## CONTENTS

Preface ix

The Editors xiii

The Contributors xv

### PART ONE: GENERAL ASSESSMENT ISSUES 1

### SECTION ONE: GENERAL MULTICULTURAL ASSESSMENT ISSUES 3

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Issues in Culturally Appropriate Psychoeducational Assessment</td>
<td>Amado M. Padilla, Graciela N. Borsato</td>
</tr>
<tr>
<td>2</td>
<td>Multicultural Assessment Validity: The Preeminent Ethical Issue in Psychological Assessment</td>
<td>Charles R. Ridley, Michael L. Tracy, Laura Pruitt-Stephens, Mary K. Wimsatt, Jacquelyn Beard</td>
</tr>
<tr>
<td>3</td>
<td>Building Community Test Norms: Considerations for Ethnic Minority Populations</td>
<td>Robert G. Malgady, Gerardita Colon-Malgady</td>
</tr>
</tbody>
</table>
4 Cultural Identity, Racial Identity, and the Multicultural Personality  52  
Alan W. Burkard, Joseph G. Ponterotto  

5 Acculturation and Multicultural Assessment: Issues, Trends, and Practice  73  
Lourdes M. Rivera  

6 Multicultural Issues in Computer-Based Assessment  92  
Muninder K. Ahluwalia  

7 Clinical Diagnosis in Multicultural Populations  107  
Richard H. Dana  

8 A Cultural Assessment Framework and Interview Protocol  132  
Ingrid Grieger  

SECTION TWO: ASSESSING IMMIGRANTS AND REFUGEES  163  

9 Considerations for the Cross-Cultural Evaluation of Refugees and Asylum Seekers  165  
Judy B. Okawa  

10 Cultural Adaptation and Translation of Assessment Instruments for Diverse Populations: The Use of the Harvard Trauma Questionnaire in Rwanda  195  
Mary Fabri  

11 Delivering Quality Mental Health Services to Immigrants and Refugees Through an Interpreter  220  
Maria Prendes-Lintel, Francisca Peterson  

SECTION THREE: DAILY LIVING ASSESSMENT  245  

12 Assessment of Diverse Family Systems  247  
Daniel T. Sciarra, George M. Simon  

13 Culturally Competent Vocational Assessment with At-Risk Adolescents in Middle and High School  273  
Margo A. Jackson, Aisha M. B. Holder, Morgan T. Ramage  

14 Cross-Cultural Considerations in Quality-of-Life Assessment  299  
Shawn O. Utsey, Mark A. Bolden
PART TWO: TESTING ISSUES  319

SECTION ONE: PERSONALITY ASSESSMENT  321

15  TEMAS: A Multicultural Test and Its Place in an Assessment Battery  323
    Rosemary Flanagan, Giuseppe Costantino, Elsa Cardalda, Erminia Costantino

16  Multicultural Issues in Projective Assessment  346
    Giselle B. Esquivel, Geraldine V. Oades-Sese, Sarah Littman Olitzky

17  On the Multicultural Utility of the 16PF and the CPI-434
    in the United States  375
    Kristen M. Strack, Marcella H. Dunaway, Stefan E. Schulenberg

18  Multicultural Applications of the Myers-Briggs Type Indicator®  402
    Mary H. McCaulley, Raymond A. Moody

19  MMPI-2 and MCMI-III Performances of Non-White People
    in the United States: What We (Don’t) Know and Where We Go
    from Here  425
    Kwong-Liem Karl Kwan, Michael Lynch Maestas

SECTION TWO: ASSESSMENT OF COGNITIVE ABILITIES  447

20  Ability Testing Across Cultures  449
    Robert J. Sternberg, Elena L. Grigorenko

21  Educational Assessment of English-Language Learners  471
    Graciela N. Borsato, Amado M. Padilla

22  Multicultural Issues and the Assessment of Aptitude  490
    Lisa A. Suzuki, Lorelei Prevost, Ellen L. Short

23  Academic Achievement Testing for Culturally Diverse Groups  520
    Craig L. Frisby

24  Neuropsychological Assessment in a Multicultural Context:
    Past, Present, and Future  542
    Arthur MacNeill Horton Jr.

25  Family-Oriented, Culturally Sensitive (FOCUS) Assessment
    of Young Children  565
    Paul J. Meller, Phyllis S. Ohr
26 Assessment Issues for Working with Diverse Populations of Elderly: Multiculturally Sensitive Perspectives  594
   Amanda L. Baden, Grace Wong

SECTION THREE: FORENSIC ASSESSMENT  625

27 Assessing for Child Maltreatment in Culturally Diverse Families  627
   Lisa A. Fontes, Margarita R. O’Neill-Arana

28 Competency to Stand Trial: A Multicultural Perspective  651
   Sergei V. Tsytsoarev, Amanda Landes

29 Multicultural Assessment: Trends and Future Directions  666
   Lisa A. Suzuki, Joseph G. Ponterotto

Name Index  672
Subject Index  694
To my wonderful, supportive, and loving husband, John, and to someone who brings great joy to us: our daughter, Kaitlyn

L.A.S.

To my loving, brilliant, caring, beautiful, and fun wife, Ingrid; and to our wonderful cousins in Frankfurt: Dalia, Merlin, and Thomas

J.G.P.
It has been six years since the second edition of the *Handbook of Multicultural Assessment* was published. During this time, the landscape of assessment practice has grown in complexity, and the challenges facing clinicians, educators, and researchers using various modes of evaluation have increased. This third edition addresses these challenges with updated and newly conceptualized chapters regarding contemporary issues in assessment, cultural examination of the most popular psychological measures, and two new innovative sections.

In accordance with earlier editions, this *Handbook* brings together an outstanding group of authors from academic and clinical settings whose expertise makes this text one that will be useful to clinicians, researchers, educators, and graduate students. Although the authors were asked to revise their work for this new edition, many of them decided to rework their entire chapters based on new developments in the field. We have also invited a number of new contributors because of their outstanding work on relevant multicultural topics. In addition, we are pleased to introduce some new chapters and sections, which we describe in the following paragraphs.

Part One focuses on general assessment issues that cut across the different testing areas. The chapters in Section One focus on appropriate practices, ethics, community norms, identity, interviewing, and clinical diagnosis. A new chapter (Six) has been added given the increased presence of technology in current
assessment practices. Also, Chapter Four, on identity, now includes attention to innovative work being done with respect to the multicultural personality.

Section Two, “Assessing Refugees and Immigrants,” is new to this edition. Given the increase in globalization, assessment practices must take into account important historical, social, and political contexts when assessing newcomers such as refugees and immigrants as they arrive and adjust to life in the United States. Each chapter contains anecdotal accounts that draw readers into the harsh realities facing immigrants and refugees. Use of translators and interpreters is more commonplace as members of the mental health profession are increasingly called on to assess individuals who do not speak English. We extend our welcome to the authors of the chapters in this section, who are actively working within refugee and immigrant communities.

Section Three contains chapters focusing on the assessment of diverse family systems, vocational issues, and quality of life. The focus of the vocational chapter (Chapter Thirteen) has changed from the previous edition to encompass contemporary work being done with at-risk middle school and high school adolescents.

Part Two focuses on the assessment of personality, cognitive ability, and our new section on forensic assessment. The chapters in Section One highlight the use of the Tell-Me-a-Story, projective tests (such as drawings, TAT, and Rorschach), and the most recent versions of the 16PF, CPI, MBTI, MMPI, and MCMI. This section once again includes attention to various methods of assessing cognitive ability, as well as neuropsychological assessment and the evaluation of young children and the elderly. We also examine the educational assessment of English-language learners, an important area new to this edition.

Forensic assessment, the topic of Section Three, is a new area of coverage for the Handbook. It provides information regarding multicultural issues as they bear on the assessment of child abuse and criminal competency.

We are aware that certain topics such as cultural equivalence, acculturation, and language are mentioned repeatedly throughout the text. These are conceptually relevant topics to a number of testing areas, and their impact should be understood within multiple contexts.

Although a number of outstanding books have been published focusing on the multicultural use of psychological measures, we believe that this Handbook continues to provide the greatest breadth of coverage in assessment. Chapter authors refer readers to major sources for more complete discussion of particular measures. In addition to adding new areas, we have consolidated topics (for example, Chapter Sixteen now covers drawing tests, Rorschach, and TAT) and included reference to Web sites that will assist readers in accessing more information.
We are pleased to offer this new edition to meet the challenges that researchers, educators, and clinicians face in serving diverse communities. And we hope that it will continue to stimulate interest and ongoing debate regarding best practices in multicultural assessment.

ACKNOWLEDGMENTS

We acknowledge the support and assistance of Alan Rinzler, Jossey-Bass executive editor, who contributed to the conceptualization of this third edition. In addition, we thank Seth Schwartz, Carol Hartland, and Susan Geraghty of Jossey-Bass for their understanding, patience, and support in the completion of the Handbook.

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

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**Maria Prendes-Lintel**, a founder and director of FIRST Project (For Immigrants and Refugees Surviving Torture), which opened its doors in Lincoln, Nebraska, in 2000, and has worked with refugees and immigrants in various capacities since 1977. She has presented internationally, nationally, regionally, and locally in working with multicultural populations, immigrants and refugee needs, psychosocial and physiological impact of stress, working with interpreters, treatment of immigrant and refugee trauma and torture, depression, and areas related to behavioral health and multicultural populations. She is also the president of a private practice, The Wellness Center. She received her bachelor’s and master’s degrees in social work and completed her doctorate in counseling psychology from University of Nebraska Lincoln.

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