
TESTS

CATALOGUE 2012

Psychological Test Laboratory
Polish Psychological Association
Established 1990

Before you place your order, please read the “Ordering information” section (page 4).

All customers, both individual and institutional, absolutely must submit a photocopy of the diploma of the psychologist who will be using the tests.

English translation:

Helena Grzegółowska-Klarkowska, Ph.D.

Tomasz Januchta MA.

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General information

The Psychological Test Laboratory of the Polish Psychological Association has functioned as an independent institution since October 1, 1990. It evolved from the Laboratory of Diagnostic Techniques, an organ of the Faculty of Psychology, University of Warsaw and the Polish Psychological Association. This organ split into two independent units:

The Laboratory of Diagnostic Techniques (LDT) at the Faculty of Psychology, University of Warsaw and The Psychological Test Laboratory (PTL) of the Polish Psychological Association.

The PTL is the largest publisher of tests in Poland. It adapts and normalises foreign tests and publishes tests developed by Polish authors. It also publishes re-educational programs and books devoted to diagnostic tests and to the problems and directions of psychotherapy.

The staff of the Psychological Test Laboratory has ten full-time employees and several dozen co-operators, i.e., psychologists employed in a number of different establishments all over Poland.

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Ordering information

CUSTOMER QUALIFICATIONS

Most tests sold by The Psychological Test Laboratory are available only to professionals with MA in psychology. They are marked Ψ in the catalogue.

Some tests are available also to professionals other than psychologists. This is mentioned in each test description (users).

All customers, both individual and institutional, must absolutely submit a photocopy of the suitable diploma when ordering for the first time.

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Prices of tests edited by The Psychological Test Laboratory are guaranteed within the indicated date. Prices of the tests by other editors are subject to change without notice. Contact The Psychological Test Laboratory web site for current prices.

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APIS-P(R) TEST BATTERY Ψ

Anna Ciechanowicz, Aleksandra Jaworowska, Anna Matczak, Teresa Szustrowa

Manual: Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz, Joanna Stańczak, Ewa Zalewska (2005)

AGE: Pupils graduating from elementary school and beginning secondary school.

PROCEDURE: Group administration; time for each test strictly limited; total time – 58 min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: APIS-P(R) consists of eight tests: *Behavior, Squares, Synonyms, Classification, Number Transformation, New Words, Cubes, and Stories*. Four types of ability were taken into account in the construction of APIS-P(R): abstract-logical, verbal, visual-spatial, and social. Each of these abilities is represented by two tests. There are five 15-item tests and three 10-item tests. The items in two tests are in a forced-choice formal and open-ended in the remaining tests.

RELIABILITY: Very high internal consistency for the total score, lower internal consistencies for the separate tests.

VALIDITY: APIS-P(R) scores correlate highly with the results of other intelligence tests and verbal scales; it correlates quite highly with school grades. The APIS-P(R) total score is the best measure of intelligence as measured by the APIS-P(R). The separate tests are largely saturated with the general factor but they also have their own specificity, as demonstrated by factor analysis.

NORMS: For primary school - 6th grade pupils, junior high school grades I, II and III and grade I of secondary school (Polish national sample); soldiers in basic military service (APIS-P i.e. the earlier version of APIS-P(R)).

APPLICATIONS: Primarily for selection but can also be used in career and school counselling.

The more difficult version of the APIS test battery is APIS-Z.

Note! The APIS-P(R) battery is available in booklet and answer-sheet versions.

TEST USERS: Psychologists (psychology diploma required).

MATERIALS:

- Kit (manual, scoring key, 10 test booklets for booklet version or 10 test booklets for answer-sheet version, 25 answer-sheets)
- Manual
- Test booklet for booklet version (10 copies)
- Test booklet for answer-sheet version (10 copies)
- Answer sheets (25 copies)
- Scoring key

-
- Standardization APIS-P for soldiers in basic military service (also includes: RISB and STAI)

Note! There is also a APIS-P TEST BATTERY COMPUTERISED VERSION and a program to calculate on results (PSI-TEST).

APIS-Z TEST BATTERY Ψ

Anna Ciechanowicz, Aleksandra Jaworowska, Anna Matczak, Teresa Szustrowa

Manual: Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz, Joanna Stańczak (2006 – second edition)

AGE: Adolescents graduating from high school and undergraduate students; adults.

PROCEDURE: Group administration; time for each test strictly limited; total time – 60 min.

TEST USERS: Psychologists (psychology diploma required).

APIS-Z is a multidimensional test battery for the assessment of general intelligence

DESCRIPTION: APIS-Z consists of eight tests: *Behaviour, Squares, Synonyms, Classification, Number Transformation, New Words, Cubes, and Stories*. Four types of ability were taken into account in the construction of APIS-Z: abstract-logical, verbal, visual-spatial, and social. Each of these abilities is represented by two tests. The items in two tests are in a forced-choice format and open-ended in the remaining tests.

RELIABILITY: High internal consistency for the total score, lower internal consistency for separate tests. Satisfactory stability for students, low for school pupils.

VALIDITY: APIS-Z scores correlate positively albeit weakly with school grades in the pupil sample. Results of factor analysis and differences between student scores depending on college specialty and sex-determined differences suggest that the different tests measure different abilities.

NORMS: For high school grade III (now high school grade II) and for third-year students (Polish national samples), adults and secondary or higher education (incidental samples).

APPLICATIONS: Primary for selection and career counseling. An easier version of the APIS test battery is APIS-P.

Note! The APIS-Z test battery is available in booklet and answer-sheet versions.

TEST USERS: Psychologists (psychology diploma required).

MATERIALS:

- Kit (manual, scoring key, 10 test booklets for booklet version or 10 test booklets for answer-sheet version, 25 answer-sheets)
- Manual
- Test booklet for booklet version
- Test booklet for answer-sheet version
- Answer sheet (25 copies)
- Scoring key

Note! There is also a APIS-Z TEST BATTERY COMPUTERISED VERSION and a program to calculate the results (PSI-TEST).

DSR. CHILDREN DEVELOPMENT SCALE DSR Ψ

Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz, Diana Fecenec, Joanna Stańczak, Ewa Zalewska (2007)

Manual: Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz, Diana Fecenec, Joanna Stańczak, Ewa Zalewska

AGE: Infants, toddlers (from the age of 2 months to 3 years).

PROCEDURE: Individual testing; no time limit; approx. 30 – 60 min.

TEST USERS: Psychologists (psychology diploma required).

The test diagnoses the child's current development stage.

DESCRIPTION: DSR consists of an Performance Scale and an Observational Scale. Performance Scale consists of 10 tests (Manipulation, Perception, Scribbling and Drawing, Blocks, Comparing, Memory, Speech, Vocabulary, Social Behavior, and Gross Motor). The child is tested with the tests appropriate to the child's age. A training film is included. Overall score in the Performance Scale is the sum of points earned in all taken tests. From the fourth month on, one can do a profile analysis. Observational Scale enables to evaluate a child's temperamental traits by observing its behavior during the examination: Vigor, Adaptability, Rhythmicity, and Sensitivity.

RELIABILITY: High internal consistency and stability of the overall score, somewhat lower in the separate tests.

VALIDITY: Performance Scale results increase with the age and differentiate children with neurological problems.

An *Appendix* by Anna Matczak, Aleksandra Jaworowska, Małgorzata Wójtowicz-Dacka, Agnieszka Piotrowska, & Barbara Kosmowska (DSR Children Developmental Scale. Execution Scale. Appendix, 2009) contains the newest validation data for the Children Developmental Scale. It also cites examples of using this tool in psychological practice.

The first chapter presents results of the Psychological Test Laboratory's studies on prognostic validity of DSR concerning connection between DSR scores obtained by children in the second half of the third year of life and scores in two intelligence tests, *Raven's Colored Progressive Matrices* and *Columbia Mental Maturity Scale*, performed after a year and a half.

The second chapter describes a longitudinal study of the group of infants examined at the age of 6, 9 and 12 months. Results of three different developmental scales were compared: *Children Developmental Scale*, *Brunet-Lézine Scale for Measuring Psychomotor Development in Children*, and *Intelligence Scale for Young Children* based on *Cattell Infant Intelligence Scale*.

Case studies described by psychologists using DSR at work are demonstrated in the next chapters. The first case study is an example of applying DSR in a standard way during the diagnostic procedure which determines an overall current development level of the child and assesses the dynamics of development in its particular areas. The second case study gives an account of a nonstandard DSR application which was aimed at monitoring the rehabilitation progress of a genetically ill child.

NORMS: For children aged 0;2(0) – 0;5(30) in two-week intervals, for older children at monthly intervals.

APPLICATIONS: Early detection of developmental disorders and retardation, determining child's weak and strong points, assessment of developmentally relevant temperamental traits. It can be used as a screening tool or to determine the stimulative or corrective strategy.

MATERIALS:

- Kit (manual, instruction, appendix, test materials in a bag, instruction film, 25 sheets of the Performance Scale, 25 sheets of the Observational Scale)
- Manual
- Instructions
- Test materials in a bag
- Instruction film
- Appendix (2009) with validation data
- Execution Scale sheets (25 copies)
- Observational Scale sheets (25 copies)

DYSLEKSJA 3. DIAGNOSIS OF DYSLEXIA IN 3RD GRADERS. DIAGNOSTIC GUIDE

Marta Bogdanowicz, Aleksandra Jaworowska, Grażyna Krasowicz-Kupis, Anna Matczak, Olga Pelc-Pękala, Izabela Pietras, Joanna Stańczak, Marcin Szczerbiński (2009)

A Guide holds information about psychometric features and test procedure of a ten-test battery that diagnoses dyslexia in 3rd grade. Rules for interpretation and integration of scores in the whole battery are also given as well as diagnostic methodology.

The battery includes tests for:

A. READING

- 3 – Reading Real Words – version for 3rd graders
- Łatysz
- SKREŚL – Reading and Crossing Out
- DOMEK - Dwarves' House

B. WRITING

- DYK 3 – Dictation - version for 3rd graders
- UZ – Completing Sentences

C. PHONOLOGICAL SKILLS

- UF 3 – Deleting Phonemes - version for 3rd graders
- NJ – Unknown Language
- ZETO – Zetotest

D. RAPID NAMING

- TSN – Rapid Naming Test (S version)

All the tests demonstrate satisfactory reliability and validly discriminate between children with serious reading & writing difficulties and the healthy ones. Norms for 3rd graders are also included.

The study results presented in the Guide confirm the validity of the proposed diagnostic procedure. The Guide contains also some case studies of children reported as having difficulties. Diagnostic hypothesis of developmental dyslexia in those children was verified on the base of the methodology described in the Guide.

TEST USERS: Psychologists, pedagogues (psychology or teaching diploma required).

READING REAL WORDS 3 (CZYTANIE SENSOWNYCH SŁÓW 3)

Grażyna Krasowicz-Kupis

A reading test with non-connected words, designed for detecting deficits in decoding, the key dyslexia symptom.

It consists of 50 words of varying length and complexity. Children are given the task to read aloud all the words one by one as fast as they can.

The main test index is the number of correctly read words, i.e. not distorted and whole at once. A secondary index is time of reading a 50-word list.

The test takes about 2 min.

ŁATYSZ

Marta Bogdanowicz

A reading test with artificial words, enabling to examine decoding without any reference to semantics, that is, by eliminating compensation mechanisms connected to word memory.

It consists of 71 nonsense words varying in length. Children are asked to read aloud the words one by one as fast as they can. Reading time is limited to 1 minute.

The main test index is the number of correctly read words (i.e. not distorted) in 1 minute. A secondary index is the ratio of correct words to all the words read in 1 minute.

READING AND CROSSING OUT (CZYTANIE ZE SKREŚLENIAMI)

Grażyna Krasowicz-Kupis

A reading comprehension test measuring lexical competence.

It consists of 78 words – 50 real (various grammatical forms and parts of speech) and 28 artificial ones. The task is to read silently and cross out “false” (artificial) words. The test takes 1 minute.

The test index is the number of correctly identified words (i. e. not crossed out – existing and crossed out – not existing in Polish) in 60 seconds.

DWARVES’ HOUSE (DOMEK KRASNOLUDKÓW)

Grażyna Krasowicz-Kupis

A reading comprehension test on the text and sentence level.

It consists of 24 sentences constituting a story about dwarves and their little house. In 18 places of this story there are alternative words from which one has to choose. The task is to read silently and cross out the non-fitting word from each pair. The test takes approx. 5 min.

The main test index is time, the secondary – number of correct answers.

DICTION 3 (DYKTANDO 3)

Izabela Pietras

The test measures the ability to write by ear, results inform about spelling competency.

It consists of 12 sentences (incl. 4 complex) with 85 words in total representing various parts of speech. The examiner reads aloud the whole text, and then dictates sentences one by one. The test takes approx. 10 min.

The main index is the number of correctly written words. Two secondary indexes can be also evaluated – number of mistakes and number of omitted, added or swapped words.

COMPLETING SENTENCES (UZUPEŁNIANIE ZDAŃ)

Izabela Pietras

Test measures writing ability.

It consists of 15 sentences with empty spaces which should be filled by an appropriate word. The examiner reads each sentence and asks to say aloud the lacking word. In case of difficulties, the examiner discloses or corrects the answer. The child has to write down the given word only afterwards. The test takes approx. 3 min.

The main index is the number of correctly written words, the secondary – number of mistakes.

DELETING PHONEMES 3 (USUWANIE FONEMÓW 3)

Marcin Szczerbiński, & Olga Pelc-Pękala

Test measures phonological awareness.

It consists of 23 tasks, preceded with 6 control sentences. The child has to speak the words given by the examiner, with omission of a particular phoneme. The test takes approx. slightly above 3 min.

The main index is the number of correctly executed tasks of repeating a word using phoneme deletion.

UNKNOWN LANGUAGE (NIEZNANY JĘZYK)

Marta Bogdanowicz

Test measures several phonological skills: ability to differentiate sounds (phonemic hearing), capability to operate on phonological elements (analysis and synthesis), phonological memory.

It consists of 87 samples which in turn constitute seven kinds of tasks: Comparing Paronyms, Analysis of Paronyms, Syllable Analysis, Syllable Synthesis, Phonemic Analysis, Phonemic Synthesis, and Phonological Memory. The test takes approx. 8 min.

The main test index is the sum of points earned by solving 87 tasks. Partial indexes for each set of tasks can also be separately measured.

ZETOTEST

Grażyna Krasowicz-Kupis

Test evaluates „phonological loop”, i. e. short-term phonological memory.

It consists of 40 artificial words of varying phonological complexity. The examiner reads aloud separate words to the child, one by one, asking every time to repeat them. The test takes approx. less than 3 min.

The main test index is the number of correctly repeated words.

RAPID NAMING TEST - S VERSION (TEST SZYBKIEGO NAZYWANIA – WERSJA S)

Diana Fecenec, Aleksandra Jaworowska, Anna Matczak, Joanna Stańczak, & Ewa Zalewska

Test evaluates the speed of serial, continuous naming of well-known stimuli.

It consists of five kinds of tasks which are as follows: pictures illustrating well-known objects, colors, digits, letters, and mixed stimuli of triple kind (colors, digits, and letters). Prior to each of first four tasks, the child is trained in a short time in naming stimuli from a given category. The test takes approx. slightly above 5 min.

Test results are expressed in three main indexes: time of naming mixed stimuli (colors, digits, and letters), total time of naming pictures and colors, total time of naming digits and letters.

MATERIALS:

- Kit (manual, 25 CSS-3 recording sheets, CSS-3 card, 25 ŁATYSZ recording sheets, ŁATYSZ card, 25 SKREŚL answer sheets, 25 DOMEK answer sheets, 25 DYK-3 test sheets, 25 UZ answer sheets, 25 UZ recording sheets, 25 NJ recording sheets, 25 ZETO recording sheets, 25 UF-3 recording sheets, 25 TSN recording sheets, TSN test booklet, 25 AZ 3 overall recording sheets)
- Manual (one for all battery tests)
- CSS 3 – recording sheets (25 copies)
- CSS 3 – card
- ŁATYSZ – card
- ŁATYSZ – recording sheets (25 copies)
- SKREŚL – answer sheets (25 copies)
- DOMEK – answer sheets (25 copies)
- DYK 3 – test sheets (25 copies)
- UZ – answer sheets (25 copies)
- UZ – recording sheets (25 copies)
- NJ – recording sheets (25 copies)
- ZETO – recording sheets (25 copies)
- UF 3 – recording sheets (25 copies)
- TSN – test booklet
- TSN – recording sheets (25 copies)
- AZ 3 – overall recording sheet (25 copies)

DYSLEKSJA 5. DIAGNOSIS OF DYSLEXIA IN 5TH GRADERS. APPENDIX TO THE DIAGNOSTIC GUIDE.

Normalization for 5th graders

Aleksandra Jaworowska, Anna Matczak, Joanna Stańczak (2010)

Appendix is a supplement to *Diagnostic Guide*, published in 2009, describing diagnostic methodology in case of confirming or disproving dyslexia, which also contains information about test procedure and psychometric properties of 10 tests diagnosing dyslexia in 3rd graders. *Appendix* gives information about psychometric properties of 8 tests diagnosing dyslexia in 5th graders.

The battery to examine 5th graders includes tests for:

A. READING

- CSS 5 – Reading Real Words – version for 5th graders
- Łatysz
- SKREŚL – Reading and Crossing Out

B. WRITING

- DYK 5 – Dictation - version for 5th graders

C. PHONOLOGICAL SKILLS

- UF 5 – Deleting Phonemes - version for 5th graders
- NJ – Unknown Language
- ZETO – Zetotest

D. RAPID NAMING

- TSN – Rapid Naming Test (S version)

All the tests demonstrate satisfactory reliability and validly discriminate between children with independently confirmed serious reading & writing difficulties and the general population children. Norms for 5th graders are also included, for winter and summer semester separately.

The study results presented in the *Appendix* confirm the validity of the proposed diagnostic methodology. The *Appendix* contains also a chapter dedicated to characterizing intelligence of dyslectic children, particularly when compared to the general population. The *Appendix* contains also some case studies of children reported as having reading & writing difficulties.

TEST USERS: Psychologists, pedagogues (psychology or teaching diploma required).

READING REAL WORDS 5 (CZYTANIE SENSOWNYCH SŁÓW 5)

Grażyna Krasowicz-Kupis

A reading test with non-connected words, designed for detecting deficits in decoding, the key dyslexia symptom.

It consists of 89 non-connected words. The child is given the task to read aloud all the words one by one as fast as possible. The test takes about 2-3 min.

The main test index is the number of correctly read words, i.e. not distorted and whole at once. A secondary index is time of reading a 89-word list.

ŁATYSZ

Marta Bogdanowicz

Description – see Dysleksja 3

READING AND CROSSING OUT (CZYTANIE ZE SKREŚLENIAM)

Grażyna Krasowicz-Kupis

Description – see Dysleksja 3

DICTION 5 (DYKTANDO 5)

Izabela Pietras

The test measures the ability to write by ear, results inform about spelling competency.

A rhymed text containing 18 sentences (prevalently complex) with total of 171 words representing all parts of speech. Each sentence is dictated twice, and additionally the whole text in the beginning and ending. The test takes approx. 16 min.

The main index is the number of correctly written words. Two secondary indexes can be also evaluated – number of mistakes and number of omitted, added or swapped words.

DELETING PHONEMES 5 (USUWANIE FONEMÓW 5)

Marcin Szczerbiński, & Olga Pelc-Pękala

Test measures phonological awareness manifesting itself in the ability to single out specific heard elements from real words.

The subject has to speak given words without some phoneme, indicated each time. The test consists of 7 practice words, and 23 test words. The test takes approx. 3 min.

The main index r is the number of correctly executed tasks of repeating a word using phoneme deletion.

UNKNOWN LANGUAGE (NIEZNANY JĘZYK)

Marta Bogdanowicz

Description – see Dysleksja 3

ZETOTEST

Grażyna Krasowicz-Kupis

Description – see Dysleksja 3

RAPID NAMING TEST - S VERSION (TEST SZYBKIEGO NAZYWANIA – WERSJA S)

Diana Fecenec, Aleksandra Jaworowska, Anna Matczak, Joanna Stańczak, & Ewa Zalewska

Description – see Dysleksja 3

MATERIALS:

- Kit (manual, Appendix, 25 CSS5 recording sheets, CSS5 card, 25 ŁATYSZ recording sheets, ŁATYSZ card, 25 SKREŚL answer sheets, 25 DOMEK answer sheets, 25 DYK5 test sheets, 25 NJ recording sheets, 25 ZETO recording sheets, 25 UF5 recording sheets, 25 TSN recording sheets, TSN test booklet, 25 AZ5 overall recording sheets)
- Manual
- Appendix
- AZ5 overall recording sheet (25 copies)
- CSS5 – card
- CSS5 – recording sheets (25 copies)
- DYK5 – test sheets (25 copies)
- ŁATYSZ – card
- ŁATYSZ – recording sheets (25 copies)
- NJ – recording sheets (25 copies)
- SKREŚL – answer sheets (25 copies)
- TSN – recording sheets (25 copies)
- TSN – test booklet
- UF 5 – recording sheets (25 copies)
- ZETO - recording (25 copies)
- Complement package for the owners of Dysleksja 3 kit: Appendix, CSS5 card, 25 CSS5 recording sheets, 25 DYK5 test sheets, 25 UF5 recording sheets, 25 AZ5 overall recording sheets

RAVEN PROGRESSIVE MATRICES

The Raven Progressive Matrices – nonverbal tests of general intelligence – come in several different versions. Most familiar are the Standard Progressive Matrices which now also come in two other versions, Parallel and Plus (the original version of the SPM is now called Standard Progressive Matrices – Classic). In addition to the Standard version there are also Coloured Progressive Matrices and Advanced Progressive Matrices. The different versions are meant for persons differing in intellectual level.

Detailed information on the different versions of the Progressive Matrices, their theoretical foundations, clinical, professional and educational applications and also on the Raven Vocabulary Scales can be found in:

J. Raven, J. C. Raven, J. H. Court: Manual for Raven's Progressive Matrices and Vocabulary Scales. Section 1. General Overview (the 1998 edition also includes information on parallel versions of the Coloured Progressive Matrices and the Standard Progressive Matrices and also on the more difficult version of the SPM, i.e., SPM Plus)

J. Raven, J. C. Raven, J. H. Court Manual for Raven's Progressive Matrices and Vocabulary Scales. Section 2. Coloured Progressive Matrices. 1998 Edition Introducing the Parallel Version of the Test.

J. Raven, J. C. Raven, J. H. Court Manual for Raven's Progressive Matrices and Vocabulary Scales. Section 3. Standard Progressive Matrices Including the Parallel and Plus Versions. 2000 Edition. With norms for the SPM Plus and formulae for calculating change scores.

J. Raven, J. C. Raven, J. H. Court Manual for Raven's Progressive Matrices and Vocabulary Scales. Section 4. Advanced Progressive Matrices. set I and II. 1998 Edition, with Adult Norms and New Norms for a Range of National Groups.

SPM-C. STANDARD PROGRESSIVE MATRICES – CLASSIC Ψ

J.C. Raven

Polish standardization and manual: Aleksandra Jaworowska, Teresa Szustrowa (2007)

AGE: Children (over 6), adolescents, adults.

PROCEDURE: Group or individual administration; no time limit; approx. 35 min.

TEST USERS: Psychologists (psychology diploma required).

The test measures general intelligence, understood as fluid intelligence.

DESCRIPTION: The *SPM-C* consists of 60 items divided into five Series (A, B, C, D, E), each comprising 12 items. Each item consists of an incomplete pattern (matrix) and the subject is requested to find the missing bit out of the six pieces shown beneath the matrix.

RELIABILITY: High internal consistency and stability.

VALIDITY: Significant correlations with school grades and WISC-R scores for children and adolescents.

NORMS: For children and adolescents aged 6-16; for adults over 16 years of age (Polish national samples).

APPLICATIONS: Primarily for selective purposes in child, adolescents and adult populations representing an average level of intelligence.

MATERIALS:

- Kit (manual with Polish normalization, set of two original manuals, 5 test booklets, scoring key, 25 answer sheets)
- Manual with Polish normalization to all SPM versions
- Manual for Raven's Progressive Matrices. 1 General Overview
- Manual for Raven's Progressive Matrices. 3 Standard Progressive Matrices
- Test booklets (5 copies)
- Answer sheets (25 copies)
- Scoring key

Note! There is also a SPM-C STANDARD PROGRESSIVE MATRICES – CLASSIC - COMPUTERISED VERSION and a program to calculate the results (PSI-TEST).

SPM-P. STANDARD PROGRESSIVE MATRICES – PARALLEL Ψ

J.C. Raven

Polish standardization: Aleksandra Jaworowska

Manual: Aleksandra Jaworowska, Teresa Szustrowa (2007)

AGE: Children, adolescents, adults.

PROCEDURE: Group or individual administration; no time limit, approx. 35 min.

TEST USERS: Psychologists (psychology diploma required).

The test measures general intelligence, understood as fluid intelligence.

DESCRIPTION: Like the SPM-C, the *SPM-P* consists of 60 items divided into five Series (A, B, C, D, E), each comprising 12 items. Each item consists of an incomplete pattern (matrix) and the subject is requested to find the missing bit out of the six pieces shown beneath the matrix. The Parallel format of the SPM is equivalent to the Classic format of the SPM: the SPM-C and *SPM-P* items are equivalent with respect to both the problem solving strategy and the empirically determined difficulty.

RELIABILITY: High internal consistency and stability.

VALIDITY: Was not tested.

NORMS: For soldiers in basic military service; since SPM-C and *SPM-P* are equivalent, SPM-C norms can be used to assess *SPM-P* scores.

APPLICATIONS: Primarily for selective purposes in child, adolescents and adult populations representing an average level of intelligence.

MATERIALS:

- Kit (manual with Polish normalization, set of two original manuals, 5 test booklets, scoring key, 25 answer sheets)
- Manual with Polish normalization to all SPM versions
- Manual for Raven's Progressive Matrices. 1 General Overview
- Manual for Raven's Progressive Matrices. 3 Standard Progressive Matrices
- Test booklets (5 copies)
- Answer sheets (25 copies)
- Scoring key

SPM PLUS. STANDARD PROGRESSIVE MATRICES – PLUS Ψ

J.C. Raven

Polish standardization: Aleksandra Jaworowska

Manual: Aleksandra Jaworowska, Teresa Szustrowa (2000)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration; no time limit, approx. 60 min.

TEST USERS: Psychologists (psychology diploma required).

The test measures general intelligence, understood as fluid intelligence.

DESCRIPTION: The SPM Plus consists of 60 items divided into five Series (A, B, C, D, E), each comprising 12 items. Each item consists of an incomplete pattern (matrix) and the subject is requested to find the missing bit out of the six pieces displayed beneath the matrix. SPM Plus is more difficult than SPM-C and SPM-P.

RELIABILITY: SPM Plus has high internal consistency and stability.

VALIDITY: Significant correlations with school grades for secondary school students and significant correlations with WAIS-R scores for adults aged 55-79.

NORMS: For secondary school students aged 15-19; for adults aged 20-79 (Polish national samples); for soldiers in basic military service.

APPLICATIONS: Primarily for selective purposes in adolescents and adult populations.

MATERIALS:

- Kit (manual with Polish normalization, set of two original manuals, 5 test booklets, scoring key, 25 answer sheets)
- Manual with Polish normalization to all SPM versions
- Manual for Raven's Progressive Matrices. 1 General Overview
- Manual for Raven's Progressive Matrices. 3 Standard Progressive Matrices
- Test booklets (5 copies)
- Answer sheets (25 copies)
- Scoring key

Note! There is also a SPM PLUS STANDARD PROGRESSIVE MATRICES PLUS – COMPUTERISED VERSION and a program to calculate the results (PSI-TEST).

CPM. COLOURED PROGRESSIVE MATRICES Ψ

J.C. Raven

Polish standardization and manual: Teresa Szustrowa, Aleksandra Jaworowska (2003)

AGE: Children (4-10 years old); mentally handicapped persons.

PROCEDURE: Individual testing (youngest children) or in small groups; no time limit; approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

The test measures general intelligence understood as fluid intelligence.

DESCRIPTION: The CPM consist of 36 items divided into three Series (A, Ab, B), each made up of 12 items. The items have the form of incomplete patterns (matrices), the majority of which are printed on a coloured background. The subject must find the missing fragment from a set of provided pieces.

RELIABILITY: Estimated internal consistency and stability.

VALIDITY: Significant correlations with the Columbia Mental Maturity Scale, M. Frostig's Developmental Test of Visual Perception, school achievement tests and school grades.

NORMS: For children aged 4-10 (Polish national sample).

APPLICATIONS: For assessment of child's intellectual potential.

MATERIALS:

- Kit (manual with Polish normalization, set of two original manuals, 5 test booklets, scoring key, 25 answer sheets)
- Manual with Polish normalization
- Manual for Raven's Progressive Matrices. 1 General Overview
- Manual for Raven's Progressive Matrices. 2 Coloured Progressive Matrices
- Test booklets (5 copies)
- Answer sheets (25 copies)
- Scoring key

APM. ADVANCED PROGRESSIVE MATRICES Ψ

J.C. Raven

Polish standardization: Aleksandra Jaworowska, Teresa Szustrowa (1991)

AGE: Adolescents and adults of above-average intelligence.

PROCEDURE: Group administration, although individual administration is also practicable. Standardized in Poland as an efficiency test (limited testing time: series I – 5', series II – 30').

TEST USERS: Psychologists (psychology diploma required).

The test measures general intelligence understood as fluid intelligence.

DESCRIPTION: The APM consist of two sets of items: I – 12 practice items, II – test proper, 36 items. The items have the form of incomplete patterns (matrices) and the subject has to find the missing fragment from the set of provided pieces.

RELIABILITY: Satisfactory internal consistency.

VALIDITY: Significant correlations with school grades.

NORMS: For adolescents aged 13-19 (Polish national sample); for good students.

APPLICATIONS: Primary for selection in all those cases where it is necessary to select persons with exceptional intellectual efficiency.

MATERIALS:

- Kit (manual with Polish normalization, set of two original manuals, 5 test booklets II, scoring key, 25 answer sheets)
- Manual with Polish normalization
- Manual for Raven's Progressive Matrices. 1 General Overview
- Manual for Raven's Progressive Matrices. 4 Advanced Progressive Matrices
- Test booklets I (5 copies)
- Test booklets Set II (5 copies)
- Answer sheets (25 copies)
- Scoring key

TIS. TIS TEST BATTERY Ψ

Ewa Zalewska (2007)

AGE: Adults.

PROCEDURE: Group or individual administration; time limit 60 min.

TEST USERS: Psychologists (psychology diploma required).

The TIS battery diagnoses crystallized intelligence and four types of abilities (profile analysis)

DESCRIPTION: The battery consists of six tests: *Synonyms*, *Mathematical Text Tasks*, *Verbal Analogies*, *World Knowledge*, *Number Series*, *Antonyms*, which measure four types of abilities: mathematical-logical, logical, verbal, logical-verbal and ability to recall your acquired knowledge. Each test consists of 15 items in a forced-choice format.

RELIABILITY: High internal consistency.

VALIDITY: Proven on the basis of the factor analysis, battery test intercorrelations, correlations with other tests (APIS-P battery, Multidimensional Preference Questionnaire WKP), analyses of connection of the scores with demographical variables such as educational status.

NORMS: Unemployed adults with secondary education, unemployed adults with basic vocational and primary education, soldiers in basic military service.

APPLICATIONS: For selection purposes and career counseling.

MATERIALS:

- Kit (manual, 10 test booklets, 25 answer sheets, scoring key)
- Manual
- Test booklet (10 copies)
- Answer sheets (25 copies)
- Scoring key

WAIS-R(PL). WECHSLER ADULT INTELLIGENCE SCALE – REVISED Ψ

David Wechsler

Polish standardization and manual: Jerzy Brzeziński, Marek Gaul, Elżbieta Hornowska, Aleksandra Jaworowska, Andrzej Machowski, Marzenna Zakrzewska (2004)

AGE: Adolescents over 16 years of age, adults.

PROCEDURE: Individual administration; approx. 60-90 min.

TEST USERS: Psychologists (psychology diploma required).

The scale measures general intelligence.

DESCRIPTION: The *WAIS-R (PL)* consists of six verbal tests (Information, Digit Span, Vocabulary, Arithmetic, Block Design, Object Assembly, and Digit Symbol) and five performance tests (Picture Completion, Picture Arrangement, Block Design, Object Assembly and Digit Symbol). Raw scores are transformed into transformed scores (for every age group there is separate table) and then into IQ in Verbal Scale, Performance Scale, Full Scale and three factor scores – Verbal Comprehension, Perceptual Organization and Memory and Freedom from Distractibility.

RELIABILITY: High internal consistency of scales (Verbal, Performance and Full) and eight tests (lower for Object Assembly) and high stability of two tests (Digit Span, Digit Symbols).

VALIDITY: Significant correlations with tests measuring "g" (SPM Plus, RFTT) and abstract reasoning (WCST). Scores improve with level of education. The results of validation study indicate that Verbal Scale measures crystallized intelligence and Performance Scale – fluid intelligence. Polish manual contains correlations between *WAIS(R) PL* scores and two personality variables – anxiety and coping with stressful situations.

NORMS: For 16-79-year-olds (Polish national sample).

APPLICATIONS: Primarily in psychological practice to assess intellect.

MATERIALS:

- Kit (box of test materials, manual with Polish normalization, 25 recording sheets)
- Manual with Polish normalization
- Box of materials
- Recording sheet (25 copies)

WISC-R. WECHSLER INTELLIGENCE SCALE FOR CHILDREN – REVISED Ψ

David Wechsler

Polish standardization and manual: Anna Matczak, Anna Piotrowska, Wanda Ciarkowska (2008 – third revised edition of the manual)

AGE: School children (6-16 years old).

PROCEDURE: Individual administration; approx. 60 min.

TEST USERS: Psychologists (psychology diploma required).

The scale measures general intelligence.

DESCRIPTION: The WISC-R has six verbal tests (Information, Similarities, Arithmetic, Vocabulary, Comprehension, and Digit Span (supplementary)) and six performance tests (Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes (supplementary)).

RELIABILITY: High internal consistency of scales (Verbal, Performance, Full) and the ten tests. High stability of two tests (Coding and Digit Span).

VALIDITY: Significant correlations with Standard Progressive Matrices, high factor validity.

NORMS: For children aged 6;0 to 16;11 (Polish national sample).

APPLICATIONS: Primarily in psychological practice to assess intellect.

MATERIALS:

- Kit (box of test materials, manual with Polish normalization, 25 sets of recording sheets)
- Manual with Polish normalization
- Box of materials
- Recording sheets (25 complete sets)
- Recording Sheets (25 sets without mazes)

Note! Either sets of complete recording sheets or sets without Mazes may be purchased.

COLUMBIA. MENTAL MATURITY SCALE Ψ

Bessie B. Burgemeister, Lucille Hollander Blum, Irving Lorge

Polish standardization and manual: Anna Ciechanowicz (1992)

AGE: Children 4-10 (years old).

PROCEDURE: Individual administration; no time limit; approximately 20-25 min.

TEST USERS: Psychologists (psychology diploma required).

Nonverbal test measuring the child's level of mental maturity, understood as "the ability to reason".

DESCRIPTION: The *Columbia* consists of 70 plates with drawings (3 practice plates and 67 plates for the test proper). On each plate the subject has to indicate the drawing which is unrelated to the remaining drawings.

RELIABILITY: High internal consistency and stability.

VALIDITY: Significant correlations with school grades.

NORMS: For children aged 4-10 (Polish national sample); for deaf children aged 3;5-12;5.

APPLICATIONS: Assessment of mental development. The test is particularly convenient for use with deaf children and children with Little's disease.

MATERIALS:

- Kit (box of test materials, manual with polish normalization, 25 recording sheets)
- Manual with polish normalization
- Box of materials
- Recording sheet (25 copies)

D2. ATTENTION ASSESSMENT TEST* Ψ

Rolf Brickenkamp

Polish standardization: Elżbieta Renata Dajek (2003)

AGE: School-age children, adolescents and adults.

PROCEDURE: Group or individual administration; time limit for the test proper – 280 seconds.

TEST USERS: Psychologists (psychology diploma required).

This is a nonverbal technique which yields several measures of attention: speed of perception, number of errors and general perceptiveness (an indicator of speed corrected for number of errors) and concentration.

DESCRIPTION: The test is printed on both sides of a sheet of A4 paper. The subject is to score out appropriately marked “d” letters in rows marked either “p” or “d”.

RELIABILITY: High split-half reliability for the two most important indicators; satisfactory stability.

VALIDITY: Estimated as satisfactory by the author of the test; based on the correlation between the d2 and tests of intellectual abilities (Horn’s ZTU and Raven’s Progressive Matrices, Grimsley, Ruch and Warren’s Speed and Accuracy of Perception Test) and school grades.

NORMS: Percentile ranks developed for five age levels (ranging from 11;6 to 19;5).

APPLICATIONS: Educational and occupational counseling, clinical assessment.

MATERIALS:

- Kit (manual, results of the Polish standardization, scoring key, 100 test sheets)
- Results of the Polish standardization
- Test sheets (100 copies)

* Published by Erda

DMI. ASSESSMENT OF INTELLECTUAL POTENTIAL Ψ

Anna Matczak (1992)

AGE: School children, adults.

PROCEDURE: Individual or group administration; no time limit; the testing is divided into two sessions, about 40 min each. The procedure may be modified in order to elicit data permitting in-depth qualitative analysis.

TEST USERS: Psychologists (psychology diploma required).

The DMI assesses intellectual potential.

DESCRIPTION: The DMI consists of 192 items based on pictorial, geometrical, numeral and verbal material. The child is required to complete classes or series of stimuli, create them by analogy or by means of logical multiplication. The items are collected in two booklets, one for classes and one for relations. The subject always selects the correct answer from four options.

RELIABILITY: Satisfactory internal consistency.

VALIDITY: Significant correlations with Standard Progressive Matrices, General Classification Test and school grades; established construct validity.

NORMS: Tentative standard ten norms for children aged 10-14; means and standard deviations for children aged 8 and 12 and for adults are also provided.

APPLICATIONS: The DMI may be used instead of, or in addition to, an intelligence test. The scores provide qualitative information about the level of development of mental operations and about variation of intellectual proficiency depending on the type of material (profile assessment). The DMI may be used in the course of corrective interventions and interventions stimulating thought processes.

MATERIALS:

- *Kit* (manual, 2 Class booklets and 2 Relations booklets, 25 answer sheets, Class scoring key, Relations scoring key)
- *Manual*
- *Class* test booklet
- *Relations* test booklet
- Answer sheets (25 copies)
- *Class* scoring key
- *Relations* scoring key

DMI-2M, DMI-2S. ASSESSMENT OF INTELLECTUAL POTENTIAL – 2 Ψ

Anna Matczak (2001)

AGE: Children aged 6-10 (DMI-2M) and 9-13 (DMI-2S).

PROCEDURE: Individual or group administration (depending on the version), split into two sessions; no time limit; in the version for individual testing children must justify their answers.

TEST USERS: Psychologists (psychology diploma required).

The DMI-2M and DMI-2S are far-reaching modifications of the earlier DMI. They are used to assess children's intellectual potential on the basis of the efficiency of concrete operations. The versions meant to be administered individually are an attempt to combine psychometric assessment with the ideas underlying dynamic assessment so as to assess the developmental advancement of operational thinking and to detect its deficits.

DESCRIPTION: Each test consists of 76 problems based on verbal, drawing and numerical material, collected in two booklets. The child is required to complete classes, series and analogues by selecting the necessary element from a set of five every time and (in the individual versions) to justify its choice. The child's answers are rated on a rating scale from 0 to 3 depending on how correct they are. Qualitative analysis of types of errors and (in the individual versions) types of justifications is also possible.

RELIABILITY: High internal consistency.

VALIDITY: Established construct and concurrent validity (developmental changes, correlations with school grades, correlations with the Raven Progressive Matrices).

NORMS: Standard ten norms for representative national Polish samples, developed separately for individual and group administration: DMI-2M – for age levels 8, 9 and 10 (group administration) and 6, 7, 8, 9, and 10 (individual administration); DMI-2S – for age levels 9, 10, 11, and 13 (group administration) and 11 and 13 (individual administration).

APPLICATIONS: DMI-2 may be used instead of, or in addition to, intelligence tests to assess general mental level in children and also to assess the level of development of concrete operations as an important premise for predicting school achievement or detecting the reasons for scholastic difficulties. The qualitative information gleaned from this test (particularly when administered individually) may be helpful in the planning of corrective-educational interventions.

MATERIALS:

- Kit (manual, 5 RM booklets, 5 KM booklets, 5 RS booklets, 5 KS booklets, 25 RM sheets – group, 25 KM sheets – group, 25 RS sheets – group, 25 KS sheets – group, 25 RM sheets – individual, 25 KM sheets – individual, 25 RS sheets – individual, 25 KS sheets – individual, set of scoring keys)
- Manual
- RM booklets (5 copies)
- KM booklets (5 copies)

-
- RS booklets (5 copies)
 - KS booklets (5 copies)
 - RM sheets – group (25 copies)
 - KM sheets – group (25 copies)
 - RS sheets – group (25 copies)
 - KS sheets – group (25 copies)
 - RM sheets – individual (25 copies)
 - KM sheets – individual (25 copies)
 - RS sheets – individual (25 copies)
 - KS sheets – individual (25 copies)
 - set of scoring keys (4 copies)

F SCALE. PHONOLOGICAL SKILL SCALE* Ψ

Study and manual: Elżbieta Koźniewska, Andrzej Matuszewski (2003)

AGE: Elementary school - first-fourth graders.

PROCEDURE: Individual administration, time depends on child's skill and pace of work.

TEST USERS: Psychologists (psychology diploma required).

This test stems from the adaptation of a psychometric study "Samples of aural perception of words", by Barbara Zakrzewska. It measures phonological and metaphonological skills.

DESCRIPTION: This test contains three types of tasks which require: aural synthesis of words (10 tasks), aural analysis of words (10 tasks), and aural differentiating of words (48 tasks). Results are analyzed quantitatively and qualitatively.

RELIABILITY: High coefficients of stability and internal consistency.

VALIDITY: Correlations with scores of the *Reading and writing tests for grades 1-3* confirm the diagnostic and prognostic validity of the tool.

NORMS: Standard ten norms for six age groups of children aged 6;10-10;9, developed on the basis of all-Poland sample comprising 400 first-fourth graders (200 boys & 200 girls).

APPLICATIONS: Assessment of school readiness and reading/writing problems.

MATERIALS:

- Kit (manual, 25 sheets)
- Manual
- Answer sheets (25 copies)

*Published by Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej (Methodic Centre for Psychological and Pedagogical Assistance).

FROSTIG. DEVELOPMENTAL TEST OF VISUAL PERCEPTION Ψ

Marianna Frostig

Polish standardization and manual: Ewa Pietsch-Szurek, Barbara Szmigielska-Siuta, Jerzy Siuta (1999)

AGE: Preschool children and younger school children.

PROCEDURE: Younger children – individual administration, approximately 30-45 min; older children – group administration, approximately 60 min.

TEST USERS: Psychologists (psychology diploma required).

A nonverbal test measuring level of development of visual perception.

DESCRIPTION: The test consists of 72 drawing trials grouped into five sub-tests assessing eye-motor co-ordination, figure ground, form constancy, position in space and spatial relations.

RELIABILITY: Satisfactory internal consistency and stability.

VALIDITY: Satisfactory factor validity.

NORMS: For children aged 4-8.

APPLICATIONS: Assessment of level of visual perception and the associated school readiness, diagnosis of motor disturbances in children.

Note! Children with deficits in the visual analyser may be trained by means of a special program: M. Frostig & D. Horne, Pictures and Patterns. The Developmental Program in Visual Perception (cf. p. 143).

MATERIALS:

- Kit (25 test booklets, manual, set of plates, set of scoring standards)
- Manual
- Test booklets (25 copies)
- Set of plates
- Set of scoring standards

KANH*. CREATIVE BEHAVIOUR QUESTIONNAIRE

Stanisław Popek (2000)

AGE: Adolescents from 12;6 years of age, adults.

PROCEDURE: Individual or group administration; no time limit.

TEST USERS: No restrictions

The Creative Behaviour Questionnaire assesses creative aptitude understood as qualities of the human personality (creative attitude). The outcomes are assessed within four different scales: Conformity (K), Nonconformity (N), Algorithmic behavior (A) and Heuristic behavior (H). Other indicators can also be calculated, i.e., creative attitude, reproductive attitude, cognition and character.

DESCRIPTION: The questionnaire comes in two versions: KANH-1 for school-aged adolescents and students and KANH-2 for teachers (psychometric parameters have only been tested for KANH-1). Each version consists of 60 items in the form of sentences (in the indicative mood) addressing the respondent's behaviour in situations involving studying and action. The respondent rates the appropriateness of each statement on a three-point scale: true, partly true and false.

RELIABILITY: High internal consistency for conformity, nonconformity, algorithmic behaviour and heuristic behaviour, high stability (test-retest reliability) for scales K, A, N and H.

VALIDITY: Established concurrent validity for KANH-1 (correlations with another measure of creative attitudes).

NORMS: Standard ten norms developed separately for each scale for Lublin secondary school pupils.

APPLICATIONS: In counselling to assess creative aptitude.

MATERIALS:

- Manual (contains the questionnaire and scoring key)

* This test is published by Wydawnictwo UMCS, Lublin

LEITER INTERNATIONAL PERFORMANCE SCALE LIPS



Russel G. Leiter

Polish standardization 1993 (P-93) and manual: Aleksandra Jaworowska, Anna Matczak, Teresa Szustrowa (2009)

AGE: Children (3-15 years old).

PROCEDURE: Individual administration; no time limit (except in 4 trials); the number of trials differs from child to child depending on the success/failure ratio; so the testing time varies considerably – approximately 20 min in the youngest children and 60 min in the oldest children.

TEST USERS: Psychologists (psychology diploma required).

A nonverbal intelligence test.

DESCRIPTION: The Leiter Scale P-93 consists of 52 trials organised in order of difficulty as established in standardization studies. Trials are grouped in fours in 13 series, from A to M. The child is to reconstruct, by means of blocks, the pattern defined by the information in the pattern drawn on a strip of cardboard.

RELIABILITY: Satisfactory internal consistency.

VALIDITY: Established construct validity (between-group differences as predicted, significant correlations with school grades) and concurrent validity (significant correlations with WISC-R, Standard Progressive Matrices and Coloured Progressive Matrices).

NORMS: For children aged 3-15 and for deaf children aged 3-14 (Polish national samples).

APPLICATIONS: In psychological practice to assess intellectual capacity. The scale is particularly useful with children with whom verbal contact is impaired or impossible because it does not require the use or comprehension of speech.

MATERIALS:

- Kit (test materials, manual with polish normalization, instructions, 25 recording sheets, 25 qualitative analysis sheets)
- Manual with polish normalization
- Test materials (three boxes of cubes and patterns in a bag)
- Recording sheets (25 copies)
- Test instructions
- Qualitative analysis sheets (25 copies)

LEXICON LANGUAGE TEST Ψ

Andrzej Jurkowski (1997)

AGE: Adolescents.

PROCEDURE: Group administration; no time limit; approximately 50 min.

TEST USERS: Psychologists (psychology diploma required).

This is a test of vocabulary and mastery in adequate use of this vocabulary depending on the context.

DESCRIPTION: *Lexicon* has 60 items grouped into nine subtests. Each subtest is homogeneous with respect to form and mode of work. The subject has to find the synonyms of specific words, complete sentences in a sensible way, find names for objects which have been defined or described, and find typical adjectival expressions of given nouns. Half of the items are in choice format and half are in open-ended format. All items are contained in one test booklet. The final outcome of the test is expressed in the form of three scores: total score, i.e., the sum of points of all correct answers, passive vocabulary score and active vocabulary score.

RELIABILITY: Estimated internal consistency – high for total score and slightly lower for active and passive vocabulary scores.

VALIDITY: Documented construct and concurrent validity – significant correlations with Advanced Progressive Matrices.

NORMS: For adolescents aged 12;6 – 17;5 (Polish national sample).

APPLICATIONS: Research, school counselling, vocational counselling. The test may serve as a supplement of the Raven Progressive Matrices in assessment of intellectual level.

MATERIALS:

- Kit (10 test booklets, manual, scoring key)
- Manual
- Test booklet (10 copies)
- Scoring key

MFF. MATCHING FAMILIAR FIGURES Ψ

Jerome Kagan

Polish adaptation: Anna Matczak (1992)

AGE: Children and adolescents.

PROCEDURE: Individual administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

The MFF measures reflection-impulsivity, i.e., a dimension of cognitive style relating to individual control over one's cognitive functions.

DESCRIPTION: The MFF consists of 12 test trials (and two practice trials). The material comes in the form of pictures. The subject has to search six versions of a figure for the one which is identical with the presented model.

RELIABILITY: Satisfactory internal consistency and stability (test-retest within a six-month period).

VALIDITY: Established correlation of reflection-impulsivity with school grades. Research has also confirmed the construct validity of the test.

NORMS: Tentative norms (means, medians, quartiles, standard deviations) for children aged 9-17.

APPLICATIONS: In addition to intellectual assessment. Cognitive style is an important determinant of the degree to which intellectual potential is utilized.

MATERIALS:

- Kit (manual, test booklet, 25 answer sheets)
- Test booklet
- Manual
- Answer sheets (25 copies)

OMNIBUS Ψ

Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz
Manual: Aleksandra Jaworowska, Anna Matczak (2002)

AGE: Undergraduate students, adults with higher education.

PROCEDURE: Group administration; time limited to 60 min.

TEST USERS: Psychologists (psychology diploma required).

OMNIBUS measures general intelligence.

DESCRIPTION: OMNIBUS has 60 items organised in the following categories: antonyms, verbal analogies, number sequences, idiomatic phrases and syllogisms. All items are in a forced-choice format; the respondent selects the correct answer from a list of five (or three) options. Answers are marked on a separate answer sheet. The total score is the sum of all correct answers.

RELIABILITY: Satisfactory internal consistency of the global score.

VALIDITY: OMNIBUS scores correlate positively with scores on other intelligence tests (SPM Plus, APIS-Z). Construct validity of the OMNIBUS is demonstrated by the fact that scores improve with age and with level of education.

NORMS: For undergraduate students and adults with higher education (incidental samples).

APPLICATIONS: Mainly for selection purposes.

MATERIALS:

- Kit (manual, scoring key, 10 test booklets, 25 answer sheets)
- Manual
- Test booklet (10 copies)
- Answer sheets (25 copies)
- Scoring key

Note! There is also a OMNIBUS SCORING SOFTWARE – a program to calculate the results (PSI-TEST)

PTI. POPULAR INTELLIGENCE TEST. COMPUTERISED VERSION

Team of the Psychological Tests Laboratory (2004)

A self-examination method.

AGE: Adolescents, adults.

TEST USERS: No restrictions

A computer test, user-friendly, interesting and varied; includes many attractive tasks for everyone. Their diversification keeps you successfully against getting bored.

Developed by a group of specialists working in the Psychological Tests Laboratory of the Polish Psychological Association. Examined on a sample of differing education and age: 14-19, 20-29, 30-40, above 40.

The test includes 300 tasks constituting five groups which correspond to specific intelligence-related abilities such as:

- verbal abilities,
- logical abilities,
- spatial abilities,
- numerical abilities,
- general knowledge.

Each group consists of various tasks which add up to 17 specific tests.

HARDWARE REQUIREMENTS:

- Windows '95, '98, 2000, NT, Me, XP
- graphic card with 800x600 resolution
- about 500 MB free hard disc space
- CD drive

MATERIALS:

- Program installation disc

TRE. EMOTION UNDERSTANDING TEST Ψ

Anna Matczak, Joanna Piekarska (2011)

AGE: Adults and adolescents above 15 yrs.

PROCEDURE: Individual or group administration, approx. 25 min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: Test measures understanding of emotions – one of basic components of emotional intelligence. The emotional knowledge is treated as an ability indicator. The test consists of 30 tasks divided into 5 subtests containing 6 defined verbal tasks each. Results are calculated as a whole score, based on the number of correctly solved tasks.

RELIABILITY: Satisfactory stability and internal consistency.

VALIDITY: Confirmed e.g. by correlations with other measures of emotional intelligence, both test- and inventory-formatted, as well as anticipated score relations with some temperamental traits, behaviors of mothers experienced in the early school age, well-being and well-adjustment indices, differences in gender and study direction.

NORMS: Standard ten for three age groups: 15-18, 19-25, 26-above, separate for women and men.

APPLICATIONS: Thanks to high reliability, the TRE can be used in research and for individual assessment as well. Recommended for EI research – its nature, source, functional role. On the other hand, it can be useful as individual assessment tool for individual assessment in family counseling – working with parents or in marital couple therapy. Furthermore, it can help in job counseling for students and adults, in choosing a career/education path. TRE can be also applied in selection/recruitment process. High TRE score may indicate abilities to work with people, whereas low score might signal social-emotional problems and a need for psychological training.

MATERIALS:

- Kit (manual, test sheets (10 copies), answer sheets (25 copies), scoring key)
- Manual
- Test sheets (10 copies)
- Answer sheets (25 copies)
- Scoring key

TRS-S, TRS-Z. WORD COMPREHENSION TEST – STANDARD AND ADVANCED VERSION Ψ

Team of the Psychological Test Laboratory

Manual: Anna Matczak, Aleksandra Jaworowska (2012)

AGE: Adults

PROCEDURE: Individual or group administration; test time: 12-15 min.

TEST USERS: psychologists (psychology diploma required)

A practical test enabling to quickly get a general view of the crystallized intelligence level. The perfect addition to Raven's Matrices or Cattell's Culture Fair "g" Test.

The TRS-S version, the simpler one – is intended for the general population, the TRS-Z version, the more difficult one - for people with above average intelligence.

DESCRIPTION: the test measures vocabulary which can be understood as an indicator of verbal skills and general intelligence. The tasks are closed and consist in indicating synonyms of given words-stimuli. The S version consists of 32 tasks, the Z version – 30.

RELIABILITY: High internal consistency and stability indices for both test versions.

VALIDITY: Confirmed for both versions by correlations with scores of fluid intelligence tests and scores of verbal skills test. In case of the Z version, there are confirmed correlations with other crystallized intelligence measures and language interests, and an increase of scores with the age and education level.

NORMS: Standard ten, TRS-S for persons aged 20-60, TRS-Z separately for three age groups of examinees: high school students, undergraduates and graduates

APPLICATIONS: Test scores are a good measure of verbal skills representing crystallized intelligence. These skills are a relevant indicator of functioning in the areas requiring good command over verbal material and efficiency in communicating verbally with others. It can, consequently, be used especially in the school and job counseling, as an instrument in the selection process, it is useful in prognosing job efficacy of employees and assessing their development potential.

MATERIALS:

- Kit – advanced (manual, 25 sheets of TRS-Z, TRS-Z scoring key)
- Kit – total (manual for both versions, 25 sheets of TRS-S, TRS-S scoring key, 25 sheets of TRS-Z, TRS-Z scoring key)
- Kit - standard (manual, 25 sheets of TRS-S, TRS-S scoring key)
- TRS-Z – scoring key
- TRS-Z-set of sheets (25 copies)
- TRS-S - scoring key
- TRS-S - set of sheets (25 copies)
- TRS - manual for Version S & Version Z

TUM. E. E. GORDON'S MUSIC APTITUDE TEST* Ψ

Edwin E. Gordon

Polish adaptation: Barbara Kamińska, Halina Kotarska (2000)

AGE: Children aged 6-9.

PROCEDURE: Individual or group administration 20 min.

TEST USERS: Psychologists, pedagogues (psychology or teaching diploma required).

The TUM measures musical aptitude (melodic and rhythmic) in children aged 6-9. It is meant to help teachers and parents conduct an objective assessment of music aptitude in children. The subject does not need to have any formal musical training nor does he/she have to be able to read, write or count.

DESCRIPTION: The TUM has two parts: Melody Test and Rhythm Test. Each part consists of 40 items with examples. In each item the child must compare two melodic motifs (Melody) or rhythmic motifs (Rhythm) and decide whether they are the same or different. Both tests are recorded on a compact disc. The outcome is a total score indicating level of musical aptitude and two subscores indicating melodic and rhythmic aptitudes.

RELIABILITY: Satisfactory internal consistency for the global score and Melody Test subscore, lower internal consistency for the Rhythm Test subscore; different levels of absolute stability for different ages (highest for the youngest children, lowest for the oldest children).

VALIDITY: Established diagnostic validity (correlations with entrance examination marks) and established predictive validity (correlations with grades after one or more years of music instruction).

NORMS: Percentile norms for children aged 6-9: music school pupils.

APPLICATIONS: Assessment of music school candidates, individual music ability development programs.

MATERIALS:

- Kit (translation of the original manual, Polish standardization, CD with test material, 100 answer sheets for the Melody Test, 100 answer sheets for the Rhythm Test, profile, scoring keys).

* This test is published by the Artistic Education Centre, Frederic Chopin Music Academy, Warsaw.

TUS. ATTENTION AND PERCEPTIVENESS TESTS Ψ

Anna Ciechanowicz

Manual: Anna Ciechanowicz, Joanna Stańczak (2006)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration, limited time – 3 min.

TEST USERS: Psychologists (psychology diploma required).

Test measures attention.

DESCRIPTION: Subjects have to cross out in 3 minutes given symbols out of similar ones. TUS consists of 4 independent versions differing in symbols to cross out: *b* and *k*, 3 and 8, 6 and 9 as well as asterisks.

RELIABILITY: Satisfactory stability coefficients tested on the group of pupils.

VALIDITY: Confirmed construct validity – results correlate significantly with WAIS-R (PL) tests which measure attention and perceptiveness.

NORMS: For high school pupils, students, adults and soldiers in basic military service.

APPLICATIONS: For research purposes and as tool in job screening process wherever high level of attention is required.

MATERIALS:

- Kit (manual, b/k test sheets (25 copies), 3-8 test sheets (25 copies), 6-9 test sheets (25 copies), Asterisks test sheets (25 copies))
- Manual
- b/k test sheets (25 copies)
- 3-8 test sheets (25 copies)
- 6-9 test sheets (25 copies)
- Asterisks test sheets (25 copies)
- b/k scoring key
- 3-8 scoring key
- 6-9 scoring key
- Asterisks scoring key

TZJ. LANGUAGE ABILITY TEST

Marcin Wojtowicz (2006)

AGE: Pupils at the end of elementary and beginning of secondary education, adults.

PROCEDURE: Group administration, no time limit, approx. 50 min.

TEST USERS: Psychologists, pedagogues, language teachers.

Test measures language ability as ability to learn foreign languages.

DESCRIPTION: TZJ consists of 43 items grouped in fourteen kinds of tasks. The tasks are divided in three separate scales: Discourse (ability to process the text as a whole, Vocabulary (thesaurus of words and semantic forms as well as using them in the text), and Grammar (ability to recognize relations in words and sentences. Each scale contains test items relating to language abilities such as speaking and writing (productive) as well as hearing and reading (receptive). Some tasks are open, some closed. Test material is mostly Polish, but elements of English, Hindu, Spanish, Latin and of a fictional language are also used. Test manual includes detailed evaluation rules with examples.

RELIABILITY: Very high internal consistency of the overall score, lower – of the scores of separate scales; very high consistency coefficients of assessment by competent judges for open tasks.

VALIDITY: Confirmed on the basis of the correlations with the *Wałbrzych Language Predisposition Test* (Wałbrzyski Test Predyspozycji Językowych), foreign language grades, declared foreign language knowledge.

NORMS: For pupils at the end of primary and beginning of secondary education, adults.

APPLICATION: Pupil selection to specialized language classes, pedagogical counseling, prognosis of chances of quick acquisition of foreign language.

MATERIALS:

- Kit (manual, 25 test sheets)
- Manual
- Test sheets (25 copies)

URBAN (TCT-DP) – CREATIVITY Ψ

K. K. Urban, H. G. Jellen

Polish adaptation and manual: Anna Matczak, Aleksandra Jaworowska, Joanna Stańczak (2000)

AGE: Children (from the age of 5), adolescents, adults.

PROCEDURE: Group or individual administration; testing with one version takes 15 min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: The TCT-DP has two versions: A and B. Subjects take both versions of the test, one after the other. Subjects are to complete incomplete drawings in any way they like. They may draw whatever they like and how they like: everything is permissible and everything is correct.

RELIABILITY: High concurrent reliability and moderate internal consistency of both versions.

VALIDITY: Established concurrent validity – TCT-DP scores discriminate between occupational groups selected for high versus low level of the measured trait. Established construct validity for adolescents – in both age groups the TCT-DP scores correlate with creative behaviour as manifest in verbal material and with school grades and fluid intelligence in 18-19-year-olds; they do not correlate with these two dimensions in 14-15-year-olds.

NORMS: The TCT-DP was normalised for adolescents in two age groups: 14-15 and 18-19. Means and standard deviations for various adult groups are also provided.

APPLICATIONS: For screening (creativity training; as a selective instrument in recruitment to schools or vocations), in individual diagnosis (enriched diagnosis of intellect; prediction of success in endeavors requiring creative functioning) and for research (studies of the nature, development and determinants of creativity and cross-cultural studies).

MATERIALS:

- Kit (manual, 25 test sheet and recording sheet for version A, 25 test sheet and recording sheet for version B)
- Manual
- Test sheets and recording sheet for version A (25 of each)
- Test sheets and recording sheet for version B (25 of each)

WCST. WISCONSIN CARD SORTING TEST Ψ

Robert K. Heaton, Gordon J. Chelune, Jack L. Talley, Gary G. Kay, Glenn Curtiss
Polish standardization and manual: Aleksandra Jaworowska (2002)

AGE: Children, adolescents, adults.

PROCEDURE: Individual administration; approximately 20-25 min.

TEST USERS: Psychologists (psychology diploma required).

The Wisconsin Card Sorting Test measures executive functions understood as the functions of supervision, control, and management of human cognitive activity.

DESCRIPTION: The WCST consists of two packs of cards, 64 cards per pack. The respondent is to match each card in the pack with one of four model cards. Respondents define the sorting rule themselves, utilising feedback they receive after every answer.

RELIABILITY: Stability and congruent reliability were tested in the Polish standardization.

VALIDITY: Correlations with other measures of intellectual functioning were obtained in the Polish standardization.

NORMS: For adults aged 20-79 (Polish national sample).

APPLICATIONS: Assessment of cognitive functioning; validation data for the original version suggest that the WCST may be used in neuropsychological diagnosis.

MATERIALS:

- Kit (original manual, manual with Polish normalization, box of cards, manual, 25 recording sheets)
- Original manual
- Manual with Polish normalization
- Box of cards
- Recording sheets (25 copies)

ZTU. A SET OF ABILITY TESTS Ψ

Wolfgang Horn

Polish adaptation and manual: Elżbieta Renata Dajek (1998)

AGE: Children aged 12 and over, adolescents.

PROCEDURE: Group or individual administration; testing with one version takes 70-75 min.

TEST USERS: Psychologists (psychology diploma required).

The test measures intelligence.

DESCRIPTION: The ZTU has two parallel versions (A and B). each of which consists of the following eight verbal and nonverbal sub-tests: 1. Pattern completion, 2. Discovering the principle, 2. Letter completion, 4. Arithmetic, 5. Spelling, 6. Scoring out, 7. Letter counting, and 8. Concentration. Each sub-test has a time limit and begins with very easy problems and proceeds to increasingly more difficult problems. Thanks to the great variety and simplicity of the problems, subjects stay focused and motivated to solve as many problems as possible. Scoring with the scoring keys takes just a few minutes.

RELIABILITY: High coefficients of internal consistency.

VALIDITY: Satisfactory correlations of some sub-test with Raven's Progressive Matrices and vocabulary test.

NORMS: Polish standard ten norms have been developed for the following age groups: 12;6-13;5, 14;6-15;5, 15;6-16;5 and 17;6-18;5.

MATERIALS:

- Kit (manual, Polish standardization of the ZTU, 50 answer sheets for version A, 50 answer sheets for version B, scoring key for version A, scoring key for version B)
- Answer sheets for version A (50 copies)
- Answer sheets for version B (50 copies)

* Published by ERDA

TESTS → PERSONALITY

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EPQ-R, EPQ-R(S). EYSENCK PERSONALITY QUESTIONNAIRE REVISED, EYSENCK PERSONALITY QUESTIONNAIRE – SHORT VERSION Ψ

Hans J. Eysenck, Sybil B. G. Eysenck (2006)

Polish adaptation: Team of the Psychological Test Laboratory of the Polish Psychological Association

Polish normalization and manual: Aleksandra Jaworowska (2011)

AGE: Students of secondary education and above, adults.

PROCEDURE: Individual or group administration, no time limit – EPQ-R approx. 20 min., EPQ-R(S) approx. 10 min.

TEST USERS: Psychologists (psychology diploma required).

EPQ-R examines basic personality dimensions according to Eysenck's theory.

DESCRIPTION: EPQ-R in the standard version contains 106 questions to be answered with Yes or No. Results are presented in 6 scales. Three of them – Psychoticism (P), Extraversion (E), Neuroticism (N) concern the main personality traits. Control scale – Lie (L) assesses the tendency to present oneself in a favorable way. Two additional scales – Addiction scale (A) and Criminality scale (C) help to identify persons with some disorders.

EPQ-R short version contains 48 items from the full EPQ-R. Results are presented in four scales: Psychoticism (P), Extraversion (E), Neuroticism (N), and Lie (L).

RELIABILITY: EPQ-R: fully satisfactory stability of scores in all the scales, satisfactory internal consistency except for Psychoticism.

EPQ-R(S): Satisfactory stability of scores in all the scales, satisfactory internal consistency of Extraversion, Neuroticism, and Lie, low of Psychoticism.

VALIDITY: EPQ-R: confirmed factor validity, correlations with other personality measures (MMPI-2, ACL, STAI) and Rokeach Value Survey. Criterion validity assessed by analyzing clinical groups' results (neurotics, alcoholics, drug addicts, prisoners) plus results of job groups and unemployed people.

EPQ-R(S): Confirmed factor validity, correlations with other personality measures - MMPI-2, ACL, STAI and IVE Impulsiveness Questionnaire.

NORMS: EPQ-R and EPQ-R(S): for two groups aged 16-30 and 31-69, separate for women and men.

APPLICATIONS: EPQ-R full version can be used in research and to diagnose individually in clinical psychology, education as well as organization and at work, similarly the short version, except for Psychoticism from the EPQ-R (S) which validity and reliability turned out to be low.

MATERIALS (DEPENDING ON THE VERSION):

- Kit – short version EPQ-R(S) (original manual to EPQ-R, EPQ-R(S) and IVE, manual with Polish normalization of EPQ-R(S), EPQ-R(S) questionnaire (25 copies), set of 4 scoring keys
- Kit – full version EPQ-R (original manual to EPQ-R, EPQ-R(S) and IVE, manual with Polish normalization of EPQ-R(S), EPQ-R questionnaire (25 copies), set of 6 scoring keys
- Kit – full and short version EPQ-R and EPQ-R(S) (original manual to EPQ-R, EPQ-R(S) and IVE, manual with Polish normalization of EPQ-R and EPQ-R(S), EPQ-R questionnaire (25 copies), EPQ-R(S) questionnaire (25 copies), set of 6 scoring keys to EPQ-R, set of 4 scoring keys to EPQ-R(S)
- Original manual to EPQ-R, EPQ-R(S) and IVE
- Manual with Polish normalization of EPQ-R and EPQ-R(S)
- EPQ-R questionnaire (25 copies)
- EPQ-R(S) questionnaire (25 copies)
- Set of 6 scoring keys to EPQ-R
- Set of 4 scoring keys to EPQ-R(S)

IVE. IMPULSIVENESS INVENTORY Ψ

Hans J. Eysenck, Sybil B. G. Eysenck (2006)

Polish adaptation: Team of the Psychological Test Laboratory of the Polish Psychological Association

Polish normalization and manual: Aleksandra Jaworowska (2011)

AGE: Students of high school and above, adults.

PROCEDURE: Individual or group administration, no time limit, approx. 10 min.

TEST USERS: Psychologists (psychology diploma required).

IVE serves to assess three personality traits: impulsiveness, venturesomeness, and empathy.

DESCRIPTION: IVE consists of 54 questions to be answered with Yes or No. Scores are calculated in three scales: Impulsiveness, Venturesomeness, and Empathy.

RELIABILITY: Satisfactory stability of all the scales as well as internal consistency of Impulsiveness and Venturesomeness, lower for Empathy.

VALIDITY: Confirmed factorial validity, correlations with other personality measures (EPQ-R (S), MMPI-2, ACL, STAI) and Rokeach Value Survey, as expected. Criterion validity assessed by analyzing results of clinical groups (neurotics, alcoholics, drug addicts, prisoners) plus results of job groups and unemployed people.

NORMS: Developed for two groups aged 16-30 and 31-69, for women and men separately.

APPLICATIONS: Research, individual diagnosis, identifying unadapted people (clinical psychology), job recruitment and selection (psychology of job and organization), job counseling (educational psychology).

MATERIALS:

- Kit (original manual to EPQ-R, EPQ-R(S) and IVE, manual with polish normalization, 25 questionnaires, set of 3 scoring keys)
- Original manual to EPQ-R, EPQ-R(S) and IVE
- Manual with Polish normalization,
- questionnaires (25 copies)
- set of 3 scoring keys

NEO-FFI. PERSONALITY INVENTORY Ψ

P. T. Costa, R. R. McCrae

Polish adaptation: Bogdan Zawadzki, Jan Strelau, Piotr Szczepanik, Magdalena Śliwińska (1998) Ψ

AGE: Adolescents, adults

PROCEDURE: Individual or group administration; no time limit; approximately 10-15 min

TEST USERS: Psychologists (psychology diploma required).

A questionnaire assessing the popular Big Five personality factors

DESCRIPTION: The test has 60 self-rating items, rated on a 5-point, true-false rating scale. These items form 5 scales measuring: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness.

RELIABILITY: Generally satisfactory internal consistency, lower for Openness and Agreeableness than for the remaining scales.

VALIDITY: Confirmed in studies of the relationship between test scores and observer ratings, heritability of the measured traits and their correlations with other dimensions of personality and temperament; factor validity has also been tested.

NORMS: Standard ten norms for 5 age groups (15-19, 20-29, 30-39, 40-49, and 50-80), developed separately for men and women on a sample of N=2 041.

APPLICATIONS: The results provide a complete description of personality and allow for cautions (due to insufficient reliability of some of the scales) prognosis of the capacity to adapt to the academic or occupational environment; the authors of the adaptation particularly recommend the test for research purposes.

MATERIALS:

- Kit (manual, set of scoring templates, 25 test sheets)
- Manual
- Test sheets (25 copies)
- Scoring templates (set of 5)

Note! There is also a NEO-FFI PERSONALITY INVENTORY Computerised version and a program to calculate the results (PSI-TEST).

NEO-PI-R. REVISED NEO PERSONALITY INVENTORY

Ψ

P. T. Costa Jr., R. R. McCrae

Polish adaptation and manual: Jerzy Siuta (2006)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration, no time limit (approx. 35-45 min.).

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to measure five-factor personality traits, also differentiating between separate components of the "Big Five", contrary to the NEO-FFI, the inventory known in Poland.

DESCRIPTION: The questionnaire contains 240 assertions which are to be graded by the subject on a five-grade scale (from "strongly disagree" to "strongly agree"). They correspond to five personality factors (scales), and within each of them to six components (subscales); i. e.: Neuroticism (Anxiety, Hostility, Depression, Self-Consciousness, Impulsiveness, and Vulnerability to Stress), Extraversion (Warmth, Gregariousness, Assertiveness, Activity, Excitement Seeking, and Positive Emotion), Openness to Experience (Fantasy, Aesthetics, Feelings, Actions, Ideas, and Values), Agreeableness (Trust, Straightforwardness, Altruism, Compliance, Modesty, and Tendermindedness), Conscientiousness (Competence, Order, Dutifulness, Achievement Striving, Self-Discipline, and Deliberation). The results of either separate scales and subscales or their configurations can be interpreted (e. g. results of pairs of factors).

RELIABILITY: High internal consistency indices for each of five scales (.81 - .86), lower (mostly .60 -.70) for separate subscales.

VALIDITY: Factorial validity was examined and it is confirmed that despite some deviations from expected outcomes, the obtained factorial structure of the subscales corresponds to the theoretical framework constructed by the authors of the tool.

NORMS: Standard ten, for two age groups: 17-29 and 30-79, separately for women and men, obtained from the 603-strong sample of subjects differing in age, gender, education level, and address of residence.

APPLICATIONS: Recommended for research as well as individual diagnosis for practical purposes, especially in clinical psychology, health psychology and behavioral medicine, also in education and career counseling or selection.

MATERIALS:

- Kit (manual, original manual, 25 question sheets with instruction, 25 answer sheets with key, "Personality Profile" sheets – 25 copies for each normalization group, 25 "Your results in the NEO-PI-R Inventory" sheets
- Original manual (translation)
- Question sheets with instruction (25 copies)
- Answer sheets with template (25 copies)
- "Personality profile" sheets for women aged 17-29 (25 copies)

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- “Personality profile” sheets for women 30-79 (25 copies)
 - “Personality profile” sheets for men 17-29 (25 copies)
 - “Personality profile” sheets for men 30-79 (25 copies)
 - “Your results in the NEO-PI-R Inventory” sheets (25 copies)

TO. PERSONALITY TEST* Ψ

Erich Mittenecker and Walter Toman

Polish adaptation and manual: Elżbieta Renata Dajek (1998)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration; takes about 25-30 min to administer.

TEST USERS: Psychologists (psychology diploma required).

A personality questionnaire.

DESCRIPTION: This is an abbreviated version of the Personality and Interests Test. It is meant for healthy persons. In just a short time it provides valuable information on the subject's personality, adjustment capacity and any existing disorders. The test consists of 120 items grouped in the following scales: A (self-criticism - lack of self-criticism), B (social - asocial orientation), C (extraversion - introversion), D (lack of neuroticism - neuroticism), E (lack of mania - mania), F (lack of depression - depression), G (nonschizoid - schizoid), H (nonparanoid - paranoid), and I (vegetatively stable - vegetatively labile). Answer options: true - false - don't know. The instructions are simple. Scoring with the scoring keys takes just a few minutes. The answer sheet may be used with individuals and groups. The Personality Test has been standardised for a group of high school pupils, grade III (now senior high school, grade II) but it can also be used with adults and junior high school graduates.

MATERIALS:

- Kit (manual - polish standardization, 10 test booklets, 100 answer sheets, 5 transparent scoring keys)
- Answer sheets (100 copies)
- Test booklets (10 copies)

* Published by ERDA Publishers

BHI-12. BASIC HOPE INVENTORY Ψ

Jerzy Trzebiński, Mariusz Zięba (2003)

AGE: School-age adolescents (over 16) or students, adults with at least secondary education

PROCEDURE: Group or individual administration; this test takes no more than 10 minutes

TEST USERS: Psychologists (psychology diploma required).

Basic hope, the quality measured by the BHI-12, is understood as in E. Erikson's theory, i.e., as the individual's conviction that all is well with the world which is organised, meaningful and benevolent. This conviction is one of the determinants of constructive answer to change and pivotal events, and particularly to situations of irreversible loss.

DESCRIPTION: The BHI-12 has 12 items; the respondent rates the degree to which he/she agrees with each item on a rating scale ranging from 1 ("definitely disagree") to 5 ("definitely agree").

RELIABILITY: Satisfactory internal consistency and stability, determined in a study of senior high school pupils.

VALIDITY: BHI-12 scores correlate positively with personality variables indicating good adjustment (e.g., optimism, satisfaction with life, internal locus of control, openness to experience) and negatively with anxiety and depression. Basic hope also correlates positively with constructive and pro-developmental answers to difficult situations. As predicted, factor analysis of the BHI-12 revealed two factors – one relating to belief in the benevolence of the world and one relating to belief in the world's orderliness and predictability.

NORMS: Standard ten norms, developed on a sample of 592 high school students.

APPLICATIONS: In scientific research and individual diagnosis (especially when predicting adaptability, reaction to stress and trauma and the outcomes of educational intervention and psychotherapy).

MATERIALS:

- Kit (manual, 25 answer sheets)
- Manual
- Answer sheets (25 copies)

CAT-A. CHILDREN'S APPERCEPTION TEST – ANIMAL VERSION Ψ

Leopold Bellak, Sonya Sorel Bellak - Polish edition: 2008

Original manual in Polish translation: Leopold Bellak, David M. Abrams

AGE: Children aged 3-10.

PROCEDURE: Individual administration; no time limit.

TEST USERS: Psychologists (psychology diploma required).

A projective personality test.

DESCRIPTION: The test materials consist of 10 black-and-white pictures portraying animals in a number of different situations. The subject is to make up a story to each picture.

ANALYSIS AND INTERPRETATION: The interpretation system developed by Bellak draws upon the psychoanalytic theory of personality development.

APPLICATIONS: In psychological practice to assess personality.

MATERIALS:

- Kit (Original manual in Polish translation, 10 test plates in a box)
- Original manual in Polish translation CAT-A
- Recording sheets CAT-A (25 copies)
- Set of 10 plates in a box

CAT-H. CHILDREN'S APPERCEPTION TEST – HUMAN VERSION Ψ

Leopold Bellak, Sonya Sorel Bellak - Polish edition: 2008

Original manual in Polish translation: Leopold Bellak, David M. Abrams

AGE: Children aged 3-10.

PROCEDURE: Individual administration; no time limit.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: The test materials consist of 10 black-and-white pictures portraying people in a number of different situations – analogous to the situations in CAT-A (animal version).

ANALYSIS AND INTERPRETATION: The interpretation system developed by Bellak draws upon the psychoanalytic theory of personality development.

APPLICATIONS: In psychological practice to assess personality.

MATERIALS:

- Kit (Original manual in Polish translation, 10 test plates in a box)
- Original manual in Polish translation
- Recording sheets CAT-H (25 copies)
- Set of 10 plates in a box

CISS. COPING INVENTORY FOR STRESSFUL SITUATIONS Ψ

N. S. Endler, J. D. A. Parker

Polish adaptation: Piotr Szczepaniak, Jan Strelau, Kazimierz Wrześniewski

Manual: Jan Strelau, Aleksandra Jaworowska, Kazimierz Wrześniewski, Piotr Szczepaniak (2005)

AGE: Adolescents, adults

PROCEDURE: Group or individual administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire diagnoses stress-coping styles.

DESCRIPTION: CISS consists of 48 statements about different behaviors typical for people in distress. Subjects have to determine on a five-point scale the frequency of given behavior in stressful, difficult situations. Scores are formatted in three scales: SSZ – task-oriented style; SSE – emotion-oriented style; SSU – avoidant style. The latter can be divided into ACZ – distraction seeking, and PKT – social diversion.

RELIABILITY: High internal consistency of separate scales (coefficients between .78 and .90), satisfactory stability (correlations for a retest done 2-3 weeks later between .73 and .80).

VALIDITY: Confirmed factor validity. Construct validity was examined by studying relations between stress-coping strategies and personality traits, temperamental traits, anxiety, intelligence, social competencies, and emotional intelligence. The analysis of criterion validity included comparison of CISS scores across different job and clinical groups.

NORMS: Standard ten for three age groups: 16-24, 25-54, 55-79, and for draftees.

APPLICATIONS: For research and practice, e. g. as a screening tool in some jobs (policemen, firemen, soldiers, drivers), or prior to the issuance of a firearms license.

MATERIALS:

- Kit (manual, key, 25 questionnaires)
- Manual
- Test sheets (25 copies)
- Key

CWP. PERSON AT WORK SCALE Ψ

Anna Matczak, Aleksandra Jaworowska, Diana Fecenec, Joanna Stańczak, Joanna Bitner (2009)

AGE: Working adults aged 20 – 60.

PROCEDURE: Individual and group administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required), career counselors and HR specialists after training.

CwP questionnaire measures locus of control at work.

DESCRIPTION: It consists of 60 items in form of declarative sentences, subject has to answer in four-grade scale. The items constitute two main scales: *Control Scale* and *Locus of Control Scale*. The latter consists in addition of seven subscales: three empirical - *Sense of Loss of Effectiveness*, *Sense of Dependence on Fate*, *Sense of Dependence on Others*, and four theoretical – *Self-Control*, *Ideology of Control*, *Successes & Failures*.

RELIABILITY: High internal consistency for the total score (*Locus of Control* scale), somewhat lower (usually not more than .80) reliability of scores in scales. High absolute stability for the total score (in the *Locus of Control* scale).

VALIDITY: Total score (*Locus of Control* scale) correlates positively with others measures of the sense of the locus of control, and with such variables as life satisfaction or emotional intelligence. The LOC score differentiates job groups where different levels of independence are needed (e.g. management vs. employees).

NORMS: Standard ten norms on the basis of a 525-strong sample, considering three age groups (men & women together): 20-29, 30-49, and 50-60 for the *Locus of Control*; 20-29, 30-49, and 40-60 for the *Control Scale*.

APPLICATIONS: May be used in job selection and allocation of the already employed. Also in scientific research, particularly concerning work-related factors influencing the effectiveness and functioning of employees.

MATERIALS:

- Kit (manual, 25 test sheets, scoring key)
- Manual
- Test sheets (25 copies)
- Scoring key

DINEMO. TWO-DIMENSIONAL EMOTIONAL INTELLIGENCE INVENTORY Ψ

Aleksandra Jaworowska, Anna Matczak, Anna Ciechanowicz, Joanna Stańczak, Ewa Zalewska

Manual: Anna Matczak, Aleksandra Jaworowska (2006)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

Two-dimension Emotional Intelligence Inventory assesses basis components of emotional intelligence such as the ability to access, respect, and understand one's own and others' emotions, taking into account how the examinee interprets and reacts to various emotiogenic situations. A concept of Solvey and Mayer was the theoretical background of the tool construction.

DESCRIPTION: DINEMO consists of 33 items containing descriptions of several situation – sources of emotions. All situations are linked with four sorts of response. Each time the examinee chooses the typical ones for her/himself. The inventory enables to interpret scores with regard to two factorial scales and the overall score. The DINEMO scale are: INNI – the ability to recognize, understand and respect others' emotions, and JA – the ability to become aware of understand and express one's own emotions.

RELIABILITY: Differentiated indices of internal consistency depending on the scale (the lowest for the JA-scale) as well as the sample (the lowest for female students, the highest for adults, regardless of the gender).

VALIDITY: Confirmed thanks to factorial analyses and correlations with other measures of emotional intelligence, as well as demographical variables.

NORMS: Standard ten for junior highschool and highschool students, as well as adults (incidental samples).

APPLICATIONS: Mainly in research, for limited use in individual diagnosis.

MATERIALS:

- Kit (manual, 25 test sheets, scoring key)
- Manual
- Test sheets (25 copies)
- Scoring key

DRAW A TREE TEST Ψ*

Charles Koch - Polish edition: 1994

Original manual in Polish translation: Charles Koch

AGE: Children, adolescents, adults.

PROCEDURE: Individual administration; no time limit.

TEST USERS: Psychologists (psychology diploma required).

A projective personality test.

DESCRIPTION: The subject is to draw a tree.

ANALYSIS AND INTERPRETATION: The system of analysis and interpretation was developed by the author of the test.

APPLICATIONS: In psychological practice to assess personality.

MATERIALS:

- Kit (Original manual in Polish translation, 50 answer sheets)
- Original manual in Polish translation Answer sheets (50 copies)

* Published by ERDA Publishers

EAS. TEMPERAMENT QUESTIONNAIRE Ψ

Arnold H. Buss, Robert Plomin

Polish adaptation: Włodzimierz Oniszczenko (1997)

AGE: Children, adolescents, adults.

PROCEDURE: Individual or group administration; no time limit – approx. 10 minutes.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to diagnose the temperament understood as a combination of inherited personality traits. It consists of three versions – one for adults, two for children.

DESCRIPTION: The version for adults is a self-report survey. The versions for children refer to observational data yielded in one version from parents, in the second – from teachers. Each of three versions consists of 20 items – statements, which suitability is rated by the subject on a five-point scale (from "Never true" to "Always true"). The version for adults contains five scales regarding: Emotionality, Fear, Anger, Activity, and Sociability, and the versions for children – four scales each regarding: Shyness, Sociability, Activity, and Emotionality. The Buss & Plomin behavior-genetic theory of temperament is the theoretical basis of the tool.

RELIABILITY: Low internal consistency of the version for adults and for children, satisfactory stability for all versions.

VALIDITY: Confirmed via factorial analyses, genetic research, correlations with other questionnaires (the version for adults), and by comparing the Parent and Teacher ratings.

NORMS: The version for adults: for persons aged 16 – 50, separately for women and men. The version for children: for the age from 3 to 11 for both sexes combined, separately for ratings made by mothers, fathers, and teachers.

APPLICATIONS: For experimental research, also for counseling.

MATERIALS:

- Kit – all versions (manual, 25 sheets and scoring key for adults, 25 sheets and scoring key for parents, 25 sheets and scoring key for teachers)
- Kit – adult version (manual, 25 sheets, 1 scoring key)
- Kit – children's version (manual, 25 sheets, 1 scoring key)
- Manual (for all versions)
- Sheets for adults (25 copies)
- Sheets for parents (25 copies)
- Sheets for teachers (25 copies)
- Scoring keys (set of 3)

FCZ-KT. FORMAL CHARACTERISTICS OF BEHAVIOUR – TEMPERAMENT QUESTIONNAIRE Ψ

Bogdan Zawadzki, Jan Strelau (1997)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration; no time limit; approximately 30 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire assesses the basic, biologically determined dimensions of personality which characterise the formal aspects of behaviour.

DESCRIPTION: A self-report questionnaire. It consists of 120 items in the form of statements to which the subject responds YES or NO. The items are grouped into six scales: Briskness, Perseveration, Sensory Sensitivity, Emotional Reactivity, Endurance, and Activity. The Regulatory Theory of Temperament elaborated by J. Strelau provides the theoretical framework for the FCT-KZ. The data collected during construction of the questionnaire suggest that the results are relatively independent of education and verbal skills.

RELIABILITY: Satisfactory internal consistency for all six scales.

VALIDITY: Assessed e.g. on a basis of the connection of the questionnaire score with selected psychophysiological indices and scores of other questionnaires or tests - examining temperament, personality, and cognitive abilities.

NORMS: Standard nine, developed after examining a sample of above 4000 persons, presented for six age groups (15 - 19, 20 - 29, 30 - 39, 40 - 49, 50 - 59, and 60 - 80), separately for men and women.

APPLICATIONS: Job counseling, educational counseling, scientific and clinical research.

MATERIALS:

- Kit (manual, set of scoring keys, 25 test sheets)
- Manual
- Test sheets (25 copies)
- Scoring keys (set of 6)

Note! There is also a FCZ-KT FORMAL CHARACTERISTICS OF BEHAVIOUR – TEMPERAMENT QUESTIONNAIRE Computerised version and a program to calculate the results (PSI-TEST).

FTT. FAIRY TALE TEST* Ψ

Carina Coulacoglou (2007)

Original manual in Polish translation: Carina Coulacoglou

AGE: Children aged 6-12.

PROCEDURE: Individual administration, no time limit, approx. 45 min.

TEST USERS: Psychologists (psychology diploma required).

Projective test based on the psychoanalytical theory and object relation. The FTT assesses personality and diagnoses relations in the family.

DESCRIPTION: The test material consists of illustrations depicting popular fairy-tale characters. The child is asked to respond to questions concerning the illustrations (e.g. "What does the character on the card feel/think").

RELIABILITY: Stability was examined.

VALIDITY: Correlations with the results of personality tests were estimated as well as factor structure of scores.

NORMS: No Polish norms, only norms for three age groups: 6-7, 8-9, and 10-12 years based on the scores of 873 Greek children.

APPLICATIONS: In assessment of such variables as, e.g., anxiety, aggression, self-esteem, need for protection, need for approval, various defense mechanisms; in diagnosis of relations in the family.

MATERIALS:

- Kit (manual, seven sets of cards, 25 answer sheets)

*Published by ERDA Publishers

HERMANS. SELF-CONFRONTATION METHOD Ψ

Hubert J. M. Hermans

Polish adaptation: Piotr Oleś (1992)

AGE: Persons over 15 years of age of at least average intelligence.

PROCEDURE: Individual administration; several stages, each lasting 1-2 hours.

TEST USERS: Psychologists (psychology diploma required).

A method of assessment of human experience which also enables to get better insight.

DESCRIPTION: The Self-confrontation Method is based on H. J. M. Hermans' phenomenological theory of personality. The patient (or client) has to respond to a number of questions; in the process he/she inspects everything he/she believes to be important in his/her current life. The analysis of the data is both qualitative and quantitative. The Self-confrontation Method is meant for persons with motivation to change or gain better insight.

APPLICATIONS: This is mainly a psychotherapeutic method but it may also be used for research and diagnostic purposes. Most typically, it is used in the counselling of persons experiencing difficulties and problems, identity crisis, interpersonal conflict or severe decisional problems.

MATERIALS:

- Kit (manual, list of questions, list of instructions, 25 F sheets, 25 I sheets, blank sheets of paper)
- Manual
- List of questions (70 copies)
- Examiner's instructions (5 copies)
- Client's F (*Feelings*) instructions (5 copies)
- Clients I (*Influences*) instructions (5 copies)
- *Feelings* Rating (25 sheets)
- *Influences* Rating (25 sheets)

INTE. EMOTIONAL INTELLIGENCE QUESTIONNAIRE

Ψ

N. S. Schutte, J. M. Malouff, L. E. Hall, D. J. Haggerty, J. T. Cooper, Ch. J. Golden, L. Dornheim

Polish adaptation: Anna Ciechanowicz, Aleksandra Jaworowska, Anna Matczak (2000)

Manual: Aleksandra Jaworowska, Anna Matczak (2001; 2008 – second revised edition of the manual)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration; no time limit; approx. 10 min.

TEST USERS: Psychologists (psychology diploma required).

The INTE measures emotional intelligence understood as the ability to recognise, understand and control emotions – one's own or other people's – and the ability to use one's emotions effectively in the management of one's own activity or the activity of other people.

DESCRIPTION: The INTE consists of 33 self-report items which the subject rates on a five-point rating scale.

RELIABILITY: Satisfactory internal consistency and stability.

VALIDITY: Established on the basis of analysis of between-group differences and correlations with other instruments measuring intelligence, personality and social competency.

NORMS: For school pupils aged 15-19 and adults aged 20-54 (Polish national samples).

APPLICATIONS: Mainly for research purposes.

MATERIALS:

- Kit (manual, 25 sheets)
- Manual
- Questionnaire (25 sheets)

IPP. PSYCHOLOGICAL GENDER INVENTORY Ψ

Alicja Kuczyńska (1992; 2012 – second, supplemented edition of the manual)

AGE: Adults.

PROCEDURE: Group administration; no time limit; approximately 10 min.

TEST USERS: Psychologists (psychology diploma required).

The IPP is used to assess psychological gender understood as the spontaneous willingness to relate gender to the self and the world.

DESCRIPTION: The IPP has 35 items (15 – Femininity Scale, 15 – Masculinity Scale, 5 – neutral) to which the subject responds on a 5-point rating scale.

RELIABILITY: Satisfactory internal consistency.

VALIDITY: Established construct validity.

NORMS: The scores are compared with the median of the normalization sample. Medians (as well as means and standard deviations) are provided for students.

APPLICATIONS: Primarily for research purposes.

MATERIALS:

- Kit (manual, 25 test sheets, MS scoring key, FS scoring key)
- Manual
- Test sheets (25 copies)
- MS (Masculinity Scale) scoring key
- FS (Femininity Scale) scoring key

KBPK. LOCUS OF CONTROL QUESTIONNAIRE Ψ

Grażyna Krasowicz, Anna Kurzyp-Wojnarska (1990)

AGE: Adolescents.

PROCEDURE: Group administration; no time limit; approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire measures the personality dimension called locus of control of reinforcement as described in J. B. Rotter's social learning theory.

DESCRIPTION: The KBPK consists of 46 items, 36 of which are diagnostic. There are two scales: Successes (items relating to positive outcomes) and Failures (items relating to negative outcomes). Low scores are indicative of external locus of control and high scores are indicative of internal locus of control. The questionnaire comes in two versions, one for girls and one for boys. The two versions differ only in grammatical form.

RELIABILITY AND VALIDITY: The KBPK has satisfactory internal consistency. Concurrent and construct validity have been established empirically.

NORMS: For adolescents aged 13-17.

APPLICATIONS: Primarily for research purposes; may also be used to aid personality diagnosis in psychological practice.

MATERIALS:

- Kit (manual, scoring key, 25 F sheets, 25 M sheets, 50 answer sheets)
- Manual
- F sheets – for girls (25 copies)
- M sheets – for boys (25 copies)
- Answer sheets (50 copies)
- Scoring key

KKS. SOCIAL COMPETENCIES QUESTIONNAIRE Ψ

Anna Matczak (2001; 2007 – second, extended edition of the manual)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration; no time limit; approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

The KKS assesses social competency understood as acquired skills determining effective human functioning in a variety of social settings. In addition to a global score, the KKS yields three sub-scores indicating level of social competency on the following dimensions: situations involving social exposure, situations demanding assertiveness and situations demanding close interpersonal contact.

DESCRIPTION: The KKS consists of 90 items – expressions of a variety of activities in the infinitive mood. Subjects rate these items on a four-point scale of effectiveness of execution of the activities. Sixty expressions apply to activities involving coping with various social situations which may be viewed as difficult (and only these are scored).

RELIABILITY: High internal consistency.

NORMS: For high school pupils (15-19 years), students and adults.

VALIDITY: Established mainly by means of factor analysis and between-group comparisons.

APPLICATIONS: The KKS may be used both in research and, as an auxiliary instrument, in diagnosis (clinical counseling, vocational counseling) and selection.

MATERIALS:

- Kit (manual, scoring key, 25 M sheets, 25 D sheets)
- Manual
- M sheets (25 copies)
- D sheets (25 copies)
- Scoring key

Note! There is also a KKS SOCIAL COMPETENCIES QUESTIONNAIRE COMPUTERISED VERSION and a program to calculate the results (PSI-TEST).

KKW. EVALUATION CRISIS QUESTIONNAIRE Ψ

Piotr Oleś (1998)

AGE: Adults (students).

PROCEDURE: Individual or group administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

The KKW is used to assess difficulties and disturbances in the functioning of the value system.

DESCRIPTION: The KKW consists of 25 items (of which 24 are diagnostic). The questionnaire yields a global score and scores on the following sub-scales: H – difficulty in organising the value system into a hierarchy, Z – sense of loss of values, D – disintegration of evaluative functions, R – sense of lack of value realisation.

RELIABILITY: High internal consistency of the whole scale and slightly lower internal consistencies of sub-scales. High stability.

VALIDITY: Satisfactory construct and concurrent validity. The outcome of hierarchical cluster analysis confirms the meaningfulness of introduction of subs-scales.

NORMS: For college student of both sexes (sample of students from Lublin).

APPLICATIONS: Primarily for research purposes in the population of college and university students.

MATERIALS:

- Kit (manual, scoring key, 25 answer sheets)
- Manual
- Answer sheets (25 copies)
- Scoring key

KMC. TIME METAPHOR QUESTIONNAIRE

Małgorzata Sobol-Kwapińska (2008)

Manual: Małgorzata Sobol-Kwapińska

AGE: Adolescents, adults

PROCEDURE: Group or individual administration – approx. 20-25 min.

TEST USERS: Psychologists, sociologist (psychology or sociology diploma required).

DESCRIPTION: The questionnaire is used to test different ways of perceiving time. It contains 7 scales concerning different dimensions of time perception. Two main scales (which, in turn, contain subscales) measure emotional attitude towards time – positive or negative, other are devoted to sense of time speed, perceiving the value of the present time and such properties of time as chaos, subtle charm, and void.

KMC contains 95 items, metaphorical sentences concerning time. Subject decides on a four-point scale, if each metaphor fits her/his manner of thinking about time.

RELIABILITY: High internal consistency of scales and subscales (Cronbach's *alpha* oscillates around .80), high stability (correlation coefficients between two measurements made with a 3-week interval are in a range of .68-.87).

VALIDITY: Construct validity confirmed by factor analysis which shows correspondence between the construction of the KMC and the structure of the construct underlying the questionnaire. As expected, connections between the KMC scores and temporal orientation of the AION-2000 questionnaire (Nosal & Bajcar), sense of life as measured by the PIL scale, emotional state measured by PANAS and "Big Five" personality traits are also documented as well as correlations between KMC's sense of time and demographical variables – gender and age.

NORMS: Separately for women and men, based on an incidental 320-strong sample, mainly secondary and higher education level.

APPLICATIONS: Recommended generally in research on time attitudes, may be also used in individual diagnosis for determining strong and weak points in the area of coping with time, as a starting point in the attitude change process and optimization of time management.

MATERIALS:

- Kit (manual, 25 sheets, scoring key)
- Manual
- Sheets (25 copies)
- Scoring key

KNS. HOPE FOR SUCCESS QUESTIONNAIRE Ψ

Mariola Łaguna, Jerzy Trzebiński, Mariusz Zięba (2005)

AGE: High school (above 16 yrs.) or college adolescents, adults.

PROCEDURE: Group or individual administration, test time doesn't exceed 10 minutes.

TEST USERS: Psychologists (psychology diploma required).

KNS measures hope for success as expecting positive outcome of one's actions. It consists of two components: belief in having strong will, i. e. being aware of one's agency expressed in goal striving, perseverance, and belief in one's ability to find solutions based on one's knowledge and mental abilities expressed in situations requiring creative problem solving.

DESCRIPTION: The questionnaire consists of 12 statements which applicability is rated by the subjects on a scale from 1 ("definitely untrue") to 8 ("definitely true").

RELIABILITY: Satisfactory internal consistency, confirmed in a sample of high school & college students and unemployed people as well as stability, confirmed in a high school sample.

VALIDITY: KNS scores correlate positively with adaptive personality variables (ground hope, optimism, self-efficacy, general self-respect, and also with extroversion and conscientiousness), negatively with anxiety, depression and neuroticism. Factor analysis has shown, in accordance with theoretical predictions, two factors: the first relating to the belief in having strong will, the second relating to the belief in one's ability to find solutions. Also confirmed was the relationship between KNS-measured hope for success and effectiveness of therapeutic interventions as well as its adaptive role in handling difficult situations.

NORMS: Standard ten, from a sample of 464 high school and 157 college students.

APPLICATIONS: Research, individual diagnosis for prognosing adaptability to environment and new challenges (e. g. in job consultancy, employee training, early stages of training personal competencies, also in psychotherapy).

MATERIALS:

- Kit (manual, 25 answer sheets)
- Manual
- Answer sheets (25 copies)

KPS. SENSE OF STRESS QUESTIONNAIRE* Ψ

Mieczysław Plopa, Ryszard Makarowski

AGE: Adolescents (above 16), adults.

PROCEDURE: Group or individual administration, no time limit: approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire measures the structure of stress sensation. It enables to compute the overall score informing about the generalized stress level, and three scores concerning following dimensions: emotional tension, external stress, and intrapsychic stress. The questionnaire contains also a Lie scale.

DESCRIPITON: The questionnaire consists of 27 statements; the examinee is required to rank them on a five-point scale from "True" to "False" according to their personal applicability.

RELIABILITY: High internal consistency for three scales (dimensions), found in the examination of adults, between .70 and .81. The reliability of the Lie scale turned out to be lower (.57). Stability not examined.

VALIDITY: Confirmed factorial validity of the KPS. Construct validity examined by correlating KPS stores with stores of questionnaires measuring personality (NEO-FFI), temperament (PTS), depression (BDI), anxiety (STAI), parental attitudes (SPR-2), attachment styles (KSP), and marital satisfaction (KDM-2). Information about the criterion validity is given by comparing the KPS scores in hospitalized patients and healthy persons, as well as persons performing various jobs.

NORMS: Standard ten, for persons aged 16 – 70, with respect to the age, gender and educational status.

APPLICATIONS: Research, individual diagnosis in educational, health care, and penitentiary facilities.

MATERIALS:

- Kit (manual, sets of sheets of 100 each for every kind)
- Manual
- Sheets – set (100 copies)

* The test is published by VIZJA PRESS & IT

KPŻ. LIFE ATTITUDES PROFILE – REVISED - LAP-R Ψ

Gary T. Reker

Manual with Polish standardization: Ryszard Klamut

AGE: Adolescents and adults.

PROCEDURE: Individual or group administration, approx. 20.min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: It consists of 48 statements which truthfulness is assessed by the subject on a seven-point scale from *completely untrue* to *completely true*. This statements relate to sense of life and constitute six simple scales concerning several existential attitudes (*Goal, Internal Consistency, Life Control, Death Acceptance, Existential Void, and Goal Seeking*), and two complex scales – *Personal Sense* and *Equilibrium of Life Attitudes*. The latter gives the global score of the questionnaire.

RELIABILITY: Satisfactory internal consistency and stability coefficients.

VALIDITY: Results of the factor analysis prove the validity of the questionnaire and confirm strongly its assumed structure, so do the correlations with two other tools measuring sense and need for sense of life (PIL, SONG), developed on the basis of existential psychology.

NORMS: Norms for three age groups: 18 – 23, 24 – 38, and 39 – 59.

APPLICATIONS: This questionnaire measures sense of life (vs. existential void), level of understanding of life and one`s place in it, meaning of goals, beliefs about possibility of controlling one`s fate, strength of striving for change and seeking new challenges, attitude towards mortality. It can be used in research, e.g. on determinants of decision making, experiencing time, sense of individuality. Equivalent foreign versions enable intercultural comparisons. KPŻ can be used clinically to diagnose life satisfaction and existential problems, and as source of data helpful in planning therapy.

MATERIALS:

- Kit (manual with Polish standardization, 25 questionnaires, scoring key)
- Manual with Polish standardization
- Questionnaires (25 copies)
- Scoring key

KU. QUESTIONNAIRE OF ATTITUDES Ψ

Anna Sukiennik (2012)

AGE: Adults.

PROCEDURE: Individual or group administration, test time approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: The Questionnaire of Attitudes assesses the degree of positive attitude towards self and others. Based on selected premises of E. Berne's transactional analysis, further developed by T. A. Harris, and on the emotional bond model of K. Bartholomew and L. M. Horowitz. The questionnaire consists of 73 items constituting two scales: I-OK and YOU-OK. Separate results as well as their configurations are assessed.

RELIABILITY: High indices of internal consistency of the scales as well as stability.

VALIDITY: As expected, proved by correlations with main personality traits – extraversion and neuroticism measured with EPQ-R, attachment styles and autistic, symbiotic and separational tendencies, as in object-relation theory. Their different correlations with inter- or intrapersonal emotional intelligence speaks for the differential validity of the scales. Confirmed hypothesized differences in the range of KU results between groups of prisoners, psychiatric patients (depressive or schizophrenic), and main population.

NORMS: Standard ten for two groups – students aged 18-24, persons aged 25-39, women and men separately.

APPLICATIONS: Thanks to high reliability, the KU can be used in research and for individual assessment as well. Can be useful in screening for persons displaying problems in functioning because of the negative attitudes towards self and others and thus needing therapeutic help.

MATERIALS:

- Kit (manual, 25 questionnaires, scoring key)
- Manual
- Questionnaires (25 copies)
- Scoring key

MSEI. MULTIDIMENSIONAL SELF-ESTEEM INVENTORY

Ψ

E.J. O'Brien & S. Epstein

Manual with Polish standardization: Diana Fecenec (2008)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration, no time limit, approx. 15-30 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire for the assessment of global self-esteem and its eight components.

DESCRIPTION: This questionnaire measures self-esteem. It consists of 11 scales – nine of them concern directly the self-esteem, its global level and eight components regarding detailed aspects of human's functioning such as: Competence, Lovability, Likability, Personal Power, Self-Control, Moral Self-Approval, Body Appearance, and Body Functioning. It also contains Identity Integration scale which measures global self-concept's cohesion, and Defensive Self-Enhancement scale which is used to determine the level of need for social approval. The questionnaire contains 116 test items to be graded on a five-point scale.

RELIABILITY: Satisfactory internal consistency of most of the scales (Cronbach's *alpha* between .70 and .90), high stability (relationships between two measurements taken in the two weeks interval in the range of .73 to .96).

VALIDITY: Broadly documented construct validity: correlations with tools measuring mood (UMACL), temperament (FCZ-KT), anxiety (STAI), adjustment (RISB), stress-coping strategies (CISS), need for social approval (KAS), intelligence (WAIS-R), and parental attitudes (KPR-Roc) yielded expected results. Factor analysis revealed the existence of two factors, documented in bibliography. Criterion validity was also confirmed (comparison between self-esteem of unemployed women and women from the overall population).

NORMS: Separately for women and men in three age groups: 16 – 19, 20 – 64, and 65 – 79, based on the quota sample (N = 498) of the overall population.

APPLICATIONS: Well-documented construct validity makes it a useful research tool. The questionnaire can be also applied in individual diagnosis considering not only an assessment of the score in comparison to other people, but also an analysis of the internal differences of the self-esteem (the manual contains examples of such a profile analysis).

MATERIALS:

- Kit (manual with Polish standardization, original manual in Polish translation, 25 test booklets, 25 answer sheets with scoring key, 25 recording sheets)
- Manual with Polish standardization
- Original manual in Polish translation
- Test booklets (25 copies)
- Answer sheets with scoring key (25 copies)
- Recording sheets (25 copies)

NPSR. TOOLS FOR MEASURING STRESS & FOR COPING WITH STRESS

Collection: Zygryd Juczyński, Nina Ogińska-Bulik (2009)

A collection which describes following tools:

PSS-10 – Perceived Stress Scale (authors: S. Cohen, T. Kamarck & R. Mermelstein; adaptation: Zygryd Juczyński, Nina Ogińska-Bulik) serving to assess the subjective stress-related feelings.

COPE – Multidimensional Coping Inventory (authors: Charles S. Carver, Michael F. Scheier & Jagdish K. Weintraub; adaptation: Zygryd Juczyński, Nina Ogińska-Bulik) serving to examine stress-coping strategies. Available only in electronic version.

Mini-COPE – Coping Inventory (author: Ch. S. Carver; adaptation: Zygryd Juczyński, Nina Ogińska-Bulik). Available only in electronic version.

JSR – How Do You Cope? (authors: Zygryd Juczyński, Nina Ogińska-Bulik) evaluating stress-coping strategies

DS14 – Type D Personality Scale (authors: Nina Ogińska-Bulik, Zygryd Juczyński, Johan Denollet) measuring so-called stress personality traits (type D)

TEST USERS: Psychologists, sociologist, medical staff, health protection and promotion personnel (psychology, sociology, medical or health protection and promotion diploma required).

DESCRIPTION: The collection includes data about psychometric properties of each above-mentioned tool as well as instructions about testing, scoring, and interpretation. One of them (JSR) is developed for children and adolescents from 11 to 17, the other four – for adults. All tools are self-report inventories, short and easy to administer; the examinees use four- or five-point scales.

RELIABILITY: All tools were measured in terms of the internal consistency and stability, which yielded satisfactory indices.

VALIDITY: Confirmed expected correlations between scores from separate tools and results of measuring similar variables or theoretically related constructs, as well as their connection with other external criteria. The data from factor analyses also confirm the validity of the tools.

NORMS: The normalization data were collected on relatively large samples usually including healthy as well as sick persons. The PSS-10 scale has standard ten norms, in the remaining ones, the function of norms is performed by standard deviations and means calculated for various groups.

APPLICATIONS: Mostly research, but may be also used in the practice, screening, prophylaxis, evaluating therapeutic effectiveness. For psychologists, as well as physicians, sociologists, pedagogues, and other specialists investigating stress, working in the field of health promotion and education, prophylaxis and therapy.

MATERIALS:

- Kit (manual, sheets for three tools, 25 copies each)
- Manual
- DS14 sheets set (25 copies)
- PSS-10 sheets set (25 copies)
- JSR sheets set (25 copies)

PERSONALITY POKER

Sabine Hugentobler, Bernhard Oettli, Doris Ruckstuhl (2012)

A card play to improve team and group functioning by the individual personality development. This tool is created for managers, trainers, coaches, pedagogues working with adults, consultants and HR specialists working with teams and groups.

The Personality Poker enables to better know oneself and others. Especially useful in:

- Defining strong points
- Defining individual development strategies
- Helping to recognize one's influence on others
- Promoting mutual understanding among team members

MATERIALS:

- Kit (instruction, test materials, answer sheets)
- Answer sheets (100 copies)

PKIE. POPULAR QUESTIONNAIRE OF EMOTIONAL INTELLIGENCE Ψ

Aleksandra Jaworowska, Anna Matczak, Anna Ciechanowicz, Joanna Stańczak, Ewa Zalewska

Manual: Aleksandra Jaworowska, Anna Matczak (2005)

AGE: Adolescents, adults.

PROCEDURE: Group or individual administration, no time limit, approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

Popular Questionnaire of Emotional Intelligence was developed on the basis of the emotional intelligence concept created by Salovey and Mayer, defined as a set of various cognitive abilities enabling to use emotions in order to solve problems, not only emotional ones. It is the paper-and-pencil version of the self-examination inventory published as PC version.

DESCRIPTION: PKIE consists of 94 items of self-descriptive nature. The subject rates each time the applicability of the statements to herself/himself on a five-point scale. The questionnaire can be scored according to four factor scales and globally. The scales within PKIE are: AKC – acceptance, expressing and using own emotions in action, EMP – empathy, i. e. understanding and recognizing others' emotions, KON – control, also cognitive, over ones' emotions, and ROZ – understanding and awareness of own emotions.

RELIABILITY: High internal consistency of the global score, lower coefficients for separate scales.

VALIDITY: Construct validity confirmed by factor analyses and correlations with INTE inventory.

NORMS: For students aged 14-20 and adults of 18-71 (incidental samples).

APPLICATIONS: Research, individual assessment, choosing future learning path or job, determining weak and strong points of the subject, creating individually tailored action plans.

MATERIALS:

- Kit (manual, 25 sheets, scoring key)
- Manual
- Questionnaires (25 copies)
- Scoring key

Note: There is also a Popular Questionnaire of Emotional Intelligence – COMPUTERISED VERSION for self-examination, available without any restrictions.

PTS. TEMPERAMENT SURVEY Ψ

Jan Strelau, Bogdan Zawadzki (1998)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration; no time limit; approximately 15 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire for the assessment of Pavlovian temperament – a new version of the Strelau Temperament Survey (KT).

DESCRIPTION: The questionnaire has 57 items which the subject rates on a 4-point true-false rating scale (from “definitely disagree” to “definitely agree”). The items form three basic scales: Strength of Excitation (SE), Strength of Inhibition (SI) and Mobility of Nervous Processes (M). In addition to these three scales, balance of nervous processes, i.e., the SE:SI ratio, is calculated.

RELIABILITY: Satisfactory internal consistency and stability.

VALIDITY: Demonstrated on the basis of correlations of PTS scores with other temperament and personality tests, genetic studies of the determinants of traits measured by the PTS and factor analysis.

NORMS: Standard ten norms for 6 age groups (15-19, 20-29, 30-39, 40-49, 50-59, and 60-80) developed on the basis of a sample of over 4 000, separately for males and females.

APPLICATIONS: For research and practical use – particularly in vocational counselling (selection) and educational counselling. In particular, it helps to predict functioning in difficult situations.

MATERIALS:

- Kit (manual, set of scoring keys, 25 test sheets)
- Manual
- Test sheets (25 copies)
- Scoring keys (3)

Note! There is also a PTS TEMPERAMENT SURVEY COMPUTERISED VERSION and a program to calculate the results (PSI-TEST).

RISB. ROTTER INCOMPLETE SENTENCES BLANK Ψ

J. B. Rotter, M. I. Lah, J. E. Rafferty

Polish adaptation: Aleksandra Jaworowska, Anna Matczak, Teresa Szustrowa (1998)

Manual with Polish normalization: Anna Matczak and Aleksandra Jaworowska: 2008

AGE: Children, adolescents, student, adults.

PROCEDURE: Group or individual administration; no time limit; approximately 20-25 min; scoring time – approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

The RISB measures adjustment. It has four versions: for children, for adolescents, for students and for adults (including subversion for soldiers).

DESCRIPTION: The test has 40 items (sentence beginnings) which the subject is to complete.

RELIABILITY: All four versions have high inter-rater reliability and moderate internal consistency

VALIDITY: All four versions have established diagnostic validity – test scores discriminate between persons known to be well-adjusted or poorly-adjusted on the basis of independent criteria. Theoretical validity has been tested for the Child version – RISB scores correlate with anxiety and parental attitudes but not with school grades.

NORMS: The RISB has been normalised for primary school grade VII (now junior high school, grade I) pupils (children version), secondary school grade III (now secondary school grade II) pupils (adolescent version), college students (students version), adults (adults version) and for soldiers in basic military service (version for soldiers).

APPLICATIONS: Mainly used for screening purposes. Qualitative analysis of RISB answers may be performed for individual assessment.

MATERIALS:

- Kit (manual with Polish normalization, test sheets for children, adolescents, students and adults – 25 copies each)
- Manual with Polish normalization (second, expanded edition)
- Test sheets for children (25 copies)
- Tests sheets for adolescents (25 copies)
- Test sheets for students (25 copies)
- Test sheets for adults (25 copies)
- Test sheets for soldiers (25 copies)
- Manual with standardization for soldiers in basic military service (also includes: APIS-P and STAI)

RORSCHACH. RORSCHACH TEST * Ψ

Herman Rorschach

AGE: Children, adolescents, adults.

PROCEDURE: Individual administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

Projective diagnostic method using inkblots. It enables the assessment of general personality structure, which consists of needs, emotions, internal conflicts, and ways of interpreting reality.

DESCRIPTION: Ten test plates depicting symmetrical inkblots (five monochrome, two with red blots, three in pastel colors).

ANALYSIS AND INTERPRETATION: Essentially in accordance with the psychoanalytic theory (several systems of assessment are applied).

APPLICATIONS: Personality diagnosis, clinical diagnosis, assessment of progress in psychotherapy.

MATERIALS:

- Set of 10 original test plates

*Published by Verlag Hans Huber, Hogrefe Publishing Group

RVS. ROKEACH VALUE SURVEY Ψ

Milton Rokeach

Polish adaptation: Team of the Psychological Tests Laboratory of the Polish Psychological Association

Manual: Aleksandra Jaworowska, Anna Matczak, Joanna Bitner (2011)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration, no time limit, approx. 15-20 min.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: The scale consists of 18 terminal and 18 instrumental values, as in the original G version. The task for examinees is to arrange the values into an order of importance, terminal and instrumental separately. The scale assesses the value systems.

RELIABILITY: The reliability of assessment of individual values calculated on the basis of the stability varies – from mainly moderately high for the most and the least appreciated values to low for the values rated average. The stability of whole value systems is higher for the terminal values and lower for the instrumental ones.

VALIDITY: Construct validity examined by seeking relations between appreciated values and the locus of control, need for social approval, emotional intelligence and personality traits measured by EPQ-R and IVE. Also shown significant differences in appreciated values between job groups.

NORMS: Normalization probe included adolescents and adults aged 16-61. Norms are represented by medians and means of ranges attributed to individual values by groups differing in age, gender, education level and job characteristics.

APPLICATIONS: Mainly research.

MATERIALS:

- Kit (manual, 25 sheets)
- Manual
- Sheets (25 copies)

SCENOTEST* Ψ

Gerdhild von Staabs (2007)

Original manual in Polish translation: Gerdhild von Staabs

AGE: Children, adolescents, adults.

PROCEDURE: Individual administration, no time limit – approx. 30 min.

TEST USERS: Psychologists (psychology diploma required).

Scenotest is a projective test. This is a diagnostic and therapeutic method that serves imaging the general structure of personality.

DESCRIPTION: A set of puppets, building blocks and accessories used by subjects to create a scene, as a projection of his or her internal experiences.

ANALYSIS AND INTERPRETATION: Essentially in accordance with the psychoanalytic theory.

APPLICATIONS: Defining of personality structure and subject's relations with the environment, assessing the characteristics of behavior in respect to one's developmental stage, educational and career counseling, diagnosis of neuroses, research.

The Psychological Test Laboratory distributes the test kits. They are imported directly from the German publisher, to the customer order.

MATERIALS:

- Original manual in Polish translation
- Test materials in a box

*Published by Verlag Hans Huber, Hogrefe Publishing Group

SCID-II. STRUCTURED CLINICAL INTERVIEW FOR DSM-IV AXIS II DISORDERS Ψ

Michael B. First, Miriam Gibbon, Robert Spitzer, Janet B. W. Williams

Scientific redaction of the Polish edition: Bogdan Zawadzki, Agnieszka Popiel, Ewa Pragłowska

AGE: Adults.

PROCEDURE: Individual administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

SCID-II is a partially structured diagnostic interview to determine twelve Axis II DSM-IV and Annex B personality disorders. The interview can be preceded by filling out a questionnaire containing 119 questions, corresponding to the interview questions, about the symptoms of above mentioned disorders. The questions answered by the subject negatively can be omitted in the interview to shorten the examination time.

MATERIALS:

- Kit (manual, 10 interview sheets, 10 questionnaires)
- Manual
- Interview sheets (10 copies)
- Questionnaires (10 copies)

SD. DIRECTIVENESS SCALE Ψ

John J. Ray

Polish adaptation: Piotr Brzozowski (1997)

AGE: Adolescents over 16 years of age, adults.

PROCEDURE: No time limit; approximately 10-15 min.

TEST USERS: Psychologists (psychology diploma required).

The SD is a product of research on authoritarian personality. It measures directiveness understood as aggressive dominance (the tendency to impose one's will upon other people).

DESCRIPTION: The scale comes in two versions: full scale (D-26) which has 26 items and abbreviated scale (D-15) which has 15 items. The subject enters his/her answers on the test sheet by selecting one of three options (YES, ?, NO).

RELIABILITY: Both scales have satisfactory internal consistency and stability.

VALIDITY: Correlations with scores on other scales (Social Approval Questionnaire, Scheler's Value Survey, Positive and Negative Affect Scale) are in the predicted direction.

NORMS: Developed on the basis of a random sample of adult Lublin dwellers and incidental student samples.

APPLICATIONS: For research purposes.

MATERIALS:

- Kit (manual, scoring key for D-26 version, scoring key for D-15 version, 25 D-26 sheets, 25 D-15 sheets)
- Manual
- Scoring key for D-26 version
- Scoring key for D-15 version
- Sheets for version D-26 (25 copies)
- Sheets for D-15 (25 copies)

SES. ROSENBERG SELF-ESTEEM SCALE Ψ

M. Rosenberg

Manual with Polish standardization: Irena Dzwonkowska, Kinga Lachowicz-Tabaczek, Mariola Łaguna (2008)

AGE: Adolescents, adults.

PROCEDURE: Individual or group administration, no time limit – approx. 2 to 5 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire measures overall level of self-esteem.

DESCRIPTION: The scale is a one-dimension tool which measures the level of global self-esteem – relatively constant disposition understood as conscious attitude (positive or negative) towards Self. It consists of 10 diagnostic questions. Subject answers on a four-point scale depending on the degree to which he or she agrees with the statements.

RELIABILITY: High internal consistency (Cronbach's *alpha* for different age groups vary between .81 and .83) Stability indicators estimated by test-retest method are: .50 (one-year interval) and .83 (one-week interval).

VALIDITY: Numerous data confirming the construct validity of the SES were collected during the Polish adaptation, such as results of the explorative and confirmative factor analysis, correlations with questionnaires measuring other constructs, e.g. depression, narcissistic personality, temperament, locus of control, optimism, fundamental hope, social competences or shyness.

NORMS: Separately for women and men in three age groups: 14 – 18, 19 – 24, 25 – 75. The basis for the norms were the scores of a 1579-strong sample. The normalization sample was not design as a quota sample.

APPLICATIONS: Considering the well-verified in the Polish adaptation construct validity, and ease in application, Rosenberg Self-Esteem Scale is recommended most of all in research settings. The manual contains also data useful in score interpretation during the individual diagnosis.

Note! According to information posted on website: <http://www.bsos.umd.edu/socy/Research/rosenberg.htm>, the test sheet of the SES may be used in research for free and without explicit permission of the copyright holder (M. Rosenberg's inheritors). For this reason, the test sheet of the Polish version is not for sale and it was placed on our website: www.practest.com.pl in PDF to print and copy freely (for research purposes only).

MATERIALS:

- Manual with Polish standardization
- Test sheet (free, in PDF)

SIE-T. EMOTIONAL INTELLIGENCE SCALE – FACES Ψ

Anna Matczak, Joanna Piekarska, Elżbieta Studniarek (2005)

AGE: Adolescents from the age of 16, adults.

PROCEDURE: Group or individual administration, no time limit, approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

Test measures ability to recognize mimic expression, considered to be one of main components of emotional intelligence.

DESCRIPTION: The test material consists of 18 face photos (half of them depicting men, half – women). Sets of six emotion names are attributed to each photo. Subject have to decide each time whether the face depicted in the photo expresses given emotions. Overall number of test items is 108 (18 photos x 6 emotions).

RELIABILITY: Satisfactory internal consistency.

VALIDITY: The construct validity is proved mainly by the connections, confirmed in validation research, between SIE-T scores and abilities constituting emotional intelligence, measured with other tools, general intelligence, temperament traits, and some characteristics of bringing up in the family.

NORMS: Standard ten norms for high school students, tertiary students, and non-studying adults are available.

APPLICATIONS: In scientific research and as a supplementary tool in diagnostics (counseling, advising, selection).

MATERIALS:

- Kit (manual, 5 test booklets, 25 answer sheets, scoring key)
- Manual
- Keys (set)
- Test booklets (5 copies)
- Answer sheets (25 copies)

SPK-DP. LOCUS OF CONTROL IN PRESCHOOLERS SCALE Ψ

Barbara Szmigielska (1996)

AGE: Preschool children.

PROCEDURE: Individual administration (the examiner reads the items to the child, one by one; no time limit; approx. 20 min).

TEST USERS: Psychologists (psychology diploma required).

The questionnaire measures the personality dimension called locus of control of reinforcement as described in J. B. Rotter's social learning theory.

DESCRIPTION: The SPK-DP consists of 18 items describing various situations in the life of the child. The child chooses one of two answers in answer to each item. Half of the items form the *Successes* scale and half form the *Failures* scale. High scores on the SPK-DP are indicative of external locus of control.

RELIABILITY: Satisfactory internal consistency of the whole scale and *Failures* scale, lower internal consistency of the *Successes* scale.

VALIDITY: Established concurrent and construct validity.

NORMS: For children aged 4;6 – 7;11.

APPLICATIONS: Primarily for research purposes.

MATERIALS:

- Kit (manual, 25 test sheets)
- Manual
- Test sheets (25 copies)

STAI. STATE-TRAIT ANXIETY INVENTORY Ψ

S. D. Spielberger, R. L. Gorsuch, R. E. Lushene

Polish adaptation: C. D. Spielberger, J. Strelau, M. Tysarczyk, K. Wrześniewski (1987)

Manual: T. Sosnowski, K. Wrześniewski, A. Jaworowska, D. Fecenec (2011 – fourth extended edition)

AGE: Adolescents at the age of 15-16, adults (21-79 years), soldiers in basic military service.

PROCEDURE: Individual or group administration; no time limit; approximately 15-20 min.

TEST USERS: Psychologists (psychology diploma required).

The STAI measures anxiety understood as a transient and situationally determined state of the individual and anxiety understood as a relatively stable personality trait.

DESCRIPTION: The STAI consists of two sub-scales, one (X-1) measuring state anxiety and the other (X-2) measuring trait anxiety. The items of the sub-scales are printed on the reverse sides of the same test sheet. Each sub-scale consists of 20 items which the subject answers by selecting one of four pre-categorised answers.

RELIABILITY: Both sub-scales have high internal consistency; their stability, especially that of scale X-1, is lower.

NORMS: For adolescents at the age of 15-16, adults (21-79 years), soldiers in basic military service.

APPLICATIONS: Primarily for research purposes and screening.

MATERIALS:

- Kit (manual, scoring key, 25 test sheets)
- Manual
- Test sheets (25 copies)
- Scoring key

Note! There is also a STAI STATE-TRAIT PERSONALITY INVENTORY COMPUTERISED VERSION and the program to calculate the results (PSI-TEST).

STAIC. STATE-TRAIT ANXIETY INVENTORY FOR CHILDREN Ψ

Ch. D. Spielberger, C. D. Edwards, R. E. Lushene, J. Montuori, D. Platzek

Polish adaptation: C. D. Spielberger, T. Sosnowski, D. Iwaniszczuk

Manual: Aleksandra Jaworowska (2005)

AGE: Children, adolescents.

PROCEDURE: Individual or group administration; no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

The STAIC measures anxiety understood as a transient and situationally determined state of the individual or as a relatively stable personality trait.

DESCRIPTION: The STAIC consists of two subscales, one (C-1) measuring state anxiety, the other (C-2) trait anxiety. The subscale items are printed double-sided on the same test sheet. Each subscale consists of 20 items that can be answered by the subject by selecting one of four categorized answers.

RELIABILITY: Both subscales display high internal consistency. Stability is lower, especially for C-1 subscale.

VALIDITY: Construct validity of both scales confirmed in many studies: the STAI scores correlate significantly positively with school anxiety and negatively with learning motivation and school achievement.

NORMS: For pupils aged 10-14.

APPLICATIONS: Screening assessment – in order to locate children with difficulties in functioning at school, and individual assessment – defining the causes of school failures; the C-1 scale can be useful in experimental research demanding registration of changes in fear level, the C-2 scale in detecting neurotic children.

MATERIALS:

- Kit (manual, key, 25 questionnaires)
- Manual
- Questionnaires (25 copies)
- Scoring key

SUPIN. POSITIVE AND NEGATIVE AFFECT SCHEDULE (PANAS) Ψ

David Watson, Lee Ann Clark

Manual with Polish standardization: Piotr Brzozowski

AGE: Adults.

PROCEDURE: Individual or group administration.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: This tool measures the strength of negative or positive emotions. It exists in four different versions. Two of them (a shorter one – comprising 20 items, and a longer one – 30 items) serve to measure current emotional **states** (S20 & S30). The remaining two, analogous in length difference, concern relatively constant affective **traits** (C20 & C30). Each version consists of an adjective list. Subject has to assess, using 5-point scale, to what extent the given adjectives corresponds with her/his current state (S versions) or with usual emotional traits (C versions). Testing with one version takes about 5 – 15 minutes. Scores in each version are computed separately for two subscales – PU (positive emotions) and NU (negative emotions).

RELIABILITY: Internal consistency of the scales is high or satisfactory – Cronbach's *alpha* coefficients, depending on the version and the kind of sample, oscillate between .73 and .95. C versions show also high stability.

VALIDITY: Proven on the basis of factor analysis, cluster analysis, correlations with other tools, and intergroup differences.

NORMS: Norms based on scores of the random sample of adult Lublin inhabitants (women and men separately), and female students of the UMCS, as well as norm based on results of the quota sample consisting of persons aged 18 – 85 from seven different regions of Poland (only for C20 version).

APPLICATIONS: The tool can be applied in research and (thanks to high reliability, especially in the longer, 30-item versions) in the individual diagnosis. Slightly elevated scores in negative emotion scales may be attributed to some disorder, and defining the connection between the level of negative and positive emotions can help in differing between anxiety disorder and mood disorder.

MATERIALS:

- Kit (manual with Polish standardization, 25 test sheets for the S20 version, 25 test sheets for the S30 version, 25 test sheets for the C20 version, 25 test sheets for the C30 version, 25 Answer sheets with scoring key for the S20 version, 25 Answer sheets with scoring key for the S30 version, 25 Answer sheets with scoring key for the C20 version, 25 Answer sheets with scoring key for the C30 version)
- Manual with Polish standardization
- Test sheets for the S20 version (25 copies)
- Test sheets for the S30 version (25 copies)
- Test sheets for the C20 version (25 copies)

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- Test sheets for the C30 version (25 copies)
 - Answer sheets with scoring key for the S20 version (25 copies)
 - Answer sheets with scoring key for the S30 version (25 copies)
 - Answer sheets with scoring key for the C20 version (25 copies)
 - Answer sheets with scoring key for the C30 version (25 copies)

SWS. SCHELER'S VALUE SURVEY Ψ

Piotr Brzozowski (1995)

AGE: Adults.

PROCEDURE: Individual or group administration; no time limit; approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

The SWS refers to Scheler's theory of objective value hierarchy. It enables the assessment of the subjective importance of 50 values and comparison of subjective values with objective values and the ideal prototype.

DESCRIPTION: The SWS consists of a list of 50 values grouped into 10 groups (basic scales: Hedonistic, Vital, Aesthetic, Truth-related, Moral and Sacred; factor scales: Physical Proficiency and Power, Endurance, Secular Sanctities, Religious Sanctities). The subject must rate the subjective importance of each value on a 101-point scale.

RELIABILITY: Satisfactory stability and high internal consistency of scale scores.

VALIDITY: High factor, convergent and discriminant validity.

NORMS: For adults (random sample of Lublin dwellers).

APPLICATIONS: Primarily for research purposes.

MATERIALS:

- Kit (manual, set of scoring keys, 25 test sheets, 25 scoring sheets)
- Manual
- Test sheets (25 copies)
- Scoring sheets (25 copies)
- Scoring keys (set – A, B, C)

SZONDI. THE SZONDI TEST Ψ*

Leopold Szondi

Experimental Diagnosis of Needs (1996)

Original manual in Polish translation: Leopold Szondi

A projective personality test.

DESCRIPTION: The test material consists of photographs of human faces – 6 series, 8 faces per series. The subject has to select the two portraits he/she likes most and the two portraits he/she likes least.

ANALYSIS AND INTERPRETATION: The system of analysis is based on L. Szondi's theory of four drives and eight drive-needs.

APPLICATIONS: Personality assessment.

TEST USERS: Psychologists (psychology diploma required).

MATERIALS:

- Kit (Original manual in Polish translation, 6 sets of photographs, 100 answer sheets)
- Original manual in Polish translation
- Answer sheets (100 copies).

* Published by ERDA Publishers

TAT. THEMATIC APPERCEPTION TEST Ψ

Henry Murray - Polish edition: 1987

Original manual in Polish translation: Henry Murray

AGE: Adolescents, adults.

PROCEDURE: Individual administration; no time limit; the testing is divided into two sessions, 10 pictures per session.

TEST USERS: Psychologists (psychology diploma required).

A projective personality test.

DESCRIPTION: The test materials consist of 31 plates: 30 black-and-white pictures and one white plate. The subject is to make up stories to 20 plates.

ANALYSIS AND INTERPRETATION: The system of analysis and interpretation adheres to Murray's theory of needs.

APPLICATIONS: In psychological practice to assess personality.

MATERIALS:

- Kit (Original manual in Polish translation, 31 test plates in a box)
- Original manual in Polish translation
- Set of 31 test plates in a box

TPB. COLOURED PYRAMID TEST Ψ*

Rober Heiss, Petra Halder (Polish edition: 1995)

Original manual in Polish translation: Robert Heiss, Petra Halder, in cooperation with Diether Höger

AGE: Older children, adolescents, adults.

PROCEDURE: Individual administration; no time limit

TEST USERS: Psychologists (psychology diploma required).

A projective technique for the assessment of the affect structure of human personality.

DESCRIPTION: The subject is to construct three "nice" and three "ugly" pyramids using small, coloured squares.

ANALYSIS AND INTERPRETATION: According to the system of analysis and interpretation developed by the author.

APPLICATIONS: In psychological practice to assess affect structure in older children, adolescents and adults.

MATERIALS:

- Kit (Original manual in Polish translation, set of 210 coloured squares, 2 pyramid plates, 50 sheets)
- Sheets (50 copies)

* Published by ERDA Publishers

UMACL. THE UMACL MOOD ADJECTIVE CHECKLIST Ψ

G. Matthews, A. G. Chamberlain, D. M. Jones

Polish adaptation and manual: Ewa Goryńska (2005)

AGE: Adolescents, adults

PROCEDURE: Individual or group administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

Test measures mood understood as affective experience of moderate duration (at least several minutes), not object-related or quasi object-related in three dimensions of the core affect: Tense Arousal, Energetic Arousal, and Hedonic Tone.

DESCRIPTION: UMACL consists of a sheet with 29 printed adjectives. The person filling out the sheet is instructed to rate the applicability of each adjective to her/his present mood on a four-point scale from "definitely" to "definitely not".

RELIABILITY: High internal consistency coefficients for all three scales.

VALIDITY: Confirmed by the factorial analysis, proven correlations with measures of cognitive functions and personality traits. The UMACL scale differentiates people with diagnosed depression.

NORMS: For subjects aged 16-79 (all-Poland sample).

APPLICATIONS: Mostly in research.

MATERIALS:

- Kit (manual, 25 test sheets, keys)
- Manual
- Test sheets (25 copies)
- Keys (set)

TESTS → INTRESTS

- TO-Z. PERSONALITY AND INTERESTS TEST* Ψ 111
- TZ. INTERESTS TEST* Ψ 112
- WKP. MULTIDIMENSIONAL PREFERENCE QUESTIONNAIRE Ψ 113
- WOZ. INTRODUCTORY JOB ORIENTATION. COMPUTER PROGRAM 114

TO-Z. PERSONALITY AND INTERESTS TEST* Ψ

Erich Mittnecker, Walter Toman

Polish adaptation: Elżbieta Renata Dajek (1993)

AGE: Adolescents.

PROCEDURE: Individual or group administration; no time limit; approximately 45 min.

TEST USERS: Psychologists (psychology diploma required).

A multi-dimensional inventory assessing personality and interests.

PERSONALITY SCALES: Self-criticism/lack of self-criticism, social/asocial orientation, extraversion/introversion, lack of neuroticism/neuroticism, lack of mania/mania, lack of depression/depression, nonschizoid/schizoid, nonparanoid/paranoid, vegetatively stable/vegetatively labile.

INTEREST SCALES: Love of country life/love of urban life, handicraft, science, book-keeping and administration, good interpersonal relations in shops and catering, fine arts, language and literature, music, social professions.

DESCRIPTION: The P-I Test comes in the form of a booklet containing 214 statements (120 referring to personality and 94 referring to interests) which the subject rates on a special answer sheet.

RELIABILITY: Moderately high stability.

VALIDITY: Concurrent validity has been tested.

NORMS: For elementary school grade VIII (now junior high school grade II) and high school grades III and IV (now high school grades II and III) (Warsaw adolescents).

APPLICATIONS: Career counselling.

MATERIALS:

- Kit (manual, questionnaire, 50 answer sheets, 7 scoring keys, Polish standardization data including norms)
- Questionnaire (booklet)
- Answer sheets (50 copies)

* Published by ERDA publishers

TZ. INTERESTS TEST* Ψ

Erich Mittnecker, Walter Toman

Polish adaptation: Elżbieta Renata Dajek

AGE: Adolescents.

PROCEDURE: Individual or group administration; no time limit; approximately 25 min

TEST USERS: Psychologists (psychology diploma required).

An abbreviated version of the Personality and Interests Test by the same authors (Polish edition 1993). Used to assess interests.

INTEREST SCALES: Love of country life/love of urban life, handicraft, science, book-keeping and administration, good interpersonal relations in shops and catering, fine arts, language and literature, music, social professions.

DESCRIPTION: The Interests Test comes in the form of a booklet containing 94 statements which the subject rates on a special response sheet.

RELIABILITY: Moderately high stability.

VALIDITY: Concurrent validity has been tested.

NORMS: For elementary school grade VIII (now junior high school grade II) and high school grades III (now high school grade II) (Warsaw youth).

APPLICATIONS: Career counselling.

MATERIALS:

- Kit (manual – Polish standardisation, 20 questionnaires, 100 answer sheets, 3 transparent scoring templates)
- Answer sheets (100 copies)
- Questionnaires (20 copies)

* Published by ERDA Publishers

WKP. MULTIDIMENSIONAL PREFERENCE QUESTIONNAIRE Ψ

Anna Matczak, Aleksandra Jaworowska, Anna Ciechanowicz, Ewa Zalewska, Joanna Stańczak (2006)

AGE: Junior high school and high school students, adults.

PROCEDURE: Group and individual administration; no time limit, approx. 20 minutes.

TEST USERS: Psychologists, pedagogues, career counselors (psychology or teaching diploma required or a statement of work as a career counselor).

The questionnaire enables to diagnose preferences in job characteristics and work conditions. It generates a list of jobs, both preferred and not advised.

DESCRIPTION: The questionnaire consists of 133 statements covering seven groups of interests in job types (Language, Mathematical-Logical, Practical-Technical, Practical-Aesthetical, Tutelary-Service, Managing-Organizing, and Biological Interests) as well as preferred work conditions: planning/improvising and high/low level of stimulation at work. Subjects rate the applicability of the statements on a five-point scale.

RELIABILITY: High internal consistency coefficients.

VALIDITY: Proved on a basis of factor analysis, intra-group comparisons (women and men, several job groups), correlations with other tools for measuring job interests.

NORMS: For junior high school and high school students, adults.

APPLICATIONS: Results of the questionnaire can be helpful in choosing learning and training path, career, taking decisions about retraining and so on.

Note! You can also purchase **a computerized version of WKP** and **a program** to calculate the results.

MATERIALS:

- Kit (manual, 25 test sheets, key)
- Manual
- Test sheets (25 copies)
- Key

WOZ. INTRODUCTORY JOB ORIENTATION. COMPUTER PROGRAM

Team of the Psychological Tests Laboratory (2004)

AGE: Children, adolescents, secondary education students and older.

PROCEDURE: A computer program, duration about 40 min.

TEST USERS: Psychologists, pedagogues, career counselors (psychology or teaching diploma required or a statement of work as a career counselor).

WOZ is a computer program to help job counselors at school. Also useful for entrepreneurship trainers and career advisors.

WOZ assesses quickly and versatilely the job preferences of the student taking into account the interests, social competencies and temperamental traits.

DESCRIPTION: Divided into three parts.

In the first part the student solves tasks requiring several mental capacities (verbal, numerical, spatial-technical, involving attention) used in jobs of various sorts. After solving the tasks, the student states which ones have given him the most satisfaction. Subsequently, the program gives feedback about the student's preferences and job examples where those preferences are most looked for. The second part consists of questions about preferred social interactions. The answers can define the scope and character of social activities needed (caring, management-organizational, persuasive, didactical) with job examples. The third part informs about physical conditions and temperamental traits to be considered when choosing a career. In the end, the student, if it's her/his wish, can see correct answers from the first part. Information about interests, preferences and appropriate jobs can be printed out. User-friendly, the program with a clear and intuitive interface enables the student to work without help.

The printout with results can be used in career counseling when planning the level and direction of further education or other possible diagnosing strategies. Examination results and additional demographic data can be stored as a database and used by counselors to prepare reports and perform analyses when needed. The WOZ is an original program, designed specifically for School Career Centers. WOZ is very easy in use, requires no special preparation from either the counselor or the student. Its attractive form (variety of tasks, frequent feedback) and short performance time as well, keep from being bored in an effective way.

APPLICATIONS: The WOZ program can be used by school career counselors, entrepreneurship teachers at school, employees of psychological/pedagogical or job career centers as well as Vocational Information Centers.

HARDWARE REQUIREMENTS

- PC 133 MHz, 64 MB RAM, about 30 MB free hard disc space
- color graphics SVGA (High Color, small fonts)
- sound card
- CD-ROM drive
- WINDOWS 95/98/NT/2000/Me/XP

TESTS → HEALTH PROMOTION AND PSYCHOLOGY

- AIS – Acceptance of Illness Scale 116
- BPCQ – Beliefs about Pain Control Questionnaire 116
- CECS – Emotional Control Scale 116
- CSQ – Coping Strategies Questionnaire 116
- GHQ. THE GOLDBERG GENERAL HEALTH QUESTIONNAIRE* 118
- GSES – Generalised Self-Efficacy Scale 116
- IZZ – Health-related Behaviour Inventory 116
- KompOs – Personal Competence Scale 116
- LKZ – Health Criteria List 116
- LOT-R – Life Orientation Test 116
- LWO – Personal Values Schedule 116
- MHLC – Multidimensional Health Locus of Control Scale 116
- Mini-MAC – Mental Adjustment to Cancer Scale 116
- NPPPZ. ASSESSMENT AND DIAGNOSTIC INSTRUMENTS FOR HEALTH PSYCHOLOGY PROMOTION 116
- PRF – List of Patient Expectations 116
- SEG – Anger Expression Scale 116
- SWLS – Satisfaction with Life Scale 116
- TAB – Type A/B Scale - DM version 116
- TYP A-SKALA – Type A Scale 116

NPPPZ. ASSESSMENT AND DIAGNOSTIC INSTRUMENTS FOR HEALTH PSYCHOLOGY PROMOTION

Zygfried Juczyński (2001)

This is a set of psychometric parameters and instructions for the 18 instruments.

AIS – Acceptance of Illness Scale (Barbara J. Felton, T. A. Revenson, G. A. Hinrichsen; Polish adaptation Zygfried Juczyński)

BPCQ – Beliefs about Pain Control Questionnaire (Suzanne Skevington; Polish adaptation Zygfried Juczyński)

CECS – Emotional Control Scale (Maggie Watson, Steven Greer; Polish adaptation Zygfried Juczyński)

CSQ – Coping Strategies Questionnaire (Anne C. Rosenstiel, Frances J. Keefe; Polish adaptation Zygfried Juczyński)

GSES – Generalised Self-Efficacy Scale (Ralf Schwarzer, Michael Jerusalem and Zygfried Juczyński)

IZZ – Health-related Behaviour Inventory (Zygfried Juczyński)

KompOs – Personal Competence Scale (Zygfried Juczyński)

LKZ – Health Criteria List (Zygfried Juczyński)

LOT-R – Life Orientation Test (Michael F. Scheier, Charles S. Carver, Michael W. Bridges; Polish adaptation Ryszard Poprawa, Zygfried Juczyński)

LWO – Personal Values Schedule (Zygfried Juczyński)

MHLC – Multidimensional Health Locus of Control Scale (Kenneth A. Wallston, Barbara S. Wallston, Robert DeVellis; Polish adaptation Zygfried Juczyński)

Mini-MAC – Mental Adjustment to Cancer Scale (Maggie Watson, Matthew Law, Maria dos Santos, Steven Greer, John Baruch, Judith Bliss; Polish adaptation Zygfried Juczyński)

PRF – List of Patient Expectations (Peter Salmon, Jone Quine; Polish adaptation Zygfried Juczyński)

SEG – Anger Expression Scale (Nina Ogińska-Bulik, Zygfried Juczyński)

SWLS – Satisfaction with Life Scale (Ed Diener, R. A. Emmons, R. J. Larson, S. Griffin; Polish adaptation Zygfried Juczyński)

TAB – Type A/B Scale - DM version (Nina Ogińska-Bulik, Zygfried Juczyński)

TYP A-SKALA – Type A Scale (The Framingham Heart Study Research Group; Polish adaptation Zygfried Juczyński)

DESCRIPTION: All the instruments are “paper-and-pencil”, self-report instruments. They are short scales and questionnaires, easy to use. Subjects enter their answers on answer sheets.

RELIABILITY: Internal consistency has been estimated for most of the instruments and stability for some of them (test-retest after six weeks).

VALIDITY: Concurrent validity established by correlating the scores on a given instrument with scores on other tests; for most of the instruments construct validity has also been estimated using factor analysis.

NORMS: Standard ten norms for general samples; means for a variety of clinical groups.

APPLICATIONS: For research purposes and for diagnosis in professional practice. The instruments may be used not only by psychologists but also by physicians, sociologists, pedagogues and other professionals working in health promotion, health education, prevention and therapy.

MATERIALS:

- Kit (manual, answer sheets for 17 tests, 25 copies per test)
- Manual
- Answer sheets for 18 tests (25 copies per test)

GHQ. THE GOLDBERG GENERAL HEALTH QUESTIONNAIRE*

David Goldberg

Polish adaptation: Zofia Makowska, Dorota Merecz

AGE: Adults.

PROCEDURE: Individual or group administration; usually takes no more than 10 min. to administer.

TEST USERS: Physicians, mostly psychiatrists (medical diploma required).

The General Health Questionnaires GHQ-12 and GHQ-28 assess mental health in adults. They help to identify persons whose mental condition has undergone a temporary or long-term breakdown due to either experienced difficulties, problems or mental illness and also persons at risk at mental health disorders.

DESCRIPTION: The General Health Questionnaire is a 12-item (GHQ-12) or 28-item (GHQ-28) inventory which derives, in its basic format, from Goldberg's 60-item General Health Questionnaire. The GHQ-12 yields only a total score indicative of the patient's mental condition whereas the GHQ-28 yields both a total score and scores on four scales: somatic symptoms; anxiety and insomnia; dysfunction; and depression.

RELIABILITY: High internal consistency coefficients for both questionnaires and satisfactory stability.

VALIDITY: Demonstrated by means of between-group comparisons and factor analysis for GHQ-28.

NORMS: Standard ten norms (separate for men and women) for working adults and patients in basic health care.

APPLICATIONS: Screening aimed at identifying mentally disturbed persons and assessing mental condition in various populations.

MATERIALS:

- Kit (manual, 20 GHQ-12 answer sheets, 20 GHQ-28 answer sheets)
- Manual
- GHQ-12 answer sheets (20 copies)
- GHQ-28 answer sheets (20 copies)

* This test is published by the Professor J. Nofer Institute of Occupational Medicine in Łódź.

TESTS → NEUROPSYCHOLOGY

- BENTON. VISUAL RETENTION TEST Ψ 120
- CTT. COLOR TRAILS TEST – ADULT VERSION Ψ 121
- CVLT. CALIFORNIA VERBAL LEARNING TEST Ψ 122
- DUM. DIAGNOSIS OF BRAIN DAMAGE* Ψ 123
- MMSE. MINI-MENTAL STATE EXAMINATION Ψ 124
- RFFT. RUFF FIGURAL FLUENCY TEST Ψ 125
- RHLB-PL. RIGHT HEMISPHERE LANGUAGE BATTERY Ψ 126

BENTON. VISUAL RETENTION TEST Ψ

Arthur L. Benton (fifth edition from 1992) (1996)

Polish normalization: Aleksandra Jaworowska (2007)

AGE: Children, adolescents, adults

PROCEDURE: Individual administration; no time limit; examination with one version takes about 5 minutes.

TEST USERS: Psychologists (psychology diploma required).

A test to examine visual memory and perception.

DESCRIPTION: The test has three alternate, parallel versions C, D& E, which can be used to examine applying four alternate methods (A, B, C, D). The examinee draws the given patterns from memory or copies them.

Polish normalization was conducted using the method A consisting in an immediate reproducing of the pattern seen before for 10 seconds from memory. The versions C, D, and E of the test were applied. The yielded results didn't allow to consider these versions equivalent.

RELIABILITY: Very high agreement of judges for two basic indices (Number of Correct Reproductions, Error Score). Diversified stability assessed on a basis of repeated examination after three weeks. Slightly high internal consistency, however higher for the clinical groups than for samples from the general population.

VALIDITY: Significant correlations with the scores of the L. Bender Visual Motor Gestalt Test; adults from the clinical groups perform significantly worse than the healthy persons, and disabled children - worse than their peers from the general sample.

NORMS: All-Poland data – for population aged 5 - 25 and 55 - 75, separately for each test version.

APPLICATIONS: Neuropsychological diagnosis, research.

MATERIALS:

- Kit (manual with Polish normalization, original manual, booklet with patterns, 25 answer sheets, scoring key)
- Original manual
- Polish normalization
- Booklet with patterns
- Set of sheets (25 copies)
- Scoring key

CTT. COLOR TRAILS TEST – ADULT VERSION Ψ

Louis F. D’Elia, Paul Satz, Craig Lyons Uchiyama, Travis White

Polish adaptation, standardization and manual: Emilia Łojek, Joanna Stańczak (2012)

AGE: Adults.

PROCEDURE: Individual administration, time limited: 4 min. for each test part.

TEST USERS: Psychologists (psychology diploma required).

CTT is a neuropsychological test to examine several attention and executive functions especially perceptual tracking, sustained and divided attention, sequencing and self-monitoring. Graphomotor skills are also involved.

DESCRIPTION: The CTT is a new version of the Trail Making Test, where the letter stimuli are substituted with colors. It consists of two parts, CTT-1 and CTT-2, administered consecutively. Each part contains pink and yellow circles with numbers from 1 to 25. The subject connects circles numbered 1 through 25 in sequence using straight lines, but alternates between pink and yellow colors for the CTT-2. The examination part is interrupted after 240 seconds. CTT exists in four forms (A, B, C, D) which enable to conduct longitudinal research. The main indexes are the completion times registered separately for CTT-1 and CTT-2. Number sequence & color errors, near-misses, corrections and prompts are also examined. An Interference Index informs about the lengthening of CTT-2 time score in comparison to CTT-1. Approximate score computing time – 10 minutes.

RELIABILITY: In the Polish standardization the stability of CTT indexes and stability of clinical interpretations were examined and confirmed as high.

VALIDITY: Proved correlations with measures of cognitive functions, confirmed concurrent validity via intergroup comparisons (concerning people with brain damage of various location and etiology).

NORMS: For people aged 18-69 (all-Poland sample).

APPLICATIONS: Neuropsychological diagnosis

MATERIALS:

- Kit (manual with Polish normalization, original manual in Polish translation, 25 Form A test sheets, 25 recording sheets)
- Original manual in Polish translation
- Manual with Polish normalization
- Form A test sheets (25 copies)
- Recording sheets (25 copies)
- Multiple forms for research and test-retest applications:
 - Form B test sheets (25 copies),
 - Form C test sheets (25 copies)
 - Form D test sheets (25 copies)

CVLT. CALIFORNIA VERBAL LEARNING TEST Ψ

Dean C. Delis, Joel H. Kramer, Edith Kaplan, Beth A. Ober

Polish adaptation, standardization and manual: Emilia Łojek, Joanna Stańczak (2010)

AGE: Adolescents, adults.

PROCEDURE: Individual administration, no time limit. Scoring time – approx. 60 min.

TEST USERS: Psychologists (psychology diploma required).

Test measures ability to learn and remember verbal material.

DESCRIPTION: CVLT consists of three word lists: List A, List B, and a list of words to recognize. Lists A and B contain 16 words each, categorically connected and relating to supermarket items. The list of words to recognize contains 44 items including the whole List A, some words from the List B, and other words-distracters meeting defined conditions (e. g. phonetically similar to the List A words). The subject has to learn the list A by repeating it five times immediately after the presentation, then is asked to recall it after a short delay (presentation of List B), long delay (20 min., during which the subject solves non-verbal tests), and recognize on the 44 words list. Twenty-one indexes of CVLT are assessed quantitatively.

RELIABILITY: Polish standardization proves the internal consistency of the main index as well as the stability.

VALIDITY: Proved correlations with measures of cognitive functions, confirmed concurrent validity in the intergroup comparisons (concerning people with brain injuries of different localization and etiology).

NORMS: For individuals from ages 16 to 79 (all-Poland sample).

APPLICATIONS: Neuropsychological diagnosis.

MATERIALS:

- Kit (manual with Polish normalization, 25 recording sheets)
- Manual with Polish normalization
- Recording sheets (25 copies)

DUM. DIAGNOSIS OF BRAIN DAMAGE Ψ*

Sigrid Weidlich, Georg Lamberti (1996), based on the work of F. Hillers

AGE: Children, adolescents, adults.

PROCEDURE: Individual administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

A method of assessing memory disorders using figural material to be learned.

DESCRIPTION: There are two parallel test versions. Subjects memorize a series of geometrical drawings which have to be reproduced from memory with short wooden sticks.

RELIABILITY (GERMAN DATA): Proved stability.

VALIDITY (GERMAN DATA): Concurrent validity is being proved.

NORMS (GERMAN DATA): For children and adolescents (5-21 yrs), and adults.

APPLICATIONS: Neuropsychological diagnosis, screening examinations.

MATERIALS:

- Kit (manual, two sets of cards with drawings, 5 wooden sticks, 100 recording sheets)
- Recording sheets (100 copies)

*Published by ERDA Publishers

MMSE. MINI-MENTAL STATE EXAMINATION Ψ

Marshal F. Folstein, Susan E. Folstein, Gary Fanjiang

Polish normalization and manual: Joanna Stańczak (2010)

AGE: Adolescents, adults.

PROCEDURE: Individual administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

A clinical scale to examine cognitive impairments. Test measures memory and visual perception.

DESCRIPTION: MMSE is a 30-point questionnaire test used to quantitatively assess several aspects of cognitive functioning. Assessed areas comprise: Orientation to time, Orientation to place, Registration, Attention and calculation, Recall, Naming, Repetition, Comprehension, Reading, Writing, and Drawing. Polish manual contains description and results of the normalization and validation study, data collected during the Polish adaptation of the MMSE. Clinical research was conducted on people with diagnosed dementia, mild cognitive impairments, Parkinson disease, depression, organic mood disorders, schizophrenia, epilepsy, and diabetes.

RELIABILITY: High internal consistency proved in the whole clinical sample (differentiated indices for individual groups of persons with disorders), very high stability of scores determined in the examination repeated three to seven days later. Lower coefficients in the healthy sample.

VALIDITY: Intergroup comparisons confirmed concurrent validity: results differentiate between clinical and healthy samples; the lowest results obtained by persons with dementia, whatever the etiology. Positive correlations with other measures of cognitive functions confirm the construct validity.

NORMS: On a basis of results from the healthy sample.

APPLICATIONS: Screening for cognitive dysfunctions (especially dementia), illness monitoring.

MATERIALS:

- Kit (manual with Polish normalization, clinical guide in Polish translation, user's guide in Polish translation, card with pentagons, 25 recording sheets)
- Clinical guide in Polish translation
- User's guide in Polish translation
- Manual with Polish normalization
- Card with pentagons
- Recording sheets (25 copies)

RFFT. RUFF FIGURAL FLUENCY TEST Ψ

Ronald M. Ruff

Polish standardization and manual: Emilia Łojek, Joanna Stańczak (2005)

AGE: Adolescents, adults.

PROCEDURE: Individual administration, time limit – 5 min.

TEST USERS: Psychologists (psychology diploma required).

Test measures nonverbal fluency, understood as an ability to create new patterns in limited time.

DESCRIPTION: RFFT consists of 5 parts – charts. Each chart contains a grid of 35 squares with defined set of dots and distracting stimuli. The task is to draw as many unique designs as possible by connecting with a straight line at least two dots in each square. Each test part has to be completed within 60 seconds. Individual parts are preceded by example tasks.

RELIABILITY: Polish standardization proves stability and congruent reliability.

VALIDITY: Proved correlations with measures of cognitive functions, confirmed concurrent validity via intergroup comparison method – including persons with brain damage of various location and etiology.

NORMS: For persons aged 16-79 (all-Poland sample).

APPLICATIONS: Neuropsychological diagnosis.

MATERIALS:

- Kit (manual with Polish normalization, original manual in Polish translation, 10 test booklets)
- Original manual (in Polish translation)
- Manual with Polish normalization
- Test booklets (10 copies)

RHLB-PL. RIGHT HEMISPHERE LANGUAGE BATTERY

Ψ

Karen Bryan

Adaptation: Emilia Łojek (2007)

AGE: Adolescents, adults.

PROCEDURE: Individual administration; no time limit – averagely approx. 60 min.

TEST USERS: Psychologists (psychology diploma required).

The battery diagnoses neuropsychological deficits, especially language and communication impairments in subjects with right hemisphere dysfunctions.

DESCRIPTION: RHLB-PL consists of following 11 tests: Comprehension of Inferred Meaning, Lexical Semantic Comprehension, Verbal Humor Appreciation, Commentaries Test, Picture Metaphor, Written Metaphor, Explaining Picture Metaphor, Explaining Written Metaphor, Emotional Prosody Test, Linguistic Prosody Test, Discourse Analysis. The test material is diverse and consists of: verbal descriptions of various situations (in Inferred Meaning, Humor, Written Metaphor), pictures (Lexical Semantic, Picture Metaphor), a recording of nonsense phrases (Prosody tests). Most aids are in the test booklet, tasks from the prosody tests are CD recorded. The subject has to answer the questions relating to the situation demonstrated in the Comprehension of Inferred Meaning test, to choose a picture fitting the word spoken by the examiner in the Lexical Semantic, to choose the one answer confirming the comprehension of humor and metaphor in the tests which measure them, to indicate the emotional undertone and voice of spoken phrase in the prosody tests. The examiner also writes down spontaneous comments of the subject, asks to explain the metaphors and assesses the discourse. Some test in the battery are preceded by example phrases.

RELIABILITY: High stability and congruent reliability, internal consistency – low in healthy persons but satisfactory in clinical groups.

VALIDITY: Results confirmed high concurrent validity of the battery, which enables to differentiate between healthy persons and patients with brain dysfunctions of various etiology and damage localization. It is also a useful tool to differentiate between patients with right hemisphere damage and subjects with left-side lesions or dementias of any degree. Factor analysis shows the possibility to group the tests in five relatively independent abilities, which gives additional interpretation angle.

NORMS: For subjects with right hemisphere damage.

APPLICATIONS: Differential diagnosis in various brain diseases.

MATERIALS:

- Kit (manual with Polish normalization, original manual in Polish translation, test booklet, CD, two cards for prosody tests, three cards for the examiner, 25 recording sheets – part 1, 25 recording sheets – part 2, 25 score sheets)
- Original manual (in Polish translation)
- Manual with Polish normalization

-
- Test booklet
 - CD with recorded prosody tests
 - Cards for prosody tests (set of 2)
 - Cards for the examiner (set of three)
 - Recording sheets part 1 (25 copies)
 - Recording sheets part 2 (25 copies)
 - Score sheets (25 copies)

TESTS → FAMILY AND EDUCATION

- KKM. QUESTIONNAIRES OD MARITAL COMMUNICATION * Ψ 129
- KPR-ROC. QUESTIONNAIRE OF RETROSPECTIVE ASSESSMENT OF PARENTAL ATTITUDES* Ψ 130
- KRR. FAMILY RELATIONS QUESTIONNAIRE * Ψ 131
- KSP. QUESTIONNAIRE OF ATTACHMENT STYLES* Ψ 133
- KWM. "THE CLASS AND ME", "ME AND THE CLASS" QUESTIONNAIRES* Ψ 134
- SOR. FACES-IV – FLEXIBILITY AND COHESION EVALUATION SCALES Ψ 135
- SPR. PARENTAL ATTITUDES SCALE* Ψ 136
- TKZ R-D. PARENT-CHILD TASK-ORIENTED COMMUNICATION TEST* Ψ 137
- TSS. RELATIONS AT SCHOOL TEST* Ψ 138

KKM. QUESTIONNAIRES OD MARITAL COMMUNICATION * Ψ

Mieczysław Plopa (2008)

AGE: Adults.

PROCEDURE: Individual or group administration, no time limit, approx. 40 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to assess communication behaviors in marriage.

DESCRIPTION: Two forms constitute the inventory: the first to assess own communication behaviors, the second – assessing the partner's behaviors. Each form contains 30 items, both deal with three main communication dimensions in marriage: support, commitment, and depreciation. The first two can be additionally interpreted in a more detailed way (support or commitment oriented on the overall well-being of the partner, as well as support or commitment oriented on the specific problems of the partner). The examinee takes a stance towards each statement using five-point scale.

RELIABILITY: High indices of internal consistency.

VALIDITY: A comparison was made concerning results of contrast groups: homosexual and heterosexual couples, couples with different duration of the relationship, correlations with a personality questionnaire and inventories assessing parental attitudes, family relations, attachment styles.

NORMS: Created on a basis of results of 3396 examinees differing in age, education, marital history; standard ten, separate for women and men aged 20-60.

APPLICATIONS: For psychologists investigating marriage-related problems – to diagnose weak and strong points of marital communication; for scientific research.

MATERIALS:

- Kit (manual, 50 self-assessment sheets – husband/wife version, 50 sheets to assess the spouse, 50 recording sheets for self-assessment – version for the wife, 50 recording sheets for self-assessment – version for the husband, 50 recording sheets to assess the behavior of the wife, 50 recording sheets to assess the behavior of the husband)

*Published by VIZJA PRESS & IT

KPR-ROC. QUESTIONNAIRE OF RETROSPECTIVE ASSESSMENT OF PARENTAL ATTITUDES* Ψ

Mieczysław Plopa

AGE: Adults.

PROCEDURE: Individual or group administration, no time limit, approx. 40 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to retrospectively assess parental attitudes of father and mother.

DESCRIPTION: The tool consists of two questionnaires – to separately assess attitudes of father and mother. Each questionnaire contains 50 statements, examinees take a position on them using a five-point scale. The instrument enables to assess parents in retrospect in the field of five parental attitudes: acceptance/rejection, demands, autonomy, lack of consequence, and protecting.

RELIABILITY: High internal consistency of all five dimensions.

VALIDITY: Examined criterion validity (as a criterion among others: marital history, being raised in a family with alcohol-related problems, somatic disease, serving a term in jail), correlations with NEO-FFI.

NORMS: Standard ten, separate for women and men aged 20-60.

APPLICATIONS: For individual assessment, scientific research.

MATERIALS:

- Kit (manual, 50 sheets Parental attitudes of the father, 50 sheets Parental attitudes of the mother, 50 sheets My father, 50 sheets My mother)
- Sheets (a set of all sheets: 50 sheets Parental attitudes of the father, 50 sheets Parental attitudes of the mother, 50 sheets My father, 50 sheets My mother)

*Published by VIZJA PRESS & IT

KRR. FAMILY RELATIONS QUESTIONNAIRE * Ψ

Mieczysław Plopa, Piotr Połomski

AGE: Adolescents (15-20 yrs)

PROCEDURE: Individual or group administration, no time limit, approx. for one version: 10-15 min.

TEST USERS: Psychologists (psychology diploma required).

The questionnaire measures family relations in young persons' perception.

DESCRIPTION: The questionnaire exists in six versions which assess:

- family as a whole. It's the version *My Family* with 32 items, measuring following dimensions: communication, cohesion, autonomy – control, and identity.
- parents as couple. It's the version *My Parents as Couple* with 16 items, measuring following dimensions: communication and cohesion.
- relations with mother. It's the version *My Mother* with 24 items, measuring following dimensions: communication, cohesion, and autonomy – control.
- relations with father. It's the version *My Father* with 24 items, measuring following dimensions: communication, cohesion, and autonomy – control.
- notions of how the mother perceives relations with the child. It's the version *Me In My Mother's Eyes* with 24 items, measuring following dimensions: communication, cohesion, and autonomy – control.
- notions of how the father perceives relations with the child. It's the version *Me In My Father's Eyes* with 24 items, measuring following dimensions: communication, cohesion, and autonomy – control.

The applicability of each statement is rated by the subject on a five-point scale. All the versions at once can be used as well as – depending on the aim of the research – one or some of them.

RELIABILITY: Satisfactory indices of internal consistency of scales for all versions.

VALIDITY: Construct validity was examined by correlating results of separate KRR versions with results of questionnaires measuring various personality variables (including: anxiety, psychological gender, agency, empathy), professional preferences, social competencies.

NORMS: Standard ten, separately for girls and boys (except for *My Parents as Couple* with joint norms).

APPLICATIONS: For psychologists focusing on family relations; research.

MATERIALS:

- Kit (manual, 50 test sheets *My Family*, 50 recording sheets *My Family*, 50 test sheets *My Parents as Couple*, 50 recording sheets *My Parents as Couple*, 50 test sheets *My Mother*, 50 test sheets *My Father*, 50 recording sheets *My Mother* and *My Father*, 50 test sheets *Me In My Mother's Eyes*, 50 test sheets *Me In My Father's Eyes*, 50 recording sheets *Me In My Mother's Eyes* and *Me In My Father's Eyes*)
- Sheets (set: 50 test sheets *My Family*, 50 recording sheets *My Family*, 50 test sheets *My Parents as Couple*, 50 recording sheets *My Parents as Couple*, 50 test sheets *My Mother*, 50 test sheets *My Father*, 50 recording sheets *My Mother* and *My Father*, 50

test sheets *Me In My Mother's Eyes*, 50 test sheets *Me In My Father's Eyes*, 50 recording sheets *Me In My Mother's Eyes* and *Me In My Father's Eyes*)

*Published by VIZJA PRESS & IT

KSP. QUESTIONNAIRE OF ATTACHMENT STYLES* Ψ

Mieczysław Plopa (2008)

AGE: Adults.

PROCEDURE: Individual or group administration, no time limit, approx. 15 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to measure attachment styles in partner (romantic) relationships.

DESCRIPTION: This tool consists of 24 statements, 8 for each of three scales diagnosing following attachment styles: secure, anxious/ambivalent, avoidant. Examinees indicate on a seven-point scale how strongly they agree or disagree with the statements.

RELIABILITY: Moderate and high internal consistency indices.

VALIDITY: Examined criterion validity (criteria including: marriage satisfaction, marital history, quality of marital communication); correlations with personality inventories (NEO-FFI, 16 PF), also with CISS (Coping Inventory for Stressful Situations)

NORMS: Standard ten, separate for women and men aged 20-60.

APPLICATIONS: Mainly for research purposes.

MATERIALS:

- Kit (manual, 100 recording sheets for women, 100 recording sheets for men, 100 questionnaires for women, 100 questionnaires for men)

*Published by VIZJA PRESS & IT

KWM. "THE CLASS AND ME", "ME AND THE CLASS" QUESTIONNAIRES* Ψ

Anna Zwierzyńska, Andrzej Matuszewski (2006)

AGE: Children aged 10 - 15

PROCEDURE: Preferably individual examination; the examinee fills out both questionnaires; no time limit – approx. 30 min.

TEST USERS: Psychologists (psychology diploma required).

A set of questionnaires developed to diagnose the social non-adjustment of children in the classroom.

DESCRIPTION: The tool consists of two questionnaires: A – The class and me (26 items), and B – Me and the class (24 items). The test items consist of descriptions of various situations occurring at school, and respective reactions. The examinee rates – on a five-point scale – the frequency of her/his own reactions.

RELIABILITY: The assessed internal consistency can be rated as satisfactorily high.

VALIDITY: Correlations of questionnaire scores with several variables concerning the social and cognitive functioning at school.

NORMS: Girls and boys elementary school, grades 4-6; junior high school – grades 1-3.

APPLICATIONS: Diagnosing social non-adjustment of children in a school setting.

MATERIALS:

- Kit (manual, 25 answer-sheets, A & B, 25 questionnaires each, scoring key)
- Manual
- A questionnaires - set (25 copies)
- B questionnaires – set (25 copies)
- Recording sheets (25 copies)
- Scoring key

**The test is published by the Methodical Center of Psychological-Pedagogical Assistance.*

SOR. FACES-IV – FLEXIBILITY AND COHESION EVALUATION SCALES Ψ

David H. Olson

Polish adaptation and manual: Andrzej Margasiński (2009)

AGE: Children from the age of 12 and adults.

PROCEDURE: Individual or group administration, no time limit.

TEST USERS: Psychologists (psychology diploma required).

DESCRIPTION: The questionnaire consists of 62 statements which applicability is rated by the subject on a five-point scale from completely don't agree to completely agree. Those statements constitute eight scales. Six of them are the main scales of the Circumplex Model by David H. Olson, which concern two dimensions of the family functioning – cohesion and flexibility (Balanced Cohesion, Disengagement, Enmeshment; Balanced Flexibility, Rigidity, Chaos). Two other assess communication (the third dimension of the Circumplex Model), and family satisfaction. Aside from the results of the separate scales, three complex indicators can be calculated: cohesion, flexibility, and overall, which is a measure of family functioning correctness.

RELIABILITY: High or satisfactory internal consistency of scales.

VALIDITY: Confirmatory factor analysis proved the structural consistency of the questionnaire with the model by Olson.

NORMS: Interim standard ten and percentile norms for husbands, wives, sons, and daughters.

APPLICATIONS: The questionnaire measures family functioning. Individuals or whole families can be assessed. Four scales – measuring balanced cohesion and balanced flexibility as well as family communication and satisfaction - can be used in diagnosis, the other are recommended in research on family problems.

MATERIALS:

- Kit (manual, FACES IV questionnaire and the Circumplex Model. Validation study. 25 test sheets, 25 answer sheets, 25 result profiles)
- FACES IV questionnaire and the Circumplex Model. Validation study.
- Manual
- Answer sheets (25 copies)
- Test sheets (25 copies)
- Results profile (25 copies)

SPR. PARENTAL ATTITUDES SCALE* Ψ

Mieczysław Plopa (2008)

AGE: Adults.

PROCEDURE: Individual or group administration, no time limit, approx. 40 min.

TEST USERS: Psychologists (psychology diploma required).

A questionnaire to assess parental attitudes.

DESCRIPTION: The questionnaire has two versions – to examine the mother and the father. Sheets contain 50 diagnostic statements each, grouped in five dimensions, which correspond to five parental attitudes: *acceptance-rejection*, *excessively demanding*, *autonomy*, *inconsequent*, *excessively protecting*. Examinees indicate on a five-point scale how strongly they agree or disagree with each statement.

RELIABILITY: High internal consistency indices for both versions – mothers and fathers.

VALIDITY: Construct validity examined with factor analysis and psychological gender inventory as well as retrospective assessment of own parents' attitudes; numerous evidence of criterion validity (results of several special groups).

NORMS: Based on results of representative sample of 3249 females and 2786 males; standard ten, created separately for women and men differing in age, education, number and age of children in the family.

APPLICATIONS: For psychologists investigating family- and education-related problems; for scientific research.

MATERIALS:

- Kit (manual, 50 questionnaires – version for mothers, 50 questionnaires – version for fathers, 50 recording sheets - version for mothers, 50 recording sheets - version for fathers)

*Published by VIZJA PRESS & IT

TKZ R-D. PARENT-CHILD TASK-ORIENTED COMMUNICATION TEST* Ψ

Anna Frydrychowicz (2003)

PROCEDURE: Individual assessment of the child and parent while they both perform the test assignment; approx. 20 min.

TEST USERS: Psychologists (psychology diploma required).

This test assesses the effectiveness of child-parent communication behaviour in a task situation.

DESCRIPTION: The examiner observes the behaviour of the child and its parent (father or mother) using two separate observation scales (D for the child and R for the parent) consisting of 15 and 19 items respectively. The task during which the psychologist conducts the observation involves the parent "leading" the child by means of verbal cues along a route on a schematic town plan.

RELIABILITY: Satisfactory internal consistency and stability of both scales.

VALIDITY: Determined on the basis of correlations between the scales (separately for males and females), factor analysis and correlations of the test scores with measures of the child and parent's temperament and the child's mental development.

NORMS: Provisional standard ten norms for two age levels: 6 – 7 and 8 – 9 (scale D) and three levels of parental education (scale R).

APPLICATIONS: Educational counseling (optimization of tutoring for children by parents or professionals).

MATERIALS:

- Kit (manual, child's board, parent's board, screen, 25 recording sheets)
- Manual
- Child's board
- Parent's board
- Screen
- Recording sheets (25 copies)

* Published by Centralny Ośrodek Metodyczny Poradnictwa Wychowawczo-Zawodowego (the Methodic Centre for Psychological and Pedagogical Assistance)

TSS. RELATIONS AT SCHOOL TEST* Ψ

Elżbieta Zwierzyńska (2000)

AGE: Children aged 10-14.

PROCEDURE: Individual administration; no time limit – usually 30 min.

TEST USERS: Psychologists (psychology diploma required).

The TSS is a projective test. It is used to assess school-related interpersonal relationships in children.

DESCRIPTION: The TSS consists of 12 black-and-white pictures showing one child or several children, alone or in the presence of an adult, in a variety of school-related situations. The subject is to make up a story in answer to each picture. The stories are evaluated against categories presented in the manual. These categories deal with interactions and emotions.

RELIABILITY: Objectivity of the scoring system has been tested. High congruent reliability.

VALIDITY: Validity of the scoring system has been tested and its ability to differentiate between groups of children with extremely different school experiences has been demonstrated.

APPLICATIONS: In educational counselling.

MATERIALS:

- Kit (manual, test materials, 25 recording sheets)
- Manual
- Test materials
- Recording sheets (25 copies)

* Published by Centralny Ośrodek Metodyczny Poradnictwa Wychowawczo-Zawodowego (the Methodic Centre for Psychological and Pedagogical Assistance)

OTHER

- DEVELOPMENTAL AND INDIVIDUAL DIFFERENTIATION OF THE OPERATIONALITY OF CONCRETE THINKING AND THE DIAGNOSIS OF INTELLECTUAL CAPACITY 143
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RE-EDUCATIONAL PROGRAMS

Pictures and Patterns The Developmental Program in Visual Perception

Marianna Frostig, David Horne (1994)

The program is meant for preschool and school children preparing to learn to read and write and also for schoolchildren who are failing to make progress due to fragmentary developmental deficits in the visual analyser.

The program consists of three user's manuals and three exercise booklets for the child. There is one kit (manual and exercise booklet) for each level: beginners, intermediate and advanced.

The manuals contain also, aside from very precise instructions about exercises in the child's exercise-book, descriptions of physical exercises and games recommended by the authors, as an integral part of the Program.

The program may also be used successfully in special schools and practical therapy groups. The instructions can easily be followed by persons without professional training in this area, e.g., parents.

MATERIALS:

- Kit (3 user's manuals and 3 exercise booklets)
- Beginners' manual
- Intermediate manual
- Advanced manual
- Beginners' exercise booklet
- Intermediate exercise booklet
- Advanced exercise booklet

EXERCISES FOR CHILDREN WITH READING DIFFICULTIES

Joanna Baran (1993)

The exercises are meant primarily for children who have been unable to master the required level of reading proficiency during their first year at school (or later years). It may also be used as supplementary material in grade I.

The kit contains three exercise booklets for children, a guidebook for the adult working with the child and a set of pictures to go with the exercise booklets.

The kit is meant to be used in individual work with the child. It may also be used in class work. The instructions in the guidebook can easily be followed by persons without professional training in this area, especially parents.

MATERIALS:

- Kit (3 exercise booklets, guidebook, pictures)
- Booklet One
- Booklet Two
- Booklet Three
- Guidebook for the person working with the child
- Pictures

Re-educational programs by other publishers are also on sale. Updated lists of programs will be mailed on request.

NEW LOOKS AT THE ROTTER INCOMPLETE SENTENCES BLANK. QUALITATIVE INTERPRETATION

Collection of articles edited by Katarzyna Stemplewska-Żakowicz (1998)

Contents:

Introduction – Katarzyna Stemplewska-Żakowicz

Part I. The feasibility of submitting the Rotter Incomplete Sentences Blank to qualitative interpretation

B. Pietkiewicz, E. Sokołowska – Is the Rotter Incomplete Sentences Blank a test? Applications of this instrument

E. Sokołowska, B. Pietkiewicz – The diagnostic procedure for qualitative analysis of the Rotter Incomplete Sentences Blank

Z. Toeplitz – The Rotter Incomplete Sentences Blank as an introduction to the diagnostic interview

Part II. Qualitative interpretation of the Rotter Incomplete Sentences Blank in different theoretical approaches

K. Stemplewska-Żakowicz – The cognitive-phenomenological approach to interpretation of the Rotter Incomplete Sentences Blank

B. Pietkiewicz – Elements of Jacques Lacan's psychoanalytic theory in the interpretation of the Rotter Incomplete Sentences Blank

E. Sokołowska – Transactional analysis as a theoretical foundation for interpretation of the Rotter Incomplete Sentences Blank

Part III. Examples

Z. Toeplitz – Krystyna and Maciek: examples of how the Rotter Incomplete Sentences Blank can be used as an introduction to the diagnostic interview

K. Stemplewska-Żakowicz – Monika: an example of the cognitive-phenomenological approach to interpretation of the Rotter Incomplete Sentences Blank

B. Pietkiewicz – Marcin: interpreting the Rotter Incomplete Sentences Blank protocol using elements of J. Lacan's psychoanalytic theory

E. Sokołowska – Kuba: using transactional analysis to interpret the Rotter Incomplete Sentences Blank

D. Maison – The incomplete sentences method in marketing studies

DEVELOPMENTAL AND INDIVIDUAL DIFFERENTIATION OF THE OPERATIONALITY OF CONCRETE THINKING AND THE DIAGNOSIS OF INTELLECTUAL CAPACITY

Anna Matczak (2001)

The author begins with a concise discussion of Piaget's theory of development, paying special attention to the concrete operations stage, and a review of contemporary trends in the assessment of intellect. Against this backdrop, she presents the results of her own research with the DMI-2, tests measuring operational thinking ability in school children.

The first part of the empirical data presentation deals with developmental changes in operational thinking which can be detected by comparing solutions provided by children representing consecutive cohorts between age 6 and age 13. Both quantitative test results and types of errors and justifications of the answer selected were compared. It was possible to assess level of developmental advancement of children's ability to operate classes and relations on the basis of the justifications offered. These operations are the basic logical structures organising mental activities in the concrete operation stage.

The second part of empirical data presentation deals with individual differences in DMI-2 test scores. The analyses cover such potential determinants of these differences as intelligence, cognitive style (reflection – impulsivity) and sex.

The book ends with a presentation of arguments in favour of the diagnostic significance of thinking operationality as measured by the DMI-2, viewed as an indicator of general intellectual potential in school-age children.

THE PSYCHOANALYTIC THERAPY OF CHILDREN AND ADOLESCENTS: TRANSFERENCE

Katarzyna Schier (2000)

Taking the transference mechanisms into consideration when working with the patient is what distinguishes psychoanalytic therapy from other forms of psychotherapy.

Transference in the psychotherapy of adults has been discussed in numerous books and articles. Transference in the psychoanalytic treatment of children and adolescents has hardly been discussed. Katarzyna Schier's book is worthy of attention among the few works on this topic because it combines a wealth of theoretical information with reliable empirical analysis.

The author presents a variety of opinions on transference. When analysing the approaches of different researchers, she makes many references to empirical material gathered during her own therapeutic sessions with 28 patients – children and adolescents.

On the basis of the empirical material she identifies the different forms of transference described by Anna Freud (transference of the child's current relations, past experience, elements of the transference neurosis and transference of accepted ways of relating to another). Schier also formulates and justifies the claim that it is necessary to take parental transference into consideration when treating children and adolescents psychoanalytically. To describe the specific nature of transference in therapy with children the author uses the term "transference triangulation" to explain the significance of the therapist's relations with the child's parents for the technique and outcome of treatment of the child.

SELF-NARRATIVES. THE CREATION OF MEANINGS IN PSYCHOTHERAPY

Hubert J. M. Hermans, Els Hermans-Jansen

Translation: Piotr K. Oleś (2000)

This book – write the authors in the *Introduction* – refers to three levels of knowledge: theory, method and practice. The theory of evaluation provides the theoretical basis for the work. This theory is "rooted in the metaphor of the person who is motivated to tell the story of his or her life". The person who tells his or her life history invests specific events or

series of events with meaning, i.e., invests them with value. Events may be invested with positive, negative or ambivalent value.

The authors assume that the organisation and reorganisation of the value system are affected by basic motives and particularly two of them: striving for self-reinforcement (self-defence, self-sufficiency, self-expansion) and the need to relate to and unite with something or someone.

The book by the Hermans is an example of an integrative approach: it combines theory of evaluation with a unique method of "self-confrontation" – a form of systematic self-cognisance conducted with the psychologist's help. Another element of this work is a list of practical ideas and techniques for the investigation of the value system and the analysis of the effectiveness of different ways of changing this system.

This book is addressed to therapists and counsellors, psychologists working in adolescents guidance clinics, practising vocational counselling and personal counselling and also to researchers wishing to analyse the processes of emergence and transformation of individual meaning systems.

Note! We strongly recommend this book to users of Hubert J. M. Hermans' Self-Confrontation Method (cf. p. 77).

STUDIES IN INTERPERSONAL COMMUNICATION

Lidia Grzesiuk (1994)

The empirical research presented in the book was inspired by communication theories developed in clinical psychology. Successive parts of the book are devoted to such issues as focus on the self versus focus on the partner, personality correlates of interpersonal communication styles, communication of affect, neurolinguistic programming, and communicational behaviour in children and their parents.

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