditch & Morrissey, 1976) can provide relatively straightforward self-descriptions of the individual, assuming, of course, that the adjectives were adequately translated and the testing situation was appropriately structured. However, the use of the Zung Depression Scale involves a somewhat higher level of inference and requires more care in interpretation. The most difficult to adapt tests are those that require great interpretive leaps, such as the Rorschach Inkblot Test, which, we noted earlier, involves an extensive amount of training, administration time, and interpretive skill for the information to be meaningful.

The level of inference required in their use. Some procedures such as the Cornell Medical Index (See Charron & Ness, 1981; Berry & Blondel, 1982) require very little in the way of psychological rationale or theoretical
transposition for use with refugees whereas the use of the Rokeach Scale of Values requires more assumptions about the structure of the individual's experience and consequently has more interpretive limitations.

The range of information provided. Tests differ in terms of the band width and fidelity dimensions. Some psychological procedures provide a narrow band of information, for example Depression (See Jacobson & Crowson, 1983) but measure this construct with reasonable fidelity or reliability. Other instruments, such as the 16PF (See Mehryar, 1972) measure a broader range of constructs but do so at some loss of fidelity especially in cross-cultural contexts.

The amount of standardization that is required. Some of the procedures included in the INDEX do not require standardization in the strict sense of the term, that is, do not require the provision of a formal set of specialized norms for interpretation. For example, the use of the Social Adjustment Scale Questionnaire to determine the number of recent significant stressors a person faces does not require special norms for interpretation and can provide interesting and valuable information about refugees (See Vignes & Hall, 1979). However, the translation and use of a Wechsler Adult Intelligence Scale requires not only that the scale be adequately translated with appropriate alterations in test item content but that new norms for the target population be developed.
The INDEX can provide the practitioner with a wide range of information on psychological procedures that have been used in cross-cultural and refugee assessment.
PART III

SUMMARY AND CONCLUSIONS

The use of psychological tests with refugees poses some difficult, though not insurmountable problems, for the mental health professional. However, the benefits of having psychological test data on clients outweigh the disadvantages of adapting tests for refugee populations. Prominent issues that need to be addressed in any cross-cultural test adaptation, commonly experienced in refugee mental health programs, include:

a. Assurance of test translation adequacy.

b. Assurance of test equivalence with the target population.

c. Determination of test reliability in the new testing situation. That is, assuring that the test is measuring the personality characteristics in the same way in the target population.

d. Determination of test validation. Insuring that the test is predicting the same behaviors in the target population as it did in the developmental culture.

e. Assuring that the test is relevant for the target population.

Most refugee mental health programs, with which we are familiar, do not routinely incorporate the most effective psychological test practices. Several circumstances illustrating the lack of psychological testing sophistication in refugee mental health programs have been noted:
a. Psychological testing services are not included in a number of refugee mental health facilities.

b. There is a scarcity of psychological test development specialists conducting test development research with refugee populations.

c. There is a limited number of proven, well-established, translated or adapted tests available for refugee populations. Of the available, translated instruments little empirical research has been published to support their use in clinical practice.

d. There are few trained clinical psychologists currently involved in existing mental health programs for refugees that are using psychological assessment procedures. Consequently, there appears to be some misuse of psychological test procedures since individuals untrained in psychological testing are often given the responsibility of conducting psychological evaluations with refugee clients.

A relatively wide range of psychological assessment procedures have been developed or adapted for use with culturally diverse populations (See INDEX PP 36). Many psychological procedures, such as the Eysenck Personality Inventory, the MMPI and the SCL-90, have been used extensively in cross cultural assessments and have both adaptable formats and a validation base that supports their use. However, a number of the instruments have very little adaptation research for cross-cultural populations.

The primary goals of this survey and descriptive INDEX
were to review the range of psychological assessment procedures that have been used with refugee populations and to determine if there are procedures that show particular promise and utility for further development and use with refugee populations. We can see that a great deal of research has been conducted with the aim of adapting a wide variety of psychological assessment procedures for refugee populations. However, the task of refining and cross-validating existing measures of refugee-relevant psychological assessment measures has only begun.
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PART IV
SURVEY OF CLINICAL ASSESSMENT
LITERATURE WITH REFUGEES:
INDEX OF PSYCHOLOGICAL TESTS
FOR CROSS-CULTURAL APPLICATIONS.

This INDEX was prepared with the assistance of Noriko Shiota, Kim Nguyen, and Yossef Ben Porath of the Department of Psychology University of Minnesota, Minneapolis, Minnesota, 55455.
This Survey of psychological measurement literature: Index of psychological tests for cross-cultural assessment (INDEX) was developed to provide a survey of techniques for potential psychological test users to follow in selecting assessment instruments for refugee mental health programs.

This survey provides a listing and description of a wide range of psychological measures that have been employed for use in mental health assessment with cross-cultural populations. The INDEX includes information that was available from a review of the literature through June 1986. Most of the tests described in the INDEX are clinical assessment instruments although several educational instruments and vocational tests, in wide use with refugees, are included. No attempt has been made to validate or critically appraise the instruments listed in this INDEX. Rather, our goal has been to survey the range of available instruments, describe their use and cite a relevant source for the user to seek additional information.

The test information abstracted in this INDEX was entered into a computer data base program, Notebook II, on an IBM microcomputer. Information concerning the data base can be obtained by contacting Dr. James Butcher of the
Department of Psychology at the University of Minnesota or Dr. Amos Deinard of the Technical Assistance Center Project. University of Minnesota.
NUMBER 1

PROCEDURE: Academic Achievement Accountability 'AAA).

LANGUAGE: Sinhalese, Tamil.

DESCRIPTION: The scales were translated by middle-level management employees of the Ministry of Education of Sri Lanka. In all cases they were translated independently by two individuals, and the two translations were compared for discrepancies. Sometimes, some material was translated back into English by a third party in order to further assure accurate retention of content meaning.


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NUMBER 2

PROCEDURE: Academic Performance Test.

LANGUAGE: Tamil.

DESCRIPTION: The scales were translated by the Ministry of Education of Sri Lanka. In all cases they were translated independently by two individuals, and the two translations were compared for discrepancies. On occasion, some material was translated back into English by a third party in order to further assure accurate retention of content meaning.


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NUMBER 3

PROCEDURE: Adjective Check List.
LANGUAGE: English.

DESCRIPTION: The subject endorses adjectives, as to whether they apply in describing him/her.


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NUMBER 4

PROCEDURE: Adjective Checklist.

LANGUAGE: Spanish.

DESCRIPTION: Subject endorses adjectives describing his/her personality. The adjectives have been translated into Spanish.


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NUMBER 5

PROCEDURE: Adjective Checklist (ACL).

LANGUAGE: French.

DESCRIPTION: A large number of adjectives are given to the subject to check if they apply to him or her. The adjectives have been translated into French.

NUMBER 6
PROCEDURE: Assimilation Questionnaire.
LANGUAGE: Spanish.
DESCRIPTION: A questionnaire dealing with background, education, family composition, acceptance of new environment, degree of assimilation in the new culture.

NUMBER 7
PROCEDURE: Attitude Toward Disabled Persons Scale Form A.
LANGUAGE: English.
DESCRIPTION: This is a self-report measure in which subjects are requested to respond to various items pertaining to the disabled.

NUMBER 8
PROCEDURE: Attitude-Referent Scale.
LANGUAGE: Hebrew.
DESCRIPTION: This is a five-point rating scale comprised of 75 items, consisting single words and short phrases.

NUMBER 9
PROCEDURE: Behavior Problem Checklist (Revised).
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report measure in which subjects are requested to report various behavioral problems.

NUMBER 10
PROCEDURE: Bender Visual-Motor Gestalt Test.
LANGUAGE: Geometric designs.
DESCRIPTION: Nine perceptual figures are copied and then recalled by the subject.

NUMBER 11
PROCEDURE: Bender-Gestalt Visual Motor Test Background Interference Procedure (BIP).

LANGUAGE: Geometric designs.

DESCRIPTION: Nine perceptual figures are copied and then recalled by the subject under conditions of background interference.


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NUMBER 12

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Chinese (Mandarin).

DESCRIPTION: This instrument assesses receptive language, ability to understand and follow directions and visual-motor coordination of elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 13

PROCEDURE: Ber-Sil Spanish Test B.

LANGUAGE: Chinese (Cantonese).

DESCRIPTION: This instrument assesses receptive language, ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook
PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Korean.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Persian.
DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 17

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Ilokano.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 18

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Tagalog.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math, in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 19


LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to monitor individual student progress through an objective-based curriculum. It is a criterion-referenced instrument appropriate for children from kindergarten to sixth grade.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 20

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: English.

DESCRIPTION: This is a self-report questionnaire in which subjects respond true or false to a range of statements. It is designed to assess normal personality functioning.


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NUMBER 21

PROCEDURE: California Psychological Inventory (CPI).

LANGUAGE: Japanese.

DESCRIPTION: This is a self-report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

NUMBER 22
PROCEDURE: California Psychological Inventory (CPI).
LANGUAGE: Indian.
DESCRIPTION: This is a self-report questionnaire in which the subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

NUMBER 23
PROCEDURE: California Psychological Inventory (CPI).
LANGUAGE: Romanian.
DESCRIPTION: This is a self-report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.

NUMBER 24
PROCEDURE: California Psychological Inventory (CPI).
LANGUAGE: Hebrew.
DESCRIPTION: This is a self-report questionnaire in which a subject responds true or false to a range of statements. It is designed to assess normal personality functioning.


NUMBER 25

PROCEDURE: California Psychological Inventory (CPI) Femininity (Fe) Scale.

LANGUAGE: Korean.

DESCRIPTION: This is a self-report scale empirically keyed to differentiate between masculine and feminine characteristics.


NUMBER 26

PROCEDURE: California Psychological Inventory (CPI) Socialization (So) Scale.

LANGUAGE: German.

DESCRIPTION: This is a self-report measure of socialization.

NUMBER 27

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Italian.

DESCRIPTION: This is a self-report measure of socialization.


NUMBER 28

PROCEDURE: California Psychological Inventory (CPI) Socialization(So) Scale.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of socialization.


NUMBER 29

PROCEDURE: California Psychological Inventory Socialization Scale.

LANGUAGE: Afrikaans.

DESCRIPTION: This is a self-report measure of socialization.

NUMBER 30
PROCEDURE: California Psychological Inventory (CPI)
Socialization (So) Scale.
LANGUAGE: Hindi.
DESCRIPTION: This is a self-report measure of socialization.
measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 31
PROCEDURE: California Psychological Inventory (CPI)
Socialization (So) Scale.
LANGUAGE: Punjabi.
DESCRIPTION: This is a self-report measure of socialization.
measure of asocial behavior. Psychological Reports, 17, 379-387.

NUMBER 32
PROCEDURE: California Psychological Inventory (CPI)
Socialization (So) Scale.
LANGUAGE: French.
DESCRIPTION: This is a self-report measure of socialization.
measure of asocial behavior. Psychological Reports, 17, 379-387.
NUMBER 33

PROCEDURE: Center for Epidemiologic Studies Depression Scale.

LANGUAGE: English.

DESCRIPTION: This is a self-report measure of depression.


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NUMBER 34

PROCEDURE: Children's Embedded Figures Test.

LANGUAGE: Spanish (Pictorial).

DESCRIPTION: Subjects search for hidden figures embedded in a background.


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NUMBER 35

PROCEDURE: Children's Manifest Anxiety Scale.

LANGUAGE: Japanese.

DESCRIPTION: The original English-language version of the CMAS was translated into Japanese, with the French version used for an independent accuracy check. Words and phrases were selected so as to insure that the items be entirely comprehensible to 9-year-old Japanese children.

NUMBER 36
LANGUAGE: Afrikaans.
DESCRIPTION: This is a self-report personality questionnaire intended for children based upon the adult 16 Personality Factors Questionnaire.
REFERENCE(S): The Ninth Mental Measurement Yearbook.

NUMBER 37
PROCEDURE: Cognitive tasks.
DESCRIPTION: This is a semantic differential technique for assessing interactions among cognitions.

NUMBER 38
PROCEDURE: Cornell Medical Index.
LANGUAGE: Vietnamese.
DESCRIPTION: Subject responds to items dealing with health issues.


NUMBER 39

PROCEDURE: Cornell Medical Index–Health Questionnaire.

LANGUAGE: French Canadian.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 40

PROCEDURE: Cornell Medical Index–Health Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 41

PROCEDURE: Cornell Medical Index.
NUMBER 42

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Hmong.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.


NUMBER 43

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Khmer.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Lao.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.


PROCEDURE: Cultural Orientation Test.

LANGUAGE: Mien.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.


PROCEDURE: Cultural Orientation Test.
DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CD test includes a tape recording of test cues to improve consistency of test administration.


NUMBER 47
PROCEDURE: Culture Fair Intelligence Test, Scales 2 & 3.

LANGUAGE: Spanish.

DESCRIPTION: Items with low cultural saturation were selected for this intelligence test.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 48
PROCEDURE: Denver Developmental Screening Test.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a criterion-referenced measure designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

NUMBER 49

PROCEDURE: Denver Pr screening Developmental Questionnaire.

LANGUAGE: French.

DESCRIPTION: This is a criterion-referenced instrument designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 50

PROCEDURE: Depression Adjective Check Lists. (DACL).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of depression.


NUMBER 51

PROCEDURE: Depression Adjective Check Lists.

LANGUAGE: Hebrew.
DESCRIPTION: This is a self-report measure of depression.


NUMBER 52

PROCEDURE: Depression Adjective Checklist (DACL).

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report measure of depression.


NUMBER 53

PROCEDURE: Diagnostic Interview Schedule (DIS).

LANGUAGE: Cambodian.

DESCRIPTION: This is a structured diagnostic interview for adults based on DSM-III.

NUMBER 54
PROCEDURE: Diagnostic Interview For Borderline.
LANGUAGE: English.
DESCRIPTION: This is an interview designed to assess ego functioning and psychopathology.

NUMBER 55
PROCEDURE: Draw-a-Person.
LANGUAGE: Japanese.
DESCRIPTION: Subject is asked to draw a figure of a person.

NUMBER 56
PROCEDURE: Edwards Personal Preference Schedule (EPPS).
LANGUAGE: Japanese.
DESCRIPTION: The EPPS was translated into Japanese. However, in addition to mere translation, the EPPS statements were arranged so that the forced choices were balanced for social desirability, while retaining in each item the same choices between any two needs as they appear in the American edition.
NUMBER 57

LANGUAGE: Hebrew.

DESCRIPTION: A forced-choice measure of personality designed to control for social desirability.

REFERENCE(S):

NUMBER 58
PROCEDURE: Embedded Figure Test.

LANGUAGE: Nigerian.

DESCRIPTION: Subjects are asked to detect hidden figures.


NUMBER 59
PROCEDURE: English as a Second Language (ESL) test.

LANGUAGE: English.

DESCRIPTION: This is a test of English designed for non-native speakers of the language.

REFERENCE(S): Lewis, R. and Derthick, D. Formative testing in Galang. Passage, 2 (1), 52-54.
NUMBER 60

PROCEDURE: English Placement Test.

LANGUAGE: English.

DESCRIPTION: This test has been used in Southeast Asian training programs to provide an indication of the level of English proficiency at which the refugee functions. Twelve forms of the test are in use. Regionally standardized norms are available. The test measures the refugee's language skills in five areas: listening/speaking, reading, writing, literacy in the native language, and basic numeracy.


NUMBER 61

PROCEDURE: Expectations. 3-Item Scale for role evaluation. Self-anchoring Striving Scale. Adjective Check List & Maladjustment.

LANGUAGE: Spanish and English.

DESCRIPTION: Questionnaires were available in both English and Spanish versions.


NUMBER 62

PROCEDURE: Expressive One Word Picture Vocabulary Test.
This instrument is designed to yield an estimate of a child's basal level of verbal intelligence. Children are requested to give a one word description of stimuli they are shown.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 63
PROCEDURE: Eysenck Personality Questionnaire.

NUMBER 64
PROCEDURE: Eysenck Personality Questionnaire (EPQ).

NUMBER 65

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Chinese.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychoticism, and Extraversion/Introversion.


NUMBER 66

PROCEDURE: Eysenck Personality Questionnaire (EPQ).

LANGUAGE: Hungarian.

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychoticism, and Extraversion/Introversion.


NUMBER 67

PROCEDURE: Eysenck Personality Questionnaire (EPQ).
DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychoticism, and Extraversion/Introversion.


PROCEDURE: Eysenck Personality Questionnaire (EPQ).


PROCEDURE: Eysenck Personality Questionnaire (EPQ).

DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychoticism, and Extraversion/Introversion.


PROCEDURE: Fisher's Scale of Maladjustment and Rigidity.

DESCRIPTION: This is a system for coding Rorschach responses that yields specific indices of maladjustment and personal rigidity.


PROCEDURE: Florida Health Study-Depression Scale.

LANGUAGE: Spanish.
DESCRIPTION: William Vega coordinated the eight member translation team. They pretested the questionnaire to check for the efficacy of the items.


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NUMBER 73

PROCEDURE: French's Kit of Reference Test of Cognitive Abilities.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a battery of tests of various cognitive abilities.


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NUMBER 74

PROCEDURE: General Health Questionnaire.

LANGUAGE: Chinese.

DESCRIPTION: This self-report measure assess various aspects of respondents' health.


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NUMBER 75

PROCEDURE: Goodenough-Harris Drawing Test.

LANGUAGE: Non-verbal.

DESCRIPTION: This is a revision and extension of the Goodenough Intelligence test intended for children ages 3-15.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 76

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to screen elementary school students for the creatively gifted by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 77

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: French.

DESCRIPTION: This measure is designed to screen elementary school students for those that are creatively gifted, by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 78
PROCEDURE: Group Inventory for Finding Creative Talent.
LANGUAGE: Hebrew.
DESCRIPTION: This measure is designed to screen elementary school students for those that are creatively gifted, by identifying those with attitudes and values related to creativity.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 79
PROCEDURE: Group Inventory for Finding Creative Talent.
LANGUAGE: German.
DESCRIPTION: This instrument is designed to screen elementary school children for those that are creatively gifted, by identifying students with attitudes and values related to creativity.
REFERENCE(S): The Ninth Mental Measurement Service, Inc.

NUMBER 80
PROCEDURE: Hannah-Gardner Test of Verbal and Nonverbal Language Functioning.
LANGUAGE: Spanish.
DESCRIPTION: This is a screening device for identifying English and Spanish speaking children with language deficits. It is intended for children age: 3.5-5.5.
REFERENCE(S): The Ninth Mental Measurement Yearbook
PROCEDURE: Heimler Scale of Social Functioning (HSSF).

LANGUAGE: English.

DESCRIPTION: Subject is asked to respond to items dealing with frustration and satisfaction.


LANGUAGE: Lao.

DESCRIPTION: Subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese version


LANGUAGE: Vietnamese.
DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.


NUMBER 84


LANGUAGE: Cambodian.

DESCRIPTION: Subject is asked to identify symptoms that he/she is experiencing.


NUMBER 35

PROCEDURE: HPL (Human Population Laboratory) Survey Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: This is a self report measure of health practices.


NUMBER 86

PROCEDURE: Infant Temperament Questionnaire (Revised).
**NUMBER 87**

**PROCEDURE:** Internal-External (I-E) Locus of Control Scale.

**LANGUAGE:** Chinese.

**DESCRIPTION:** This is a self-report measure designed to assess the person's internal vs. external locus of control.


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**NUMBER 88**

**PROCEDURE:** Internal-External Locus of Control Scale.

**LANGUAGE:** Japanese.

**DESCRIPTION:** This is a self-report measure designed to assess the person's internal vs. external locus of control.

NUMBER 89
PROCEDURE: Internal-External Locus of Control Scale.
LANGUAGE: Hebrew.
DESCRIPTION: A self-report measure of internal vs. external locus of control.

NUMBER 90
PROCEDURE: IPC (Internal-External Control).
LANGUAGE: Chinese.
DESCRIPTION: This is a self-report measure that assess the person's internal vs. external locus of control.

NUMBER 91
PROCEDURE: Judgement of Occupational Behavior-Orientation.
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career exploration.
REFERENCE(S): The Nineth Mental Measurement Yearbook.
NUMBER 92

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career-exploration.

REFERENCE(S): The Nineteenth Mental Measurement Yearbook

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NUMBER 93

PROCEDURE: Junior Eysenck Personality Inventory (JEPQ).

LANGUAGE: Uganda.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.


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NUMBER 94

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Japanese.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.

 NUMBER 95

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Hungarian.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.


 NUMBER 96

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Chinese.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Spanish.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism and introversion-extraversion.

REFERENCE(S): Educational and Industrial Testing Service

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NUMBER 98

PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).

LANGUAGE: Danish.

DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism, and introversion-extraversion.


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NUMBER 99

PROCEDURE: Kelly's Role Construct Repertory Test.

LANGUAGE: English.

DESCRIPTION: This is a self-administered instrument designed to measure a subject's personal construct system, based upon Kelly's theory of personal constructs.


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NUMBER 100
PROCEDURE: Kent Infant Developmental Scale.
LANGUAGE: Spanish.
DESCRIPTION: This measure is designed to assess the developmental status of normal, at risk, and handicapped children. Scores are based on ratings made by parents or primary care-givers.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 101
PROCEDURE: La Prueba de Analisis Auditivo (PAA).
LANGUAGE: Spanish.
DESCRIPTION: This is a 32 item adaptation of the Auditory Analysis Test. It is a measure of auditory perceptual skills. The test is administered individually.

NUMBER 102
PROCEDURE: Language Assessment Scales (Form A).
LANGUAGE: Spanish.
DESCRIPTION: This instrument measures the degree to which a student displays the oral language proficiency of a normal monolingual operator in either English or Spanish.
REFERENCE(S): The Ninth Mental Measurement Yearbook
PROCEDURE: Language Facility Test.
LANGUAGES: Spanish.
DESCRIPTION: This instrument is designed to measure facility in English as spoken in the home. It is designed for children ages three and above.
REFERENCE(S): The Ninth Mental Measurement Yearbook

PROCEDURE: Lindamood Auditory Conceptualization Test, Revised Edition.
LANGUAGES: Spanish.
DESCRIPTION: This instrument evaluates auditory perception and conceptualization of speech sounds.
REFERENCE(S): The Ninth Mental Measurement Yearbook

PROCEDURE: Living Skills Checklist.
LANGUAGES: English.
DESCRIPTION: This checklist of behavioral information was adapted from several other similar checklists being used with refugee adolescents. No empirical information is available on the checklist.
NUMBER 106
PROCEDURE: Loevinger’s Ego Development.
LANGUAGE: Hebrew.
DESCRIPTION: This is a sentence completion task comprised of 36 sentences.

NUMBER 107
PROCEDURE: Mach Scale.
LANGUAGE: English.
DESCRIPTION: This is a self-report measure of Machiavelianism based upon Likert type items.
DESCRIPTION: This is a self-report measure of Machiavellianism.


NUMBER 109

PROCEDURE: Marginality Scale.

LANGUAGE: Lao.

DESCRIPTION: The instrument was translated into Lao and back translated to reconcile differences in interpretation.


NUMBER 110

PROCEDURE: Marginality Scale-14 items.

LANGUAGE: Vietnamese.

DESCRIPTION: The instrument was translated into Vietnamese and Lao and back-translated into English to reconcile differences in interpretation.


NUMBER 111
PROCEDURE: Maudsley Personality Inventory.

LANGUAGE: Polish.

DESCRIPTION: This is a self-report personality inventory that was later developed into the EPQ.


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NUMBER 12

PROCEDURE: Mental Processing Space Measurement.

LANGUAGE: Spanish.

DESCRIPTION: A test of various cognitive perceptual abilities.


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NUMBER 113

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: English.

DESCRIPTION: The MMPI is a 567 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

NUMBER 114

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Arabic.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.


NUMBER 115

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Arabic.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. Dr. Mikhail, formerly of Egypt, developed a version of the MMPI for use in Arab countries.

REFERENCE(S): None

NUMBER 116

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Chinese (Hong Kong).
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.


NUMBER 117

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Chinese (Beijing).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version is the result of alteration of the Hong Kong version of the MMPI for the People's Republic of China. Extensive re-norming has taken place and research is being conducted at the Academy of Science in Beijing.


NUMBER 118

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Estonian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. In this version, items were translated but not standardized. Usage in Estonia at present is unknown.
NUMBER 119

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Indian (Hindi, Marathi, and Gujrati).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI was translated into three languages for use in India. At present, data are being collected on normals in order to compare with the 1200 patient records that have been obtained.

REFERENCE(S): No publications.

NUMBER 120

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Japanese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. A consolidated Japanese version of the MMPI was developed by combining several previous versions and rewriting items to make them more culturally appropriate. Back translation was employed. A bilingual translation study of items was conducted.

NUMBER 121
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Korean.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.
REFERENCE(S): No Publications.

NUMBER 122
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Lithuanian.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

NUMBER 123
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Pacifican and Fijian.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was developed for use in priest selection.
REFERENCE(S): No Publications.

NUMBER 124
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Puerto Rican Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was translated into Puerto Rican Spanish by Diaz and Nogueras, adapted on the basis of back translation and judgment of local experts, committee approach taken was followed to bring the Spanish version of these items in line with the English original, the translation was evaluated for linguistic appropriateness by 2 Spanish Language professors in Puerto Rico.


NUMBER 125
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Greek.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

NUMBER 126
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Polish.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.
REFERENCE(S): No Publications.

NUMBER 127
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Russian.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. All 556 MMPI items were translated, but no attempt was made to restandardize on a Russian sample. This version was used for cosmonaut selection and for selecting Olympic athletes.
REFERENCE(S): No Publications.

NUMBER 128
PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).
LANGUAGE: Spanish (Chilean).
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

NUMBER 129

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Thai.

DESCRIPTION: The MMPI is a 556 item true-false personality inventory that has been widely translated. It is used both clinically and in research. A preliminary version of the MMPI in Thai has been prepared and two back translation studies have been used to assure translation adequacy. Standardization and validation research were conducted in Thailand in 1980-81.


NUMBER 130

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Turkish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. Research on the Turkish MMPI has established Turkish norms and factor validity.

NUMBER 131

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Cuban-Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. It was translated into idiomatic lower-class Cuban-Spanish terminology. The translation of the instruments into birch dialect was considered but not undertaken.


NUMBER 132

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI) (Bekhterev Psychological Institute version).

LANGUAGE: Russian.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This Russian translation of the MMPI has become the most widely used translation for psychiatric settings in the USSR.

REFERENCE(S): No Publications.

NUMBER 133

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish.
DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI items were carefully translated into Spanish for Hispanics living in the United States. Cuban, Puerto Rican, and Ecuadorian translators were used in the original translation and in the backtranslation studies. Data collection on normal and clinical cases is currently under way.

REFERENCE(S): University of Minnesota Press, Minneapolis, Minnesota 55451.

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NUMBER 134

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Vietnamese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The Vietnamese version of the MMPI was translated by Dr. Thieu. Back translation studies were conducted by James Butcher with the assistance of Ha Tuong in Minneapolis. The original translation was altered to account for the initial translation problems.

REFERENCE(S): No publications.

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NUMBER 135

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Vietnamese.

DESCRIPTION: A self-report measure of personal values.

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Lao.

DESCRIPTION: A self-report measure of personal values.


PROCEDURE: Morland Picture Interview (MPI).

LANGUAGE: Chinese.

DESCRIPTION: The version of the MPI used in Hong Kong and Taipei was translated into Chinese by Chinese scholars versatile in both English and Chinese, and the translated versions were pretested before the actual testing was undertaken.


PROCEDURE: Multidimensional Personality Questionnaire.

LANGUAGE: Hebrew.

DESCRIPTION: This is a 300 item self-report personality measure that yields 11 factorially distinct scales.
REFERENCE(S): Validation studies currently being conducted.

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NUMBER 139
PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.
LANGUAGE: Dutch.
DESCRIPTION: Serves as a general measure of ability for deaf and hearing-impaired individuals ages 3 to adult.
REFERENCE(S): The Nineth Mental Measurement Yearbook

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NUMBER 140
PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.
LANGUAGE: German.
DESCRIPTION: Serves as a general measure of ability for deaf and hearing-impaired individuals age 3 to adult.
REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 141
PROCEDURE: Non-verbal Intelligence Tests for Deaf and Hearing Subjects.
LANGUAGE: French.
DESCRIPTION: Serves as a general measure of abilities for deaf and hearing impaired individuals ages 3 to adult.
REFERENCE(S): The Ninth Measurement Yearbook

NUMBER 142
PROCEDURE: Non-verbal Intelligence Test.
LANGUAGE: Chinese.
DESCRIPTION: This doctoral dissertation was one of the first cross-cultural uses of a psychological test.

NUMBER 143
PROCEDURE: Oral English/Spanish Proficiency Placement.
LANGUAGE: Spanish.
DESCRIPTION: A tape recorded examination was developed for determining English proficiency.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 144
PROCEDURE: Oral Language Dominance Measure.
LANGUAGE: Spanish.
DESCRIPTION: This instrument measures and compares students' oral proficiency in English and Spanish. It is intended for grades K-3.
REFERENCE(S): The Nineth Mental Measurement Yearbook

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NUMBER 145

PROCEDURE: Peabody Individual Achievement Test.

LANGUAGE: Hmong (English Form used).

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. The Peabody Individual Achievement Test was administered in English.


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NUMBER 146

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Spanish.

DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.


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NUMBER 147

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Japanese (Instructions).
DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.


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NUMBER 148

PROCEDURE: Perceptual and Communication Tasks (mental processing space measure, perceptual matching task, referential communication task).

LANGUAGE: Spanish.

DESCRIPTION: The tasks were administered to each language group by an adult female of the same language/cultural group. One exception for this format was with the perceptual task for the Chicano-Spanish speakers, the testing was conducted by the Mexican experimenter rather than by the Mexican-American experimenter. (The exception was due to lack of time remaining in the school year)


________________________________________________________________________

NUMBER 149

PROCEDURE: Pictorial Test of Bilingualism and Language Dominance.

LANGUAGE: Spanish.

DESCRIPTION: This instrument yields a measure of language facility in English and Spanish focusing on oral vocabulary skills.

REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 150

PROCEDURE: Post-traumatic Stress Disorder Diagnostic Interview Schedule.

LANGUAGE: Cambodian.

DESCRIPTION: A semi-structured interview designed to detect those suffering from post-traumatic stress disorder.


NUMBER 151

PROCEDURE: Profile of Mathematical Skills, Australian Adaption.

LANGUAGE: English.

DESCRIPTION: A set of norm-referenced tests designed to assess basic mathematical abilities.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 152

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Chinese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.

NUMBER 153

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Korean.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.


NUMBER 154

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Filipino.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.


NUMBER 155

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PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Samoan.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.


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NUMBER 156

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Vietnamese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.


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NUMBER 157

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Cambodian.

DESCRIPTION: Psychological and social adaptation was studied to determine adjustment and alienation. Instruments were translated and back translated.

NUMBER 158
PROCEDURE: Psychosocial Adaptation.
LANGUAGE: Vietnamese.
DESCRIPTION: The measure was first composed in English and then translated into Vietnamese by a team. Two members translated and the other two back translated the measures independently into English.

NUMBER 159
PROCEDURE: Psychosocial Adaption.
LANGUAGE: Lao.
DESCRIPTION: The measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.

NUMBER 160
PROCEDURE: Quay's Behavior Problem Checklist.
LANGUAGE: English.
DESCRIPTION: Parent’s ratings are used to evaluate behavior problems in children.


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NUMBER 161

PROCEDURE: Questionnaire of Intellectual Competence.

LANGUAGE: Bahasa Malaysia.

DESCRIPTION: The questionnaire was translated into Bahasa Malaysia by a bilingual Malay. A back-translation check was performed by another bilingual. Discrepancies between original English and the back translation was altered after discussion with several bilingual informants.


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NUMBER 162

PROCEDURE: Ravens Coloured or Standard Progressive Matrices.

LANGUAGE: Hmong.

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. Normative data were collected and a study was done to compare Hmong children with American and British normative samples.

NUMBER 163
PROCEDURE: Reading/Writing (ESL Oral and Reading) Tests.
LANGUAGE: English.
DESCRIPTION: The ESL Oral and Reading/Writing Tests were developed to measure listening and reading comprehension in English, for screening and placement of refugees into appropriate classes.

NUMBER 164
PROCEDURE: Recent Life Changes Questionnaire (RLCQ).
LANGUAGE: Vietnamese.
DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

NUMBER 165
PROCEDURE: Referential Communication Task.
LANGUAGE: Spanish.
DESCRIPTION: Comparison of English and Spanish speaking students on a number of perceptual and communication tasks.

NUMBER 166
PROCEDURE: Refugee Adolescent Functioning Index.
LANGUAGE: English.
DESCRIPTION: Rating form for adolescent behavior and functioning.

NUMBER 167
PROCEDURE: Refugee Assessment Battery.
LANGUAGE: Vietnamese.
DESCRIPTION: Structured interview questions to assess critical refugee experience.

NUMBER 168
PROCEDURE: Refugee Survey.
LANGUAGE: Lao.
DESCRIPTION: Translated into Laotian by bilingual Indochinese workers and then back translated into English


NUMBER 169
PROCEDURE: Refugee Survey.
LANGUAGE: Cambodian.
DESCRIPTION: Translated by bilingual Indo-Chinese workers into the Cambodian, Laotian, and Vietnamese languages, and then backtranslated into English.


NUMBER 170
PROCEDURE: Refugee Survey.
LANGUAGE: Vietnamese
DESCRIPTION: The instrument employed in this research was composed in English and then translated by bilingual Indochinese workers into the Cambodian, Laotian, and Vietnamese languages. To ensure loyalty of meaning and accuracy among all languages, the instruments were then translated back into English.

NUMBER 171

PROCEDURE: Rokeach Value Survey.

LANGUAGE: Chinese.

DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.


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NUMBER 172

PROCEDURE: Rokeach Value Survey.

LANGUAGE: Japanese.

DESCRIPTION: A measure of terminal (ends) and instrumental (means) values.


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NUMBER 173

PROCEDURE: Rokeach’s Value Survey- Form E.

LANGUAGE: Vietnamese; English.

DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.

NUMBER 174
PROCEDURE: Role Conflict and Ambiguity Measure.

LANGUAGE: Spanish.

DESCRIPTION: A measure of conflicts concerning dating, ambiguity regarding role expectations, and ambiguities regarding perception of others.


NUMBER 175
PROCEDURE: Rorschach.

LANGUAGE: Visual stimuli.

DESCRIPTION: This projective test is composed of ten inkblots. Subjects are asked to say what they might be. Responses are scored for structure and content and reflect the underlying personality.


NUMBER 176
PROCEDURE: Rosenzweig Picture Frustration Study.

LANGUAGE: Greek.
DESCRIPTION: Projective technique in which subjects fill out "boxes" for figures that are being subjected to various frustrating tasks.


NUMBER 177

PROCEDURE: Schedule of Recent Experience (SRE).

LANGUAGE: Norwegian.

DESCRIPTION: In 1969 the SRE was translated into Swedish, and Finnish for epidemiologic studies of men with coronary heart disease. The military version of the SRE was translated into Norwegian for a study of Norwegian Navy. Since 1970 a revision of the original SRE was developed.


NUMBER 178

PROCEDURE: Schedule of Recent Experience.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of Vietnamese overseas students and double checked by a Vietnamese doctor

NUMBER 179
PROCEDURE: Schedule of Recent Experiences.
LANGUAGE: Swedish.
DESCRIPTION: Life events are studied and related to health.

NUMBER 180
PROCEDURE: Schedule of Recent Experiences.
LANGUAGE: Finnish.
DESCRIPTION: Recent life events questionnaire was translated into Finnish.

NUMBER 181
PROCEDURE: SCL-90.
LANGUAGE: Chinese.
DESCRIPTION: Checklist of psychiatric symptoms.
NUMBER 182
PROCEDURE: SCL-90.
LANGUAGE: Korean.
DESCRIPTION: Checklist of psychiatric symptoms.

NUMBER 183
PROCEDURE: SCL-90.
LANGUAGE: Vietnamese.
DESCRIPTION: Checklist of psychiatric symptoms.

NUMBER 184
PROCEDURE: SCL-90.
LANGUAGE: Hmong.
DESCRIPTION: Checklist of psychiatric symptoms.
NUMBER 185
PROCEDURE: SCL-90.
LANGUAGE: Czech.
DESCRIPTION: Checklist of psychiatric symptoms.

NUMBER 186
PROCEDURE: SCL-90R.
LANGUAGE: Spanish.
DESCRIPTION: Checklist of psychiatric symptoms.

NUMBER 187
PROCEDURE: Self-Anchoraging Scale (SAS).
LANGUAGE: Vietnamese.
DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

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NUMBER 188

PROCEDURE: Shutt Primary Language Indicator Test.

LANGUAGE: Spanish.

DESCRIPTION: An instrument designed to establish an individual's primary language.


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NUMBER 189

PROCEDURE: Sixteen Personality Factor (16PF).

LANGUAGE: Portugese.

DESCRIPTION: A self-report personality questionnaire.


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NUMBER 190

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: English.
DESCRIPTION: A self-report personality questionnaire.


NUMBER 191

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Spanish.


NUMBER 192

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Persian.


NUMBER 193

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).
NUMBER 194

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Japanese.

DESCRIPTION: A self-report personality questionnaire.


NUMBER 195

PROCEDURE: Sixteen Personality Factors Questionnaire (16PF).

LANGUAGE: Hebrew.

DESCRIPTION: A self-report measure of personality.

PROCEDURE: Social Adaptation Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: The seven investigators of the survey team (3 Vietnamese and 4 American) initially chose 300 questions. The responses were analyzed for clarity of meaning when translated into Vietnamese, subject acceptance, and lucidity of the translated concept.


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NUMBER 197

PROCEDURE: Social Adjustment Rating Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of overseas Vietnamese students and double checked by a Vietnamese doctor.


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NUMBER 198

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Japanese.

DESCRIPTION: Translation from the orginal SRRQ was done by a Tokyo-born graduate student recently enrolled in the University of Washington. The translation was modified for idiomatic clarity by a native Japanese business man currently based in the United States.

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NUMBER 199

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Translation into Spanish and back translated


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NUMBER 200

PROCEDURE: Social Readjustment Rating Scale.

LANGUAGE: English (British).

DESCRIPTION: The scale was modified slightly for the English subjects in order to use English rather than American expressions. (i.e., "vacation" was changed to "holiday")


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NUMBER 201

PROCEDURE: Social Readjustment Rating Questionnaire (SRRQ).

LANGUAGE: Spanish.
DESCRIPTION: The questionnaire was translated to Spanish and back-translated. Both Spanish and English versions were printed on the questionnaire for maximum accuracy.


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NUMBER 202

PROCEDURE: Sociocultural Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: All measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.


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NUMBER 203

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Lao.

DESCRIPTION: All measures were first composed in English and translated into Laotian by a team. Two members translated and the other two members back translated the measure independently into English.

NUMBER 204
PROCEDURE: Socioeconomic Adaptation.
LANGUAGE: Cambodian.
DESCRIPTION: The measure was first composed in English and translated into Cambodian by a team. Two translated and the other two back translated the measure independently into English.

NUMBER 205
PROCEDURE: South African Personality Questionnaire.
LANGUAGE: Afrikaans.
DESCRIPTION: This instrument assesses 5 bipolar personality traits. It is intended for ages 12 and above.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 206
PROCEDURE: Spanish/English Reading and Vocabulary Screening.
LANGUAGE: Spanish.
DESCRIPTION: This is a collection of four tests of Spanish reading comprehension designed for four different age groups.
REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 207

PROCEDURE: Stanford Achievement Test.

LANGUAGE: English.

DESCRIPTION: Standard achievement tests.


NUMBER 208

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Lao.

DESCRIPTION: A measure of state vs. trait anxiety.


NUMBER 209

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Vietnamese.

DESCRIPTION: A measure of state vs. trait anxiety.

NUMBER 210

PROCEDURE: Stress Factors Among Refugees, Inventory of.

LANGUAGE: English.

DESCRIPTION: A checklist of stressful life situations for adolescent refugees.


NUMBER 211

PROCEDURE: Strong-Campbell Interest Inventory.

LANGUAGE: Spanish.

DESCRIPTION: A criterion-referenced vocational interest inventory.


NUMBER 212

PROCEDURE: Stroop Color and Word Test.

LANGUAGE: Japanese.
DESCRIPTION: Subjects respond to the Stroop test by striking out color words that are printed in different colors of ink... e.g. the word "red" printed in green ink.


NUMBER 213


LANGUAGE: Japanese.

DESCRIPTION: This test consists of 30 triads each containing items from three different value dimensions. Subject is to identify within each triad, the most and least important item to him/her.


NUMBER 214

PROCEDURE: Survey of Interpersonal Value (SIV).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of inter-personal values.

NUMBER 215
PROCEDURE: Symptom Check List.
LANGUAGE: Chinese.
DESCRIPTION: Adapted and translated into Chinese from the Hamilton Rating Scale.

NUMBER 216
PROCEDURE: System of Multicultural Pluralistic Assessment.
LANGUAGE: Spanish.
DESCRIPTION: A comprehensive instrument for measuring cognitive and perceptual-motor skills, and adaptive behavior in children.
REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 217
PROCEDURE: T-Data (objective behavioral personality tests).
LANGUAGE: English and Japanese (Austrian, American, and Japanese population).
DESCRIPTION: Translations of the test material on a few samples, with a two-way check by back translations into English, were carried out by Pawlik and Tsujioka.
REFERENCE(S): Cattell, R.B., Schmidt, L.R., & Pawlik, K. (1973). Cross-cultural comparison (U.S.A., Japan, Austria) of the personality factor structures of 10 to 14 year olds in objective tests. Social Behavioral and Personality, 1, 182-211.

NUMBER 218

PROCEDURE: Taylor Manifest Anxiety Scale.

LANGUAGE: English.


NUMBER 219

PROCEDURE: Taylor Manifest Ar... Scale.

LANGUAGE: Hebrew.


REFERENCE(S): No Publications.

NUMBER 220

PROCEDURE: Thematic Apperception Test-Like Pictures.

LANGUAGE: English. (For some particular Hawaiians and Filipinos, a dialect of English, known as "pidgen," is the primary language).
DESCRIPTION: Subjects are given pictures of people in different action sequences and asked to tell a story about them.


NUMBER 221

PROCEDURE: Thematic Apperception Test (TAT).

LANGUAGE: Hungarian.

DESCRIPTION: Subjects are asked to make up a story about the people in the pictures.


NUMBER 222

PROCEDURE: Vietnamese Depression Scale.

LANGUAGE: Vietnamese.

DESCRIPTION: Four Vietnamese bilingual mental health workers independently generated a list of Vietnamese words believed to be relevant to depression in the thinking feeling, and behavior of a Vietnamese individual. Nine taxonomic groupings of terms emerged. The items were translated into English and back translated.

NUMBER 223

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Farse (Iran).

DESCRIPTION: Social maturity and developmental problems are studied.


NUMBER 224

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Spanish.

DESCRIPTION: Social maturity and behavioral problems are studied.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 225

PROCEDURE: Visual Retention Test.

LANGUAGE: Hebrew.

DESCRIPTION: A test of visual memory.

REFERENCE(S): None Published.
NUMBER 226

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R), subtests Mazes, Coding, and Block Design.

LANGUAGE: Hmong.

DESCRIPTION: A measure of performance IQ.


NUMBER 227

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive test of verbal and performance IQ.


NUMBER 228

PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).

LANGUAGE: Hebrew.

DESCRIPTION: A comprehensive test of verbal and performance IQ.

NUMBER 229
PROCEDURE: Wechsler Memory Scale.
LANGUAGE: Spanish.
DESCRIPTION: Experimental version of the Wechsler memory scale which is designed to detect various deficits in immediate and delayed memory.
REFERENCE(S): None Published.

NUMBER 230
PROCEDURE: Wechsler Preschool and Primary Scale of Intelligence.
LANGUAGE: Arabic.
DESCRIPTION: A comprehensive test of verbal and performance IQ.

NUMBER 231
PROCEDURE: What I Think And Feel (WITF).
LANGUAGE: Japanese.
DESCRIPTION: The WITF was translated into Japanese by bilingual Japanese psychologists and the resulting translation rechecked to insure retention of the original meaning of the items. The testing sessions were monitored by psychologists whose native language was the same as that of the children.


NUMBER 232

PROCEDURE: Woodcock Language Proficiency Battery.

LANGUAGE: Spanish.

DESCRIPTION: This battery of tests assesses oral, written and reading language proficiency.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 233

PROCEDURE: Word Association Task.

LANGUAGE: Japanese.

DESCRIPTION: Three steps were taken to yield the work "Yuutsu" as for depression. 1. Consulted a standard English-Japanese dictionary. 2. Pilot study to elicit Japanese-Nationals' responses to the English word depression by questioning bilingual Japanese students. 3. Back translation of the word depression into Japanese by using 11 Japanese bilingual subjects. The testing was done in Japanese for the Japanese Nationals and English for the Japanese Americans and Caucasian Americans.

NUMBER 234
PROCEDURE: Work Orientation Test.
LANGUAGE: English.
DESCRIPTION: The WO test assesses skills in the workplace language and behavior with the reference point being a variety of entry level jobs in the United States. The test consists of "hands-on" tasks which measure performance of basic skills as well as use of language. Questions include following directions, reporting and verifying a count, asking for clarification, and reading a diagram.

NUMBER 235
PROCEDURE: Zung Self Rating Depression Scale.
LANGUAGE: Hmong.
DESCRIPTION: A self-report measure of depression.

NUMBER 236
PROCEDURE: Zung Self-Rating Depression Scale.
LANGUAGE: Czech.
DESCRIPTION: A self-report measure of depression.


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NUMBER 237

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Dutch.

DESCRIPTION: A self-report measure of depression.


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NUMBER 238

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: French.

DESCRIPTION: A self-report measure of depression.


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NUMBER 239

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: German.

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DESCRIPTION: A self-report measure of depression.


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NUMBER 240

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Italian.

DESCRIPTION: A self-report measure of depression.


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NUMBER 241

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Japanese.

DESCRIPTION: A self-report measure of depression.


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NUMBER 242

PROCEDURE: Zung Self-Rating Depression Scale.

LANGUAGE: Slovak.

130
Cambodian
NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Khmer.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CD test includes a tape recording of test cues to improve consistency of test administration.


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NUMBER 2

PROCEDURE: Diagnostic Interview Schedule (DIS).

LANGUAGE: Cambodian.

DESCRIPTION: This is a structured diagnostic interview for adults based on DSM-III.


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NUMBER 3


LANGUAGE: Cambodian.

DESCRIPTION: Subject is asked to identify symptoms that he/she is experiencing.

NUMBER 4
PROCEDURE: Post-traumatic Stress Disorder Diagnostic Interview Schedule.
LANGUAGE: Cambodian.
DESCRIPTION: A semi-structured interview designed to detect those suffering from post-traumatic stress disorder.

NUMBER 5
PROCEDURE: Psychosocial Adaptation.
LANGUAGE: Cambodian.
DESCRIPTION: Psychological and social adaptation was studied to determine adjustment and alienation. Instruments were translated and back translated.

NUMBER 6
PROCEDURE: Refugee Survey.
DESCRIPTION: Translated by bilingual Indo-Chinese workers into the Cambodian, Laotian, and Vietnamese languages, and then backtranslated into English.


NUMBER 7

PROCEDURE: Socioeconomic Adaptation.

DESCRIPTION: The measure was first composed in English and translated into Cambodian by a team. Two translated and the other two back translated the measure independently into English.

Hmong
NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Hmong.

DESCRIPTION: The test measures the refugees’ understanding of American culture and values. The test is given in the student’s language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.


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NUMBER 2

PROCEDURE: Peabody Individual Achievement Test.

LANGUAGE: Hmong (English Form used).

DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. The Peabody Individual Achievement Test was administered in English.


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NUMBER 3

PROCEDURE: Ravens Coloured or Standard Progressive Matrices.

LANGUAGE: Hmong.
DESCRIPTION: A psychoeducational testing battery was developed for use with Hmong children. Normative data were collected and a study was done to compare Hmong children with American and British normative samples.


PROCEDURE: SCL-90.
LANGUAGE: Hmong.
DESCRIPTION: Checklist of psychiatric symptoms.


PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R), subtests Mazes, Coding, and Block Design.
LANGUAGE: Hmong.
DESCRIPTION: A measure of performance IQ.

PROCEDURE: Zung Self Rating Depression Scale.

LANGUAGE: Hmong.

DESCRIPTION: A self-report measure of depression.

Lao
NUMBER 1

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Lao.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CO test includes a tape recording of test cues to improve consistency of test administration.


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NUMBER 2


LANGUAGE: Lao.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.

REFERENCE(S): Hopkins Symptom Checklist-25 Manual Cambodian, Laotian, and Vietnamese version

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NUMBER 3

PROCEDURE: Marginality Scale.

LANGUAGE: Lao.

DESCRIPTION: The instrument was translated into Laotian and back translated to reconcile differences in interpretation.

NUMBER 4
PROCEDURE: Modernity Scale from the Personal Values Abstract.
LANGUAGE: Lao.
DESCRIPTION: A self-report measure of personal values.

NUMBER 5
PROCEDURE: Psychosocial Adaption.
LANGUAGE: Lao.
DESCRIPTION: The measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.
PROCEDURE: Refugee Survey.

LANGUAGE: Lao.

DESCRIPTION: Translated into Laotian by bilingual Indochinese workers and then back translated into English.


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NUMBER 7

PROCEDURE: Socioeconomic Adaptation.

LANGUAGE: Lao.

DESCRIPTION: All measures were first composed in English and translated into Laotian by a team. Two members translated and the other two members back translated the measure independently into English.


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NUMBER 8

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Lao.

DESCRIPTION: A measure of state vs. trait anxiety.


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Vietnamese
NUMBER 1

PROCEDURE: Cornell Medical Index.

LANGUAGE: Vietnamese.

DESCRIPTION: Subject responds to items dealing with health issues.


NUMBER 2

PROCEDURE: Cornell Medical Index.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated into Vietnamese by a group of Vietnamese overseas students and double-checked by a Vietnamese doctor. Subject responds to items dealing with health issues.


NUMBER 3

PROCEDURE: Cultural Orientation Test.

LANGUAGE: Mien.
DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CD test includes a tape recording of test cues to improve consistency of test administration.


NUMBER 4
PROCEDURE: Cultural Orientation Test.
LANGUAGE: Vietnamese.

DESCRIPTION: The test measures the refugees' understanding of American culture and values. The test is given in the student's language. Topics included are employment, time management, health and sanitation, expectations in a multiethnic society and consumerism and finance. The CD test includes a tape recording of test cues to improve consistency of test administration.


NUMBER 5
PROCEDURE: Denver Developmental Screening Test.
LANGUAGE: Vietnamese.

DESCRIPTION: This is a criterion-referenced measure designed to detect developmental lags in children ages three months to six years. It is based on ratings made by parents.

NUMBER 6

PROCEDURE: French's Kit of Reference Test of Cognitive Abilities.

LANGUAGE: Vietnamese.

DESCRIPTION: This is a battery of tests of various cognitive abilities.


NUMBER 7


LANGUAGE: Vietnamese.

DESCRIPTION: The subject is asked to identify symptoms he/she is experiencing.


NUMBER 8

PROCEDURE: Judgement of Occupational Behavior-Orientation.

LANGUAGE: Vietnamese.
DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career-exploration.

REFERENCE(S): The Nineth Mental Measurement Yearbook

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NUMBER 9

PROCEDURE: Marginality Scale-14 items.

LANGUAGE: Vietnamese.

DESCRIPTION: The instrument was translated into Vietnamese and Laotian and back-translated into English to reconcile differences in interpretation.


__________________________________________________________________________

NUMBER 10

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Vietnamese.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The Vietnamese version of the MMPI was translated by Dr. Thieu. Back translation studies were conducted by James Butcher with the assistance of Ha Tuong in Minneapolis. The original translation was altered to account for the initial translation problems.

REFERENCE(S): No publications.

__________________________________________________________________________
NUMBER 11

PROCEDURE: Modernity Scale from the Personal Values Abstract.

LANGUAGE: Vietnamese.

DESCRIPTION: A self-report measure of personal values.


NUMBER 12

PROCEDURE: Psychiatric Status Schedule (PSS).

LANGUAGE: Vietnamese.

DESCRIPTION: This is a highly structured standardized examination of psychiatric patients.


NUMBER 13

PROCEDURE: Psychosocial Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: The measure was first composed in English and then translated into Vietnamese by a team. Two members translated and the other two back translated the measures independently into English.

NUMBER 14
PROCEDURE: Recent Life Changes Questionnaire (RLCQ).
LANGUAGE: Vietnamese.
DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

NUMBER 15
PROCEDURE: Refugee Assessment Battery.
LANGUAGE: Vietnamese.
DESCRIPTION: Structured interview questions to assess critical refugee experiences.

NUMBER 16
PROCEDURE: Refugee Survey.
LANGUAGE: Vietnamese.
DESCRIPTION: The instrument employed in this research was composed in English and then translated by bilingual Indochinese workers into the Cambodian, Laotian, and Vietnamese languages. To ensure loyalty of meaning and accuracy among all languages, the instruments were then translated back into English.


NUMBER 17
PROCEDURE: Rokeach's Value Survey- Form E.
LANGUAGE: Vietnamese; English.
DESCRIPTION: A measure of terminal(ends) and instrumental(means) values.

NUMBER 18
PROCEDURE: Schedule of Recent Experience.
LANGUAGE: Vietnamese.
DESCRIPTION: Translated by a group of Vietnamese overseas students and double checked by a Vietnamese doctor.
NUMBER 19
PROCEDURE: SCL-90.
LANGUAGE: Vietnamese.
DESCRIPTION: Checklist of psychiatric symptoms.

NUMBER 20
PROCEDURE: Self-Anchoring Scale (SAS).
LANGUAGE: Vietnamese.
DESCRIPTION: All questionnaires were translated into Vietnamese and Vietnamese graduate students were recruited as interviewers.

NUMBER 21
PROCEDURE: Social Adaptation Questionnaire.
LANGUAGE: Vietnamese.
DESCRIPTION: The seven investigators of the survey team (3 Vietnamese and 4 American) initially chose 300 questions. The responses were analyzed for clarity of meaning when translated into Vietnamese, subject acceptance, and lucidity of the translated concept.
NUMBER 22

PROCEDURE: Social Adjustment Rating Questionnaire.

LANGUAGE: Vietnamese.

DESCRIPTION: Translated by a group of overseas Vietnamese students and double checked by a Vietnamese doctor.


NUMBER 23

PROCEDURE: Sociocultural Adaptation.

LANGUAGE: Vietnamese.

DESCRIPTION: All measures were first composed in English and then translated into Vietnamese, Laotian, and Cambodian. Three four-member teams of translators representing the cultural groups above performed the translations. After two members of each team translated all measures into the Indochinese languages, the other two members, working independently, back-translated the measures into English.


NUMBER 24

PROCEDURE: State-Trait Anxiety Inventory.

LANGUAGE: Vietnamese.
DESCRIPTION: A measure of state vs. trait anxiety.


NUMBER 25

PROCEDURE: Vietnamese Depression Scale.

LANGUAGE: Vietnamese.

DESCRIPTION: Four Vietnamese bilingual mental health workers independently generated a list of Vietnamese words believed to be relevant to depression in the thinking, feeling, and behavior of a Vietnamese individual. Nine taxonomic groupings of terms emerged. The items were translated into English and back translated.

Spanish
NUMBER 1
PROCEDURE: Adjective Checklist.
LANGUAGE: Spanish.
DESCRIPTION: Subject endorses adjectives describing his/her personality. The adjectives have been translated into Spanish.

NUMBER 2
PROCEDURE: Assimilation Questionnaire.
LANGUAGE: Spanish.
DESCRIPTION: A questionnaire dealing with background, education, family composition, acceptance of new environment, degree of assimilation in the new culture.

NUMBER 3
PROCEDURE: Behavior Problem Checklist (Revised).
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report measure in which subjects are requested to report various behavioral problems.

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NUMBER 4

PROCEDURE: Ber-Sil Spanish Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument assesses receptive language, the ability to understand and follow directions, and visual-motor coordination in elementary school children, and vocabulary, grammar, punctuation, spelling and basic math in children of grades 7-11.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 5


LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to monitor individual student progress through an objective-based curriculum. It is a criterion-referenced instrument appropriate for children from kindergarten to sixth grade.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 6
PROCEDURE: California Psychological Inventory (CPI) Socialization (So) Scale.

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of socialization.


PROCEDURE: Children's Embedded Figures Test.

LANGUAGE: Spanish (Pictorial).

DESCRIPTION: Subjects search for hidden figures embedded in a background.


PROCEDURE: Cornell Medical Index-Health Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Subject responds to items dealing with health issues.

REFERENCE(S): The Ninth Mental Measurement Yearbook
PROCEDURE: Culture Fair Intelligence Test, Scales 2 & 3.
LANGUAGE: Spanish.
DESCRIPTION: Items with low cultural saturation were selected for this intelligence test.
REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 10
PROCEDURE: Depression Adjective Check Lists. (DACL).
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report measure of depression.

NUMBER 11
PROCEDURE: Expectations. 3-Item Scale for role evaluation. Self-anchoring Striving Scale. Adjective Check List & Maladjustment.
LANGUAGE: Spanish and English.
DESCRIPTION: Questionnaires were available in both English and Spanish versions.

NUMBER 12
PROCEDURE: Expressive One Word Picture Vocabulary Test.
LANGUAGE: Spanish.
DESCRIPTION: This instrument is designed to yield an estimate of a child's basal level of verbal intelligence. Children are requested to give a one word description of stimuli they are shown.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 13
PROCEDURE: Eysenck Personality Questionnaire (EPQ).
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report, true/false, personality questionnaire designed to measure major factorial dimensions of personality: Neuroticism, Psychotocism and Extraversion/Introversion.

NUMBER 14
PROCEDURE: Florida Health Study-Depression Scale.

LANGUAGE: Spanish.

DESCRIPTION: William Vega coordinated the eight member translation team. They pretested the questionnaire to check for the efficacy of the items.


NUMBER 15

PROCEDURE: Group Inventory for Finding Creative Talent.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to screen elementary school students for the creatively gifted by identifying those students with attitudes and values related to creativity.

REFERENCE(S): The Nineth Mental Measurement Yearbook

NUMBER 16

PROCEDURE: Hannah-Gardner Test of Verbal and Nonverbal Language Functioning.

LANGUAGE: Spanish.

DESCRIPTION: This is a screening device for identifying English and Spanish speaking children with language deficits. It is intended for children ages 3.5-5.5.

REFERENCE(S): The Nineth Mental Measurement Yearbook
NUMBER 17
PROCEDURE: HPL (Human Population Laboratory) Survey Questionnaire.
LANGUAGE: Spanish.
DESCRIPTION: This is a self report measure of health practices.

NUMBER 18
PROCEDURE: Judgement of Occupational Behavior-Orientation.
LANGUAGE: Spanish.
DESCRIPTION: This is a self-report measure designed to start the respondent in the process of self-awareness, career-awareness, and career exploration.
REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 19
PROCEDURE: Junior Eysenck Personality Questionnaire (JEPQ).
LANGUAGE: Spanish.
DESCRIPTION: The childhood and adolescence equivalent of the EPQ, this self-report personality inventory yields measures of neuroticism, psychoticism and introversion-extraversion.
REFERENCE(S): Educational and Industrial Testing Service
NUMBER 20

PROCEDURE: Kent Infant Developmental Scale.

LANGUAGE: Spanish.

DESCRIPTION: This measure is designed to assess the developmental status of normal, at risk, and handicapped children. Scores are based on ratings made by parents or primary care-givers.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 21

PROCEDURE: La Prueba de Analisis Auditivo (PAA).

LANGUAGE: Spanish.

DESCRIPTION: This is a 32 item adaptation of the Auditory Analysis Test. It is a measure of auditory perceptual skills. The test is administered individually.


NUMBER 22

PROCEDURE: Language Assessment Scales (Form A).

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures the degree to which a student displays the oral language proficiency of a normal monolingual operator in either English or Spanish.

REFERENCE(S): The Ninth Mental Measurement Yearbook
PROCEDURE: Language Facility Test.

LANGUAGE: Spanish.

DESCRIPTION: This instrument is designed to measure facility in English as spoken in the home. It is designed for children ages three and above.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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PROCEDURE: Lindamood Auditory Conceptualization Test, Revised Edition.

LANGUAGE: Spanish.

DESCRIPTION: This instrument evaluates auditory perception and conceptualization of speech sounds.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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PROCEDURE: Mental Processing Space Measurement.

LANGUAGE: Spanish.

DESCRIPTION: A test of various cognitive perceptual abilities.


NUMBER 26

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Puerto Rican Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. This version was translated into Puerto Rican Spanish by Diaz and Nogueras, adapted on the basis of back translation and judgement of local experts, committee approach taken was followed to bring the Spanish version of these items in line with the English original, the translation was evaluated for linguistic appropriateness by 2 Spanish Language professors in Puerto Rico.


NUMBER 27

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish (Chilean).

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research.

PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Cuban-Spanish.

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. In this study, a short form of the MMPI (76 items) was translated into idiomatic lower-class Cuban-Spanish terminology for research use. A similar translation of the instrument into American Black dialect was considered but not undertaken.


PROCEDURE: Minnesota Multiphasic Personality Inventory (MMPI).

LANGUAGE: Spanish-Version Hispanic

DESCRIPTION: The MMPI is a 566 item true-false personality inventory that has been widely translated. It is used both clinically and in research. The MMPI items were carefully translated into Spanish for use with Hispanics living in the U.S. Cuban, Puerto Rican, and Mexican-American mental health professionals participated in the original translation and back-translation studies. Data collection on normal and clinical cases is currently underway.

REFERENCE(S): University of Minnesota Press. Minneapolis, Minnesota 55455.
PROCEDURE: Oral English/Spanish Proficiency Placement.

LANGUAGE: Spanish.

DESCRIPTION: A tape recorded examination was developed for determining English proficiency.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 31

PROCEDURE: Oral Language Dominance Measure.

LANGUAGE: Spanish.

DESCRIPTION: This instrument measures and compares students' oral proficiency in English and Spanish. It is intended for grades K-3.

REFERENCE(S): The Ninth Mental Measurement Yearbook

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NUMBER 32

PROCEDURE: Peabody Picture Vocabulary Test-Revised (PPVT).

LANGUAGE: Spanish.

DESCRIPTION: Pictorial stimuli are employed to assess vocabulary.


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NUMBER 33
PROCEDURE: Perceptual and Communication Tasks (mental processing space measure, perceptual matching task, referential communication task).

LANGUAGE: Spanish.

DESCRIPTION: The tasks were administered to each language group by an adult female of the same language/cultural group. The exception for this format was with the perceptual task for the Chicano-Spanish speakers, the testing was conducted by the Mexican experimenter rather than by the Mexican-American experimenter. (The exception was due to lack of time remaining in the school year)


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NUMBER 34

PROCEDURE: Pictorial Test of Bilingualism and Language Dominance.

LANGUAGE: Spanish.

DESCRIPTION: This instrument yields a measure of language facility in English and Spanish focusing on oral vocabulary skills.

REFERENCE(S): The Nineth Mental Measurement Yearbook

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NUMBER 35

PROCEDURE: Referential Communication Task.

LANGUAGE: Spanish.

DESCRIPTION: Comparison of English and Spanish speaking students on a number of perceptual and communication tasks.

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NUMBER 36

PROCEDURE: Role Conflict and Ambiguity Measure.

LANGUAGE: Spanish.

DESCRIPTION: A measure of conflicts concerning dating, ambiguity regarding role expectations, and ambiguities regarding perception of others.


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NUMBER 37

PROCEDURE: SCL-90R.

LANGUAGE: Spanish.

DESCRIPTION: Checklist of psychiatric symptoms.


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NUMBER 38

PROCEDURE: Shutt Primary Language Indicator Test.
LANGUAGE: Spanish.

DESCRIPTION: An instrument designed to establish an individual's primary language.


NUMBER 39

PROCEDURE: Sixteen Personality Factor Questionnaire (16PF).

LANGUAGE: Spanish.

DESCRIPTION: A self-report personality questionnaire.


NUMBER 40

PROCEDURE: Social Readjustment Rating Questionnaire.

LANGUAGE: Spanish.

DESCRIPTION: Translation into Spanish and back translated


NUMBER 41

PROCEDURE: Social Readjustment Rating Questionnaire (SRRQ).
The questionnaire was translated to Spanish and back-translated. Both Spanish and English versions were printed on the questionnaire for maximum accuracy.


PROCEDURE: Spanish/English Reading and Vocabulary Screening.

REFERENCE(S): The Ninth Mental Measurement Yearbook

PROCEDURE: Strong-Campbell Interest Inventory.

NUMBER 44

PROCEDURE: Survey of Interpersonal Value (SIV).

LANGUAGE: Spanish.

DESCRIPTION: This is a self-report measure of inter-personal values.


NUMBER 45

PROCEDURE: System of Multicultural Pluralistic Assessment.

LANGUAGE: Spanish.

DESCRIPTION: A comprehensive instrument for measuring cognitive and perceptual-motor skills, and adaptive behavior in children.

REFERENCE(S): The Ninth Mental Measurement Yearbook

NUMBER 46

PROCEDURE: Vineland Adaptive Behavior Scales.

LANGUAGE: Spanish.

DESCRIPTION: Social maturity and behavioral problems are studied.

REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 47
PROCEDURE: Wechsler Intelligence Scale for Children-Revised (WISC-R).
LANGUAGE: Spanish.
DESCRIPTION: A comprehensive test of verbal and performance IQ.

NUMBER 48
PROCEDURE: Wechsler Memory Scale.
LANGUAGE: Spanish.
DESCRIPTION: Experimental version of the Wechsler memory scale which is designed to detect various deficits in immediate and delayed memory.
REFERENCE(S): None Published.

NUMBER 49
PROCEDURE: Woodcock Language Proficiency Battery.
LANGUAGE: Spanish.
DESCRIPTION: This battery of tests assesses oral, written and reading language proficiency.
REFERENCE(S): The Ninth Mental Measurement Yearbook
NUMBER 50

PROCEDURE  Zung Self-Rating Depression Scale.

LANGUAGE: Spanish.

DESCRIPTION: A self-report measure of depression.