

Personality Inventory for Youth (PIY)

A WPS TEST REPORT by David Lachar, Ph.D. and Christian P. Gruber, Ph.D.

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12031 Wilshire Blvd., Los Angeles, California 90025-1251

Version 1.110

ID Number: Sample

Youth Name: Not Entered

Age: 16

Grade: 9

Administration Date: 5/28/97

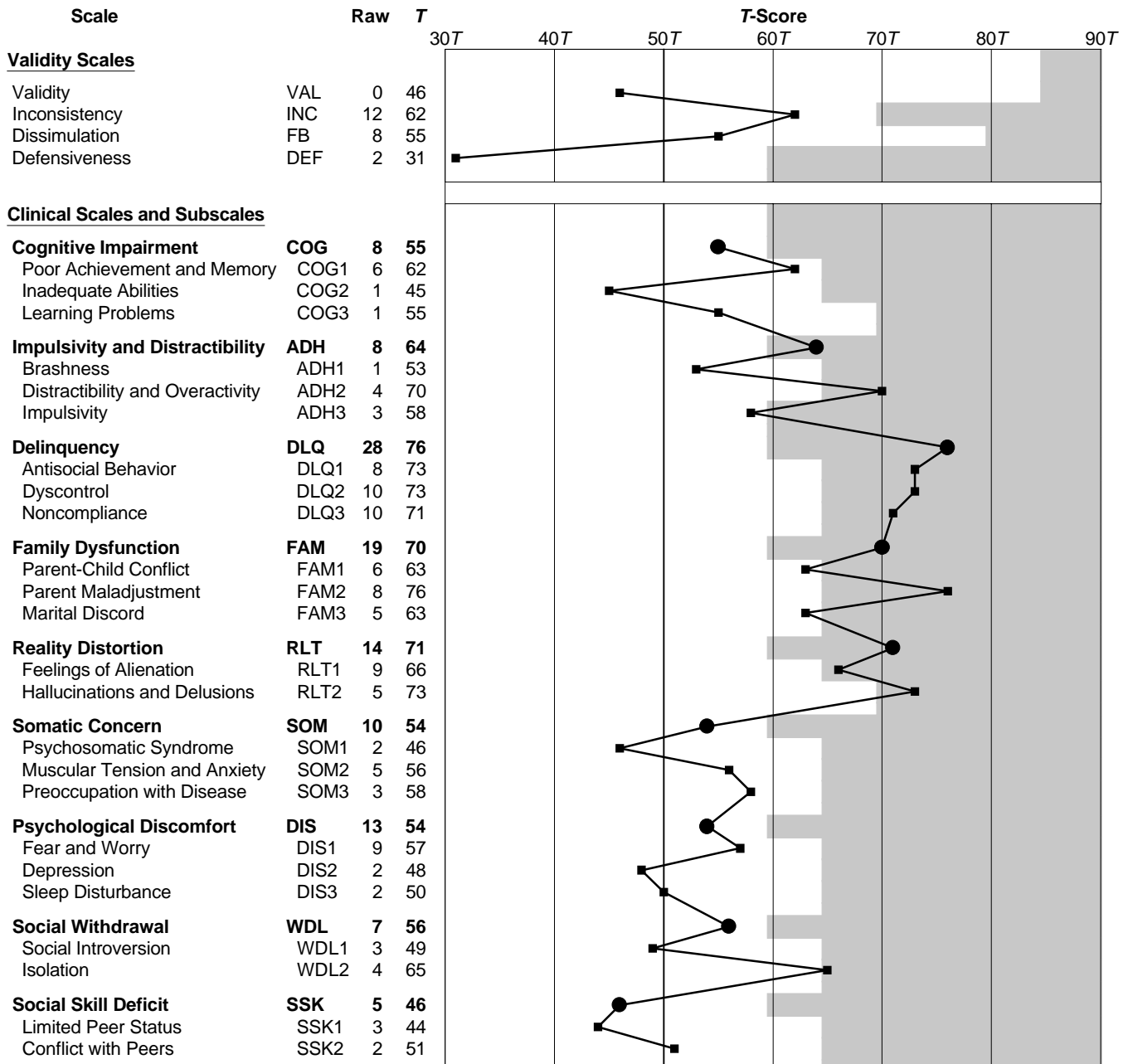
Gender: Female

Ethnicity: Not Entered

Processing Date: 5/28/97

Examiner Name: Not Entered

This interpretive report for the PIY is designed to aid in diagnosis and treatment planning. The user should be familiar with the material presented in the PIY Manual (WPS Product No. W-287A&B). No diagnostic or treatment decisions should be made solely on the basis of this report without confirming information from independent sources.



Test Interpretation

Response Style and the Validity Scales

The PIY provides three main scales of response validity that evaluate the manner or style with which this youth responded to the inventory questions. The pattern of results for the INC, FB, and DEF scales must be carefully inspected before the accuracy of the clinical scale profile results can be determined. (The VAL scale may be used to verify the results from these three validity scales.)

The results for the validity scales suggest that the PIY clinical scales profile has not been significantly affected by a response set that could limit test validity. In other words, this profile is unlikely to reflect the influence of random responses, limited comprehension of statement content, symptom exaggeration, malingering, or systematic denial of current problems. The following interpretation of this youth's scores on the PIY scales and subscales therefore represents clinical hypotheses that merit serious consideration.

Cognitive Status and Academic Performance

This youth reports no significant problems in academic achievement, the ability to learn, or the ability to retain information. Students with results of this kind usually attend regular education classrooms. It is important to review parent reports and school records to substantiate these observations.

Behavior Problems and Limited Self-Control

This individual's self-description in these areas suggests inattention, impatience, impulsivity, a fast personal tempo, and an inability to delay gratification. She describes behavior that is likely to be seen by others as unorganized and insufficiently planned. This behavior is frequently associated with tasks that remain incomplete and goals that are seldom met. Students who endorse these self-descriptions tend not to learn from past

mistakes and may be seen as fearless and as demonstrating poor judgment. Conflicts with school authorities may result.

She frequently does not comply with the general expectations and specific requests of adults. Breaking rules, testing limits, and manipulating other people to avoid the consequences of these problem behaviors occupy a considerable amount of her time. These problems are often demonstrated both at school and in the home. Inconsistent school attendance and inadequate motivation to achieve may be associated with significant discipline problems and removal from school. Conflicts at home may be demonstrated by threats to leave home as well as by episodes of running away. A variety of possible problem behaviors may have brought this youth to the attention of law enforcement personnel: theft, substance abuse, reckless behaviors, and association with friends who are similarly troubled.

Efforts by parents and other adults to modify these behaviors are viewed by this youth as ineffective. She admits to lying to get out of trouble. Her problems are likely to be related to an inability to express negative emotion in a modulated fashion, and to associated undercontrolled behaviors. Poor behavioral control, inappropriate expression of anger, and an inability to respond appropriately to external limits or the needs of others may result in shallow, unstable, or unrewarding relationships.

Family Context

This youth's responses to questions about her home life and her parents suggest that she is unlikely to view her home as a source of satisfaction. She may regard her parents as not being committed to marriage or family unity. A troubled relationship is likely between this youth and her parents, who she may describe as argumentative, given to demonstrating poor judgment, absent from home, and in disagreement with each other. They may drink

to excess or exhibit other signs of poor emotional adjustment.

Alienation and Reality Distortion

This youth's PIY results suggest that she feels different from others and describes her thoughts and behaviors as strange or unusual. Although aware that she needs help, this youth neither understands nor trusts others, preferring thought and fantasy over interaction with others. She is likely to describe her thoughts as confused and as distracting her from current activities. Thoughts and preoccupations are often emphasized over, or confused with, external reality. This youth may be frightened because of experiences that suggest the possibility of a major emotional disorder. Self-report evidence of hallucinations or delusions suggests the need for careful clinical evaluation.

Psychological Discomfort and Somatic Concern

In these areas, scores indicate that this youth is unlikely to be concerned about her health or to present with the kind of somatic symptoms that are often associated with tension or psychological distress. She does not demonstrate clinical levels of depression or anxiety and is unlikely to complain of excessive worry, sleep disorder, or loss of appetite.

Social Adjustment

A problematic social adjustment may be suggested by this youth's inventory responses, which describe a person who avoids parents and peers, engaging instead in solitary activities. Social relations may not be experienced as emotionally rewarding; social isolation may be in response to prolonged interpersonal conflict.

Note: In order, the preceding six sections reflect the pattern of scale and subscale elevations for COG scale and subscales with occasional reference to DIS or RLT subscales; ADH and DLQ scales and subscales; FAM scale and subscales; RLT scale and subscales; SOM and DIS scales and subscales; and WDL and SSK scales and subscales.

Critical Item Endorsement

The Critical Items were selected by experienced clinicians to reflect topics of possible clinical importance. Of these items, the following were answered by the youth in the clinically relevant direction; all coded responses were True unless labeled "(False)." Although answers to individual items should not be given too much clinical emphasis, these responses may suggest areas for further inquiry. They can also illustrate themes of concern that may clarify or add depth to discussions of PIY Scale results. The bracketed numbers show respectively the percentages of youths from regular education samples and from clinical referrals who endorsed the scored response in PIY research samples (* = percentages not available).

Depression and Worry

- 58. Little things upset me. [29,42]
- 123. Several times I have said I wanted to kill myself. [28,45]

Reality Distortion

- 110. Sometimes I see things that really are not there. [24,23]
- 150. I hear voices that no one else can hear or understand. [14,22]
- 225. People are out to get me. [8,15]
- 230. I often get confused. [39,52]

Peer Relations

- 5. Except for going to school, I often stay in the house for days at a time. [20,33]
- 45. I often stay in my room for hours. [28,44]
- 74. I am often rejected by other kids. [13,22]
- 95. I have no true friend. [10,16]
- 149. I prefer adults to other kids. [17,34]

Dyscontrol and Antisocial Orientation

- 41. I spend time with friends who often get into trouble. [26,44]
- 51. Punishment does not change how I act. [30,49]
- 61. I have threatened to kill others more than once. [11,27]
- 86. I respect the property of others. (False) [10,18]
- 101. I have attacked other people. [25,41]
- 116. I often cheat other kids in deals. [12,18]
- 126. I have been in trouble with the police. [16,38]
- 151. I have been in trouble for stealing more than once. [8,28]
- 156. I have been expelled from school. [7,32]
- 161. I have run away from home. [13,42]
- 176. I have problems because of my sex behavior. [*,*]
- 261. I belong to a gang. [*,*]

Cognitive Ability and School Adjustment

- 32. I do fairly well in math classes. (False) [27,35]
- 112. I have been held back a year in school. [18,41]
- 216. I do not get along with most of my teachers. [*,*]

Distractibility and Hyperactivity

- 38. I cannot wait for things like other kids can. [33,42]
- 158. I am often clumsy. [29,32]
- 268. I often don't finish things that I start. [*,*]

Health Concerns

- 59. I often have back pains. [27,36]
- 94. I often have stomach aches. [31,37]
- 263. I can't stop overeating, but I want to. [*,*]

Family Discord

- 2. I am unhappy about my home life. [26,44]
- 17. My parents disagree a lot about how to raise me. [17,34]
- 57. My parents have broken up their marriage several times. [8,18]
- 87. One of my parents drinks too much alcohol. [14,27]
- 177. My parent(s) spend very little time with me. [24,43]
- 207. My parents often argue. [26,40]
- 242. My punishment has been too strict or extreme. [*,*]

Summary of Responses

1. F	41. T	81. F	121. F	161. T	201. F	241. F
2. T	42. F	82. F	122. F	162. T	202. T	242. T
3. F	43. F	83. T	123. T	163. T	203. F	243. T
4. F	44. F	84. F	124. T	164. T	204. F	244. T
5. T	45. T	85. F	125. F	165. T	205. F	245. T
6. T	46. T	86. F	126. T	166. F	206. F	246. F
7. F	47. F	87. T	127. T	167. T	207. T	247. F
8. T	48. T	88. F	128. T	168. T	208. F	248. F
9. F	49. F	89. F	129. F	169. F	209. F	249. T
10. F	50. T	90. F	130. F	170. T	210. T	250. T
11. T	51. T	91. T	131. T	171. F	211. F	251. F
12. F	52. F	92. T	132. T	172. F	212. F	252. F
13. T	53. T	93. T	133. F	173. F	213. T	253. F
14. F	54. F	94. T	134. F	174. T	214. F	254. T
15. F	55. F	95. T	135. F	175. F	215. F	255. T
16. T	56. T	96. F	136. F	176. T	216. T	256. F
17. T	57. T	97. T	137. T	177. T	217. F	257. T
18. F	58. T	98. F	138. T	178. T	218. F	258. F
19. F	59. T	99. F	139. T	179. T	219. T	259. F
20. T	60. T	100. F	140. T	180. F	220. T	260. F
21. F	61. T	101. T	141. T	181. T	221. T	261. T
22. T	62. F	102. F	142. T	182. T	222. F	262. F
23. F	63. F	103. F	143. F	183. T	223. T	263. T
24. T	64. T	104. T	144. F	184. T	224. T	264. T
25. F	65. T	105. F	145. T	185. F	225. T	265. F
26. T	66. F	106. F	146. F	186. F	226. F	266. F
27. F	67. F	107. F	147. F	187. T	227. F	267. F
28. F	68. F	108. T	148. F	188. T	228. F	268. T
29. T	69. F	109. T	149. T	189. T	229. T	269. F
30. T	70. T	110. T	150. T	190. T	230. T	270. T
31. T	71. T	111. F	151. T	191. F	231. T	
32. F	72. T	112. T	152. F	192. F	232. F	
33. T	73. F	113. F	153. F	193. F	233. T	
34. F	74. T	114. T	154. F	194. T	234. F	
35. T	75. F	115. F	155. T	195. F	235. T	
36. T	76. T	116. T	156. T	196. T	236. F	
37. F	77. F	117. T	157. T	197. T	237. T	
38. T	78. T	118. F	158. T	198. T	238. F	
39. F	79. F	119. F	159. F	199. T	239. F	
40. F	80. T	120. F	160. T	200. T	240. F	

Invalid (missing) responses: 0

Response Key: T = True
 F = False
 - = Missing (not answered)

This report was generated based on WPS TEST REPORT Microcomputer Data Entry.

END OF REPORT