Psychological Assessment in South Africa

Published by Wits University Press

Psychological Assessment in South Africa: Research and applications.
Project MUSE. muse.jhu.edu/book/60601.

For additional information about this book
https://muse.jhu.edu/book/60601

For content related to this chapter
https://muse.jhu.edu/related_content?type=book&id=2172606
Tables and figures

Table 2.1: WAIS-III data for 12+ years education, stratified for race/ethnicity and quality of education 26
Table 2.2: WAIS-III data for 15+ years education, stratified for race/ethnicity and quality of education 27
Table 3.1: Grade 7 samples, stratified for ethnicity, language, quality of education and sex 39
Table 3.2: WISC-IV performance of English, Xhosa and Afrikaans Grade 7 learners, stratified for advantaged versus disadvantaged quality of education 41
Table 4.1: Description of subtests of the SSAIS-R and what they measure 49
Table 5.1: Summary of global intelligence quotient scale 62
Table 5.2: Test-specific opportunities for school readiness observations 64
Table 5.3: JSAIS-process opportunities for school readiness observations 69
Table 7.1: Choice of model (CHC or Luria) based on the contexts of administration 88
Table 7.2: The KABC-II scales for each theoretical orientation 89
Table 7.3: Reliability and factor analytic results in the standardisation sample for the Sequential and Simultaneous subtests of the K-ABC 90
Table 7.4: Reliability of the KABC-II 91
Table 7.5: Reliability results for monolingual and bilingual 9-year-old children on the K-ABC 92
Table 7.6: Simultaneous and Sequential group factor structure at 5 and 10 years 95
Table 7.7: Simultaneous and Sequential gender factor structure at 5 and 10 years 96
Table 7.8: Means, standard deviations and paired sample t-test scores at 5 and 10 years 97
Table 7.9: Boys’ and girls’ means, standard deviations and paired sample t-test scores at 5 and 10 years 97
Table 7.10: Comparison of monolingual and bilingual 9-year-old children on the K-ABC 98
Table 7.11: Simultaneous and Sequential subtest means and standard deviations for entire sample, English, isiZulu and Sesotho groups 99
Table 7.A1: Comparison of the K-ABC and KABC-II subtests 103
Table 8.1: Structure of the CAS scales and subtests (Standard Battery) 108
Table 9.1: Feuerstein’s criteria for mediated learning experience 125
Table 10.1: LPCAT score ranges in relation to NQF levels and educational levels 145
Table 10.2: Mean LPCAT scores for groups at different educational levels 148
Table 10.3: Construct validity of the LPCAT 149
Table 10.4: Predictive validity results for the LPCAT at different educational levels 150
Table 12.1: GMDS Infant Scales minimum difference between subquotients, and between subquotient and GQ, required for statistical significance  172
Table 14.1: The primary factors, second-order factors and validity scales of the 16PF  204
Table 14.2: Psychometric and normative information for the local versions of the 16PF  207
Table 15.1: Standardised effect sizes for the differences in means on 15FQ+ scales between different South African groupings  229
Table 16.1: Definitions of the factors and facets of the BTI  233
Table 16.2: Summary of internal consistency reliability coefficients  234
Table 17.1: The four dichotomies of MBTI theory  246
Table 17.2: The MBTI type table  246
Table 17.3: Internal consistency reliability  249
Table 18.1: NEO-PI-R domain and facet scale descriptions  258
Table 19.1: Summary of the scales measured by the OPPro  271
Table 19.2: Summary of correlations between the OPPro scales and various other tests, recalculated in 2010  274
Table 19.3: Effect sizes for differences in mean OPPro scale scores for gender and race  275
Table 20.1: OPQ32 scale descriptions  278
Table 20.2: Internal consistency reliability estimates for the OPQ32r  282
Table 20.3: Conceptual mappings between the FFM and the OPQ32  284
Table 21.1: Structure of the MCMIII  298
Table 23.1: Kinds of information to be gathered in a clinical assessment  323
Table 23.2: Case formulation, management recommendation and treatment plan  328
Table 23.3: Contrasting treatment plans for three cases of women with major depressive disorder  329
Table 25.1: Popular TAT cards and their abbreviated stimulus pull  357
Table 25.2: Bellak’s ten scoring categories for the TAT and CAT  358
Table 25.3: CAT cards and their abbreviated stimulus pull  360
Table 25.4: The use of the TAT and CAT in South Africa, by registration category  362
Table 30.1: Delineation of the ImPACT postconussion 6-point Likert scale  447
Table 30.2: Delineation of the ImPACT neurocognitive composite and contributing scores  448
Table 30.3: Ability areas tapped by the ImPACT test modules  448
Table 30.4: Preseason noncontact group cognitive mean scores for South African high school male athletes in comparison with age-equivalent US average normative ranges on the ImPACT test  451
Table 30.5: Preseason noncontact group total symptom mean score for South African high school male athletes in comparison with age-equivalent US normative ranges on the ImPACT test  452
Table 30.6: Means of ImPACT neurocognitive composite scores for South African rugby and US football players across three age groups 453
Table 31.1: A comparison of the traditional testing approach and the IAC model of assessment 462
Table 33.1: Literature assessed in the review 493
Table 35.1: Summary of LSAS conducted in South Africa since 1996 521
Table 35.2: Performance of Grade 6 pupils and teachers on the SACMEQ HIV/AIDS knowledge test 529

Figure 10.1: LPCAT example item 140
Figure 10.2: DIF analysis – culture group comparison 141
Figure 10.3: Example of LPCAT graphic output 142
Figure 10.4: Example of LPCAT results 153
Figure 12.1: Developmental outcome in deferred treatment, early treatment, exposed and unexposed infants 176
Figure 15.1: 15FQ+ response style indicators 220
Figure 15.2: 15FQ+ primary scale definitions 221
Figure 15.3: 15FQ+ global factors 223
Figure 15.4: Classification tree showing personality profiles of groups of persons with either high or low performance as managers or supervisors 228
Figure 19.1: Comparison of reliabilities of the OPPro for different South African language groups 273
Figure 21.1: Millon’s continuum of personality development 294
Figure 21.2: Millon’s conceptualisation of the role of personological and situational factors 294
Figure 21.3: Diagrammatic representation of Millon’s theory of normal personality 297
Figure 23.1: The phases in the process of intake and ongoing assessment 320
Figure 26.1: Drawing test case examples 384
Figure 26.2: Further drawing test case examples 386
Figure 28.1: The three main components of an ethical code 410
Figure 32.1: The Systems Theory Framework of career development 479
Figure 35.1: Mathematics achievement levels by province 526
Figure 35.2: Example of an item 527
Figure 35.3: Information describing the item 527
Figure 35.4: Average scores obtained by learners 527
Figure 35.5: Examples and explanation of learner responses 528