

Creation and Use of the Personality
Assessment Inventory–Adolescent™ (PAI®-A)
Spanish Translation

Alicia Carrillo, BS

Executive Summary

More than 41 million individuals in the United States primarily speak Spanish at home—and nearly 21% of these Spanish-speaking individuals are between the ages of 5 and 17 years (U.S. Census Bureau, 2018). The Personality Assessment Inventory–Adolescent Version (PAI-A; Morey, 2007) Spanish Softcover Reusable Item Booklet and Spanish Hand-Scorable Answer Sheet provide practitioners with comprehensive tools to assess for a wide range of clinical mental health issues with Spanish-speaking adolescents and help them get the mental health support, monitoring, and treatment they need.

The Personality Assessment Inventory–Adolescent

The Personality Assessment Inventory–Adolescent test (PAI-A; Morey, 2007) is a self-report measure of personality designed for adolescents ages 12 to 18 years. It maintains the structure and much of the content from its parent instrument, the Personality Assessment Inventory (PAI; Morey, 1991), which evaluates psychopathological syndromes consistent across the lifespan. The PAI-A was normed on census-matched community and clinical samples of adolescents ($N = 707$ and $N = 1,160$ respectively), demonstrating clinical utility for individuals ages 12 to 18 years. The PAI-A contains 264 items and the same 22 nonoverlapping scales as the 344-item PAI (see Table 1).

Table 1
Description of Scales on the PAI-A

Validity scales	Item focus
Inconsistency (<i>ICN</i>)	The extent to which the respondent answered highly correlated items consistently
Infrequency (<i>INF</i>)	The extent to which the respondent endorsed neutral items in an unusually high or low manner
Negative Impression (<i>NIM</i>)	Possible malingering or exaggeration of psychopathology
Positive Impression (<i>PIM</i>)	Possible reluctance to admit minor flaws
Clinical scales	Item focus
Somatic Complaints (<i>SOM</i>)	Preoccupation with health matters typically associated with somatization and conversion disorders
Anxiety (<i>ANX</i>)	Cognitive, affective, and physiological symptoms of anxiety
Anxiety-Related Disorders (<i>ARD</i>)	Behaviors related to specific anxiety disorders, including phobias, traumatic stress, and obsessive-compulsive symptoms
Depression (<i>DEP</i>)	Cognitive, affective, and physiological symptoms of depressive disorders
Mania (<i>MAN</i>)	Symptoms of mania and hypomania including increased activity level, grandiosity, and irritability
Paranoia (<i>PAR</i>)	Symptoms and traits related to paranoid disorders and paranoid personality including hypervigilance, resentment, and belief of persecution
Schizophrenia (<i>SCZ</i>)	Symptoms related to the spectrum of schizophrenic disorders including psychosis, social detachment, and thought disorders
Borderline Features (<i>BOR</i>)	Traits related to borderline personality, including unstable personal relations, impulsivity, poor emotional control, and identity problems
Antisocial Features (<i>ANT</i>)	Lack of empathy, recklessness, and involvement in illegal acts
Alcohol Problems (<i>ALC</i>)	Negative consequences of alcohol use and alcohol dependence
Drug Problems (<i>DRG</i>)	Negative consequences of drug use (prescription, illegal, etc.) and drug dependence
Treatment consideration scales	Item focus
Aggression (<i>AGG</i>)	Aggressive attitudes including hostility, verbal aggression, and physical aggression
Suicidal Ideation (<i>SUI</i>)	Traits associated with suicidal ideation, from hopelessness to planning for the suicidal act
Stress (<i>STR</i>)	The impact of recent stressors on major areas of life, such as school and home life
Nonsupport (<i>NON</i>)	The perceived lack of quantity and quality of social support
Treatment Rejection (<i>RXR</i>)	Disinterest and lack of motivation in improving psychological well-being
Interpersonal scales	Item focus
Dominance (<i>DOM</i>)	The extent to which a person is controlling and independent in personal relationships
Warmth (<i>WRM</i>)	The extent to which a person is interested in supportive and empathic personal relationships

Spanish Translation

Why Spanish?

Emotional and behavioral disorders do not discriminate between languages, so it is important that informative assessments break the language barrier. More than 41 million individuals in the United States primarily speak Spanish at home—and it is estimated that 21% of these Spanish-speaking individuals are between the ages of 5 and 17 years (U.S. Census Bureau, 2018). Psychological assessments must therefore be able to serve this significant portion of the population.

According to the Centers for Disease Control and Prevention's (CDC) 2015 Youth Risk Behavior Survey, 35.3% of Hispanic high school students in the United States reported feeling sad and hopeless nearly every day for a long period of time (i.e., greater than two weeks), to the point that it interfered with their daily activities (CDC, 2016). In addition, 18.8% of Hispanic high school students reported seriously considering attempting suicide, 8% of Hispanic high school students reported using cocaine, and 4.4% reported use of methamphetamines (CDC, 2016). These rates were higher than those reported by non-Hispanic White or Black students (CDC, 2016). However, when compared with non-Hispanic White adults, Hispanics and other ethnic minorities significantly underuse mental health services (Chang et al., 2013).

The disparity between the diagnosis and treatment of Hispanic individuals in the U.S. could be due to several issues. Only 5.5% of psychologists in the U.S. are able to provide services in Spanish (American Psychological Association, 2016), so misdiagnosis due to lack of cultural or linguistic awareness is possible. Factors such as language barriers, lack of health insurance, and low income may also contribute to this disparity (Brach & Chevarley, 2008).

Translation Process

In 1992, a Spanish item booklet and answer sheet for the PAI were made available, just one year after the PAI was published. Carlos J. Cano, PhD, translated the PAI Reusable Item Booklet and Hand-Scorable Answer Sheet into Spanish, specifically Spanish for the U.S., with help from Pedro M. Ferreira, PhD. They carefully translated items and instructions while considering each scale's purpose and intent as described in the PAI Professional Manual (Morey, 1991). This allowed the translators to ensure that any subtle wording nuances were appropriately translated and the psychological meaning of each item was retained.

The PAI-A, published in 2007, was designed to complement the PAI, and most of its content is identical to the

content in the PAI. All but 10 items on the PAI-A Spanish forms were taken directly from the Spanish version of the PAI. During development, extensive reviews ensured that items from the PAI Spanish Version were correctly transferred and that they matched the order and content of the items on the English version of the PAI-A.

The 10 remaining items were translated by an International Organization for Standardization-certified translation company that specializes in the translation and adaptation of psychometric tests and assessments. Items were reviewed extensively by native Spanish-speaking experts, and thorough review by a professional Spanish-speaking copy editor ensured translated items matched the purpose and intent of the items on the original PAI-A.

The PAI-A Spanish Hand-Scorable Answer Sheet is printed on carbonless paper with the scoring sheet underneath. The underlying scoring sheet has not been translated into Spanish, allowing clinicians who do not speak Spanish to easily score and interpret this instrument. Additionally, the PAI-A Spanish Softcover Reusable Item Booklet is used in conjunction with the PAI-A Profile Form, which has not been altered or translated in any way.

Using the PAI-A Spanish Forms

To increase ecological validity, the publisher recommends using an acculturation measure prior to administration of the any measure in Spanish. PAR's Language Acculturation Meter (LAM; Trujillo et al., 2020) is a free resource available in both English and Spanish. The LAM documents an individual's background information and prior educational history and includes 17 items that measure language usage and English comprehension. Use of the LAM can open a dialogue that will increase a clinician's cultural awareness of the individual being evaluated and provide valuable background information to consider when making decisions regarding further assessment.

To increase ecological validity, administer our Language Acculturation Meter prior to testing.

Administration

Administration of the PAI-A Spanish Softcover Reusable Item Booklet in Spanish is identical to administration in English, as detailed in the PAI-A Professional Manual (Morey, 2007). The instrument can be completed by adolescents ages 12 to 18 years, although caution should

be exercised when examining individuals who may have physical or sensorimotor deficits (such as issues with visual acuity). Completion of the PAI-A Spanish Softcover Reusable Item Booklet should be done under direct supervision of an examiner. Examiners are encouraged to mention that some of the items on the PAI-A Spanish Softcover Reusable Item Booklet address sensitive emotional issues and that there are no correct or incorrect answers. For this reason—and because the examinee may have questions regarding the measure—administration of the PAI-A Spanish Softcover Reusable Item Booklet by a bilingual Spanish-speaking examiner is strongly advised.

Completion of the PAI-A Spanish Softcover Reusable Item Booklet takes most individuals about 30–45 minutes. Individuals should complete the instrument in a quiet setting that is free from distractions. Prior to administration, examiners should stress the importance of selecting exactly one response for each of the 264 items.

Scoring

The PAI-A Spanish Softcover Reusable Item Booklet should be scored exactly like the English version, as detailed in the PAI-A Professional Manual (Morey, 2007). In addition to traditional hand scoring, PAI-A Spanish scores can be hand-entered into [PARiConnect](#), which then generates a PAI-A Score or Interpretive Report. This method is reliable, easy to use, reduces scoring and report-writing time, and protects each client's identity.

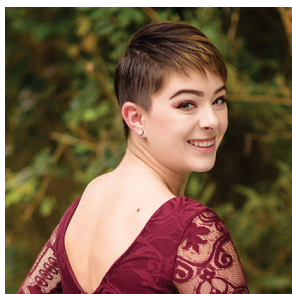
To hand score the two-part carbonless PAI-A Spanish Answer Sheet, the examiner should first tear the perforation at the top of the answer sheet and peel back the front page. The bottom page will reveal item scores (ranging from 0–3) for each item. Item scales and subscales are denoted by shaded sections with the scale and subscale abbreviations listed in each appropriate section. Scoring of the PAI-A Spanish Hand-Scorable Answer Sheet requires use of the PAI-A Profile Form, as detailed in Chapter 2 of the PAI-A Professional Manual (Morey, 2007). Add the raw scores for each scale/subscale (labeled sections) and transfer these scores to the appropriate spaces in the table at the bottom of Side B of the PAI-A Profile form. Add the subscale raw scores to obtain scale raw scores for *SOM*, *ANX*, *ARD*, *DEP*, *MAN*, *PAR*, *SCZ*, *BOR*, *ANT*, and *AGG*. Results may be presented on the PAI-A Profile Form to retrieve the standard scores. Transfer scale raw score values to the appropriate spaces on Side A of the PAI-A Profile Form, then plot and obtain each scale *T* score. *T* scores for the subscales can be generated using PAI-A subscales—Side B of the PAI-A Profile Form. Information about interpretation of *T* scores can be found in Chapter 3 of the PAI-A Professional Manual (Morey, 2007). Clinicians should exercise caution and professional judgment during interpretation, as normative scores were generated using the English version of the PAI-A.

Summary

More than 41 million individuals in the United States primarily speak Spanish at home and over 8.6 million of these individuals are between the ages of 5 and 17 years (U.S. Census Bureau, 2018). Language, social, and economic barriers can prevent these young individuals from receiving the mental health support they need. The PAI-A Spanish Softcover Reusable Item Booklet and Spanish Hand-Scorable Answer Sheet were developed to provide clinicians with valuable tools to help detect, diagnose, and treat possible clinical disorders in Spanish-speaking adolescents so they can get the help they need.

References

- American Psychological Association. (2016). *2015 APA Survey of Psychology Health Service Providers*.
<http://www.apa.org/workforce/publications/15-health-service-providers>
- Brach, C., & Chevarley, F. M. (2008). *Demographics and health care access and utilization of limited-English-proficient and English-proficient Hispanics. Research findings No. 28*. Agency for Healthcare Research and Quality.
https://meps.ahrq.gov/data_files/publications/rf28/rf28.pdf
- Centers for Disease Control and Prevention (CDC). (2016, June 10). Youth risk behavior surveillance—United States, 2015. *Morbidity and Mortality Weekly Report: Surveillance Summaries*.
<https://www.cdc.gov/mmwr/volumes/65/ss/ss6506a1.htm>
- Chang, J., Natsuaki, M. N., & Chen, C. N. (2013). The importance of family factors and generation status: Mental health service use among Latino and Asian Americans. *Cultural Diversity and Ethnic Minority Psychology, 19*(3), 236–247.
<https://doi.org/10.1037/a0032901>
- Morey, L. C. (1991). *Personality Assessment Inventory (PAI): Professional manual*. PAR.
- Morey, L. C. (2007). *Personality Assessment Inventory—Adolescent (PAI-A) professional manual*. PAR.
- Trujillo, S., Greene, J. A., & Carrillo, A. (2020). *Introduction to the language acculturation meter for Spanish-speaking English language learners* [White paper]. PAR.
<https://www.parinc.com/LAM>
- U.S. Census Bureau. (2018). *American community survey 1-year estimates* (Table s1601).
<https://data.census.gov/cedsci/table?q=S1601&tid=ACSST1Y2018.S1601>



PAR[®]

Alicia Carrillo, BS

Research Assistant

acarrillo@parinc.com

1.800.331.8378

Alicia Carrillo is a Research Assistant in the Research and Development department at PAR. In her role, she designs and manages project datasets; performs statistical analyses to ensure reliable and valid data; assists in the development of white papers, training materials, and presentations; and performs quality checks of data and editorial reviews of product components. She is also the Education Director for Theatre eXceptional, which provides performance opportunities for adults with disabilities. She holds a bachelor's degree in psychology from the University of Tampa.

PAR[®] • 16204 N. Florida Ave. • Lutz, FL 33549 • 1.800.331.8378 • www.parinc.com

Copyright © 2020 by PAR. All rights reserved. May not be reproduced in whole or in part in any form or by any means without written permission of PAR.

9 8 7 6 5 4 3 2 1

Reorder #RO-11541

Printed in the U.S.A.

A comprehensive reference list of research articles related to the PAI is available at [https://www.mendeley.com/community/personality-assessment-inventory-\(pai\)/](https://www.mendeley.com/community/personality-assessment-inventory-(pai)/). After accessing the link, you will be prompted to create an account with Mendeley, a free reference management tool, to view the PAI reference list. A bibliography from the PAI-A manual is also available under the Resources tab at https://www.parinc.com/PAI_A.

To cite this document, use:

Carrillo, A. (2020). *Creation and Use of the Personality Assessment Inventory–Adolescent (PAI-A): Spanish translation (white paper)*. PAR.

PAR[®]