

BIBLIOGRAFIE

Adams, Q., Collair, L., Oswald, M. & Perold, M. (2004). Research in Educational Psychology. In: I. Eloff & L. Ebersohn, *Keys to Educational Psychology* (pp. 353-373). Cape Town: University of Cape Town Press.

Adelman, C., Jenkins, D. & Kemmis, S. (1976). Rethinking Case Study: Notes from the Second Cambridge Conference. *Cambridge Journal of Education*, 6 (3), 139-150.

Alant, E. & Harty, M. (2005). Early Childhood Intervention. In: E. Landsberg (Ed.), *Addressing Barriers to Learning* (pp. 78-95). Pretoria: Van Schaik.

Alvarado, N. (1994). Empirical Validity of the Thematic Apperception Test. *Journal of Personality Assessment*, 63 (1), 59-79.

American Field Services. (n.d). *Orientation Handbook Resource*. AFS Intercultural/International Programmes.

American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57 (12), 1060-1073.

Anastasi, A. & Urbina, S. (1997). *Psychological Tests* (7th ed.). New Jersey: Prentice Hall.

Ancis, J. R. (2004). Culturally Responsive Practice. In: J. R. Ancis (Ed.), *Culturally Responsive Interventions: Innovative Approaches to Work With Diverse Populations* (pp. 3-21). New York: Brunner-Routledge.

Anderson, G. & Arsenault, N. (1998). *Fundamentals of Educational Research* (2nd ed.). London: Falmer.

Anderson, J. W. (1999). Henry A. Murray and the Creation of the Thematic Apperception Test. In: L. Gieser & M. I. Stein (Eds.), *Evocative Images: The Thematic Apperception Test and the Art of Projection* (pp. 23-38). Washington, DC: American Psychological Association.

Andrews, D. C. & Blicke, M. D. (1978). *Technical Writing: Principles and Forms*. New York: Macmillan.

Anfara, V. A. (2008). *Theoretical Frameworks: The Sage Encyclopedia of Qualitative Research Methods*. Onttrek April 7, 2010, from SAGE reference online: <http://www.sage-reference.com/research/Article_n453.html>

Anfara, V. A. & Mertz, N. T. (Eds.). (2006). *Theoretical Frameworks in Qualitative Research*. Thousand Oaks: Sage Publications.

- Annan, J., Bowler, J., Mentis, M. & Phillipson, R. (2008). Understanding Diversity in Educational Psychology Teams. *School Psychology International*, 29 (4), 387-399.
- Archer, M., Rossouw, W., Lomofsky, L. & Oliver, P. (1999). *Inclusive Education in South Africa*. Pretoria: Van Schaik.
- Armour, M. P., Bain, B. & Rubio, R. J. (2006). *Educating for Cultural Competence: Tools for Training Field Instructors*. Virginia: Council on Social Work Education.
- Aronow, E., Altman Weiss, K. & Reznikoff, M. (2001). *A Practical Guide to the Thematic Apperception Test: The TAT in Clinical Practice*. Philadelphia: Brunner-Routledge.
- Atkinson, D. R., Morten, G. & Sue, D. W. (1989). A Minority Identity Development Model. In: D. R. Atkinson, G. Morten & D. W. Sue (Eds.), *Counseling American Minorities* (pp. 35-52). Dubuque: William C. Brown.
- Avila-Espada, A. (2000). Objective Administration and Scoring for the Thematic Apperception Test (TAT). In: R. H. Dana (Ed.), *Handbook of Cross-Cultural and Multicultural Personality Assessment* (pp. 465-480). New Jersey: Lawrence Erlbaum Associates.
- Beebe, J. (2004). Can there be a Science of the Symbolic? *Journal of Analytical Psychology*, 49 (2), 177-191.
- Bekerman, Z. (2004). Potential and Limitations of Multicultural Education in Conflict-Ridden Areas: Bilingual Palestinian-Jewish Schools in Israel. *Teachers College Record*, 106 (3), 574-610.
- Bellak, L. (2005). *A Manual for the Children's Apperception Test (Animal Figures)*. Englewood: C.P.S.
- Bellak, L. (1999). My Perceptions of the Thematic Apperception Test in Psychodiagnosis and Psychotherapy. In: L. Gieser & M. I. Stein (Eds.), *Evocative Images: The Thematic Apperception Test and the Art of Projection* (pp. 133-141). Washington, DC: American Psychological Association.
- Bellak, L. (1954). *The TAT and CAT in Clinical Use*. New York: Grune & Stratton.
- Bellak, L. & Abrams, D. (1997). *The Thematic Apperception Test, The Children's Apperception Test, and The Senior Apperception Technique in Clinical Use* (6th ed.). Boston: Allyn & Bacon.
- Bernal, G. & Domenech Rodriguez, M. M. (2009). Advances in Latino Family Research: Cultural Adaptations of Evidence-Based Interventions. *Family Process*, 48 (2), 169-178.
- Betancourt, J., Green, A., Carrillo, J. & Park, E. (2005). Cultural Competence and Health Care Disparities: Key Perspectives and Trends. *Health Affairs*, 24 (2), 499-505.

Bethlehem, D., De Piccioto, J. & Watt, N. (2003). Assessment of Verbal Fluency in Bilingual Zulu-English Speakers. *South African Journal of Psychology*, 33 (4), 236-240.

Bezuidenhout, M. D. (2006). An Existential Perspective on a Woman's Search for Meaningfulness while Living with HIV/AIDS (Unpublished Master's Thesis). University of Pretoria, Pretoria, Gauteng, South Africa.

Bhattacharya, H. (2008). *Interpretive Research: The Sage Encyclopedia of Qualitative Research Methods*. Onttrek April 7, 2010, vanaf SAGE reference online: http://www.sage-reference.com/research/Article_n235.html.

Bieschke, K. J. (2006). Research Self-Efficacy Beliefs and Research Outcome Expectations: Implications for Developing Scientifically Minded Psychologists. *Journal of Career Assessment*, 14 (1), 77-91.

Black, S. A. (2002). Diabetes, Diversity and Disparity: What Do We Do with the Evidence? *American Journal of Public Health*, 92 (4), 543-548.

Blais, M. A. & Baity, M. R. (2008). The Projective Assessment of Personality Structure and Pathology. In: G. J. Boyle, G. Matthews & D. H. Saklofske (Eds.), *The SAGE Handbook of Personality Theory and Assessment* (pp. 566-586). Los Angeles: Sage Publications.

Blumer, H. (1969). *Symbolic Interactionism: Perspective and Method*. Los Angeles: University of California Press.

Bogdan, R. C. & Biklen, S. K. (2003). *Qualitative Research for Education: An Introduction to Theories and Methods* (4th ed.). New York: Pearson Education Group.

Booth, W. C., Colomb, G. G. & Williams, J. M. (2003). *The Craft of Research* (2nd ed.). Chicago: University of Chicago Press.

Bosman, D. B., Van der Merwe, I. W. & Hiemstra, L. W. (1984). *Tweetalige Woordeboek*. Kaapstad: Tafelberg Uitgewers.

Bouwer, C. (2005). Identification and Assessment of Barriers to Learning. In: E. Landsberg, D. Kruger & N. Nel (Eds.), *Addressing Barriers to Learning: A South African Perspective* (pp. 45-60). Pretoria: Van Schaik.

Boyatzis, R. E. (1998). *Qualitative Information: Thematic Analysis and Code Development*. London: Sage Publications.

Boyle, G. J., Matthews, G., & Saklofske, D. H. (2008). Personality Measurement and Testing: An Overview. In G. J. Boyle, G. Matthews, & D. H. Saklofske (Eds.), *The SAGE Handbook of Personality Theory and Assessment* (Vol. II, pp. 1-26). Londen: SAGE.

Brandell, J. R. (2000). *Of Mice and Metaphors: Therapeutic Storytelling with Children*. New York: Basic Books.

- Brott, P. E. (2001). The Storied Approach: A Postmodern Perspective for Career Counseling. *Career Development Quarterly*, 49 (4), 304-313.
- Bullock, A. & Stallybrass, O. (1977). Culture. In: A. Bullock & O. Stallybrass (Eds.), *The Fontana Dictionary of Modern Thought* (pp. 149-150). London: Fontana/Collins.
- Burns, N. & Grove, S. K. (1987). *The Practise of Nursing: Conduct, Critique and Utilization*. Philidelphia: Saunders.
- Caffrey, E., Fuchs, D. & Fuchs, L. S. (2008). The Predictive Validity of Dynamic Assessment: A Review. *The Journal of Special Education*, 41 (4), 254-270.
- Cheung, M. W.-L., Leung, K. & Au, K. (2006). Evaluating Multilevel Models in Cross-Cultural Research: An Illustration With Social Axioms. *Journal of Cross-Cultural Psychology*, 37 (5), 522-541.
- Chin, S. S. (2006). I Am a Human Being, and I Belong to the World: Narrating the Intersection of Spirituality and Social identity. *Journal of Transformative Education*, 4 (1), 27-42.
- Chivers, T. & Sharp, J. (1993). Finding Ways to Engage Racism. In: G. Payne & M. Cross (Eds.), *Sociology in Action. Applications and Opportunities for the 1990s*. London: Macmillan.
- Coetzer, P., Botha, A. & Huyser, D. (2002). Psychiatric Impairment and Disability Assessment - Proposals to Improve Current Inadequacies. *South African Journal for Psychiatry*, 8 (3), 66-70.
- Cohen, L., Manion, L. & Morrison, K. (2004). *Research Methods in Education* (5th ed.). London/New York: Routledge.
- Coleman, H. L., Norton, R. A., Miranda, G. E. & McCubbin, L. (2003). An Ecological Perspective on Cultural Identity Development. In: D. B. Pope-Davis, H. L. Coleman, W. M. Lui & R. L. Toporek (Eds.), *Handbook of Multicultural Competencies in Counseling & Psychology* (pp. 38-58). London: Sage Publications.
- Collins, K. (2003). *Ability Profiling and School Failure*. London: Lawrence Erlbaum Associates.
- Combrinck, M. H. & Coetzee, I. E. (2003). 'n Teoretiese Besinning oor die Invloed van Kultuur op Leerders se Intelligensie-, Leerstyl- en Kommunikasie-ontwikkeling: Implikasies vir Assessering. *South African Journal of Education*, 23 (4), 344-348.
- Combs, A. W. (1972). Some Basic Concepts for Teacher Education. *The Journal of Teacher Education*, 23 (3), 286-290.
- Combs, A. W., Avila, D. L. & Purkey, W. W. (1978). *Helping Relationships: Basic Concepts for the Helping Professions* (2nd ed.). Boston: Allyn & Bacon.

Commons, M. L. & Miller, P. M. (1998, February). Emotional Learning in Infants: A Cross-Cultural Examination. *Paper presented at the American Association for the Advancement of Science*. Philadelphia.

Conn, J. (1939). The Child Reveals Himself through Play. *Mental Hygiene*, 23, 49-69.

Constantine, M. G. & Sue, D. W. (2005). The American Psychological Association's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Psychology: Initial Development and Summary. In: M. G. Constantine & S. D. Wing (Eds.), *Strategies for Building Multicultural Competence in Mental Health and Educational Settings* (pp. 3-15). New Jersey: John Wiley & Sons.

Constantino, G. & Malgady, R. G. (2008). Tell-Me-A-Story (TEMAS). In: S. R. Jenkins (Ed.), *A Handbook of Clinical Scoring Systems for Thematic Apperceptive Techniques* (pp. 547-572). New York: Lawrence Erlbaum Associates.

Constantino, G., Malgady, R., Colon-Malgady, G. & Bailey, J. (1992). Clinical Utility of the TEMAS with Nonminority Children. *Journal of Personality Assessment*, 59 (3), 433-438.

Cooper, L. A., Beach, M. C., Johnson, R. L. & Inui, T. S. (2006). Delving Below the Surface: Understanding How Race and Ethnicity Influence Relationships in Health Care. *Journal of General Internal Medicine*, 21, S21-S27.

Cosgrove, L. (2004). What is Postmodernism and How is it Relevant to Engaged Pedagogy? *Teaching of Psychology*, 31 (3), 171-177.

Cramer, P. (2004). *Storytelling, Narrative, and the Thematic Apperception Test*. New York: The Guildford Press.

Creswell, J. W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). Thousand Oaks: Sage Publications.

Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: Sage Publications.

Curtis, M., Grier, J. & Hunley, S. (2004). The Changing Face of School Psychology: Trends in Data and Projections for the Future. *School Psychology Review*, 33 (1), 49-66.

Dana, R. H. (1998). Multicultural Assessment of Personality and Psychopathology in the United States: Still Art, not yet Science, and Controversial. *European Journal of Psychological Assessment*, 14, 62-70.

Dana, R. H. (2005). *Multicultural assessment: Principles, Applications, and Examples*. New York: Lawrence Erlbaum Associates.

De Beer, M. (2006). Dynamic Testing: Practical Solutions to some concerns. *SA Journal of Industrial Psychology*, 32 (4), 8-14.

De Bruin, G. P. (2003). In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African context*. Cape Town: Oxford University Press.

De Vos, A. (Ed.). (2003). *Research at Grass Roots* (2nd ed.). Pretoria: Van Schaik.

De Vos, A. S. & Schulze, S. (2003). The Sciences and the Professions. In: A. S. De Vos, H. Strydom, C. B. Fouche & C. S. Delpont (Eds.), *Research at Grass Roots for the Social Sciences and Human Service Professions* (2nd ed., pp. 3-27). Pretoria: Van Schaik.

De Wet, C. (2001). 'n Ondersoek na 'n Aantal Opvoeders se Sieninge oor Onderwysverwante Bronne van Rassisme. *South African Journal of Education*, 21 (4), 247-255.

Delpont, C. S. & Fouche, C. B. (2003). The Qualitative Research Report. In: A. S. De Vos, H. Strydom, C. B. Fouche & C. S. Delpont (Eds.), *Research at Grass Roots for the Social Sciences and Human Service Professions* (2nd ed., pp. 356-359). Pretoria: Van Schaik Publishers.

Denzin, N. K. & Lincoln, Y. S. (2000). Introduction: The Discipline and Practice of Qualitative Research. In: N. K. Denzin & Y. S. Lincoln (Eds.), *The Handbook of Qualitative Research* (2nd ed., pp. 1-29). Thousand Oaks: Sage Publications.

Dodge, K. A. (2007). Foreword. In: C. H. Haywood & C. S. Lidz, *Dynamic Assessment in Practice* (pp. xiii-xv). New York: Cambridge University Press.

Donald, D., Lazarus, S. & Lolwana, P. (2002). *Educational Psychology in Social Context* (2nd ed.). Cape Town: Oxford University Press.

Donmoyer, R. (2008). *Paradigm: The Sage Encyclopedia of Qualitative Research Methods*. Onttrek April 7, 2010, vanaf SAGE reference online: http://www.sage-reference.com/research/Article_n306.html

Dreeben, O. (2001). Health status of African Americans. *Journal of Health Social Policy*, 14 (1), 1-17.

Du Preez, E. (2005). The Social Construction of Counsellor Identity in a South African Context (Unpublished Doctoral Dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

Dyer, C. (2006). *Research in Psychology: A Practical Guide to Methods and Statistics*. Oxford: Blackwell Publishing.

Dynamic Assessment. (n.d.). Onttrek April 27, 2009, vanaf Dynamic Assessment Web site: www.dynamicassessment.com

Eastwick, P. W., Richeson, J. A., Son, D. & Finkel, E. J. (2009). Is Love Colorblind? Political Orientation and Interracial Romantic Desire. *Personality and Social Psychology Bulletin*, 35 (9), 1258-1268.

Assessment: Clinical, Psychological, and Educational Applications (3rd ed., pp. 346-374). San Francisco: Jossey-Bass.

Fabri, M. (2008). Cultural Adaptation and Translation of Assessment Instruments for Diverse Populations: The Use of the Harvard Trauma Questionnaire in Rwanda. In: L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* (3rd ed., pp. 195-219). San Francisco: Jossey-Bass.

Feldman, D. B. & Kaal, K. J. (2007). Vicarious Trauma and Assumptive Worldview: Beliefs About the World in Acquaintances of Trauma Victims. *Traumatology*, 13 (3), 21-31.

Ferreira, R. (2006). The Relationship Between Coping with HIV & AIDS and the Asset-Based Approach (Unpublished Doctoral Dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

Finchilescu, G. (2005). Meta-Stereotypes May Hinder Inter-Racial Contact. *South African Journal of Psychology*, 35 (3), 460-472.

Fischer, R. (2009). Where is Culture in Cross Cultural Research? An Outline of a Multilevel Research Process for Measuring Culture as a Shared Meaning System. *International Journal of Cross Cultural Management*, 9 (1), 25-49.

Flanagan, R. & Esquivel, G. B. (2006). Empirical and Clinical Methods in the Assessment of Personality and Psychopathology: An Integrative Approach for Training. *Psychology in the Schools*, 43 (4), 513-526.

Flick, U. (2006). *An Introduction to Qualitative Research* (3rd ed.). California: Sage Publications.

Fowler, F. C. (2006). Struggling with Theory: A Beginning Scholar's Experience With Mazzoni's Arena Models. In: V. A. Anfara & N. T. Mertz (Eds.), *Theoretical Frameworks in Qualitative Research* (pp. 39-58). California: Sage Publications.

Foxcroft, C. & Roodt, G. (2003). *An Introduction to Psychological Assessment in the South African Context*. Cape Town: Oxford University Press.

Foxcroft, C. & Roodt, G. (2005). *An Introduction to Psychological Assessment in the South African Context* (2nd ed.). Cape Town: Oxford University Press.

Foxcroft, C. & Roodt, G. (2005). An Overview of Assessment: Definition and Scope. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (2nd ed., pp. 3-7). Cape Town: Oxford University Press.

Foxcroft, C., Roodt, G. & Abrahams, F. (2005). Psychological Assessment: A Brief Retrospective Overview. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (2nd ed., pp. 8-21). Cape Town: Oxford University Press.

Gardner, R. A. (1992). *True and False Accusations of Child Sex-Abuse: A Guide for Legal and Mental Health Professionals*. Onttrek July 11, 2009, vanaf Leading Stimuli, Leading Gestures and Leading Questions: <http://www.rgardner.com/refs/ar7.html>

Gay, L. R. & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Applications* (7th ed.). New Jersey: Merrill Prentice Hall.

Gillham, B. (2000). *Case Study Research Methods*. London: Continuum.

Goh, M. (2005). Cultural Competence and Master Therapists: An Inextricable Relationship. *Journal of Mental Health Counseling*, 27 (1), 71-81.

Goossens, L. (2006). Adolescent Development: Putting Europe on the Map. In: S. Jackson & L. Goossens (Eds.), *Handbook of Adolescent Development* (pp. 1-10). New York: Psychology Press.

Gopaul-McNicol, S. & Brice-Baker, J. (1998). *Cross-Cultural Practice: Assessment, Treatment, and Training*. New York: John Wiley & Sons.

Gorske, T. T. (2008). Therapeutic Neuropsychological Assessment: A Humanistic Model and Case Example. *Journal of Humanistic Psychology*, 48 (3), 320-339.

Graves, P. L. (2008). When Children Tell Stories: Developmental Considerations. *Bulletin of the Menninger Clinic*, 72 (1), 19-37.

Gregory, J. (2000). Human Science Research. A Matter of Quality. *Transactional Analysis Journal*, 30 (2), 150-158.

Gregory, R. J. (2000). *Psychological Testing: History, Principles, and Applications* (3rd ed.). Boston: Allyn & Bacon.

Grieger, I. (2008). A Cultural Assessment Framework and Interview Protocol. In: L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* (3rd ed., pp. 132-161). San Francisco: Jossey-Bass.

Grieger, I. & Toliver, S. (2001). Multiculturalism on Predominantly White Campuses: Multiple Roles and Functions for the Counselor. In: J. G. Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (2nd ed., pp. 825-848). California: Sage Publications.

Griessel, L. (2003). Administering Psychological Assessment Measures. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (2nd ed., pp. 129-149). Cape Town: Oxford University Press.

Grieve, K. W. (2003). Factors Affecting Assessment Results. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (pp. 315-343). Cape Town: Oxford University Press.

- Grieve, K. W. (2005). Factors affecting assessment results. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (2nd ed., pp. 224-241). Cape Town: Oxford University Press.
- Griffin, J. P. & Miller, E. (2007). A Research Practitioner's Perspective on Culturally Relevant Prevention: Scientific and Practical Considerations for Community-Based Programs. *The Counseling Psychologist*, 35 (6), 850-857.
- Grigorenko, E. L. (2009). Dynamic Assessment and Response to Intervention. *Journal of Learning Disabilities*, 42 (2), 111-132.
- Grobler, R. C., Myburgh, C. P. & Kok, J. C. (1998). Selfkonsep, Tydkonsep en Skolastiese Prestasie. *Suid-Afrikaanse Tydskrif vir Opvoedkunde*, 18 (1), 49-57.
- Groth-Marnat, G. (1999). *Handbook of Psychological Assessment* (3rd ed.). New York: John Wiley & Sons.
- Guba, E. G. & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In: N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). London: Sage Publications.
- Guerrero, A. P., Hishinuma, E. S., Andrade, N. N., Nishimura, S. T. & Cunanan, V. L. (2006). Correlations among Socioeconomic and Family Factors and Academic, Behavioral, and Emotional Difficulties in Filipino Adolescents in Hawai'i. *International Journal of Social Psychiatry*, 52 (4), 343-359.
- Gushue, G. V., Greenan, D. E. & Brazaitis, S. J. (2005). Using the Multicultural Guidelines in Couples and Family Counseling. In: M. G. Constantine & D. W. Sue (Eds.), *Strategies for Building Multicultural Competence in Mental Health and Educational Settings* (pp. 56-72). New Jersey: John Wiley & Sons.
- Hancock, D. R. & Algozzine, B. (2006). *Doing Case Study Research*. New York: Teachers College Press.
- Harris, J. G., Echemendia, R., Ardila, A. & Rosselli, M. (2001). Cross-Cultural Cognitive and Neuropsychological Assessment. In: J. J. Andrews, D. H. Saklofske & H. L. Janzen (Eds.), *Handbook of Psychoeducational Assessment* (pp. 391-414). London: Academic Press.
- Hatch, J. A. (2002). *Doing Qualitative Research in Educational Settings*. Albany: State University of New York Press.
- Haworth, M. (1963). A Schedule for the Analysis of CAT Responses. *Journal of Projective Techniques and Personality Assessment*, 27 (2), 181-184.
- Hayes, N. (2000). *Doing Psychological Research: Gathering and Analysing data*. Buckingham: Open University Press.

Haywood, C. H. & Wingenfeld, S. A. (1992). Interactive Assessment as a Research Tool. *The Journal of Special Education*, 26 (3), 253-268.

Haywood, H. C. & Lidz, C. S. (2007). *Dynamic Assessment in Practice*. New York: Cambridge University Press.

Haywood, H. C. & Tzuriel, D. (2002). Applications and Challenges in Dynamic Assessment. *Peabody Journal of Education*, 77 (2), 40-63.

Health Professions Council of South Africa (HPCSA). (2005). Form 208: Policy on the Classification of Psychometric Measuring Devices, Instruments, Methods and Techniques. Pretoria: HPCSA.

Health Professions Council of South Africa (HPCSA). (2006). Form 223: Rules of Conduct Pertaining Specifically to Psychology. Pretoria: HPCSA.

Henning, E. (2004). *Finding Your Way in Qualitative Research*. Pretoria: Van Schaik.

Henning, E. (2008). Theoretical Struggles in the Zo-ped1 of Research Programmes. *Education as Change*, 12 (2), 5-24.

Henning, E., Van Rensburg, W. & Smit, B. (2004). *Finding your way in Qualitative Research*. Pretoria: Van Schaik.

Henstrand, J. L. (2006). Seeking an Understanding of School Culture: Using Theory as a Framework for Observation and Analysis. In: V. A. Anfara & N. T. Mertz (Eds.), *Theoretical Frameworks in Qualitative Research* (pp. 1-22). California: Sage Publications.

Herman, J. L. & Zuniga, S. A. (2008, Januarie 1). *Dynamic Assessment*. Onttrek Januarie 3, 2009, vanaf Answers.com: <http://www.answers.com/topic/dynamic-assessment>

Herman, K. & Tucker, C., Ferdinand, L., Mirsu-Paun, A., Hasan, N. & Beato, C. (2007, August 28). <http://tcp.sagepub.com>.

Hesse-Biber, S. & Leavy, P. (2005). *The Practice of Qualitative Research*. London: Sage Publications.

Higgs, P., Higgs, L. & Venter, E. (2003). Indigenous African Knowledge Systems and Innovation in Higher Education in South Africa. *SAJHE/SATHO*, 17 (2), 41-45.

Hobart, C. & Frankel, J. (2001). *A Practical Guide to Child Observation and Assessment* (2nd ed.). United Kingdom: Stanley Thornes.

Hoffman, L., Stewart, S., Warren, D. & Meek, L. (2009). Toward a Sustainable Myth of Self: An Existential Response to the Postmodern Condition. *Journal of Humanistic Psychology*, 49 (2), 135-173.

Hofstede, G. (1980). Motivation, Leadership and Organization. Do American Theories Apply Abroad? *Organisational Dynamics*, 9 (1), 42-63.

Holmstrom, R. W., Silber, D. E. & Karp, S. A. (1990). Development of the Apperceptive Personality Test. *Journal of Personality Assessment*, 54 (1), 252-264.

Holway, W. & Jefferson, T. (2000). *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method*. London: Sage Publications.

Holt, R. R. (2002). Postmodernism: Its Origin and its Threat to Psychoanalysis. *International Forum of Psychoanalysis*, 11 (4), 264-274.

Hood, B. (2009). Validity in Psychological Testing and Scientific Realism. *Theory & Psychology*, 19 (4), 451-473.

Hook, J. N., Worthington Jr., E. L. & Utsey, S. O. (2009). Collectivism, Forgiveness, and Social Harmony. *The Counseling Psychologist*, 37 (6), 821-847.

Horenczyk, G. & Munayer, S. J. (2007). Acculturation Orientations toward Two Majority Groups. *Journal of Cross-Cultural Psychology*, 38 (1), 76-86.

Horton, A. M. (2008). Neuropsychological Assessment in a Multicultural Context. In: L. A. Suzuki & J. G. Poterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* (3rd ed., pp. 542-564). San Francisco: Jossey-Bass.

Human-Vogel, S. (2004). Cognition and Learning. In: L. Ebersohn & I. Eloff (Eds.), *Keys to Educational Psychology* (pp. 13-30). Cape Town: University of Cape Town Press.

Hunt, J. (1987). *Learning Disability: A Rose by Another Name*. Onttrek Desember 8, 2004, vanaf http://www.naturalchild.org/research/emotional_learning_infants.html.

Hymer, B., Michel, D. & Todd, L. (2002). Dynamic Consultation: Towards Process and Challenge. *Educational Psychology in Practice*, 18 (1), 47-59.

International Test Commission. (2000). *International Guidelines for Test Use. Version 2000*. Stockholm: International Test Commission.

Jackson, S. & Goossens, L. (Eds.). (2006). *Handbook of Adolescent Development*. East Sussex: Psychology Press.

James, W. (2005). *Talks to Teachers*. Onttrek Desember 8, 2004, vanaf <http://www.emory.edu/EDUCATION/mfp/tt14.html>.

Jameson, D. A. (2007). Reconceptualizing Cultural Identity and its role in Intercultural Business Communication. *Journal of Business Communication*, 44 (3), 199-235.

Jansen, J. (2004). An Introduction to Education Theory. In: L. Ebersohn & I. Eloff (Eds.), *Keys to Educational Psychology* (pp. 374-386). Cape Town: University of Cape Town Press.

Jansen, J. (2001). *The Conceptual or Theoretical Framework*. Pretoria: University of Pretoria.

Jenkins, S. R. (2008). Introduction: Why "score" TATs, anyway? In S. R. Jenkins (Ed.), *A Handbook of Clinical Scoring Systems for Thematic Apperception Techniques* (pp. 3-38). New Jersey: Lawrence Erlbaum Associates.

Johnson, P. & Cassell, C. (2001). Epistemology and Work Psychology: New Agendas. *Journal of Occupational and Organizational Psychology*, 74 (2), 125-143.

Johnson, Y. M. & Munch, S. (2009). Fundamental Contradictions in Cultural Competence. *Social Work*, 54 (3), 220-231.

Kagee, A. (2009). South African Psychologists' Judgements of Widely Held Beliefs about Psychological Phenomena. *South African Journal of Psychology*, 39 (2), 195-201.

Kagitcibasi, C. & Poortinga, J. (2000). Cross-Cultural Psychology: Issues and Overarching Themes. *Journal of Cross-Cultural Psychology*, 31 (1), 129-145.

Kaniel, S. (2001). Not All Testing is Dynamic Testing. *Issues in Education*, 7 (2), 211-224.

Kanjee, A. (2005). Cross-Cultural Test Adaptation and Translation. In: C. Foxcroft & G. Roodt (Eds.), *An Introduction to Psychological Assessment in the South African Context* (2nd ed., pp. 57-66). Cape Town: Oxford University Press.

Kanjee, A. (2003). *Cross-Cultural Test Adaptation and Translation. An Introduction to Psychological Assessment in the South African Context*. Oxford: Oxford University Press.

Karademas, E. C., Bakouli, A., Bastounis, A., Kallergi, F., Tamtami, P. & Theofilou, M. (2008). Illness Perceptions, Illness-Related Problems, Subjective Health and the Role of Perceived Primal Threat. *Journal of Health Psychology*, 13 (8), 1021-1029.

Kaufman, A. & Kaufman, N. (2001). *Essentials of TAT and Other Storytelling Techniques Assessment*. New York: John Wiley and Sons.

Kelly, K. (2002). Hermeneutics in Action: Empathy and Interpretation in Qualitative Research. In: M. Terre Blanche & K. Durrheim (Eds.), *Research in Practice: Applied Methods for Social Sciences* (pp. 398-420). Cape Town: University of Cape Town Press.

Kingry, M. (1991). A Research Technique for Nursing. *Nursing Research*, 39 (2), 124-125.

Kirmayer, L. J. (2006). Beyond the 'New Cross-Cultural Psychiatry': Cultural Biology, Discursive Psychology and the Ironies of Globalization. *Transcultural Psychiatry*, 43 (1), 126-144.

- Konig, J. (2009). Moving Experience: Dialogues between Personal Cultural Positions. *Culture and Psychology*, 15 (1), 97-119.
- Kotze, G. (2002). Issues Related to Adapting Assessment Practices. *South African Journal of Education*, 22 (1), 76-80.
- Kraiger, K., Hakel, M. D. & Cornelius, E. T. (1984). Exploring Fantasies of TAT Reliability. *Journal of Personality Assessment*, 48 (4), 365-370.
- Krefting, L. (1991). Rigor in Qualitative Research: the Assessment of Trustworthiness. *American Journal of Occupational Therapy*, 45 (3), 214-222.
- Kroeber, A. & Kluckhohn, C. (1952). *Culture*. New York: Meridian Books.
- Kroon, N., Goudena, P. P. & Rispen, J. (1998). Thematic Apperception Tests for Child and Adolescent Assessment: A Practitioner's Consumer Guide. *Journal of Psychoeducational Assessment*, 16 (2), 99-117.
- Kubinger, K. D., Wiesflecker, S. & Steindl, R. (2008). Test Reviews: A Systemic-Based Interview Guide: Its Validity and Economy in Comparison with an Unstructured Interview Approach - Experimental Results. *Journal of Psychoeducational Assessment*, 26 (1), 54-68.
- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. London: Sage Publications.
- Lago, C. (2006). *Race, Culture and Counselling: The Ongoing Challenge* (2nd ed.). Maidenhead: Open University Press.
- Lancy, D. F. (1993). *Qualitative Research in Education: An Introduction to the Major Traditions*. New York: Longman.
- Landau, M. J., Greenberg, J. & Rothschild, Z. K. (2009). Motivated Cultural Worldview Adherence and Culturally Loaded Test Performance. *Personality and Social Psychology Bulletin*, 35 (4), 442-453.
- Landy, M. J. & Conte, J. M. (2007). *Work in the 21st century. An Introduction to Industrial and Organizational Psychology*. (2nd ed.). New York: Blackwell Publishing.
- Launchlan, F. & Elliot, J. (2001). The Psychological Assessment of Learning Potential. *British Journal of Educational Psychology*, 71, 647-665.
- Lee, C. C. (2006). Updating the Models of Identity Development. In: C. Lago, *Race, Culture and Counselling: The Ongoing Challenge* (2nd ed., pp. 179-186). Maidenhead: Open University Press.
- Lemmer, E. & Squelch, J. (1993). *Multicultural Education. A Teachers' Manual*. Pretoria: Sigma Press.

Leong, F., Levy, J., Gee, C. & Johnson, J. (2007). Clinical Assessment of Ethnic Minority Children and Adolescents. In: R. Smith & L. Handler (Eds.), *The Clinical Assessment of Children and Adolescents: A Practitioner's Handbook* (pp. 545-574). New Jersey: Lawrence Erlbaum Associates.

Leontiev, D. A. (2007). Approaching Worldview Structure with Ultimate Meanings Technique. *Journal of Humanistic Psychology*, 47 (2), 243-266.

Leung, S. & Chen, P. (2009). Counseling Psychology in Chinese Communities in Asia. *The Counseling Psychologist*, 37 (7), 944-966.

Lewin, K. (1952). *Field Theory in Social Science: Selected Theoretical Papers by Kurt Lewin*. London: Tavistock.

Lidz, C. (1987). *Dynamic Assessment: An Interactional Approach to Evaluating Learning Potential*. New York: Guilford Press.

Lilienfeld, S. O., Wood, J. M. & Garb, H. N. (2000). The Scientific Status of Projective Techniques. *Psychological Science in the Public Interest*, 1 (2), 27-66.

Lillejord, S. & Soreide, G. (2003). 'Tell me your story': Using Narratives from Interviews to Understand Indigenous Knowledge. *Indilinga: African Journal of Indigenous Knowledge Systems*, 2 (1), 89-97.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills: Sage Publications.

Loewenthal, K. (2001). *An Introduction to Psychological Tests and Scales* (2nd ed.). Philadelphia: Taylor and Francis.

Loots, M. (2005). 'n Verkenning van Opvoeders se Mobilisering van Bates ter Ondersteuning van Gemeenskapshantering van MIV/VIGS (Ongepubliseerde MEd Skripsie). Universiteit van Pretoria, Pretoria, Gauteng, Suid-Afrika.

Lopez, S. J. & Snyder, C. R. (Eds.). (2003). *Positive Psychological Assessment: A Handbook of Models and Measures*. Washington, DC: American Psychological Association.

Lopez, S. J. & Snyder, C. R. (2003). The Future of Positive Psychological Assessment: Making a Difference. In: S. J. Lopez & C. R. Snyder (Eds.), *Positive Psychological Assessment: A Handbook of Models and Measures* (pp. 461-468). Washington, DC: American Psychological Association.

Lopez, S. J., Snyder, C. R. & Rasmussen, H. N. (2003). Striking a Vital Balance: Developing a Complementary Focus on Human Weakness and Strength through Positive Psychological Assessment. In: S. J. Lopez & C. R. Snyder (Eds.), *Positive Psychological Assessment: A Handbook of Models and Measures* (pp. 3-20). Washington, DC: American Psychological Association.

Losardo, A. & Notari-Syverson, A. (2001). *Alternative Approaches to Assessing Young Children*. Baltimore: Paul H. Brookes Publishing.

Louw, B. (2004). Culture. In: L. Ebersohn & I. Eloff (Eds.), *Keys to Educational Psychology* (pp. 258-271). Cape Town: University of Cape Town Press.

Lubbe, C. (1999). Voorligting en Berading aan Graad 9-leerders vanuit 'n Postmoderne Perspektief (Ongepubliseerde MEd Skripsie). Universiteit van Pretoria, Pretoria, Gauteng, Suid-Afrika.

Luijters, K., Van der Zee, K. I. & Otten, S. (2006). Acculturation Strategies among Ethnic Minority Workers and the role of Intercultural Personality Traits. *Group Processes & Intergroup Relations*, 9 (4), 561-575.

Lundy, A. (1988). Instructional Set and Thematic Apperception Test Validity. *Journal of Personality Assessment*, 52 (2), 309-320.

Lundy, A. (1985). The Reliability of the Thematic Apperception Test. *Journal of Personality Assessment*, 49 (2), 141-145.

Lundt, I. (1993). The Practice of Assessment. In: H. Daniels (Ed.), *Charting the Agenda: Educational Activity after Vygotsky* (pp. 145-170). London: Routledge.

Macfarlane, A., Glynn, T., Grace, W., Penetito, W. & Bateman, S. (2008). Indigenous Epistemology in a National Curriculum Framework? *Ethnicities*, 8 (1), 102-127.

Maila, M. W. & Loubser, C. P. (2003). Emancipatory Indigenous Knowledge Systems: Implications for Environmental Education in South Africa. *South African Journal of Education*, 23 (4), 276-280.

Maree, K. (Ed.). (2007). *Shaping the story: A Guide to Facilitating Narrative Counselling*. Pretoria: Van Schaik.

Maree, K. (2004). Theoretical Approaches in Psychology. In: L. Ebersohn & I. Eloff (Eds.), *Keys to Educational Psychology* (pp. 387-411). Cape Town: University of Cape Town Press.

Marsella, A. J. (2008). Series Editor Introduction. In: R. H. Dana & J. R. Allen (Eds.), *Cultural Competency Training in a Global Society* (pp. xi-xiii). New York: Springer.

Marshall, C. & Rossman, G. B. (2006). *Designing Qualitative Research* (4th ed.). Thousand Oaks: Sage Publications.

Matos, M., Bauermeister, J. J. & Bernal, G. (2009). Efficacy of Parent-Child Interaction Therapy for Puerto Rican Preschool Children with ADHD and Behavior Problems: A Pilot Efficacy Study. *Family Process*, 48, 233-253.

Matthews, E. J. (2006). 'n Dinamiese Asseseringstegniek van Invraging by die Gebruik van Projeksieplate met Kinders (Ongepubliseerde MEd Skripsie). Universiteit van Pretoria, Pretoria, Gauteng, Suid-Afrika.

Matthews, E. J. (1995). Riglyne vir 'n Leerling-Gesentreerde Geslagsopvoedingsprogram (Ongepubliseerde MEd Skripsie). Randse Afrikaanse Universiteit, Johannesburg, Gauteng, Suid-Afrika.

Matthews, L. & Boucher, C. (2009). Enhancing Adolescents' Responses to Projection Plates through a Dynamic Assessment Technique of Questioning. *South African Journal of Psychology*, 39 (2), 231-241.

Mbiti, J. (1983). *African religions and philosophy*. London: Heinemann.

McDonough, J. & McDonough, S. (1997). *Research Methods for English Language Teachers*. London: Arnold.

McMillan, J. H. & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry* (7th ed.). New Jersey: Pearson Education.

McMillan, J. H. & Shumacher, S. (2001). *Research in Education: A Conceptual Introduction* (5th ed.). New York: Addison Wesley Longman.

Meijer, J. (2001). Learning Potential and Anxious Tendency: Test Anxiety as a Bias Factor in Educational Testing. *Anxiety, Stress and Coping*, 14 (3), 337-362.

Merrell, K. W. (2008). *Behavioral, Social, and Emotional Assessment of Children and Adolescents* (3rd ed.). New York: Lawrence Erlbaum Associates.

Merriam, S. B. (1991). *Case Study Research in Education: A Qualitative Approach*. San Francisco: Jossey-Bass.

Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.

Merriam, S. B. (2006). Transformational Learning and HIV-Positive Young Adults. In: V. A. Anfara & N. T. Mertz (Eds.), *Theoretical Frameworks in Qualitative Research* (pp. 23-38). Thousand Oaks: Sage Publications.

Mertz, N. T. & Anfara, V. A. (2006). Conclusion: Coming Full Circle. In: V. A. Anfara & N. T. Mertz (Eds.), *Theoretical Frameworks in Qualitative Research* (pp. 189-196). Thousand Oaks: Sage Publications.

Miller, K. D. (2009). Organizational Risk after Modernism. *Organization Studies*, 30 (2-3), 157-180.

Mintz, L. B., Jackson, A. P., Neville, H. A., Illfelder-Kaye, J., Winterowd, C. L. & Loewy, M. I. (2009). The Need for a Counseling Psychology Model Training Values Statement Addressing Diversity. *The Counseling Psychologist*, 37 (5), 644-675.

Miraglia, R. (2006, 11 17). *Indigenous Knowledge*. Onttrek November 26, 2006, vanaf Wikipedia: http://en.wikipedia.org/wiki/Indigenous_knowledge

Moletsane, M. K. (2004). The Efficacy of the Rorschach among Black Learners in South Africa (Unpublished Doctoral Dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

Moodley, R. (2007). (Re)placing Multiculturalism in Counselling and Psychotherapy. *British Journal of Guidance & Counselling*, 35 (1), 16-17.

Moore-Abdool, W., Unzueta, C. H., Vazquez Donet, D. & Bijlsma, E. (2008). Discrepancy Dinosaurs and the Evolution of Specific Learning Disability Assessment. *Journal of the Scholarship of Teaching and Learning*, 8 (2), 75-83.

Morgan, C. D. & Murray, H. A. (1935). A Method of Investigating Fantasies: The Thematic Apperception Test. *Archives of Neurology and Psychiatry*, 34, 289-306.

Morgan, W. G. (1999). The 1943 Images: Their Origin and History. In: L. Gieser & M. I. Stein (Eds.), *Evocative Images: The Thematic Apperception Test and the Art of Projection* (pp. 65-83). Washington, DC: American Psychological Association.

Morse, J. (Ed.). (1994). *Critical Issues in Qualitative Research Method*. London: Sage Publications.

Mouton, J. (2003). *How to succeed in your Master's and Doctoral Studies*. Pretoria: Van Schaik Publishers.

Mouton, J. (2001). *How to Succeed in your Master's and Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik.

Mouton, J. & Marais, H. (1992). *Basiese Begrippe: Metodologie van die Geesteswetenskappe*. Pretoria: Raad vir Geesteswetenskaplike Navorsing.

Multon, K. D., Ellis-Kalton, C. A., Heppner, M. J. & Gysbers, N. C. (2003). The Relationship Between Counsellor Verbal Response Modes and the Working Alliance in Career Counselling. *Career Development Quarterly*, 51 (3), 259-274.

Murphy, L., Impara, J. & Plake, B. (Eds.). (1999). *Tests in Print V* (Vol. 2). Nebraska: Buros Institute of Mental Measurements of the University of Nebraska-Lincoln.

Murphy, R. & Maree, D. J. (2006). Meta-Analysis of Dynamic Assessment Research in South Africa. *Journal of Cognitive Education and Psychology*, 6 (1), 32-60.

Murphy, R. & Maree, D. J. (2009). Revisiting Core Issues in Dynamic Assessment. *South African Journal of Psychology*, 39 (4), 420-431.

Murray, H. A. (1971). *Thematic Apperception Test*. Cambridge: Harvard University Press.

Murray, H. A. (1943). *Thematic Apperception Test Manual*. Cambridge: Harvard University Press.

National Association of School Psychologists. (2000). *Principles for professional ethics: Guidelines for the provision of school psychological services*. Bethesda: National Association of School Psychologists.

Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Boston: Allyn & Bacon.

Niemann, R., Niemann, S., Brazelle, R., Van Staden, J., Heyns, M. & De Wet, C. (2000). Objectivity, Reliability and Validity in Qualitative Research. *South African Journal of Education*, 20 (4), 283-286.

Nieto, S. (1992). *Affirming Diversity*. New York: Longman.

Nieuwenhuis, J. (2007). Introducing Qualitative Research. In: K. Maree (Ed.), *First Steps in Research* (pp. 46-68). Pretoria: Van Schaik.

Nilsson, J. E., Berkel, L. A., Flores, L. Y., Love, K. M., Wendler, A. M. & Mecklenburg, E. C. (2003). An 11-Year Review of Professional Psychology: Research and Practice: Content and Sample Analysis with an Emphasis on Diversity. *Professional Psychology: Research and Practice*, 34 (6), 611-616.

Nisbet, J. & Watt, J. (1984). Case Study. In: J. Bell, T. Bush, A. Fox, J. Goodey & S. Goulding (Eds.), *Conducting Small-Scale Investigations in Educational Management* (pp. 79-92). London: Harper & Row.

Norris, S. A., Roeser, R. W., M, R. L., Lewin, N., Ginsberg, C., Fleetwood, S. A., et al. (2008). South African-ness Among Adolescents: The Emergence of a Collective Identity within the Birth to Twenty Cohort Study. *The Journal of Early Adolescence*, 28 (1), 51-69.

Novak, J. (2002). *Inviting Educational Leadership*. London: Pearson Education.

Oakland, T. (2007). Foreword. In: C. H. Haywood & C. S. Lidz, *Dynamic Assessment in Practice* (pp. xvii-xix). New York: Cambridge University Press.

Obasi, E. M., Flores, L. Y. & James-Myers, L. (2009). Construction and Initial Validation of the Worldview Analysis Scale (WAS). *Journal of Black Studies*, 39 (6), 937-961.

Obasi, E. M., Tamkin, V. L. & Caldwell, T. L. (2008). *Worldview: Encyclopedia of Counseling*. Onttrek April 7, 2010, vanaf SAGE Publications: <http://www.sage-reference.com/counseling/Article_n464.html>

Okun, B. (1987). *Effective Helping: Interviewing and Counselling Techniques*. Belmont: Wadsworth.

O'Roark, A. (1974). A Comparison of the Perceptual Characteristics of Elected Legislators and Public School Counselors Identified as Most and Least Effective (Unpublished Doctoral Dissertation). University of Florida, Gainesville, Florida, United States of America.

Padilla, A. M. & Barsato, G. N. (2008). Issues in Culturally Appropriate Psychoeducational Assessment. In: L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications* (3rd ed., pp. 5-21). San Francisco: Jossey-Bass.

Paniagua, F. A. (2005). *Assessing and Treating Culturally Diverse Clients* (3rd ed.). London: Sage Publications.

Parker, S. L., Tong, T., Bolden, S. & Wingo, P. A. (1997). Cancer Statistics. *Journal for Clinicians*, 47 (1), 5-27.

Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods* (3rd ed.). Thousand Oaks: Sage Publications.

Pedersen, P. (2009). Inclusive Cultural Empathy: A Relationship-Centred Alternative to Individualism. *South African Journal of Psychology*, 39 (2), 143-156.

Pennebaker, J. W., Mehl, M. R. & Niederhoffer, K. G. (2003). Psychological Aspects of Natural Language Use: Our Word, Our Selves. *The Annual Review of Psychology*, 54, 547-577.

Pilgrim, D. (2000). The Real Problem for Postmodernism. *Journal of Family Therapy*, 22, 6-23.

Pilgrim, D. & Rogers, A. (2005). Social Psychiatry and Sociology. *Journal of Mental Health*, 14 (4), 317-320.

Pillemer, D. B., Ivcevic, Z., Gooze, R. A. & Collins, K. A. (2007). Self-Esteem Memories: Feeling Good About Achievement Success, Feeling Bad About Relationship Distress. *Personality and Social Psychology Bulletin*, 33 (9), 1292-1305.

Poggenpoel, M. (1993). Phenomenology Research Summary (Unpublished Article). Randse Afrikaanse Universiteit, Johannesburg, Gauteng, South Africa.

Polkinghorne, D. (1988). *Narrative Knowing and the Human Sciences*. Albany: State University of New York Press.

Pope-Davis, D. B., Coleman, H. L., Ming Liu, W. & Toporek, R. L. (Eds.). (2003). *Handbook of Multicultural Competencies in Counseling and Psychology*. Thousand Oaks: Sage Publications.

- Poulsen, S. S. (2009). East Indian Families Raising ABCD Adolescents: Cultural and Generational Challenges. *The Family Journal*, 17 (2), 168-174.
- Purkey, W. W. & Novak, J. M. (2008). *Fundamentals of Invitational Education*. Kennesaw: The International Alliance for Invitational Education.
- Purkey, W. W. & Novak, J. M. (1996). *Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice*. New York: Wadsworth Publishing.
- Purkey, W. W. & Schmidt, J. J. (1990). *Invitational Learning for Counseling and Development*. Michigan: ERIC Counseling and Personnel Services Clearinghouse.
- Reber, A. S. & Reber, E. (2001). *The Penguin Dictionary of Psychology* (3rd ed.). London: Penguin Books.
- Reber, A. S., Allen, R. & Reber, E. S. (2009). *The Penguin Dictionary of Psychology* (4th ed.). London: Penguin Books.
- Republic of South Africa (RSA). (1996b). *Constitution of the Republic of South Africa Bill, 1996. Act No. 108 of 1996*. Pretoria: Government Printer.
- Republiek van Suid-Afrika (RSA). (1996a). *Suid-Afrikaanse Skolewetnr. 84 van 1996*. Pretoria: Staatsdrukker.
- Retief, A. (1987). Thematic Apperception Testing across Cultures: Tests of Selection versus Tests of Inclusion. *South African Journal of Psychology*, 17, 47-55.
- Ridley, C. R., Tracy, M. L., Pruitt-Stephens, L., Wimsatt, M. K. & Beard, J. (2008). Multicultural Assessment Validity: The Preeminent Ethical Issue in Psychological Assessment. In: L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment* (3rd ed., pp. 22-33). San Francisco: Jossey-Bass.
- Roberts, G. E. (2005). *Roberts-2 Test Pictures*. Los Angeles: Western Psychological Services.
- Roberts, G. E. & Gruber, C. (2006). *Roberts-2 Manual*. Los Angeles: Western Psychological Services.
- Roberts, G. (1999). *Introduction: A Story of Stories*. New York: Oxford University.
- Robertson, A., Venter, C. & Botha, K. (2005). Narratives of Depression. *South African Journal of Psychology*, 35 (2), 331-345.
- Rubin, H. & Rubin, I. (1995). *Qualitative Interviewing: The Art of Hearing Data*. London: Sage Publications.

Rust, J. & Golombok, S. (1999). *Modern Psychometrics: The Science of Psychological Assessment* (2nd ed.). New York: Routledge.

Sadock, B. & Sadock, V. (2003). *Kaplan and Sadock's Synopsis of Psychiatry* (9th ed.). New York: Lippincott Williams & Wilkins.

Santrock, J. W. (2001). *Adolescence* (8th ed.). New York: McGraw-Hill Higher Education.

Sapru, S. (2006). Parenting and Adolescent Identity: A Study of Indian Families in New Delhi and Geneva. *Journal of Adolescent Research*, 21 (5), 484-513.

Sarason, I. & Sarason, B. (2002). *Abnormal Psychology*. New Jersey: Prentice Hall.

Savickas, M. L. (1993). Career Counseling in the Postmodern Era. *Journal of Cognitive Psychotherapy: An International Quarterly*, 7 (3), 205-215.

Savickas, M. L. (2007). Prologue: Reshaping the story of career counselling. In: *Shaping the Story* (pp. 1-3). Pretoria: Van Schaik Uitgewers.

Schmoyer, E. K. (2008). The Role of the Image in Five Projective Assessment Techniques: A Literature Based Study (Unpublished Master's Thesis). Drexel University, University City, Philadelphia, United States of America.

Schrieff, L., Tredoux, C., Dixon, J. & Finchilescu, G. (2005). Patterns of Racial Segregation in University Residence Dining-halls. *South African Journal of Psychology*, 35 (3), 433-443.

Schulman, K. A., Berlin, J. A., Harless, W., Kerner, J. F., Sistrunk, S. & Gersh, B. J. (1999). The Effect of Race and Sex on Physicians' Recommendations for Cardiac Catheterization. *New England Journal of Medicine*, 340 (8), 618-626.

Schurink, E. (1998). Deciding to Use a Qualitative Research Approach. In: A. S. De Vos (Ed.), *Research at Grass Roots: A Primer for the Caring Professions* (pp. 239-251). Pretoria: Van Schaik.

Schwandt, T. A. (2000). Three Epistemological Stances for Qualitative Inquiry. In: N. K. Denzin & Y. S. Lincoln (Eds.), *The Handbook of Qualitative Research* (2nd ed., pp. 189-213). Thousand Oaks: Sage Publications.

Schwandt, T. (1998). Constructivist, Interpretivist Approaches to Human Inquiry. In: N. K. Lincoln & Y. S. Denzin (Eds.), *The Landscape of Qualitative Research: Theories and Issues* (pp. 221-255). London: Sage Publications.

Schwartz, S. J., Mason, C. A., Pantin, H. & Szapocznik, J. (2009). Longitudinal Relationships Between Family Functioning and Identity Development in Hispanic Adolescents. *The Journal of Early Adolescence*, 29 (2), 177-211.

Seale, C. (2000). *The Quality of Qualitative Research*. London: Sage Publications.

- Searle, A. (1999). *Introducing Research and Data in Psychology*. New York: Routledge.
- Shen, Q. (2009). Case Study in Contemporary Educational Research: Conceptualization and Critique. *Cross-Cultural Communication*, 5 (4), 21-31.
- Shiraev, E. B. & Levy, D. A. (2004). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (2nd ed.). Boston: Pearson/Allyn & Bacon.
- Silverman, D. (1994). *Doing Qualitative Research: A Practical Handbook*. London: Sage Publications.
- Silverman, D. (2004). *Interpreting Qualitative Data* (2nd ed.). London: Sage Publications.
- Singh, G. K. & Yu, S. M. (1995). Infant Mortality in the United States: Trends, Differentials, and Projections, 1950 through 2010. *American Journal of Public Health*, 85, 957-964.
- Smith, P. B. & Fischer, R. (2008). Acquiescence, Extreme Response Bias and Levels of Cross-Cultural Analysis. In: F. J. Van de Vijver, D. A. Van Hemert & Y. H. Poortinga (Eds.), *Individuals and Cultures in Multi-level Analysis* (pp. 285-314). Mahwah: Lawrence Erlbaum Associates.
- Snyman, S. & Fasser, R. (2004). Thoughts on Ethics, Psychotherapy and Postmodernism. *South African Journal of Psychology*, 34 (1), 72-83.
- Solomon, J. C. (1938). Active Play Therapy. *American Journal of Orthopsychiatry*, 8, 479-498.
- Squires, E. & Craddick, R. (1982). A Measure of Time Perspective with the TAT and Some Issues of Reliability. *Journal of Personality Assessment*, 46 (3), 257-259.
- Stake, R. (2000). Case Studies. In: N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 435-454). Thousand Oaks: Sage Publications.
- Stake, R. E. (1994). Case Studies. In: N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 236-247). London: Sage Publications.
- Strydom, H. (1998). Ethical Aspects of Research in the Caring Professions. In: A. S. de Vos (Ed.), *Research at Grass Roots: A Primer for the Caring Professions* (pp. 23-36). Pretoria: Van Schaik.
- Stuart-Hamilton, I. (1996). *Dictionary of Psychological Testing, Assessment and Treatment* (Revised ed.). London: Jessica Kingsley Publishers.
- Sturman, A. (1999). Case Study Methods. In: J. P. Keeves & G. Lakomski (Eds.), *Issues in Educational Research* (pp. 103-112). Oxford: Elsevier Science.
- Sue, D. W. (1978). Worldviews and Counseling. *Personnel & Guidance Journal*, 56, 458-462.

Sue, D. W. & Sue, D. (1999). *Counseling the Culturally Different: Theory and Practice* (3rd ed.). New York: John Wiley and Sons.

Sunderland, M. (2000). *Using Story Telling as a Therapeutic Tool with Children*. Oxon: Speechmark Publishing.

Suzuki, L. A. & Ponterotto, J. G. (2008). Multicultural Assessment: Trends and Future Directions. In: L. A. Suzuki & J. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment* (3rd ed., pp. 666-671). San Francisco: Jossey-Bass.

Swanson, H. L. & Howard, C. B. (2005). Children with Reading Disabilities: Does Dynamic Assessment Help in the Classification? *Learning Disability Quarterly*, 28 (1), 17-34.

Swart, E. & Pettipher, R. (2005). A Framework for Understanding Inclusion. In: E. Landsberg, D. Kruger & N. Nel (Eds.), *Addressing Barriers to Learning: A South African Perspective* (pp. 3-23). Pretoria: Van Schaik.

Swart, R. (1994). Die Opleiding van die Opvoedkundige Sielkundige as Refleksiewe Praktisyn (Ongepubliseerde DEd Dissertasie). Randse Afrikaanse Universiteit, Johannesburg, Gauteng, Suid-Afrika.

Tabane, R. J. (2004). The Influence of Cross-Cultural Interviewing on the Generation of Data (Unpublished MEd Dissertation). University of Pretoria, Pretoria, Gauteng, South Africa.

Tabane, R. J. & Boucher, C. (2006). The Influence of Cross-Cultural Interviewing on the Generation of Data. *South African Journal of Education*, 26 (4), 553-564.

Taylor, S. J. & Bogdan, R. (1998). *Introduction to Qualitative Research Methods* (3rd ed.). New York: John Wiley and Sons.

Teglasi, H. (2001). *Essentials of TAT and Other Storytelling Techniques Assessment*. New York: John Wiley and Sons.

Teglasi, H. (2007). Introduction to the series - Personality Assessment: The whole and its parts. *Psychology in the Schools*, 44 (3), 209-214.

Teglasi, H., Simcox, A. G. & Kim, N.-Y. (2007). Personality Constructs and Measures. *Psychology in the Schools*, 44 (3), 215-228.

Terre Blanche, M. & Kelly, K. (2002). Interpretative Methods . In: K. Durrheim & M. Terre Blanche (Eds.), *Research in Practice: Applied Methods for the Social Sciences* (pp. 131-146). Cape Town: University of Cape Town Press.

Texas Commission on Law Enforcement Officer Standards and Education. (s.j.). *Dimensions of Diversity Introduction to Diversity*. Onttrek 05 04, 2009 vanaf <http://www.tcleose.state.tx.us/GuidelInst/Cultural%20Diversity%20Introduction%202008.pptm>

The NICHD Study of Child and Youth Development, Chapter 72.12 10/30/01. (2001, 10 30). *PROCEDURE FOR ADMINISTERING MULTI-ETHNIC IDENTITY MEASURE (MEIM) 6th SCHOOL YEAR LAB ASSESSMENT*. Onttrek 01 03, 2010, vanaf secc.rti.org/display.cfm?t=m&i=Chapter_72_12

Thrift, E. & Amundson, N. (2007). Theoretical Underpinnings and Practical Application of a Hermeneutic-Narrative Approach to Career Counselling. In: K. Maree (Ed.), *Shaping the Story* (pp. 39-51). Pretoria: Van Schaik.

Tikly, L. P. (1993). Levelling the Playing Fields whilst Moving the Goal Posts: Changing Discourses on "Race" in Apartheid Education Policy. Unpublished Paper. Paper presented at the Kenton Conference, Olwandle.

Tikly, L. P. (2010). Levelling the Playing Fields Whilst Moving the Goal Posts: Changing Discourses on Race in Apartheid Education Policy? In C. Criticos, R. Deacon & C. Hemson (Eds.), *Education: Reshaping the Boundaries* (pp. 11-28). Durban: University of Natal.

Tolman, D. L. & Brydon-Miller, M. (2001). Interpretive and Participatory Research Methods. In: D. L. Tolman & M. Brydon-Miller (Eds.), *From Subjects to Subjectivities* (pp. 3-11). New York: New York University Press.

Ton, H. & Lim, R. F. (2006). The Assessment of Culturally Diverse Individuals. In: R. F. Lin (Ed.), *Clinical Manual of Cultural Psychiatry* (pp. 3-31). Washington: American Psychiatric Publishing.

Tulloch, S. (Ed.). (2004). *Reader's Digest Oxford Complete Wordfinder*. New York: The Reader's Digest Association Limited.

Tzuriel, D. (2001). *Dynamic Assessment of Young Children*. New York: Plenum Publishers.

Tzuriel, D. (2000). Dynamic Assessment of Young Children: Educational and Intervention Perspectives. *Educational Psychology Review*, 12 (4), 385-435.

Van de Vijver, F. J. & Van Hemert, D. A. (2008). Cross-Cultural Personality Assessment. In: G. J. Boyle, G. Matthews & D. H. Saklofske (Eds.), *The Sage Handbook of Personality Theory and Assessment* (Vol. II, pp. 55-72). Los Angeles: Sage Publications.

Van der Westhuizen, P., Oosthuizen, I. & Wolhuter, C. (2008). The Relationship between an Effective Organizational Culture and Student Discipline in a Boarding School. *Education and Urban Society*, 40 (2), 205-225.

Van Eeden, R. & De Beer, M. (2001). Assessment of Cognitive Functioning. In: C. Roodt & G. Foxcroft (Eds.), *An Introduction to Psychological Assessment in the South African Context* (pp. 175-208). Cape Town: Oxford University Press.

Van Hemert, D. A. (in press). Cross-Cultural Meta-Analysis. In: D. Matsumoto & F. J. Van de Vijver (Eds.), *Cross-Cultural Research Methods in Psychology*. New York: Oxford University Press.

Van Niekerk, E. (1996). Enkele Aspekte van die Postmodernistiese Kritiek teen die Modernisme en die Relevansie daarvan vir die Opvoedkunde. *Suid-Afrikaanse Tydskrif vir Opvoedkunde*, 16 (4), 210-215.

Van Ommen, C. (2005). Putting the PC in IQ: Images in the Weschler Adult Intelligence Scale. *South African Journal of Psychology*, 35 (3), 532-554.

Vázquez, L. A. & Garcia-Vázquez, E. (2003). Teaching Multicultural Competence in the Counseling Curriculum. In: D. B. Pope-Davis, H. L. Coleman, W. Ming Liu & R. L. Toporek (Eds.), *Handbook of Multicultural Competencies in Counseling and Psychology* (pp. 546-561). London: Sage Publications.

Vygotsky, L. S. (1981). The Genesis of Higher Mental Functions. In: J. V. Wertsch (Ed.), *The Concept of Activity in Soviet Psychology* (pp. 144-188). New York: M.E. Sharpe.

Wagle, T. & Cantaffa, D. T. (2008). Working Our Hyphens: Exploring Identity Relations in Qualitative Research. *Qualitative Inquiry*, 14 (1), 135-159.

Wallace, M. J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

Watson, M. & Kuit, W. (2007). Postmodern Career Counselling and Beyond. In: K. Maree (Ed.), *Shaping the Story* (pp. 73-86). Pretoria: Van Schaik.

Wengraf, T. (2001). *Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods*. London: Sage Publications.

Wertsch, J. V. (1998). *Mind as Action*. New York: Oxford University Press.

Wierzbicka, A. (2003). *Cross-Cultural Pragmatics: The Semantics of Human Interaction* (2nd ed.). Berlin/New York: Mouton de Gruyter.

Wikipedia. (2008, July 25). *Dynamic Assessment Wikipedia The Free Encyclopedia*. Onttrek Januarie 03, 2009, vanaf Wikipedia, The Free Encyclopedia: http://en.wikipedia.org/wiki/Dynamic_assessment

Willig, C. (2001). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Philadelphia: Open University Press.

Willig, C. (2008). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method* (2nd ed.). Berkshire: Open University Press.

Winter, D. & Stewart, A. (1977). Power Motive Reliability as a Function of Retest Instructions. *Journal of Consulting and Clinical Psychology*, 45, 436-440.

Yin, R. K. (1994). *Case Study Research: Design and Methods. Applied Social Research Method Series*. (Vol. 5). London: Sage Publications.

Zeidner, M. (2001). Invited Foreword and Introduction. In: J. J. Andrews, D. H. Saklofske & H. L. Janzen (Eds.), *Handbook of Psychoeducational Assessment: Ability, Achievement, and Behavior in Children* (pp. 1-10). San Diego: Academic Press.

Zimmerman, L. (2006). Parents' Constructions of the Role of the Helping Professional in Learning Support (Unpublished Master's Thesis). University of Pretoria, Pretoria, Gauteng, South Africa.

---ooOoo---