**FAQs on Understanding the Results Output for Child and Adolescent Cases**

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## What is the Easiest Way to Read the Child and Adolescent Profile Page Results?

*On Page 1 and 2, focus on the C-SS column, the type of icon, and how far the icon is to the left or the right of the 'X.'*

The Profile Pages for children and adolescents are a little complicated because they show both how this person compares to others of the same age and how this person compares to adults. The A-SS column shows the Standard Score (SS) for this person relative to adults, while the C-SS column shows the SS for this person relative to others of the same age. The grid on the Profile Pages is structured for adults, where the heavy dark line down the center of the profile at a SS of 100 indicates the average score for an adult. Superimposed on the grid are overlays that show what is expected for a child or adolescent at a particular age. The overlay has two parts, an X and surrounding dashed lines that we call whiskers. The X is the mean or average value for respondents of that particular age and the whiskers extend 1 Standard Deviation (SD) below and above the X. The icon marks the raw score obtained by this particular child or adolescent, while the numbers in the C-SS columns provide standard score values that quantify how far from average this child is, using the X to indicate what is average and the whiskers to indicate typical variability around that average. The colors and shapes of the *icons* on the child and adolescent profiles are similarly keyed to the age of the particular respondent. **GREEN** with no bars means that the result falls within the normal range (C-SS: 85-115); **YELLOW** with one bar means that the result falls between 1 and 2 standard deviations above or below the mean (C-SS: 70-84 or 116-130, with "above the mean" being to the right of the X and "below the mean" being to the left of the X); **RED** with two bars means that the result falls between 2 and 3 standard deviations above or below the mean (C-SS: 55-69 or 131-145); and **BLACK** with complete fill means that the result is more than 3 standard deviations above or below the mean (C-SS: < 70 or > 145). The key thing to understand is that the C-SS values are determined by the data for the age-specific overlays, while the A-SS values are determined by the data for the underlying adult grid.

## How Do I More Fully Understand the Child and Adolescent Profile Page Results?

As noted above, the basic standard score grid formatting of the Profile Pages is keyed to adult norms, regardless of the age of the respondent. The adult norms use a standard score metric, which has a mean of 100 and a standard deviation of 15. Thus, the midline on the Profile Page grid represents the adult standard score of 100, and 15-point intervals on that grid reflect changes of one standard deviation. When assessing a child or adolescent, the values given in the A-SS columns indicate what the person's standard score would be relative to the *adult* R-PAS reference sample. Thus, they indicate the placement of this person's raw scores on the grid itself. However, the grid is not used in the same way with children or adolescents as it is for adults. For children and adolescents, superimposed on the grid are overlays showing the average range for people of a particular age. As noted above, the overlay has an X to designate the mean for that age, and whiskers extending above and below that X to designate one standard deviation to either side of the mean. This overlay reflects the current transitional norms for a child or adolescent of that particular age. (The process by which these norms were generated and an explanation for why they are provisional are available at For R-PAS Users: Description of the Current Child and Adolescent Norms.) Using that age-based information, the values given in the C-SS columns indicate what this person's standard scores are relative to other child or adolescent respondents the same

age. Thus, they indicate the placement of this person's raw scores on the overlay – the X and whiskers – not on the grid itself.

When you test a child or adolescent, you may want to know how their scores compare to adult norms (i.e., the A-SS values that are tied to the grid) but generally you want to know how they compare to norms for children or adolescents of similar ages (i.e., the C-SS values that are tied to the overlay). Thus, you generally will focus on the C-SS values and the placement of the icon on the Profile Page relative to the overlay. Again, the overlay for children and adolescents consists of an X surrounded by the whiskers made up of a series of dots, like this: ·····X·····. Because the X marks the statistical mean for the respondent's own age group it indicates the C-SS value of 100. Because the whiskers indicate one standard deviation above and below the mean, they extend from C-SS values of 85 on the left to 115 on the right. These relations hold regardless of where the overlay is located on the underlying grid.

The only thing that is important to remember is that the C-SS values are keyed to the age-specific overlays, while the A-SS values are keyed to the underlying adult grid. Thus, if the X in an overlay falls on the grid at an A-SS value of 85, that point is not below average, as the grid itself would suggest. Rather, it just represents the mean value for all respondents in that child or adolescent's age group, which is a C-SS of 100. Thus, you always treat the spot where the X falls as equivalent to C-SS = 100 or the 50th percentile *for purposes of this age group*. Because the whiskers surrounding the X correspond to one standard deviation in each direction, they extend to a C-SS of 85 below the mean and a C-SS of 115 above the mean. If the icon indicating the respondent's obtained raw score falls on the whiskers surrounding the X, you know that their score falls within one standard deviation of the mean (X) and is thus within the normal range for this age. When the icon falls either above or below the ends of the whiskers, it is considered outside the normal range for this age. The farther it lies outside this range, the more unusual it is.

Below is an example of the top of Page 1 from an 11-year-old boy:

**C-ID:** 05202015 **P-ID:** 975 **Age:** 11 **Gender:** Male **Education:** 5

| Domain/Variables | Raw Scores | Raw A-SS | Raw C-SS | Cplx. Adj. A-SS | Cplx. Adj. C-SS | Standard Score Profile R-Optimized | Abbr. |
|---|---|---|---|---|---|---|---|
| **Admin. Behaviors and Obs.** | | | | | | 60 70 80 90 100 110 120 130 140 | |
| Pr | 0 | 89 | 91 | | | | Pr |
| Pu | 2 | 125 | >150 | | | | Pu |
| CT (Card Turning) | 9 | 115 | 118 | | | | CT |
| **Engagement and Cog. Processing** | | | | | | 60 70 80 90 100 110 120 130 140 | |
| Complexity | 52 | 85 | 93 | | | | Cmplx |
| R (Responses) | 28 | 112 | 116 | 117 | 123 | | R |
| F% [Lambda=3.67] (Simplicity) | 79% | 129 | 118 | 121 | 110 | | F% |
| Blend | 0 | 73 | 86 | 90 | 96 | | Bln |
| Sy | 0 | 64 | 80 | 88 | 94 | | Sy |
| MC | 1.0 | 68 | 81 | 84 | 92 | | MC |
| MC - PPD | -4.0 | 93 | 93 | 93 | 93 | | MC-PPD |
| M | 1 | 83 | 89 | 91 | 96 | | M |
| M/MC [1/1.0] | NA | | | | | | M Prp |
| (CF+C)/SumC [0/0] | NA | | | | | | CFC Prp |

Notice that some of the X's on the overlays fall to the left of 100 on the grid, some to the right of 100 on the grid, and some at almost exactly 100 on the grid. Wherever the X falls, that value is the mean for that child or adolescent's nonpatient reference group, even though the same score might be higher or lower than the mean for an adult nonpatient reference group. Also notice that the whiskers surrounding the X's are sometimes longer or shorter than the 15 standard score points on the original grid for the adult norms. That is because the standard deviations of the raw scores for the child or adolescent reference group may be larger or smaller than the standard deviation equivalent for the adult reference group. (The adult norms were actually created using percentiles and then those percentiles were converted to standard scores.) Also, you may notice that the whiskers on the left side or right side are sometimes not the same length and may be either truncated or expanded. This is to take into account the floor and ceiling effects in the data (as with the whisker for Pr being shorter on the left side than the whisker on the right side, because 0 is the minimum) or situations in which the size of the raw score intervals varies irregularly between the left and right side (as with M, where the raw score intervals are narrower on the right than the left).

What about the icons? Although the circular icon is always located at the raw score obtained by the respondent (visible on the grayed out underlying units), which is the same whether one is using child or adult norms, the *color* and *shape* of the icon is keyed to the applicable age range for the respondent being tested. Thus, a **GREEN**, open circle on a child or adolescent's profile page represents a score that falls within one standard deviation of the mean (C-SS range: 85-115). A score that falls within one to two standard deviations of the mean is represented by a **YELLOW** circle with one horizontal bar (C-SS range: 70-84 or 116-130; as is the case with Pu and R in the graphic above). A score that falls within two to three standard deviations is represented by a **RED** circle with two horizontal bars (C-SS range: 55-69 or 131-145). Finally, when the score falls more than three standard deviations from the age-adjusted mean, the icon is a **BLACK**, fully filled circle (C-SS range: < 55 or > 145; as is the case with Pr above). Note that these standard deviation differences are computed using raw score units. If the raw score units are distributed irregularly across the range of scores, it is possible for a red icon, for example, to be more or less than two whisker lengths from the mean.

Finally, it should be noted that the A-SS values are always presented in light gray font. This is done to make those values unobtrusive so you can focus more readily on the C-SS values.

**What About Using Complexity-Adjusted Scores with Children and Adolescents?**

Complexity-Adjusted scores are profiled using square icons. When this option is selected, the placement of the square icons on the Profile Page indicates the raw score expected for this person after adjusting for their level of Complexity. The color and shape of the icons follow the same classification rules as for the raw score C-SS values (e.g., they are green and open squares when the C-Adj C-SS fall in the range of 85-115). Paralleling the data in the "Raw" column, the "Cplx. Adj." column contains two sub-columns of SS values. The A-SS column here shows what this person's Complexity-Adjusted score would be relative to adult norms (the underlying grid), while the C-SS column indicates what this person's Complexity-Adjusted score is relative to other children or adolescents of the same age (the overlays). When Complexity-Adjusted scores are selected, the C-SS values in this column become easy-to-see regular black font, while the A-SS values remain in gray font.

**What about Scores that Are Not on the Profile Pages?**

On the last page of the results output is the Profile Appendix showing summary scores for all variables. For children and adolescents, it follows the same pattern as the Profile Page in that there is a column for the raw score obtained by this person, followed by columns of standard scores that correspond to the raw score and to the Complexity-Adjusted raw score. Within those columns are sub-columns that provide information about what the standard score would be using adult norms (A-SS) and what it is relative to other children or adolescents of the same age (C-SS). Like with the Profile Pages, the A-SS is always grayed out; it is present if you wish to look at it, but not prominent.

**What If I Used CS Administration Rather than R-Optimized Administration or Coded Form Quality using the CS FQ Tables rather than the R-PAS FQ Tables with My Child or Adolescent?**

In this case, you should check the appropriate box when entering the protocol. Clicking the CS option for either the administration or the FQ table changes the default options from this:

Administration: * ◉ R-Optimized ○ CS

FQ Table: * ◉ R-PAS ○ CS

Age Table: * ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ 13 ○ 14 ○ 15 ○ 16 ○ 17 ◉ Adult

To this:

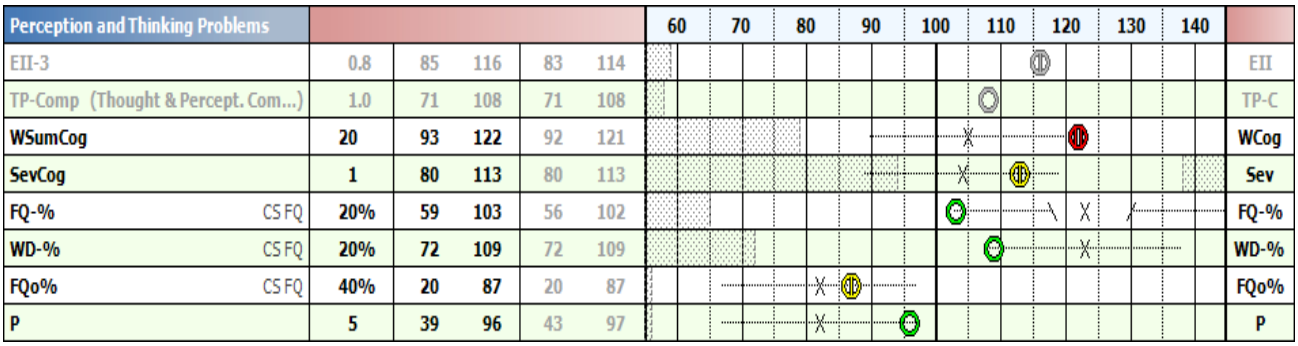
Administration: * ○ R-Optimized ◉ CS

FQ Table: * ◉ R-PAS ○ CS

Age Table: * ○ 5-8 ○ 9-12 ○ 13-18 ◉ Adult

As can be seen, there are only three potential age groups to choose from for children and adolescents. Also, the norms for these three age groups come from published research on the CS. As a result, they do not provide full normative data for children and adolescents for the variables that are found in R-PAS but not in the CS. Consequently, some of the scores on the Profile Pages will be grayed out and should not be used in interpretation. Protocols coded with CS FQ tables or obtained with CS administration make use of the older normative overlays, as described in Problems with Child and Adolescent Normative Reference Data for the Rorschach Comprehensive System (CS).

The older normative overlays look like this:



The most obvious distinguishing feature when comparing these overlays to the ones used currently is that some of the X's have an area around them bounded by slashes (\ X /). The gap between the slashes is an indication of the degree of uncertainty about where to place the mean value that is caused by variability in normative estimates from different samples. If the Profile Pages contain this feature, you should use the original document on child norms: Problems with Child and Adolescent Normative Reference Data for the Rorschach as a guide to interpreting the Profile Pages.

**How Can I Learn More About R-PAS Child and Adolescent Transitional Norms?**

For a full technical discussion of how they were generated and how they are displayed, please read: For R-PAS Users: Description of the Current Child and Adolescent Norms.