

Haak Sentence Completion, Second Edition (Haak-2)

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[Haak Sentence Completion -
Schoolhouse Educational Services, Inc.](#)

HAAK-2

I am a co-author of the Haak-2 which is to be discussed in this presentation and benefit via royalties from its sales. While I attempt to be as objective as possible in my remarks, you should judge the information carefully and professionally and make your own decisions regarding your choices of assessment and diagnostic instruments.

What is the Haak-2?

- The Haak-2 is a modernization of the 1996 and 2000 versions of the Haak Sentence Completion, the last revisions of a 35 year project to develop a comprehensive sentence completion by Dr. Ruth Haak.
- The Haak SC was developed to provide a comprehensive look at attitudes to important fascicles of the life of children and youth (adults, school, peers, etc.) as well as to provide a window into understanding of emotional and behavioral responses to the environments in which children find themselves. This includes a careful look at how children organize and express their thoughts concerning these important everyday matters.

What is the Haak-2?

Authors: Cecil R. Reynolds & Ronald B. Livingston

Age Range: 5 – 20 years

Format: Online app and printable forms

Forms: Response Forms and Organizational Forms
for ages 5-13 and ages 14-20

Number of Items: 100

Completion Time: Approximately 30 minutes

Publication Date: 2021

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Inc.

The Online App

- Item responses can be entered into the online app either directly by the examinee or if the paper forms are used, the examiner can enter the responses into the online app which will then organize the results into categories for interpretation.
- Paper organizational forms are also available for use and are preferred by some examiners for their own detailed review.

What is the Haak-2?

- Consists of 100 stems to which examinees provide the remainder of a sentence:
- Exs include
 1. Going to a new place is.....
 2. I can never.....
 3. When I get mad, I.....
 4. Teachers think I.....
 5. In my family, I.....
 6. I often think about.....
 7. I am really afraid when.....

What is the Haak-2?

- Organized into 9 major categories of responses.
- These are further broken down into 14 subcategories.
- Interpretation is qualitative but requires knowledge of the context of an examinee's life.
- Provides detailed information for a focused and follow-up clinical interview in key areas important to the examinee—and to the clinician!

Organizational Structure of the Haak-2

Elementary Form	Secondary Form
School Coping Attitudes	School Work Attitudes
Authority Coping Attitudes	Authority Reaction Attitudes Role Expectations
Peers Coping Skills Attitudes and Judgments	Peers Skills Attitudes
Adults Father Mother Teacher	Locus of Control
Self-Concept	Relationships Father Mother Family Unit Teachers
Emotional Factors Status Routing/Expression of Emotions Sources Needs Comforters	Emotional Language Status Comforters/Needs Discomforters/Stressors
Aspirations	Aspirations/Need-Meeting Fantasies
Openness to Help	Openness to Help
Fillers	Fillers
Three Wishes	Three Wishes

Sample Org Chart from the Online APP

HAAK-2 Organization Form for Secondary School Children

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Name	Age	Grade	School
Alex Nothing	15	3	High

SCHOOL

Work

- 2. When other people get to work, I can't do anything.
- 38. I work well in school until the teacher gets on me.
- 65. When I have several assignments to do, I feel overwhelmed.
- 71. When I don't want to do my work, I go to my room and hide.

Attitudes

- 4. Hard work will get you nothing.
- 20. Reading is very boring.
- 24. The idea of working hard in school is silly.
- 34. I think that school is for nerds.
- 37. If I had all the books in the world, I would burn them.
- 45. One thing I want to do better in school make friends.

What is the Haak-2?

The Haak-2 recommended interpretive strategy is cognitively oriented. The Haak-2 provides a deeper understanding of the thought processes of children and youth and how they react emotionally and cognitively to their world as they see it. The online app uses the Haak-2's organizational structure to re-group the item responses automatically into the areas of interest previously reviewed for ease of analysis and interpretation. The Haak-2 is ideal for use with special education students, other disabled populations such as persons with ED, ASD, ADHD, and others for whom their feelings and emotions may be interfering with their daily functioning. The Haak-2 is also useful in determining proper therapeutic approaches and for moving beyond therapeutic plateaus for those already receiving treatment.

Key Features and Benefits

- An efficacious component used early in a comprehensive assessment.
- Complements and helps define the clinical interview.
- Complements objective behavior rating scales—speaks to the WHY of behaviors.
- Helps examinees reveal concerns that more direct assessment or observation does not.
- Assists in developing individualized intervention plans.
- Useful for counseling and therapy breakthroughs.
- Manual provides in-depth interpretative guidance.
- Manual provides guidance on how to use with several disabled populations.
- Six case studies detailed in the Manual.
- Every item has the potential to become a critical item.
- Adds depth to interpretation of objective personality and behavioral scales.
- Can guide examiners to more effective, acceptable treatment approaches based on the needs of the individual examinee.
- Will surprise even the most experienced examiners with insights into behavior, cognitive and external.
- Can be administered orally or in writing—examinee can also type responses directly into the online app.

Manual Provides Special Guidance in Haak- 2 Use with Certain Special Populations

- Children with Emotional Disturbance generally
- Thought Disorders
- ADHD
- TBI
- ASD
- ID
- SLD

Who Can Use the Haak-2

- Psychologists including school, clinical child and adolescent, pediatric, and others who assess children and youth (e. g., pediatric neuropsychologists).
- Psychotherapists.
- School Counselors.
- Licensed Clinical Social Workers who treat children.

Interpretive Approaches Reviewed in the Haak-2 Manual

Systems Theory

- When using a systems perspective to interpret the Haak-2, it should be part of a comprehensive battery such that the examiner has information regarding the key systems in the examinee's life.
- While the Haak-2 allows us to understand how attitudes and emotions of the client are contributing to behavioral and emotional development, we must also have knowledge of intellectual ability, academic achievement, medical and social histories, a history of any prior attempts at intervention, and information regarding the examinee's actual functioning in the home and community.
- The task of the clinician is then to integrate this information into a comprehensive understanding of the examinee.

Cognitive Models

- The Haak-2 can also be interpreted from a cognitive or rational model promoted by individuals such as Aaron Beck and Albert Ellis. In this model, it is assumed that an individual's cognitions mediate the way they feel and act. While different theorists might vary on some details, most hypothesize the presence of core beliefs (or schemas) of an individual that are inflexible and all encompassing. These core beliefs give rise to an intermediate level of cognitions that involves an individual's attitudes, expectations, and assumptions. These intermediate cognitions in turn influence an individual's automatic thoughts, which are the thoughts and images that cross an individual's mind most immediately in response to any environmental change. While individuals may not always be aware of their automatic thoughts or internal dialogue, they are accessible with guidance and practice.
- When using this model, the client's responses are thought to reflect primarily his or her internal dialogue or automatic thoughts. By examining multiple responses on the Haak-2 and identifying emerging themes you may also gain some insight into the client's intermediate and core beliefs. Clients with automatic thoughts associated with depression tend to provide responses reflecting pessimism, anhedonia, and low self-esteem; those leading to anxiety provide responses reflecting fear, worry, and an inability to cope; and those leading to externalizing behaviors provide responses reflecting feelings of anger, alienation, and unfair treatment.
- In addition to its diagnostic uses, when used as an adjunct to therapy the Haak-2 can facilitate therapy by opening up a dialogue with the client about their cognitions. Showing the client his or her own response to common item groupings and interpreting them, or asking the client to do so, often will lead to profitable dialogue with the client. It should also be noted that this cognitive approach is compatible within the systems approach described previously.

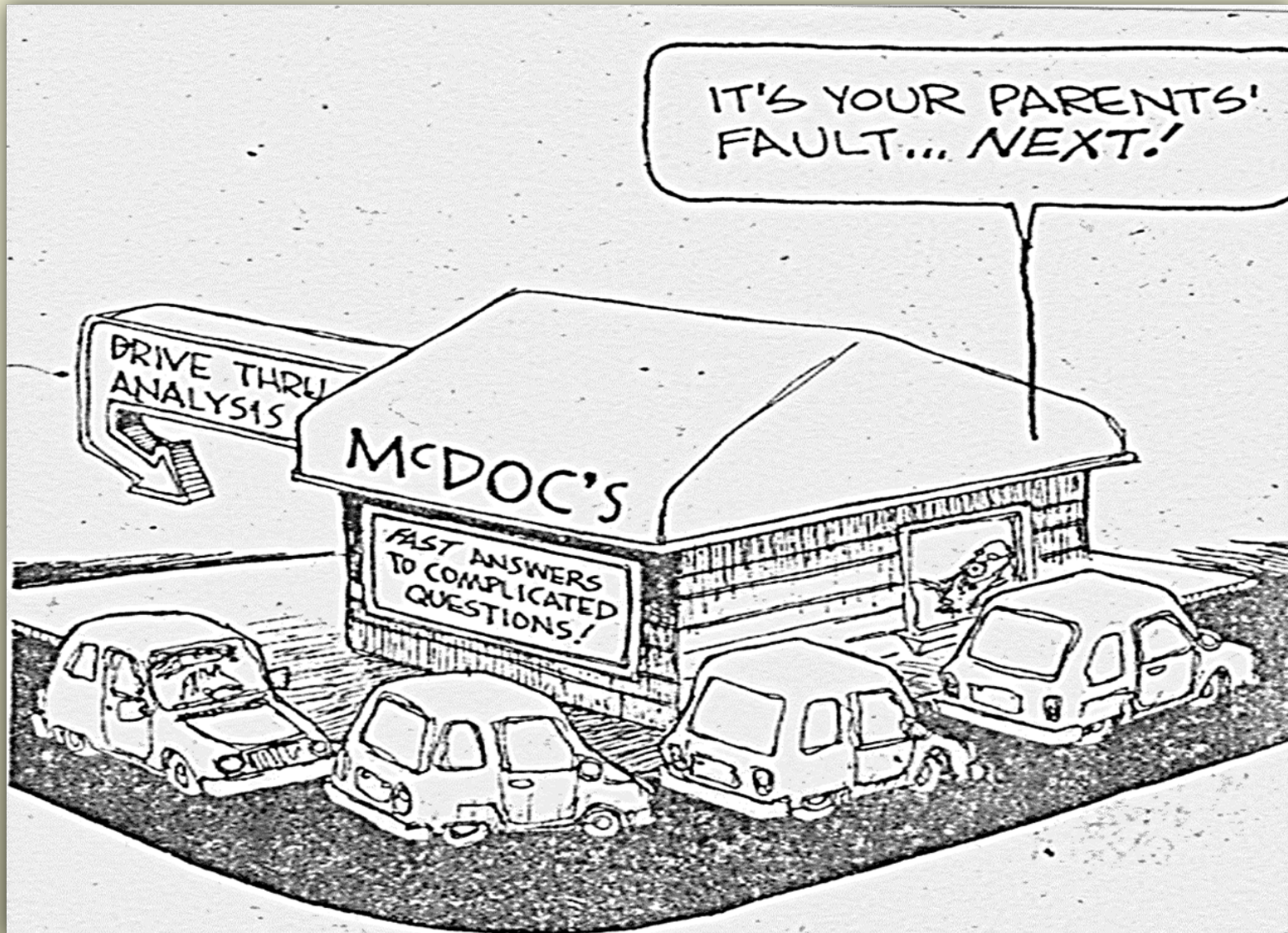
Using the Projective Hypothesis

- Originally, projective techniques such as the Rorschach and Thematic Apperception Test were based on the hypothesis that the client will unconsciously project their most intimate thoughts, needs, desires, fears, etc. on ambiguous material that is presented to them. Proponents of projectives suggest that while more objective self-report measures are susceptible to response sets that allow the client to reveal only what they want to reveal, projective techniques are relatively free from responses biases and allow one to access the client's unconscious content.
- It should be noted that in our conversations and experience with Dr. Haak she did not advocate this traditional “projective” model. Likewise, we do not support such an approach. In fact, some view the Haak-2 as an instrument best described as a semi-projective or possibly a structured interview.
- The sentence stems also, while certainly ambiguous to some extent, are too structured to be considered ambiguous to the same degree as an inkblot or a picture from an apperception test. Dr. Haak was fond of referring to the “face validity” of sentence completion tests, and we agree. By face validity she meant that a child responding “I hardly ever feel ... *happy*” is clearly acknowledging sadness. Likewise, the response “The people in my class think I am ... *stupid*” is reporting rejection from peers.
- Thus, while the Haak-2 can be used in a psychodynamic framework, it is not our recommended approach.

Overall Utility of the Haak-2

- The Haak-2 will then be useful whenever it is desirable to develop an understanding of the thinking processes and emotions of a person between the ages of 5 and 19 years, who are attending school.
- As assessment has, and rightfully so, become more reliant on objective and actuarial methods for diagnosis and classification, understanding the emotional state of the person being assessed has taken more of a backseat to formal diagnosis.
- Our hope is that the Haak-2 will help remedy this state and encourage examiners to seek greater understanding by applying the Haak-2 as another assessment tool that adds to but not replaces objective and actuarial measures.
- The Haak-2 complements our objective data by addressing WHY children behavior as they do—and why is important to both Dx and Rx.

So, Don't Be a McDoc.



Individualize Treatment plans with the Haak-2



Understand the **Why** so you know better **What** to do

Simply put, when we know why children think and feel as they do, we can design better interventions. Rating scales and self-report scales provide objective, empirical guidance as to how children think, feel, and behave—assessments like the Haak-2 tell us why.

Thank You for Being With Me Today

Check out the Haak-2 on the Schoolhouse Website

[Haak Sentence Completion - Schoolhouse Educational Services, Inc.](#)

Substantive Qs Can Be Emailed Directly
to Dr. Reynolds at: crrh@earthlink.net

Dedication from Ron and Cecil

To Dr. Ruth Haak, who was simultaneously a friend, a mentor, and a colleague to us both, in addition to being dedicated to service in the habilitation of the positive emotional, behavioral, and academic development of children and youth and who practiced what she preached in her own contact with children and families and in her supervision of the many psychologists who worked with her for so many decades in the schools of Texas.



Dr. Ruth Adlof Haak
June 6, 1928 – August 7, 2012

Dedication from Cecil

I also wish to dedicate this work to the memory of Dr. Ron Livingston, who died much too prematurely before this and other works of his life were completed. He inspired me to pick up Ruth's work, and we were collaborating on creating the Haak-2 as presented here at the time of his death. Without his inspirations and insights, this work would not exist. Ron was a true example of a scholar and a gentleman and an exemplary human being in his desire to see others prosper in their humanity as well. He is missed by many. I have included his name here because of his level of contributions to my own thinking about this project and his many efforts in pulling together the material reviewed as well as his early writing efforts on the project. I know he would be proud to see it now as presented here for use with children and adolescents who have need of our help.