Chapter 10

The Sentence Completion Test: WUSCT

A New Version of the WUSCT

For Children and Youths (SCF-V)

CONCEPTUAL FRAMEWORK FOR THE WUSCT

The WUSCT was developed for measuring ego development in children and youths. In response to the quest for a new SCF version, a scoring manual for the WUSCT was

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Ledden University, The Netherlands
Marita J. de Wees
Phillip J. A. Teuling
R. Michael Westenberg

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Editor: J. Loeber

Washington University Sentence Completion Test

"The Technical Foundations for Measuring Ego Development: The

Hoodnik, J.

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A study of ego development in youth.

The SCT

Table 10.

Table 10. SCT for Children and Youths

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<tr>
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<td>1. Speech for 2 years</td>
<td>30</td>
<td>32</td>
<td>2</td>
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<tr>
<td>2. Speech for 3 years</td>
<td>31</td>
<td>32</td>
<td>1</td>
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<tr>
<td>3. Speech for 4 years</td>
<td>32</td>
<td>32</td>
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<tr>
<td>4. Speech for 5 years</td>
<td>32</td>
<td>32</td>
<td>0</td>
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<tr>
<td>5. Speech for 6 years</td>
<td>32</td>
<td>32</td>
<td>0</td>
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<tr>
<td>6. Speech for 7 years</td>
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<td>32</td>
<td>0</td>
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<tr>
<td>7. Developmentally Delayed Speech</td>
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<tr>
<td>8. Language for 2 years</td>
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<td>9. Language for 3 years</td>
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<td>10. Language for 4 years</td>
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<td>11. Language for 5 years</td>
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<td>12. Language for 6 years</td>
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<td>17. Language for 11 years</td>
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<td>18. Language for 12 years</td>
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<td>19. Language for 13 years</td>
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<td>20. Language for 14 years</td>
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<tr>
<td>21. Language for 15 years</td>
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<td>32</td>
<td>0</td>
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</tbody>
</table>

**Criteria:** Equivalence Meaning in English

The relationship was due to

**Criteria:** Adequate Test Length

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10. SET FOR CHILDREN AND YOUTHS

Was the starting point for developing a score manual for the SCF-X Twenty-six from 18 to the WISC-III (factor '1899) was the first score manual for the SCF-X (factor '1899) the reference manual. The reference manuals were developed — if you don't have your hands on the reference manual, you can't access the information that the manual contains. The reference manual is the starting point for a standardized explanation for the context. The reference manual is used to create a standardized explanation for the context. The reference manual is used to create a standardized explanation for the context.

The manual contains information about the use of the test, the test administration, and the test's administration. The manual contains information about the use of the test, the test administration, and the test's administration. The manual contains information about the use of the test, the test administration, and the test's administration.

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ACKNOWLEDGMENTS

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REFERENCES


CONCLUSION

The findings of our study support the use of the SET for children and adults.

The evidence from this study suggests that the SET is a useful tool for assessing and treating attentional problems in children and adults. The SET was designed to assess the ability of children and adults to maintain attention to a specific task. The results of this study indicate that the SET is an effective tool for assessing attentional problems in children and adults.

Implications for Practice

The results of this study have important implications for practice. Clinicians can use the SET to assess and treat attentional problems in children and adults. The SET can be used to identify children and adults who may benefit from attentional training programs. The SET can also be used to evaluate the effectiveness of attentional training programs. The SET is a useful tool for clinicians who work with children and adults who have attentional problems.

The results of this study are also important for research. The SET is a reliable and valid tool for assessing attentional problems in children and adults. The SET can be used to study the development of attentional skills in children and adults. The SET can also be used to study the effects of attentional training programs on attentional skills in children and adults.

Further Research

Future research should focus on the development of the SET. The SET should be tested in different populations, including children and adults with attentional problems. The SET should also be tested in different settings, including schools and clinics. The SET should be tested in different languages, including English and Spanish.

The results of this study suggest that the SET is a useful tool for assessing and treating attentional problems in children and adults. The SET is a reliable and valid tool for assessing attentional skills in children and adults. The SET should be used in future research to study the development of attentional skills in children and adults. The SET should also be used in future research to study the effects of attentional training programs on attentional skills in children and adults.