

## Index

- accommodations
  - for achievement testing, 174–175, 176
  - educational assessment for determination of, 491–492
- acculturation, 26
- accuracy, clinical prediction, 14–16
- Achenbach System of Empirically Based Assessment (ASEBA), 312
- achievement assessment
  - accommodations for, 174–175, 176
  - CBMs, 160, 165–166
  - comprehensive batteries, 160, 164
    - KTEA-3, 161–162, 164
    - WIAT-III, 161–162, 163–164
    - WJ ACH IV, 160–163
  - diversity and cultural issues in, 174–175
  - interpretation of test results in, 170–174
  - IQ discrepancy with, 488–489
  - limitations of, 175
  - misuses and misunderstandings in, 169, 170–174
  - non-credible responding in, 169, 170
  - qualitative classification of, 172
  - reading comprehension tests, 173–174
  - recommendations based on, 175–177
  - single subject area tests, 160, 164–165
  - technological advances in, 166–169
  - validity of, 167–168, 169, 170
    - in vocational assessment, 185
- actuarial tools, violence risk assessment, 466
- acute stress disorder (ASD), 347
- Adaptive Behavior Assessment System, 3<sup>rd</sup> Edition (ABAS-3), 299–300
- adaptive functioning assessment, 299–300
- adaptive testing. *See* computer adaptive testing
- adaptiveness levels, 256
- addiction. *See* substance use disorders
- Addiction Severity Index (ASI), 386, 392–394
- ADHD. *See* attention-deficit/hyperactivity disorder
- adjudicative competence, 464–465
- adjustment disorder (AD), 347
- adolescents
  - feedback provision to, 46
  - MMPI-A-RF assessment of, 218–219
  - multi-informant assessment for, 123, 124–125, 126
  - therapeutic assessment for, 94
- Adult Attachment Projective Picture System (AAP), 284, 285
- Adult Behavior Checklist (ABCL), 125
- Adult Self-Report (ASR), 125
- Adult Suicidal Ideation Questionnaire (ASIQ), 323, 325–326
- affirmation of virtuous behavior, 65
- age, in neurodevelopmental disorder assessment, 302
- age equivalent scores, 170–171
- age norms, 172–173
- Agoraphobia, 330
  - case formulation and treatment planning assessment of, 339–341, 342
  - diagnosis of, 331–332
  - severity and treatment progress assessment of, 334–338
- Agoraphobic Cognitions Questionnaire (ACQ), 339–341
- Alcohol Dependence Scale (ADS), 388, 392–394
- Alcohol Dependence Syndrome (ADS), 387–388
- alcohol use. *See also* substance use disorders
  - ambulatory assessment in research on, 84
  - EMI for, 86
  - integrated primary care assessment of, 451–452, 455
- Alcohol Use Disorder and Associated Disabilities Interview Schedule (AUDADIS-5), 386–387, 392–394
- Alcohol Use Disorders Identification Test (AUDIT)
  - integrated primary care setting use of, 451–452, 455
  - substance use disorder assessment with, 388, 392–394
- alpha ( $\alpha$ ), 11
- alternate forms reliability, 10
- Alternative DSM-5 Model of Personality Disorders (AMPD), 51, 398–399, 405–406
  - MMPI-2-RF scale alignment with, 215
  - personality functioning measures aligned with, 400–403, 408–409
  - SCID-AMPD as complete measure of, 400–403, 409–410
  - trait measures aligned with, 400–403, 407–408
- Altman Self-rating Mania Scale (ASRM), 362–364, 366
- Alzheimer's disease (AD), 416
  - multi-informant assessment of, 126
  - neuropsychological assessment of, 416
    - cultural factors in, 419–420
    - differential diagnosis using, 421–422, 423
    - features of impairment in, 416–419
    - prodromal disease detection using, 420–421
  - noncredible responding in assessment of, 422–424
- ambulatory assessment (AA)
  - challenges and recommendations for, 86–87
  - cultural considerations in, 86–87
  - current technologies in, 81–82
  - future of, 87
  - history of, 80–81
  - intervention applications of, 84–86
  - research applications of, 82–84
  - smartphone use in, 81
  - traditional clinical assessment compared with, 80, 87
- anhedonia, 83

- anorexia nervosa (AN), 371, 373  
 anticipatory anxiety, 83  
 Antisocial PD, 399  
 Anxiety and Related Disorders Interview Schedule for *DSM-5* (ADIS-5)  
   anxiety disorder diagnosis with, 331–332  
   PTSD assessment with, 355  
 anxiety disorders  
   case formulation and treatment planning assessment of, 338–343  
   cultural and diversity issues in assessment of, 331  
   differential diagnosis of, 331–332  
   evidence-based treatment of, 330  
   features of, 330  
   integrated primary care assessment of, 451–452, 454  
   non-credible responding in, 330–331  
   practical recommendations for assessment of, 343  
   self-report scales for, 264–269  
     CAT for, 270  
     item banking for, 270  
   severity and treatment progress assessment of, 332–338  
 Anxiety Sensitivity Index, 342  
 Armed Services Vocational Aptitude Battery (ASVAB), 185  
 ASEBA. *See* Achenbach System of Empirically Based Assessment  
 Assessment Intervention session (AIS), 92–93  
 Assessment of *DSM-IV* Personality Disorders (ADP-IV), 400–403, 404–405  
 attachment theory, in therapeutic assessment process, 92  
 attention tests  
   neurodevelopmental disorder assessment with, 298–299  
   neuropsychological assessment with, 193, 196  
 attention-deficit/hyperactivity disorder (ADHD), 308  
   behavior rating scales for, 311, 312  
   behavioral observations for, 310–311  
   child informants of, 313  
   clinical interviews for, 310  
   cultural and diversity issues in, 315  
   future directions and practical implications in assessment of, 315  
   integration across informants on, 313–314  
   measure selection for, 309–310  
   parent informants of, 311–313  
   peer informants of, 313  
   principles of evidence-based assessment of, 308–309  
   school/institutional records informing on, 313  
   teacher informants of, 313  
   technological advances in assessment of, 314–315  
 Autism Diagnostic Interview-Revised (ADI-R), 295  
 Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), 294–295  
 autism spectrum disorder (ASD)  
   adaptive functioning assessment for, 299–300  
   age-related concerns in, 302  
   behavior concerns in, 302  
   cognitive functioning assessment for, 296  
     attention and executive functioning, 298–299  
     intelligence, 297–298  
     language, 298  
     test selection for, 302–303  
   cultural concerns in, 300–301  
   differential diagnosis of, 293  
   multi-informant and self-report approaches to, 301–302  
   psychiatric comorbidities assessment for, 300  
   sex differences in, 301  
   symptom-specific assessment for, 293–294  
     *DSM-5* diagnostic symptoms, 294  
     measures of core symptoms, 294–296  
     RDoC symptoms, 294  
 Avoidant/Restrictive Food Intake Disorder (ARFID), 378  
 b Test, 72  
 Barratt Impulsiveness Scale (BIS), 388–389, 392–394  
 base rates  
   assessment instrument use based on, 16  
   cultural bias in, 31  
   in neuropsychological assessment, 478–479  
 Bayley Scales of Infant Development, Third Edition, 297  
 Bech-Rafaelsen Mania Rating Scale (MAS), 362–364  
 Beck Anxiety Inventory (BAI)  
   anxiety disorder assessment with, 332–333, 334–337  
   as self-report scale, 265–266, 268  
 Beck Depression Inventory for Primary Care (BDI-PC), 451–452, 453–454  
 Beck Depression Inventory – Second Edition (BDI-II), 106  
   depressive disorder assessment with, 318–319  
   as self-report scale, 265–266, 267  
 Beck Scale for Suicide Ideation (BSS), 323, 324–325  
 Behavior Assessment System for Children – 3rd Edition (BASC-3), 312  
 Behavior Rating Inventory of Executive Functioning (BRIEF), 298–299  
 behavior rating scales, 311, 312  
 behavioral assessment, of anxiety disorders, 338–342, 343  
 behavioral health consultants (BHCs), 447–448  
 Behavioral Health Measure–20 (BHM-20), 450–452  
 behavioral observations  
   for ADHD and DBDs, 310–311  
   report writing guidelines for, 104–105  
 below-chance performance, 71  
 Berlin Questionnaire, 451–452, 456  
 bias  
   cultural, 31, 174  
   ethnic, 174  
   in intellectual measures, 150–151  
   retrospective, 80, 83  
   therapist, 29  
 biased responding. *See* non-credible reporting and responding  
 bilingualism, dementia assessment and, 420  
 Binge Eating Scale (BES), 374–377  
 biopsychosocial perspective  
   clinical formulation based on, 3–4  
   in neuropsychological assessment, 473  
 Bipolar Depression Rating Scale (BDRS), 362–364, 366  
 bipolar disorders, 360, 368  
   assessment to categorize  
     differential diagnosis, 360–361  
     identification of at-risk mental states, 361  
     non-credible responding in, 361  
   assessment to formulate, 367  
     biological rhythms, 367  
     family and social context, 367  
     neurocognitive assessment, 368  
     personal history, 367  
     psychological factors, 367  
     risk assessment, 368  
   assessment to quantify progress or severity, 361  
     depression measures, 362–364, 366  
     disorganization measures, 362–364, 365  
     functioning measures, 364–365, 366  
     mania measures, 362–364, 366  
     measures of overall psychopathology, 361–365  
     negative symptom measures, 362–364, 365  
     new technologies in, 367  
     personal recovery measures, 364–365, 366  
     positive symptom measures, 362–364, 365  
     QOL measures, 364–365, 366  
     relapse measures, 366  
   preparation for assessment of, 360

- Body Checking Questionnaire (BCQ), 374–377  
 Body Image Acceptance & Action Questionnaire (BI-AAQ), 373–378  
 Body Image Avoidance Questionnaire (BIAQ), 374–377  
 Body Sensations Questionnaire (BSQ), 339–341, 342  
 Body Shape Questionnaire (BSQ), 374–377  
 Booklet Category Test, second edition (BCT), 200  
 borderline personality disorder (BPD), 83–84, 399  
 Boston Diagnostic Aphasia Examination-3, 197–198  
 Boston Naming Test-2 (BNT-2), 193, 197–198  
 brain injury. *See* traumatic brain injury  
 Brief Fear of Negative Evaluation Scale (BFNE), 339–341, 342  
 Brief Intellectual Ability (BIA), 148  
 Brief Negative Symptom Scale (BNSS), 362–364, 365  
 Brief Psychiatric Rating Scale (BPRS), 361–365  
 Bulimia Test Revised (BULIT-R), 374–377  
 Buschke Selective Reminding Test, 417
- Calgary Depression Scale for Schizophrenia (CDSS), 362–364, 366  
 California Verbal Learning Test (CVLT), 72, 199  
   in dementia assessment, 422  
   in neuropsychological assessment, 476–477  
 cannabis use, 84  
 Career Adapt-Abilities Scale (CAAS), 183, 186  
 career choice, 182  
 career counseling, 180, 181, 182, 188  
 Career Decision Self-Efficacy Scale (CDSE), 185  
 career maturity and adaptability, 183, 186  
 CARS-2. *See* Childhood Autism Rating Scale, Second Edition  
 case formulation. *See* clinical formulation  
 CAT. *See* computer adaptive testing  
 categorical diagnostic system  
   DSM as, 50–51  
   ICD as, 52  
   limitations of, 53  
 Category Test, 193, 199, 200  
 Cattell-Horn-Carroll (CHC) theory, 136–137  
 Center for Epidemiologic Studies – Depression Scales (CES-D), 265–266, 267  
   cultural bias in responses to, 31  
 Center for Epidemiological Studies Depression Scale – Revised (CESD-R), 318, 319–320  
 change, stage of, 391, 392–394  
 Child Behavior Checklist (CBCL), 312  
 Child Behavior Checklist for Ages 6–18 (CBCL/6–18), 124–125  
 child custody evaluations, 468  
 Childhood Autism Rating Scale, Second Edition (CARS-2), 295–296  
 childhood disruptive behavior disorders. *See* disruptive behavior disorders  
 childhood neurodevelopmental disorders. *See* neurodevelopmental disorders  
 children  
   ADHD and DBD assessment information from, 313  
   assent of, 38–39  
   feedback provision to, 46  
   multicultural cross-informant correlations for, 124–125  
   multi-informant assessment for, 123, 124–125, 126, 127–128, 130  
   non-credible responding by, 492–494  
   nonverbal or minimally verbal, 297–298  
   prompted picture drawing tasks for, 285–286  
   therapeutic assessment for, 94  
 Chinese Personality Assessment Inventory (CPAI), 33–34  
 chronic pain, 451–452, 457  
 chronic traumatic encephalopathy (CTE), 437–438  
 civil forensic assessments, 466–467  
   disability and worker's compensation, 467  
   personal injury, 467  
 classical test theory (CTT), 9  
 cultural validity from standpoint of, 30–32  
   IRT compared with, 17, 20  
   score variance in, 10  
 classification accuracy statistics, 14–16  
 client  
   factors influencing clinical interview, 114  
   methods of knowing information about, 278  
 client-therapist alliance, 26–27  
   in substance use disorder assessment, 385  
 clinical assessment  
   characteristics of good, 2–4  
   clinical interviewing as, 115–117  
   future directions of, 4–5  
   therapeutic assessment compared with, 95–96  
 Clinical Assessment Interview for Negative Symptoms (CAINS), 362–364, 365  
 clinical diagnosis. *See also* psychopathology diagnosis  
   ambulatory assessment use in, 85  
   cultural issues in, 25–30  
   DSM-5 Outline for Cultural Formulation in, 25–27, 34  
   PAI application in, 237–240  
   threats to cultural validity in, 27–30, 34  
 clinical formulation, 3–4  
   anxiety disorder assessment for, 338–343  
   report writing guidelines for, 108  
 clinical history  
   in neurodevelopmental disorder assessment, 293  
   in substance use disorder assessment, 385–386, 392–394  
 Clinical Institute Withdrawal Assessment for Alcohol – Revised (CIWA-AR), 390, 392–394  
 clinical interview, 2–3. *See also specific interviews*  
   for ADHD and DBDs, 310  
   for anxiety disorder diagnosis, 331–332  
   assessment procedures for, 115  
   intake interview, 115–116  
   mental status examination, 116–117  
   psychodiagnostic interview, 116, 117–118  
   suicide assessment interviewing, 117  
   client factors influencing and driving, 114  
   clinician awareness in, 118–119  
   clinician factors influencing and driving, 114  
   collateral data sources used with, 119  
   countertransference management in, 119  
   Cultural Formulations, 26  
   cultural validity and cultural humility in, 120  
   definition of, 113  
   in forensic mental health assessments, 463–464  
   as fundamental assessment and intervention procedure, 113  
   future developments in, 120–121  
   generic model for, 114–115  
   goals and objectives of, 113  
   limitations of, 117–119  
   noncredible or invalid self-report in, 118–119  
   origins of, 113  
   for PD assessment, 399–404  
   psychotic and bipolar disorder assessment with, 361  
   questioning or interpersonal strategies for, 119  
   reliability and validity of, 117–118  
   setting of, 114  
   structure of, 114  
   technological advances in, 120  
   clinical interview results, report writing guidelines for, 107–108  
 clinical judgment  
   in psychopathology diagnosis, 49–50  
   in PTSD assessment, 357

- clinical neuropsychology  
 definition of, 472  
 training for, 191, 472–473
- clinical prediction  
 accuracy and errors in, 14–16  
 cultural variations influencing, 32  
 multi-informant assessment for, 126  
 PAI application in, 240–241
- clinician bias, 29
- Clinician-Administered PTSD Scale for *DSM-5* (CAPS-5), 350–352, 353
- Clock Drawing Test, 451–452, 456–457, 480
- coefficient  $\alpha$ , 11
- cognitive ability. *See also* intellectual assessment; neuropsychological assessment  
 estimation of premorbid, 479  
 intelligence tests as measures of, 135
- Cognitive Assessment System – Second Edition (CAS2), 141–143, 147  
 reliability of, 147–148  
 standardization of, 147  
 validity of, 148
- cognitive impairment. *See also* dementia  
 informed consent in, 202  
 neuropsychological assessment of, 201  
 in psychotic and bipolar disorder assessment, 368  
 in TBI, 432
- cognitive tests, 3  
 Flynn effect in, 40–41, 139
- cognitive-behavior therapy (CBT), 330
- collaborative assessment (CA). *See also* therapeutic assessment  
 development of, 90–91  
 empirical evidence for, 94–95
- collateral information sources. *See also* multi-informant assessment  
 in forensic mental health assessments, 463
- collateral interviews, 119
- Communication Disturbances Index (CDI), 362–364
- comorbidity  
 in ADHD and DBDs, 309  
*DSM* and *ICD* diagnostic categories and, 53  
 eating disorders with, 373  
 neurodevelopmental disorders with psychiatric, 300  
 in PTSD, 349, 350–352, 355
- competence  
 computerized testing and, 44  
 cultural, 41–42, 150, 151–152
- competency to stand trial, 464–465
- Comprehensive Addictions and Psychological Evaluation (CAAPE-5), 392–394
- Comprehensive Assessment of At Risk Mental States, 361
- Comprehensive Assessment of Traits relevant to Personality Disorder-Static Form (CAT-PD-SF), 400–403, 408
- Comprehensive International Diagnostic Interview – Substance Abuse Module (CIDI-SAM), 392–394
- computer adaptive testing (CAT), 5  
 achievement assessment using, 166, 167  
 mental disorder assessment using, 270–271  
 in vocational assessment, 188
- computer-based test interpretations (CBTI), 106–107
- computerized assessment  
 achievement tests, 166–169  
 of ADHD and DBDs, 314–315  
 in clinical interview, 120  
 ethical and professional issues in, 43–45  
 intelligence tests, 149–150  
 of mild TBI, 435–436  
 MMPI-2-RF, 217  
 in neuropsychological assessment, 203–204, 479–480  
 of non-credible reporting and responding, 74  
 PAI, 237, 238  
 vocational, 187–188
- Computerized Assessment of Response Bias (CARB), 72
- concentration tests, 193, 196
- concussion. *See* traumatic brain injury
- conduct disorder (CD), 308  
 behavior rating scales for, 311, 312  
 behavioral observations for, 310–311  
 child informants of, 313  
 clinical interviews for, 310  
 cultural and diversity issues in, 315  
 future directions and practical implications in assessment of, 315  
 integration across informants on, 313–314  
 measure selection for, 309–310  
 parent informants of, 311–313  
 peer informants of, 313  
 principles of evidence-based assessment of, 308–309  
 school/institutional records informing on, 313  
 teacher informants of, 313  
 technological advances in assessment of, 314–315
- confidentiality  
 of computerized and online testing, 44  
 ethical and professional issue of, 39  
 limits of, 39
- configural invariance, 32
- Conners Rating Scales – 3, 298–299, 312
- co-norming, 139
- consent, 38–39. *See also* informed consent
- construct validity  
 of ICT-based achievement tests, 167–168  
 MMPI-2-RF, 214–216  
 of neuropsychological tests, 194–195
- construction, tests, 40
- content validity, 12, 13  
 of ICT-based achievement tests, 167–168
- content-based invalid responding, 64  
 embedded measures for, 65–69, 70  
 report writing guidelines for assessment of, 105  
 screening for, 65  
 stand-alone measures for, 66–67, 69–70
- convergent validity, 12, 13
- Coolidge Axis II Inventory (CATI), 400–403, 405
- countertransference  
 in clinical interview, 119  
 culture-based, 29
- couples, therapeutic assessment for, 94
- craving  
 ambulatory assessment in research on, 84  
 in substance use disorders, 389, 392–394
- criminal forensic assessments, 464  
 adjudicative competence, 464–465  
 mental state at time of offense, 465–466  
 violence risk assessment, 466
- criminal responsibility, 465–466
- criterion validity, 12, 13
- Cross-Cultural Personality Assessment Inventory, 33–34
- crystallized intelligence, 135
- cultural and diversity issues in assessment, 4, 25, 33. *See also* multicultural clinical assessment  
 achievement, 174–175  
 ADHD and DBD, 315  
 ambulatory, 86–87  
 anxiety disorder, 331  
 challenges and future directions of, 33–34  
 classical test score theory and, 30–32

- cultural and diversity issues in assessment (cont.)  
 clinical diagnosis, 25, 30  
   *DSM-5* Outline for Cultural Formulation, 25–27, 34  
   threats to cultural validity, 27–30, 34  
 clinical interview, 120  
 competency, 41–42  
 depressive disorders, 318  
 eating disorders, 378  
 educational, 487–488  
 etic and emic approaches to, 32–33  
 in integrated primary care settings, 449–450  
 measurement invariance in evaluating equivalence of psychological measures, 32  
 MMPI-2-RF, 216–217  
 neurodevelopmental disorders, 300–301  
 neuropsychological assessment, 202, 478  
 neuropsychological detection of AD, 419–420  
 non-credible responding, 64, 68, 69, 74–75  
 PAI, 241–242  
 PD, 410–411  
 in psychometrics, 21, 33  
 PTSD, 355–356  
 report writing guidelines for, 102–103  
 self-report scales, 264  
 TBI, 434  
 therapeutic assessment approach to, 96  
 vocational, 186–187
- cultural bias  
 in achievement testing, 174  
 in base rates of behaviors, 31  
 in self-report responses, 31
- cultural competence  
 ethical and professional issue of, 41–42  
 in intellectual assessment, 150, 151–152
- cultural context, 26
- Cultural Formulation, *DSM-3*, 25  
 cultural context in psychosocial environment, 26  
 cultural explanation of illness, 26  
 cultural identity, 25–26  
 culture dynamics in therapeutic relationship, 26–27  
 overall cultural assessment, 27
- cultural humility, 120
- cultural identity, 25–26
- cultural validity, 4  
 from classical test score theory standpoint, 30–32  
 in clinical interview, 120  
 concept of, 27  
 threats to, 27–28  
   cultural factors influencing symptom expression, 28–29  
   cultural variations in validity measures, 30  
   inappropriate use of clinical and personality tests, 29–30  
   language capability of client, 29  
   pathoplasticity of psychological disorders, 28  
   therapist bias in clinical judgment, 29
- curriculum-based measurements (CBMs), 160, 165  
 strengths of, 165–166  
 weaknesses of, 166  
 websites providing information on, 165, 166
- cut scores, 13–16
- data security, 42–43  
 ambulatory assessment considerations of, 86  
 in neuropsychological assessment, 203
- data sources, 2–3  
 for ADHD and DBDs, 311–314  
 collateral interviews, 119  
 in forensic mental health assessments, 463–464  
 report writing guidelines for, 103–104
- decisional capacity  
 informed consent for evaluation of, 38  
 neurocognitive impairment and, 202
- Delis-Kaplan Executive Function System (DKEFS), 193, 200–201
- delusions, 28
- dementia, 416  
 integrated primary care screening and assessment of, 451–452, 456–457  
 multi-informant assessment of, 126  
 neuropsychological assessment of, 416, 424  
   cultural factors in, 419–420  
   differential diagnosis using, 421–422, 423  
   features of impairment in, 416–419  
   prodromal disease detection using, 420–421  
   noncredible responding in assessment of, 422–424
- dementia with Lewy bodies (DLB), 422, 423
- dependence syndrome, 386, 387–388, 392–394
- depression  
 cultural bias in self-report of, 31  
 cultural factors influencing expression of, 28–29  
 definition of, 317  
 integrated primary care assessment of, 451–452, 453–454  
 pathoplasticity of, 28  
 psychotic and bipolar disorder assessment of, 362–364, 366  
 self-report scales for, 264–269  
   CAT for, 270–271  
   item banking for, 270
- Depression Anxiety Stress Scales (DASS), 332–333, 334–337
- Depression (DEP) scale, PAI, 232–233, 236
- depressive disorders  
 ambulatory assessment in research on, 83–84  
 cultural issues in assessment of, 318  
 diagnostic criteria for, 317  
 measures of, 318, 326  
   BDI-II, 318–319  
   CESD-R, 318, 319–320  
   critique of current, 322–323  
   evolution of, 317  
   PHQ-9, 318, 320–321  
   POMS 2, 318, 321–322  
 non-credible responding in, 317–318
- Detailed Assessment of Posttraumatic Stress (DAPS), 350–352, 354
- developmental assessments, 297
- developmental norms, 14
- Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5)*, 49, 50  
 AMPD in, 51, 215, 398–399, 400–403, 405–406, 407–410  
 autism spectrum disorder diagnostic symptoms in, 294  
 clinical judgment use with, 49–50  
 comorbidity when diagnosing with, 53  
 Cultural Formulation, 25–27  
 dependence syndrome in, 386, 387–388, 392–394  
 depressive disorder diagnostic criteria in, 317  
 diagnostic criteria and categories of, 50–51  
*ICD* compared with, 51–52  
 limitations of, 53  
 MCMI-IV concordance with, 249  
 multiaxial assessment in earlier versions of, 51  
 organization of, 51  
 polythetic approach to diagnosis in, 50–51  
 PTSD diagnostic criteria in, 347, 348–349  
 reliability and validity of, 117–118  
 reliability of diagnostic categories in, 53  
 standard assessment tools in, 53  
 substance use disorder diagnosis in, 386–387, 392–394  
 traditional PD classification in, 398–399



- Diagnostic Interview for *DSM-IV* Personality Disorders (DIPD-IV), 399–404
- Diagnostic Interview for Psychotic Disorders, 361
- diagnostic interviewing, 116, 117–118
- diagnostic validity, 194–195
- dichotomous Rasch models, 17–18
- Differential Ability Scales – Second Edition (DAS-II), 141–143, 146–147
- for neurodevelopmental disorders, 297
  - reliability of, 147
  - standardization of, 147
  - validity of, 147
- differential diagnosis, 3
- classification systems guiding, 49
- Differential Item Functioning (DIF), 21
- Digit Memory Test (DMT), 71–72
- Digit Span test, 193, 196
- digital administration
- of achievement tests, 166–169
  - of intelligence measures, 149–150
  - MMPI-2-RF, 217
  - of neuropsychological tests, 203–204, 479–480
- Dimensional Assessment of Personality Pathology-Brief Questionnaire (DAPP-BQ), 400–403, 406
- DIPD-IV. *See* Diagnostic Interview for *DSM-IV* Personality Disorders
- disability
- civil forensic assessments of, 467
  - learning, 488–491, 493–494
- discriminant validity, 12, 13
- disinhibited social engagement disorder (DSED), 347
- disruptive behavior disorders (DBDs), 308
- behavior rating scales for, 311, 312
  - behavioral observations for, 310–311
  - child informants of, 313
  - clinical interviews for, 310
  - cultural and diversity issues in, 315
  - integration across informants on, 313–314
  - measure selection for, 309–310
  - parent informants of, 311–313
  - peer informants of, 313
  - school/institutional records informing on, 313
  - teacher informants of, 313
  - technological advances in assessment of, 314–315
- diversity. *See* cultural and diversity issues in assessment
- Drinker Inventory of Consequences (DrInC), 390–391, 392–394
- Drug Abuse Screening Test-10 (DAST-10), 451–452, 455
- DSM-5*. *See* *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition*
- DSM-5* Levels of Personality Functioning Questionnaire (DLOPFQ), 400–403, 409
- Duke Health Profile (DUKE), 451–453
- Dusky v. United States*, 465
- Dutch Eating Behaviour Questionnaire (DEBQ), 374–377
- Dyslexia Assessment of Simulation and Honesty (DASH), 493
- Eating Attitudes Test (EAT-26), 374–377
- Eating Disorder Assessment for *DSM-5* (EDA-5), 372
- Eating Disorder Diagnostic Scale (EDDS), 374–377
- Eating Disorder Examination (EDE), 372, 373
- Eating Disorder Examination-Questionnaire (EDE-Q), 373, 374–377
- Eating Disorder Inventory, 373–378
- Eating Disorder Inventory – 3 (EDI-3), 374–377
- Eating Disorder Questionnaire (EDQ), 374–377
- eating disorders
- ambivalence in patients with, 371, 373
  - assessment aims for, 371
  - collaborative understanding development for, 371–372
  - cultural and diversity issues in assessment of, 378
  - medical status and comorbidity review for, 373
  - misunderstood concepts in assessment of, 378
  - non-credible reporting in assessment of, 378
  - practical recommendations for assessment of, 378–379
  - psychometrics of assessment tools for, 373–378
  - rapport establishment for, 371, 372
  - technological advances in assessment of, 378
  - unstructured assessment protocol for, 372
- ecological momentary assessment (EMA), 81. *See also* ambulatory assessment
- eating disorder assessment with, 378
  - psychotic and bipolar disorder assessment with, 367
- Ecological Momentary Intervention (EMI), 85–87
- ecological validity
- of ambulatory assessment, 80
  - of neuropsychological tests, 194–195
- Edinburgh Postnatal Depression Scale (EPDS), 451–452, 454
- educational assessment, 485, 494
- disproportionality controversy in, 487–488
  - informed consent for, 38
  - motivation and effort in test performance during, 492–494
  - school assessment procedures, 485
  - for special education, 486–487
  - for specific learning disabilities, 488
  - IQ-achievement discrepancy model of, 488–489
  - low achievement model of, 490–491
  - PSW model of, 490
  - PVTs in assessment of, 493–494
  - RTI model of, 489–490
  - for testing accommodation needs, 491–492
  - trends and emerging practices in, 486–487
- embedded measures, for non-credible responding, 65–69, 70
- embedded PVTs, 72
- emic approach, 28, 32–33, 34
- emotion
- ambulatory assessment in research on, 83–84
  - cultural identity impact on, 25–26
  - TBI impairment of, 432
- ethical issues in assessment, 38
- assessment feedback, 45–47
  - confidentiality, 39
  - cultural competence, 41–42
  - digital age assessment, 43–45
  - external consequences, 40
  - informed consent, 38–39
  - in neuropsychological assessment, 202–203
  - obsolete tests and outdated test results, 41
  - report writing, 45
  - test construction, 40
  - test data and test security, 42–43
  - test revisions, 40–41
  - third parties, 39–40
- Ethical Principles of Psychologists and Code of Conduct*
- bases for assessments (standard 9.01), 45
  - cultural competency emphasis in, 41–42
  - explaining assessment results (standard 9.10), 45–47
  - informed consent (standard 3.10), 104
  - informed consent in assessments (standard 9.03), 38–39
  - obsolete tests (standard 9.08(b)), 41
  - psychological services or transmission of records via electronic means (standard 4.02(c)), 44
  - on psychologist training, qualifications, and experience, 102
  - release of test data (standard 9.04), 42–43
  - test construction (standard 9.05), 40
  - test scoring and interpretation services (standard 9.09(c)), 44–45

- Ethical Principles of Psychologists and Code of Conduct* (cont.)  
 third party requests for services (standard 3.07), 39  
 ethnic bias, 174  
 etic approach, 28, 32–34  
 Evaluation of Competency to Stand Trial – Revised (ECST-R), 465  
 evidence-based psychological assessments (EBPA)  
 for ADHD and DBDs, 308–309  
 non-credible responding assessment in, 105  
 psychological report writing for, 101–102, 103, 109  
 psychological tests used in, 105–107  
 reporting interpretations from psychological tests in, 106–107  
 evidence-based treatment (EBT)  
 for adult anxiety disorders, 330  
 ambulatory assessment use in, 85  
 evolutionary theory, 254  
 in assessment, 256–257  
 levels of adaptiveness, 256  
 motivating aims, 254–255  
 structural and functional domains, 255–256  
 executive functioning  
 dementia impairment of, 418  
 neurodevelopmental disorder assessment of, 298–299  
 tests of, 193, 199–201  
 Externalizing Spectrum Inventory, 58–59  
 Eysenck Impulsivity Questionnaire (I5Q), 388–389, 392–394
- factor analysis, 57  
 factorial invariance, 32  
 false negative, 14–15  
 false positive, 14–15  
 family  
 in psychotic and bipolar disorder assessment, 367  
 therapeutic assessment for, 94  
 family/juvenile court assessments, 467  
 child custody, 468  
 juvenile waiver/transfer to criminal court, 468–469  
 parenting capacity, 467–468  
 Fear of Negative Evaluation Scale (FNES), 342  
 feedback  
 ethical and professional issues in providing, 45–47  
 MCMI-IV, 260–261  
 therapeutic assessment, 94  
 feigned somatic and medical presentations, 73–74  
 feigning. *See* overreporting  
 Fitness Interview Test-Revised (FIT-R), 465  
 Five Factor Model (FFM), 106, 400–403, 406–407  
 Five Factor Model of Personality Disorder (FFM-PD), 400–403, 406–407  
 fixed responding, 64  
 report writing guidelines for assessment of, 105  
 screening for, 65  
 floor item analysis, 71  
 fluid intelligence, 135  
 Flynn effect, 40–41, 139  
 forensic assessment instruments, 464  
 forensic mental health assessments (FMHA)  
 civil, 466–467  
 confidentiality in, 39  
 criminal, 464–466  
 data sources in, 463–464  
 family/juvenile court, 467–469  
 nature and method of, 462–464  
 neuropsychological assessment in, 475  
 non-credible reporting and responding in, 63, 70  
 referral question in, 2, 462–463  
 report writing for, 469  
 therapeutic psychological assessments compared with, 462  
 Formative Reading Assessment System for Teachers (FAST), 168  
 frontotemporal dementia (FTD), 422, 423  
 functional invariance, 32
- g. See* intellectual ability  
 General Aptitude Test Battery (GATB), 185  
 General Assessment of Personality Disorder (GAPD), 400–403, 409  
 Generalized Anxiety Disorder (GAD), 330  
 case formulation and treatment planning assessment of, 339–341, 342–343  
 cultural and diversity issues in assessment of, 331  
 diagnosis of, 331–332  
 severity and treatment progress assessment of, 333–337  
 generalizability theory, 9  
 generalization  
 reliability, 12  
 validity, 13  
 Generalized Anxiety Disorder – 2 (GAD-2), 451–452, 454  
 Generalized Anxiety Disorder – 7 (GAD-7)  
 GAD assessment with, 333–337  
 integrated primary care setting use of, 451–452, 454  
 as self-report scale, 265–266, 268  
 Generalized Partial Credit Models, 19  
 Glasgow Coma Scale (GCS), TBI classification using, 431–432  
 grade equivalent scores, 170–171  
 grade norms, 172–173  
*Graham v. Florida*, 468–469  
 Gray Oral Reading Test-4 (GORT-4), 173–174  
 Grooved Pegboard test, 193, 196–197
- Halstead-Reitan Neuropsychological Battery (HRNB), 192, 193  
 HCR-20, 466  
 Health Insurance Portability and Accountability Act (HIPAA)  
 informed consent process and, 104  
 release of test data under, 42–43  
 Hierarchical Taxonomy of Psychopathology (HiTOP), 49  
 case illustration of, 59  
 dimensions of, 57  
 hierarchy of, 57–58  
 MMPI-2-RF scale alignment with, 215  
 practical assessment implications of, 58–59  
 provisional status of, 59–60  
 structure of, 57  
 utility of, 58  
 Hopkins Verbal Learning Test (HVLT), 422  
 Huntington's disease (HD), 421, 423
- identity, cultural, 25–26  
 illicit substance misuse. *See also* substance use disorders  
 integrated primary care assessment of, 451–452, 455–456  
 illness  
 cultural explanation of, 26  
 disease distinction from, 26  
 Impact of Event Scale – Revised (IES-R), 350–352, 354  
 impairment. *See also* cognitive impairment  
 in PTSD, 348  
 in TBI, 432  
 incremental validity, 12, 13  
 Independent Living Skills Survey (ILSS), 364–365  
 independent medical evaluations (IMEs), 475  
 indiscriminant symptom endorsement, 65  
 Individual Education Plan (IEP), 176–177, 486  
 Individuals with Disabilities Education Act (IDEA), 486  
 Information Function (IF), 19–20  
 information sources, 2–3, 278. *See also* multi-informant assessment  
 for ADHD and DBDs, 311–314  
 in forensic mental health assessments, 463–464

- report writing guidelines for, 103–104
- information-processing theories, 135, 136–138
- informed consent
  - ethical and professional issue of, 38–39
  - limits of confidentiality in, 39
  - in neuropsychological assessment, 202
  - report writing guidelines for, 104
  - third party obligations in, 40
- informed consent agreement form, 39
- inkblot tasks, 280
  - frequency of use of, 279–280
  - key dimensions of, 278–279
  - Rorschach inkblots, 280–284
- insanity evaluations, 465–466
- insomnia, 451–452, 456
- Insomnia Severity Index (ISI), 451–452, 456
- intake interview, 115–116
- integrated primary care, 457
  - diversity and cultural issues in, 449–450
  - misuse and misunderstanding of assessment in, 449
  - models of, 447–448
  - psychologist role in, 447
  - screening and assessment role in, 448
- screening measures used in, 450
  - alcohol misuse, 451–452, 455
  - anxiety, 451–452, 454
  - chronic pain, 451–452, 457
  - dementia, 451–452, 456–457
  - depression, 451–452, 453–454
  - health outcome and global functioning, 450–453
  - illicit substance and opioid medication misuse, 451–452, 455–456
  - insomnia, 451–452, 456
  - PTSD, 451–452, 455
- screening pros and cons in, 448–449
- intellectual ability (*g*), 135
- intellectual assessment
  - cultural competence in, 150, 151–152
  - definitions of intelligence and, 135
  - factors influencing, 135
  - Flynn effect in, 40–41, 139
  - information-processing approaches to, 135, 136–138
  - interpretation of test results in, 153–154
  - measures used in, 138–139
    - bias in, 150–151
    - clinical equivalency studies of, 150
    - Cognitive Assessment System – Second Edition, 141–143, 147–148
    - Differential Ability Scales – Second Edition, 141–143, 146–147, 297
    - digital administration of, 149–150
    - Kaufman Assessment Battery for Children – Second Edition, 141–143, 145–146
    - normative samples of, 138–139
    - psychometric properties of, 138
    - shorter batteries, 149
    - Stanford-Binet Intelligence Scales, Fifth Edition, 141–143, 148–149, 297
    - use of multiple, 138, 139
    - Wechsler Scales of Intelligence, 140–145, 149–150, 153, 297
    - Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition, 141–143, 148
  - for neurodevelopmental disorders, 297–298
  - outcome variables correlated with, 135
  - performance validity in, 152–153
  - psychometric approaches to, 135–137
  - technological advances in, 149–150
- intelligence
  - current theories of, 135–138
  - definitions of, 135
- Interdisciplinary Fitness Interview – Revised (IFI-R), 465
- Interest Profiler, 182, 183, 184
- internal consistency reliability, 11, 12
- International Classification of Diseases (ICD)*, 49–50
  - clinical utility consideration in, 51–52
  - comorbidity when diagnosing with, 53
  - depressive disorder diagnostic criteria in, 317
  - DSM* compared with, 51–52
  - heterogeneity in, 53
  - limitations of, 53
  - reliability of diagnostic categories in, 53
  - standard assessment tools in, 53
  - versions of, 52
- International Classification of Functioning, Disability, and Health (ICF), 433
- International Personality Disorder Examination (IPDE), 53, 399–404
- International Test Commission, test translation and adaptation guidelines of, 34
- interpersonal strategies, clinical interview, 119
- interpretation of psychological tests
  - achievement assessment, 170–174
  - computer-based, 106–107
  - intellectual assessment, 153–154
  - MCMII-IV, 257–260
  - MMPI-2-RF, 213–214, 218
  - neuropsychological assessment, 201
  - report writing guidelines for, 106–107
  - Rorschach inkblot task, 281
  - TBI assessment, 433
  - vocational assessment, 187–188
- interpreter
  - clinical diagnosis errors using, 29
  - psychological report noting of, 102–103
- interpretive validity, 186
- inter-rater reliability, 10, 11
  - of diagnostic interviewing, 117–118
- interview. *See* clinical interview
- Interview for Mood and Anxiety Symptoms (IMAS), 59
- Intolerance of Uncertainty Scale (IUS), 339–341
- intra-individual variability (IIV), 478–479
- introduction, clinical interview, 114–115
- invalid responding. *See* non-credible reporting and responding
- invariance, 32
- Inventory of Depression and Anxiety Symptoms, 58–59
- Inventory of Drug Use Consequences (InDUC), 390–391, 392–394
- Inventory of Interpersonal Problems-Circumplex (IIP-C), 400–403, 409
- IQ-achievement discrepancy, 488–489
- IRT. *See* item response theory
- item characteristic curve (ICC), 17–18
- item reliability, 19–20
- item response theory (IRT), 9
  - advantages and limitations of, 20–21
  - CTT compared with, 17, 20
  - ICCs, 17–18
  - IF, 19–20
  - practical applications of, 21
  - Rasch models, 17–18
  - self-report scales developed with, 269–271
  - single-parameter models, 18
  - two and three parameter models, 18–19
- just-in-time intervention (JIT), 85
- juvenile waiver/transfer to criminal court, 468–469



- Kansas v. Hendricks*, 466  
 kappa ( $\kappa$ ), 11  
 Kaufman Assessment Battery for Children – Second Edition (KABC-II), 141–143, 145–146  
   reliability of, 146  
   standardization of, 146  
   validity of, 146  
 Kaufman Tests of Educational Achievement (3<sup>rd</sup> ed.) (KTEA-3), 161–162, 164  
   normative data and psychometric properties of, 164  
   unique features of, 164  
*Kent v. United States*, 468–469  
 Key Math-3 Diagnostic Assessment, 164–165  
 Kuder Career Planning System, 187, 188
- language  
   achievement testing and, 174–175, 176  
   assent information in client's preferred, 38–39  
   assessment methods appropriate to, 42  
   client's capability for, 29  
   cultural identity and, 26  
   dementia assessment and, 420  
   intellectual assessment and, 151  
   for MCMI-IV feedback, 260–261  
   neurodevelopmental disorder assessment with, 298  
   neuropsychological tests of, 193, 197–198  
   report writing guidelines for, 107, 108  
 learning and memory tests, 193, 198–199  
 learning disability. *See* specific learning disability  
 least restrictive environment (LRE), 486  
 Leiter International Performance Scale, Third Edition, 297–298  
 Letter Memory Test (LMT), 72  
 Level of Personality Functioning Scale – Self-Report (LPFS-SR), 400–403, 408–409  
 Levels of Personality Functioning Scale – Brief Form 2.0 (LPFS-BF 2.0), 400–403, 408–409  
 Liebowitz Social Anxiety Scale (LSAS), 339–341  
 Liebowitz Social Anxiety Scale – Self-Report (LSAS-SR), 339–341  
 Life Events Checklist for *DSM-5* (LEC-5), 350–352, 353  
 Likert scale, 31  
 limits of confidentiality, 39  
 Loewenstein-Acevedo Scales of Semantic Interference and Learning (LASSI-L), 417
- MacArthur Competence Assessment Tool—Criminal Adjudication (MacCAT-CA), 465  
 Major Depressive Disorder (MDD)  
   ambulatory assessment in research on, 83–84  
   diagnostic criteria for, 317  
   measures of, 318, 326  
     BDI-II, 318–319  
     CESD-R, 318, 319–320  
     critique of current, 322–323  
     evolution of, 317  
     PHQ-9, 318, 320–321  
     POMS 2, 318, 321–322  
   pathoplasticity of, 28  
 major depressive episode (MDE), 28  
 Major Neurocognitive Disorder. *See* dementia  
 malingered neurocognitive dysfunction (MND), 72–73  
 malingered pain-related disability (MPRD), 74  
 malingering  
   in educational assessment, 494  
   in forensic settings, 63, 70  
   intentionality in, 64  
 Manchester Short Assessment of Quality of Life (MANSA), 364–365, 366
- mania, psychotic and bipolar disorder assessment of, 362–364, 366  
 Marlowe-Crowne Social Desirability Scale, 355  
 mathematics  
   CBMs for, 165  
   single subject achievement tests of, 164–165  
 Maudsley Assessment of Delusions Scale (MADS), 362–364  
 maximum performance measures, 278  
 MCMI-IV. *See* Millon Clinical Multiaxial Personality Inventory-IV  
 Measure of Disordered Personality Functioning Scale (MDPF), 400–403, 409  
 Measurement and Treatment Research to Improve Cognition in Schizophrenia (MATRICS), 192  
 measurement equivalence  
   ethical and professional issues involving, 42  
   evaluation of, 32  
   of personality and diagnostic tests, 30  
 measurement invariance, 32  
 Medical Symptom Validity Test (MSVT), 72, 152–153  
 memory impairment  
   in AD, 416–419  
   in MCI, 420–421  
 Mental Health Research Institute Unusual Perceptions Schedule (MUPS), 362–364  
 mental illness classification. *See* psychopathology diagnosis  
 Mental Processing Index (MPI), 145–146  
 Mental State at the Time of the Offense Screening Evaluation (MSE), 466  
 mental state at time of criminal offense, 465–466  
 Mental State Examination (MSE), 196  
 mental status, report writing guidelines for, 104–105  
 mental status examination (MSE), 116  
   domains of, 116–117  
   introduction of, 116  
   reports from, 117  
 Meta-Cognitions Questionnaire – Short Form (MCQ-30), 339–341  
 metric invariance, 32  
 Mild Cognitive Impairment (MCI), 420–421  
 mild TBI (MTBI), 431–432, 439  
   acute stage of recovery from, 435–436  
   cognitive, behavioral, and affective impairments in, 432  
   long-term stage of recovery from, 437–439  
   neuropsychological assessment of, 434–439  
   sub-acute stage of recovery from, 436–437  
 Miller Forensic Assessment of Symptoms Test (M-FAST), 66–67, 70, 355  
*Miller v. Alabama*, 468–469  
 Millon Clinical Multiaxial Personality Inventory-IV (MCMI-IV), 249  
   clinical orientation of, 249, 256  
   clinical syndrome scales of, 250, 251  
   development of, 251  
     external-criterion stage, 252–253  
     final test, 253–254  
     internal-structural stage, 252  
     theoretical-substantive stage, 251–252  
   *DSM-5* concordance with, 249  
   embedded measures for detecting non-credible responding in, 65, 66–67, 69  
   facet scales of, 249, 251, 253, 255–257, 259, 261  
   feedback and therapeutic applications of, 260–261  
   future directions of, 261  
   history and legacy instruments of, 249–251  
   interpretive principles and strategies for, 257  
   clinical personality pattern assessment, 258–259  
   clinical syndrome scales assessment, 259–260  
   facet scale integration, 259  
   noteworthy responses, 257

- overall profile integration, 260  
 personality scales overview, 257–258  
 severe clinical symptomatology assessment, 259–260  
 severe personality pathology assessment, 258  
 Modifying Indices of, 257  
 PD measurement by, 400–403, 405  
 personality scales of, 249, 250, 251, 254, 255, 256–259, 260–261  
 psychometrics of, 253–254  
 response bias measures of, 257  
 severe personality scales of, 250, 251  
 standardization of, 252–253  
 theory underlying, 254  
   adaptiveness levels, 256  
   in assessment, 256–257  
   motivating aims, 254–255  
   structural and functional domains, 255–256  
 therapeutic language of, 260–261  
 validity scales of, 250, 251, 257  
*Mindplay Universal Screener*<sup>™</sup>, 168  
 Mini International Neuropsychiatric Interview (MINI)  
   psychotic and bipolar disorder assessment with, 361  
   PTSD assessment with, 350–352, 354  
 Mini-Mental State Examination (MMSE), 116, 193, 196  
   integrated primary care setting use of, 451–452, 456  
 Minnesota Importance Questionnaire (MIQ), 183, 184  
 Minnesota Multiphasic Personality Inventory (MMPI), 208–209  
 Minnesota Multiphasic Personality Inventory – 2 – Restructured Form (MMPI-2-RF), 73, 74, 208  
   administration of, 213–214, 217, 218  
   adolescent assessment with MMPI-A-RF, 218–219  
   applications of, 215–216  
   case illustration of, 219–226  
   development of, 210–211  
   embedded measures for detecting non-credible responding in, 65–68  
   future directions of, 218  
   Higher-Order Scales of, 212–213  
   history and evolution of, 208  
     MMPI rationale and development, 208–209  
     MMPI-2 rationale and development, 209–210  
     MMPI-2-RF rationale and development, 210–211  
   Interest Scales of, 212–214  
   interpretation of, 213–214, 218  
   MMPI-3 development and, 226  
   multicultural considerations for use of, 216–217  
   overview of, 211  
   PD scales of, 400–403, 405  
   PSY-5 Scales of, 212–214, 400–403, 406  
   psychometrics of  
     construct validity, 214–216  
     reliability, 214  
   psychotic and bipolar disorder assessment with, 361  
   PTSD assessment with, 355  
   rationale for, 210–211  
   report writing guidelines for, 105, 106  
   Restructured Clinical Scales of, 210–211, 212–214  
   scoring of, 213–214, 217–218  
   Specific Problems Scales of, 212–214, 219  
   technological advances in assessment with, 217–218  
   Validity Scales of, 126–127, 211–215, 219  
 Minnesota Multiphasic Personality Inventory-2 (MMPI-2)  
   embedded measures for detecting non-credible responding in, 65–68  
   rationale and development of, 209–210  
   validity scales of, 126  
 Minnesota Multiphasic Personality Inventory-3 (MMPI-3), 226  
 Minor Neurocognitive Disorder, 420–421  
 Mississippi Scale for Combat-Related PTSD (M-PTSD), 350–352, 354  
 MMPI. *See* Minnesota Multiphasic Personality Inventory  
 MMPI-2. *See* Minnesota Multiphasic Personality Inventory-2  
 MMPI-2-RF. *See* Minnesota Multiphasic Personality Inventory – 2 – Restructured Form  
 MMPI-3. *See* Minnesota Multiphasic Personality Inventory-3  
 M’Naghten standard, 465  
 MND. *See* malingered neurocognitive dysfunction  
 Mobility Inventory for Agoraphobia (MIA), 334–338  
 moderate TBI, 431–432  
   neuropsychological assessment of, 434, 435  
 Modified Somatic Perception Questionnaire, 73  
 Montreal Cognitive Assessment (MoCA), 451–452, 457  
 mood disorders. *See also specific disorders*  
   ambulatory assessment in research on, 83–84  
 Morel Emotional Numbing Test for PTSD (MENT), 355  
 motivational interviewing, 119  
 motor tests, 193, 196–197  
 Mullen Scales of Early Learning, 297  
 multi-axial assessment, *DSM*, 51  
 multicultural clinical assessment, 25  
   challenges and future directions of, 33–34  
   clinical diagnosis, 25, 30  
     *DSM-5* Outline for Cultural Formulation, 25–27, 34  
     threats to cultural validity, 27–30, 34  
   competency in, 41–42  
   cross-informant correlations for adults in, 125  
   cross-informant correlations for children in, 124–125  
   MMPI-2-RF use in, 216–217  
   PAI use in, 241–242  
   psychological testing and assessment, 33  
     classical test score theory and, 30–32  
     etic and emic approaches to, 32–33  
     measurement invariance in evaluating equivalence of psychological measures, 32  
*Multicultural Family Assessment Module* (MFAM), 130, 131  
 multi-informant assessment, 3, 123  
   for ADHD and DBDs, 311–314  
   advantages of, 133  
   clinical interviews with, 119  
   cross-informant correlations in, 123–125, 130–132  
   data collection from multiple informants in, 127–128  
   data comparison from multiple informants in, 128–132  
   data use from multiple informants in, 132  
   discrepancies between informants in, 125–126  
   future directions in, 132–133  
   multicultural cross-informant correlations for adults in, 125  
   multicultural cross-informant correlations for children in, 124–125  
   neurodevelopmental disorder assessment with, 301–302  
   predictions from informants in, 126  
   progress and outcome evaluations in, 132  
   validity of data from, 126–127  
   value of data from different informants in, 125–126  
 Multilingual Aphasia Exam, 197–198  
 Multi-Source Assessment of Personality Pathology (MAPP), 400–403, 404–405  
 Multi-Tiered Systems of Support (MTSS), 485, 486–487  
 negative predictive power/value (NPP, NPV), 15–16  
 Negative Symptoms Assessment -16/4 (NAS-16/NSA-4), 362–364, 365  
 Nelson-Denny Reading Test, 173  
 NEO Personality Inventory-3 (NEO-PI-3)  
   PD assessment with, 400–403, 406–407  
   report writing guidelines for, 106  
 neurocognitive impairment. *See* cognitive impairment

- neurocognitive response bias  
 malingered neurocognitive dysfunction, 70, 72–73  
 performance-based detection approaches to, 70, 71  
 PVTs for detection of, 70, 71–72
- neurodevelopmental disorders, 303  
 adaptive functioning, 299–300  
 age-related concerns in, 302  
 behavior concerns in, 302  
 cognitive functioning, 296–299, 302–303  
 cultural concerns in, 300–301  
 differential diagnosis, 293  
 medical and developmental history, 293  
 multi-informant and self-report approaches to, 301–302  
 psychiatric comorbidities, 300  
 sex differences in, 301  
 symptom-specific, 293–296
- neuropsychological assessment, 472, 481  
 approaches to, 192–194  
 attention, concentration, and working memory tests, 193, 196  
 benefits of, 191  
 clinical neuropsychology requirements, 191, 472–473  
 cultural issues in, 202, 478  
 definition of, 191  
 of dementia, 416, 424  
 cultural factors in AD detection, 419–420  
 differential diagnosis using, 421–422, 423  
 features of impairment in, 416–419  
 prodromal disease detection using, 420–421  
 detection of change over time in, 201–202  
 ethical and professional issues in, 202  
 diversity, 202, 478  
 informed consent, 202  
 test data security, 203  
 third party observers, 202–203
- executive functioning tests, 193, 199–201  
 factors affecting test performance in, 477–478  
 fixed and flexible batteries in, 192–194  
 impairment determination in, 201  
 instruments commonly used in, 476–477  
 intra-individual variability and base rates in, 478–479  
 language tests, 193, 197–198  
 learning and memory tests, 193, 198–199  
 motor tests, 193, 196–197  
 orientation tests, 193, 196  
 premorbid cognitive ability estimation in, 479
- psychometrics of, 194  
 reliability, 194  
 standard scores and norms, 195–196  
 validity, 194–195, 478
- psychometrist use in, 477  
 purposes of, 473  
 of TBI, 432–433, 439  
 in acute stage of recovery, 434, 435–436  
 interpretation in, 433  
 limitations in, 433–434  
 in long-term stage of recovery, 434, 437–439  
 mild TBI, 434–439  
 moderate and severe TBI, 434, 435  
 in sub-acute stage of recovery, 434, 436–437
- technological advances in  
 computerized and mobile assessment tools in, 203–204, 479–480  
 teleneuropsychology, 480–481  
 virtual reality, 480
- test selection in, 477  
 tests administered in, 193, 196  
 training for, 191, 472–473  
 visuospatial and visuoconstructional tests, 193, 197
- work settings and populations assessed in, 473–474  
 forensic assessment, 475  
 hospitals and university-affiliated medical centers, 474–475  
 private practice, 474  
 psychiatric, 475  
 rehabilitation, 475  
 Veterans Affairs, 476
- neuropsychology, 191
- Night Eating Questionnaire (NEQ), 374–377
- non-content-based invalid responding, 64  
 embedded measures for, 65–69, 70  
 MCMI-IV response bias measures for, 257  
 report writing guidelines for assessment of, 105  
 screening for, 65  
 stand-alone measures for, 66–67, 69–70
- non-credible reporting and responding, 3  
 in achievement assessment, 169, 170  
 in anxiety disorder assessment, 330–331  
 in clinical interview, 118–119  
 cultural considerations in, 64, 68, 69, 74–75  
 in dementia assessment, 422–424  
 in depressive disorder assessment, 317–318  
 in eating disorder assessment, 378  
 in educational assessment, 492–494  
 feigned somatic and medical presentations, 73–74  
 in forensic settings, 63, 70  
 future directions in, 74–75
- HiTOP system detection of, 60  
 importance of, 63, 74  
 instruments for detection of, 13, 65–70  
 MMPI-2-RF Validity Scales for, 126–127, 211–213, 214–215  
 multi-informant assessment and, 126–127  
 multi-method approach to, 74
- neurocognitive response bias  
 malingered neurocognitive dysfunction, 70, 72–73  
 performance-based detection approaches to, 70, 71  
 PVTs for, 70, 71–72
- in neuropsychological assessment, 195  
 PAI validity scales for, 232–233, 234–235
- on psychopathology measures, 13  
 detection strategies for, 64–65  
 embedded measures for, 65–69, 70  
 invalidating test-taking approaches, 63–64  
 stand-alone measures for, 66–67, 69–70
- in psychotic and bipolar disorder assessment, 361  
 in PTSD assessment, 349, 350–352, 355  
 RDoC minimization of, 56  
 report writing guidelines for assessment of, 105  
 on Rorschach inkblot task, 283  
 on self-report scales for common mental disorders, 263–264  
 in TBI assessment, 433–434, 438  
 technology in assessment of, 74  
 therapeutic assessment minimization of, 96
- non-responding, 64  
 report writing guidelines for assessment of, 105  
 screening for, 65
- nonverbal children, 297–298
- normative-based data interpretation, psychological  
 report evolution toward, 101–102
- norms  
 age or grade, 172–173  
 for intellectual measures, 138–139  
 MCMI-IV, 252–253  
 for MMPI-2-RF, 211, 216, 219  
 for neuropsychological tests, 195–196  
 psychometric element of, 13–14  
 for Rorschach inkblot task, 281–282

- nosology, 49  
   clinical functions of, 49–50  
   *DSM* AMPD, 51, 215, 398–399, 400–403, 405–406, 407–410  
   *DSM* and *ICD* as prevailing systems, 50  
   *DSM* and *ICD* comparison, 51–52  
   *DSM* and *ICD* limitations, 53  
   *DSM* criteria and categories, 50–51  
   *DSM* organization, 51  
   future of, 60  
   HiTOP, 49, 56–60, 215  
   *ICD* assessment of PDs, 52  
   *ICD* versions, 52  
   RDoC, 49–50, 54–56  
   recent developments in, 53  
   standard assessment tools, 53
- objective binge episodes (OBE), 378  
 Obsessive Beliefs Questionnaire (OBQ), 339–341, 343  
 Obsessive Compulsive Inventory (OCI), 334–337, 338  
 Obsessive Compulsive Inventory-Revised (OCI-R), 334–337, 338  
 Obsessive-Compulsive Disorder (OCD), 330  
   case formulation and treatment planning assessment of, 339–341, 343  
   diagnosis of, 331–332  
   severity and treatment progress assessment of, 334–337, 338  
 obstructive sleep apnea (OSA), 451–452, 456  
 Older Adult Behavior Checklist (OABCL), 125  
 Older Adult Self-Report (OASR), 125  
 OMNI-IV Personality Inventory, 400–403, 405  
 online assessment  
   of achievement, 168–169  
   of ADHD and DBDs, 314–315  
   in clinical interview, 120  
   ethical and professional issues in, 43–45  
   self-report scales for common mental disorders, 263  
   vocational, 187–188  
 opioid medication misuse, 451–452, 455–456  
 oppositional defiant disorder (ODD), 308  
   behavior rating scales for, 311, 312  
   behavioral observations for, 310–311  
   child informants of, 313  
   clinical interviews for, 310  
   cultural and diversity issues in, 315  
   future directions and practical implications in assessment of, 315  
   integration across informants on, 313–314  
   measure selection for, 309–310  
   parent informants of, 311–313  
   peer informants of, 313  
   principles of evidence-based assessment of, 308–309  
   school/institutional records informing on, 313  
   teacher informants of, 313  
   technological advances in assessment of, 314–315  
 oral reading fluency (ORF), 165  
 orientation tests, 193, 196  
 Oswestry Disability Index (ODI), 451–452, 457  
 overreporting, 64  
   in clinical interview, 118  
   detection strategies for, 65  
   embedded measures for, 65–69, 70  
   MMPI-2-RF Validity Scales for, 214–215  
   report writing guidelines for assessment of, 105  
   screening for, 65  
   stand-alone measures for, 66–67, 69–70
- PAI. *See* Personality Assessment Inventory  
 pain  
   chronic, 451–452, 457  
   feigned, 73–74  
   Pain Disability Index, 73  
   Pain intensity, Enjoyment and General Activity (PEG), 451–452, 457  
   panic attacks, 83  
   Panic Disorder, 330  
     case formulation and treatment planning assessment of, 339–341, 342  
     cultural and diversity issues in assessment of, 331  
     diagnosis of, 331–332  
     severity and treatment progress assessment of, 334–337  
   Panic Disorder Severity Scale (PDSS), 334–337  
   parenting capacity evaluations, 467–468  
   parents  
     ADHD and DBD assessment information from, 311–313  
     assessment of, 130, 131  
     data collection from, 127–128  
   Partial Credit Model (PCM), 18  
   Partnership for Assessment of Readiness for College and Careers (PARCC), 168  
   pathoplasticity, 28  
   Patient Health Questionnaire – 2 (PHQ-2), 451–452, 453  
   Patient Health Questionnaire – 9 (PHQ-9)  
     depressive disorder assessment with, 318, 320–321  
     integrated primary care setting use of, 451–452, 453  
     as self-report scale, 265–266, 267–268  
   Patient Reported Outcomes Measurement and Information System (PROMIS), 269, 271  
   Peabody Individual Achievement test (PIAT), 173–174  
   peer informants, in ADHD and DBD assessment, 313  
   Penn State Worry Questionnaire (PSWQ)  
     GAD assessment with, 333–337  
     as self-report scale, 265–266, 268  
   percentile rank, 14, 171  
   performance curve analysis, 71  
   performance validity, 152–153  
   performance validity tests (PVTs), 71  
     in achievement assessment, 169  
     in educational assessment, 493–494  
     embedded, 72  
     in neuropsychological assessment, 195  
     standalone, 71–72  
   performance-based techniques, 278  
     frequency of use of, 279–280  
     inkblot tasks, 278–284  
     as method of knowing information about people, 278  
     picture-story tasks, 278–280, 284–285  
     prompted picture drawing tasks, 278–280, 285–286  
     responses generated by, 278–279  
     sentence completion tasks, 278–280, 285  
     strengths and limitations of, 286–287  
   Personal Information Protection and Electronic Documents Act (PIPEDA), 104  
   personal injury evaluations, 467  
   personality  
     five-factor model of, 106, 400–403, 406–407  
     vocational, 182, 185–186  
   Personality Assessment Inventory (PAI), 231  
     administration and scoring of, 237  
     AMPD trait scoring of, 400–403, 408  
     applications of  
       assessment in various settings, 241  
       diagnostic decision-making, 237–240  
       strengths assessment, 241  
       treatment planning and progress, 240–241  
     case example of, 242–244  
     clinical scales of, 232–233, 235–237  
     computerization of, 237, 238  
     content breadth and depth in, 231–233



- Personality Assessment Inventory (PAI) (cont.)  
 cross-cultural considerations of, 241–242  
 embedded measures for detecting non-credible responding in,  
 65, 66–67, 68–69  
 interpersonal scales of, 232–233, 234, 237  
 psychometrics of, 234–237  
 PTSD assessment with, 355  
 report writing guidelines for, 106  
 supplemental scales of, 237, 238  
 theory and development of, 231–233  
 treatment consideration scales of, 232–234, 237  
 validity scales of, 232–233, 234–235, 238–239
- Personality Diagnostic Questionnaire-4 (PDQ-4), 400–403,  
 404–405
- personality difficulty, 52
- personality disorders (PDs)  
 cross-cultural issues in assessment of, 410–411  
 dimensional models and measures of, 405–406  
 AMPD-aligned trait, 400–403, 407–408  
 FFM, 400–403, 406–407  
 non-AMPD, 400–403, 406  
 personality functioning, 400–403, 408–409  
 SCID-AMPD, 400–403, 409–410  
 DSM AMPD model of, 51, 215, 398–399, 400–403, 405–406,  
 407–410  
 FFM of, 400–403, 406–407  
 future directions in assessment of, 411–412  
 HiTOP spectra connected with, 59  
 ICD compared with DSM assessment of, 52  
 multi-informant assessment of, 126  
 research and assessment application disconnect in, 411  
 standard assessment tools for, 53  
 therapeutic assessment for, 96–97  
 traditional categorical measures of, 398–399  
 interview-based, 399–404  
 self-report, 400–403, 404–405
- personality functioning, 400–403, 408–409
- Personality Inventory for DSM-5 (PID-5)  
 HiTOP dimensions in, 59  
 MMPI-2-RF scale alignment with, 215  
 PD assessment with, 400–403, 407–408
- Personality Psychopathology Five (PSY-5) Scales, MMPI-2-RF,  
 212–214, 400–403, 406
- personality tests, cultural validity of, 29–30
- personality traits, cultural variations in nomological network  
 of, 31
- personalized medicine, 84–85
- picture drawing tasks. *See* prompted picture drawing tasks
- picture-story tasks, 284–285  
 frequency of use of, 279–280  
 key dimensions of, 278–279
- Planning, Attention, Simultaneous, and Successive (PASS)  
 model, 136–138
- plasticity, cultural, 28
- Portland Digit Recognition Test (PDRT), 71–72
- Positive and Negative Syndrome Scale (PANSS), 361–365, 366
- positive predictive power/value (PPP, PPV), 15–16
- post-concussion syndrome (PCS), 432, 434–435, 436, 437–439
- post-traumatic amnesia (PTA), 431–432
- Posttraumatic Diagnostic Scale for DSM-5 (PDS-5), 350–352, 354
- posttraumatic stress disorder (PTSD), 358  
 assessment challenges of, 347  
 assessment context of, 349  
 co-occurring psychopathology in, 349  
 cultural considerations in assessment of, 355–356  
 distress and impairment in, 348  
 DSM-5 diagnosis of, 347, 348–349  
 guidelines for assessment administration in, 356  
 clinical judgment use, 357  
 responses to respondent behavior, 357  
 self-awareness, 357  
 supportive presence and rapport, 356–357  
 integrated primary care screening and assessment of, 451–452,  
 455  
 measures for, 349  
 assessment validity, 350–352, 355  
 clinician-administered diagnostic, 350–352, 353–354  
 co-occurring psychopathology, 350–352, 355  
 self-report diagnostic, 350–352, 354  
 trauma exposure, 349–353  
 response bias in assessment of, 349  
 subtypes of, 349  
 symptom chronology in, 348  
 symptoms of, 347, 348  
 trauma exposure in, 348
- Prader-Willi syndrome, 293
- prediction. *See* clinical prediction
- predictive efficacy, 14–16
- predictive invariance, 32
- predictive validity, 12, 13
- premorbid cognitive abilities, estimation of, 479
- primary care. *See* integrated primary care
- Primary Care Behavioral Health (PCBH) model, 447–448
- Primary Care PTSD Screen for DSM-5 (PC-PTSD-5), 451–452, 455
- prodromal psychotic disorders, 361
- professional issues in assessment, 38  
 assessment feedback, 45–47  
 confidentiality, 39  
 cultural competence, 41–42  
 digital age assessment, 43–45  
 external consequences, 40  
 informed consent, 38–39  
 in neuropsychological assessment, 202–203  
 obsolete tests and outdated test results, 41  
 report writing, 45  
 test construction, 40  
 test data and test security, 42–43  
 test revisions, 40–41  
 third parties, 39–40
- Profile of Mood States 2 (POMS 2), 318, 321–322
- prognosis  
 classification systems guiding, 50
- PROMIS. *See* Patient Reported Outcomes Measurement and  
 Information System
- prompted picture drawing tasks, 285  
 frequency of use of, 279–280  
 intellectual maturity assessment with, 285–286  
 key dimensions of, 278–279  
 maladjustment or psychopathology identification with, 286
- Pros and Cons Eating Disorder Scale (P-CED), 373
- Pros and Cons of Anorexia Nervosa Scale (P-CAN), 373
- Psychiatric Research Interview for Substance and Mental  
 Disorders – IV (PRISM), 386–387, 392–394
- psychodiagnostic interview, 116, 117–118
- psychological measures, 3. *See also specific measures*  
 accuracy and errors in clinical prediction using, 14–16  
 clinical judgment use with, 49–50  
 cultural validity of, 29–32  
 ethical and professional issues in construction of, 40  
 ethical and professional issues in revisions of, 40–41  
 etic and emic approaches to, 32–33  
 in forensic mental health assessments, 464  
 HiTOP, 58–59  
 measurement equivalence of, 30, 32, 42  
 as method of knowing information about people, 278  
 non-credible responding on, 13



- detection strategies for, 64–65
- embedded measures for, 65–69, 70
- invalidating test-taking approaches, 63–64
- stand-alone measures for, 66–67, 69–70
- norms for, 13–14
- obsolete, 41
- reliability of, 10–12
- reliance on single, 172
- scoring instructions for, 9
- security of, 42–43
- standardization of, 9
- utility of, 16–17
- validity of, 12–13
- WEIRD cultural specificity of, 33–34
- psychological report writing. *See* report writing
- psychometric theories, of intellectual assessment, 135–137
- psychometrics, 21
  - ambulatory assessment self-report measures, 81–82
  - classification accuracy statistics, 14–16
  - cultural and diversity considerations in, 21, 33
  - definition of, 9
  - eating disorder measures, 373–378
  - intellectual measures, 138
  - IRT in, 9, 17–21
  - MCMI-IV, 253–254
  - MMPI-2-RF, 214–216
  - neuropsychological assessment, 194–196, 478
  - norms as key element of, 13–14
  - PAI, 234–237
  - prompted picture drawing tasks, 285–286
  - reliability as key element of, 10–12
  - Rorschach inkblot task, 281–283
  - standardization as key element of, 9
  - utility as key element of, 16–17
  - validity as key element of, 12–13
  - vocational assessment tests, 183, 186
- psychometrists, 477
- psychopathology diagnosis
  - classification system use in, 49
  - clinical functions of nosology for, 49–50
  - DSM AMPD, 51, 215, 398–399, 400–403, 405–406, 407–410
  - DSM and ICD as prevailing systems for, 50
  - DSM and ICD limitations in, 53
  - DSM compared with ICD in, 51–52
  - DSM criteria and categories for, 50–51
  - DSM organization and, 51
  - future of, 60
  - HiTOP system for, 49, 56–60, 215
  - ICD assessment of PDs, 52
  - ICD versions available for, 52
  - prompted picture drawing tasks in, 286
  - RDoC system for, 49–50, 54–56
  - recent developments in nosology for, 53
  - standard assessment tools for, 53
- psychophysiology, ambulatory assessment measurements of, 82
- psychotic disorders, 360, 368
  - ambulatory assessment in research on, 83
  - assessment to categorize
    - differential diagnosis, 360–361
    - identification of at-risk mental states, 361
    - non-credible responding in, 361
  - assessment to formulate, 367
    - biological rhythms, 367
    - family and social context, 367
    - neurocognitive assessment, 368
    - personal history, 367
    - psychological factors, 367
    - risk assessment, 368
  - assessment to quantify progress or severity, 361
    - depression measures, 362–364, 366
    - disorganization measures, 362–364, 365
    - functioning measures, 364–365, 366
    - mania measures, 362–364, 366
    - measures of overall psychopathology, 361–365
    - negative symptom measures, 362–364, 365
    - new technologies in, 367
    - personal recovery measures, 364–365, 366
    - positive symptom measures, 362–364, 365
    - QOL measures, 364–365, 366
    - relapse measures, 366
  - preparation for assessment of, 360
- Psychotic Symptoms Rating Scale (PSYRATS), 362–364
- PTSD. *See* posttraumatic stress disorder
- PTSD Checklist for DSM-5 (PCL-5)
  - integrated primary care setting use of, 451–452, 455
  - PTSD assessment with, 350–352, 354
- PTSD Symptom Scale Interview for DSM-5 (PSSI-5), 350–352, 353–354
- PVTs. *See* performance validity tests
- qualitative descriptors, in achievement assessment, 172
- Qualitative Reading Inventory (QRI), 173–174
- Quality of Life in Bipolar Disorder (QoL.BD), 364–365, 366
- questioning strategies, clinical interview, 119
- Questionnaire about the Process of Recovery (QPR), 364–365
- Questionnaire for Psychotic Experiences (QPE), 362–364
- Questionnaire of Smoking Urges (QSU), 389, 392–394
- Quick Psychodiagnostic Panel (QPD Panel), 451–452, 453
- racial bias, 29
- random responding, 64
  - report writing guidelines for assessment of, 105
  - screening for, 65
- rapport
  - in eating disorder assessment, 371, 372
  - in PTSD assessment, 356–357
- Rasch models, 17–18
- Rating Scale Model (RSM), 19
- reactive attachment disorder (RAD), 347
- Readiness to Change Questionnaire (RCQ), 391, 392–394
- reading
  - CBMs for, 165
  - comprehension tests, 173–174
  - single subject achievement tests of, 164–165
- receiver operating characteristics (ROC), 15
- recommendations, 4
  - in achievement assessment, 175–177
  - in assessment reports, 45
  - report writing guidelines for, 108
- Recovery Assessment Scale (RAS), 364–365
- referral question, 2
  - in achievement assessment, 176
  - in forensic mental health assessments, 2, 462–463
  - in neuropsychological assessment, 192
  - report writing guidelines for, 102–103
- referral source, in psychological report, 102–103
- Rehabilitation Act of 1973, 486
- release, of test data, 42–43, 203
- reliability
  - attention to, 12
  - definition of, 10
  - of diagnostic interviewing, 117–118
  - of DSM and ICD diagnostic categories, 53
  - estimates of, 10–11
  - item, 19–20
  - MCMI-IV, 253

- reliability (cont.)  
 MMPI-2-RF, 214  
 neuropsychological tests, 194  
 PAI, 234  
 psychometric element of, 10–12  
 Rorschach inkblot task, 282–283  
 sample-specific nature of, 10, 12  
 SB5, 149  
 standard error of measurement and, 11–12  
 WISC-V, 144
- reliability generalization, 12
- Reliable Digit Span (RDS), 72, 152–153, 493–494
- Renaissance STAR Reading®, 168
- Repeatable Battery for the Assessment of Neuropsychological Status (RBANS), 422–424
- replication strategy, 255
- report writing, 4  
 cultural issues in, 102–103  
 ethical and professional issue of, 45  
 for evidence-based psychological assessments, 101–102, 103, 109  
 evolution of, 101–102  
 forensic evaluation, 469  
 non-credible responding assessment, 105  
 principles of, 102, 103  
 template for  
 biographical sketch, 102  
 case formulation, 108  
 clinical interview results, 107–108  
 evidence-based psychological tests, 105–107  
 headings and subheadings, 109  
 identifying information and referral question, 102–103  
 informed consent, 104  
 mental status and behavioral observations, 104–105  
 presenting problems and symptoms and/or background situation, 104  
 psychosocial background, 104  
 recommendations, 108  
 sources of information, 103–104  
 summary and conclusions, 108  
 time spent on, 101
- reports  
 computer generated, 44–45  
 confidentiality issues with, 39  
 mental status examination, 117  
 MMPI-2-RF, 218  
 therapeutic assessment written results, 94
- Research Domain Criteria (RDoC), 49–50  
 autism spectrum disorder symptoms, 294  
 innovation of, 56  
 motivation behind, 54  
 practical assessment implications of, 56  
 provisional status of, 56  
 structure of, 54–56
- response bias. *See* non-credible reporting and responding
- response latency, 74
- Response-to-Intervention (RTI), 485, 486–487  
 SLD assessment using, 489–490
- retrospective bias, 80, 83
- Rett syndrome, 293
- Revised NEO Personality Inventory (NEO PI-R), 400–403, 405
- Rey Auditory Verbal Learning Test (RAVLT), 72
- Rey 15-Item Test (FIT), 71–72
- Rey-Osterrieth Complex Figure Test (ROCF), 193, 197
- Rogers Criminal Responsibility Assessment Scales (R-CRAS), 466
- Roper v. Simmons*, 468–469
- Rorschach inkblot task, 280  
 clinical practice use of, 281  
 development and nature of, 280  
 frequency of use of, 279–280  
 psychometrics of, 281–283  
 self-report compared with, 283–284  
 systems for applied use of, 281
- Rorschach Performance Assessment System (R-PAS), 281, 283–284  
 psychometrics of, 281–283  
 use of, 281
- Rotter Incomplete Sentences Blank (RISB), 285
- R-PAS. *See* Rorschach Performance Assessment System
- RRBIs. *See* restricted, repetitive behaviors, interests, or activities
- RSM. *See* Rating Scale Model
- RTI. *See* Response-to-Intervention
- RXR scale. *See* Treatment Rejection scale
- Samejima Graded Response Model (GRM), 19
- sample. *See also* norms  
 convenience, 14  
 reliability influenced by, 10, 12
- sampling frequency, ambulatory assessment advantages in, 82–83
- scalar invariance, 32
- scale equating, 271
- Scale for Suicide Ideation (SSI), 324
- Scale for the Assessment of Negative Symptoms (SANS), 362–364, 365
- Scale for the Assessment of Positive Symptoms (SAPS), 362–364
- Scale for the Assessment of Thought, Language, and Communication (TLC), 362–364, 365
- scales. *See* psychological measures
- Schedule for Affective Disorders and Schizophrenia, 361
- Schedule for Nonadaptive and Adaptive Personality-Second Edition (SNAP-2)  
 HiTOP dimensions in, 59  
 PD assessment with, 400–403, 405, 406
- schizophrenia  
 ambulatory assessment in research on, 83  
 pathoplasticity of, 28
- Schizophrenia Proneness Instrument- Adult version, 361
- Schizotypal PD, 399
- school records, in ADHD and DBD assessment, 313
- schools, assessment procedures in, 485
- scientific mindedness, 119
- scores  
 accuracy and errors in clinical prediction using, 14–16  
 achievement assessment misuses and misunderstandings of, 169, 170–174  
 composite, 172  
 grade and age equivalents, 170–171  
 neuropsychological assessment, 195–196  
 norms for, 13–14  
 outdated, 41  
 percentile rank, 171  
 reliability of, 10–12  
 reliance on single, 172  
 standard, 14, 171  
 validity of, 12–13  
 variance in, 10
- scoring  
 instructions for, 9  
 of MMPI-2-RF, 213–214, 217–218  
 of PAI, 237  
 Rorschach inkblot task, 281  
 data, 42–43, 86, 203  
 test, 42–43, 168
- Self-Directed Search (SDS), 182, 183, 184, 188
- self-efficacy, in vocational assessment, 183, 185
- self-report

- in ADHD and DBD assessment, 313  
 in anxiety disorder assessment, 330–331  
 in clinical interview, 118–119  
 information gained through, 278  
 in neurodevelopmental disorder assessment, 301–302  
 non-credible responding and  
   detection strategies for, 64–65  
   embedded measures for, 65–69, 70  
   invalidating test-taking approaches, 63–64  
   stand-alone measures for, 66–67, 69–70  
 Rorschach inkblot task compared with, 283–284  
 Self-report Manic Inventory (SRMI), 362–364  
 self-report scales, 3  
   advantages and utility of, 263  
   ambulatory assessment, 81–82  
   CATs and data-driven short scales, 270–271  
   cross-cultural bias in, 264  
   cultural bias in responses to, 31  
   depression and anxiety, 264–269  
   future directions of, 271–272  
   item banking applied to, 269–270  
   new methods for development and administration of, 269  
   non-credible responding on, 263–264  
   online administration of, 263  
   for PD assessment, 400–403, 404–405  
   validity of, 263–264, 269–270  
 semi-structured interviews, 114. *See also specific semi-structured interviews*  
   clinical judgment use with, 49–50  
   diagnostic interviewing with, 116  
   for PD assessment, 399–404  
 sensitivity, 14, 15, 16  
 sentence completion tasks  
   frequency of use of, 279–280  
   key dimensions of, 278–279  
 severe TBI, 431–432  
   neuropsychological assessment of, 434, 435  
 Severity Indices of Personality Problems (SIPP), 400–403, 409  
 Severity of Alcohol Dependence Questionnaire (SADQ), 388, 392–394  
 Shedler-Westen Assessment Procedure 200 (SWAP-200), 400–403, 404  
 Short Health Anxiety Inventory (SHAI), 451–452, 454  
 Single Question Alcohol Screening Test, 451–452, 455  
 single subject achievement tests, 160, 164–165  
 single-parameter IRT models, 18  
 Single-Question Screening Test for Drug Use in Primary Care, 451–452, 455–456  
 Skills Confidence Inventory (SCI), 183, 184, 185  
 sleep apnea, 451–452, 456  
 smartphones  
   ambulatory assessment using, 81  
   neuropsychological assessment using, 480  
   vocational assessment via, 188  
 smoking cessation, 86  
 Social Anxiety Disorder (SAD), 330  
   case formulation and treatment planning assessment of, 339–341, 342  
   cultural and diversity issues in assessment of, 331  
   diagnosis of, 331–332  
   severity and treatment progress assessment of, 333, 334–337  
   social communication and interaction, persistent deficits in, 294  
 Social Communication Questionnaire (SCQ), 296  
 social desirability, detection of non-credible responding using, 65  
 Social Functioning Scale (SFS), 364–365  
 Social Phobia Scale and Social Interaction Anxiety Scale (SPS/SIAS), 333, 334–337  
 Social Responsiveness Scale, Second Edition (SRS-2), 296  
 Social Skills Performance Assessment (SSPA), 364–365  
 Social Thoughts and Beliefs Scale (STABS), 339–341, 342  
 somatic presentations, feigned, 73–74  
 sources of information, 2–3  
   for ADHD and DBDs, 311–314  
   in forensic mental health assessments, 463–464  
   report writing guidelines for, 103–104  
 special education, 176–177  
   legal framework for, 486  
   trends and emerging practices in, 486–487  
 specific learning disability (SLD), 488  
   IQ-achievement discrepancy model of, 488–489  
   low achievement model of, 490–491  
   PSW model of, 490  
   PVTs in assessment of, 493–494  
   RTI model of, 489–490  
 specificity, 14, 15, 16  
 stage of change, 391, 392–394  
 Stages of Change and Treatment Eagerness Scales (SOCRATES), 391, 392–394  
 standard error of measurement (SEM), 11–12  
 standard scores, 14, 171  
 standardization  
   of intellectual measures, 138–139  
   of MCMI-IV, 252–253  
   of neuropsychological tests, 195–196  
   psychometric element of, 9  
*Standards for Educational and Psychological Testing*  
   SEM requirements in, 11  
   test construction information in, 40  
   test revision guidelines in, 40  
   test scoring and interpretation guidelines in, 44–45  
   test selection guidelines in, 41  
   validity conception in, 13  
 Stanford-Binet Intelligence Scales, Fifth Edition (SB5), 141–143, 148–149  
   for neurodevelopmental disorders, 297  
   reliability of, 149  
   standardization of, 149  
   validity of, 149  
 State-Trait Anxiety Inventory (STAI), 265–266, 268  
 Static-99 Revised (Static-99 R), 466  
 stereotypes  
   in achievement testing, 175  
   detection of non-credible responding using, 65  
 STOP-Bang Questionnaire, 451–452, 456  
 storytelling tests. *See picture-story tasks*  
 Stressful Life Events Screening Questionnaire (SLESQ), 350–352, 353  
 stressor-related disorders. *See also posttraumatic stress disorder*  
   *DSM-5* grouping of, 347  
 strict invariance, 32  
 Strong Interest Inventory (SII), 182–184  
 strong invariance, 32  
 Stroop tests, 193, 199, 298–299  
 Structured Clinical Interview for *DSM-5* (SCID-5), 53  
   anxiety disorder diagnosis with, 331–332  
   psychotic and bipolar disorder assessment with, 361  
   PTSD assessment with, 350–352, 354, 355  
   report writing guidelines for, 107–108  
 Structured Clinical Interview for *DSM-5* Disorders, Clinician Version (SCID-5-CV), 392–394  
 Structured Clinical Interview for *DSM-IV* Axis II Personality Disorders (SCID-II), 399–404  
 Structured Clinical Interview for *DSM-IV* PDs Personality Questionnaire (SCID-II-PQ), 400–403, 404–405  
 Structured Clinical Interview for the *DSM-5* Alternative Model for Personality Disorders (SCID-AMPD), 400–403, 409–410

- Structured Interview for *DSM-IV* Personality Disorders (SIDP-IV), 399–404
- Structured Interview for the Assessment of the Five-Factor Model of Personality (SIFFM), 400–403, 406–407
- Structured Interview of Psychosis-risk Syndromes, 361
- Structured Interview of Reported Symptoms (SIRS-2), 66–67, 69, 355, 361
- structured interviews, 2–3, 114. *See also specific structured interviews*
- for ADHD and DBDs, 310
  - for anxiety disorder diagnosis, 331–332
  - clinical judgment use with, 49–50
  - diagnostic interviewing with, 116
  - for PD assessment, 399–404
  - psychotic and bipolar disorder assessment with, 361
  - reliability and validity of, 117–118
  - report writing guidelines for, 107–108
- Structured Inventory for Anorexic and Bulimic Eating Disorders (SIAB-EX), 372
- Structured Inventory of Malingered Symptomatology (SIMS), 66–67, 69–70
- structured professional judgment (SPJ), 466
- substance use disorders (SUDs), 385, 392
- ambulatory assessment in research on, 84
  - clinical history of, 385–386, 392–394
  - craving assessment in, 389, 392–394
  - dependence syndrome assessment in, 387–388, 392–394
  - DSM* diagnosis of, 386–387, 392–394
  - negative consequences and pathological patterns assessment in, 390–391, 392–394
  - neuroadaptation assessment in, 390, 392–394
  - stage of change assessment in, 391, 392–394
  - volitional control impairment assessment in, 388–389, 392–394
- Subtle Avoidance and Fear Evaluation (SAFE), 339–341
- Suicidal Behaviors Questionnaire-Revised (SBQ-R), 323, 325
- suicidality
- assessment challenges of, 323
  - eating disorders and, 373
  - measures of, 323, 326
    - ASIQ, 323, 325–326
    - BSS, 323, 324–325
    - critique of current, 326
    - issues with, 323–324
    - SBQ-R, 323, 325
  - suicide assessment interviewing, 117
- Suicide Potential Index (SPI), PAI, 232–234, 240
- survival strategy, 255
- Symptom Checklist (SCL), 30
- symptom exaggeration, in forensic settings, 63, 70
- symptom expression
- ambulatory assessment in research on, 83
  - cultural factors influencing, 28–29
- symptom feigning, 73–74
- symptom severity, 65
- symptom validity tests (SVTs), in neuropsychological assessment, 195
- teacher informants, in ADHD and DBD assessment, 313
- Teacher's Report Form (TRF), multicultural cross-informant correlations for, 124–125
- teleneuropsychology, 480–481
- temporal stability. *See* test-retest reliability
- termination, clinical interview, 115
- test construction, ethical and professional issue of, 40
- test feedback
- ethical and professional issue of, 45–47
- test information, 19–20
- Test of Adaptive Behaviour in Schizophrenia (TABS), 364–365
- Test of Memory Malingering (TOMM), 72, 152–153
- in dementia assessment, 422
  - in educational assessment, 493
- Test of Nonverbal Intelligence, 4<sup>th</sup> Edition (TONI-4), 297–298
- Test of Written Language-4 (TOWL-4), 164–165
- test revisions, ethical and professional issue of, 40–41
- test security, 42–43
- testing accommodations
- for achievement testing, 174–175, 176
  - educational assessment for determination of, 491–492
- test-retest reliability, 10, 11, 12
- Thematic Apperception Test (TAT), 9, 279–280, 284–285
- Theory of Work Adjustment (TWA), 184
- therapeutic alliance, 26–27
- in substance use disorder assessment, 385
- therapeutic assessment (TA)
- adaptations for children, adolescents, and couples, 94
  - Assessment Intervention sessions in, 92–93
  - broader value of, 95–96
  - collaboration with therapists in, 91, 93–94
  - development of, 90–91
  - empirical evidence for, 94–95
  - Extended Inquiry in, 92
  - follow up sessions in, 94
  - future of, 97–98
  - initial session in, 91–92
  - process overview for, 91
  - recent developments in, 96–97
  - Summary Discussion sessions in, 93–94
  - testing sessions in, 92
  - traditional assessment compared with, 95–96
  - written results in, 94
- therapist bias, 29
- third party information sources, in forensic mental health assessments, 463
- third party observers, in neuropsychological assessment, 202–203
- third party requests for services, ethical and professional issue of, 39–40
- Thought and Language Index (TLI), 362–364
- thought disorder, 362–364, 365
- Thought Disorder Index (TDI), 362–364
- three-parameter logistic (3PL) IRT models, 18–19
- tolerance, 387, 390
- Tower of Hanoi, for neurodevelopmental disorders, 298–299
- Trail Making Test (TMT), 193, 199, 200
- digital version of, 480
  - neuropsychological assessment using, 476–477
- trait-and-factor assessment approaches, 180
- transdiagnostic treatment, 58
- translation, of clinical assessment instruments, 33, 34
- trauma- and stressor-related disorders (TSRDs). *See also* post-traumatic stress disorder
- DSM-5* grouping of, 347
- trauma exposure, in PTSD assessment, 348, 349–353
- Trauma Symptom Inventory-II (TSI-2), 106
- embedded measures for detecting non-credible responding in, 65
  - PTSD assessment with, 350–352, 354
- traumatic brain injury (TBI), 431
- classification of, 431–432
  - cognitive, behavioral, and affective impairments in, 432
  - definition of, 431
  - neuropsychological assessment of, 432–433, 439
    - in acute stage of recovery, 434, 435–436
    - interpretation in, 433
    - limitations in, 433–434
    - in long-term stage of recovery, 434, 437–439
    - mild TBI, 434–439



- moderate and severe TBI, 434, 435  
 in sub-acute stage of recovery, 434, 436–437  
 Traumatic Life Events Questionnaire (TLEQ), 350–352, 353  
 treatment implications, 4  
 treatment planning  
   anxiety disorder assessment for, 338–343  
   PAI application in, 240–241  
 true negative, 14–15  
 true positive, 14–15  
 21-Item Test, 71–72  
 two-parameter logistic (2PL) model, 18–19  
 typical performance measures, 278
- UCSD Performance-Based Skills Assessment (UPSA), 364–365  
 underreporting, 64  
   in clinical interview, 118  
   detection strategies for, 65  
   embedded measures for, 65–69, 70  
   MMPI-2-RF Validity Scales for, 215  
   report writing guidelines for assessment of, 105  
   screening for, 65  
   stand-alone measures for, 66–67, 69–70  
 Unified Protocol for Transdiagnostic Treatment of Emotional Disorders, 58  
 uniqueness invariance, 32  
 University of Rhode Island Change Assessment (URICA), 391, 392–394  
 unstructured interviews, 114  
   for ADHD and DBDs, 310  
   clinical judgment use with, 49–50
- validity. *See also* cultural validity  
 achievement assessment, 167–168, 169, 170  
 ambulatory assessment, 80  
 cultural variations in measures of, 30  
 dementia assessment, 422–424  
 diagnostic interviewing, 117–118  
 ICT-based achievement tests, 167–168  
 intellectual assessment, 152–153  
 item banking improving, 269–270  
 MCMI-IV, 253–254  
 MMPI-2-RF, 214–216  
 of multi-informant assessment data, 126–127  
 neuropsychological tests, 194–195, 478  
 PAI, 234–237  
 performance, 152–153  
 prompted picture drawing tasks, 285–286  
 psychometric element of, 12–13  
 PTSD assessment, 350–352, 355  
 Rorschach inkblot task, 283  
 self-report scales, 263–264, 269–270  
 vocational assessment tests, 186  
 validity generalization, 13  
 Validity Indicator Profile (VIP), 72  
 validity scales  
   MCMI-IV, 250, 251, 257  
   MMPI-2-RF, 126–127, 211–215, 219  
   PAI, 232–233, 234–235, 238–239  
 variance, 10  
 vascular dementia (VaD), 422, 423  
 verbally based intelligence tests, 297  
 Veterans Affairs (VA), neuropsychological assessment in, 476  
 Victoria Symptom Validity Test (VSVT), 71–72, 493  
 video teleconference (VTC), neuropsychological assessment using, 480–481  
 Vineland-3: Vineland Adaptive Behavior Scales, 299–300  
 Violence Risk Appraisal Guide (VRAG), 466  
 violence risk assessment, 466
- VIP. *See* Validity Indicator Profile  
 virtual reality (VR)  
   neuropsychological assessment using, 480  
   therapeutic assessment using, 98  
 visuospatial and visuoconstructional tests  
   dementia assessment using, 418  
   neuropsychological assessment using, 193, 197  
 vocational assessment tests  
   ability, achievement, and aptitude assessment, 185  
   career maturity and adaptability assessment, 183, 186  
   diversity and cultural issues in, 186–187  
   history of, 180  
   Interest Profiler, 182, 183, 184  
   Minnesota Importance Questionnaire, 183, 184  
   models underlying, 180–181  
   nature and scope of, 181  
   personality assessment, 185–186  
   psychometric properties of, 183, 186  
   recommendations based on, 188  
   Self-Directed Search, 182, 183, 184, 188  
   Strong Interest Inventory, 182–184  
   technological advances in, 187–188  
   types of, 181–182  
   vocational interests assessment, 182, 183  
   Work Importance Profiler, 183, 184–185  
   work values assessment, 183, 184  
 vocational interests, 182, 183  
 vocational maturity, 183, 186  
 vocational personality, 182, 185–186  
 volitional control, impairment of, 388–389, 392–394
- Waddell signs, 73  
 WAIS-IV. *See* Wechsler Adult Intelligence Scale – Fourth Edition  
 Wartegg Drawing Completion Test, 286  
 Washington University Sentence Completion Test (WUSCT), 285  
 weak invariance, 32  
 Web-based assessments. *See* online assessment  
 Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV), 140, 141–143, 149–150  
   Digit Span subtest, 193, 196  
   neuropsychological assessment using, 476–477  
   reliability of, 140  
   standardization of, 140  
   validity of, 140–144  
 Wechsler Individual Achievement Test (3<sup>rd</sup> ed.) (WIAT-III), 161–162, 163  
   normative data and psychometric properties of, 163  
   unique features of, 163–164  
 Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), 140, 141–143, 144, 149–150  
   reliability of, 144  
   standardization of, 144  
   validity of, 144  
 Wechsler Intelligence Scale for Children – Fourth edition (WISC-IV), 476–477  
 Wechsler Memory Scale – Fourth Edition (WMS-IV), 193, 198–199, 476–477  
 Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV), 140, 141–143, 144–145, 149–150  
   reliability of, 145  
   standardization of, 145  
   validity of, 145  
 Wechsler Scales of Intelligence, 140–145, 149–150, 153  
   for neurodevelopmental disorders, 297  
 Wisconsin Card Sorting Test (WCST), 193, 199–200  
   dementia assessment using, 418  
   for neurodevelopmental disorders, 298–299  
 Wisconsin Personality Disorders Inventory (WISPI), 400–403, 405



- 
- WISC-V. *See* Wechsler Intelligence Scale for Children – Fifth Edition
- Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV COG), 141–143, 148  
 reliability of, 148  
 standardization of, 148  
 validity of, 148
- Woodcock Reading Mastery Test-III (WRMT-III), 164–165
- Woodcock-Johnson III Passage Comprehension (WJPC), 173–174
- Woodcock-Johnson Tests of Achievement (4th ed.) (WJ ACH IV), 160–163  
 normative data and psychometric properties of, 163  
 unique features of, 163
- Word Memory Test (WMT), 72, 493–494
- Word Reading Test (WRT), 493
- Work Importance Profiler (WIP), 183, 184–185
- work values, 183, 184
- worker's compensation, 467
- working memory tests, 193, 196
- World Health Organization (WHO), 51. *See also International Classification of Diseases*  
 ICF model of, 433
- Worry Behaviors Inventory, 265–266, 268
- Yale-Brown Obsessive Compulsive Scale (Y-BOCS), 334–337, 338
- Young Mania Rating Scale (YMRS), 362–364, 366
- Youth Self-Report (YSR), 124–125