I want to be the first person to officially welcome you to the Association for Assessment and Research in Counseling (AARC). As of October 22, 2012 the Governing Council for ACA approved a motion to change the name of our division. As a historic change for our group, I am proud to be President during this transition.

As you know, we proposed the name change for our division several months ago and voted on the change at our annual conference in Orlando. The membership present at the conference voted unanimously for our change. I think that this was a resounding affirmation of the new direction for our group.

Along with the change to our name comes a change to the mission and vision for our division. Our new mission is to promote and recognize excellence in assessment, research, and evaluation in counseling. Our vision is to promote best practices in assessment, research, and evaluation in counseling.

Numerous discussions have been occurring at the national level Continued on page 2
AARC President’s Message - continued

about how research is missing from ACA conferences and how counseling researchers have been feeling alienated. While assessment remains a key focus of our division, we have seen an evolving focus of our membership on research in counseling. As such, AARC is now the division home for researchers and assessment professionals.

The changes to our name, mission, and vision are really reflective of changes that have evolved in the operation of our association. A few years ago, we began our second national journal, Counseling Outcomes, Research, and Evaluation (CORE). We have also seen an increased focus on research presentations that were not assessment based at our annual conferences. Clearly research has been an emphasis area for our division. The new name is a reflection of that change.

AARC is now positioned to fulfill six fundamental purposes for counselors, clients, and other stakeholders:

a. Professional Development – to promote professional development which enhances competence in assessment, research, and evaluation;

b. Professionalization – to advance the professionalization of counseling through the appropriate use of assessment, research, and evaluation;

c. Research and Knowledge – to develop and disseminate knowledge regarding assessment, research, and evaluation procedures used in counseling;

d. Human Development – to advocate for optional human development through culturally competent assessment, research, and evaluation practices;

e. Public Awareness – to support public policies and legislation that advance the ethical use of assessment, research, and evaluation;

f. Collaboration - to enhance communication and collaboration among AARC, leadership within ACA and its divisions, and other professional organizations that address common assessment, research, and concerns.

In order to fulfill these purposes, I am working with the AARC Executive Committee to develop new committee charges. One of the first steps is to expand the role of the Research Committee and to begin developing various standards and resources. I have asked Dr. Stephen Lenz from the University of Memphis to head the Research Committee for the next two years and to work on establishing various task forces to generate resources for our membership. We will be working to establish comprehensive research resources such as video tutorials and webinars.

Our first webinar will be held in the Spring of 2013 and will focus on the evaluation of student learning outcomes. Dr. Casey Barrio Minton will host the webinar and it will be available live and via recorded download. Details about the webinar will be released in the near future. This webinar will be one in a series that will be available over the next few years.

In addition to the webinar and web-based resources, we are planning pre-conference dissertation intensive workshops for students and tenure mentorship workshops for faculty members. As you can see, we have a number of new initiatives under way and many more in the planning stages.

One of the biggest initiatives that is under development is the launch of a new website for AARC. We are investigating vendors to manage a new and improved platform that would be a “must have” resource for our members. All of the initiatives that we have planned are to increase the utility of our research, and evaluation;

Continued on page 8
Greetings fellow AACE members!
This is my first column as the Student Perspectives Editor for NewsNotes and I have been thinking a lot about what I want to say and how best to use this opportunity. I decided that I would share a little bit about my journey and vision for this column.

I must admit that if you had asked me a couple of years ago if I would have been taking a leadership position in AACE, I would have thought it was an amusing question. Yet, here I am. I have been given an opportunity to connect with students and promote student viewpoints within our organization and within the profession of counseling. This is indeed an honor.

When I teach the core Appraisal course to our masters-level students, I open the first class by sharing my assessment journey. I try to be transparent and let students know that I was not always excited about assessment and there was a time that I did not understand how integral assessment was to counseling. My main (and rather large) stumbling block, I tell my students, was that I had been confusing assessment with “judging” the worth of something. I then explain to them that over the last few years, I have grown to understand that assessment is vital in order to measure, understand, and predict change – and if counseling is fundamentally a developmental

Continued on page 8
Test Review Column:

Evaluation of the Wechsler Intelligence Scale for Children - Forth Edition

By Meredith H. McDonnell, Bridgewater State University

Publisher:
The Psychological Corporation, a Harcourt Assessment Company. 19500 Bulverde Road, San Antonio Texas 78259, USA. Internet: www.psychCorp.com

Date of publication: 2003

Forms, groups to which applicable:
There are four versions, with the fourth edition being the most recent. It is designed for individuals aged 6 years 0 months through 16 years 11 months.

General Type:
It is an individually administered clinical instrument for assessing the cognitive ability (intelligence) of children.

Practical features:
The WISC-IV is composed of 15 subtests: 10 subtests retained from the WISC-III and five new subtests. The new subtests are Picture Concepts, Letter-Number Sequencing, Matrix Reasoning, Cancellation, and Word Reasoning.

Cost:
The cost was not found in the manual itself. However, the internet showed that the WISC-IV is available from the publisher in several options: the basic kit is sold by the publisher for $1035 and includes the administration and scoring manual, the technical and interpretive manual, stimulus book, 25 record forms, 50 response

Continued on page 5
booklets, and assorted subtest templates and manipulatives. Scoring and interpretation software (WISC-IV Scoring Assistant and WISC-IV Writer for Windows) are available for $199 and $489 respectively; these are also available bundled-in with the WISC-IV kit at a discount.

**Time required to administer:**
Varies by subtest selected: Core subtests: 65-80 minutes

**Purpose and Nature of the Instrument:**
- Early identification of reading & learning issues
- Useful in identifying learning disabilities
- Understanding of an individual’s learning profile
- Identification of gifted children
- The assessment also helps Schools make appropriate; accommodations and develop learning plans for individual students
- The ability to determine learning processes, which include both strengths and weaknesses and the impact that they might have on individual student performance

**Stated Purpose:**
The WISC-IV is a norm-referenced intelligence assessment tool that can be used to:
- Measure general cognitive functioning
- Identify intellectual giftedness, cognitive disabilities, and cognitive strengths and weaknesses
- Guide treatment program development
- Assist in placement decisions in clinical and educational settings
- Provide clinical information for neuropsychological evaluation and research

As a psycho-educational tool, the WISC-IV can be used to obtain a comprehensive assessment of general cognitive functioning. It can also be used as an assessment to identify intellectual giftedness, mental retardation, and cognitive strengths and weaknesses. Results can serve as a guide for treatment planning and placement decisions in clinical and educational settings and can provide invaluable clinical information for neuropsychological evaluation and research purposes.

**Description of test items and scoring:**
The WISC-IV consists of 15 subtests all in which scoring guidelines apply. The manual provides sample responses with scores as a guideline for newer users. The sum of each subtest will be used to determine composite scores.

**Practical Evaluation**

**Adequacy of directions, training required to administer:**
Users of the WISC-IV should have training and experience in the administration and interpretation of standardized clinical instruments. Users should also have experience or training in testing children whose ages, linguistic backgrounds, and clinical, cultural, or education histories are similar to those of the children they will be evaluating. Individuals with formal graduate-level or professional training in psychological assessment should interpret test results using the 10-step method described in the manual. The test is moderately easy to administer, easy to score, and moderately difficult to interpret based on the interpretation guide in the manual, and education and previous experience. The manual contains a supplemental section on interpretation, including exemplar interpretive reports. Directions seem clear and give the user step-by-step instructions on what should be said and done throughout the testing administration.

**Technical Considerations:**
An important consideration in interpreting the performance of individual children is the amount of difference between index scores on the WISC-IV. The issue of score differences has two different aspects -
Test Review Column - continued
the statistical significance of the difference between scores and the base rate (frequency) of the difference in the population. These aspects are designed to address two questions: Is the difference real and not due to measure error? Or is the difference clinically meaningful?

Norms and Scoring:
This WISC-IV normative data was established using a sample collected from August 2001 to October 2002. The sample was stratified on key demographic variables (age, sex, race/ethnicity, parent education level, and geographic region) according to the March 2000 U.S. census data.

Adequacy of norms:
The WISC-IV normative information is based on national standardization samples representative of the U.S. population of children aged 6 years 0 months -16 years 11 months. An analysis of data gathered in March 2000 by the U.S. Bureau of the Census provided the basis for stratification along the following variables: age, sex, race, parent education level, and geographic region.

Reliability:
For the overall standardization sample, the average reliability coefficients of the WISC-IV subtests range from .79 (symbol search and cancellation) to .90 (letter-number sequencing). All remaining reliability coefficients are good, ranging from .80 (word reasoning) to .89 (vocabulary and Matrix Reasoning).

Validity:
Data was collected with an extensive range of validity measures and with children from sixteen special groups. Equivalency studies were also conducted within the Wechsler family of tests enabling you to make meaningful comparisons between various Wechsler scores over the lifespan. Content Validity was established by reviewers and experts, as well as creating content similar to other, established tests to expand the evaluation base of the WISC IV. The response process was examined as well with multiple choice formats to detect common errors, having children explain their responses to highlight alternate acceptable answers, and altering stimuli as a result. Evidence of construct validity was provided through a series of exploratory and confirmatory factor-analytic studies and mean comparisons using matched samples of clinical and nonclinical children.

Test-Retest Stability:
The evidence if WISC-IV test-retest stability for subtests, process scores, and composite scales was obtained using a sample of 243 children, with 18-27 participants from each of the 11 age groups. Participants were administered the WISC-IV twice, with test-retest intervals ranging from 13 to 63 days, and a mean interval of 32 days.

Evaluation
Aids to user:
• An important tip is that scaled scores represent a child’s performance relative to his or her same-age peers. They are derived from the total raw scores on each of the 15 subtests and are scaled metric with a mean of 10 and a standard deviation of 3. A subtest scaled score of 10 reflects the average performance of a given age group.
• Scoring Options: Scoring Assistant® software, Report Writer™ software, or hand scoring
• Report Options: Score, Client, and Interpretive
• Software is available

References:
AARC 2012 Annual Conference

Another successful annual conference was held in Orlando, Florida! We hope to see you next year if you missed it!
AARC President’s Message - continued from page 2

division for you and for all future members. I hope that you find the changes we are making for AARC as exciting as I do and hope that you will consider becoming more involved in what we do as an association. We will continue to be the home for assessment professionals but please help us spread the word that there is now a division that also places an emphasis on counseling research.

Thank-you for all you do for AARC and please let me know if I can be of help.

Sincerely,

Carl J. Sheperis, Ph.D.

Student Perspectives - continued from page 3

change process, then assessment is key!

Looking forward, I hope that this column can provide a space and a voice for students to share diverse insights, reflections, struggles, and successes related to assessment, diagnosis, and research in counseling. I encourage entry-level and advanced students from all counseling programs and specialty areas to submit to this column. Please contact me with questions, ideas, or submissions. By strengthening our understanding and sharing resources, we can better advocate for our clients, our students, and our profession. I look forward to working with you!

Sincerely,

Caroline O’Hara
About AARC

The mission of AARC is to promote and recognize scholarship, professionalism, leadership, and excellence in the development and use of assessment and diagnostic techniques in counseling.

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Call for Submissions

If you have any information related to the activities of AARC members that you think should be highlighted, we want to hear from you! Please submit a Microsoft Word file with a writing style that is consistent with the APA 6th edition style.

Student Perspectives Section

Submissions should highlight issues related to the process of research proposal development; topics related to research design, dissertation writing, and presentation of research; perspectives on assessment use among counselors, particularly related to training and professional development in using assessment measures; experiences with finding funding support and writing small grants; as well as locating and participating in professional development activities related to the AARC mission. Submissions should range between 500-800 words and clearly indicate a student-based perspective on the topic featured. Feel free to contact Caroline O’Hara with questions.

Test Review Section

Submissions should highlight an assessment instrument that would be useful to counselors or counselor educators. Submissions should range 2-4 pages. Feel free to contact Jeffrey Sullivan with questions.

AARC Newsnotes

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