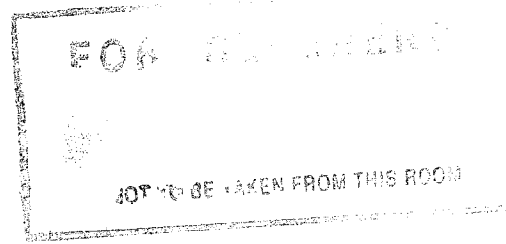


A PRELIMINARY ADAPTATION OF THE MINNESOTA
COUNSELING INVENTORY



by

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Submitted in Partial Fulfillment of the Requirements

for the

Degree of Master of Arts

in

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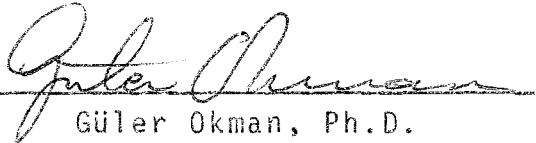
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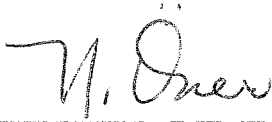
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A B S T R A C T

The purpose of this study was twofold: (1) To prepare a preliminary translation (2) To perform a preliminary adaptation and shortening of the Minnesota Counseling Inventory (MCI). The MCI is an inventory which gives information about the personality structure and problems of American adolescents.

The study was conducted in four successive phases. First, the inventory was translated with attention to issues of cross-cultural translation. Then it was administered to 200 male and female eight and ninth grade students. The inventory was subjected to item analysis in order to investigate the possibility of shortening it. Three short forms of the inventory were obtained at the end of four successive steps. The results indicated that a short version consisting of two-thirds of the items with highest discriminating power was the most reliable one. A content analysis was done to see which items were retained and which items were discarded. In general, items that were age relevant and items that gave information about emotional states were retained. Items that were culturally biased, that implied social desirability and that presented translation problems were discarded.

Further research should be done on this inventory. Empirical testing of the shortened versions for reliability and validity is needed. After such an empirical evaluation of the shortened versions, the inventory could be ready for use with Turkish high school students.

Ö Z E T

Bu araştırmanın iki amacı vardı: (1) Minnesota Danışma Envanteri'nin (Minnesota Counseling Inventory-MCI) bir çevirisini hazırlamak. (2) Bu envanterin adaptasyonu ve kısaltılmasını sağlamak. MDE, Amerika'da kullanılan ve gençliğin kişilik yapısı ile sorunları hakkında bilgi veren bir envanteredir.

Araştırma dört aşamada gerçekleştirilmiştir. İlkönce kültürlerarası çeviri kurallarına dikkat edilerek çevrilmiş, sonra 200 kız ve erkekten oluşan sekizinci ve dokuzuncu sınıf öğrencilerine uygulanmıştır. Envanteri kısaltmak için madde analizi yöntemi kullanılmış ve birbirini izleyen dört aşamadan sonra envanterin üç kısa formu elde edilmiştir. Sonuçlara bakılınca ayırdetme gücü en yüksek maddelerin üçte ikisi alınarak yapılan kısa formun en güvenilir olduğu görülmüştür. Kısa form içinde kalan maddelerle formdan atılan maddelerin farklarını anlamak için içerik analizi yapılmış ve o yaş grubu için anlamlı maddelerle, duygusal durumları yansıtan maddelerin kaldığı görülmüştür. Atılan maddeler ise kültürel yanlılığı olan, sosyal istenirliği yüksek olan ve çeviride anlamını kaybeden maddelerdir.

Bu envanterin Türk öğrencileri üzerinde kullanılabilmesi için ampirik yeni araştırmalar yapılmalı, kısa formların geçerliği ve güvenilirliği saptanmalıdır.

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INTRODUCTION

I. THE USE OF TESTING IN COUNSELING

1. Purposes of Testing and Counseling:

Tests are an essential part of educational and psychological measurement and evaluation. The term "test" may be defined as a "systematic procedure for measuring a sample of behavior" (Brown, 1976, p.7). Standardized tests can be classified into three groups based on what is measured: (1) Aptitude tests, (2) Achievement tests, (3) Interest, personality and attitude inventories. These tests are basically for the following purposes: (a) for selection in many settings school, business, industry (Brown, 1976); (b) for placement of certain types of individuals; (c) for diagnosis of the individual's needs, strengths and weaknesses; (d) for the development and revision of institutional needs, curriculum and extracurriculum (Goldman, 1971).

"The use of tests in counseling has gradually broadened from a narrowly defined guidance regarding educational and vocational plans to an involvement with all aspects of the person's life" (Anastasi, 1976, p.4).

Counseling may be thought of as having two main purposes: The first purpose is "of immediate concern to the individual, because it involves his satisfactions, anxieties, pleasures and emotions (Berdie, Layton, Swanson and Hagenah, 1963, p.vii). The second purpose of counseling is related to the community and society, since the individual's productivity, achievement and attitude influence others. The achievement of these related purposes depends on how well the individual understands himself, and counselors are often concerned with the goal of self-understanding (ibid.).

To consider the specific purposes of testing in counseling, we must first consider the framework in which counseling takes place, the cultural framework which the counselor belongs to, the framework of the institution the counselor works in, and his personal orientation, his personal approach to work influences him in selecting the tests he uses (Goldman, 1971).

2. Testing in the Counseling Process

In general, counseling uses of tests can be grouped into two categories according to Goldman (1971):

(a) Tests intended to provide information:

1. Precounseling Diagnostic Information.
2. Information to Guide the Counseling Process.
3. Information Relating to the Client's Postcounseling Decisions.

(b) Tests used for noninformational purposes:

1. Stimulating interest in areas not previously considered.
2. Laying groundwork for later counseling.
3. Providing learning experiences in decision

making.

4. Facilitating conversation.

(a) Tests Intended to Provide Information:

These tests are used to obtain information that was not available previously or to check the previously collected information for reliability,

1. Precounseling Diagnostic Information:

When a test is used as a precounseling diagnostic tool, it is intended to help the counselor to decide whether the client's needs are in his area of services since some counselors are specialized in one or more areas and some others are general practitioners. This kind of information is usually obtained from interviews and questionnaires, but personality inventories are also used in diagnosing severity of disturbance, and problem checklists are used in identifying the locus of the problem.

2. Information to Guide the Counseling Process:

The counselor is able to offer a large number of particular services. Somewhere along the process it is necessary to decide which tools, techniques, and methods are to be used with the particular client. For example a classification system developed by Bordin (1946) and modified by Pepinsky (1948) including the following categories may be helpful in diagnosing: Dependence, Lack of Information, Self-Conflict, Choice-Anxiety, and Lack of Assurance. This kind of diagnosis is based on information collected from interviews, questionnaires, personality inventories and sometimes from other kinds of tests.

3. Information Relating to the Client's Postcounseling Decisions

This is the major use of tests in counseling. Tests in this category give additional information about the client himself and help in making decisions and plans for the future and choosing among the alternatives. The client may not know what to do whether it be choosing a course, a college or an occupation, what alternatives to choose or he may want to test the suitability of his choice. Then, tests help him. Self-concept development and clarification is gaining importance in school and college guidance programs. According to Mathewson, test information may contribute to the individual's developing self-concept (Goldman, 1971).

(b) Test Used for Noninformational Purposes

There are at least four uses of tests in counseling that serve other purposes than providing information.

1. Stimulating Interest in Areas not Previously Considered:

In the process of completing tests and inventories, children and youngsters can learn about potentialities for schooling or for entry into certain occupations of which they had little previous awareness.

2. Laying Groundwork for Later Counseling:

While counselors spend time in regular interviews discussing the tests which were taken at admission time, they can communicate to the student that they are available for further discussions and meetings about the student's ability, interests and other characteristics.

3. Providing Learning Experiences in Decision Making:

Dependent clients try to give the responsibility of decision-making including the decision about which tests to take, if any, to the counselor. If the counselor resists these inclinations, and reinforces decision-making, then the client will be able to learn decision-making skills.

4. Facilitating Conversation:

Some clients find starting a conversation difficult. A TAT or a similar test may be helpful in starting a conversation.

As can be seen from a study of the above discussions, personality tests are an essential part of the counseling process. Personality tests are "instruments for measurement of emotional, motivational, interpersonal and attitudinal characteristics as distinguished from abilities" (Anastasi, 1976). The counselor must possess a great deal of information about students. The underlying assumption is that "the more information we have about students, the better we can work with them" (Berdie, Layton, Swanson and Hagenah, 1963, p.11). Students' psychological and social development can be studied along a number of dimensions, such as abilities and attitudes, interests and values, personality, temperament and character. Many methods can be used in the process. They are direct observation, interviews, psychological and educational tests. These methods are all appropriate under different conditions. Situational methods are demanding and impractical in most settings. Projective methods are useful in intensive individual clinical studies of an individual but time consuming and impractical for use with large populations. Self-report methods, would appear to be the most practical of all.

II. SELF-REPORT INVENTORIES

In all self-report techniques, the individual gives a report or description of his own behavior and/or reactions. The underlying basic assumption is that the individual himself is in the best position to observe, describe and report on his behavior (Brown, 1976).

1. The Minnesota Multiphasic Personality Inventory

The Minnesota Multiphasic Personality Inventory (MMPI), is a psychometric instrument designed to provide information on important basic aspects of personality in a single test. Although at the beginning the MMPI was developed to assist clinical psychologists and psychiatrists in their therapeutic work with patients, studies and experience have shown that this test is useful for understanding of normal people (Berdie, Layton, Swanson and Hagenah, 1963). It is not only a widely used inventory, but it has lead also to a lot of research (Anastasi, 1976). Two forms of the inventory are available: the individual (card) and the group (booklet). The individual being tested responds to each of 550 statements (566 items in the booklet form, since for ease of machine scoring 16 statements of the original 550 are duplicated) with a "true", "false" or "cannot say" response as the statement applies to him (Berdie, Layton, Swanson and Hagenah, 1963). The MMPI items cover a wide range of areas such as: health, psychosomatic symptoms, neurological disorders, and motor disturbances; sexual, religious, political and social attitudes; educational, occupational, family and marital questions; and many well-known neurotic or psychotic behavior manifestations such as obsessive and compulsive states, delusions, hallucinations, ideas of reference, phobias and sadistic and masochistic trends (Anastasi, 1976). In its

regular administration, it provides scores on ten clinical scales: hypochondriasis, depression, hysteria, psychopathic deviate, masculinity-femininity, paranoia, psychasthenia, schizophrenia, hypomania and social introversion (ibid.).

A special feature of the MMPI is its utilization of three validity scales which are not concerned with validity in the technical sense. These scales represent misunderstanding, carelessness, special response sets and test taking attitudes. The following are the validating scores:

Lie Score (L):

This score is based on a group of items "That make the examinee appear in a favorable light but are unlikely to be truthfully answered in the favorable direction" (Anastasi, 1976, p.498).

Validity Score (F):

Determined from a set of items very infrequently answered in the scored direction by the standardization group, these items represent undesirable behavior, but they are not found all together in any pattern of abnormality. So, it is unlikely that one person shows all or most of these symptoms. A high F score may indicate then carelessness in scoring, in responding, "gross eccentricity, or deliberate malingering" (Anastasi, 1976, p.498).

Correction Score (K):

This score provides a measure of test-taking attitude related both to L and F, but it is believed to be more subtle. "A low K score may indicate self-criticism and

excessive frankness or a deliberate attempt to 'fake bad', and a high K score may indicate an attempt to 'fake good' or defensiveness" (ibid.).

The lie score and The Validity score are used for an overall evaluation of the test record. If these scores are greater than a specified value, the test is considered invalid. The Correction score is used as a "suppressor variable" (ibid., p.499). It is used as a correction factor and added to The scores of some of the clinical scales to obtain "adjusted totals" but this use of the correction score is questionable (ibid.).

In its regular administration, the MMPI now consists of 13 scales, of which 3 are validity scales and 10 are clinical scales. Obtained from a control sample of 700 people, norms are reported in the form of standard scores with a mean of 50 and an SD of 10.

"In short, the MMPI is essentially a clinical instrument whose proper interpretation calls for considerable psychological sophistication" (ibid., p.504).

2. Tests Derived from the MMPI

a) The California Psychological Inventory (CPI):

This is a personality inventory for use with normal populations from age 13 up to college and beyond. The CPI contains 18 scales, each of which identifies some part of the individual's social behavior. Three of them are validity scales to learn about the subject's test-taking attitudes. These scales are: sense of well-being (Wb), based on responses by normals asked to "fake bad"; Good impression (GI), based on responses by normals asked to "fake good"; and

Communality (Cm), based on a frequency count of highly popular responses. The remaining 15 scales include Dominance, Femininity, Self-acceptance, Socialization, Responsibility, Self-control and Sociability. The inventory has 480 items to be answered "True" or "False".

All scores are reported in terms of standard scales derived from a normative sample of 6000 males and 7000 females, with a mean of 50 and an SD of 10. Retest as well as internal consistency reliability coefficients of the individual scales are reported to compare favorably with other personality inventories.

b) The Taylor Manifest Anxiety Scale (MAS):

"This scale is a measure of a general 'trait' or predisposition to experience anxiety" (Gaudry and Spielberger, 1971, p.12). It consists of 50 questions like "I blush easily", "I worry more than any other people". The subject is asked to reply "true" or "false" as the statement applies to him. His score is based on a total number of items marked in such a way as to indicate the presence of anxiety as a personality trait (ibid.). In order to develop an objective test, a series of items describing physiological reactions described by people suffering from anxiety were judged by clinical psychologists and subjective reports on worry, self-doubt, anxiety etc. were chosen from the MMPI to form the Manifest Anxiety Scale (Spielberger, 1966).

c) The Minnesota Counseling Inventory (MCI):

This inventory will be discussed in detail in the section below.

3. The Minnesota Counseling Inventory (MCI):

"The MCI was constructed, validated and cross-validated using (American) high school students as subjects" (Brown, 1960, p.132). It provides American high school teachers and counselors with relevant information about the personality structure and problems of the youth with whom they work. The inventory is based on and adapted from two previously published inventories: The Minnesota Personality Scale and the Minnesota Multiphasic Personality Inventory. It was developed for use with students in grades 9 to 13 in the United States, who have at least eighth-grade reading ability (Berdie, Layton, Swanson and Hagenah, 1963).

The inventory consists of 355 statements printed in a reusable booklet with a separate sheet for marking responses, and it may be scored either by hand or machine. The student is instructed to read each statement and to decide whether it is true or false as it applies to him. There is no time limit, but most students complete the test in 50 minutes (ibid.).

a) The Scales of the MCI:

The nine scores of the inventory are identified as belonging in two groups by the authors. The first group consists of the "question" score and the "validity" score. The question score is merely the number of items omitted. The validity score helps to identify the students who might be overly anxious to obtain socially acceptable and desirable results and thus be defensive. The validity score and the question score both relate to the test-taking attitude of the student (ibid.).

The seven scales of the second group identify several

areas of adjustment. Social Relationships, Family Relationships and Emotional Stability were derived from the Minnesota Personality Scale and "are supposed to identify areas in which students may be adjusting particularly well or poorly" (Berdie et.al., 1957, p.3).

The following general descriptions of the MCI scales is taken from the MCI manual.

Social Relationships (SR):

Scores on this scale refer to the student's relations with other people. Students with low scores appear to be happy and comfortable when with groups of students and adults. They enjoy talking and listening to what others say. In groups they introduce people to one another. These students like other people and are well-liked by them. In general, they are socially skilled, have acceptable manners and behave appropriately in social situations.

Students with high scores are likely to be socially inept. They do not enjoy talking or associating with others. They seem unhappy when with other students or adults. Other people in return do not enjoy their company. These students may refuse to attend school activities or even do not answer the questions they know when called upon in class.

Family Relationships (FR):

This score refers to the relation between the student and his family. Students who get low scores are likely to have healthy and friendly relations with parents, brothers and sisters. They feel affection towards the members of the family and the members of their family feel affection towards them. They spend much time at home and participate in

activities with the members of their family. They feel that their parents give independence to them and make reasonable demands.

High scores are obtained by students who have difficulties with the members of their family. They spend little time at home and express a wish to leave home. They feel that their parents make unreasonable demands and that they are very strict.

Emotional Stability (ES):

Students with low scores are emotionally stable. They are relaxed and calm most of the time, they seldom worry. They very rarely ask advice, and are mostly able to make their own decisions. They behave efficiently in emergencies and do not show fear in new and strange situations.

Students with high scores are emotionally unstable and mostly unhappy. They are moody and feel tense and anxious under stress and cry. They overreact to trivial situations and they are timid, fearful or aggressive in new situations (Berdie et.al., 1957).

The other four scales; Conformity, Adjustment to Reality, Mood and Leadership are derived from MMPI scales and are said to provide information about "methods students employ in making adjustments" (Berdie et.al., 1957, p.3). The MMPI scales from which they are derived are respectively Psychopathic Deviate, Schizophrenia, Depression and Social Introversion.

Conformity (C):

This scale gives information about the type of adjust-

ment the student makes in new situations that require conforming or responsible behavior. Students with low scores are reliable and responsible, conforming to the rules even if they may not agree with them. They are not rebellious, they show respect to authority, and they attempt to change rules with orderly procedures. They are not overly submissive but they understand the need for social organization. They seldom cause trouble in school, seldom have unexcused absences or incomplete assignments.

Students with high scores are rebellious, impulsive and irresponsible. They repeat the same offense although verbally warned and learn little from their experiences. They are self-centered and individualistic. They cause disturbances in school, have unexcused absences, do not complete assignments, and sometimes are sent to juvenile courts. High scores warn the counselors to avoid future delinquent behavior.

Adjustment to Reality (R):

The scores in this scale refers to the student's way of dealing with reality, whether he masters the threatening situations or withdraws. Students with low scores are able to make friends and establish satisfactory relationship with groups and have very little difficulty in communicating with them. They share their emotional experiences and they are not afraid of competition.

Students with high scores have difficulties in making friends, establishing relationships with groups and communicating with others. They are withdrawn, secretive and show little emotion. They may have peculiar hobbies and work on odd themes. They do not like competition, but they dream of success. The counselor or the teacher seldom notices them because they are withdrawn and cause little trouble.

Mood (M)

This score indicates a student's usual mood. Students with low scores have good morale, and they are cheerful most of the time. They frequently smile and get over the depression or discouragement very quickly. They are optimistic and enthusiastic about future.

High scores indicate poor morale. The students are depressed most of the time. They lack self-confidence and feel useless. They are pessimistic about the future and become easily discouraged.

Leadership (L):

This scale indicates personality characteristics related to leadership behavior. Students with low scores know how to work with others, initiate ideas and carry them out. They readily assume responsibilities.

High scores on the other hand do not indicate good followership. Those with high scores are usually inept in social situations and avoid participating in groups. Further study is needed to understand what high scores on the leadership scale could mean.

b) The Reliability of the MCI:

Two types of reliability data are reported for the above mentioned seven diagnostic scales: odd-even and test-retest. Coefficients of correlation between scores on odd and even numbered items ranged from .56 to .95 on a sample of 800 cases (200 of each sex in grades 9 and 10, 200 of each sex in grades 11 and 12) (Berdie, Layton, Swanson and Hagenah; 1953). The highest coefficients were found for the three scales which identify areas of good or poor adjustment:

Family Relationships, Social Relationships and Emotional Stability. The lowest coefficients were found for the Mood and the Conformity scales (Berdie et.al., 1957).

For test-retest coefficients one twelfth grade was retested at a month's interval and a second twelfth grade was retested after three months. The test-retest reliability coefficients for each sex were obtained from these scores and they ranged from .56 to .93. In both of these reports the lowest coefficients were found for the Conformity and the Mood scales. The reliability of the Validity scale was also estimated from these test-retest studies. The average reliability coefficient was .67 for boys and .64 for girls.

c) The Validity of the MCI:

Validity when used in reference to the MCI manual indicate either the validity of individual scores or the validity of combinations of scores, or profiles. The validity of scores on the seven diagnostic scales were obtained in the following manner: Teachers were given 14 rating forms for the seven diagnostic scales, each containing a description of behavior characteristics of either high or low rating on one of the psychological variables measured by the MCI. The teachers gave the names of the students who best fitted the description. In addition to the "teacher nominated groups", were obtained from school counselors, nurses, principals and social workers. The special groups identified the students as student leaders, delinquents or students having serious family problems. Some of the students included in the teacher-nominated groups were also included in the special nomination groups (Berdie et.al., 1957). In the analysis of the data two major populations, "high schools in Phoenix" and "Non-Phoenix High Schools" were studied separately (The first group had been used in the original item analysis of the MCI). For each population the procedure was the following: Grades 9 and 10

were combined as were grades 11 and 12. A separate analysis were made for each sex. When sufficient data were available, the mean scores of teacher-nominated groups and the special groups were compared. Also, comparisons were made between the contrasting groups nominated by teachers. When such comparisons were impossible, the means of nominated groups were compared with the means of a sample of 200 students selected at random, from all cases in the population (Berdie et.al. 1957).

Of the resulting 152 critical ratios calculated, 119 (78 per cent) were significant at the 1 per cent level. The remaining ones, although not statistically significant, were all in the expected direction. When the distributions are compared, great overlapping among groups is found and the comparison of the mean scores of the MCI scales show acceptable validity (Berdie, Layton, Swanson and Hagenah, 1963). Coefficients correlation among the seven diagnostic scales were calculated for samples of each sex and for each of the two combined grade levels. The intercorrelations ranged from .04 to .79 of the relationship between different scores (ibid.).

The norms consisted of standard score equivalents of raw scores. The norm groups consisted of 5,540 students from twenty-five schools located in two midwestern states. As in the computation of validity and reliability coefficients, four groups were used for normative data: (1) boys in grades 9 and 10; (2) girls in grades 9 and 10; (3) boys in grades 11 and 12; (4) girls in grades 11 and 12. The means for the norm group were compared with those of students drawn from ten states to investigate the applicability of norms to a wider geographic region. The means and standard deviations for the norm groups and for the samples selected from a group more nearly representative geographically showed that the

differences between the data for the norm group and the data based on a more heterogeneous geographic sample were small (Berdie, Layton, Swanson and Hagenah, 1963).

d) Research on the MCI:

In addition to reliability and validity studies, other research has been conducted on the predictive validity of the MCI. In one of the studies, Berdie and Hood (1965, p.492) examined the extent to which college attendance could be predicted from students' MCI scores, their findings suggest that "predictions - at least of college plans - can best be made when relatively homogenous groups are considered. Most counselors would expect that even without knowledge of the student's plan, and with all of the data included in the statistical analysis of the study, they could predict quite effectively who would attend college".

Watley (1965) found a correlation between persistence in an Institute of Technology and high emotional stability in student MCI scores. In another study by Brown (1960, p.282) similar results were found, and male dropouts "tended to be irresponsible and nonconforming while female dropouts were withdrawn and depressed". In a second study Brown (1960, p.135), investigated the validity of the MCI for a population of Liberal Arts College freshmen and using 1809 college freshmen (877 men and 932 women) as subjects. In analyzing the results of this study, Brown came to the following conclusions:

1. Four scales of MCI - FR, SR, C and L - differentiated between groups and should be more useful to college counselors.
2. Two scales - ES and M - were effective for women but not for men.

3. Only the R scale gave no indication of being valid" (Brown, 1960, p.135).

In view of work done with the MCI and findings obtained this inventory seems to be an interesting and a useful one for the and counselors in Turkey. It was decided therefore to test the usefulness of a translation of the MCI into Turkish.

III. TESTING IN TURKEY

1. A Brief History:

Systematic testing began with the translation of the Binet test in Turkey in 1915. This test was not standardized on a Turkish population however. A rising interest in testing began in 1930's and between this date and 1950, about eleven books were published on testing, eight of which were translations from English, French and German (Tan, 1972).

The Ministry of Education established the Testing and Research Bureau (Test ve Araştırma Bürosu) in 1953. The purpose of the Bureau was "helping the schools to identify special students and student problems, to increase systematic and objective evaluation in schools, to train personnel in testing, to render advisory services on testing to other organizations and to provide psychological instruments for guidance and manpower planning" (Tan, 1972, p.9). The Bureau has prepared a number of achievement tests for elementary and high schools and developed some group aptitude tests since its establishment. But there has not been any effort toward standardization or validation of the tests developed. The Bureau is also developing entrance examinations for various schools (ibid.).

The Pedagogical Institute of Istanbul University carried out a standardization study of the Stanford-Binet under the supervision of Şemin who also adapted "California Test of Mental Maturity (1954)" and "Terman Collective Intelligence Test (1962)", but there has not been any evidence that they are in use (Vassaf, 1974). Gazi Teacher's College developed a projective test, Gazi-Beier test, under the supervision of Beier from the University of Indiana. Middle East Technical University has an experimental revision of the Stanford-Binet and the Wechsler Adult Intelligence Scale (WAIS) but the necessary validation studies on these tests were never completed. Hacettepe and Istanbul Universities are working on the Wechsler Intelligence Scale for Children (WISC). At Hacettepe University, the standardization and adaptation projects for Wechsler Preschool and Primary School of Intelligence (WPPSI) were abandoned for financial reasons. There has been a pilot study aimed at adapting the Goodenough-Harris test for use with Turkish children at the same university. Le Compte and Öner from Hacettepe University developed the Turkish edition of the (Spielberger 1970) State - Trait Anxiety Inventory. But there has not been any problem checklist or inventory adapted or developed other than Mooney's Problem Checklist (Baymur, 1974) for personality testing.

2. The Needs of the School Guidance Counselor:

In Turkey, the school guidance counselors' efforts to understand the problems of adolescence and their impact on the attitudes and expectations of students, and their efforts to offer better counseling are restricted because validated objective personality tests have not been available. The basic goals in counseling have been defined to: "(a) help the child to maximize individual freedom: to understand himself in terms of what he is feeling at the present time, helping

him to understand his experience in the present time; (b) maximizing human effectiveness: to help the child to be able to function in his environment" (Ener, 1978, unpublished lecture notes). "The counselor must know a great deal about the student to do an effective job" (Berdie, Layton, Swanson and Hagenah, 1963, p.56).

An objective personality, test like the MCI, would seem to provide Turkish counselors "with a means for obtaining information about the personalities of normal adolescents" (Berdie and Layton, 1959, p.218). With the above reasoning, it was decided to translate the MCI into Turkish and attempt a preliminary investigation of its appropriateness, and feasibility for use with a sample of Turkish high school students.

IV. METHODOLOGICAL ISSUES

Cross-cultural psychology is defined as "the empirical study of members of various culture groups who had different experiences that lead to predictable and significant differences in behavior. In the majority of such studies, the groups under study speak different languages and are governed by different political units" (Brislin, 1973, p.5). The present study is cross-cultural in nature in that it attempts to adapt an American test into Turkish culture and it faces all the difficulties encountered in this type of research, particularly issues of translation and validation.

1. Issues of Translation:

Translation is the first method in standardizing. There are several translation methods:

a) Back Translation:

In back translation, one bilingual translates from the original to be target language, then a second bilingual translates back to the original. The researcher does not have to speak the target language, he can compare the two original language versions and can decide about the quality of the target. This technique has lead to more research than any other (Brislin, 1973).

b) The Use of Bilinguals:

Bilinguals take the test both in the original language and the target language, so the translations can be compared for equivalence and the items that lead to different responses can be examined (Brislin, 1973).

c) Committee Approach:

"Committee" refers to the type of translation where two or three people together (as a committee) translate from the original to the target language and compare the results, often with another person.

Sometimes all these techniques can be combined for accuracy of translation (Brislin, 1973).

After a translation is done, it should be pretested. We may come across a lot of examples in literature that had to be revised because of specific problems discovered during research (ibid.).

2. Issues of Validation:

"Possession of a previously translated test does not constitute a licence to apply it. Its reliability and validity

have to be considered very carefully for its current cross-cultural use. Unless it has been used enough to get a satisfactory reliability and cross-validation and unless such data are rather current, adapted translations may be "faulty" (ibid., p.115). "It is essential that test validity be computed on a different sample of persons from that which the items were selected. The independent determination of the validity of the entire test is known as cross-validation" (Anastasi, 1976, p.219).

In pursuing this study, an attempt was made to keep these issues in mind and proceed with caution.

V. THE PURPOSE OF THIS STUDY

The purpose of this study is twofold: (1) to accomplish a preliminary translation of the MCI for use with high school students in a Turkish high school. (2) a second purpose is a preliminary adaptation and shortening of the MCI and to find out whether this inventory merits further study.

METHOD

SUBJECTS

The subjects who participated in this research were students of three sections each from the 8th grade and 9th grade of Ataturk Kız Lisesi. Ataturk Kız Lisesi is a public secondary school which was established on an experimental basis as a girl's school. This school has been coeducational since 1975. The students take an entrance exam and if they succeed, they are accepted into 6th grade. No students are admitted into intermediate classes unless under special circumstances.

This particular high school was selected as the sample because the researcher was doing her field practice in counseling at that school, and the school officials permitted the use of some guidance as well as some extra class hours for testing.

A total of 220 boys and girls served as subjects in the study. However, the questionnaires of 20 students were considered not valid since the number of items omitted on their protocols exceeded the number allowed in the manual of the MCI (Only half of the 200 students' protocols were used in the calculations of the discriminating powers due to proce-

dural requirements).

The number of male and female students and the ages represented in each class are shown respectively in Tables 1 and 2.

Table 1 - The number of age groups represented in each class and section.

Class Levels and Sections.

	3-A	3-B	3-D	4-C	4-D	4-E	Σ
13	9	21	6				36
14	27	15	28	9	4	6	89
Age 15	3		1	22	26	17	69
16		1	1	1	2	1	6
Σ	39	37	36	32	32	24	200

Table 2 - The number of male and female students in each class and section.

Class Levels and Sections

	3-A	3-B	3-D	4-C	4-D	4-E	Σ
Male	17	20	17	14	14	11	92
Female	22	17	19	18	18	14	108
Σ	39	37	36	32	32	24	200

TESTS AND MATERIALS

A translated form of the Minnesota Counseling Inventory (1957) was used. Permission was obtained from the authors and from The Psychological Corporation to translate the inventory. The test contains a reusable booklet consisting of 355 items and a separate answer sheet. The test was administered as stated in the manual. The instructions were read aloud by the administrator and the students were asked to read them along with the administrator. After the directions were read, subjects were asked whether there were any questions. After the questions were answered, students were instructed to start.

There is no time limit for the test, but almost all the groups tested took one and a half to two class periods, or about 75 to 90 minutes, to complete the test. During testing students were allowed to ask questions about the wording or about items they did not understand.

DESIGN and PROCEDURE:

This study was conducted in four phases as outlined below:

Phase 1: Preparation and evaluation of the translation.

Phase 2: Administration of the inventory.

Phase 3: Shortening the inventory through item analysis.

Phase 4: Theoretical evaluation of the item analysis results.

At the end of the final step, a new version of the translated inventory was obtained for empirical testing.

scales of the inventory. Such an item analysis allows for the identification and possible elimination from a test of low discrimination items and the subsequent development of a shorter form of the test of appropriately equal discrimination power to the original, if so desired. The 14 item Validity Scale (V) however was not included in this analysis for the following reasons: The Validity score helps to identify students who might be very anxious or insincere in answering. It is advised that "a raw score as high as six should make one suspect the validity of the profile; raw scores of eight or higher on the Validity scale invalidate the meaning of the other scales and such answer sheets should not be scored further" (Berdie et.al., 1957, p.10). Given this important function of the scale, it was felt that if subjected to item analysis, with the intention of shortening the scale, less than 14 items would not be sufficient enough in identifying such students and hinder the effectiveness of the scale.

The seven diagnostic scales, Family Relationships (FR), Social Relationships (SR), Emotional Stability (ES), Conformity (C), Adjustment to Reality (R), Mood (M) and Leadership (L) were subjected to item analysis twice, parallel to a method of "successive item analyses" proposed by Wherry, Campbell and Perloff (Guilford, 1954, p.434) for factor analysis of items.

The procedure covers the following steps:

Step 1:

The students responded to the items in the inventory in three possible ways: "True", "False" or omitting the item (D.Y.Ø). Each student's total test score was calculated according to the original MCI answer key. Spearman-Brown, Kuder-Richardson 20, Kuder-Richardson 21 reliability

coefficients for the test were calculated in terms of these scores. The students were ranked in descending order from the highest to the lowest according to their total MCI scores. To discriminate between the high and the low groups of the total sample, the top 25 percent and the lowest 25 percent were taken as "criterion groups behaving differently with respect to the item" referring to a similar technique recommended by Johnson (Guilford, 1954, p.425). The discriminating power of each item was calculated for the seven scales separately using the top and the bottom 25 % of the distribution of scores.

Step 2:

Items were ranked from the highest to the lowest according to their discriminating powers for the seven scales separately. For each scale, the items comprising the top two thirds of this ranking of discriminatory power were taken and considered in forming a new, shortened version of the original scale. The students' performances were recalculated with a new scoring key appropriate for each shortened scale. Then the discriminating power of each item was recalculated in terms of this new shortened scale. This shortened version will henceforth be referred to as Short Version I. For each scale of Short Version I, the reliability coefficients were also computed.

Step 3:

The top half of each scale of Short Version I was taken using the same procedure as in Step 2. This version of the inventory will be referred to hereafter as Short Version II.

Step 4:

The same procedure as in step 2 was applied a third

time, except that this time, the top one-third of the items in the original scales was taken instead of the top two thirds. This constituted Short Version III.

At the end of step 4, three shortened versions of the original MCI inventory were derived. They were:

- a) A Short Version I consisting of the top two-thirds of the original items of each scale.
- b) A Short Version II consisting of the top half of the Short Version I.
- c) A Short Version III consisting of the top one-third of the original items of each scale.

Phase 4:

Two different one thirds of the total items, one being one-third of the original inventory (Short Version III), the other being one half of Short Version I were compared.

RESULTS AND DISCUSSION

The results of the item analysis procedure were investigated for each scale separately. First, the reliability coefficients of the three versions were compared in order to determine the most appropriate short version. Second, a content analysis of the items retained and discarded was undertaken in order to formulate possible explanations as to the nature of the short version chosen at the end.

Three different reliability measures were taken for each scale of the MCI, at each four steps of the item analysis procedure. A presentation of the results for each scale follows:

"ADJUSTMENT TO REALITY" (R) SCALE

Table 3 shows the different reliability coefficients computed for the (R) scale at each step of item analysis:

Table 3 - The reliability coefficients of the original MCI version and the three short versions of the "Adjustment to Reality" scale.

Versions r.c.'s	Original MCI Version	SVI	SVII	SVIII
Spearman-Brown split halves	.87	.88	.83	.81
KD-20	.88	.88	.82	.81
KD-21	.85	.87	.80	.78

As it can be seen from the results, the most reliable shortened version of the inventory for the R Scale is Short Version I, where the top two-thirds of the items were chosen. The other two short versions containing different one-third of the items had slightly lower reliability coefficients than both the original inventory and Short Version I, which is consistent with the statistical rule that as the number of items in a test decreases, reliability decreases, too. The original key for this scale consisted of 55 items and Short Version I consisted of 36 items.

A content analysis of the original R Scale showed that the discarded items were those:

1. Related to sexuality: e.g. "I am worried about sex matters",
2. Related to physical symptoms: e.g. "I have little or no trouble with my muscles twitching or jumping".
3. In which the meaning is not clear for the Turkish

student, e.g. "My speech is the same as always (not faster or slower, or slurring; no hoarseness)".

4. In which general response biases play a role, with most everyone tending to say "Yes" or "No", e.g. "There is something wrong with my mind".

"MOOD" (M) SCALE

Table 4 shows the different reliability coefficients computed for the (M) scale at each step of the item analysis.

Table 4 - The reliability coefficients of the original MCI version and the three short versions of the "Mood" scale.

Versions r.c.'s	Original MCI Version	SVI	SVII	SVIII
	Spearman-Brown split halves	.54	.70	.64
KD-20	.57	.68	.69	.67
KD-21	.43	.64	.64	.61

When we examine the results, we see that Short Version I of this scale shows the highest Spearman-Brown reliability coefficient. Compared with the two other short versions, Short Version I seemed to be the most reliable version. An interesting result is in the M scale the original inventory had lower reliability coefficients than the three other shorter versions which may be due to the fact that this scale originally had the most number of items that imply social desirability. The M scale consisted of 46 items originally and

the Short Version I consisted of 30 items.

In the content analysis, the discarded items had the following common characteristics:

1. Items in which there is an implicaton of social desirability. e.g. "I dream frequently about things that are best kept to myself".
2. Items in which a general tendency to respond in one direction comes into play, e.g. "I sometimes tease animals".
3. Items related to general health, e.g. "I do not have spells of hay fever or asthma".

"LEADERSHIP" (L) SCALE

Table 5 shows the different reliability coefficients computed for the (L) scale at each step of the item analysis.

Table 5 - The reliability coefficients of the original MCI version and the three short versions of the "Leadership" scale.

Versions r.c.'s	Original MCI Versions	SVI	SVII	SVIII
Spearman-Brown	.78	.78	.70	.67
KD-20	.74	.78	.74	.73
KD-21	.67	.74	.71	.70

The results show that all three types of reliability coefficients are highest for the Short Version I of the (L) scale. The other two short versions have lower reliability coefficients than both the original inventory and Short Version I, consistent with the statistical rule. The original key for the L scale consisted of 35 items and the Short Version I consisted 24 items. The discarded items are the ones:

1. Which refer to interactions in large groups or to feelings about people instead of individual, specific persons, e.g. "Whenever possible, I avoid being in a crowd" where a selected item for example is "At parties I am more likely to sit by myself or with just one another person than to join in with the crowd".
2. Which have a translation problem, where the translated item does not mean a lot for the Turkish students, e.g. "I enjoy the excitement of a crowd".

"SOCIAL RELATIONSHIPS" (SR) SCALE

Table 6 shows the different reliability coefficients computed for the (SR) scale, at different steps of the item analysis.

Table 6 - The reliability coefficients of the original MCI version and the three short versions of the "Social Relationships" scale.

Versions r.c's	Original MCI Version	SVI	SVII	SVIII
Spearman-Brown split halves	.67	.80	.75	.72
KD-20	.64	.79	.72	.72
KD-21	.51	.75	.68	.67

When we examine the results, we see that the three reliability coefficients are highest for the Short Version I of the SR scale. Again as in the M scale, the original scale had lower reliability coefficients than the three shorter versions. This may be due to the fact that this scale had the most number of culture relevance items originally. The original key for this scale consisted of 61 items and Shorter Version I consisted of 40 items. When we analyze the content of the discarded items, the following characteristics emerge:

1. Items related to problems in another culture and which are irrelevant for Turkish students, e.g. "I am at ease with older people".
2. Items in which the meaning was not clear for the Turkish students, e.g. "I am able to recover from social blunders".
3. Where a certain response style is implied so that most everyone will tend to answer in the same direction, e.g. "I participate easily in ordinary conversation".

"CONFORMITY" (C) SCALE

Table 7 shows the different reliability coefficients computed for the (C) scale, at each step of the item analysis.

Table 7 - The reliability coefficients of the original MCI version and the three short versions of the "Conformity" scale

Versions r.c.'s	Original MCI Version	SVI	SVII	SVIII
Spearman-Brown split halves	.67	.80	.75	.72
KD-20	.64	.79	.72	.72
KD-21	.51	.75	.68	.67

The results show that Short Version I of the C scale is the most reliable one. As in the M scale and SR scale the original scale had lower reliability coefficients than the three other short versions which may be because of a variety of reasons such as cultural bias or translation problems arising in the items. The original key for the scale consisted of 35 items and the Short Version I of this scale consisted of 24 items.

The discarded items have these common characteristics:

1. They seem to be culturally irrelevant for this age group of Turkish students, coming as most of the sample did from a middle socio-economic class, e.g. "I have never been in trouble with the law".

2. Vulnerability to response style effects, such as answering in the same direction, e.g. "I do not mind being made fun of".
3. In some of the items the meaning may not be clear for the Turkish students, e.g. "I am always disgusted with the law when the criminal is freed through the arguments of a smart lawyer".
4. Some items have translation problems such as, "It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things".

"EMOTIONAL STABILITY" (ES) SCALE

Table 8 shows the different reliability coefficients computed for the (ES) scale at each step of the item analysis.

Table 8 - The reliability coefficients of the original MCI version and the three short versions of the "Emotional Stability" scale

Versions r.c.'s	Original MCI Version	SVI	SVII	SVIII
Spearman-Brown split halves	.87	.86	.85	.81
KD-20	.87	.86	.82	.82
KD-21	.84	.84	.81	.81

Examination of the results reveal that among the shorter versions, Short Version I had the highest reliability coefficients, therefore we choose Short Version I. The other two short versions have lower reliability coefficient than both the original

scale and Short Version I, consistent with the statistical rule. The original key for the IS scale consisted of 43 items, where Short Version of the same scale consisted of 28 items. The discarded items were the ones:

1. Related to general health problems, e.g. "I have been absent from school because of illness".

"FAMILY RELATIONSHIPS" (FR) SCALE

Table 9 shows the different reliability coefficients computed for the (FR) scale, at different steps of the item analysis.

Table 9 - The reliability coefficients of the original MCI version and the three short versions of the "Family Relationships" scale.

Versions r.c.'s	Original MCI Version	SVI	SVII	SVIII
Spearman-Brown split-halves	.89	.85	.78	.78
KD-20	.87	.86	.80	.80
KD-21	.86	.84	.78	.78

It can be seen from the Table 9 that all reliability coefficients calculated for Short Version II and Short Version III are identical. It will be recalled that in Step 3, half of the items of Short Version I, which has the top discriminating powers, were selected to constitute Short Version II. For Short Version III, one-third of the items with highest discriminating powers were selected. Having the

same number of items, in all the scales except the FR scale, one or two items which were selected for Short Version II and Short Version III differed because of their different discriminating powers. But, in the FR scale, all of the selected items corresponded. So, the three reliability coefficients were the same for Short Version II and Short Version III. Short Version I, where the top two thirds of the items were chosen, had the highest reliability coefficients among the shorter versions. The other shorter versions have lower reliability coefficients than both the original scale and Short Version I. The original FR consisted of 36 items and Short Version I of this scale consisted of 24 items.

The discarded items carry the following characteristics:

1. Culturally biased items that convey phenomena not very common in the Turkish culture, especially among the students that come from the middle socio-economic class, e.g. "I have had a strong desire to run away from home".
2. Items in which the students might tend to respond in the socially desirable direction thus making discrimination difficult, e.g. "My home is a very pleasant place".

"VALIDITY" (V) SCALE

Table 10 shows the different reliability coefficients computed for the (V) scale for the original scale and Short Version I.

Table 10 - The reliability coefficients of the original MCI version and one short version of the "Validity" scale

Versions r.c.'s	Original	
	MCI Version	SVI
Spearman-Brown split halves	.68	.61
KD-20	.62	.61
KD-21	.50	.54

Although this scale was not subjected to a four step item analysis like seven other scales of the MCI because of briefness of the original validity scale discussed earlier, the reliability coefficients for the two versions are essentially the same.

Table 11 shows the comparison of the three reliability coefficients for Short Version II which contains the top half of the items of Short Version I and for Short Version III which contains the top one-third of the items of the original scales. This comparison is to help determine which one-third to choose if a version shorter than Short Version I is needed.

Table 11 - The comparison of the three reliability coefficients for Short Version II and for Short Version III

Reliability Coefficients	Scale R		Scale M		Scale I		Scale SR	
	SVII	SVIII	SVII	SVIII	SVII	SVIII	SVII	SVIII
Spearman-Brown split halves	.83	.81	.64	.67	.70	.67	.90	.88
KD-20	.82	.81	.69	.67	.74	.73	.90	.90
KD-21	.80	.78	.64	.61	.71	.70	.89	.89
Number of items differing bet- ween the two versions	2		2		2		1	

		Scale C		Scale ES		Scale FR	
		SVII	SVIII	SVII	SVIII	SVII	SVIII
Reliability Coefficients	Spearman - Brown split-halves	.75	.72	.85	.81	.78	.78
	KD-20	.72	.72	.82	.82	.80	.80
	KD-21	.68	.67	.81	.81	.78	.78
Number of items differing bet- ween the two versions		1		1		Identical	

When we examine the data presented in Table 11 we see that the differences between the reliability coefficients of these two shorter versions are too small to consider a test of significance. So, we can choose any of these shorter forms. However, an empirical study would be necessary to help determine which of these two forms is actually more reliable.

The overall results indicate that Short Version I is the best version of the three forms examined. This suggests that there may be an optimum number of test items to obtain the highest possible reliability coefficients. Thus a study of this nature, involving an investigation of the optimum test length for maximum reliability, appears to be worthwhile.

It is well known that the reliability of a test usually increases with the number of items. This being the case, the versions which has the highest reliability coefficients should be the original MCI version. But on the contrary, Short Version I, which contains a fewer number of items, has the highest reliability coefficients for the five diagnostic scales. This unusual result may be due to the fact that when the original MCI was shortened, culturally biased items were discarded. In this way, the problem of cultural

relevance may have been eliminated. In general, the items retained and the items discarded show the following characteristics:

Items retained:

- a) Age relevance: Items that reflect the typical ideas and problems of these age groups.
- b) Emotional States: Items that give information about the emotional states and the present mood of the students.

Items discarded:

- a) Implication of social desirability: Items constructed in such a way that most students would tend to answer in the same socially desirable direction.
- b) Cultural bias: Items related to American Culture and that are not valid for Turkish culture.
- c) Translation problems: Items that lose their intended meaning when translated.

The effect of cultural factors and the problems inherent in using a direct translation was also found in another study (Wild, 1979) done employing an American inventory (Brown-Holtzman Survey of Study Habits and Attitudes) with Turkish high school students and according to the present findings of the Wild study, the Brown-Holtzman Survey seemed to be highly culture bound due to its empirical development and validation for a population of American High School and College students. The use of a direct translation of this

inventory before adapting it to specific needs of the Turkish students and the requirements of the Turkish educational system was suggested to be a serious shortcoming by the investigator.

Thus, in summary a preliminary methodological investigation such as this study would appear to be a useful strategy in improving the cross-cultural applicability of translated inventories.

LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The main limitation of this study has to do with the lack of an empirical test of the reliability and validity of the shortened versions. Such an empirical evaluation could not be done due to practical difficulties.

Correcting the above limitation would be the main suggestion for the next research step in working with the MCI. A suggested empirical design might be as follows: the shortened versions could be given to the same group of subjects as in this study and to a new group, and a variety of comparisons could be made. Such comparisons would provide an empirical basis for determining the currently used measures of reliability as well as test-retest reliability.

The validity of Short Version 1 could be evaluated by comparing scores on the seven diagnostic scales with teachers an/or peer ratings or other means of evaluations.

After proper empirical tests of reliability and validity have been accomplished and after some normative data has been collected, this inventory could be ready for use in counseling settings. The high reliability coefficients theoretically

demonstrated for Short Version I indicate that this inventory clearly merits further study, and would be a helpful tool for use in the Turkish counseling system.

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APPENDIX A

MINNESOTA DANIŞMA ENVANTERİ

Bu kitapçığın gayesi sizin kendinizi daha iyi tanımanıza yardımcı olmaktır. Kendinizi bir kişi olarak daha iyi tanıdıkça daha yararlı plânlar yapabilecek ve daha etkin olarak öğrenebileceksiniz. Bu envanteri doldurmanız sonucunda öğretmenleriniz ve danışmanlarınız size daha iyi öğretim ve daha yararlı danışmanlık yapabilme olanakları bulabileceklerdir.

Aşağıdaki sayfalarda kimimiz için geçerli, kimimiz için ise geçerli olmayan cümleler vardır. Bu cümlelere vereceğiniz cevap sizin kendiniz hakkında daha çok şey öğrenmenize yardımcı olacaktır. Bundan dolayı her cümleyi açık kalplilikle ve düşünerek cevaplandırmak sizin yararınıza olacaktır. Doğru veya yanlış cevap yoktur.

YÖNERGE

Kitapçığındaki ilk cümleyi okuyunca bunun sizin için uygun olup olmadığına karar verin ve cevabınızı ayrı cevap kağıdına işaretleyin. Eğer cümle sizin için uygun veya genellikle uygun ise cevap kağıdında bu maddenin karşılığı olan numaranın yanındaki ve D harfinin altına gelen boşluğu karalayın. Eğer cümle size göre uygun değil ise veya genellikle uygun değil ise, cevap kağıdında bu maddenin karşılığı olan numaranın yanındaki ve Y harfinin altına gelen boşluğu karalayın.

Aşağıda bir cevap kâğıdı örneği vardır. Madde 1'e cevabın 'uygun' olduğu kabul edilmiş, 1 rakamının yanındaki ve D harfinin altına gelen boşluk karalanmıştır. Madde 2'ye cevabın 'uygun olmadığı' belirtilecek şekilde 2 rakamının yanındaki ve Y harfinin altındaki boşluk karalanmıştır.

Cevap Kâğıdının Bir Kısmı

	D	Y
1	11	11
2	11	11

Eğer bir cümle sizin için geçerli değil ise veya kararsızsanız, cevap kâğıdına hiç bir işaret koymayın. Cevaplandırabildiğiniz bütün soruları cevaplandırın ve mümkün olduğu kadar az boş bırakın.

Kendiniz hakkındaki düşüncelerinizi vermeyi unutmayın. Soruları çabuk cevaplayın ve herhangi bir cümle üzerinde fazla vakit sarfetmeyin.

Cevap kağıdına cevabınızı işaretlediğiniz zaman madde- nin numarası ile cevap kağıdındaki numaranın aynı olmasına dikkat edin. Kırmızı renk kuru kalem ile işaretleyin ve değiştirmek istediğiniz cevabı tamamen silin.

HER SORUYU CEVAPLANDIRMAYA ÇALIŞIN.

ADINIZIN CEVAP KAĞIDINIDA OLMASINA DİKKAT EDİN.

BU KİTAPÇIĞA HIÇ BİR İŞARET YAPMAYIN.

Şimdi sayfayı çevirin ve başlayın.

1. Geçen birkaç yılda sağlığım genellikle iyi idi.
2. Evim çok hoş bir yerdir.
3. Diğer insanlar kadar çabuk arkadaş edinirim.
4. Kolaylıkla heyecanlanırım.
5. Sosyal ilişkilerde ölçülüyümdür.
6. Bir topluluğun coşkusundan hoşlanırım.
7. Bazen öfkelenirim.
8. Zihnimi bir iş üzerinde tutmak benim için zordur.
9. Sağlığım bir çok arkadaşlarımla aynı kadar iyidir.
10. Herde olabilecek kötü olayları düşünerek üzülürüm.
11. Midemde veya bağırsaklarımda gazdan şikayetçiyim.
12. Bir oyunda kazanmayı kaybetmeye tercih ederim.
13. Hafızam iyidir.
14. Kanunla benim hiç bir zaman derde girmedi.
15. İnsanlar kolaylıkla sabrımı tüketir.
16. Soğukalgınlığından kurtulmakta güçlük çekerim.
17. Hiç sebepsiz kendimi çok neşeli hissettiğim zamanlar olur.
18. Bir topluluğun neşe kaynağı olmak benim için kolaydır.
19. Ailem sık sık beraber dolaştığım insanlara karşı çıkmıştır.
20. Bazen biraz dedikodu yaparım.
21. Gözüm sık sık ağrır.
22. Hüzünlü zamanlarım olur.
23. Birkaç önemli kişi tanımak isterim, çünkü bu kendimi önemli hissettirir.
24. Eğer bir topluluk sıkıcı ise onu canlandırmakta öncülük ederim.
25. Fikirlerimi kolaylıkla açıklarım.
26. Yeni insanlarla tanışırken utanırım.
27. İfratında insan görmekten sıkılırım.
28. Bir çok değişik oyun ve eğlenceler hoşuma gider.
29. İlk tepki onlardan gelmezse uzun süredir görüşmediğim kimseleri de okul arkadaşlarımla görmemezlikten gelirim.
30. Başkalarına söylemeyi istemeyeceği bazı şeyleri sık sık rüyamda görürüm.
31. Faka bastığımı itiraf etmemi gerektirecek şekilde aldatılmaktan nefret ederim.
32. Bazen enerjili doluyum.

33. Her gün çok fazla miktarda su içerim.
34. Sık sık bir şeyler için kaygı duyarım.
35. Gürültüler beni kolaylıkla uykumdan uyandırır.
36. İnsanlarla beraberken kendimi rahat hissederim.
37. Bir çay veya resepsiyondaki önemli kimseyle tanışmaya çalışırım.
38. Sık sık nezle olurum.
39. Hiç çarpıntıım olmaz ve nadiren nefes nefese kalırım.
40. Okuldaki düşük notlarımdan dolayı kendimi kötü hissettiğim olmuştur.
41. Başkaları aynı şeyi yapıyor olsalar bile bir toplantıda maskaralık etmek beni rahatsız eder.
42. Tanıdığım insanlarla karşılaşmamak için caddede karşı tarafa geçerim.
43. Kolaylıkla öfkelenirim.
44. Ailemdeki kişiler benim kişisel sorunlarımı öğrenmeye fazlasıyla meraklıdır.
45. Zihnimi tek bir şey üzerinde tutamıyorum.
46. Bazen küfretmek isterim.
47. Kendime olan güvenimi kolaylıkla kaybederim.
48. Bir topluluğun önünde konuşmak benim için çok zordur.
49. Hayatın bana adil davranmadığından eminim.
50. Hayatımda hiç bayılmadım.
51. Yaptığım şeylerden pişman olurum.
52. Sık sık utangaçlığımı göstermemek için büyük bir gayret gösteririm.
53. Flört etmeyi severim.
54. Kendimi çok mutsuz hissediyorum.
55. Başkaları için plânlara yapmak ve hareketlerini düzenlemek sorumluluğu taşımışım.
56. Eğer bir sinemaya bilet almadan girebileceğime ve yakalanmayacağıma emin olsam herhalde bunu yapardım.
57. Tanıdığım herkesi sevmem.
58. İnsanlarla beraberken bile kendimi yalnız hissederim.
59. Sosyal yaşantımı ailemin fertleriyle sınırlandırmayı tercih ederim.
60. Başkalarından daha sinirli olmadığımı inanırım.
61. Oyunlar ya da diğer organize faaliyetlere katılmak için gönüllü olduğumda utangaçlık hissederim.
62. Evde iyi huylu davranmak benim için zordur.

63. Genellikle hayatın yaşanmaya değer olduğunu hissederim.
64. Başkalarından kolaylıkla nezle kaparım.
65. Sokaktaki insanların beni gözetlediğini sanıy ve rahatsız olurum.
66. Eğer bir grup insan arasında bir konuşma başlatmam gerekirse çok tedirgin olurum.
67. Sosyal durumlarda tecrübesiz olduğum için utanırım.
68. Ailem bana karşı bir yetişkinden çok bir çocukmuşum gibi davranır.
69. Ailemin benim yüzümden düş kırıklığına uğradığını hissediyorum.
70. Çevremdeki birçokları kadar yetenekli ve zeki olduğuma inanırım.
71. Bir kriz veya zor durumla karşılaşmaktan kaçınırım.
72. İnsanlarla birlikte olsam bile çoğu zaman kendimi yalnız hissederim.
73. Dış görünüşüm yüzünden rahatsız olurum.
74. Başına bir iş gelmesin diye hemen herkesin yalan söyleyebileceğine inanırım.
75. Hayatımda ne felce uğradım ne de kaslarımda anormal bir zayıflık hissettim.
76. İnsanların, daha önce kendileri düşünmedikleri için iyi fikirlerimi kışkırdıklarını sık sık gördüm.
77. Bazen zorlukların üstüste yığıldığını ve onları altedemeyeceğimi hissetmişimdir.
78. Gözlerim ışığa karşı çok hassastır.
79. Kolaylıkla üzülürüm.
80. Sık sık "Keşke yine küçük bir çocuk olsaydım", diye düşünürüm.
81. Arada sırada konuşulamayacak kadar kötü şeyler düşünürüm.
82. Sınıfta derse kalktığım zaman rahatsız olurum.
83. Evdeki sofrâ adabım başkalarının yanında olduğum zamanlar kadar iyi değildir.
84. Tıbbî müdahale görmem gerekmiştir.
85. Saman nezlesi veya astım nöbetim yoktur.
86. Kimse beni anlamıyor.
87. Hemen her gün beni korkutan bir şey olur.
88. Dişlerimin bakıma ihtiyacı var.
89. Kan görmek beni ne korkutur ne de hasta eder.
90. Her fırsatta kalabalıklardan uzak kalmaya çalışırım.
91. Yapancılara yanında kendimi rahatsız hissederim.
92. Partilerde oldukça iyi vakit geçiririm.
93. Toplantılardan hoşlanmam.

94. Büyüdüğüm halde ailem sık sık kendilerine itaat etmemi bekler.
95. Yabancılarla karşılaşmaktan çekinmem.
96. Birisi benim kötülüğümü istiyor.
97. Sık sık sebepsiz yere cezalandırıldığımı hissedirim.
98. Alay edilmeye aldırmanm.
99. Bazen burnuma tuhaf kokular gelir.
100. Küçük düşürücü olaylar beni çok uzun süre üzer.
101. Çoğu zaman kendimi dermansız hissedirim.
102. Aşırı derecede sıkılganım.
103. Bazen kafam her zamankinden daha yavaş çalışıyor.
104. İş bulamasam da ailem bana güvenir.
105. Sabahları kalktığımda kendimi yorgun hissediyorum.
106. Kolaylıkla ağlarım.
107. Kaslarım hemen hemen hiç seğirmez veya atmaz.
108. Trenlerde, otobüslerde vs. sık sık yabancılarla konuşurum.
109. İşler kötüye gitmeye başlayınca içimden hemen pes etmek gelir.
110. Çoğu zaman hayat benim için zorlukla doludur.
111. Bazen olayların gerçekliğinden şüphe ederim.
112. Lyde huzuru sağlamak için ya susmak ya da evi terketmek zorunda kalmışumdur.
113. Nadiren sağlığım için endişelenirim.
114. Hayatımda kendimi hiç şimdiki kadar iyi hissetmemiştim.
115. Bir sorunun cevabını bilmeme rağmen, sorulduğu zaman sınıf önünde konuşma korkusuyla yanlış cevap verebilirim.
116. İnsanlar hakkımda tahkir edici ve âdi şeyler söylüyor.
117. Çoğu zaman mutluyum.
118. Ailem bende gereğinden fazla kusur buluyor.
119. Bazı zamanlar o kadar iyi işitirim ki rahatsız olurum.
120. Eğer fırsat verilse dünya için çok yararlı şeyler yapabilirdim.
121. Sık sık benden daha iyi olmadıkları halde 'uzman' diye tanınan insanlarla karşılaştım.
122. Büyük bir gerginlik altında çalışırım.
123. Başkalarının yaşadığını sandığım mutluluğa özen duyarım.
124. Nadiren kabızlık çekerim.
125. Okuduğumu eskisi kadar iyi anlayamıyorum.
126. Bazen bir türlü toparlanıp işlerime bakamadığım öyle dönemler olur ki bunlar günler, haftalar ya da aylarca sürebilir.

127. En zor mücadelelerim kendimle olanlardır.
128. Evde sinirli olurum.
129. Başkaları bakarken elimden gelenin en iyisini yapmak benim için zordur.
130. Kafam düşüncelerle o kadar doludur ki uyuyamam.
131. Yemeğe oturduğumda gerçekten acıkmamış olurum.
132. Sık sık arkadaş grubumun dedikodu ve konuşmalarının dışında kalırım.
133. Bazen kontrol edemediğim gülme ve ağlama krizlerim tutar.
134. Günün sonuna doğru kendimi çok yorgun hissederim.
135. Bazen birisiyle yumruk yumruğa dövüşmek isterim.
136. Genellikle başkaları benimle konuşana kadar ben onlarla konuşmam.
137. Başkalarına anlatmak için iyi hikayeleri aklımda tutmaya çalışırım.
138. Kolaylıkla öfkelenirim ama bu uzun sürmez.
139. Çoğu dertlerimden kimin sorumlu olduğunu bilirim.
140. Sık sık midem bulanır ve kusarım.
141. Hayatımı gerektiği şekilde sürdüremedim.
142. Kimse beni anlamıyor.
143. Bazen hiç sebepsiz yere hatta işler yolunda değilken bile kendimi çok mutlu hissederim.
144. Annem veya babam (veya her ikisi) çok sinirlidir.
145. Bazen soğuk almadığım halde sesim kısılır.
146. Çevremde olanların farkında olmadığım ve yaptığım işin bir an için durduğu kopukluk nöbetleri geçirmişimdir.
147. Arkadaş edinmede ilk adımı atmaktan hoşlanırım.
148. Evden kaçmak için çok güçlü bir istek duymuşumdur.
149. Eleştirilmek beni çok rahatsız eder.
150. Kendimi sinirli addederim.
151. Üzerime aldığım bir işi kısa bir süre için de olsa bırakmakta zorluk çekerim.
152. Kolaylıkla cesaretim kırılır.
153. Çoğu zaman ölmek isterdim.
154. Sınıfta gönüllü olarak sözlüye kalkmakta tereddüt ederim.
155. Bazen evi terketmeyi çok istedim.
156. Yeni tanıştırıldığım bir kimseyle konuşacak bir konu bulmakta güçlük çekerim.
157. Ailemin fertleriyle çok az kavga ederim.

158. Yeni insanlarla karşılaşmak hoşuma gider.
159. Gazetede ki her makaleyi her gün okumam.
160. Cinsel sorunlar yüzünden sıkıntılıyım.
161. Zeki bir avukatın savunması ile suçlu biri serbest bırakıldığı her sefer adaletten öğrenirim.
162. Çoğu zaman kendimi üzgün hissederim.
163. Arada sırada bugün yapmam gereken işi yarına bırakırım.
164. Bir işe başlamakta güçlük çekerim.
165. Evden çıktığım zaman kapının iyi kilitlenmemiş ve pencerelerin iyi kapanmamış olduğunu düşünüp üzülmem.
166. Dansa gitmeye bayılırım.
167. Düşlerimin çoğu seks ile ilgilidir.
168. Okulda bazen dalga geçtiğim için müdüre gönderildiğim olmuştur.
169. Çocukluğumun büyük bir kısmı hastalıkla geçti.
170. Toplantılar insanlarla birlikte olabildiğim için hoşuma gider.
171. Bir grup insanın önünde konuşmak hoşuma gider.
172. Eleştirilmek ya da azarlanmak beni çok kırar.
173. Hiç nöbet veya havale geçirmedi m.
174. Sosyal gaflardan çabuk kurtulurum.
175. Görebileceğim tüm ilgiyi görüyorum.
176. Lüzumsuz bir düşünce durmadan aklıma gelip beni tedirgin ediyor.
177. Eğer fırsat verilirse iyi bir lider olabilirim.
178. Oldukça bağımsız ve aile baskısından özgürüm.
179. Çok kuruntu yaparım.
180. Bazı zamanlar kendimi kesinlikle lüzumsuz hissederim.
181. Sağduyum bugünlerde her zamankinden daha iyi.
182. Hislerim kolaylıkla incinir.
183. Benim suçum olmadığı halde işlerim ters gider.
184. İnsanlara karşı ilgisizim.
185. Annem-babam artık olgun bir insan olduğumu anlamıyorlar ve bana çocuk muamelesi yapıyorlar.
186. Çoğu kimseyle konuşmakta zorluk çekerim.
187. Çoğu kimse çıkarına uygun düştüğü için âdil olmayan yollara başvurur.
188. Yürürken kaldırımdaki çatlaklara basmadan adım atmaya dikkat ederim.
189. Diğer evlere oranla bizim evde çok az sevgi ve arkadaşlık var.

190. Daha az çekingen olmak isterdim.
191. Çoğu geceler fikirler ve düşünceler beni rahatsız etmeden uyurum.
192. Bir grup insan içinde bildiğim bir konuda konuşma başlatmaktan ve ya fikrimi söylemekten çekinmem.
193. Günlük yaşantım bana ilginç gelen şeylerle doludur.
194. Kanımca bir çok kimse diğerlerinden yardım ve sempati görmek için dertlerini büyütüyorlar.
195. Çocukken bir ara bazı şeyler çaldım.
196. İnsanlar beni sık sık düş kırıklığına uğratar.
197. Hayat dolu bir arkadaş grubuna girdiğim zaman üzüntülerim kaybolur.
198. Kendimi o kadar enerjik hissettiğim zamanlar oldu ki günlerce uyku ihtiyacı duymadım.
199. Yürürken dengemi korumakta hiç güçlük çekmemişimdir.
200. Ailem meslek olarak seçtiğim işi veya seçmeye niyetlendiğim işi sevmiyor.
201. Değişik konulardaki tutumlarımın başkalarınca bilinmesini isterim.
202. Başım derde girdiği zaman çenemi tutmanın en iyiyol olduğuna inanırım.
203. Bazen sevdiğim bir kişi tarafından kırılmak hoşuma gitmiştir.
204. Bana zararı dokunamayacağını bildiğim şeyler ve kimselerden korktuğum olmuştur.
205. Ailem benden çok fazla şey bekler.
206. Kendime hiç güvenim yok.
207. Hayal kurarım.
208. Davranışlarım başkaları tarafından kolaylıkla yanlış anlaşılabilir.
209. İnsanları bazı şeyleri yapmaya ikna etmek hoşuma gidiyor.
210. Bazen bir şeyleri parçalamak isterim.
211. Sosyal faaliyetlerde herhangi bir insan kadar başarılıyım.
212. Bir çok kişiyle arkadaşlığa yol açan faaliyetlere katılmayı tercih ederim.
213. Dilencilere sadaka verilmesine karşıyım.
214. Bazen kendimi iyi hissetmediğim zaman aksi olurum.
215. Bazen aşağılık duygusu çekerim.
216. Benim hakkımda konuşulduğuna eminim.
217. Kolaylıkla utanırım.
218. Ailem birlikte gezdiğim arkadaşlara itiraz etmiştir.
219. Bazen şaşırtıcı veya zarar verici bir şeyler yapmak için dayanılmaz bir istek duyarım.

220. Başıma ne gelirse gelsin umurunda değil.
221. Bir grup arasındaki konuşmalarda söyleyecek uygun bir lâf bulmakta güçlük çekerim.
222. Üzerinde çalıştığım konularda yazılar okuyup incelemeler yapmak hoşuma gider.
223. Mutlu olmak için bir çok sosyal temaslarda bulunmam gerektiğini hissediyorum.
224. Başkalarının bana söylediklerini hemen unuturum.
225. Yaşlı kimselerin yanında rahatım.
226. Aşkta düş kırıklığına uğradım.
227. Başkalarının bana kini olmasaydı çok daha başarılı olurum.
228. Bazen hayvanları kızdırırım.
229. Hareketlerimi veya konuşmamı kontrol edemediğim fakat etrafımda olup bitenlerin farkında olduğum nöbetler geçirdim.
230. İştahım iyidir.
231. Evde diğer yerlerde olduğundan daha az anlayış görürüm.
232. İçim içime sığmadığı öyle anlar olur ki bir iskemlede bile uzun süre oturamam.
233. Babam benim için ideal bir insandır.
234. Tanıdığım birinin başarısını duymak benim başarısız olduğumu hissetmemeye yol açar.
235. Davranışlarım çoğunlukla çevremdekilerin âdetlerinin etkisi altındadır.
236. Bir yabancı ile konuşmayı zor bulurum.
237. Ne annem ne de babam kolaylıkla öfkelenir.
238. Hastalık dolayısıyla okula devamsızlığım oldu.
239. Başımdaya dayanılmaz keskin ağrılar var.
240. Topluluklarda kalabalığa katılmaktansa, kendi kendime ya da tek bir kişiyle oturmam daha olağandır.
241. Yabancılarla kolaylıkla tanışırım.
242. Arada sırada ailemin sevdiğim fertlerine karşı bir nefret duyarım.
243. Çoğu kez neden o kadar kızgın ve suratsız olduğumu anlayamam.
244. Kalbimde ve göğsümde hemen hemen hiç ağrı duymam.
245. Acaip ve kendime özgü düşüncelerim vardır.
246. Akrabalarımın hemen hemen hepsi bana yakınlık gösterirler.
247. Başkalarının toplanmış ve konuşuyor oldukları bir odaya girmekten çekinmem.
248. Ellerim hantal ya da beceriksiz değil.

249. Yalnız olduğum zamanlar acaip şeyler işitirim.
250. Ne annem ne de babam istekleri makul olsa da olmasada itaat etmemde ısrar ettiler.
251. Uykum rahatsız ve intizamsızdır.
252. Meslek seçiminde anne ve babamla aynı fikirde değilim.
253. Sık sık yanlış ve kötü bir şey yaptığımı hissine kapılıyorum.
254. Hastalığa yakalanmaktan korkmam.
255. Yeni insanlarla tanışınca konuşacak konu bulmak zoruma gider.
256. Aklımı kaçırmaktan korkuyorum.
257. Bir tartışmada kolaylıkla altolurum.
258. Bazen sevdiğim insanları incitmekten zevk alırım.
259. Her zaman doğruyu söylemem.
260. Zihni bir bozukluğum var.
261. Dikkatimi toplamakta başkalarından daha fazla zorluk çeremi.
262. Öyle anlarım olmuştur ki bazı faaliyetlerde bulunduğum halde sonradan ne yaptığımı hatırlayamamışmıdır.
263. Kendisini açıkça teslim eden birinden faydalanan kimseyi kınamam.
264. Bazı şeylerin ve olayların gerçek olmadığı kuşkusundan rahatsız oluyorum.
265. Haftada en az bir kez hiç sebepsiz aniden ateş basar.
266. Hayatın bana âdil davranmadığından eminim.
267. İyi beceremediğimden bazı oyunları oynamayı reddederim.
268. Herhangi bir hastalık için doktora gitmek zorunda kaldığım zaman korkarım.
269. Başkalarının görüldüğü kadar mutlu olmayı isterdim.
270. Anne ve babam çok modası geçmiş fikirlere sahiptirler.
271. Haftada en az bir kez heyecanlanırım.
272. Annemin, babamın veya her ikisinin beni sinirlendiren kişisel alışkanlıkları var.
273. Önemli bir şey üzerinde çalışırken kişilerin fikrini sormaları ya da başka şekilde çalışmamı durdurmaları sabrımı taşırır.
274. Bazı konularda o kadar hassasım ki onlardan bahis bile edemem.
275. Küçük çocuklardan hoşlanırım.
276. Bazen rahatsız edici gürültü olmamasına rağmen uyumakta güçlük çekerim.
277. Duygularım nedenleri belli olmadan iyiye ya da kötüye yönelir.
278. Anne veya babamdan birisinin davranışları bende büyük korku uyandırmıştır.

279. Çabuk karar veremediğim için çok fırsat kaçırmışımdır.
280. Yeteneğimi küçümsediğim için bir kaç kez bir şey yapmaktan vazgeçmişimdir.
281. Bir grup insan içinde olduğum zaman konuşulması uygun olan şeyler düşünmekte güçlük çekerim.
282. Başım ağrır.
283. Ailemden bazılarının yaptıkları şeyler beni korkutmuştur.
284. Başkalarıyla çabuk ve iyi kaynaşırım.
285. Çoğunlukla başka bir şey yapmaktansa oturup hayal kurmayı yeğlerim.
286. Ufak meblâğlar için kumar oynamak hoşuma gider.
287. Kolaylıkla sıkılmanlaşırım.
288. Ailemdeki kişilere güvenebilirim.
289. Sağlığımı dikkatle izlemek gereğini duyuyorum.
290. Açık-saçık hikayelerden utanırım.
291. İnsanlar genellikle kendi haklarına, başkalarının haklarına gösterdiklerinden daha fazla saygı gösterilmesini beklerler.
292. Konuşmam her zamanki gibidir (ne daha hızlı ya da daha yavaş, veyahut ağızda yuvarlanmış, boşuk değil).
293. Okulda sınıfın önünde konuşmayı çok güç bulurum.
294. Ev hayatım diğer insanlarınki kadar hoştur.
295. Önemli bir yemekte masadaki bir şeyi uzatmalarını istemektense o şeysiz yaparım.
296. Başkaları yapmaya değmez derlerse, yapmak istediğim şeyden vazgeçebilirim.
297. Partileri ve toplantıları severim.
298. Başımdan çok acaip ve tuhaf olaylar geçmiştir.
299. Sosyal topluluklarda son derece iyi vakit geçiririm.
300. Seks ile ilgili düşüncelerin beni rahatsız etmemesini isterdim.
301. Ellerim ve ayaklarımı çoğunlukla gerektiği kadar sıcaktır.
302. Çoğu zaman başım çok ağrır.
303. Çoğu kimsenin yanında tedirgin ve sıkılman olurum.
304. En çok evimde mutlu ve rahat olurum.
305. Hemen hemen hiç başım dönmez.
306. İlerlemek için çoğu kimsenin yalan söyleyeceğini sanırım.
307. Parasızlık yüzünden evde mutlu olamıyorum.
308. Ne annem ne de babam davranışımda bir hata bulmuyorlar.
309. Bir çok arkadaşın benimkinden daha mutlu bir ev hayatları olduğunu hissettim.

310. Karşı cinsle arkadaşlık temaslarında bulunmak benim için kolaydır.
311. İnsanlarla arkadaşlık ederek vakit geçirmek hoşuma gider.
312. Hemen hemen hiç ağrım sızım yoktur.
313. Gözüm her zamanki gibi şimdi de iyi görür.
314. Olgan konuşmalara kolaylıkla katılırım.
315. Yaptıkları bazı şeyleri yanlış saydığım kişilere arkadaşça davranabilirim.
316. Evimde gerçek bir sevgi ve şefkat yoktu.
317. Bir partide doğal davranmak benim için kolaydır.
318. Gözlerimi yormadan uzun müddet okuyabilirim.
319. Yeni arkadaşlar edinmeye hevesliyim.
320. İnsanları eğlendirmekten hoşlanırım.
321. En büyük yükümlülüğümün aileme karşı olduğunu hissediyorum.
322. İnsanlarla temasarımda çekingenim.
323. Sosyal ilişkilerin benim hoşlanacağım kadar ciddi olmadığını hissedirim.
324. Ne annem ne de babam kolaylıkla kızar.
325. Kimseye güvenmemek daha emin bir yoldur.
326. Düşünceler açısından bakılırsa ailem ve ben ayrı dünyalarda yaşıyoruz.
327. Evden kaçmak için kuvvetli bir istek duymuşumdur.
328. Mümkün oldukça insanlardan kaçırım.
329. Toplantı ya da partilerde arka plânda kalırım.
330. Bir şey yapmak istediğim zaman elimin titrediğini sık sık farkedirim.
331. Aileme olan yükümlülüklerin benim için bir engelleme oluşturduğunu hissediyorum.
332. Ne annemin ne de babamın beni anlamadıklarını hissettim.
333. Çoğu zaman boğazımda bir sıkışıklık hissediyorum.
334. Dedektifli ve esrarengiz hikâyeler hoşuma gider.
335. Umumi bir toplantıya herkes yerini aldıktan sonra girmekten utanırım.
336. Sık sık başımı sıkı bir bant sarıyormuş gibi hissediyorum.
337. Bazı insanlar o kadar tahakküm edici ki, bir şey istedikleri zaman onların haklı olduğunu bildiğim halde içimden aksini yapmak geliyor.
338. Gündelik sosyal temaslara karşı kayıtsızım.
339. Partilerdeki eğlencelerde aktif bir rol alırım.

340. Kolay kolay yorulmam.
341. Annem ve babam bana karşı çok sert davrandılar.
342. Yakın akrabalarım arasında bir çok münakaşalar olmuştur.
343. Gazetelerde suç haberleri okumak hoşuma gider.
344. Sosyal faaliyetler beni sıkar.
345. Başım çok ender ağrır.
346. Birisinin benim için iyi bir şey yapmasının altında ne gibi bir neden gizlendiğini genellikle merak ederim.
347. Bir grup insanın arasından ayrılmak için izin isterken utanırım.
348. Anne ve babamla evdeki işlerin nasıl yapılması gerektiğini konusunda anlaşmazlığımız olmuştur.
349. Bir partide iyi vakit geçirmek benim için kolaydır.
350. Bir odada bir grup insan oturmuş konuşuyorsa tek başıma içeri girmekte tereddüt ederim.
351. Ne annem ne de babam beni haksız yere eleştirmezler.
352. Zamanında gereken şeyleri söylemekte güçlük çekerim.
353. Bir öğretmen umulmadık bir anda bana bir şey sorunca telaşlanırım.
354. Bir çok sosyal faaliyetlere katılmak hoşuma gider.
355. İyi bir fikre hemen kapılırım.