A Compilation of Published Psychological Assessment Instruments Authored or Co-Authored by Thomas S. Parish, Ph.D., CTRTC

The psychological assessment instruments included in this packet have demonstrated validity, reliability, and are very easy to administer and score. Notably, my co-authors and I have sought to create such scales suitable for the use of WGI members and beyond. They should serve various purposes, including entry/exit surveys for counseling, teaching, training, and/or business uses. The only request that I make is that if you use any of these scales please be sure to cite their authorship properly, and be sure to inform me of your use of them, plus let me know what was found so that later researchers might be made aware of your findings with these instruments. Thank you for your anticipated courtesies in this matter.

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Be Sure to Use Reliable and Valid Psychological Assessment Instruments

Instruments in CT/RE-Related Refereed Journals:

Author(s)	Title	Source
1. Parish, T.	Crystalizing Our "All-I-Want" Worlds Scale	JRT 11 (2), 27-36.
2. Parish, T., & Burdenski, T.	Checklist for Successful Interviews	IJCTRT, 31 (1), 44-47.
3. Parish, T.	The Love/Hate Checklist (for adults)	IJCTRT, 32 (2), 71-77.
4. Parish, T.	The Love/Hate Checklist for Children	IJCTRT, 33 (2), 12-18.
5. Parish, T., & Parish, J.	Multicultural Sensitivity Enhancement Scale	IJCTRT, 33 (2), 19-22.
6. Parish, T.	The Needs Assessment Rating Form	JRT, 15 (2), 90-99.
7. Parish, T.	The Nonsexist Personal Attribute Inventory for Cs	IJCTRT, 33 (2), 12-18.
8. Parish, T.	The Personal Attribute Inventory (for adults)	IJCTRT, 32 (2), 71-77.
9. Parish, T.	The Personal Attribute Inventory for Children	IJCTRT, 33 (2), 12-18.
10. Parish, T., & Anderson, W.	The Personal History Inventory	JRT, 14 (2), 3-8.
11. Parish, T., & Anderson, W.	The Personal History Inventory for Children	JRT, 14 (2), 3-8.
12. Parish, T., & Parish, J.	The Potential Dropout Checklist	JRT, 12 (2), 65-69.
13. Parish, T.	The Right Stuff Scale #1	IJCTRT, 32 (2), 65-70.
14. Parish, T.	The Right Stuff Scale #2	IJCTRT, 32 (2), 65-70.
15. Parish, T.	The Right Stuff Scale #3	IJCTRT, 32 (2), 65-70.
16. Parish, T.	Signs/Symptoms of Stress Scale	JRT, 15 (2), 90-99.
17. Parish, T., & Stallings, M.	Teacher Effectiveness Questionnaire	JRT, 11 (1), 14-21.

Instruments in Other Refereed Journals:

18. Parish, T., & Dopp, A. (2007). The Perfectionist Scale for College Students. *College Student Journal, 41* (1), 926-927.
19. Parish, T., & Dopp, A. (2006). The Helping Students to Excel Questionnaire. *Journal of Instructional Psychology, 33* (4), 390.
20. Parish, T. & Necessary, J. (1993). The Revised Love/Hate Checklist. *Adolescence, 28*, 186-188.
21. Parish, T., & Necessary, J. (1996). The Revised Personal Attribute Inventory. *Journal of Instructional Psychology, 23* (2), 109-110.
22. Parish, T., & Wengert, A. (2006). Motivating Students Checklist. *Journal of Instructional Psychology, 33* (2), 110-112.

Table 5. **Crystallizing Our *All-I-Want* Versus Our *All-I-Don't-Want* Worlds**

	Column 1	Column 2
Breaking Rules		
Drugs/Alcohol		
Homework		
Math		
Meeting Deadlines		
Parents		
Peers		
School		
Science		
Teachers		
Tests		
Work		

In Column 1 kindly rate each item from 1 to 10, or from *dislike* intensely to *like* intensely.
Now, let's pretend you can cut your class size by one student. Further, pretend you're he or she. In Column 2 rate each item from 1 to 10 (dislike to like) as though you were that student.

What do these various ratings tell us?

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Table 1

Checklist for Successful Interviews

Kindly answer the following questions with a "Yes" or a "No." Please strive to be very honest as you answer each and every question!* ^

1. ___ Did you look right (Were you neat, and did you dress to impress the interviewer)?
2. ___ Did you go alone to the interview?
3. ___ If an appointment was set, were you early for the interview?
4. ___ Were you prepared for the interview?
5. ___ When meeting others, did you shake hands firmly?
6. ___ During the interview, did you look the interviewer in the eye?
7. ___ During the interview, were you enthusiastic?
8. ___ During the interview, did you act confident, but not arrogant or conceited?
9. ___ During the interview, did you act sincere?
10. ___ During the interview, did you ask questions that showed your interest in the position?
11. ___ During the interview, did you answer questions clearly and concisely?
12. ___ During the interview, did you use proper grammar?
13. ___ During the interview, did you demonstrate awareness of the company and its products?
14. ___ During the interview, did you specify your personal goals, particularly as they pertained to the company?
15. ___ During the interview, were you positive in your demeanor and smile at others?
16. ___ During the interview, did you speak well of your past school experiences, past positions, and/or past employers?
17. ___ During the interview, were you friendly to others (particularly with the interviewer)?
18. ___ During the interview, did you convey to the interviewer that you are a very reliable and dependable person (did you mention that you were rarely ill, etc.)?
19. ___ During the interview, did you avoid promising things that you can't do, i.e., did you note any restrictions/limitations that needed to be understood in advance?
20. ___ During the interview, did you leave the impression that you really wanted the job, but only if you really did? If you don't, though, be sure to graciously decline.
21. ___ After the interview, did you immediately send the interviewer(s) a thank you note that indicated your continued interest in working with him, her, or them and the company too?

*Notably, the more "yeses" indicated above, the more likely that the position in question will be offered to you.

^Helpful hint: For best results, kindly look over this checklist before going to an interview, and then complete it immediately afterwards too. Question: What have you gained by doing so? Answer: Hopefully, substantial insights regarding how to interview better next time!

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3a

THE LOVE/HATE CHECKLIST

(aka: THE CONNECT / DISCONNECT CHECKLIST)

Please read through this list and select exactly 25 words that seem to best describe **how you typically act**. Indicate your selection by placing an X in the appropriate space next to each word.

- ☐ Abrasively
- ☐ Abusively
- ☐ Accusingly
- ☐ Adoringly
- ☐ Affectionately
- ☐ Angeringly
- ☐ Antagonistically
- ☐ Appreciatively
- ☐ Approvingly
- ☐ Argumentatively
- ☐ Backbitingly
- ☐ Badly
- ☐ Belovedly
- ☐ Beneficially
- ☐ Blessedly
- ☐ Caringly
- ☐ Charmingly
- ☐ Coldly
- ☐ Combatively
- ☐ Cooperatively
- ☐ Cruelly
- ☐ Damnably
- ☐ Deceitfully
- ☐ Deceptively
- ☐ Degradingly
- ☐ Delightfully
- ☐ Devotedly
- ☐ Disagreeably
- ☐ Discouragingly
- ☐ Ecstatically
- ☐ Elatedly
- ☐ Encouragingly
- ☐ Endearingly
- ☐ Excitedly
- ☐ Faithfully
- ☐ Fantastically
- ☐ Favorably
- ☐ Furiously
- ☐ Generously
- ☐ Gently
- ☐ Gleefully
- ☐ Glowingly
- ☐ Happily
- ☐ Harshly
- ☐ Hostilely
- ☐ Impolitely
- ☐ Inconsiderately
- ☐ Inhumanely
- ☐ Insensitively
- ☐ Insultingly
- ☐ Intimately
- ☐ Irritably
- ☐ Lively
- ☐ Loyally
- ☐ Magnificently
- ☐ Maliciously
- ☐ Meanly
- ☐ Miserably
- ☐ Mockingly
- ☐ Monstrously
- ☐ Nastily
- ☐ Negatively
- ☐ Peacefully
- ☐ Playfully
- ☐ Pleasingly
- ☐ Pleasurably
- ☐ Praisingly
- ☐ Protectively
- ☐ Punishingly
- ☐ Quarrelsomely
- ☐ Radiantly
- ☐ Rejoicingly
- ☐ Respectfully
- ☐ Rudely
- ☐ Scornfully
- ☐ Sincerely
- ☐ Sneeringly
- ☐ Sweetly
- ☐ Tenderly
- ☐ Terribly
- ☐ Thankfully
- ☐ Thoughtfully
- ☐ Trustingly
- ☐ Truthfully
- ☐ Unappreciatively
- ☐ Unreliably
- ☐ Viciously
- ☐ Vindictively
- ☐ Violently
- ☐ Wonderfully

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36

THE LOVE/HATE CHECKLIST

(aka: THE CONNECT / DISCONNECT CHECKLIST)

Please read through this list and select exactly 25 words that seem to best describe **how you would ideally act**. Indicate your selection by placing an X in the appropriate space next to each word.

- ☐ Abrasively
- ☐ Abusively
- ☐ Accusingly
- ☐ Adoringly
- ☐ Affectionately
- ☐ Angeringly
- ☐ Antagonistically
- ☐ Appreciatively
- ☐ Approvingly
- ☐ Argumentatively
- ☐ Backbitingly
- ☐ Badly
- ☐ Belovedly
- ☐ Beneficially
- ☐ Blessedly
- ☐ Caringly
- ☐ Charmingly
- ☐ Coldly
- ☐ Combatively
- ☐ Cooperatively
- ☐ Cruelly
- ☐ Damnably
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- ☐ Gently
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- ☐ Hostilely
- ☐ Impolitely
- ☐ Inconsiderately
- ☐ Inhumanely
- ☐ Insensitively
- ☐ Insultingly
- ☐ Intimately
- ☐ Irritably
- ☐ Lively
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- ☐ Magnificently
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- ☐ Meanly
- ☐ Miserably
- ☐ Mockingly
- ☐ Monstrously
- ☐ Nastily
- ☐ Negatively
- ☐ Peacefully
- ☐ Playfully
- ☐ Pleasingly
- ☐ Pleasurably
- ☐ Praisingly
- ☐ Protectively
- ☐ Punishingly
- ☐ Quarrelsomely
- ☐ Radiantly
- ☐ Rejoicingly
- ☐ Respectfully
- ☐ Rudely
- ☐ Scornfully
- ☐ Sincerely
- ☐ Sneeringly
- ☐ Sweetly
- ☐ Tenderly
- ☐ Terribly
- ☐ Thankfully
- ☐ Thoughtfully
- ☐ Trustingly
- ☐ Truthfully
- ☐ Unappreciatively
- ☐ Unreliably
- ☐ Viciously
- ☐ Vindictively
- ☐ Violently
- ☐ Wonderfully

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Table 3a. The Love/Hate Checklist for Children

Please read through this list and select exactly 10 words that best describe how _____ act toward _____. Indicate your selection by placing an X in the appropriate space next to each chosen word.

___ Abusively	___ Fantastically	___ Nastily
___ Accusingly	___ Gently	___ Negatively
___ Badly	___ Happily	___ Peacefully
___ Belovedly	___ Harshly	___ Pleasingly
___ Blessedly	___ Impolitely	___ Thoughtfully
___ Coldly	___ Inconsiderately	___ Trustingly
___ Cruelly	___ Inhumanely	___ Truthfully
___ Damnably	___ Lively	___ Unappreciatively
___ Delightfully	___ Loyally	___ Violently
___ Faithfully	___ Miserably	___ Wonderfully

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The Multicultural Sensitivity Enhancement Scale

	Similar to YOU.	Dissimilar to YOU.	+	N	--
R--RELIGIOUS/Spiritual Identity					
E--ECONOMIC BACKGROUND (SEC)					
S--SEXUAL IDENTITY/PREFERENCE					
P—PERSONAL/Philosophical views					
E--ETHNIC/RACIAL IDENTITY					
C--CHRONOLOGICAL/Develop. Challenge					
T--TRAUMA's to one's well being					
F--FAMILY BACKGROUND					
U--UNIQUE PHYSICAL CHARACTERISTICS					
L--LOCATION or LANGUAGE DIFFERENCES					

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The Needs Assessment Rating Form

	Need Level of the Student*	Level That Student's Needs Are Met According to the... Student**	Teacher**	Need Level of the Teacher*	Level That Teacher's Needs Are Met According to the... Teacher**	Student**
Love/ Belonging						
Power						
Fun						
Freedom						

* Rate from 1 to 10, or from a very low need rating to a very high need rating.

** Rate from 1 to 10, or from a very low need-fulfillment rating to a very high need-fulfillment rating.

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TABLE 1

The Nonsexist Personal Attribute Inventory for Children

Read through this list of words, then put an X in the box beside the 10 words which best describe you.

☐ Angry	☐ Helpful*
☐ Awkward	☐ Honest*
☐ Calm*	☐ Jolly*
☐ Careless	☐ Kind*
☐ Complaining	☐ Lazy
☐ Cowardly	☐ Lovely*
☐ Dirty	☐ Mean
☐ Dumb	☐ Nagging
☐ Fairminded*	☐ Nice*
☐ Foolish	☐ Polite*
☐ Friendly*	☐ Rude
☐ Gentle*	☐ Ugly
☐ Good*	☐ Unfriendly
☐ Greedy	☐ Wise*
☐ Happy*	☐ Wonderful*
☐ Healthy*	☐ Wrongful

* Indicates positively evaluated words.

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8a

The Personal Attribute Inventory

Read through this list and select exactly 30 words that seem to be typical of **you as you are right now.** Indicate your selection by placing an X in the appropriate space next to each word.

- ☐ Active
- ☐ Affectionate
- ☐ Alert
- ☐ Appreciative
- ☐ Awkward
- ☐ Bitter
- ☐ Calm
- ☐ Careless
- ☐ Cheerful
- ☐ Clear-thinking
- ☐ Complaining
- ☐ Conceited
- ☐ Confident
- ☐ Confused
- ☐ Conscientious
- ☐ Cooperative
- ☐ Cowardly
- ☐ Cruel
- ☐ Deceitful
- ☐ Dependable
- ☐ Despondent
- ☐ Determined
- ☐ Energetic
- ☐ Fairminded
- ☐ Fickle
- ☐ Foolish
- ☐ Foresighted
- ☐ Forgetful
- ☐ Gloomy
- ☐ Good-natured
- ☐ Greedy
- ☐ Handsome
- ☐ Hasty
- ☐ Healthy
- ☐ Helpful
- ☐ Hostile
- ☐ Humorous
- ☐ Imaginative
- ☐ Impatient
- ☐ Industrious
- ☐ Initiator
- ☐ Intolerant
- ☐ Inventive
- ☐ Irresponsible
- ☐ Irritable
- ☐ Jolly
- ☐ Kind
- ☐ Mannerly
- ☐ Masculine
- ☐ Nagging
- ☐ Natural
- ☐ Obnoxious
- ☐ Organized
- ☐ Original
- ☐ Patient
- ☐ Pleasant
- ☐ Poised
- ☐ Prejudiced
- ☐ Progressive
- ☐ Quarrelsome
- ☐ Queer
- ☐ Quitting
- ☐ Rational
- ☐ Rattlebrained
- ☐ Relaxed
- ☐ Resentful
- ☐ Resourceful
- ☐ Rude
- ☐ Self-centered
- ☐ Self-confident
- ☐ Self-controlled
- ☐ Self-pitying
- ☐ Selfish
- ☐ Shallow
- ☐ Shiftless
- ☐ Show-off
- ☐ Sincere
- ☐ Slipshod
- ☐ Snobbish
- ☐ Spineless
- ☐ Stable
- ☐ Steady
- ☐ Stingy
- ☐ Strong
- ☐ Sulky
- ☐ Sympathetic
- ☐ Tactful
- ☐ Tactless
- ☐ Thankless
- ☐ Tolerant
- ☐ Touchy
- ☐ Trusting
- ☐ Undependable
- ☐ Understanding
- ☐ Unfriendly
- ☐ Unintelligent
- ☐ Unkind
- ☐ Warm Weak
- ☐ Whiny

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The Personal Attribute Inventory

Read through this list and select exactly 30 words that would be typical of

you as you would like to be ("the ideal you").

Indicate your selection by placing an X in the appropriate space next to each word.

- ☐ Active
- ☐ Affectionate
- ☐ Alert
- ☐ Appreciative
- ☐ Awkward
- ☐ Bitter
- ☐ Calm
- ☐ Careless
- ☐ Cheerful
- ☐ Clear-thinking
- ☐ Complaining
- ☐ Conceited
- ☐ Confident
- ☐ Confused
- ☐ Conscientious
- ☐ Cooperative
- ☐ Cowardly
- ☐ Cruel
- ☐ Deceitful
- ☐ Dependable
- ☐ Despondent
- ☐ Determined
- ☐ Energetic
- ☐ Fairminded
- ☐ Fickle
- ☐ Foolish
- ☐ Foresighted
- ☐ Forgetful
- ☐ Gloomy
- ☐ Good-natured
- ☐ Greedy
- ☐ Handsome
- ☐ Hasty
- ☐ Healthy
- ☐ Helpful
- ☐ Hostile
- ☐ Humorous
- ☐ Imaginative
- ☐ Impatient
- ☐ Industrious
- ☐ Initiator
- ☐ Intolerant
- ☐ Inventive
- ☐ Irresponsible
- ☐ Irritable
- ☐ Jolly
- ☐ Kind
- ☐ Mannerly
- ☐ Masculine
- ☐ Nagging
- ☐ Natural
- ☐ Obnoxious
- ☐ Organized
- ☐ Original
- ☐ Patient
- ☐ Pleasant
- ☐ Poised
- ☐ Prejudiced
- ☐ Progressive
- ☐ Quarrelsome
- ☐ Queer
- ☐ Quitting
- ☐ Rational
- ☐ Rattlebrained
- ☐ Relaxed
- ☐ Resentful
- ☐ Resourceful
- ☐ Rude
- ☐ Self-centered
- ☐ Self-confident
- ☐ Self-controlled
- ☐ Self-pitying
- ☐ Selfish
- ☐ Shallow
- ☐ Shiftless
- ☐ Show-off
- ☐ Sincere
- ☐ Slipshod
- ☐ Snobbish
- ☐ Spineless
- ☐ Stable
- ☐ Steady
- ☐ Stingy
- ☐ Strong
- ☐ Sulky
- ☐ Sympathetic
- ☐ Tactful
- ☐ Tactless
- ☐ Thankless
- ☐ Tolerant
- ☐ Touchy
- ☐ Trusting
- ☐ Undependable
- ☐ Understanding
- ☐ Unfriendly
- ☐ Unintelligent
- ☐ Unkind
- ☐ Warm Weak
- ☐ Whiny

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9

The Personal Attribute Inventory for Children

Read through this list of words, then put an X in the box beside the 10 words that best describe _____.

- ☐ Angry
- ☐ Awkward
- ☐ Calm
- ☐ Careless
- ☐ Complaining
- ☐ Cowardly
- ☐ Dirty
- ☐ Dumb
- ☐ Fairminded
- ☐ Foolish
- ☐ Friendly
- ☐ Gentle
- ☐ Good
- ☐ Greedy
- ☐ Happy
- ☐ Healthy
- ☐ Helpful
- ☐ Honest
- ☐ Jolly
- ☐ Kind
- ☐ Lazy
- ☐ Lovely
- ☐ Mean
- ☐ Nagging
- ☐ Nice
- ☐ Polite
- ☐ Rude
- ☐ Ugly
- ☐ Unfriendly
- ☐ Wise
- ☐ Wonderful
- ☐ Wrongful

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The Personal History Inventory

10

Instructions: Please respond to the questions below by indicating either yes or no in the appropriate spaces. Only those who have lost a parent need respond to items 9-14.

	YES	NO
1. In reference to your childhood/adolescence, would you describe your parents as either having been hostile or uncaring?	___	___
2. In reference to your childhood/adolescence, do you think you received adequate supervision when you were not in school?	___	___
3. In reference to your childhood/adolescence, do you feel that your teachers were generally concerned about your welfare?	___	___
4. In reference to your childhood/adolescence, do you feel that your peers were supportive of you?	___	___
5. In reference to your childhood/adolescence, did your family experience a great deal of geographic mobility?	___	___
6. In reference to your childhood/adolescence, did your family experience a great deal of financial hardship?	___	___
7. During your childhood/adolescence, did your parents get divorced?	___	___
8. During your childhood/adolescence, did one or both of your parents die?	___	___
9. If you experienced parent loss/absence, was there a stigma associated with this event?	___	___
10. If you experienced parent loss/absence, did your remaining parent experience a shakened sense of confidence?	___	___
11. If you experienced parent loss, did your remaining parent experience (at least for a time) greater role responsibilities?	___	___
12. If you experienced parent loss/absence, did your remaining parent experience (at least for a time) a task overload?	___	___
13. If you experienced parent loss/absence, did your remaining parent experience (at least for a time) an emotional overload?	___	___
14. If you experienced parent loss/absence, did your remaining parent remarry?	___	___

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Table 3. **Personal History Inventory for Children**

Student's name_____ Teacher's name_____

Student's birthdate_____ School's name_____

Student's grade_____

Instructions: In describing the above-mentioned child, please respond to the following questions by indicating either yes or no in the appropriate spaces. You need respond to items 9-14 only if the child has experienced either parent loss or absence. If you are unsure of any item, just leave it blank.

	Yes	No
1. In your estimation, do the parents act in either an uncaring or hostile fashion toward the above-mentioned child?	_____	_____
2. In your estimation, does the above-mentioned child receive adequate supervision when he/she is *not* in school?	_____	_____
3. In your estimation, have you and your fellow teachers generally shown concern for the above-mentioned child's welfare?	_____	_____
4. In your estimation, have the peers of the above-mentioned child been supportive of him/her?	_____	_____
5. In your estimation, has the family of the above-mentioned child experienced a great deal of geographic mobility?	_____	_____
6. In your estimation, has the family of the above-mentioned child experienced a great deal of financial hardship?	_____	_____
7. Have the parents of the above-mentioned child separated or gotten a divorce?	_____	_____
8. Have one or both parents of the above-mentioned child died?	_____	_____
9. If the above-mentioned child experienced parental loss or absence, was there a stigma associated with this event?	_____	_____
10. If the above-mentioned child experienced parental loss or absence, did the remaining parent experience (at least for a time) a shakened sense of confidence?	_____	_____
11. If the above-mentioned child experienced parental loss or absence, did the remaining parent experience (at least for a time) a marked increase in his/her role responsibilities?	_____	_____
12. If the above-mentioned child experienced parental loss or absence, did the remaining parent experience (at least for a time) a task overload?	_____	_____
13. If the above-mentioned child experienced parental loss or absence did the remaining parent experience (at least for a time) an emotional overload?	_____	_____
14. If the above-mentioned child experienced parental loss or absence, did the remaining parent remarry? (Note: This effect appears to be dependent upon the gender of the child; i.e., females seem to benefit more than males. Therefore, kindly indicate the sex of the child below.)		

male_____ female_____

Today's date_____

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12

The Potential Dropout Checklist

Regarding: _____ Pupil's Name

Does this pupil stand out on the characteristics listed below when compared to his classmates/other students? Yes _____ No _____

If the student can be described by all or part of the following statements, please circle the number of all those that pertain.

1. Is two years older than his/her classmates.
2. Has a poor attendance or tardiness record.
3. Is reading below his/her grade level.
4. Resists aggressively the authority of the teacher or principal.
5. Has little or no interest in school.
6. Is ignored, or actively disliked, by pupils or students.
7. Is not able financially to do what the rest of the group does.
8. Is not in any extracurricular activities.
9. Refuses to participate in gym activities; refuses to get undressed; stands on sidelines.
10. Is passed on to the next grade on trial because of marks.
11. Student changes schools frequently.
12. Has been retained one or more years in school.
13. Has an older brother or sister that has dropped out of school.
14. Below average academic achievement.
15. Closest friends are out of school.
16. Disciplinary record includes expulsions, suspensions, or warnings of such.
17. Parents' attitudes toward dropping is one of indifference, or actually encourages doing.
18. Poor home environment.
19. Student has poor self-image.
20. You have a feeling that the student might drop out of school; not any one thing that you can put your finger on, just the feeling that the student might drop out.

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The Right Stuff Scale, Version #1

The "Right Stuff" Scale, i.e., How do YOU see yourself?

Do YOU have the "RIGHT STUFF?"			Do YOU have the "WRONG STUFF?"		
Yes	No		Yes	No	
___	___	HEROIC IMAGERY	___	___	LOSER IMAGERY
___	___	POSITIVE AURAS	___	___	NEGATIVE AURAS
___	___	HIGHLY DETERMINED	___	___	LACK FOCUS
___	___	ESTABLISHED GOALS	___	___	NO GOALS
___	___	FIRM PLANS	___	___	FEW PLANS
___	___	MAKE COMMITMENTS	___	___	VERY NONCOMMITAL
___	___	ENTHUSIASTIC	___	___	UNENTHUSIASTIC
___	___	GOOD REPUTATION	___	___	BAD REPUTATION
___	___	HIGHLY CONFIDENT	___	___	LACK CONFIDENCE
___	___	HIGH SELF-ESTEEM	___	___	LOW SELF-ESTEEM
___	___	VERY PATIENT	___	___	BAD TEMPER
___	___	HIGHLY OPTIMISTIC	___	___	HIGHLY PESSIMISTIC
___	___	ALWAYS READY TO TRY	___	___	NEVER WILLING TO TRY
___	___	GOOD ATTITUDE	___	___	BAD ATTITUDE

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The Right Stuff Scale, Version #2

Kindly rate yourself along each of the continua provided below, i.e., Do you have the "right stuff," "wrong stuff," or are you somewhere in-between?

POTENTIAL . . . Are YOU striving to reach YOURS?
Never I___I___I___I___I___I___I___I Always

DESIRE . . . Do YOU display it for all to see?
Never I___I___I___I___I___I___I___I Always

PERSONAL MOTIVATION . . . Do YOU set GOALS for YOURSELF?
Never I___I___I___I___I___I___I___I Always

ENTHUSIASM . . . Are YOU excited about what YOU can do?
Never I___I___I___I___I___I___I___I Always

SELF-CONFIDENCE . . . Do YOU have faith in YOURSELF?
Never I___I___I___I___I___I___I___I Always

WORK . . . Are you doing what needs to be done, and nothing less?
Never I___I___I___I___I___I___I___I Always

HABITS . . . Do YOU consciously control what YOU do?
Never I___I___I___I___I___I___I___I Always

CHANGE . . . Do YOU seek to adapt when problems arise?
Never I___I___I___I___I___I___I___I Always

ATTITUDE . . . Do YOU maintain a positive one?
Never I___I___I___I___I___I___I___I Always

SUCCESS . . . Do YOU strive to do well at any/every task?
Never I___I___I___I___I___I___I___I Always

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The Right Stuff Scale, Version #3

According to the "Right Stuff Scale, Version #3," which was also recently developed by the senior author for inclusion here, the respondent(s) is (are) asked to "Kindly indicate if s/he/they think that s/he/they have the 'right stuff,' 'wrong stuff,' or if s/he/they is (are) somewhere in-between. In total, there are fifteen descriptors, with one side composed of "right stuff" items, and the opposite side composed of items representing "wrong stuff" descriptors, e.g., "Always Patient" to "Never Patient." One's score is the total number of points accumulated, across descriptors, which range from as low as fifteen (15) points to as many as one seventy-five (75) points, with the higher scores representing higher marks in terms of the respondent's "right stuff" score. (See Table 3 to peruse the "Right Stuff Scale, Version #3").

Table 3

The Right Stuff Scale, Version #3

Kindly rate yourself along each of the continua provided below, i.e., Do you have the "right stuff," "wrong stuff," or are you somewhere in-between?

"Wrong Stuff"		**"Right Stuff"**
Never focused	I_____I_____I_____I_____I_____I	Always focused
Never goal-oriented	I_____I_____I_____I_____I_____I	Always goal-oriented
Never planning	I_____I_____I_____I_____I_____I	Always planning
Never committed	I_____I_____I_____I_____I_____I	Always committed
Never enthusiastic	I_____I_____I_____I_____I_____I	Always enthusiastic
Bad reputation	I_____I_____I_____I_____I_____I	Good reputation
Never confident	I_____I_____I_____I_____I_____I	Always confident
Never respectful	I_____I_____I_____I_____I_____I	Always respectful
Never honest	I_____I_____I_____I_____I_____I	Always honest
Never considerate	I_____I_____I_____I_____I_____I	Always considerate
Low self-esteem	I_____I_____I_____I_____I_____I	High self-esteem
Never patient	I_____I_____I_____I_____I_____I	Always patient
Never optimistic	I_____I_____I_____I_____I_____I	Always optimistic
Never willing to try	I_____I_____I_____I_____I_____I	Always willing to try
Bad attitude	I_____I_____I_____I_____I_____I	Good attitude

FIGURE 1
Symptoms/Signs of Stress

In completing the Inventory, place a check beside the symptoms/signs which you suspect are indicators of problems for your child and place a check beside probable causes. Your response will be kept confidential and identified only by the number assigned at the top. Thank you.

Age of your child _____

Sex of your child: M F

Placed in Spec. Ed.? Y / N
If yes–what is the category?

Relationship of person filling out inventory?
Mother
Father
Other _____

Symptoms/Signs
Does Your Child Exhibit...

Physical Symptoms of Stress?
____ Headaches
____ Stomachaches
____ Fatigue
____ Backaches
____ Appetite changes
____ Vague physical complaints

Scholastic Symptoms of Stress?
____ Drop in grades
____ Loss in concentration and memory

An Unusual Activity Level?
____ Decrease in mental/physical energy
____ Withdrawal from usual activities
____ Increased purposeless, non-goal directed

Social Symptoms of Stress?
____ Withdrawal
____ Overinvolvement

Sleep Disorders?
____ Too much sleep; sleep at unusual times
____ Can't fall asleep
____ Early awakening

Specific Symptoms such as...?
____ Fears
____ Oversensitiveness
____ Nightmares
____ Suicide thoughts
____ Temper tantrums
____ Lying
____ Bedwetting
____ Nailbiting
____ Aggressiveness
____ Evidence of drug abuse
____ Irrational arguments
____ Low self-esteem
____ Running away

Shifts in Feelings?
____ Mood changes (moodiness, irritability, sadness, boredom, depression)
____ Elation without reason

Causes
Does Your Child Feel Anxious Because of...

Nonacceptance?
____ From peers
____ From parents
____ From others
____ From self (appearance, abilities)
____ Other_____

Expectations of Perfection
(The Superman/Wonder Woman Urge)
____ From peers
____ From parents
____ From others
____ From self (appearance, abilities)
____ Other_____

FIGURE 2 (cont.)

Competition
____ With peers
____ With siblings
____ With parents
____ With fantasy heroes
____ In sports
____ In school work
____ Other_____

Specific Problem Areas
____ Burnout
____ Death
____ Divorce
____ Diet
____ Chemical imbalance
____ Moves
____ Money
____ Heterosexual relationships
____ New family member
____ Allergies
____ Other_____

Adapted from GITC, Sept./Oct. 1982

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Table 2. **Teacher Effectiveness Questionnaire.**

In your estimation, is your teacher. . .	**Yes**	**No**
1. Deeply interested in the subject matter?	___	___
2. Deeply interested in his/her students?	___	___
3. Likely to conduct class discussions rather than straight lectures?	___	___
4. Able to relate to students by teaching on their level?	___	___
5. Able to comfortably interact with students?	___	___
6. Unlikely to threaten and/or punish?	___	___
7. Able to inject humor, variety, and/or drama into his/her lessons?	___	___
8. Likely to treat students with kindness and courtesy?	___	___
9. Likely to ask students to do things that feel good?	___	___
10. Likely to seek input from the class regarding possible courses of action?	___	___

The more yes's checked, the more likely it is that teachers will be admitted into their students' *quality worlds.*

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"Are You a Perfectionist?"

A Perfectionist Scale for College Students

Thomas S. Parish & Austin Dopp

Kindly answer the following questions with a simple "Yes" or "No." Above all else, please be honest as you answer each of these questions. Thank you.

YES	NO	
___	___	1. Did you recently earn an "A" on an exam, but still didn't become "as happy as a clam"?
___	___	2. Did you have perfect attendance throughout the school year, yet couldn't bring yourself to be of good cheer?
___	___	3. Did you turn in a term paper two days before it was due, yet you thought it could have been turned in earlier, making you feel very blue?
___	___	4. Did you work all day and throughout the night, but still never saw where the end is in sight?
___	___	5. Have you completed all of your assignments on time, and still found that you didn't feel sublime?
___	___	6. Have you sought to relax after your work was done, but found that you were still up-tight, and unable to have fun?
___	___	7. Have you sought to do your very best, but no matter how well you did, you still felt great unrest?
___	___	8. Do others who do well leave you feeling blue, 'cause you thought that they rode in on your coattails, and the credit should have gone to you?
___	___	9. Do you think that vacations are a big bore, and coffee breaks a real waste, and those who take them are a total disgrace?
___	___	10. Do you hate to do things twice, and cringe when others complain, realizing Full well that you were not to blame?
___	___	11. Are your professors unfair when they're supposed to judge you, but let others slip by, at least as a general rule?
___	___	12. Is time always pressing, and do problems abound, whenever you take a trip out-of-town?

KEY: The more "yeses" checked, the more likely it is that you're a perfectionist!

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Helpful Hints for Teachers Who Wish to Help Their Students to Excel

Thomas S. Parish and Austin Dopp

The present brief paper seeks to delineate some "helpful hints" that teachers can use in order to help their students to excel. Each of these notions, offered here, are very much in keeping with the ideas offered in the Quality School, which was authored by William Glasser (1990). Furthermore, one's score on this scale (i.e., the number of "YESES" checked) should give any teacher/every teacher needed insight regarding what they are doing with their students, and/or what they should be doing too. Such insights may be found to be very helpful for teachers who are finding it difficult determining what they need to do in order to help their students to excel.

Exactly what should teachers do if they wish to interact more effectively with their students? The following checklist should provide teachers with a list of things that they can do to more effectively interact with their students, and then provide these teachers with an opportunity to check off whether or not they are doing these types of things with each/every one of their students.

YES	NO	
___	___	1. Do you share powerful ideas that should empower your students?
___	___	2. Do you have, and are you willing to share with students, the knowledge that is most worth having?
___	___	3. Do you strive to build students up, and not tear them down?
___	___	4. Do you try to revere your students so that they might more likely revere themselves and others?
___	___	5. Are you willing to "invest" your time and effort in your students, because you know that they need someone that they can "bank" on?
___	___	6. Do you help students to concentrate more on the present than on the past, for in so doing, they should master any task?
___	___	7. Do you understand that as you share your good ideas with your students, that everybody will benefit, including you?
___	___	8. Have you realized that life is the search for positive alternatives, and have you endeavored to familiarize your students with some of them?
___	___	9. Do you understand that teaching is really learning twice, and have you shared with others how becoming a teacher could be very nice?
___	___	10. Do you always try to stop, look, and listen to your students before you begin to tell them what to do?
___	___	11. Do you always strive to give your students a little more, and never settle for anything less?
___	___	12. Do you seek to always do your best, so that your students will do likewise, and excel past the rest?

Of course, these are only helpful hints that teachers might follow IF they wish to make better their todays and tomorrows. After all, the past is a closed book, but making things better for our futures, and their's, is truly important, so kindly beware. It is up to us to make our schools better, and it will only happen if we all work together.

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Table 2

Revised Love/Hate Checklist

Please read through this list and select exactly 10 words which seem to best describe how your father (mother) acts toward your mother (father). Indicate your selection by placing an X in the appropriate space next to each word.

_____	Abusively (01)	_____	Insensitively (21)
_____	Accusingly (02)	_____	Lively (22)
_____	Appreciatively (03)	_____	Loyally (23)
_____	Backbitingly (04)	_____	Miserably (24)
_____	Badly (05)	_____	Nastily (25)
_____	Belovedly (06)	_____	Negatively (26)
_____	Blessedly (07)	_____	Peacefully (27)
_____	Coldly (08)	_____	Pleasingly (28)
_____	Cruelly (09)	_____	Pleasurably (29)
_____	Damnably (10)	_____	Praisingly (30)
_____	Delightfully (11)	_____	Rudely (31)
_____	Discouragingly (12)	_____	Sweetly (32)
_____	Faithfully (13)	_____	Terribly (33)
_____	Fantastically (14)	_____	Thankfully (34)
_____	Gently (15)	_____	Thoughtfully (35)
_____	Happily (16)	_____	Trustingly (36)
_____	Harshly (17)	_____	Truthfully (37)
_____	Impolitely (18)	_____	Unappreciatively (38)
_____	Inconsiderably (19)	_____	Violently (39)
_____	Inhumanely (20)	_____	Wonderfully (40)

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The Revised Personal Attribute Inventory by T. Parish and J. Necessary

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Read through the list and select 20 words which seem to be typical of yourself. Indicated your selection by placing an X in the appropriate space next to each word.

_____Affectionate (01)
_____Alert (02)
_____Appreciative (03)
_____Awkward (04)
_____Bitter (05)
_____Calm (06)
_____Cheerful (08)
_____Complaining (09)
_____Conceited (10)
_____Confident (11)
_____Confused (12)
_____Conscientious (13)
_____Cooperative (14)
_____Cowardly (15)
_____Cruel (16)
_____Deceitful (17)
_____Dependable (18)
_____Despondent (19)
_____Determined (20)
_____Energetic (21)
_____Fair-minded (22)
_____Foolish (23)
_____Forgetful (24)
_____Gloomy (25)
_____Good-natured (26)
_____Greedy (27)
_____Hasty (28)
_____Healthy (29)
_____Helpful (30)
_____Hostile (31)
_____Imaginative (32)
_____Impatient (33)
_____Initiative (34)
_____Intolerant (35)
_____Inventive (36)
_____Irresponsible (37)
_____Irritable (38)
_____Jolly (39)
_____Kind (40)
_____Nagging (42)
_____Obnoxious (43)
_____Organized (44)
_____Patient (45)
_____Pleasant (46)
_____Posed (47)
_____Prejudiced (48)
_____Progressive (49)
_____Quarrelsome (50)
_____Relaxed (51)
_____Resentful (52)
_____Resourceful (53)
_____Rude (54)
_____Self-confident (55)
_____Self-controlled (56)
_____Self-pitying (57)
_____Selfish (58)
_____Shallow (59)
_____Show-off (60)
_____Sincere (61)
_____Stable (62)
_____Steady (63)
_____Stingy (64)
_____Strong (65)
_____Sympathetic (66)
_____Tactful (67)
_____Tactless (68)
_____Thankless (69)
_____Tolerant (70)
_____Touchy (71)
_____Trusting (72)
_____Undependable (73)
_____Understanding (74)
_____Unfriendly (75)
_____Unintelligent (76)
_____Unkind (77)
_____Warm (78)
_____Weak (79)
_____Whiny (80)

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Table 1
Motivating Students Checklist

Regarding what the teacher is doing in the classroom (or anywhere else), just ask yourself the following questions:

Does the use of their teaching strategies (whatever they might be…) do any/all of the following?

	YES	*NO*
1. Foster personal commitment within the student(s) in question?	___	___
2. Avoid external intrusions upon the student(s) in question?	___	___
3. Fulfill the student(s)' core needs?	___	___
4. Conform to the "Platinum Rule"?	___	___
5. Foster overlaps between the teacher's "Five Worlds" and their "Five Worlds"?	___	___
6. Promote within the student(s) a better understanding of what "quality" is?	___	___
7. Foster greater control of feelings within the(se) student(s) through his/her/their own actions?	___	___

Please NOTE: The more items checked "yes," the greater the likelihood that the teacher (and/or what s/he teaches) will gain admission into the "quality world" of the students in question?

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