



Choosing Between an Objective and Projective Test for Children

Choosing Between an Objective and Projective Test for Children The Dood Caoek Joms University It has been observed that there has been a growing acceptance and understanding to the necessity and value of personality testing. It is at this stage in time where there is increasing demand and consumption for such services, met by a diverse range of offerings, it is important to know the ideal service to meet one's needs.

Keeping this in mind, this essay will attempt to compare and contrast between two known personality tests, the Five-factor Personality Inventory-Children (FFPI-C), an objective test, and the Rotter incomplete sentences blank (RISB), a projective test, as to their similarities, differences, advantages, disadvantages and suitability for children.

The two mentioned tests, the RISB and FFPI-C are similar in that they utilize a scoring guide provided, whereby responses are given scores which are used to identify specific states or predictions about the subject within their respective manual, providing for standardization and consistency in evaluation (Rogers, Bishop, Lane, 2003, p. 239; Klingbeil, 2009, p. 61). Another similarity is that both tests are easily administered either to an individual or large groups without need for special environmental or situational prerequisites for a general administration.

A more significant similarity is that both tests are capable of either testing for a subject's deviation from a population norm or for a specific trait within a subject (Churchill & Crandall, 1955, p. 345; McGhee, Ehrler, Buckhalt, 2007, p. 207). As seen from above, the similarities between the two tests are confined largely to the method of assessment and also the ease of administering the tests. The differences however begin from the fundamentals of what the tests aim to get from the subjects and how the assessor views the responses from the subjects.

The RISB aims to illicit projective responses that contains emotive and referencing elements from its subjects, in a situation whereby the purpose and or method of assessment is unknown (Rogers, Bishop, Lane, 2003, p. 236). The subject under those circumstances will be unable to attempt responding in favor for a particular outcome, and even if the subject attempts to respond neutrally to emulate a non-response, the indicated non-response or even a refusal to provide any input in itself is a consideration within the RISB scoring guide. The RISB however has a cut-off point to the number of omitted or incomplete responses wherein hit or exceed would render the test voided (Rotter & Willerman, 1947, p. 45). Responses from the RISB when scored objectively as according to the manual will allow for the assessor to make an analysis based on its established baseline. Given situations whereby a deeper analysis is required, an experienced practitioner can utilize psychodynamic interpretation to individually analyze each of the response, wherein various as