



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester: Fall

Year: 2009

Credit Hours 3

Course Number and Name: SPED 646 Advanced Assessment Practices in Special Education Practices

Course Location & Meeting Time: Web Based course

Office Hours: TBA Butler 248

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- 2. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This course is designed to provide teachers of children with learning problems with an opportunity to study and practice both formal and informal educational and diagnostic assessments that are appropriate for children and youth.

- 4. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

5. TEXTBOOK

Salvia, J., Ysseldyke, J.E., & Bolt, S. (2007). Assessment in special and inclusive education. Boston: Houghton Mifflin Company. ISBN 10: 0-618-69269-X

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. STANDARDS

PROFESSIONAL CORE STANDARDS

Standards Used in Course	NC Professional Teaching Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Discussion Board Interactions In Depth Text Questions Definition of Key Terms Midterm and Final Exams Research Investigation Paper Assessment Ppt. Presentation
	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Discussion Board Interactions In Depth Text Questions Definition of Key Terms Midterm and Final Exams Research Investigation Paper Assessment Ppt. Presentation
X	4. Teachers facilitate	# 6 Communications	Discussion Board Interactions

	learning for their students.	#1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	In Depth Text Questions Definition of Key Terms Midterm and Final Exams Research Investigation Paper Assessment Ppt. Presentation
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Discussion Board Interactions In Depth Text Questions Definition of Key Terms Midterm and Final Exams Research Investigation Paper Assessment Ppt. Presentation

MASTER'S DEGREE STANDARDS

North Carolina Master's Standards; CEC Standards; <i>NCATE Standards</i>	
A. Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. # 1 Foundations #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	
B. Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction. # 2 Development and Characteristics of Learners #3 Individual Learning Differences #4 Instructional Strategies #7 Instructional Planning # 8 Assessment <i># 1 Knowledge, Skills, Dispositions</i> <i>#4 Diversity</i>	
C. Research The candidate uses research to examine and improve instructional effectiveness and student achievement. #7 Instructional Planning # 9 Professional and Ethical Practice <i># 1 Knowledge, Skills, Dispositions</i>	
D. Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education. # 1 Foundations #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	
E. Professional Development and Leadership The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession. # 6 Communications # 10 Collaboration # 9 Professional and Ethical Practice <i># 1 Knowledge, Skills, Dispositions</i>	

SPECIALTY AREA STANDARDS*

NC SPED Specialty Area Standards (SLD)	CEC Standards NCATE Standards
Standard 1: Teachers have an extended	# 1 Foundations

knowledge of the structure and concepts of language arts and mathematics.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of individual students	# 1 Foundations #7 Instructional Planning # 1 Knowledge, Skills, Dispositions
Standard 3: Teachers use clinical teaching (diagnostic-prescriptive) procedures involving curriculum-based language, and cognitive assessments, to guide instructional planning and the selection of teaching techniques for individual students.	#3 Individual Learning Differences #7 Instructional Planning; # 8 Assessment # 1 Knowledge, Skills, Dispositions
Standard 4: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	#3 Individual Learning Differences #4 Instructional Strategies # 5 Learning Environments and Social Interactions #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 5: Teachers know the legal, historical, and medical foundations and the major milestones and contributions in the field of learning disabilities.	# 1 Foundations # 1 Knowledge, Skills, Dispositions
Standard 6: Teachers know the research, theories and issues related to the causes and the identification and instruction of individuals with learning disabilities	# 1 Foundations # 2 Development and Characteristics of Learners #3 Individual Learning Differences # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 7: Teachers use research findings and conduct informed classroom research on the instruction and management of students with learning disabilities to improve their instruction.	#4 Instructional Strategies #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 8: Teachers practice their profession with ethical commitment to the use of validated practices, confidentiality, and advancing the lives of individuals with learning disabilities.	#7 Instructional Planning # 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions
Standard 9: Teachers know and advocate for supportive resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 10: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as Learning Disabled.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions

NC SPED Specialty Area Standards (MD)	CEC Standards NCATE Standards
Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics as required for independent living.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 2: Teachers have an extended knowledge	# 1 Foundations

of research-based learning strategies, accommodations, and assistive technology and their relationship to the learning of students with mental disabilities.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 3: Teachers have an extended knowledge base of the functional academic areas addressed in the North Carolina Standard Course of Study (SCS) and its extensions.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 4: Teachers have an extended knowledge of concepts, requirements, laws, and philosophy that guide the development of an appropriate occupational preparation program for high school students with disabilities.	# 1 Foundations # 1 Knowledge, Skills, Dispositions
Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessments to guide instructional planning and teaching techniques for individual students.	#3 Individual Learning Differences #4 Instructional Strategies; # 8 Assessment # 1 Knowledge, Skills, Dispositions
Standard 6: Teachers create an environment that models, teaches, and practices equal and equitable treatment of all learners and staff.	#3 Individual Learning Differences # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions
Standard 7: Teachers apply a wide variety of instructional strategies and methods that result in meaningful student learning outcomes across a variety of curricula, environments, and people.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 9: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.	# 1 Foundations; # 1 Knowledge, Skills, Dispositions
Standard 10: Teachers know the research, theories, and issues related to the causes, identification, and instruction of individuals with mental disabilities.	# 1 Foundations # 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 11: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with mental disabilities.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 12: Teachers practice their profession with ethical commitments to students with mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions
Standard 13: Teachers know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions

outcomes.	
Standard 14: Teachers pursue in-depth professional development and learning to improve schools and advance knowledge in the field of mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions

NC SPED Specialty Area Standards (BED)	CEC Standards NCATE Standards
Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of students with BED.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 3: Teachers have extended knowledge of the scope of social/emotional skill content across age levels.	# 1 Foundations # 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions
Standard 4: Teachers employ systematic screening and evaluation procedures specific to the identification of students with BED.	# 8 Assessment # 1 Knowledge, Skills, Dispositions
Standard 5: Teachers employ procedures involving curriculum- based, strength- based and functional assessments to guide instructional planning and teaching techniques for individual students with BED.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning # 8 Assessment # 1 Knowledge, Skills, Dispositions
Standard 6: Teachers develop highly structured classroom designs and management systems for students with BED.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 7: Teachers employ crisis management techniques for management and instruction for students in crisis.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 8: Teachers employ instructional strategies for addressing disruptive, aggressive, school survival, withdrawal, self-stimulatory and injurious behavior.	#4 Instructional Strategies #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions
Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 10: Teachers know the legal/medical/historical and philosophical foundations and the major milestones in the field of emotional behavioral disorders.	# 1 Foundations # 1 Knowledge, Skills, Dispositions
Standard 11: Teachers know the research, theories and issues related to the causes, identification and instruction of students with BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions #4 Diversity
Standard 12: Teachers use research knowledge and	#7 Instructional

conduct informed classroom research on the instruction and management of students with BED.	Planning; # 1 Knowledge, Skills, Dispositions
Standard 13: Teachers practice their profession with ethical commitments to confidentiality and to advocacy for appropriate services for students with BED.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions
Standard 14: Teachers know and provide support for resources and information to assist students, parents and other professions in providing services for students with BED.	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions
Standard 15: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions

8. GENERAL COURSE REQUIREMENTS

1. Ethics Agreement
2. Readings
Text Readings--The content of SPED 646 is divided into 5 units corresponding to course text:
Unit 1 An overview (Chapters 1-3)
Unit 2 Basic Concepts of Measurement (Chapters 4-10)
Unit 3 Assessment in the Classroom (Chapters 11-14)
Unit 4 Assessment using Formal Measures (Chapters 15-27)
Unit 5 Decision Making (Chapters 28-31)
Online Resources—Additional required and recommended readings/resources are listed for each Unit in Course Documents and Assignments
Internet Resources—There are designated Internet articles for each unit as well
3. Discussion Board Interactions
4. In Depth Text Questions
5. Definition of Key Terms
6. Examinations: Midterm and Final Exams
7. Research Investigation Paper
8. Assessment PowerPoint Presentation

8. EVALUATION CRITERIA

Final Grades – Graduate Students

- A - Superior
- B - Good
- C - Marginal (acceptable for graduate credit)
- F - Failure (any level of performance below "C")

Incomplete Grades

A. Grading Scale-This section indicates how the student’s final grade for the course will be calculated. Grades will be assigned based on an accumulated points basis according to student performance on assignments with points assigned based upon comparison with established rubrics for success. Performance rubrics will be provided for students prior to task assignments.

Final grades are assigned as follows: Accumulated Points Grade Scale Used in This Course

92-100 % of points = A

83-91 % = B

73-82 % = C

72 % or less=F (Academic Failure)

B. Grading Assignments/Value of Each Assignment-

Grades will be assigned on an accumulated point basis with specific points specified For each assignment as indicated below:

1. Key Terms	(2 pts each)	182 points
2. In Depth Text Questions	(4 pts each)	136 points
3. Mid Term Examination	(1@104 pts)	104 points
4. Discussion Boards	(6 @ 10 pts each)	60 points
5. Final Examination	(1 @ 105 pts)	105 points
6. Research Paper	(1 @ 75 pts)	75 points
7. Assessment Ppt. Presentation	(1 @ 75 pts)	75 points
8. Ethics agreement	(1 @ 5 pts)	5 points
	Total pts:	742 points

A=92-100% (742-682)

B=83-91% (681-615)

C=73-82% (614-541)

F=72% or less (Below 541 pts) (Academic Failure)

Notes:

-Do not plan to submit late assignments. The instructor reserves the right to lower points for late work.

-No incomplete grades will be given except for emergency situations near the end of the course.

-Graduate students must withdraw themselves if they become unable to attend class. Follow University withdrawal procedures and dates. Failure to do this may result in a grade of F.

C. Attendance Requirements-Course participants are expected to become involved in all aspects of the course from the beginning and keep up with assignments throughout the course. Participants are expected to meet required deadlines, submit quality work based on informed participation in the readings and activities, interact with the instructor as requested or needed, and interact with other students as expected. Students are expected to log into the course at least 3 times weekly and visit Discussion Boards at least 2 times during the week assigned. Graduate students must withdraw themselves if they become unable to attend class. Follow University Withdrawal procedures and dates. Failure to do this may result in a grade of F.

D. Policy on Missed or Late Assignments

Points system and activities are subject to revision by the instructor, as necessary for the benefit of the students. Instructor reserves the right to lower points for late work and to withhold a grade or give an F to students who fail to complete significant portions of the activities, regardless of points accumulated, due to competencies not being met. No incomplete grades will be given except for emergency situations near the end of the course.

9. COURSE CONTENT SCHEDULE *:

- **Discussion Board Prompts**

UNIT REQUIREMENTS:

- **Unit 1 (Chapters 1, 2 and 3)** Readings with accompanying Discussion Board interactions, In Depth Questions and Definitions of Key Terms
- **Unit 2 (Chapters 4-10)** Readings with accompanying Discussion Board interactions, In Depth Questions and Definitions of Key Terms
- **Unit 3 (Chapters 11-14)** Readings with accompanying Discussion Board interactions, In Depth Questions and Definitions of Key Terms
- **Unit 4 (Chapters 15-27)** Readings with accompanying Discussion Board interactions, In Depth Questions and Definitions of Key Terms
- **Unit 5 (Chapters 28-31)** Readings with accompanying Discussion Board interactions, In Depth Questions and Definitions of Key Terms
- **EXAMINATIONS: Midterm & Final**
- **Research Investigation Paper**
- **Assessment Power Point Presentation**

***Due dates are listed in Blackboard, Course Menu/Course Information/ Course & Assignment Schedule & Discussion Board**

10. METHODS OF INSTRUCTION

This course will involve extensive reading of the text, references and resources. The class involves power point presentations, lectures, student-instructor interaction, internet research, student individual presentations, research paper and writing assignments. There will be two examinations in the class.

11. REFERENCES/RESOURCES

Adams, D. (1991). Writing portfolios: A powerful assessment and conversation tool. *Writing Teacher*, 12-15.

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

R. Arreaga-Mayer, C., Utley, C. R., Perdomo-Rivera, C., & Greenwood, C. (2003). Ecobehavioral assessment of instructional contexts in bilingual special education programs for English language learners at risk for developmental disabilities. *Focus on Autism and Other Developmental Disabilities*, 18 (1), 18-40.

Deno, S. L. (2004). Curriculum-based measures: Development and perspectives. Unpublished paper. Available on the RIPM website: www.progressmonitoring.net

Flanagan, D. P., & Harrison, P. L. (2005). *Contemporary intellectual assessment: Theories, tests, and issues* (2nded.). New York: Guilford Press.

Fuchs, D., Mock, D., Morgan, P. L., & Young, C. (2003). Responsiveness to intervention: Definitions, evidence, and implications for the learning disabilities construct. *Learning Disabilities Research and Practice*, 18(3), 157-171.

Adams, D. (1991). Writing portfolios: A powerful assessment and conversation tool. *Writing Teacher*, 12-15.

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

R. Arreaga-Mayer, C., Utley, C. R., Perdomo-Rivera, C., & Greenwood, C. (2003). Ecobehavioral assessment of instructional contexts in bilingual special education programs for English language learners at risk for developmental disabilities. *Focus on Autism and Other Developmental Disabilities*, 18 (1), 18-40.

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Good, R. H., Gruba, J., & Kaminski, R. A. (Eds.). (2002). Best practices in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes-driven model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 699-720), Washington, DC: National Association of school Psychologists.

Greenspan, S. I. (2006). *Bayley Scales of Infant and Toddler Development: Socio-Emotional Subtest*. San Antonio, TX: Harcourt Educational Measurement.

Kaplan, E., Fein, D., Kramer, J., Morris, R., Delis, D., & Maerlender, A. (2004). *Wechsler Intelligence Scale for Children (4th ed., Integrated)*. San Antonio, TX: Psychological Corporation.

Kirk, S., McCarthy, J., & Kirk, W. (1968). *Illinois Test of Psycholinguistic Abilities*. Urbana: University of Illinois Press.

Mather, N., & Woodcock, R. W. (2001). *Woodcock –Johnson III Tests of Cognitive Abilities: Examiner's Manual*. Itasca, IL: Riverside Publishing.

Reschly, D., & Ysseldyke, J. E. (2002). Paradigm shift: The past is not the future. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 3-20), Bethesda, MD: NASP.

Sparrow, S., Cicchetti, D., & Balla, D. (2005) *Vineland Adaptive Behavior Scales (2nd Ed.)*. Circle Pines, MN: American guidance Service.

Good, R. H., Gruba, J., & Kaminski, R. A. (Eds.). (2002). Best practices in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes-driven model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 699-720), Washington, DC: National Association of school Psychologists.

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Kirk, S., McCarthy, J., & Kirk, W. (1968). *Illinois Test of Psycholinguistic Abilities*. Urbana: University of Illinois Press.

Mather, N., & Woodcock, R. W. (2001). *Woodcock –Johnson III Tests of Cognitive Abilities: Examiner's Manual*. Itasca, IL: Riverside Publishing.

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