The Personality Inventory for Children, Second Edition (PIC-2) is a multidimensional, objective questionnaire for use in the evaluation of children and adolescents, ages 5 to 19 years (kindergarten through 12th grade). Completed by parents or parent surrogates, the PIC-2 assesses both broad and narrow dimensions of behavioral, emotional, cognitive, and interpersonal adjustment, and has been designed to

- provide estimates of current problems in adjustment, in order to facilitate the development of individualized treatment plans
- estimate changes in emotional and behavioral psychopathology through one or more PIC-2 re-administrations
- suggest areas of adjustment that would benefit from additional investigation by diagnostic interview or psychometric assessment
- represent the description of the child by a parent-informant in a form that can be integrated with similar estimates derived from teacher-description or self-report

This edition is the first complete revision and re-standardization of a test that has long been applied in the evaluation of child emotional and behavioral adjustment, in a variety of clinical and educational diagnostic settings. The publication of this revision completes a research cycle that has, over the preceding 10 years, created a complete set of coordinated instruments: this parent-report PIC-2, the child and adolescent self-report Personality Inventory for Youth (PIY; Lachar & Gruber, 1995), and the teacher-report Student Behavior Survey (SBS; Lachar, Wingenfeld, Kline, & Gruber, 2000). Each has been fully validated to stand as an independent measure. Used together in pairs or as a complete set, these instruments afford the opportunity to assemble an integrated, multiview perspective on a child’s behavioral and emotional adjustment to the home, the school, and the community.

This chapter provides an overview of the PIC-2, including (a) a description of the revision process and a clarification of how the new edition differs from previous ones, (b) an account of the basic features of the inventory, and (c) a brief discussion of the research that has been conducted in support of this new instrument. These summary comments also describe where complete accounts can be found later in this Manual, which has been organized to present all the information needed for effective PIC-2 application.

### Inventory Revision and Basic Features of the New Edition

The test administration materials are the components of the PIC-2 that remain most similar to its predecessor, the PIC-R (Lachar, 1982; Wirt, Lachar, Klinedinst, & Seat, 1984). The full PIC-2 Standard Form includes 275 descriptive statements, down only slightly from the standard 280 used in the PIC-R, and maintains the true-false response format that was employed in that instrument. Considerable effort has gone into improving the language and content coverage of the inventory statements, however. The assumption that the child’s mother would be the informant and the specific mention of “father” behavior in test statements have been changed; references are now directed to “the child’s parent(s)” so that either parent can serve equally well as a respondent. Confusing “double negative” statements—those denying the absence of problems—were reworded into a more straightforward form. Readability was improved so that parents with reading skills at a level as low as the fourth grade could serve as respondents. New statements were added to cover areas of more contemporary assessment concern (e.g., eating disorders and substance abuse). These developments are all described more fully in chapter 7. Also new, a Spanish-language translation was created (see Appendix D). The product of a 20-year development process, this final revision of the Spanish-language version has been carefully coordinated with the new English-language edition.

More pervasive changes were made in the construction of the PIC-2 scales. Unlike the various methods applied in the development of the previous PIC and PIC-R scales, the PIC-2 scales were constructed with a consistent multistage methodology. Items were assigned to scale subsets by using procedures that worked to exclude or minimize statement overlap between scales and between subscales. The selection criteria required that all statements correlate substantially...
with the scale on which they were placed, ensuring that scale statements were highly saturated with descriptively meaningful content. In addition, completely new or substantially revised scales were created to address the evaluation of response validity. The general model applied in making these changes had proven successful in the development of the aforementioned PIY a few years earlier. The new PIC-2 scales are thus now in close parallel to those provided for the PIY, making it especially easy to coordinate results obtained with the two instruments. These issues are discussed further in chapter 7.

Another important new feature of the PIC-2 is the introduction of the Behavioral Summary. This abbreviated version of the test, comprising the first 96 items of the Standard Form, takes about 15 minutes to administer. The PIC-2 Behavioral Summary can be used as an independent tool for screening and research, or for monitoring change through repeated administrations. It can also be used in conjunction with the longer PIC-2 Standard Form—for example, the Behavioral Summary scales can be scored from a longer Standard Form administration for later use in documenting change in status from intake to discharge or to a posttreatment evaluation. Again alternatively, an initial Behavioral Summary screening administration can later be extended to a full Standard Form administration if the results of the briefer screening reveal evidence of poor adjustment.

Both formats of the PIC-2 were fully standardized through the collection of a nationally representative sample of children drawn from regular education classrooms. The sample included students from kindergarten through 12th grade (N = 2,306), and care was taken to ensure that the sample included a wide range of individual demographics and was representative for ethnic background and for parents’ educational level (family socioeconomic status). An additional large referred sample (N = 1,551) was also collected, drawing subjects from clinical or educational evaluations. This sample was used extensively in the development and validation of the PIC-2. Chapter 6 describes the research samples used in the development of the PIC-2 and discusses the instrument’s basic psychometric properties.

Although substantial evidence of scale temporal stability, internal consistency, and concurrent and construct validity is presented in chapters 6 and 7, the majority of PIC-2 measures are further understood through the examination of actuarially constructed interpretive guidelines (see chapters 3 and 4). These interpretive guidelines are based on external correlates; that is, non-PIC-2 descriptions of child status (clinician ratings, teacher descriptions, student self-descriptions, and psychometric ability/achievement performance) that correlate substantially with PIC-2 measures and have been studied exhaustively to establish the interpretive meaning of ranges of PIC-2 measure T-scores.

The 275-Item Standard Form
The complete PIC-2 Standard Form incorporates true-false responses to all 275 test statements and takes about 40 minutes for the parent to complete. Test administration requires an Administration Booklet (WPS Product No. W-375B) and the appropriate answer sheet for the scoring method selected by the user. Hand scoring is accomplished through the use of the PIC-2 Answer Sheet (WPS Product No. W-375C), Scoring Templates (WPS Product No. W-375D), the Standard Form Profile (WPS Product No. W-375F), and the optional Critical Items Summary Sheet (WPS Product No. W-375H). Computerized scoring of the PIC-2 is available by using answer sheets that are submitted by mail or via fax, or by means of computer disks that score paper-and-pencil administrations. The computer disk also makes it possible to administer the test online. Specific information regarding the latter is contained in the section “Computerized Services for the PIC-2” that accompanies this Manual.

As shown in Table 1, the profile for the PIC-2 Standard Form includes 3 response validity scales, 9 adjustment scales, and 21 adjustment subscales. The new subscale-within-scale structure of the PIC-2 facilitates scale interpretation through the identification of meaningful responses to relatively homogeneous scale-item subsets. The similarity of PIC-2 scale/subscale sets to the structure of comparable measures of the self-report PIY facilitates the identification of dimensions of problem adjustment about which the parent and the child agree or disagree. The three response validity scales of the PIC-2 were newly constructed or revised from their antecedents in the PIC-R. Empirically determined interpretive guidelines for these three scales are used to establish the presence of problem minimization or denial (Defensiveness), problem exaggeration or malingering (Dissimulation), and responses reflecting inadequate attention to, or comprehension of, PIC-2 statements (Inconsistency).

Interpretation of the scale scores for the PIC-2 Standard Form is addressed in chapter 3, which includes detailed guidelines for interpreting specific T-score ranges for each scale. Chapter 5 provides a series of case studies that demonstrate the use of the PIC-2 in a variety of educational and clinical settings.

The 96-Item PIC-2 Behavioral Summary
The PIC-2 Behavioral Summary is made up of the first 96 items of the PIC-2 Standard Form and can generally be completed in less than 15 minutes. The Behavioral Summary can be administered with the same Administration Booklet and Answer Sheet used with the Standard Form. It is then scored using the Behavioral Summary templates included with the set of Scoring Templates for the Standard Form, and a special Behavioral Summary Profile (WPS Product No. W-375G). Alternatively, the Behavioral Summary AutoScore™ Form (WPS Product No. W-375E) can be used. This form conveniently includes everything needed to administer and score the PIC-2 Behavioral Summary: the 96 test statements, a sheet on which responses are recorded, materials needed to score the scales, and the Profile Form needed to obtain interpretable T-score results.

As shown in Table 2, the PIC-2 Behavioral Summary includes eight short adjustment scales, three composite scales, and one total score. Because the short adjustment
scales are highly correlated with their Standard Form full-length equivalents, they may serve as indicators of the Standard Form scales that are likely to be of diagnostic importance. In addition, because the item content of the short adjustment scales is voiced in the present tense and primarily describes conditions and behaviors responsive to contemporary, relatively brief intervention, Behavioral Summary results are especially well suited for use in designing and evaluating individual treatment.

Reflecting both the factor structure of the Behavioral Summary scales and generally established broad dimensions of child and adolescent psychopathology, seven of the eight short adjustment scales are further summed into three composites: the Externalization-Composite (EXT-C) scale is the summary of the Impulsivity and Distractibility-Short (ADH-S) and Delinquency-Short (DLQ-S) scales; the Internalization-Composite (INT-C) scale is the summary of the Reality Distortion-Short (RLT-S), Somatic Concern-Short (SOM-S), and Psychological Discomfort-Short (DIS-S) scales; and the Social Adjustment-Composite (SOC-C) scale is the summary of the Social Withdrawal-Short (WDL-S) and Social Skill Deficits-Short (SSK-S) scales. The eight short adjustment scales (including Family Dysfunction-Short [FAM-S]), representing all 96 Behavioral Summary statements, are also summed into a Total Score-Composite (TOT-C) scale. These four composite measures are offered for use in quantifying change through repeated Behavioral Summary administrations, and for those classification and research applications that require a restricted number of adjustment estimates.

### The PIC-2 Research Base

The history of application and research supporting the PIC spans more than 40 years (Wirt & Broen, 1958) and represents the use of two major forms of the test (Lachar, 1982; Wirt, Lachar, Klinedinst, & Seat, 1977). The large research base that has been reported in the literature is documented in the Bibliography of this Manual. Marking a substantial contribution to that literature, the new work reported in this Manual represents the analysis of well over 4,000 PIC-2 administrations and over 2,000 concurrent administrations of...
other related instruments used in the PIC-2 validation research. Complete descriptions of this research are presented in chapters 6 and 7 of this Manual. The following text serves as a brief introduction and highlights the features that are most often reviewed when schools, institutional authorities, and researchers wish to qualify a new assessment instrument.

The largest set of PIC-2 administrations was collected from 2,306 parents of students in regular education classes who formed the basis of the formal standardization of the instrument. The students ranged in age from 5 to 19 years (kindergarten through the 12th grade). These protocols were collected in 23 different schools throughout 12 states, and provide extensive and representative coverage for gender, ethnicity, and parent educational level (socioeconomic status) across this age range. An additional 1,551 completed PIC-2 protocols were obtained from parents of children referred for evaluation. These protocols were collected at a variety of outpatient clinics, special education agencies, private practices, psychiatric inpatient settings, and juvenile justice facilities. A total of 39 sites throughout 17 states contributed cases to this research. In addition to the PIC-2 protocols, a variety of concurrent measures were collected. These included 888 clinician-completed symptom checklists that addressed presenting symptoms and clinical diagnoses; 520 teacher descriptions, obtained with use of the SBS; and 588 self-descriptions, obtained by using the PIY.

The psychometric properties of the PIC-2 were studied extensively in both the standardization and referred samples. In most applied settings, the PIC-2 is likely to be used to evaluate individuals similar to those in the referred sample, so the research obtained for that group may be most usefully summarized here. For the adjustment scales of the PIC-2 Standard Form, internal consistency ranged from .81 to .95 with a median of .89, test-retest reliability ranged from .88 to .94 with a median of .89, and interrater (mother-father) agreement ranged from .67 to .88 with a median of .73. For the short adjustment scales of the Behavioral Summary, internal consistency ranged from .68 to .92 with a median of .80, test-retest reliability ranged from .85 to .89 with a median of .87, and interrater (mother-father) agreement ranged from .61 to .82 with a median of .68. For the Behavioral Summary’s longer composite scales and Total Score-Composite scale, internal consistency ranged from .86 to .95 with a median of .915, test-retest reliability was consistently .89, and interrater (mother-father) agreement ranged from .68 to .79 with a median of .69.