Roberts-2 Scoring Profile

Ages 10 to 13

Child Name: practice 1 child
Child ID: 12345   **Age:** 10   **Gender:** Male   **Administration Date:** 09/21/2008

Developmental/Adaptive Scales

Scale	Count	T	T-Score
THEME OVERVIEW SCALES			
Popular Pull	11	41	
Complete Meaning	3	44	
AVAILABLE RESOURCES SCALES			
Support Self - Feeling	1	48	
Support Self - Advocacy	1	43	
Support Other - Feeling	4	49	
Support Other - Help	2	44	
Reliance on Other	1	42	
Limit Setting	2	46	
PROBLEM IDENTIFICATION SCALES			
1 - Recognition	2	54	
2 - Description	8	47	
3 - Clarification	4	48	
4 - Definition	0	46	
5 - Explanation	0	48	
RESOLUTION SCALES			
1 - Simple Closure or Easy Outcome	2	55	
2 - Easy and Realistically Positive Outcome	3	42	
3 - Constructive Resolution	1	46	
4 - Constructive Resolution of Feelings and Situation	0	47	
5 - Elaborated Process With Possible Insight	0	48	

Note: Shaded areas mark regions of potential adaptive strength or weakness.

Clinical Scales

Scale	Count	T	T-Score
EMOTION SCALES			
Anxiety	8	57	
Aggression	10	59	
Depression	7	62	
Rejection	2	49	
OUTCOME SCALES			
Unresolved Outcome	4	49	
Nonadaptive Outcome	2	57	
Maladaptive Outcome	2	77	
Unrealistic Outcome	0	48	
UNUSUAL OR ATYPICAL RESPONSES			
Unusual - Refusal, No Score, Antisocial	5	85	
Atypical Categories	8	≥90	

Note: Shaded area marks region of potential clinical significance.

Coding Protocol

Scale	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total Count
Theme Overview Scales																	
Popular Pull	x	x	x	x		x	x		x	x	x	x		x			11
Complete Meaning	x			x											x		3
Available Resources Scales																	
Support Self - Feeling	x																1
Support Self - Advocacy	x																1
Support Other - Feeling		x		x	x					x							4
Support Other - Help	x			x													2
Reliance on Other				x													1
Limit Setting													x		x		2
Problem Identification Scales																	
1 - Recognition												x	x				2
2 - Description		x		x	x	x	x		x		x	x					8
3 - Clarification	x		x							x					x		4
4 - Definition																	0
5 - Explanation																	0
Resolution Scales																	
1 - Simple Closure or Easy Outcome		x	x														2
2 - Easy and Realistically Positive Outcome	x												x		x		3
3 - Constructive Resolution				x													1
4 - Constructive Resolution of Feelings and Situation																	0
5 - Elaborated Process With Possible Insight																	0
Emotion Scales																	
Anxiety	x	x		x			x		x		x	x			x		8
Aggression	x				x	x	x		x	x	x	x		x	x		10
Depression		x	x	x	x					x		x		x			7
Rejection						x				x							2
Outcome Scales																	
Unresolved Outcome							x		x			x	x				4
Nonadaptive Outcome					x					x							2
Maladaptive Outcome						x					x						2
Unrealistic Outcome																	0
Unusual or Atypical Responses																	
Refusal														x			
No Score								x									
Antisocial						x			x			x					
Unusual (total count for all three categories)																	5
Atypical Categories (total count for each card)						A4	A4		A4		A4 A7	A4 A5	A2				8

Roberts-2

A WPS TEST REPORT by Glen E. Roberts, Ph.D., and Chris Gruber, Ph.D.
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Complete Report

Child Name: practice 1 child
Child ID: 12345
Administration Date: 09/21/2008   **Processing Date:** 09/21/2008
Age: 10   **Gender:** Male
Age Group: 10 to 13   **Grade:** 5
Date of Birth: 01/01/1998   **Picture Set:** Not Specified
Assessment Administrator: practice 1 administrator
School or Agency: practice 1 school

Card 1

```
                                          SUPS-F           POP
The dad is telling something to the boy. The kid is happy,   PID3
                                          ANX              SUPS-F
because maybe he's going to camp. The mom is worried,        SUPS-A
              PID3                                         SUPO-H
         AGG                                               ANX
because animals may bite him, but he really wants to go      AGG
     (AGG)                                 SUPO-H          RES2
there. The dad is mad and tells the mom that it's okay that   MEAN
                  (SUPS-F)
he can go to camp. The boy is happy and goes to camp and
doesn't get bit, and he comes home all right, and he learned
 SUPS-A
how to swim.
```

Card 2

```
The mom came out of the hospital, and the boy was home, and   POP
    SUPO-F                    DEP                   ANX      PID2
the mom hugs him, because he was sad. She was sick and had    SUPO-F
        PID2                  (ANX)            (DEP)        ANX
an operation, and he was worried about her. She feels sad.    DEP
They watch dinner and watch TV.                               RES1
```

Card 3

```
    DEP                                                      POP
He's so tired. He doesn't want to do his homework, because    PID3
 PID3                                                        DEP
he thinks it's to hard, and he can't do it. Then he gets      RES1
finished.
```

Card 4

```
                              ANX         PID2        POP
She looks dead, but she fainted, because she was sick, and   PID2
        DEP                REL                       SUPO-F
the girl is so sad. She calls the hospital, and the          SUPO-H
                         SUPO-H                      REL
ambulance takes her to the hospital. The doctor gives her    ANX
some medicine, and then she's all right, and she comes home, DEP
        SUPO-F                                       RES3
and they are friends.                                        MEAN
```

Card 5

```
                              PID2        PID2
            SUPO-F                 DEP       AGG    SUPO-F
The mom's kissing her boyfriend, and the boy is sad and mad, AGG
          REJ                                        DEP
and he doesn't like him, and he runs to his room and hides   REJ
under the bed.                                       OUT2-NON
```

Card 6

```
            AGG                                      POP
These boys want to fight with him, or they want to take his  PID2
          (AGG)                                      AGG
          PID2                                       ANTI
          ANTI                                       ATYP4
lunch money, or they want to sell him some drugs. Maybe they OUT3-MAL
          (AGG)
want to hit him and hurt him. Both of those guys start
     (AGG)                      ATYP4
fighting with him and beat him up and almost kill him.
```

Card 7

```
                              ANX         POP
He woke up from a nightmare, and he's really scared, because PID2
                         AGG                         ANX
 PID2                    ATYP4                        AGG
he dreamed some boys were going to beat him up.              ATYP4
                                                     OUT1-UNRS
```

Card 8

```
The mom is talking to the kids, and the dad is listening and NOS
the boy and girl is listening, and they're talking about
something.
```

Card 9

```
                                ATYP4                    POP
                                ANTI                     PID2
                                 AGG                     ANX
One bully hit and socked and kicked and threw the guy    AGG
   PID2                ANX                               ANTI
against the wall. He's scared and sitting on the ground. ATYP4
                                                         OUT1-UNRS
```

Card 10

```
    REJ                                        AGG       POP
He's jealous like I was when I was little. He got mad, and PID3
        (REJ)                   DEP                      SUPO-F
he doesn't like the baby. He's sad because the mom likes the AGG
 SUPO-F                             PID3                  DEP
baby so much, and he thinks she doesn't love him anymore. REJ
                        (DEP)                             OUT2-NON
He's going to the room and cry and go to sleep.
```

Card 11

```
                    PID2                ANX              POP
There's a car that almost kills her. She looks scared,   PID2
                                        ATYP4            ANX
                                         AGG             AGG
because the car's coming at her so fast. Then the car hits ATYP4
                ATYP7                                    ATYP7
her, and then she's dead.                               OUT3-MAL
```

Card 12

```
     DEP                AGG                    (AGG)     POP
The mom's crying, and the dad's mad. Maybe they had a big PID2
               ATYP5                                    ANX
               ATYP4                                    AGG
               ANTI                                     DEP
               (AGG)    PID2            ANX             ANTI
fight, and he hit her, and the boy's scared and he's hiding. ATYP4
                                                        ATYP5
                                                        OUT1-UNRS
```

Card 13

```
                    ATYP2                      PID1     PID1
He's playing like a lion tamer and playing circus, and he's ATYP2
holding the chair and making the lion roar.             OUT1-UNRS
```

Card 14

```
              AGG          PID1                      POP
He's putting handprints all over the wall. The mom's really  PID1
                              LIM                    LIM
upset and makes him clean up the wall, and he gets grounded  AGG
            DEP                                      DEP
for 3 weeks. Sad about what he did.                  RES2
```

Card 15

```
Can we skip this one?                                REF
```

Card 16

```
The dad is looking at his report card, and his grades aren't  PID3
              AGG                    ANX        PID3  LIM
very good. He's mad, and the boy's scared and worried what  ANX
the dad's going to do, and he thinks he's going to get  AGG
                         LIM                         RES2
grounded. Then he gets grounded and has to do homework.  MEAN
```

Examiner's Notes

practice notes practice notes

End of Report