

NINTH EDITION

**ASSESSMENT PROCEDURES  
FOR COUNSELORS AND  
HELPING PROFESSIONALS**



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# ASSESSMENT PROCEDURES FOR COUNSELORS AND HELPING PROFESSIONALS

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*The ninth edition is dedicated to my children, who bring light to my world:  
Ellis, Jake, Joe Lee, Emily, and Laura Beth*

—CJS

# PREFACE

In *Assessment Procedures for Counselors and Helping Professionals*, our goal is to help current and future school counselors, marriage and family therapists, mental health counselors, career counselors, and other helping professionals become better consumers of the various methods and procedures used in the process of assessment. Assessment occurs in many settings, such as schools, mental health clinics, career counseling centers, substance abuse treatment centers, private practice, psychiatric hospitals, and vocational rehabilitation centers. Assessment is an integral part of the counseling process in which the counselor and client work together to gain a better understanding of the client's problems. We believe that effectiveness and accuracy in assessment are essential to effective counseling. Throughout the text, we stress that assessment is more than simply giving tests. Assessment involves collecting and integrating information about an individual from *multiple methods* and *multiple sources*. Throughout this textbook, our aim is to provide students with an overview of the many approaches to assessment so they can become competent and ethical practitioners in our multicultural society.

This textbook has three goals. The first goal is to supply foundational information about assessment, which includes an overview of the various methods and sources of assessment information. In addition, students must learn some basic principles of measurement in order to understand the applications and issues in assessment. Thus, we also provide foundational information about statistical concepts, test scores, and the psychometric aspects of assessment (e.g., validity and reliability). The second goal of this textbook is to present an overview of the general areas in which assessment is commonly utilized, such as in assessing intellectual ability, achievement, aptitude, career interests and skills, and personality. The third goal is to provide students with information about specific assessment applications and issues, such as clinical assessment, communicating assessment results, assessment with diverse populations, and ethical and legal issues.

To meet these goals, the textbook is divided into three parts that provide a balance of theory and practice information as well as coverage of the assessment instruments and strategies commonly used in school counseling, clinical mental health counseling, and vocational or career counseling settings. These sections include Principles of Assessment, Foundations of Assessment, and Types of Assessment.

## PRINCIPLES OF ASSESSMENT

Part One of this textbook, Principles and Foundations of Psychological and Educational Assessment, focuses on the underlying principles of all forms of psychological and educational assessment. We designed this section to provide counselors with the essential concepts of measurement and evaluation that they need to engage in the assessment process. Chapter 1 introduces assessment and provides historical information that has influenced assessment practice. Chapter 2 focuses on the important ethical and legal issues related to assessment. Because assessment strategies are applied to diverse populations, Chapter 3 supplies important information about multicultural assessment, including social and cultural factors related to assessing individuals, groups, and specific populations, as well as the competencies and standards required for assessing individuals from diverse backgrounds. Chapter 4 focuses on the assessment process, emphasizing the importance of

collecting data by using multiple methods from multiple sources. The chapter provides detailed information about formal and informal data-collection methods (e.g., interviews, tests, observations) as well as the sources of assessment information (e.g., the client, parents, significant others, teachers, and health professionals).

## **FOUNDATIONS OF ASSESSMENT**

Part Two of the textbook, builds on the Principles section by exploring the foundations of assessment. Chapter 5 presents basic statistical concepts associated with tests and assessment. Chapter 6 presents information about types of scores and standards for scoring and interpreting assessment instruments. Chapters 7 and 8 supply information about the key psychometric considerations that are essential in assessment: reliability and validity. Chapter 9 integrates the elements of the assessment process by presenting information about selecting, administering, scoring, and reporting assessment results.

## **TYPES OF ASSESSMENT**

The chapters in Part Three, Types of Assessment, center on the applications and issues related to specific assessment areas. The main focus is the effective, competent, and ethical application of assessment methods in various settings. Chapter 10 supplies information about assessing intellectual ability, including the major theories of intelligence, the major tests of intelligence (e.g., the Wechsler scales, the Stanford–Binet test, and the Kaufman test), and special issues in intelligence testing. Chapter 11 covers assessment of achievement, including achievement test batteries, individual achievement tests, diagnostic achievement tests, subject-area tests, and other types of achievement tests. Chapter 12 presents information about aptitude assessment. Extensive changes in U.S. social and economic conditions may result in more counselors working with clients on career-related issues; thus, Chapter 13 provides important information about career and employment assessment. Chapter 14 focuses on personality assessment and the many types of personality instruments and techniques. Chapter 15 focuses exclusively on clinical assessment and the use of assessment procedures to diagnose mental disorders, develop treatment plans, monitor counseling progress, and evaluate outcome. Chapter 16 presents information about assessment issues in education, such as the assessment activities of school counselors, the types of assessment instruments used in schools, assessing specific learning disabilities and giftedness, test preparation and performance, environmental assessment in the schools, and assessment competencies for school counselors. Finally, Chapter 17 presents information about communicating assessment results.

## **NEW TO THIS EDITION**

First published in 1988, this textbook has become a classic among assessment textbooks designed specifically for counselors. The ninth edition hosts extensive changes in the content of the text; we have updated all of the chapters and strived to provide the most accurate, up-to-date assessment information. At the same time, we have endeavored to maintain the original appeal of the text by retaining an easy-to-read format and continuing to emphasize assessment information that is most useful and relevant for school counselors, marriage and family therapists, mental health counselors, and other helping professionals. Throughout the text, we provide information and examples about widely used assessment

instruments in order to help students become familiar with these well-known tests. This edition aligns with the 2014 standards for educational and psychological testing. The text includes the following updates:

- Thoroughly updated with the most current assessment instruments
- Includes discussions of both the ICD-10 and DSM-5
- Additional case studies
- Reorganized contents so that ethical, legal, and diversity issues are considered as underlying principles in assessment. This edition organizes principles, foundations and assessment types in a more logical flow (see chapter-by-chapter detail below).
- Clearer definitions of key concepts
- Additional activities to illustrate key concepts
- Updated references throughout the text

Key chapter revisions in this edition include the following:

- Chapter 1, *Introduction to Assessment*, has been revised to provide a clearer discussion on competency in assessment for counselors and to add more visual demonstrations of key concepts (e.g., testing vs. assessment).
- Chapter 2, *Ethical and Legal Issues in Assessment*, has been shifted to the front of the book in order to emphasize the importance of the topic. In addition, information has been added in relation to the ASCA and ACES ethical codes. Finally, some case study information was included to help explain ethical issues.
- Chapter 3, *Assessment Issues with Diverse Populations*, has been shifted to the front of the book in order to emphasize the importance of the topic. In addition, definitions have been updated to reflect current perspectives on diversity.
- Chapter 4, *Methods and Sources of Assessment Information*, has been updated to make the information clearer and more student friendly.
- Chapter 5, *Statistical Concepts*, has been updated to provide a more thorough explanation of types of correlation and to provide examples of the use of scores. In addition, statistical calculations were simplified and more information is included to demonstrate practical application of assessment concepts.
- Chapter 6, *Understanding Assessment Scores*, has been updated to provide a more student-friendly introduction to scores. In addition, statistical calculations were simplified and the language was softened to make it more consumable.
- Chapter 7, *Reliability/Precision*, has been updated with additional examples related to internal consistency. In addition, we simplified the presentation by removing calculations for measures of internal consistency and by providing more definition around alternate and parallel forms.
- Chapter 8, *Validity*, has been updated clearer discussion around the differences between reliability and validity. In addition, we revised the language of the chapter to make it more student friendly.
- Chapter 9, *Selecting, Administering, Scoring, and Interpreting Assessment Results*, has been updated to clarify the steps in the assessment process and to include clearer links to diversity issues.



- Chapter 10, *Assessment of Intelligence and General Ability*, has been updated to provide a clearer connection between intelligence and counseling practice. The theories of intelligence have been updated and the chapter was revised to make it more student friendly.
- Chapter 11, *Assessment of Achievement*, has been updated to provide statements of relevance for each assessment instrument described in the chapter.
- Chapter 12, *Assessment of Aptitude*, has been updated to include more depth on psychomotor abilities. In addition, information was added on adult aptitude related to disabilities. Finally, information was updated in relation to GRE scoring.
- Chapter 13, *Career and Employment Assessment*, has been updated with a career inventory activity. We removed three sections from the chapter in order to provide a clearer focus on the information and to reduce the overlap between the information in a career assessment chapter and a course in career counseling.
- Chapter 14, *Personality Assessment*, has been updated to provide a more thorough exploration of the complexity involved in defining personality. Errors from the previous edition were corrected in relation to the MCM III Table.
- Chapter 15, *Clinical Assessment*, has been updated to include a clearer explanation of the bio-psycho-social interview. In addition, information about the ICD-10 was included in the revision.
- Chapter 16, *Assessment in Education*, has been updated to include a clearer explanation of the application across various areas of counseling.
- Chapter 17, *Communicating Assessment Results*, has been updated to include more information on flat profiles.

## ALSO AVAILABLE WITH MYLAB COUNSELING

This title is also available with MyLab Counseling, an online homework, tutorial, and assessment program designed to work with the text to engage students and improve results. Within its structured environment, students see key concepts demonstrated through video clips, practice what they learn, test their understanding, and receive feedback to guide their learning and ensure they master key learning outcomes.

- **Learning Outcomes and Standards measure student results.** MyLab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.
- **Video- and Case-based Exercises develop decision-making skills.** Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client–therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.
- **Licensure Quizzes help students prepare for certification.** Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.

- **Video Library offers a wealth of observation opportunities.** The Video Library provides more than 400 video clips of actual client–therapist sessions and high-quality role-plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson’s extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

## ACKNOWLEDGMENTS

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# ABOUT THE AUTHORS

## **Carl J. Sheperis**

Dr. Carl J. Sheperis serves as Dean of the College of Education and Human Development at Texas A&M University-San Antonio. Dr. Sheperis has served as President and CEO of the National Board for Certified Counselors (NBCC) and Affiliates. He is a past president of the Association for Assessment and Research in Counseling and Associate Editor for Quantitative Research for the *Journal of Counseling and Development*. He has worked with the American Counseling Association as the Chair of the Research & Knowledge Committee, and has served as the Editor of the *Journal of Counseling Research and Practice*.

In addition to this textbook, Dr. Sheperis is an author of *Research in Counseling: Quantitative, Qualitative, and Mixed Methods*; *Clinical Mental Health Counseling: Fundamentals of Applied Practice*; *Diagnosing and Treating Children and Adolescents*; and *The Peace Train*. He is also published in various textbooks, academic journals, and reference volumes.

## **Robert J. Drummond**

Dr. Robert Drummond passed away on March 14, 2005. He was a retired professor and counselor educator at the University of North Florida for 20 years. He was foremost in the field of assessment, and he specialized in educational and psychological testing, career development, models for evaluation, educational research, and personality theory and measurement. Dr. Drummond wrote the first edition of this text in 1988. Now in its ninth edition, the book remains a popular assessment textbook in counseling.

## **Karyn Dayle Jones**

Dr. Karyn Dayle Jones is an associate professor in counselor education at the University of Central Florida. She has over 20 years of experience in the counseling profession and has been a counselor educator for over 15 years. Jones is coauthor of *Introduction to the Profession of Counseling*, has authored or coauthored several book chapters and refereed publications, and has made numerous professional presentations. Her primary areas of research are assessment and diagnosis. She is the past president of the Association for Humanistic Counseling, a division of the American Counseling Association. Jones is a Florida Licensed Mental Health Counselor and a National Certified Counselor, and she has worked as a counselor in mental health agencies, schools, and private practice.

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