

TITLE

METHOD OF PSYCHOLOGICAL ASSESSMENT

BACKGROUND OF THE INVENTION

[0001] The present invention relates to an improved method of psychological assessment.

[0002] An increasing body of evidence highlights the ongoing trends in practitioner-client interactions and how these can significantly impact outcomes. This trend is evident in several different domains, such as the relationship between a teacher and student, a doctor and patient, a therapist and client, and so on. Within these examples, the predictive role of social emotional skills are as important as cognitive skills in achieving goals and/or outcomes. In fact, the presence of social and emotional skills can serve as predictors of preparedness, both preparedness for the professional with regard to their ability to create an environment where goals can be attained and preparedness for the client in terms of their readiness to make positive changes within the aforementioned environment.

[0003] For practitioner-client interactions to succeed, a rapport must be established, and the onus for this creation largely lies with the professional. An overwhelming body of research literature points to the importance that good practitioner-client relationships have on generating positive outcomes within a variety of disciplines, including education, the medical field, therapy, and criminal justice to name a few. Specifically, there are certain psychological constructs that aid in the development of good practitioner-client relationships and the development of rapport. Within this particular intervention, the focus is on specific psychological constructs, such as self-awareness, self-management, social awareness, relationship skills, responsible decision making and self-disclosure. The Collaborative for Academic, Social, and Emotional Learning (CASEL) is an international organization responsible for one of the widely cited frameworks used for defining social

emotional learning. Yet while integral, the measurement of social emotional skills in experimental research has yet to be clarified (Shi, Cheung, Zhang & Tam, 2022).

SUMMARY OF THE INVENTION

[0004] Various aspects of this invention will become apparent to those skilled in the art from the following detailed description of the preferred embodiment, when read in light of the accompanying drawings.

BRIEF DESCRIPTION OF THE DRAWINGS

[0005] Fig. 1 is a chart illustrating an improved method of psychological assessment in accordance with this invention.

DETAILED DESCRIPTION OF THE PREFERRED EMBODIMENT

[0006] This invention is a psychological assessment that incorporates psychometric properties aimed specifically at measuring the psychological constructs attributed to social emotional skill development and self-disclosure. The utilization of the psychological assessment is geared toward addressing the levels of preparedness for both practitioner and client alike. The psychological assessment involves assessing a situation where the practitioner and client are active participants. The practitioner assumes the role of the instructor, and the client is that of the participant. The psychological process involves depicting situations where often undisclosed behavior or behaviors are brought to the fore using a character within the scenario as the scapegoat and point of discussion. Within this process, the aforementioned behaviors and decision-making are discussed freely by participants (because the focus is on the character within the given scenario and not the individual participant themselves). It is through this discussion that the psychometric scale measures the previously mentioned psychological constructs (self-awareness, self-management, social awareness, relationship skills, responsible decision making and self-disclosure). The goal is to measure not only the participants' ability to

display social and emotional regulation and readiness, but also to measure and see how well the instructor (practitioner) is at preparing the student, patient, criminal justice-involved individual, or therapy client for behavioral change and improved decision making.

[0007] The psychological assessment for the purposes of accessibility may be used primarily as a technological product and, therefore, can exist in forms such as, but not limited to, technological applications, computer software, and so forth. The process incorporates three distinct phases: (1) the scenario phase where choices are made by the participants; (2) the query phase where said choices are scrutinized and discussed (instructor asks the scenario driven evaluative questions, the participant answers the scenario driven evaluative questions); and (3) a phase where the evaluative questions and subsequent responses/discussions are analyzed or measured for the studied psychological constructs (social emotional and self -disclosure. In short, the scenarios help to generate social and emotional and self-disclosure behavioral content that will be measured and analyzed to determine the level of preparedness of the client and practitioner alike.

[0008] This psychological process tool enhances the communicative relationship between clients and professionals by providing a structured approach to understanding and addressing personal and emotional challenges. To best understand the nature of the client-professional relationship, a pre/post-evaluation strategy is deployed with the process. The evaluation instrument is designed to measure concepts of self-awareness, self-management, social awareness, relationship skills, responsible decision making, and self-disclosure before and after the Smart Steps program is completed. To ensure precise measurement of these attributes, a detailed psychometric analysis using the Rasch model (Rasch, 1965; Wright, 1979) is performed, allowing for the quantification of communication effectiveness and emotional engagement at both the pre- and post-stages of administration. Evaluation of client progress is two-level, including both a client self-report and the observation of the trained professional. Baseline, growth, and final measures of development are produced. Individualized, suggested therapeutic

interventions dependent on performance measures are then generated to guide additional positive development. Therapeutic intervention strategies are developed to align with performance measures based on standard behavioral psychology.

[0009] To support the practical deployment of this psychological assessment process, a flexible and scalable software application may be used. This application serves as the digital foundation for administering scenario-based interactions, collecting participant responses, and generating measurable insights aligned with the targeted psychological constructs, namely, self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and self-disclosure.

[0010] The software will operationalize the three-phase process (scenario, query, and evaluation) through an intuitive user interface. Users, including both practitioners and clients, will be guided through structured, interactive scenarios. Each scenario presents decision points and behavioral dilemmas intended to elicit discussion and self-reflection. Following each scenario, tailored evaluative questions will be delivered by the practitioner or via system automation, prompting participant engagement and response.

[0011] The application may be developed using the C# programming language, chosen for its versatility, performance, and ability to support cross-platform deployment. The system includes two distinct interfaces, one for practitioners and administrative users to manage assessments and view analytical results, and another for individual participants engaging with the scenarios and queries. To prioritize user privacy and encourage open engagement, the system will feature anonymous login capabilities and anonymous data collection protocols. No personally identifiable information will be required for user access, and all interaction data will be securely stored and anonymized for analysis and research purposes.

[0012] All user interactions and responses within the system will be digitally captured and processed. Embedded logic will enable analysis of response patterns through psychometric models such as Rasch analysis. These models are utilized to quantify

development in the targeted social-emotional domains, allowing for assessment of both client growth and practitioner efficacy over time.

[0013] To further enhance the user experience and analytic capabilities, the software may incorporate AI-driven large language model (LLM) technology. These models will assist in guiding scenario navigation, offering adaptive feedback, and deepening the reflective dialogue between practitioner and client. In addition, anonymized interaction data may be used to train a proprietary LLM designed specifically to support social-emotional learning and behavior change within the framework of this process.

[0014] The platform is designed with extensibility in mind. For example, the application may be expanded into virtual reality (VR) environments, enabling immersive scenario training for clients and practitioners alike. Additional features may include voice interaction, third-party system integration, and real-time feedback modules depending on emerging needs and technological capabilities. By translating this psychological process into a sophisticated software platform, the system ensures both accessibility and fidelity of administration while enabling scalable data collection, intelligent interaction, and meaningful interpretation to support practitioner-client relationship growth.

[0015] The overall rationale of this psychological assessment tool is to standardize practitioner interactions with clients within a plethora of social service professions (education, criminal justice, and mental health/counseling).

[0016] Research has already shown practitioners with the ability to build and develop rapport and good relationships are more likely to see positive outcomes across a variety of disciplines; probation, counseling, education and so forth.

[0017] Practitioners may be measured on these Intervening or Moderating Variables.

[0018] Also, practitioners may be measured on how they interact using our ID tool which will incorporate aspects specifically related to the Intervening or Moderating Variables.

[0019] The aspects which are included in the ID tool are as follows:

- 4/5 Self-Disclosure tenets – Intimacy, Valence, Intent, Amount, Breadth;
- Social & Emotional Learning aspects; and
- Elements of the WAMCI – bond, trust, reactance, goals/restrictions.

[0020] Therefore, by using the ID tool (which is built on these aspects), the identifiable traits will allow:

- the prediction what traits lead to practitioner success;
- the prediction and identification of what leads to client success; and
- the standardization of how practitioner interactions need to be in the future (develop a template).

[0021] The principle and mode of operation of this invention have been explained and illustrated in its preferred embodiment. However, it must be understood that this invention may be practiced otherwise than as specifically explained and illustrated without departing from its spirit or scope.

What is claimed is:

1. A method of psychological assessment substantially as described and illustrated herein.

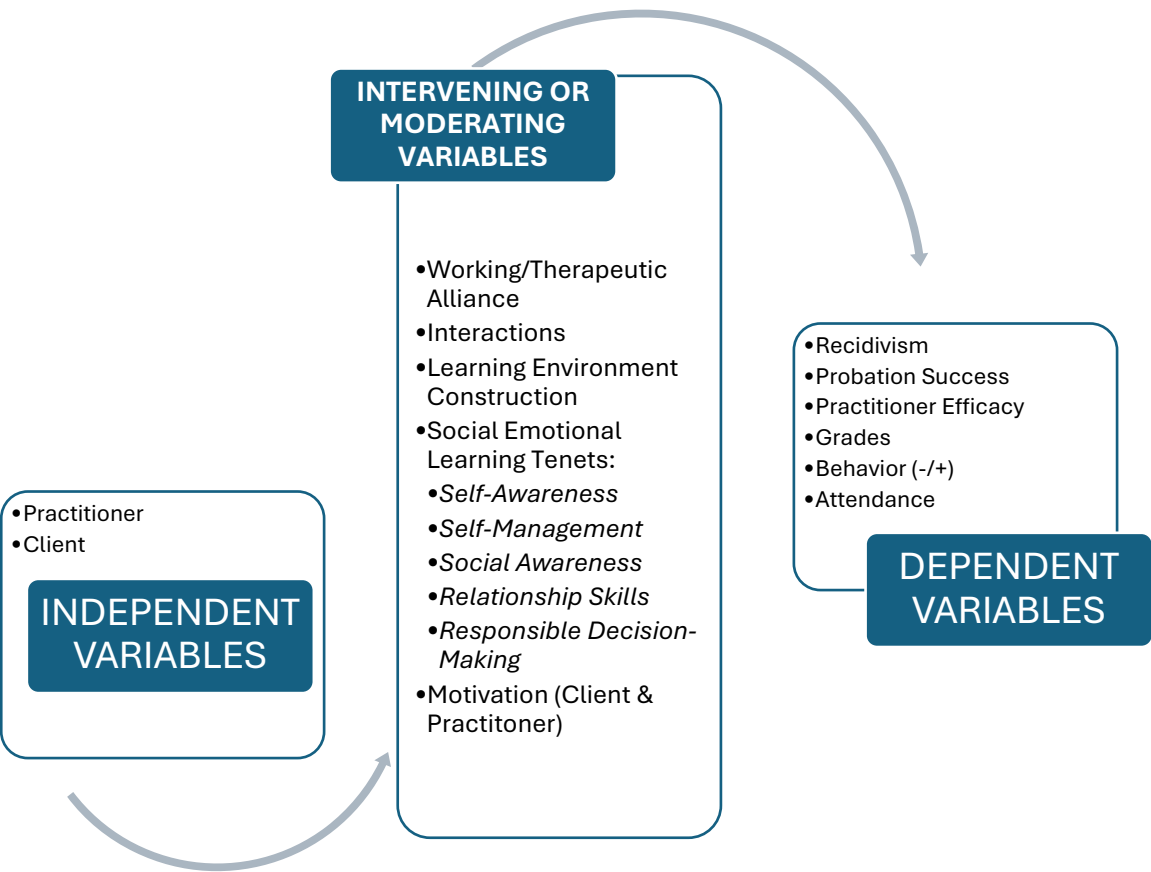


FIG. 1 - THEORETICAL MODEL