REQUIRED READINGS


COURSE DESCRIPTION

**Prerequisite: A previous graduate assessment course and permission of instructor;**

Advanced study of the administration and interpretation of individual academic and behavioral assessment instruments for children and adolescents, with attention to multi-method, multi-source, and multi-setting methodologies; emphasis on the measurement of change within individuals and system levels of intervention.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

**Course Requirements and Evaluation Procedures:**

1. Students will be assigned readings as well as Power-Point materials for review and reference.
2. Students will be required to independently review and complete academic and behavioral assignments. There will be two tests on reading and lecture (Power-Point) material. One test will cover introductory and academic assessment material, the second will focus on behavioral assessment. **Each test will be worth 100 points.**
3. Each student will be required to administer three academic and three behavioral tests. For each test the student will write either an academic or behavioral summary. Summaries will consist of items outlined in the “Guidelines for Evaluating a Test,” brief background summary, clinical interview description, behavioral observation and a summary of test results and corresponding conclusions, recommendations, and signature. All summaries are to be no more than 3 pages, double-spaced and typewritten (12-point type). **Six summaries** will be completed using three academic instruments and three behavioral instruments. **Each summary will be worth 50 points.**
4. There will be a minimum of three on-campus lectures. The dates and times of these lectures will be determined by during the first on-campus meeting. **Students MUST attend ALL lectures to receive credit for the course.**
5. All course material and exams must be completed on or before the final exam.
Academic and Behavioral Tests noted below are available from the Department of Psychology and Counseling

Achievement:
- Kaufman Test of Educational Achievement (KTEA-II)
- Peabody Individual Achievement Test-Revised
- Woodcock-Johnson Achievement Test-III
- Wechsler Individual Achievement Test-III
- Woodcock Reading Mastery Test-Revised
- Gray Oral Reading Test
- Test of Mathematical Abilities-2
- Key Math-Revised

Achievement: Process Measures
- Test of Phonological Awareness Skills-TOPAS
- Comprehensive Test of Phonological Processing-CTOPP
- Process Assessment of the Learner-PAL
- Peabody Picture Vocabulary Test-III

Behavior Rating Scales
- Child Behavior Checklist
- Burks’ Behavior Rating Scale
- Behavior Assessment System for Children BASC
- Children’s Severity of Psychiatric Illness Scale

Symptom Rating Scales for ADHD:
- Conner’s Rating Scale
- Attention-Deficit/Hyperactivity Disorder Test (ADHDT)
- BASC Monitor for ADHD Rating Scale

Symptom Rating Scales for Depression:
- Child Depression Inventory (CDI)
- Children’s Depression Rating Scale, Revised CDRS-R
- Beck Depression Inventory

Symptom Rating Scales for Anxiety:
- State-Trait Anxiety Inventory for Children (STAIC)
- Revised Children’s Manifest Anxiety Scale (RCMAS)
- Multidimensional Anxiety Scales for Children (MASC)

Early Childhood Assessments:
- Battelle Developmental Inventory- 2nd Edition
- Brigance
- Developmental Indicators for the Assessment of Learning- 3rd Edition

FINAL GRADE CRITERION

- >90% of total points = A
- 80-89% of total points = B
- 70-79% of total points = C
- 60-69% of total points = D
- <69% of total points = F

INSTRUCTORS
Dr. K. T. Hinkle, Professor
Voice: 333-5615
E-mail: kthinkle@valdosta.edu
<table>
<thead>
<tr>
<th>No.</th>
<th>NASP Objective</th>
<th>Activity</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</td>
<td>Lecture/Discussion, Interviews, Readings, Observations, Supervision</td>
<td>Summaries, Log, Supervisor ratings</td>
</tr>
<tr>
<td>2.5</td>
<td>School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</td>
<td>Lecture/Discussion, Interviews, Readings, Observations, Supervision</td>
<td>Summaries, Log, Supervisor ratings</td>
</tr>
<tr>
<td>2.8</td>
<td>School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</td>
<td>Lecture/Discussion, Presentations, Supplemental readings</td>
<td>Summaries</td>
</tr>
<tr>
<td>2.10</td>
<td>School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical,</td>
<td>Lecture/Discussion, Presentations, Supplemental readings</td>
<td>Summaries</td>
</tr>
</tbody>
</table>
**PROGRAM OUTCOMES: M.Ed. School Counseling**

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Course requirements include:</th>
<th>Course evaluation includes:</th>
</tr>
</thead>
</table>
| Describe theories of individual and family development and transitions across the life span. | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Describe theories of learning and personality development. | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Describe human behavior including an understanding of developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Describe strategies for facilitating optimum development over the life span. | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Describe ethical and legal considerations related specifically to the practice of school counseling (e.g. the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors). | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Demonstrate knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
| Describe issues that may affect the development and functioning of students (e.g. abuse, violence, eating disorders, attention deficit) | Lecture  
Discussion  
Reading  
Group Activities | Quizzes  
Exams  
Treatment Plans  
Class Participation |
<table>
<thead>
<tr>
<th>M.S. CLINICAL COUNSELING OBJECTIVES (Outcome Measures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>