**Sentence Completion test**

In this respondent is presented with a series of items consisting of the first few words of a sentence and his task is to provide an ending for each of these beginnings or stems.

The stems are developed to elicit responses that illuminate various aspects of the individual’s feelings and behaviours.

For example- his attitudes and feelings toward his mother are assumed to be tapped by the stem “My mother and I.....,” and

His techniques for handling strong emotions are presumably seen in his response to the item “When I am angry or upset, I.....,”

Sentence stem in the third person are also employed, such as “His greatest wish was......,” and the projective hypothesis is used as a basis for reasoning that the responses to these third person stems are informative about the subject’s own desires.

Of the several commercially available instruments, **the Rotter Incomplete sentence blank** (Rotter and Rafferty, 1950) has perhaps enjoyed the widest use. In addition to qualitative, clinical inferences that might be drawn from the content of the individual’s responses, the Rotter incomplete sentence blank also contains a rationally derived **quantitative scoring scheme** that yields a **single index of adjustment and maladjustment**. There are 40 sentence stems, all of which are rather brief and non- specific, such as “I feel.....,”and “Marriage.......” Each response is scored, with the aid of the examples provided in the manual, on a **seven point rating scale for degree of maladjustment**.

Goldberg summarized the available evidence about the usefulness of the sentence completion method can be summarized as follows:

1. There is little research evidence to indicate that any of the formal aspects of responses to sentence completion items, such as reaction time, response length, or grammatical or spelling errors are systematically related to any personality relevant behaviours. There is also little evidence to support the use of impressionistic or clinical analyses of the content of the responses, although adequate studies of such an approach are difficult to conduct.
2. The more structured approaches to content analysis, such as Rotter’s scoring procedure, have been demonstrated to be useful. This finding is intuitively reasonable, since an instrument developed to assess a single, clearly defined variable or dimension like adjustment- maladjustment can be expected to be valid or useful for that particular purpose. Further the focus upon a single dimension tends to result in relative homogeneity of items, enhancing the consistency or reliability of the instrument, which in turn enhances usefulness. However, it should be pointed out that the clinician interested in describing and understanding a broad range of personality and behaviour will probably be dissatisfied with an instrument yielding only a single score.
3. Employing first person stems seems to provide somewhat more useful responses that third person stems, although the evidence is not univocal.
4. The specificity of the content of a response can be controlled by the specificity of the sentence stem. That is, the stems can be worded stem so that the responses are more or less delimited. For example, the stem “marriage....” elicits a wider range of responses than the stem “my marriage has been.....” it is yet unclear which of these two types of stems elicits the more significant responses.

In order to illustrate the usage of the sentence completion method, the first five sentences stems of the Rotter Incomplete sentences blank any given below, together with the completion which was provided by an 18 year old college male freshman seeking help for personal problems.

1. I like.....music, leisure time, and sports.
2. The happiest time....is when I’m performing.
3. I want to know....what I don’t know.
4. Back home....it’s very nice.
5. I regret....many things, but only slightly.

The nature of the objective scoring system for degree of maladjustment is as follows. The scoring manual (Rotter and Rafferty, 1950, p.55) would give a score of 6, representing the extreme the maladjustment, to a response such as “.... to know if I am going crazy,” given to the first stem, “I like.....” The response “.....most everything” to this stem would receive a score of 3, the neural category with respect to adjustment- maladjustment. The particular response which was given by the above client would be scored 2, or slightly on the “adjusted” side of the neutral point. With the aid of similar scoring examples, the response given by the client to the second sentence stem would be scored 3. The complete set of 40 responses given by this client yielded a total score of 134, placing him at about the 70th percentile with respect to maladjustment according to the norms provided in the ISB manual.

Qualitative or subjective inferences typically also are drawn from sentence completion responses. For example, the client’s response to the second stem might be taken to suggest exhibitionist needs, and further evidence to support or contradict this tentative hypothesis would be sought from the remainder of the test. Likewise, strong dependency needs might be inferred from the forth response. The fifth response, which contains a mild contradiction, might be interpreted as reflecting a personality conflict, perhaps involving guilt.

Forer Structured sentence completion test western psychological service- this instrument is available in separate forms for men, women, adolescent boys and adolescent girls. Each form contains 100 sentences stems designed to cover attitude, value systems, and evasiveness and defence mechanisms.

Geriatric sentence completion form- The GSCF is a 30 item form specifically developed for use with older adult clients. The GSCF elicits personal responses to four content domains: Physical, psychological, social, temporal orientation. The test manual includes a number of clinical case illustrations.

Washington university sentence completion test- The WUSC was separate forms for men, women and younger male and females subjects. This test is highly theory bound; responses are classified according to seven stages of ego- development: Prodigal and symbolic, impulsive, self protective, conformist, conscientious, autonomous, integrated.

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