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Handbook of Multicultural Assessment

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

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Handbook of Multicultural Assessment

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Clinical, Psychological, and
Educational Applications

Second Edition



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A Wiley Company
San Francisco

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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

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Foreword to the First Edition

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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

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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

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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

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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,

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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.

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