


# Test Instruments, Diagnostic Criteria, and Standardization for AI/AN Populations

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## The Issues:

- Why do we need standardized assessments?
- What has been done thus far?
- How can this be applied to AI/AN populations?




## Why do we need standardized assessments?

- We need to know:
  - What is being measured.
  - What the results mean.
  - How results can be compared between studies
  - How research assessments compare to those used clinically
  - If they are appropriate to the culture.
  - If they are being used appropriately.
- To established evidence-based practices we need measures that accurately reflect the constructs.




## What has been done thus far?

- Searches of PUBMED, PsychINFO
  - 120 Journal Articles, Dissertations, & Book chapters addressed assessment
  - 94 reported standardization, validity, & reliability results
  - Four types of assessments
  - Four Age Groups




## Types of Assessments

- Educational—School Assessment
  - Achievement, Aptitude, Intelligence
  - WISC-R, WRAT, K-ABC
- Diagnostic—Behavioral Health
  - Diagnostic criteria and symptoms
  - IDD, CES-D
- Personality-Norms for Objective & Projective Assessment
  - Rorschach, MMPI
- Other—All other topics
  - Acculturation, Spirituality, Self-Esteem, Life Events, Vocational/Career, Medical Screening
  - NPBI, SVIB




## Types of Assessments

- Educational-(N=24) 25.5%
  - 21 different tests
- Diagnostic-(N=25) 26.6%
  - 29 different tests
  - Depression (7)
  - Substance Use (6)
- Personality-(N=5) 5.3%
  - 4 different tests
- Other-(35) 37.2%
  - 38 different tests




## Educational (N=24) 25.5%

- 24 Different Tests
- Ages
  - Children (0-13) N=11
  - Adolescents (14-18): N= 2
  - Children & Adolescents: N= 9
  - Adults (18+): N= 0
  - College: N= 2




**Diagnostic (N=26) 26.6%**

- 29 Different Tests
  - Depression (7)
  - Substance Use (6)
- Ages
  - Children (0-13) N= 1
  - Adolescents (14-18): N= 3
  - Children & Adolescents: N= 1
  - Adults (18+): N=14
  - College: N= 3
  - Adolescents & Adults: N= 3




**Personality (N=5) 5.5%**

- 4 Different Tests
- Ages
  - Children (0-13) N= 1
  - Adolescents (14-18): N= 0
  - Children & Adolescents: N= 0
  - Adults (18+): N= 2
  - College: N= 2




Other (N=35) 37.6%

- 38 Different Tests
- Ages
  - Children (0-13) N= 7
  - Adolescents (14-18): N= 7
  - Children & Adolescents: N= 3
  - Adults (18+): N= 5
  - College: N= 5




Who participated in the study?

- American Indian
- Alaska Native
- Eskimo
- First Nations/Aboriginal
- 7 Identified by Region (i.e. West)
- 16 Individually Identified Tribes



How can this be applied to AI/AN populations?

- Barriers
  - Over 560 AI/AN Tribes & Villages
  - Total Population of ~4.5 Million
  - Diverse Cultures & Traditions
  - Small Sample Sizes
  - 60% in (many) Urban areas
  - Long Distances between sites



• How can this be applied to AI/AN populations?

- Recommendations
  - Common database of publications
  - Encourage students to publish thesis & dissertation work with assessment
  - Collaborations with other institutions, groups, etc.
  - Working with test publishers to include AI/AN in norms
  - Use of regional information for standardization
  - Encouraging publishing/providing normative data on assessments used to IHS/Tribes & communities.



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