



Children's Personality Questionnaire Report

1234

Toby Taylor

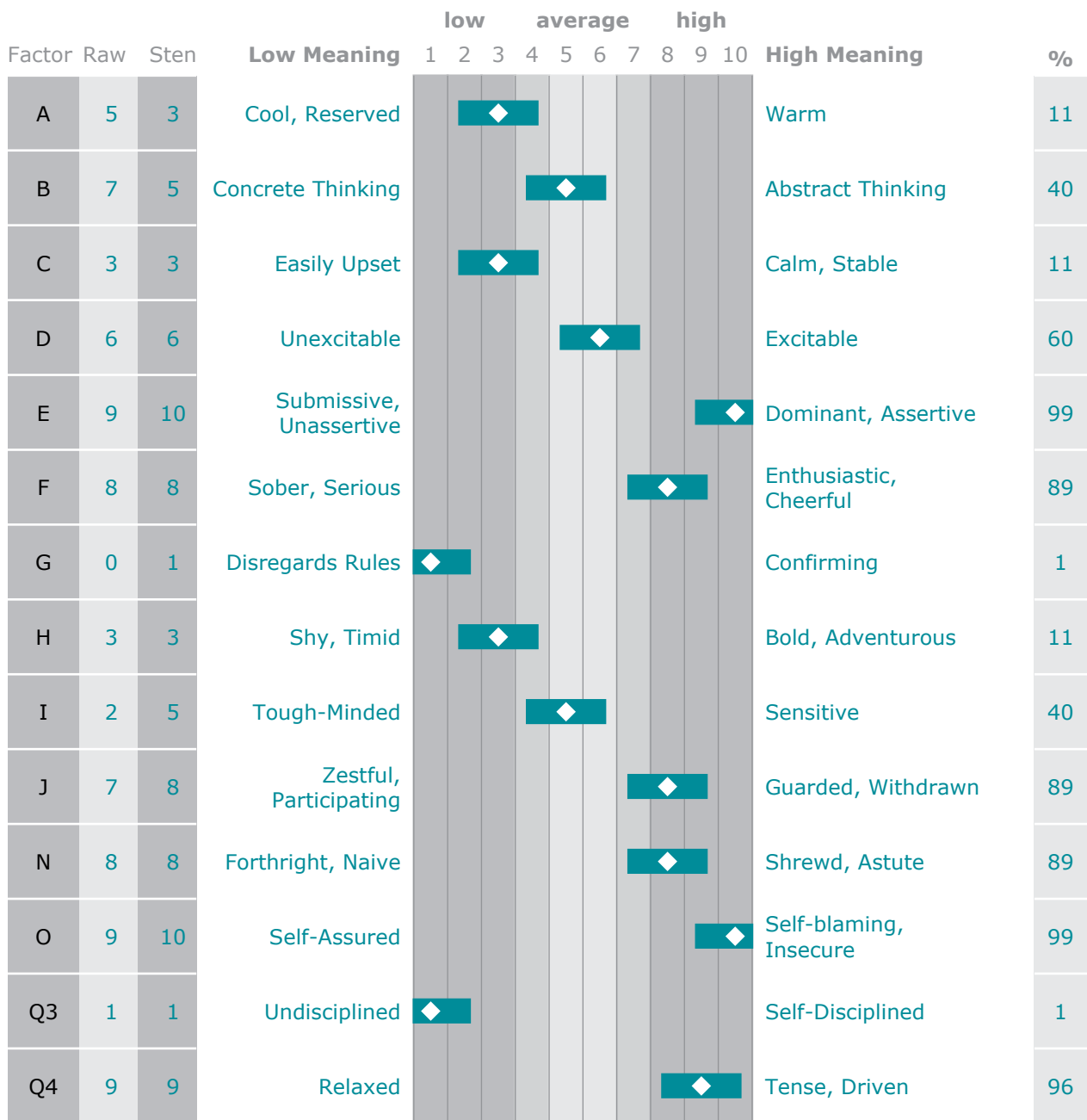
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Introduction

This report is intended to be used in conjunction with professional judgment. The statements it contains should be viewed as hypotheses to be validated against other sources of data. All information in this report should be treated confidentially and responsibly.

Profile Summary



Normal Personality Interpretation

Primary Personality Characteristics of Significance

He is reserved, cool, and aloof.

Involvement in problems may evoke some emotional upset and instability.

In interpersonal relationships he leads, dominates, or is stubborn.

His style of expression is often lively, optimistic, and enthusiastic.

His regard for strict rules and respect for fine moral obligations is low.

He is shy, threat sensitive, and retiring.

At school and elsewhere, he is somewhat of a loner, does not enjoy participation, and tends to be obstructive.

In his dealings with others, he is shrewd and polished and is insightful regarding his own behavior and that of others.

He occasionally suffers from worry, depression, guilt, and a feeling of being worthless and inadequate.

Some lack of reference to social standards and self-discipline produces in him a casualness or undependability.

At present he is rather tense, fretful, irritably driven, and overwrought, through some feeling of frustration.

Broad Influence Patterns

The personality orientation is neither extraverted nor introverted. His attention is balanced equally between the outer environment and inner thoughts and feelings.

His approach to tasks and problems places equal emphasis upon getting things done and upon emotional relationships.

His life style is balanced between need to control the environment and willingness to adapt to what is available.

At the present time, his anxiety level is somewhat above average.

His general capacity to work creatively, to transcend custom, and to generate new ideas is average.

The probability that he will effectively accept a role of central authority in any group situation is extremely low.

Anticipated Achievement in Various School Subjects

The calculations in this section of the report are based on the equations given in Table 12 of the CPQ Handbook. Details of the study from which they were derived are given in the Handbook.

Subject	Expected Achievement Level
Vocabulary	below average
Writing	low
Spelling	low
Language Arts	low
Arithmetic	very low
Social Studies	low
Health/Physical Ed	very low
Science	below average
Music	below average
Art	very low

Item Summary

This page of CPQ scores is intended for qualified professionals only. Data on this page should be treated with utmost confidentiality.

Item Responses

1	a	25	a	49	a	1	b	25	a	49	a
2	b	26	a	50	b	2	a	26	b	50	b
3	b	27	a	51	a	3	b	27	a	51	a
4	a	28	b	52	b	4	a	28	b	52	b
5	b	29	b	53	a	5	b	29	b	53	a
6	a	30	b	54	a	6	b	30	b	54	b
7	b	31	a	55	b	7	a	31	a	55	b
8	a	32	b	56	b	8	b	32	b	56	a
9	b	33	a	57	b	9	b	33	a	57	b
10	b	34	a	58	a	10	a	34	b	58	a
11	a	35	b	59	b	11	b	35	b	59	b
12	b	36	b	60	b	12	b	36	b	60	b
13	b	37	b	61	b	13	b	37	b	61	a
14	a	38	a	62	a	14	a	38	a	62	a
15	b	39	a	63	b	15	c	39	a	63	b
16	a	40	a	64	a	16	a	40	b	64	a
17	a	41	a	65	b	17	b	41	b	65	b
18	b	42	a	66	b	18	a	42	b	66	b
19	b	43	a	67	a	19	b	43	a	67	a
20	b	44	b	68	a	20	b	44	b	68	a
21	b	45	b	69	a	21	b	45	a	69	a
22	a	46	a	70	b	22	a	46	b	70	b
23	a	47	b			23	c	47	b		
24	b	48	b			24	b	48	b		

Summary Statistics

# of a-responses	= 60 out of 140 (43%)	# of c-responses	= 2 out of 140 (1%)
# of b-responses	= 78 out of 140 (56%)	# of missing responses	= 0 out of 140 (0%)

Factors	A	B	C	D	E	F	G	H	I	J	N	O	Q3	Q4
Raw Scores	5	7	3	6	9	8	0	3	2	7	8	9	1	9
Missing Items	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This report was processed using CPQ Form A, male norms for ages 10.5 - 13 years. OSP (2.1)

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