Aloha! Welcome to our first online version of NewsNotes! During our most recent executive council meeting in Honolulu, Hawaii, the AACE executive council made the decision to go online with our newsletter in order to reach all of you in a more efficient and economical manner. Members do have the choice to receive a paper copy and will only need to contact the NewsNotes editor Joshua Watson to make this request. We hope that you will find this new format more beneficial to your own needs and welcome feedback on this new approach in serving you our members.

As you can tell in my greeting, I have recently arrived back from our executive council meeting in Hawaii. This was my first, but not last, visit to this beautiful place. Although there were many sites to see, the executive council was able to meet and make some important decisions about the direction of AACE. Our joint reception with ASERVIC, C-AHEAD, and IAAOC was very successful and provided an opportunity for AACE to network with our colleagues in other divisions. In addition, we appreciate Dr. Jerry Juhnke presenting at our annual awards breakfast.

We are happy to announce that the 2008 National Assessment Conference will be held in Dallas, Texas, September 19-20, 2008. President-Elect Rick Balkin is the conference coordinator and we are now accepting conference program proposals. Further information about the conference and conference program proposals can be found on our website at www.theaaceonline.com.

We also have many other projects that we are working on and hope to announce in the near future. Please stay tuned-in to our website and NewsNotes for more information. We are hoping that you will be interested in serving on one of our committees. Please contact me or Dr. Rick Balkin if you are interested in serving in this capacity.
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Joshua C. Watson • Editor

Would You Prefer a Paper Copy of NewsNotes?

If you would prefer to receive a print copy rather than the new digital version of our newsletter please email your request to Joshua Watson at jwatson@meridian.msstate.edu. Be sure to include the full mailing address where you would like the newsletter to be delivered.

President’s Message... (From page 1)

This newsletter is the last one for me as a president of AACE. It has been a whirlwind of a year with all of the business and fun of being a part of this association. I appreciate the support of our board members this year. Additionally, I have gotten to know the leaders of all of the American Counseling Association divisions and learned all the wonderful things that are happening in our professional groups. Our profession is a passionate and caring one. I hope that all of you consider serving, if you are not already, in some way—whether it be on a committee or an elected office. Just as being a counselor is a privilege, so too is serving one’s profession!

It truly has been an honor to serve you!

Donna

AACE Seeks Associate Editor for its Flagship Journal, MECD

AACE is now accepting applications for an associate editor position for its flagship journal, *Measurement and Evaluation in Counseling and Development*. Interested candidates should submit an application to the journal’s editor, Dimiter Dimitrov, via e-mail attachment at ddimitro@gmu.edu. Applications should include the following: (a) a statement of interest and related experience, (b) a current curriculum vita, and (c) a description of relevant experience as a reviewer to professional journals. The application deadline is July 15, 2008. The position of associate editor is a non-paid service position and will involve working closely with the current editor to ensure that the journal continues to maintain its high standard of excellence.
Visit AACE on the Web!

To learn more about AACE and the many benefits to being a member, please visit us on the web!

www.theaaceonline.com

Get Involved! 2008-09 AACE Committees

The following committees are currently recruiting new members:

- Bylaws and Ethics
- Specialty Standards and Statements
- Conference
- Public Policy and Legislation
- Diversity Issues in Assessment and Research

If you would like to join any of the above committees please contact either Donna Gibson (gibsond@gwm.sc.edu) or Rick Balkin (Rick_Balkin@TAMU-commerce.edu) to express your interest. We would love to have you participate!

Graduate students and new professionals are especially welcome!
Dr. Rick Balkin Assumes AACE Presidency on July 1

I am honored to have the opportunity to serve AACE as President for 2008-2009. I am very appreciative of the board members, committee chairs, and members who volunteer their time, resources, and advocacy for AACE. We are planning a very active year. This year’s national conference will be in Dallas, Texas, September 19-20, 2008. Additional information about our conference can be found in this issue.

This past year the committee structure was revamped. The committees include (a) by-laws and ethics, (b) diversity issues in assessment and research, (c) public policy and legislation, and (d) specialty standards and statements. We are always looking for volunteers who want to be involved, so feel free to contact me if you want to be active on a committee. Our committees serve as the heart and soul for carrying out our mission to serve the counseling profession: “The mission of AACE is to promote and recognize scholarship, professionalism, leadership, and excellence in the development and use of assessment, evaluation, research, and diagnostic techniques in counseling.”

Please consider submitting a proposal and attending the AACE National Conference. A successful conference, collaboration and advocacy in the counseling profession, and a thriving committee structure with an energized membership define our goals for 2008-2009 and beyond. If you have any questions, comments, concern, or just require direction in how to get involved, please feel free to contact me or any of the executive board members.

I look forward to getting to know all you of in the coming year,

Rick

2008 AACE Award Recipients Announced

Each year, during the ACA Annual Conference, AACE holds an Awards Breakfast to honor its members whose work in the past year has made significant contributions to the division, the profession, and the greater community. This year, AACE recognized five such individuals. Congratulations to each one of you on your accomplishments, and best wishes for continued success in the future.

Donald Hood Graduate Student Award – Ms. Erin Mason, Georgia State University

AACE Extended Practices Award – Dr. Brad Erford, Loyola College in Maryland.

AACE/MECD Patricia B. Elmore Editor’s Research Award – Dr. Danica, Hays, Dr. Catharina Chang, and Dr. Scott Decker, all from Georgia State University.
The 2008 National Assessment Conference will be held September 19-20, 2008 in Dallas, Texas. This year's keynote speaker will be Dr. Colleen Logan, ACA President-Elect. If you would like to participate in this exciting event, program proposals are now being accepted. Spaces are available for 30, 60, and 90 minute content sessions. If you are interested in presenting at this year's conference, complete a program proposal form (see page 16) and submit to Dr. Joshua C. Watson.

Housing and Accommodations

The Radisson Dallas East and Conference Center will serve as the official hotel for the conference. A special rate of $89.00 per night (single or double occupancy), including a free full breakfast buffet, has been secured for the conference. Conference attendees should contact the Radisson before **September 1, 2008** at either (800) 346-0660 or (214) 341-5400 to make their reservations. Be sure to mention that your affiliation with AACE when booking your room. A complimentary shuttle will be provided to and from the conference site.

Register Now!

To register for the National Conference, please complete the enclosed registration form (page 15) and send along with payment to:

AACE c/o Dr. Shawn Spurgeon  
University of Tennessee  
1122 Volunteer Boulevard  
C438 Claxton Complex  
Knoxville, TN 37996-3542
Refer a Colleague to AACE

AACE is actively seeking to recruit new members interested in joining a dynamic group of professionals who share a common passion for measurement and evaluation. If you know any individuals who fit this description please consider asking them to join.

Membership in AACE has many benefits including:

- A subscription to *Measurement and Evaluation in Counseling and Development*, the division's quarterly journal that publishes research as well as practical and innovative articles of relevance to assessment specialists. Regular features include "Methods Plainly Speaking" in which technical methods for the study of assessment instruments are explained, and reviews and evaluations of new or revised tests and other assessment instruments are featured.

- A subscription to the division newsletter *NewsNotes*. *NewsNotes* is published quarterly and provides state, regional, national, and international news and information, legislative updates, and special articles of interest to assessment specialists.

- Discounts on **Professional Liability Insurance**. AACE, through its affiliation with the National Professional Group is able to extend to its members professional liability insurance coverage at very attractive rates.

- Opportunities to interact with leaders in assessment, measurement, and evaluation through state associations, national conferences, and committee activities.

- Opportunities to develop your leadership skills by becoming involved in an AACE committee or running for an elected position.

- Opportunities for your work to be recognized through the AACE Awards program.

Interested individuals can join in one of three ways:

1. Join online through the American Counseling Association ([www.counseling.org](http://www.counseling.org))

2. Complete and mail the print copy of the membership application found at [www.theaaceonline.com](http://www.theaaceonline.com)

3. Contact the current membership chair, Danica Hays at [dhays@odu.edu](mailto:dhays@odu.edu)
Test Reviews

Review: State-Trait Anxiety Inventory (STAI)

S. R. Tilton, Ohio University

**Title:** State – Trait Anxiety Inventory

**Authors:** Spielberger, Charles D.; Gorsuch, R.L.; Lushene, R.; Vagg, P.R.; Jacobs, G.A.

**Publisher:** Mind Garden Inc. 855 Oak Grove Ave., Suite 215, Menlo Park, CA 94025

**Forms, groups to which applicable:** There are three forms of the STAI. The current variation is the STAI Form Y, which differentiates between temporary or emotional state anxiety versus long standing personality trait anxiety in adults. The STAI Form X is the first version of the STAI, which is still available to purchase. The third form is the STAI for children.

**Practical Features:** The STAI, which is appropriate for those who have at least a sixth grade reading level, contains four-point Likert items. The instrument is divided into two sections, each having twenty questions. The number on the scale is positively correlated to the anxiety related to the question.

**General Type:** The STAI Form Y serves as an indicator of two types of anxiety, the state and trait anxiety, and measure the severity of the overall anxiety level.

**Date of Publication:** 1970

**Cost:** STAI Manual and Sample Set: $30.00. For bulk purchases, they come in bundles of 150 for $120.00, 200 for 150.00, 300 for $210.00, 400 for $260.00, and 500 for $300.00. The scoring key is sold separately at $10.00. Translations are available, and larger bulk orders are possible. (Mindgarden, 2008)

**Scoring services available and cost:** Available for $10.00, includes procedures for administering and scoring the scales. Included in the manual are instructions for properly evaluating the scores and potential diagnosis.

**Time required:** Approximately 10 minutes are required for adults to complete the STAI.

**Purpose for which evaluated:** Used to measure anxiety in adults. A version is available for children. Helps distinguish feelings of anxiety from depression.

**Description of test.** Items and Scoring: the STAI Form Y is an administered analysis of reported anxiety symptoms. The first subscale measures state anxiety, the second measures trait anxiety. The range of scores is 20-80, the higher the score indicating greater anxiety (Spielberger et al., 1970). Some of the questions relate to the absence of anxiety, and are reverse-scored. Results of the STAI can be used in the formulation of a clinical diagnosis; to help differentiate anxiety from depression; for psychological and
health research; and for the assessment of clinical anxiety in clients in medical, surgical, and psychiatric settings (Mindgarden, 2008). Another feature of the scoring key addresses if three or fewer questions were skipped, providing an alternative scoring procedure.

Validity: In an example of its construct validity, the STAI was used in a study with multiple other assessments to study the correlation between Panic Disorder and right-hemisphere brain over activation (Smeets et al., 1996). The study was conducted with twenty-two patients who met the Panic Disorder criteria. The STAI-state and STAI-trait were found to be positively correlated with the Anxiety Sensitivity Index (Peterson & Reiss, 1987), and positively correlated with the Conjugate Lateral Eye Movements test (De Jong, Merckelbach & Muris, 1990) results. These results reinforced the convergent validity of the STAI for the purpose of this research study.

Concurrent validity between the STAI-T Anxiety Scale and to other scales that measure anxiety. The Anxiety Scale Questionnaire (ASQ) and Manifest Anxiety Scales (MAS) have positive correlation of scores (.73 and .85) with the STAI –T, which is close enough to show reliability but different enough to be useful in its anxiety determination (Spielberger, et al, 1995).

Reliability: Test-retest reliability of the STAI was evaluated using 29 male undergraduate students before and after a stressful social analogue situation (Rule & Traver, 1983). The first test administration occurred approximately two weeks before the stressful event, and the retest was administered after the analogue social situation. The study results supported previous studies using the STAI, in which state anxiety increased from the test to the retest while the trait anxiety remained at similar levels before and after (Rule & Traver, 1983). According to the test-retest correlations provided by Spielberger et al. (1970,) the state anxiety should have a .54 (state) and the .86 (trait) correlation. Rule’s and Tarver’s findings of .40 (state) and .86 (trait) were similar to the reliability coefficients reported by the test author. The similarities of the study and the author’s correlations emphasize the STAI’s reliability.

Practicality: Per assessment, it is fairly cost effective as each single assessment costs less that a dollar, though a large number would have to be ordered. The STAI is appropriate to use for those attempting to gain employment in high stress or anxiety-prone activities, such as military service, changing career fields or higher education application. The STAI form Y is not meant for anyone under high school level or above age 70. Because the time it takes to complete and the affordability of the instrument, the STAI is practical for mass distribution and completion. For accurate completion, an approximate six grade reading level is required. Another measure of its practicality is based on it’s correlation to the aforementioned ASQ and MAS scales. The STAI-Trait measurement not only is a comparable equivalent, it also has only twenty questions compared to the ASQ’s forty-three questions and the MAS’s fifty items (Spielberger et al, 1995).

Cross-cultural Fairness: The STAI is written on a sixth-grade reading level, which allows for assessment of a larger client pool. For those adults who are still unable to complete the STAI without assistance, the STAI can be administered to both the group and individual depending on needs of those being evaluated (Mindgarden, 2008). The STAI is adapted into 48 languages. As shown in the discussed studies, the STAI can be effectively used to measure a particular population in study regardless of their racial, spiritual or gender background.

Continued page 9
STAI Review… (From page 8)

References


Note: Special Thanks to Dr. Charles D. Spielberger, for his kind provision of materials for the completion of this review of his assessment.

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Call for Submissions

Graduate Students, looking for an opportunity to publish? The editor of NewsNotes invites you to consider submitting a manuscript to the “Student Perspectives” column. This column is a forum for graduate students to discuss issues pertinent to them and their careers and training. Possible ideas for manuscripts include: student opinions on current trends in testing and assessment, advice for finishing a dissertation, helpful hints and techniques for research design, and recommendations for testing and assessment instruments. If you might be interested you are encouraged to contact Joshua Watson, NewsNotes editor, at jwatson@meridian.msstate.edu. All submissions should be 500 words or less and adhere to the latest APA style guidelines. A panel of editorial assistants will review all submissions and forward a recommendation for publication. Submissions should be sent electronically as a Microsoft Word document to the email address referenced above.
Test Reviews

Review: Piers-Harris Children’s Self-Concept Scale, Second Edition

Mayla D. Puckett, Ohio University

Title: Piers-Harris Children’s Self-Concept Scale, Second Edition: Piers-Harris 2 (The Way I Feel About Myself)

Authors: Ellen V. Piers, Dale B. Harris, and David S. Herzberg

Publisher: Western Psychological Services (WPS), Los Angeles, CA

Forms, groups to which applicable: The Piers-Harris 2 is the latest revision of the preceding instruments, which replicates the original title (Piers-Harris Children’s Self-Concept Scale published in 1963) (Buckroyd & Flitton, 2004) and contains interchangeable self-concept and validity scales (Kelley, 2004). Three revisions exist from 1984, 1996 and lastly in 2002. The Piers-Harris 2 comprises improvements over earlier versions in that there are fewer items, availability of computer scoring, and of most importance according to Kelley, “the scale has been standardized on a national sample in contrast to the use of a homogeneous, rural sample collected in the 1960s” (p 5). The instrument evaluates perceptions of self-concept for children and adolescents (Western Psychological Services, n.d.). The authors recommend reading and comprehension to be at a second grade level (Kelley).

Practical features: Initially a uni-dimensional measure of self-concept, psychological analysis now indicates the scale is a multidimensional construal containing six subscales or domains: physical appearance and attributes, intellectual and school status, happiness and satisfaction, freedom from anxiety, behavioral adjustment, and popularity (Buckroyd & Flitton, 2004). In an effort to distinguish chance, bias, and exaggerated responses, the Piers-Harris 2 includes two validity scales: inconsistent responding and response bias (Kelley, 2004). The instrument consists of a Total Score (TOT) that communicates the overall essence of self-concept while the six domain scores and validity scales provide a more interpretive analysis (Western Psychological Services, n.d.).

General type: The Piers-Harris 2 is a measurement of mental and emotional wellbeing in children and adolescents using a complete scope on childhood years. (Western Psychological Services, n.d.).

Date of publication: 2002

Cost: booklets, answer sheets: The Piers-Harris 2 kit includes 40 AutoScore Answer Forms and 1 manual. The kit costs $119.00. Ordered separately, the manual costs $60.50, and the AutoScore Answer Forms (packages of 20) cost $43.50 per package. Spanish answer sheets are also available (packages of 20) at a cost of $19.25 per package. A Continuing Education (CE) Questionnaire and Evaluation Form (must be completed and returned to receive two CE credits for mastering the Piers-Harris 2 Manual) can be purchased for $20.00 (Western Psychological Services, n.d.).
PIERS-HARRIS Review… (From page 10)

Scoring services available and cost: WPS Test Report Computerized Components: Mail-In Answer Sheets (includes test items) can be purchased for $20.50 with a quantity price break available. A CD (PC with Windows 98, XP, 2000, or ME), good for 25 uses, can be ordered for $319.00. PC Answer Sheets (pads of 100), for use with the CD, cost $16.50. Fax Scoring Service is also available (call 800-648-8857 for details) (Western Psychological Services, n.d.).

Time required: Approximately 10-15 minutes is required for users to complete the Piers-Harris 2 (Western Psychological Services, n.d.).

Purpose for which evaluated: Supports identification of children who might need further evaluation by examining areas of conflict, defense mechanisms, and appropriate intervention practices (Western Psychological Services, n.d.).

Description of test. Items and scoring: The Piers-Harris 2 consists of a 60-item self-report questionnaire prompting yes/no answers to “25 positively and 35 negatively phrased items presented as first person declarative statements (e.g. ‘I have nice hair’; ‘I am dumb about most things’)” (Butler & Gasson, 2005, p. 193). The assessment can be given in an individual or group capacity. The Piers-Harris 2 does not employ observations of teachers or parents. Rather, according to Rousseau, Drapeau, Lacroix, Bagilishya, and Heusch (2005), its basis is the child or adolescent’s own perceptions of how he or she really feels about him or herself (“e.g. ‘I am well behaved in school’)” (Blake, Gusella, Greaven, & Wakefield, 2006, p. 29). In addition, it examines their consideration of another person’s perspectives of themselves, (“e.g. ‘My parents usually consider my feelings’; ‘My teacher thinks I am smart’; ‘Others will believe that I will make something of myself’)” (Butler & Gasson, p. 198). Children and adolescents ages 7-18 or students in grades 4-12 are users of the Piers-Harris 2 (Lewis & Knight, 2000). The test items, written on a second grade reading level, are easy to read and understand (Kelley, 2004). The “built-in auto score sheet requires little to no training in psychometric testing” (Buckroyd & Flitton, 2004, p. 134) and scores range from 0-60 (Butler & Gasson). T scores (mean = 50; SD = 10) are used for calculating the total score and domain scale scores. The normal range of Total Score is between 40 and 60 (Kelley). Assessment administrators can score the instrument using several alternative methods including the manual use of carbons or AutoScore™. However, computer scoring and interpretation are available using mail/fax-in forms, and a CD, all providing reports detailing a child’s interpretive strengths and weaknesses (Western Psychological Services, n.d.).

Adequacy of directions, training required to administer: Piers-Harris 2 is straightforward and extremely user-friendly, and test administration does not require extensive training. The questionnaire can be scored easily, and the manual is uncomplicated and unambiguous. However, the authors caution that an individual with psychological assessment training should only guide interpretation and use of scores. Still, administrators will find a comprehensive description of interpreting validity and scores in the manual in addition to a relevant literature review of the original instrument (Kelley, 2004).

Reliability: Measures of reliability prove adequate with nearly each Cronbach coefficient alpha being >.70 for the total scale, and the domain scale alpha coefficients range from .60 to .93 (Kelley, 2004). This method for examining internal consistency is applied to this instrument because results will likely vary from user to user (Neukrug & Fawcett, 2006).
Test-retest reliability was not measured using new data for the Piers-Harris 2 as prior scale studies from earlier versions were adequate. In reference to preceding versions of the Piers-Harris, specifically the 1984 version, “Piers reported test-retest reliability results for the global score ranging from .42 to .96 for periods of three weeks to eight months and internal consistency from .88 to .93” (Lewis & Knight, 2000 p. 49). Another review of the Piers-Harris 2 reported internal consistency scores of .91 for the total score, .74-.81 for the domain scores, .69 for test-retest scores (2 week interval), and .75 for test-retest scores (10 week interval) (Butler and Gasson, 2005, Table 3, p. 195).

Validity: Validity for the Piers-Harris 2 was determined using a variety of methods. The original instrument contained 80 items while the newest revision contains only 60 items. To determine content validity, the authors initiated a judge’s expertise to rate whether the remaining items were representative of the deleted items. According to a review in the Mental Measurements Yearbook, a description of this rating process was unavailable (Kelley, 2004). Further, the authors included two validity scales in the Piers-Harris 2 to assess potential biases. The authors utilized convergent validity by examining scores from the Piers-Harris 2 in comparison to “scores on measures of anger, aggressive attitudes, symptoms of Post-Traumatic Stress Disorder, and thoughts and attitudes related to obesity . . . . generally … positive self-concept is inversely related to measures of psychological problems” (Kelley, pages 9 & 19). Largely, an assessment of construct validity using factor analysis supported the domains of the Piers-Harris 2, however, the authors admit that the findings were inconsistent across studies. In general, the Piers-Harris 2 has support for validity based on ample research findings, though, most of the studies on validity were conducted using the original questionnaire format. According to Kelley, the authors acknowledged this factor and supported future research.

Cross-Cultural Fairness: Despite many improvements in the Piers-Harris 2 regarding a more representative sample, the assessment was developed in the United States. It is predominantly of Western origin and does not take into full account differences in cultural philosophies. For example, Western cultures tend to be individualistic whereas many Asian cultures tend to be collectivists. Self-concept can be perceived differently in every culture. Lewis and Knight (2000) argued that interpreters should err on the side of caution when assessing results, because “no clear consensus exists regarding the definitions of self-concept and self-esteem, so discussion of these constructs can be confusing” (p. 52). In addition, the Piers-Harris 2 requires that users conceptualize how others perceive them. This abstract notion can prove difficult for younger children (Butler and Gasson, 2005). In a study conducted to measure the self-concept of children with complex needs, Buckroyd and Flitton (2004) found that the instrument was not suitable for this target group despite the authors’ suggestions. Users were concerned with their acceptance in the peer group; therefore, some answers were likely distorted by peer pressure even with constant reiteration that there was no right or wrong answer. In addition, the aforementioned study was conducted in the United Kingdom (UK), and researchers found that language of the test proved challenging because the instrument contains American terminology. For example, some children found it difficult to understand the word ‘dumb,’ which is not used in UK culture. Further, Buckroyd and Flitton suggest that a few items on the questionnaire fit into both the “intellectual and physical appearance domains, (e.g. ‘Am I smart?’)” (p. 137), at least in the UK. These examples are representative of only one study. However, they do reveal legitimate concerns with cross-cultural fairness.

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Practicality: The incredible ease and use of this instrument make it a forerunner in terms of practicality. The manual is straightforward, minimal training is required for administration, the simple yes/no response format makes it easy for users to understand, and it does not require lengthy periods to complete. There are various methods for scoring available depending on the administrator’s preference. Computer generated reports create ease of use and interpretation. The instrument has over 40 years of research and assessment with psychometric studies proving reliability and validity. The cost is relatively comparable to other similar instruments.

Norms and scoring: As noted by Lewis (2000), “the Piers-Harris 2 is scored in the direction of positive self-concept, with results reported as raw scores, percentiles, normalized T-scores, or stanines” (p. 49). The latest revision takes into account criticisms that the previous versions did not utilize a standardized sample. Butler and Gasson (2005) reported that an earlier sample in 1969 consisted of 1,183 public school children from Pennsylvania (Table 1, p. 192). The current standardization sample is far more representative of American culture with 1,387 students from districts throughout the U.S. (Table 1, p. 192). However, there is still an underrepresentation of the Hispanic/Latino culture (Kelley, 2004).

Comments regarding adequacy of norms: While the authors made significant efforts to answer criticisms regarding a subjective standardized sample, the instrument is still predisposed to bias. Despite endeavors to include a more representative sample of American culture, minority groups are still underrepresented, particularly the Hispanic population, which continues to grow rapidly in the United States. Further, there are no demographic descriptors of the new standardized sample (e.g. socioeconomic status and residential location). Considering the Western origin of the assessment, many potential biases exist for users outside the United States or western cultures. Nevertheless, the present norm group has greatly improved over the preceding sample.

Comments of reviewer: The Piers-Harris Children’s Self Concept Scale has been in existence for nearly half a century. While there are legitimate criticisms of this instrument, significant research has proven its effectiveness in assessing a child’s self-concept. Reliability and validity have proven to range from moderate to high in study after study. The instrument’s ease of use and practicality allow this assessment to stand out from other comparable assessments. Kelley (2004) stated that, “The Piers-Harris is one of the best if not the best questionnaire of its type, given the long history of research findings … [and] is very easy for children to use and probably is best used as a screening instrument as illustrated in the case examples described in the technical manual” (p 10). It has been used in a plethora of clinical settings. For example, researchers used this scale to evaluate the psychological profile of children with Noonan syndrome (Lee, Portnoy, Hill, Gillberg, & Patton, 2005). The Piers Harris 2 has been used in the evaluation of a classroom program of creative expression workshops for refugee and immigrant children (Rousseau, et al., 2005). As previously mentioned, researchers used the instrument to assess the measurement of self-concept in children with complex needs (Buckroyd and Flitton, 2004). It has been used in evaluating the self-concept in gifted youth (Lewis and Knight, 2000), to examine “the risks and benefits of being a young female adolescent standardised [sic] patient” (Blake, et al., 2006, p. 26), and to evaluate a “karate program for improving self-concept and quality of life in childhood epilepsy” (Conant, Morgan, Muzykewicz, Clark, & Thiele, 2008, p. 61). In addition, researchers used the Piers Harris 2 to evaluate the effectiveness of a sibling support program in Cork.

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Ireland (D’Arcy, Flynn, McCarthy, O’Connor, & Tierney, 2005). This is only a small depiction of the most recent literature using the Piers-Harris Self-Concept Scale. Strong research support is evident allowing this instrument to be an invaluable method for assessing self-concept in children and adolescents across a multitude of diverse, clinical settings.

References


Friday-Saturday, September 19-20, 2008 – Dallas, Texas
Presented by the Association for Assessment in Counseling and Education (AACE)

2008 AACE National Assessment Conference
This advanced training conference will provide two days of high-energy, intensive workshops packed with useful skills and information for assessment professionals in counseling and education. These workshops will feature many nationally known and respected presenters who are experts/authors in the field. This event is a “must attend” for all professional counselors, counselor educators and supervisors, school testing coordinators, district accountability specialists and graduate students. The UGA provides a magnificent high-tech venue for this event. Don’t miss this outstanding advanced training opportunity!!

NBCC Credit - The conference will provide up to 10.5 NBCC continuing education hours.

Registration
Complete the registration form below and mail or fax with payment. Institutions registering three or more professionals in the same payment can deduct 10% from the cost. ***This cost includes all program events, all break refreshments, and receptions!*** Written confirmation of registration will be sent within two weeks of receipt of the form below. Space is limited, so please register early!

Housing, airport and Transportation- Please refer to website:  www.theaaceonline.com  for more information.

Refund Policy - A full refund can be obtained until 15AUG08. After this date no refunds can be processed. Refunds are assessed a $35 processing fee.

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Registration Form
2008 AACE National Assessment Conference
Friday-Saturday, September 19-20, 2008 – Dallas, TX

Name: ______________________  Position: ______________________

Address: ______________________

City: ______________________  State: ________  Zip Code: __________

Home Phone: ______________________  Work Phone: ______________________

Fax: ______________________  E-mail: ______________________

((Schools, school systems, or institutions registering three or more professionals in the same payment can deduct 10% from the cost.)

Conference Registration Fee (circle one):  Graduate Student/Retired Member Rate:

Professional Rate:

$149 by 15JULY08  $69 by 15JULY08  ($99)

$169 by 15AUG08  $89 by 15AUG08  ($119)

$199 after 15AUG08  $109 after 15AUG08  ($139)

$99.00 single-day: Friday or Saturday (circle one)  $59.00 single-day: Friday or Saturday (circle one)

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AACE’s 2008 National Assessment Conference  
at Texas A&M University - Commerce  
in Dallas, TX  
Friday and Saturday, September 19-20, 2008

CALL FOR PROGRAM PROPOSALS

The Program Committee for the Association for Assessment in Counseling and Education’s (AACE) “2008 National Assessment Conference” invites members, colleagues, students, and other interested assessment specialists to submit proposals for stimulating and creative assessment- and evaluation-related presentations related to diagnosis and treatment issues in counseling. Proposals related to current and futuristic practice and creative integration of technology and counseling or educational practice are especially encouraged. Topics of general interest to assessment specialists and professional counselors are also welcome.

Simply plan for a poster session, 30-minute Content Session, 60-minute Content Session, or 90-minute Special Interest Session, complete the proposal form below, and e-mail to: jwatson@meridian.msstate.edu Multiple proposals are encouraged. The program application deadline is July 18, 2008 and program decisions will be made by August 1, 2008. All presenters must register for the conference.

AACE brings together professionals from across the diverse education and counseling fields who have a special interest in improving test use, decision making and technology. Our mission is to promote the professional use of counseling, psychological tests and educational assessments to benefit the clients and students we serve. Our website is located at http://www.theaaceonline.com.

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CALL FOR PROGRAM PROPOSALS FOR THE AACE 2008 NATIONAL ASSESSMENT CONFERENCE

Title of Program: _____________________________________________________________

Type of Presentation (Check all that apply):

___ 30-minute Content Session  ___ 60-minute Content Session  ___ 90-minute Special Interest Session

Days available to present (circle all that apply): Friday – September 19, 2008  Saturday – September 20, 2008

Name of presenter(s): _______________________________________________________

Address of lead presenter: _____________________________________________________

City: ___________________________  State: _______________  Zip: ________________

Home Phone: ______________________  Work Phone: _______________________

Fax: ___________________________  E-mail: ________________________________

Provide a brief summary of the presentation, not to exceed 75 words, Also include additional information you believe helpful to the committee in determining the quality of the proposal. An edited version of the summary will appear in the conference program. Please type or print neatly. Also, please provide a brief biographical description of all presenters. This is required by NBCC.

What type of A/V equipment and software will you need (check all that apply):

___ Overhead  ___ Slide Projector  ___ Overhead Screen  ___ Flip Chart  ___ Document Camera  ___ PowerPoint

___ Computer (PC)  ___ Internet  ___ MSWord  ___ WordPerfect  ___ TV/VCR  ___ Audio-tape  ___ Other
Postcards from Hawaii!

AACE Members Take Part in the ACA World Conference

Local talent entertains during joint reception

President-Elect Balkin works the crowd

Bob, Carl, and Donna talking assessment

Jerry Juhnke speaks at the Awards Breakfast

Photographs courtesy of Donna Gibson