

## **Case Example 1111: Tyler School Interpretive Report**

Tyler is a 15-year-old white ninth-grade student who was referred to the school psychologist because of disruptive behaviors, including fighting and verbal outbursts. He got into a dispute with another student and shoved him against a locker. This behavior was observed by the teacher who was serving as hall monitor. Tyler was placed on a three-day suspension. A week after he returned to school, he and two classmates were suspected of bringing alcohol onto school grounds (as reported by one of their classmates), although this charge was not verified. At that point the assistant principal referred him to the school psychologist.

Although Tyler was distant, argumentative, and uncooperative during his initial interview with the psychologist, he agreed to complete an MMPI-A at the end of the session. Despite his attitude during the interview, Tyler's MMPI-A Validity Scales profile indicated that he was open and cooperative in his responses to the MMPI-A items. His Minnesota Report confirms a pattern of multiple and serious behavior problems that was also readily apparent to school personnel. His elevated MAC-R score suggests a referral/evaluation of his alcohol and drug use behaviors may be appropriate. His elevation on ACK, (Alcohol/Drug Problem Acknowledgement Scale), as well as his item-level indicators in the Substance Use/Abuse category, indicated that he was willing to acknowledge problematic use, at least through MMPI-A content. While his conduct problems are prominent in his profiles, there are indicators of excessive worrying, self-criticism, and a potential for suicidal thoughts and/or behaviors that also require further assessment, also highlighted in the Minnesota Report.

Tyler's PSY-5 profile, with the elevation on Negative Emotionality/Neuroticism Scale, combined with his moderate elevation on the A-CYN Content Scale (mostly due to the items on the Interpersonal Suspiciousness Content Component Scale) indicates problems in interpersonal relationships. He is likely very distrustful of others, and expects the worst. This will interfere with establishing a therapeutic relationship. On the other hand, he likely makes a good first impression and did endorse content suggesting a desire to succeed in life.

After reviewing the Minnesota Report test scores and narrative, the school psychologist decided to use Tyler's next evaluation session to provide feedback from the MMPI-A to see if he will be more forthcoming in describing his problems so that an appropriate plan is developed to meet both his treatment and educational needs.