Summary Sheet of the Essentials for R-PAS Administration and Clarification

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Introducing the Task

To introduce the task, say: "*We're ready for the Rorschach (or inkblot) test now. Have you heard of it, seen it, or taken it before?*"

- If the answer is "No," say: "*It's a series of inkblot designs that I'll show you and I want you to tell me what they look like to you*."
- If the answer is "Yes," *briefly* discuss their experiences and then establish the correct set by saying: "*As you know then, it is a series of inkblot designs that I will show you. All I want you to do is to tell me what they look like to you*."

Next, say: "*Okay, now we are ready to start. I will hand the inkblots to you one at a time and your task is to look at each card to answer the question 'What might this be?' Does that make sense?*"

- If the answer is "Yes," say: "*Good, we can get started then. Try to give two responses… or maybe three, to each card. That is, for each card try to see two different things; possibly three.* [Hand Card I in the upright orientation to the respondent.] *What might this be?*"
- If the answer is "No," then respond to specific questions (see examples).

Coping with Possible Coaching or Motivated Distortion in Responding

1. One can ask directly about preparation for the testing.
2. If the respondent admits to preparing for the test, make a clinical determination about whether to proceed.
3. If choosing to proceed, ask the respondent whether he or she is willing to be honest and spontaneous (and regardless of the answer, treat the protocol cautiously).
4. Try to be familiar with current publicly available coaching materials.

Managing the Response Phase

1. The instruction, "*What might this be?*" is typically needed only on the first couple of cards.
2. The examiner's role:
    a. Keep the respondent focused,
    b. Document the respondent's performance (verbiage and relevant behaviors),
    c. Provide some structure regarding the extent of his or her responding,
    d. Use "prompt for two, pull after four" procedure.
3. When only one response per card is given:
    a. Prompt for another,
    b. Make sure additional responding constitutes a response and not just elaboration of the first response,
    c. Use only one prompt per card (a second response is not required).
4. Re-engage the respondent when needed.
5. If it is ambiguous whether there is one response or two, wait until Clarification Phase.
6. When four responses per card are given:
    a. Thank the respondent and ask for the card back,
    b. Remind the respondent of the instructions to give two responses, maybe three,
    c. Only allow the respondent to give another if it is essential to maintain rapport.
7. Do not accept card rejections.
8. If there are 15 or fewer total responses:
    a. Go back through and request more responses,
    b. Do not re-administer the whole test again.

Summary Sheet of the Essentials for R-PAS Administration and Clarification (continued)

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Managing the Clarification Phase

1. The purpose of Clarification Phase is to resolve coding ambiguities.
2. Explain that you will go through the cards again and want to know where each response is on the card and what made it look like that.
3. Answer initial questions if needed.
4. Repeat the response verbatim.
5. Provide a reminder or explanation of the task when needed.
6. Clarification questions should address specific coding ambiguities.
7. Address key words or phrases.
8. The goal is to code accurately, not necessarily to see the response exactly as the respondent does.
9. Clarify whether an ambiguous verbalization is one or two responses.

Clarification Phase: The Basic Instructions

The Clarification Phase exists only to obtain data for accurate coding of what was seen during the Response Phase. The standard way to introduce the Clarification Phase is as follows:
"*Now we are going to start the final step. While looking at the cards I want to review your responses with you to clarify what it is that you saw and how you saw it. So we will look at the cards one by one. I will read your responses back to you and I want to know where on the card you were looking and what about the inkblot made it look like that to you. Does that make sense?*"

Documentation

1. Provide enough documentation so that a second person could code the record.
2. Document the following at minimum:
    a. The responses verbatim,
    b. Coding-relevant gestures,
    c. Orientation of card,
    d. Location of response.
3. Either pen and paper or a computer can be used.
4. Use helpful abbreviations (see Table 2.2 Abbreviations).
5. Ask the respondent to slow down or repeat if necessary.
6. Use these additional documentation conventions:
    a. Put examiner verbalizations in parentheses
    b. Card orientation, prompt and pull, and time delay notations to use,
    c. Document when the Response Phase was repeated.
7. Code as soon as possible.