

Business Culinary Architecture  
Computer General Interest  
Children Life Sciences Biography  
Accounting Finance Mathematics  
History Self-Improvement Health  
Engineering Graphic Design  
Applied Sciences Psychology  
Interior Design Biology Chemistry

# WILEY BOOK

WILEY

JOSSEY-BASS

PFEIFFER

J.K.LASSER

CAPSTONE

WILEY-LISS

WILEY-VCH

WILEY-INTERSCIENCE

# Handbook of Multicultural Assessment

.....

Lisa A. Suzuki, Joseph G. Ponterotto,  
Paul J. Meller, Editors

.....

# Handbook of Multicultural Assessment

.....

Clinical, Psychological, and  
Educational Applications

Second Edition



JOSSEY-BASS  
A Wiley Company  
San Francisco

Copyright © 2001 by Jossey-Bass Inc., 350 Sansome Street, San Francisco, California 4104.

Jossey-Bass is a registered trademark of Jossey-Bass Inc., A Wiley Company.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Sections 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923, (978) 750-8400, fax (978) 750-4744. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012, (212) 850-6011, fax (212) 850-6008, e-mail: permreq@wiley.com.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly, call (888) 378-2537, fax to (800) 605-2665, or visit our website at [www.josseybass.com](http://www.josseybass.com).

Substantial discounts on bulk quantities of Jossey-Bass books are available to corporations, professional associations, and other organizations. For details and discount information, contact the special sales department at Jossey-Bass.



Manufactured in the United States of America on Lyons Falls Turin Book. This paper is acid-free and 100 percent totally chlorine-free.

---

### Library of Congress Cataloging-in-Publication Data

The handbook of multicultural assessment : clinical, psychological, and educational applications, second edition / Lisa A. Suzuki, Joseph G. Ponterotto, Paul J. Meller, editors.

p. cm.

Rev ed. of: Handbook of multicultural assessment. 1st ed. c1996.

Includes bibliographical references and index.

ISBN 0-7879-5177-3 (hardcover : alk. paper)

1. Psychological test—Social aspects. 2. Psychometrics—Social aspects.

3. Educational tests and measurements—Social aspects. 4. Multiculturalism.

I. Suzuki, Lisa A., 1961. II. Ponterotto, Joseph G. III. Meller, Paul J. IV. Handbook of multicultural assessment.

BF176 .H36 2000

150ˆ.28ˆ7—dc21

00-059008

---

FIRST EDITION

HB Printing 10 9 8 7 6 5 4 3 2 1

# Contents

.....

Foreword to the First Edition	ix
Eric F. Gardner	
Preface	xi
The Editors	xv
The Contributors	xvii
<b>Part One: General Assessment Issues</b>	<b>1</b>
<b>Section One: General Multicultural Assessment Issues</b>	<b>3</b>
1. Issues in Culturally Appropriate Assessment	5
Amado M. Padilla	
2. Ethics in Multicultural Assessment: A Model of Reasoned Application	29
Charles R. Ridley, Carrie L. Hill, and Deborah L. Wiese	
3. The Clinical Interview from a Multicultural Perspective	47
Ruby Takushi and Jay M. Uomoto	

4. Cultural Identity and Multicultural Assessment: Quantitative and Qualitative Tools for the Clinician	67
Joseph G. Ponterotto, Denise Gretchen, and Rahul V. Chauhan	
5. Clinical Diagnosis of Multicultural Populations in the United States	101
Richard H. Dana	
<b>Section Two: Daily Living Assessment</b>	<b>133</b>
6. Assessment of Diverse Family Systems	135
Daniel T. Sciarra	
7. Vocational Assessment with Culturally Diverse Populations	169
Kathy A. Gainor	
8. Assessing Quality of Life in the Context of Culture	191
Shawn O. Utsey, Mark A. Bolden, Christa F. Brown, and Mark H. Chae	
<b>Part Two: Testing Issues</b>	<b>213</b>
<b>Section One: Personality Assessment</b>	<b>215</b>
9. Narrative Assessments: TAT, CAT, and TEMAS	217
Giuseppe Costantino, Rosemary Flanagan, and Robert G. Malgady	
10. Multicultural Usage of the Rorschach	237
Barry A. Ritzler	
11. Use of 16PF and CPI with U.S. Racial and Ethnic Minorities: Issues of Cultural Application and Validity	253
Kwong-Liem Karl Kwan and Felito Aldarondo	

12. Multicultural Applications of the Myers-Briggs  
Type Indicator 279  
Mary H. McCaulley and Raymond A. Moody
13. Minnesota Multiphasic Personality Inventory and  
Millon Clinical Multiaxial Inventory 307  
Gordon C. Nagayama Hall and Amber H. Phung

***Section Two: Assessment of Cognitive Abilities 331***

14. Ability Testing Across Cultures 335  
Robert J. Sternberg and Elena L. Grigorenko
15. Multicultural Issues and the Assessment  
of Aptitude 359  
Lisa A. Suzuki, Ellen L. Short, Alex Pieterse,  
and John Kugler
16. Social and Emotional Assessment 383  
Rita J. Casey
17. Assessing Intelligence in a Population That Speaks  
More Than Two Hundred Languages:  
A Nonverbal Solution 405  
Bruce A. Bracken and R. Steve McCallum
18. Neuropsychological Assessment in a Multicultural  
Context 433  
Arthur MacNeill Horton Jr., Christine H. Carrington,  
and Ometha Lewis-Jack
19. Family-Oriented, Culturally Sensitive (FOCUS)  
Assessment of Young Children 461  
Paul J. Meller, Phyllis S. Ohr, and Rebecca A. Marcus
20. Multiculturally Sensitive Assessment with Older  
Adults: Recommendations and Areas  
for Additional Study 497  
Grace Wong and Amanda L. Baden



21. Multicultural Issues and Dynamic Assessment	523
Carol S. Lidz	
22. Academic Achievement	541
Craig L. Frisby	
23. Multicultural Assessment: Trends and Directions	
Revisited	569
Lisa A. Suzuki, Joseph G. Ponterotto, and Paul J. Meller	
Name Index	575
Subject Index	593

# Foreword to the First Edition

.....

Eric F. Gardner

The *Handbook of Multicultural Assessment* is an ambitious undertaking. It encompasses assessment in the conventional culture of the United States, plus assessment in the variety of new cultures introduced by the large numbers of new immigrants. It permits focusing on the number of prejudices already existing about what assessment is and how it should be undertaken as well as raising issues that will add to such questions.

There has been severe criticism of the use of personality and cognitive measures with diverse ethnic populations. Even the most widely used measures of achievement have been attacked because of claimed cultural and ethnic bias, while measure of aptitude have fared even worse. While much research has addressed these issues conducted by individuals and by publishing companies to refute the claims of bias in their publications, the information remains unintegrated, and much is scattered across various disciplines, especially in the fields of education and psychology.

The *Handbook of Multicultural Assessment* brings together contributions by scholars in the areas of psychometrics, assessment, and evaluation who have expertise in the application of testing and assessment in multicultural environments. Considering the changing demographics of the country and the need for valid and reliable measurement of psychological constructs, the *Handbook of*

*Multicultural Assessment* fills an important need. It not only provides a comprehensive view of various cultural issues but offers updated information pertaining to the usage of major psychological instruments. Special stress is placed on the fact that, in addition to the cultural differences incorporated in the construction of the items themselves, the normative data are primarily based on samples of U.S. participants rather than on those of the specific subculture to which the individual to be assessed belongs.

The tendency to ignore the variability existing among subcultures within a commonly accepted subculture is explored, and many illustrations such as the differences in Spanish vocabulary between Mexican and Puerto Rican children are given. For the relatively few U.S. tests for which a translation into a single language exists, warnings as to errors in interpretation by clinicians are prevalent.

The topics covered are extensive and range from a review and integration of the most current literature on multicultural assessment issues to information about the usage cross-culturally of the most popular psychological measures. For example, there are such interesting chapters as "Multicultural Usage of the MMPI-2" and "Language Assessment: Multicultural Considerations."

Every educational or social program is initiated, continues, or is discarded because of some form of evaluation that is buttressed by various types of assessment. One's major concerns should be to ascertain that the assessments are systematic and that the value implications are explicit. The authors of the *Handbook of Multicultural Assessment* have this objective in mind. The various topical chapters provide important information to assessment educators and students as well as to practitioners in the field. In view of its competitive focus, the book will have utility for most mental health professionals.

Syracuse University  
November 1995

Eric F. Gardner

# Preface

.....

The first edition of the *Handbook of Multicultural Assessment* (1996) was published to fill a great need in the fields of psychology and education, for a comprehensive text focusing on major assessment issues and popular assessment instruments and their application to diverse populations. Because of the growing number of racial and ethnic minorities in the United States and in recognition of the multitude of variables that affect performance on cognitive and personality tests, the second edition provides updated reviews and conceptual extensions of the topics covered in the 1996 text. Though many books have focused on multicultural issues related to assessment, the *Handbook* continues to serve as the most comprehensive resource in the area.

Once again, the authors of the various chapters represent experts in the field. Among them are academicians and clinicians working with particular assessment instruments and procedures. This edition also includes chapters written by the individuals actively involved in developing particular instruments (for example, UNIT, TEMAS and MBTI). The chapters are reviews of the most current literature on multicultural assessment issues and usage of the most popular psychological and educational measures with diverse populations. This book is appropriate for graduate courses in multicultural counseling, therapy, and assessment. Given the comprehensive scope of the *Handbook*, it will be of use to all mental health professionals.

It is beyond the scope of any text to cover all of the tests currently used in educational and clinical settings. The editors and chapter authors have attempted to review the most popular instruments in each area. Our hope is that readers can gain an understanding of the complexities of the assessment process and obtain general information that assists them in selecting, administering, and interpreting other instruments, with key information on multicultural considerations.

Certain topics such as acculturation, racial or ethnic identity, bilingualism, and ethics are repeatedly mentioned throughout the text in different assessment contexts. These are important key concepts that need to be understood within all testing settings.

This edition is divided into two major parts. The first pertains to general multicultural assessment issues, and the second to particular testing issues and instruments. Part One is divided into two sections, focusing on general assessment issues (critical issues, the clinical interview, cultural identity, and clinical diagnosis) and daily living assessment (family, vocational, and quality of living). Part Two is divided into sections on personality assessment (narrative assessments, Rorschach, objective personality assessment, the Myers-Briggs Type Indicator, MMPI-2/A, and Millon), and cognitive ability assessment (ability testing, IQ and aptitude, neuropsychological infant and preschool, geriatric, dynamic, and achievement).

The organization of this text represents a significant departure from the first edition of the *Handbook*. New areas have been added to broaden the coverage of the field (for instance, “normal” personality assessment, and quality of life) in addition to updated chapters on the most popular instruments. The text is designed to give the reader practical and in-depth reviews. Although there are other outstanding books in the area, this *Handbook* provides the greatest breadth of coverage in the assessment area.

We are pleased to offer this new edition to the growing field of multicultural assessment. It is, as always, our hope that this book continues to stimulate interest and ongoing debate regarding

appropriate multicultural assessment practices. The complexities of the assessment process and the need for higher standards for clinical and educational practice make work in this area a growing imperative for all mental health professionals and educators.

## Acknowledgments

We would like to sincerely thank Lyndon Aguiar for his assistance in reviewing and editing the various chapters in this book. Without his hard work and constructive feedback, the publication of this book would have been much slower and more difficult.

We would like to acknowledge the support and assistance of Alan Rinzler, Jossey-Bass executive editor. We are deeply grateful for his patience and support.

Completion of this book often took us away from our families and significant others for long periods of time. We will always be grateful for their support, love, and understanding.

*New York University  
Fordham University  
Hofstra University  
September 2000*

Lisa A. Suzuki  
Joseph G. Ponterotto  
Paul J. Meller

*To John and Kaitlyn  
Your love and support makes all things possible  
L.A.S.*

*To Mom  
Marion Edith Ponterotto (1920–1998)  
You always saw the good in people; and for your patience,  
intellect, and laughter  
J.G.P.*

*To my wife Kathy and my children Jennifer and Lee,  
for their love and patience, and to my teachers who skillfully  
passed the light  
P.J.M.*

# The Editors

.....

*Lisa A. Suzuki* is an assistant professor in the Department of Applied Psychology at New York University. Prior to this appointment, she taught at Fordham University and the University of Oregon. She received her B.A. degree in psychology from Whitman College (1983), her M.Ed. in counselor education from the University of Hawaii-Manoa (1985), and her Ph.D. degree in counseling psychology from the University of Nebraska-Lincoln (1992).

Her main research interests have been in the areas of multicultural assessment, training, and qualitative research methods. She is coeditor of the *Handbook of Multicultural Counseling and Using Qualitative Methods in Psychology*, and coauthor of *Intelligence Testing and Minority Students: Foundations, Performance Factors and Assessment Issues*. She is also coauthor of numerous publications focusing on multicultural assessment and intelligence testing. She currently serves on the editorial board of the *Journal of Multicultural Counseling and Development* and is editorial consultant of the *Asian Journal of Counselling*.

*Joseph G. Ponterotto* received his B.A. in psychology from Iona College and his M.A. in counseling and Ph.D. in counseling psychology from the University of California at Santa Barbara (1985). His first academic position was in the counseling psychology program at the University of Nebraska-Lincoln. In 1987, he moved to Fordham University, where he is currently professor of education



in the counseling programs. His primary teaching interests are in multicultural counseling, career development, psychological measurement, and qualitative research methods.

Ponterotto has written extensively in the area of multicultural counseling and is the coeditor or coauthor of a number of books on the topic, including the *Handbook of Multicultural Counseling*, the *Handbook of Racial/Ethnic Minority Counseling Research*, *Preventing Prejudice*, and *Multicultural Counseling Competencies*. His empirical research program uses both quantitative and qualitative methods to investigate an array of topics in multicultural counseling. He has served on the editorial boards of various counseling journals and is currently international forum coeditor for the *Counseling Psychologist*.

*Paul J. Meller* is an associate professor in the school and community psychology program at Hofstra University. He earned a B.A. in psychology from the State University of New York at Stony Brook; an M.A. in developmental psychology from Teachers College, Columbia University; and a Ph.D. in school psychology from Syracuse University. He has worked as a psychologist or consulting psychologist in numerous school districts, Head Start programs, and community mental health centers.

His principal research activities have involved prevention of adjustment difficulties and promotion of social competence in young children who are at high risk. He has authored numerous papers, curricula, and treatment programs in the area of preventive mental health, authentic assessment, social validity of interventions, and cross-cultural consultation. His recent work has focused on prevention of adjustment difficulty of children going through divorce.

Meller has been active in numerous professional organizations, including the New York Association of School Psychologists, the National Association of School Psychologists, and the Division of School Psychology of the American Psychological Association.

# The Contributors

.....

*Felito Aldarondo* is an assistant professor in the Department of Educational Studies at Purdue University, where he is coordinator of the mental health counseling program and a faculty member in the counseling psychology program. He is licensed as a psychologist and mental health counselor in the state of Indiana. He earned his Ph.D. (1998) in counseling psychology from Indiana University—Bloomington. His primary research interests center around group work, psychological assessment, and health behavior. He holds memberships in the American Psychological Association and in the American Counseling Association.

*Amanda L. Baden* is an assistant professor of counseling and coordinator of the bilingual school counseling program at St. John's University. She earned her Ph.D. degree (1999) in counseling psychology at Michigan State University. Her main research activities have focused on identity issues related to transracial adoption and multicultural counseling and development issues. She has published articles on a model describing the identity experiences of transracial adoptees and on training issues for multicultural competence. She is a member of the APA's Section for the Advancement of Women of Division 17.

*Mark A. Bolden* is a doctoral student in the counseling psychology program in the Department of Professional Psychology and Family

Therapy, School of Education and Human Services, at Seton Hall University, where he earned his B.A. degree (1996) in psychology, minoring in African American studies. His research interests focus on time orientation, procrastination, Africentric theory and practice, and Kemeti conceptualizations of therapy. He has coauthored an article on the Africultural Coping Systems Inventory in the *Journal of Black Psychology*. He is the state coordinator for the Student Circle of the New Jersey State Association of Black Psychologists, and a member of the National Association of Black Psychologists and the APA.

Bruce A. Bracken is a school psychologist and professor at the College of William and Mary. He earned his M.A. and Ph.D. at the University of Georgia. He has published more than one hundred articles, reviews, and book chapters, as well as several tests and books. He authored the original and revised Bracken Basic Concept Scale, Multidimensional Self Concept Scale, and Assessment of Interpersonal Relations, and coauthored the Universal Nonverbal Intelligence Test. Bracken cofounded and coedits the *Journal of Psychoeducational Assessment* and sits on the editorial boards of several national and international journals. He chaired the APA's Committee on Psychological Testing and Assessment, served as APA's delegate to the International Test Commission, is a Fellow in the APA and a Diplomate in the American Board of Assessment Psychology, and is currently serving on a panel for the National Academies of Science.

Christa F. Brown is a first-year doctoral student in the counseling psychology program at Seton Hall University. She earned her M.A. (1996) in agency counseling at the University of Nebraska at Omaha. Prior to pursuing her doctoral degree she was a professional counselor for three years. Her research has entailed spirituality and how it relates to ethnicity and culture; her research interests are in promoting mental health within the African American community,

specifically on issues and concerns of African American women. She is a member of the New Jersey Chapter of the Association of Black Psychologists and the APA.

*Christine H. Carrington* is chief psychologist, Department of Psychiatry, Howard University College of Medicine and Hospital. She received her Ph.D. degree from the University of Maryland, College Park in 1979 and postdoctoral training from the University of Pennsylvania's Center for Cognitive Therapy in 1981. She is a licensed psychologist in Maryland and the District of Columbia, board certified in clinical psychology from the American College of Forensic Examiners, listed in the National Register of Health Service Providers, and a member of the Board of Examiners of Psychologists in Maryland. She is adjunct associate professor of psychiatry at Georgetown University; a member of the American Psychological Association; Founding Fellow, Academy of Cognitive Therapy (a national and international accrediting body), Association for the Advancement of Science; and on the board of directors of the Association of Medical School Psychologists. Carrington has researched and written extensively on depression and its manifestations in African Americans. She is currently involved in research with anxiety, depression, and comorbidity in cancer patients. Her contributions to this book were in her capacity as a licensed psychologist with more than thirty-five years of experience in academia, medical centers, and the private sector in the practice of psychology.

*Rita J. Casey* is director of the Merrill-Palmer Institute for Child and Family Development and associate professor of psychology at Wayne State University. Her Ph.D. (1988) is in clinical and developmental psychology. Before becoming a psychologist she taught kindergarten and elementary school and served as a preschool teacher. She has also served on the faculty of the University of Iowa. She was nominated for an early career award given by the APA for her research in emotional development.

*Mark H. Chae* is a doctoral student in the counseling psychology program in the Department of Professional Psychology and Marriage and Family Therapy at Seton Hall University. He earned his M.A. (1997) in applied psychology and Ed.M. degree (1999) in counseling psychology from Teachers College, Columbia University. His research interests include multicultural counseling, ethnic identity development, and group dynamics. Recently, he coauthored an article with David W. Cheng in the *Journal for Specialists in Group Work*.

*Rahul V. Chauhan* is a doctoral student in the counseling psychology program at Fordham University. His M.S.Ed. (1996) is in social agency counseling at the University of Dayton. His current research activities include a qualitative approach to understanding the multicultural counseling process; his dissertation is on understanding the psychocultural identity formation process for Indian Americans. He is currently an adjunct counselor at Baruch College, City University of New York, and will be completing his APA internship requirement at the University of Pennsylvania in 2000–01.

*Giuseppe Costantino* is the clinical director of the Sunset Park Mental Health Center of Lutheran Medical Center; senior research associate at the Center for Hispanic Mental Health Research, Fordham University; adjunct professor at St. John's University's graduate school psychology program; and adjunct professor at Carlos Albizu University, San Juan, Puerto Rico. He earned his Ph.D. (1975) in clinical and community psychology at New York University. He developed the multicultural projective TEMAS (Tell-Me-A-Story) test. He is also collaborating with foreign psychologists in the standardization of the TEMAS test in Argentina, Puerto Rico, Spain, Italy, and Taiwan. He has published more than fifty articles and contributed several book chapters on cross-cultural and multicultural mental health research. He is the consulting editor for the *Journal*

of *Personality Assessment* and the *Hispanic Journal of Behavioral Science* (the latter since 1990).

*Richard H. Dana* is a research professor (honorary) at the Regional Research Institute, Portland State University; a distinguished scholar in the Psy.D. program in clinical-community psychology at the University of La Verne; and program consultant for cultural competency at Tri-City Mental Health Center in Pomona, California. His M.S. (1951) and Ph.D. (1953) in psychology are from the University of Illinois. Before retirement from the University of Arkansas in 1988 as University Professor Emeritus, he served as professor, director of clinical training, departmental chair, and dean in various state and private universities. His research activities since retirement have focused on mental health services for multicultural populations, cultural competency training for psychologists, and multicultural assessment training. He has authored *Multicultural Assessment Perspectives for Professional Psychology*, and *Understanding Cultural Identity in Intervention and Assessment*; he has edited the *Handbook of Cross-Cultural and Multicultural Personality Assessment* as an introduction to the multicultural assessment intervention process model. The recipient of numerous awards, he was consulting editor of the *Journal of Personality Assessment* for twenty years and was on the editorial board of other journals.

*Rosemary Flanagan* is a school psychologist in Baldwin, New York, is an adjunct associate professor in the school psychology program at St. John's University, and maintains an independent practice in Hempstead, New York. She earned her Ph.D. degree (1986) in clinical and school psychology at Hofstra University, where she previously taught. Her main research activities have focused on child and adolescent personality assessment and cognitive-behavioral interventions. She has published articles on assessment and intervention. She is currently the president of the School Division of the New York State Psychological Association, and has served on

the Association's Council of Representatives. She is also the president-elect of the American Academy of School Psychology and has recently been elected a member of the American Board of School Psychology.

*Craig L. Frisby* is an associate professor of school psychology at the University of Missouri, Columbia. He earned a Ph.D. degree (1987) from the University of California, Berkeley. He served as a school psychologist for two years in the Pittsburg, California, Unified School District and taught at the University of Florida for nine years. He is the former associate editor for *School Psychology Review*, the official journal of the National Association of School Psychologists. He is coeditor of *Test Interpretation and Diversity: Achieving Equity in Assessment*, published by the APA. His research interests include the influence of culture and cultural differences in psycho-educational testing and assessment.

*Kathy A. Gainor* is an assistant professor in the Department of Counseling, Human Development, and Educational Leadership at Montclair State University. She earned her Ph.D. degree (1997) in counseling psychology at Michigan State University. Prior to joining the faculty at Montclair State, she was a staff psychologist for four years at the Rutgers College Counseling Center at Rutgers, the State University of New Jersey. Her publications and research interests include social cognitive factors affecting academic and career development in black students, racial identity development, career development and counseling with black women, cross-cultural supervision, and integrating cultural diversity in training and practice. She is a member of the APA and the American Counseling Association. She is also involved in a number of educational reform initiatives at Montclair State.

*Denise Gretchen* is a doctoral student in the counseling psychology program at Fordham University. She earned her M.A. (1996) in

organizational psychology and M.Ed. (1997) in counseling psychology at Columbia University. Her research interests include multicultural counseling theory and assessment, ethnic identity, supervision of psychologists, and mentoring women. She has been chair of the Counseling Psychology Action Committee, a doctoral student advocacy group, at Fordham University since 1998. She is also a member of Phi Beta Kappa and a student affiliate of the American Psychology Association Division 17 (counseling psychology).

*Elena L. Grigorenko* is a research scientist in the Department of Psychology and the Child Study Center at Yale University and Associate Professor at Moscow State University. She holds a Ph.D. in general and developmental psychology from Moscow State University (1990), and Ph.D.s in psychology and genetics from Yale University (1995). She is the author of approximately eighty publications in psychology and learning disabilities; she has won a number of fellowships in Russia and the United States. She is associate editor of *Contemporary Psychology* and guest editor of the *Educational Psychology Review's* special issue on intelligence (to appear in 2000). She is a member of the APA, American Educational Research Association, Behavior Genetics Association, International Society for the Study of Individual Differences, Russian Psychological Society, and Society for Research in Child Development.

*Gordon C. Nagayama Hall* is professor of psychology at the Pennsylvania State University. He received his M.A. in theology and his Ph.D. in clinical psychology, in 1982, from the Graduate School of Psychology at Fuller Theological Seminary. He worked as a psychologist at Western State Hospital in Washington state and was professor of psychology at Kent State University before coming to Penn State. He is a Fellow of the APA and has served as president of the APA's Society for the Psychological Study of Ethnic Minority Issues. He has authored *Theory-Based Assessment*,



.....

*Treatment, and Prevention of Sexual Aggression* and is coeditor of *Sexual Aggression: Issues in Etiology, Assessment, and Treatment*. His research interests are in cultural risk and protective factors associated with psychopathology, particularly sexual aggression.

*Carrie L. Hill* is a doctoral candidate in the counseling psychology program at Indiana University. She received her M.A. in community counseling and applied gerontology from Ball State University. Her research and scholarly interests include multicultural assessment and competence, clinical judgment, and mental health issues affecting nursing home residents and employees.

*Arthur MacNeill Horton Jr.*, received his Ed.D. degree in counselor education from the University of Virginia in 1976. He also holds Diplomas in clinical psychology and behavioral psychology from the American Board of Professional Psychology and the American Board of Professional Neuropsychology. He is the author or editor of ten books, more than two dozen book chapters, and more than one hundred journal articles. He is a past president of the American Board of Professional Neuropsychology. In addition, he is a current member of the State of Maryland Board of Examiners of Psychologists.

*John Kugler* is a licensed psychologist and director of a learning disabilities program at Bay Ridge Prep in Brooklyn, New York. He received his M.S. in educational psychology and Ph.D. (1993) in school psychology from Fordham University. He formerly directed the Learning Center at Manhattan Eye, Ear, and Throat Hospital and the Rosa Hagin School Consultation Center at Fordham University. He specializes in the assessment of learning and reading disorders.

*Kwong-Liem Karl Kwan* is an assistant professor in the Department of Educational Studies at Purdue University. He earned his Ph.D. degree (1996) from the counseling psychology program at the

University of Nebraska-Lincoln. While pursuing his doctorate, he was a research assistant at the Buross Institute of Mental Measurements. Prior to coming to the United States, he was employed as a research interviewer by the Psychiatric Epidemiology Research Unit in the Department of Psychiatry at the Chinese University of Hong Kong. He has written articles on the applicability of the MMPI-2 with Chinese and Koreans in the United States, ethnic identity of Asian Americans, psychological assessment of Asian Americans, and effects of racial salience on cross-cultural relations. He is a member of the APA, the American Counseling Association, and the Asian American Psychological Association. He serves on the editorial boards of *The Counseling Psychologist* and *Asian Journal of Counselling*.

*Ometha Lewis-Jack* has been an assistant professor in the department of psychology at Howard University since 1996. She teaches both undergraduate and graduate classes in the department. Currently, she is director of the Clinical Psychology Program and a licensed clinical psychologist in the District of Columbia. She earned her doctorate in clinical psychology from Howard University in 1993. Her specialty includes assessment of neurological disorders and diagnosis and treatment of substance use disorders. Lewis-Jack has had ten years of experience working with substance abusers and people who have sustained severe brain injury. She has published in the area of clinical neuropsychology; her interests currently lie in the neuropsychological assessment and treatment of persons with alcohol and drug dependency.

*Carol S. Lidz* is director of the school psychology program at Touro College in New York. She obtained a Psy.D. degree in school psychology from the Graduate School of Applied and Professional Psychology at Rutgers University. She has worked for more than thirty years as a school psychologist and was the coordinator of the early childhood specialization in the school psychology program at

Temple University. She has published a number of books, chapters, and articles on topics relating to preschool assessment and parent-child interaction. She is currently continuing work on applications of dynamic assessment, cognitive consequences of adult-child interactions, and development of the Application of Cognitive Functions Scale and “Let’s Think About It” parent education program.

*Robert G. Malgady* is professor of quantitative studies at New York University and director of doctoral studies in the Department of Teaching and Learning. He served as director of evaluation for HIV/AIDS training for health care professionals in New York City. He earned his Ph.D. degree in experimental psychology and statistics at the University of Tennessee (1975). He has authored and coauthored several books and more than eighty articles on such topics as cognitive psychology, psycholinguistics, mental retardation, and culturally sensitive mental health assessment and intervention. He has served on the editorial boards of *Psychological Assessment*, *Journal of Educational Psychology*, and *Education Quarterly*. He is a fellow of the APA and the American Orthopsychiatric Association. He is a reviewer for the National Institute of Mental Health, the National Institute of Drug Abuse, and the Substance Abuse and Mental Health Services Association.

*Rebecca A. Marcus* is a certified school psychologist. She is currently a doctoral student in the combined clinical and school psychology program at Hofstra University. She received her B. A. degree (1994) from Hofstra University. Her research interest is in high-conflict divorce.

*R. Steve McCallum* is professor and the chair of the Department of Educational Psychology at the University of Tennessee, Knoxville (UTK). He earned the Ph.D. in educational psychology (major in school psychology) at the University of Georgia in 1979. He worked as a school psychologist in the public schools for four years and has

been a trainer of school psychologists for seventeen years. He teaches courses related to diagnosis and treatment of childhood psychopathology. He is the author or coauthor of more than one hundred scholarly works, is the cofounder and coeditor of the *Journal of Psychoeducational Assessment*, and recently coauthored *Essentials of Nonverbal Assessment of Intelligence* (Wiley). He was elected a Fellow of the APA in 1992.

Mary H. McCaulley is president of the Center for Applications of Psychological Type (CAPT) in Gainesville, Florida. She and Isabel Briggs Myers founded CAPT in 1975 as a nonprofit organization for research, training, and practical applications of the Myers-Briggs Type Indicator. She earned her Ph.D. degree (1964) in clinical psychology at Temple University in Philadelphia. From 1964 to 1985 she served on the graduate faculty of the Department of Clinical Psychology at the University of Florida. After meeting Isabel Myers in 1969, she focused her energies on the Myers-Briggs Type Indicator. McCaulley created the first MBTI newsletter, the first MBTI computer scoring, and the first MBTI professional training. She followed up Isabel Myers's longitudinal medical sample, and wrote a state-of-the-art monograph on the MBTI in the health professions. After Isabel Myers's death in 1980, she revised the MBTI Manual. She was a founding member of the Association for Psychological Type in 1979. She is also a member of the APA, the American Counseling Association, and the American Educational Research Association.

Raymond A. Moody is an associate professor of Spanish and Portuguese in the Department of Languages and Literatures of Europe and the Americas at the University of Hawaii. He received his Ph.D. degree (1967) in Hispanic languages and literatures from the University of California, Los Angeles. He has taught at Indiana University, the University of Wisconsin, Universidad Iberomerica in Mexico City, and the Universidad de Guadalajara. His research

focuses on the application of personality theory to language teaching and learning. He is the principal organizer of the International Conference on Psychological Type and Culture: East and West in Honolulu (1993, 1996, 1998, 2001). He has served as president of the Hawaii Association of Language Teachers and as an advisor for the high school language programs. He is a member of the Association for Psychological Type, and a founding member of the Hawaiian chapter of APT.

*Phyllis S. Ohr* is an associate professor of clinical and school psychology in the psychology department at Hofstra University. She received her professional diploma (1983) in school psychology and her Ph.D. degree in clinical child psychology from St. John's University. Her expertise is in early childhood development and parenting. She has numerous publications and presentations based upon her research on infant temperament and parenting. She is also a clinical supervisor and directs all early intervention cases at the Psychological Evaluation, Research, and Counseling Center at Hofstra University. She has served as consultant for early intervention programs, school districts, and child care centers.

*Amado M. Padilla* is professor of psychological studies in education at Stanford University. Before joining the faculty at Stanford, he was professor of psychology at UCLA where he also directed the Spanish Speaking Mental Health Research Center and the Center for Language Education and Research. He earned his Ph.D. (1969) in experimental psychology from the University of New Mexico. He has authored or edited seven books and published extensively on a variety of topics ranging from acculturation to resiliency among Latino students. He received a Lifetime Achievement Award, for significant and distinguished contributions to psychology for increased understanding of ethnic minority populations, from Division 45 of the APA.

*Amber H. Phung* is a doctoral student at the Pennsylvania State University adult clinical program. She earned her M.S. degree (1997) in human development at the University of Rochester. Her research interests include ethnic minority issues, forensics psychology, and normal and abnormal personality characteristics. She served as a student editor for the journal of *Cultural Diversity and Ethnic Minority Psychology*.

*Alex Pieterse* is a doctoral student in counseling psychology at Teachers College, Columbia University. He earned his M.A. degree in counseling at New York University (1997) and his bachelor's degree in health sciences at the Australian Catholic University in Sydney. His research interests include cultural influences in personal identity development and cultural factors related to the experience of trauma and loss. He is a registered professional nurse and has worked in the area of cancer and related illnesses.

*Charles R. Ridley* is a professor in the counseling psychology program and associate dean in research and the University Graduate School at Indiana University. He received his Ph.D. in counseling psychology from the University of Minnesota. He is a licensed psychologist and consultant. His research and scholarly interests include multicultural issues in applied psychology, organizational consultation, therapeutic change, and the integration of psychology and theology.

*Barry A. Ritzler* is a professor of psychology at Long Island University. In addition, he is a member of the faculty of Rorschach Workshops, Inc. (directed by John Exner, Jr.) and an adjunct instructor at New York University, Yeshiva University, and Columbia University. He is a graduate of the Wayne State University Ph.D. program in clinical psychology and served as president of the Society for Personality Assessment from 1995 to 1997. He also is an associate editor