WHERE TO FIND TESTING & MEASUREMENT TOOLS

Databases:

Mental Measurements Yearbook (MMY)
  ○ Reviews of commercially available tests

PsycTESTS
  ○ Test records and some full-text of tests

Access via:


Home page of library – www.usc.edu/libraries
  ○ Click Databases, type in database name, hit Search

Contact:
Melanee Vicedo
Social Work Librarian
vicedo@usc.edu

Rev. 3/14/13
TWO WAYS TO ACCESS MMY ONLINE – RESEARCH GUIDE

URL: http://libguides.usc.edu/socialwork

Click on Databases

Type in the name of the database.

VIA THE LIBRARY’S WEB SITE – WWW.USC.EDU/LIBRARIES
BASIC SEARCH IN MMY

Start with a broad search.

Try the variable you are trying to measure. Then include your population.

Hint: more terms you include, less results.
Not a lot of results?

Think of other related terms or synonyms.

Example: bullying, behavior, aggressive behavior, aggression, conduct problems
ADVANCED SEARCH USING THE TERM “OR”

Use Advanced Search for more searching options.
ADVANCED SEARCH USING THE TERM “OR”

Using "OR" allows you to search for multiple search terms (synonyms) at once. "AND" narrows it.

"OR" expands your search.
ADVANCED SEARCH RESULTS

231 Results for...
Boolean/Phrase: behavior assessment OR bullying OR aggression

More results.

Click here to view test info & review.

1. Clinical Assessment of Behavior
   (AN: 16193150)
   Subjects: Behavior Assessment
   Database: Mental Measurements Yearbook
   Add to folder
   HTML Full Text

2. Behavior Assessment System for Children [Second Edition]
   (AN: 17193192)
   Subjects: Behavior Assessment
   Database: Mental Measurements Yearbook
   Add to folder
   HTML Full Text

3. Children's Aggression Scale
   (AN: 17893122)
   Subjects: Behavior Assessment
   Database: Mental Measurements Yearbook
   Add to folder
   HTML Full Text
SEARCHING USING TEST NAME FIELD

"Test Name" - Results include only tests with word in test name.

SEARCHING ALL FIELDS

This search did not specify a particular field. It brought up all records that had depression in any of the fields (ex. title, description, scoring).

More results will come up by not specifying a field to search.
Clinical Assessment of Behavior.

Acronym: CAB

Author: Bracken, Bruce A.; Keith, Lori K

Publication Date: 1996-2004

Publisher: Psychological Assessment Resources, Inc., 16104 N. Florida Ave., Lutz, FL 33549

Information:

Purpose: "Developed to aid in the clinical assessment, diagnosis, and behavioral screening of, and treatment planning for, children and adolescents."

Administration: Individual


Time: (10-30) minutes

Reviews:

Number of Reviews: 2

Reviews:

Reviewers: Bonner, Mike (University of Nebraska at Omaha); Volker Fry, Matta K. (University of Nebraska at Omaha); Hattie, John (University of Auckland).

Comments: Informant-completed behavior rating scale: 3 forms: Parent Extended Rating Form, Parent Rating Form, Teacher Rating Form.


Yearbook: 16

Accession Number: 16193150

Database: Mental Measurements Yearbook

Review starts here:

Review of the Clinical Assessment of Behavior by MIKE BONNER, Assistant Professor, Department of Psychology, University of Nebraska at Omaha, and NETTA K. VOLKER-FRY,
Review of the Clinical Assessment of Behavior by MIKE BONNER, Assistant Professor, Department of Psychology, Graduate Student, School Psychology Program, University of Nebraska at Omaha, Omaha, NE:

DESCRIPTION. The Clinical Assessment of Behavior (CAB) is a broadband-behavioral, informant-report rating scale for use in clinical, educational, and research settings for children aged 2 through 18 years. There are three rating forms: the Teacher Rating Form (CAB-T: 70 questions), Parent Rating Form (CAB-P: 70 questions), and Parent Extended Rating Form (CAB-PE: 170 questions). Completing the rating scales is appropriate for any adult with ‘a minimal literacy level’ (professional manual, p. 9). All three scales require the respondent to rate the frequency of behaviors displayed ‘lately’ using a 5-point Likert scale. Scoring must be done using the CAB Scoring Program (CAB-SP), compatible only with Windows systems. The CAB-SP generates a score report and profile for all three of the CAB Rating Forms, which includes raw scores, T-scores, percentile rank, confidence interval, quantitative classification, and a graphical profile display. The manual provides raw score, T-score, percentile rank, and confidence interval data, although the CAB forms are not designed to be hand-scored. The CAB-SP will provide raw scores when at least 90% of the items in a particular scale have appropriate completion.

Interpretation is organized using Clinical scales, Adaptive scales, and a CAB Behavioral Index (CBI), which combines both scales. The Clinical scales are composed of indices for Internalizing Behaviors, Externalizing Behaviors, and for the CAB-PE only, Critical Behaviors (CRI). The Internalizing Scale includes measures of Anxiety and Depression (called ‘clusters’). The Externalizing Scale clusters include Anger, Aggression, Bullying, and Conduct Problems. The Adaptive scale consists of measures for Social Skills, Competence, and for the CAB-PE only, Adaptive Behaviors.

DEVELOPMENT. Items were developed from a review of content and psychometric properties of existing behavior rating scales and, in a subsequent analysis, four preschool behavior rating scales for items that had high agreement between biological mothers and fathers’ ratings (Bracken, Keith & Walker, 1994; Walker & Bracken, 1996). Their goal was to develop items with high interparent agreement and/or high internal consistency as well as items that had relevance for DSM-IV diagnosis. Using a process called ‘logical nanalysis for best fit’ items were assigned to one of the six scales for the CAB-PE. From this, the abbreviated teacher and parent scales were developed so they would have matching items.

The CAB was normed and standardized over a 2-year period using two sampling procedures. The normative group is composed of 2,114 parents of children aged 2 to 18 and 1,689 teachers of 5- to 18-year-old students. The first method was a traditional direct solicitation for participation in standardization from schools, youth organizations, and mental health professionals. Data from this round were obtained in 17 states and made up 29% of the parent and 25% of the teacher normative samples. The remaining data were generated through an Internet survey research company. Parents of children aged 2 to 18 and teachers of children aged 5 to 18 who were members of the company’s online survey panel were selected based on a stratified sampling plan designed to match the U.S. Bureau of the Census (2001) in terms of age, gender, race/ethnicity, parental education, and geographic region. This method yielded respondents from 49 states.

Univariate analyses of variance were conducted controlling for the child’s age, gender, grade, race/ethnicity, and urban/suburban/rural residency with results demonstrating that the two sampling methods were equivalent for mean CAB scale scores in the parent sample (accounting for up to 2.2% of the variance). The teacher sample demonstrated more variance due to the normative sampling method (between 9.1% and 12.2% of variance). The manual hypothesizes this difference is likely the result of a systematic orienting procedure for paper-pencil standardization (they were told to base ratings on a randomly selected student) and the Internet standardization (who could have selected the target student to rate based on unknown criteria).

The normative sample was matched to 2001 U.S. Census data for only age, gender and race/ethnicity, geographic region, and parent and teacher education level. There is a fair amount of discrepancy for some of the variables. For example, the CAB-T norms overrepresent males. There are small to moderate difference across race/ethnicity and age as well.

TECHNICAL.

Reliability. Internal consistency coefficients for the Clinical, Adaptive, and Behavioral Indices across the three forms are between .89 and .98. For the subscales (clusters), coefficients range from .68 to .97. There are some patterns of strength and weakness for internal consistency across forms and subscales for age and gender that need to be considered by potential users. Test-retest reliability (time intervals varied across forms but were on average about 18 days) was reported for a small (N = 102) sample with correlations between .75 and .93 for indices and subscales. Interater reliability was evaluated for 366 children and adolescents. The Parent Forms were administered to 31 pairs of biological parents yielding a correlation of .82 on the CI, and a range of .70 to .90 across the more specific subscales. Teacher and parent interrater reliability correlations across the scales and subscales ranged from .40 to .58, typical for cross-context comparisons. The Standard Error of Measurement (SEM) is between 1.4 and 3.46 T-score points. Low SEMs, such as these, are indicators that the test has good evidence of reliability.

Validity. Evidence for content validity comes from the empirical approach used to derive items in the scale development. Criterion-related validity evidence is offered through comparisons...
CITING A REVIEW FROM MMY

Information and format of a MMY citation:

Last name, first initial of review author. (Year of MMY publication). Test review of the name of test. In name(s) of MMY editors, *The edition mental measurements yearbook*. Retrieved from persistent URL.

Example:

Instructions on citing MMY reviews

Look for the Yearbook # when you are using a review from the Mental Measurements Yearbook. The yearbook indicates what edition the review appeared in.

Find that edition in the samples below and that will be your citation template. You will need to fill in the name of the test review author and the name of the test being reviewed. The publication date, the name(s) of editor(s), the name of the yearbook, and the Buros url website address will be the same as the template.

NOTE: the author of the review and the publication year of the MMY edition are included in the citation, but the test author and publication date of the test itself do not appear.

Format of the citation:

Last name, first initial of review author. (Year of MMY publication). Test review of the name of test. In name(s) of MMY editors,  

The edition mental measurements yearbook. Retrieved from persistent URL

Sample citations from the 1st through the 19th MMY

Last name, first initial of review author. (in press). Test review of the name of test. In J. F. Carlson, K. F. Geisinger, & R. A. Spies (Eds.), The nineteenth mental measurements yearbook. Retrieved from the Buros Institute’s Test Reviews Online website: http://www.unl.edu/buros


PSYCTESTS

- Access to psychological tests, measures, scales, surveys, and other assessments.

- Descriptions of test and its development and administration.
  - Mostly drawn from articles in peer-reviewed journals or books.

- 72% of test records contain the actual test or test items.
  - Directly from authors
  - Peer reviewed journals
  - Books and handbooks
  - Dissertations
  - Websites
  - The Archives of the History of American Psychology Test Collection
  - Commercial test publishers (descriptive information only)

CITING TESTS RECORDS FROM PSYCTESTS

HOW TO ACCESS PSYCTESTS

Click on Databases. Type database name in search box. Hit Search.

Another way: Link to PsycTESTS on this page - http://bit.ly/testsinfo
SEARCHING PSYCTESTS

Can search using "AND" & "OR"

Can specify age group.
VIDEOS ON HOW TO SEARCH IN PSYCTESTS


How to cite records from PsycTESTS in APA - http://bit.ly/ZRfGps

Contact:
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Social Work Librarian
vicedo@usc.edu

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