

RPAS Chapter 2

- Administration principles
 - Administration is standardized
 - The respondent takes the lead; the examiner is non-directive
 - The goal is to capture the respondent's performance accurately
 - Administration focuses on the visual representation and problem-solving components of the task
- Two Phases
 - Response Phase (RP)
 - *What might this be?*
 - Responses are transcribed verbatim.
 - Pull after at least two responses but no more than four
 - Clarification Phase (CP)
 - Ask questions about how the response was seen and identifies where the response was seen
 - The essentials: Administration
 - Make initial preparations: Materials, logistics, and seating
 - Computer, paper, pencil, power cord
 - Scheduling (1 – 1 ½ hours)
 - Location sheets (2 needed)
 - Seating side by side with the individual, NOT IN FRONT OR IN THEIR DIRECT VIEW
 - No distractions (window, painting, book cases)
 - Blot's upside down (with one being on top)
 - When respondent is done with card, place card on the bottom of pile to remain in order
 - Keep cards away from respondent's vision
 - Establish rapport and explain rx of assessment
 - General information about process
 - Who will receive results and what for – standard assessment protocol
 - Establish rapport during warm up period
 - Ask formal and neutral questions
 - May not want to start out with Rorschach, perhaps a less intrusive or simple test, BUT NOT TEST THAT WILL PROMPT SYMPTOM RECALL (e.g., BDI)
 - Administer test
 - Introduce RP
 - Discussion about test should be brief
 - See introducing test
 - General questions see page 10.
 - ***It is up to you***
 - *We all see the world a bit differently and this task allows us to understand some of how you see things*
 - *It provides some information that should help me understand you so we can better [answer the referral]*

question]. It helps us to get to know you better so that we can help you more

- **Different people see different things**
- **Let's come back to that in a little bit after we go through all the cards first**
- *I want you to tell me what they look like to you*
- Things to avoid saying
 - Things are ambiguous or unstructured
 - Avoid saying there are no right or wrong answers
 - Avoid saying "most people"
 - Inform people that imagination or creativity is being tested
- If manipulation is suspected, address directly and proceed with discretion if professional opinion is to do so.
 - *Have you done anything to prepare for today?*
- RP
 - After two or three cards, examiner does not need to repeat prompt of *what might this be*
 - Examiner has two primary roles
 - Provide a standardized structure of the task
 - Keep structure
 - Accepting atmosphere
 - Document the respondent's responses.
 - When four responses are provided
 - Thank the respondent and ask for the card back
 - Remind the respondent of instructions
 - Only allow if essential to maintain rapport
 - Do not accept card rejections
 - **Prompts**
 - When only one response provided:
 - *We would like two or maybe three responses to each card. So please try to give another*
 - Additional prompts on p. 13
 - Only one prompt per card should be used.
 - If the client, after prompted to give another response, says *I can't see anything else*, accept the card and offer no further prompts
 - Make sure after the prompt that the respondent does not just elaborate on what they already have seen and provides a new response.
 - If respondent stops the active visual inspection of the card, wait **20 second**. If still no response, should offer a prompt if no response or only one response is given.
 - If they have already provided responses say *are you finish* OR *when you are finished, you can hand the card back to me*

- Do not prompt for ambiguity during RP. NOTE TO CLARIFY IN CP
 - **Pulls**
 - After fourth response, provide instructions over
 - *Say Okay, that's good. Remember try to give two responses to each card; maybe three*
 - If more than one pull, say prompt WITHOUT *maybe three*
 - DO NOT ACTUALLY GRAP AND PULL CARD FROM RESPONDENT
 - If for a sensitive client, there is a need to allow them to provide more than four responses per card. DO NOT CODE OR INTERPRATE EXTRA RESPONSES
 - **Card Rejections**
 - Do not allow!!!
 - If happens on Card I or II, talk with them, establish rapport, start test over
 - Reject after Card II, gently but firmly encourage respondent to respond and provide answer
 - Use prompts *take your time, you can do it, we are in no rush*
 - If rejections persists, discontinue test
 - **Less than 15 responses**
 - If less than 15 responses
 - *That was fine. However, we need a few more responses for the test to be helpful. So let's go through the cards again. Take your time when looking for the test to be helpful. So let's go through the cards again. Take your time when looking at them and see what other things you can come up with.*
 - Say *what else might this be* only once. NO OTHER RESPONSES
 - If re-going through cards and respondent provided four response with one card, DO NOT READMINSTER THAT CARD
- CP
 - Purpose: resolving coding ambiguities and to ensure that definitive information is available for coding content, location, and determinants
 - **Goal is to code accurately**, not to necessarily see the response the way the respondents do
 - No new responses taken during this portion of test
 - Introduction
 - *Now we are going to start the final step. While looking at the cards I want to review your responses with you to clarify what it is that you saw and how you saw it. So*

we will look at the cards one by one. I will read your responses back to you and I want to know where on the card you were looking and what about the inkblot made it look like that to you. Does that make sense?

- Categories to code
 - Where the response is seen (Location)
 - What it is (content)
 - How it is organized (object qualities)
 - What makes it look the way it does (determinants)
- Performing CP
 - After introduction, repeat responses verbatim, including intonation and words BUT NOT their slippage or hesitations. DO NOT MOCK
 - Most likely will only need to be a couple of questions
 - Be careful to not over OR under ask to clarify
 - **Deciding what needs to be coded**
 - Suggested codes that have not been confirmed
 - Required coding categories that have not been addressed
 - Clarification questions should have the goal of resolving a specific ambiguity, which may be the presence or absence of one code ASK QUESTIONS TO SPECIFICALLY GET SOMETHING
 - Always asking what they saw doing the RP not the CP
 - **Key words**
 - Back there – V, FD
 - Hidden – FD, V
 - Gun firing – m, perhaps C
 - If two key words are present, may need to query about both key words
 - Open ended questions are standard
 - Avoid repeating same queries (i.e., *what makes it look like this*)
 - *And the...*
 - *You said it was...*
 - *Help me see the... as you do*
 - *What makes it look...*
 - *I'm not sure how you see it* ONLY WITH VAGUELY STATED OR CONFUSED RESPONSES
 - **One or two responses?**
 - Say the first object and wait to see if the respondent includes the second object
 - May need to ask...
 - *Was that one or two answers?*
 - *Help me with this; were they both part of the same answer?*
- Documentation

- The response verbatim
- Coding-relevant gestures
- Orientation of card
- Location of response
- Put examiner verbalizations in parentheses
- Card orientation, prompt and pull, and time delay notations to use
- Document when the RP was repeated
- **Behavioral observation or gestures**
 - Hand movements to indicate FD, pointing, rubbing card to indicate T
 - Unusual ways of handling card (e.g., holding far away from person, dropping card, looking at it horizontally)
- If the respondent is speaking too quickly, say
 - *I am writing down everything you say so go a little slower please OR I am having trouble keeping up with you; can you slow down some? Thank.*
 - If you need for them to repeat something, ask
- **Card orientation**
 - Document if they hold it upright, upside down, or sideways
 - < left ,^ up ,> right ,v upside down
 - locate multiple turns
 - Complete rotation FT
 - @ card was turned but response given upright
- **Prompts and pulls**
 - Prompts (Pr) and Pulls (Pu)
- **Pauses and hesitations**
 - Short pauses - ...
 - Longer pauses, indicate time
- Code as soon as possible
- Document the responses and task box