Florida Teacher Certification Examinations
Test Information Guide
for
School Psychologist PK–12

FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

Third Edition

Contents

1 Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the School Psychologist PK–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included school psychologists, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected school psychologists, a large-scale survey of school psychologists, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in School Psychologist PK–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university preparation program, educators with provisional certification, educators seeking certification in an additional subject area, or persons making a career change to school psychology. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified educators prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college coursework in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

2 Preparation for the Test

The following outline may help you prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

  Section 1 discusses the development of the test and test information guide.
  Section 2 (this section) outlines test preparation steps.
  Section 3 offers strategies for taking the test.
  Section 4 presents information about the content and structure of the test.
  Section 5 lists question formats and includes sample test questions.
  Section 6 provides an annotated bibliography of general references you may find useful in your review.
  Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

  Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

  Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

  Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

  Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

  Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

  Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.

③ Test-Taking Advice

- Go into the examination prepared, alert, and well rested.

- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.

- Dress comfortably and bring a sweater or jacket in case the room is too cool.

- Take the following with you to the test site:
  — Admission ticket
  — Proper identification as described in "Identification Policy"

- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  — Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
  — Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  — When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  — After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.

4 | Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the School Psychologist PK–12 examination. These competencies and skills represent the knowledge that teams of school psychologists, subject area specialists, and district-level educators have determined to be important for beginning school psychologists. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

Competency

Approximate percentage of total test questions (test blueprint)

Competency/Skill		Approx. %
1	**Knowledge of measurement theory, test construction, research, and statistics**	7%
	1 Identify theories of measurement and test construction.	
	2 Demonstrate knowledge of statistical concepts and terms.	
	3 Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).	
	4 Interpret research findings from psychoeducational studies.	

Skills (1–4)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill		Approx. %
1	**Knowledge of measurement theory, test construction, research, and statistics**	**7%**
	1 Identify theories of measurement and test construction.	
	2 Demonstrate knowledge of statistical concepts and terms.	
	3 Identify principles of research design (e.g., single subject, qualitative, quantitative, program evaluation).	
	4 Interpret research findings from psychoeducational studies.	
2	**Knowledge of data-based decision making and accountability**	**13%**
	1 Identify data gathering methods (e.g., checklists, records review, assessment instruments, interviews, behavioral observations, curriculum-based measurement, technology) in the comprehensive evaluation process.	
	2 Identify appropriate methods for progress monitoring.	
	3 Select appropriate psychoeducational assessment instruments based on a referral question.	
	4 Determine appropriate evaluation methods and sources of information based on a referral question.	
	5 Select appropriate instruments and methods of psychoeducational assessment that consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically diverse students; students with low-incidence disabilities; preschool children).	
	6 Interpret data from multiple sources (e.g., checklists, records review, graphs, instructional software, assessment instruments and software, interviews, behavioral observations, curriculum-based measurement) to address referral questions and make appropriate recommendations.	
	7 Demonstrate knowledge of data-based decision making at the system, group, and individual levels.	
3	**Knowledge of child and adolescent development**	**10%**
	1 Identify theories of cognitive and intellectual development.	
	2 Identify theories and principles of language, perceptual, and sensorimotor development.	
	3 Identify theories of personality and social-emotional development.	
	4 Apply principles of learning, memory, and motivation.	

Competency/Skill	Approx. %
5 Identify developmental patterns of disorders in childhood and adolescence.	
6 Relate the major theories of child and adolescent development to psychoeducational practices.	
4 **Knowledge of Section 504 of the Rehabilitation Act of 1973 (Section 504) and exceptional student education**	**10%**
1 Identify the characteristics of various exceptionalities and disabilities (e.g., specific learning disabilities, gifted, visual or hearing impairment).	
2 Interpret psychometric and other assessment data (e.g., response to intervention) related to identification of exceptionalities and disabilities.	
3 Determine appropriate evaluation procedures or accommodations consistent with suspected or documented disabilities.	
4 Identify federally mandated procedures in the development of an Individual Educational Plan (IEP) and a Section 504 accommodation plan.	
5 Identify federally required disciplinary policies and procedures (e.g., manifestation determination, suspension) for students with an IEP or Section 504 accommodation plan.	
5 **Knowledge of curricula and instruction**	**10%**
1 Identify components of curricula and effective instruction.	
2 Demonstrate knowledge of reading, mathematics, and written and oral language development and instruction.	
3 Identify appropriate instructional strategies for reading, mathematics, and written and oral language.	
4 Identify screening, prevention, and intervention methods to address academic concerns.	
6 **Knowledge of biological, social, and cultural bases of learning and behavior**	**12%**
1 Identify the signs, symptoms, and impact of substance abuse.	
2 Identify the signs, symptoms, and impact of child abuse and other traumatic events.	
3 Identify social, cultural, linguistic, and ethnic factors that influence learning and behavior.	

Competency/Skill		Approx. %
	4 Identify experiential, instructional, environmental, medical, and biological factors that influence learning and behavior.	
	5 Identify social, cultural, linguistic, ethnic, and instructional factors that influence language development.	
	6 Identify the neurological functions of the brain (e.g., brain-behavior relationships, executive functions).	
7	**Knowledge of laws, rules, regulations, and court decisions**	**5%**
	1 Demonstrate knowledge of legislation (e.g., Health Insurance Portability and Accountability Act; No Child Left Behind Act; Individuals with Disabilities Education Improvement Act; Section 490, Florida Statutes) related to the practice of school psychology and public education.	
	2 Identify federal and state rules, regulations, and policies related to the practice of school psychology and public education.	
	3 Identify the implications of landmark court decisions related to the practice of school psychology.	
8	**Knowledge of evidence-based interventions**	**15%**
	1 Identify theories and techniques of individual counseling.	
	2 Identify theories and techniques of group counseling.	
	3 Select appropriate prevention activities and evidence-based interventions for academic concerns.	
	4 Identify components and techniques (e.g., positive behavior supports, functional behavior assessments, positive behavior intervention plans) of applied behavior analysis.	
	5 Select appropriate methods for evaluating the fidelity of implementation and response to interventions from various sources (e.g., technology, curriculum-based measurement).	
	6 Identify schoolwide screening, prevention, and intervention methods that address bullying, violence, and suicide.	
	7 Identify techniques for threat and suicide assessment.	
	8 Select appropriate prevention activities and evidence-based interventions for behavioral and social-emotional concerns.	
	9 Identify techniques for crisis intervention.	

Competency/Skill	Approx. %
9 Knowledge of consultation, collaboration, and problem solving	**10%**
1 Identify appropriate theories and methods of consultation and collaboration with school personnel, parents and guardians, and other specialists in the school or community.	
2 Demonstrate knowledge of the problem-solving process.	
3 Apply methods of consultation, collaboration, and problem solving to academic, behavioral, and social-emotional concerns.	
10 Knowledge of professional school psychology and ethical decision making	**8%**
1 Identify elements of the organizational and operational structures of public schools.	
2 Identify important milestones in the development of the profession of school psychology.	
3 Identify professional standards of practice in school psychology.	
4 Identify the guidelines for professional conduct as stated in the ethical codes of the Florida Association of School Psychologists, National Association of School Psychologists, and American Psychological Association, and in the Code of Ethics of the Education Profession in Florida.	
5 Apply appropriate decision making to standards of practice and ethical dilemmas.	

5 Test Format and Sample Questions

The School Psychologist PK–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Direct question Choose the response option that best answers the question.	Question 1, page 15
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 4, page 15
Sentence completion Select the response option that best completes the sentence.	Question 5, page 16

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. Which of the following tasks on the Woodcock Johnson III—Tests of Cognitive Abilities is based on the concept of crystallized intelligence developed by theorists Raymond B. Cattell and John Horn?
   A. Verbal Comprehension, which measures analysis and synthesis
   B. Numbers Reversed, which measures short-term memory
   C. General Information, which measures acquired knowledge
   D. Visual Matching, which measures processing speed

2. The following computation, where X represents an individual's raw score, M represents the mean of the normative group, and SD is the standard deviation, best describes which scores?

$$\frac{X-M}{SD}$$

   A. *p*
   B. *r*
   C. *T*
   D. *z*

3. A 3rd-grade teacher consults with a school psychologist about a student who recently began demonstrating impulsive behavior. Which of the following steps should the school psychologist take first in addressing the teacher's concerns?
   A. observing the student's behavior across multiple school settings
   B. determining the student's interests to use for behavior reinforcement
   C. defining the student's problem behavior in measurable terms
   D. conducting an informal screening of the student's behavioral functioning

4. At the beginning of the school year, a 4th-grade teacher uses curriculum-based assessment as an academic screening of student knowledge and skills. The results indicate that one student performs below grade level in writing. When consulting with the teacher about this concern, a school psychologist should recommend which of the following methods of collecting more data with which to develop interventions?
   A. monitoring the student's on-task behavior during writing assignments
   B. reviewing the student's writing portfolio for a specified period
   C. administering an individualized test of writing ability to the student
   D. increasing the amount of in-class writing required of the student

5. A student has been referred for an evaluation due to problems with attention and behavior. A school psychologist would most likely gain useful information for formulating appropriate recommendations by first
   A. administering intellectual, achievement, and adaptive tests.
   B. graphing periodic benchmark scores.
   C. conducting interviews with the parent, teacher, and student.
   D. reviewing anecdotal academic records.

6. A 2nd-grade teacher who is concerned about a student's oral reading fluency of appropriate grade-level texts consults a school psychologist. The student is expected to read 90 words correctly per minute. However, the student is currently reading 40 words correctly per minute. Based on these data, the school psychologist should recommend an assessment of the student's
   A. phonics skills.
   B. oral language.
   C. vocabulary.
   D. comprehension.

7. According to Jean Piaget's theory of cognitive development, what process leads a young child to understand the difference between a horse and a zebra?
   A. seriation
   B. accommodation
   C. equilibration
   D. metacognition

8. A teacher is introducing a new mathematics process by solving a problem for students on the board in step-by-step fashion. The teacher then asks students to solve the first problem on their worksheets. This instructional strategy reflects Albert Bandura's concept of learning in its emphasis on
   A. modeling the behavior of others.
   B. associating new information to old.
   C. receiving multiple sensory stimuli.
   D. managing the ability to pay attention.

9. An elementary school teacher has students select their own books to read for enjoyment, estimate how long it will take them to finish reading, and decide how they will share the stories they read with the class. The strategy of giving students choices and practice in setting goals is most closely related to which of the following learning theory concepts?
    A. socialization
    B. reinforcement
    C. motivation
    D. expectancy

10. A student with autism spectrum disorder is most likely to demonstrate impaired functioning in which of the following areas?
    A. motor skills
    B. visual memory
    C. shortened attention
    D. social interaction

11. A student who demonstrates difficulty with adaptive behavior and generalizing learning and who learns at a slow rate is most likely to be diagnosed with which of the following exceptionalities?
    A. autism spectrum disorder
    B. dual sensory impairment
    C. developmental aphasia
    D. intellectual disability

12. A school psychologist has administered the Stanford-Binet Intelligence Scales–Fifth Edition to a student as part of an initial evaluation. The student obtained a Verbal IQ of 78 and a Nonverbal IQ of 116. The most appropriate interpretation of the student's scores would be that they
    A. reflect a statistically significant difference.
    B. result from examiner error in calculation or reporting.
    C. reflect relatively average cognitive abilities.
    D. result from poor alignment between test and curriculum.

13. As part of the assessment process, a school psychologist plans to administer a standardized achievement test to a student suspected of having a specific learning disability. Which of the following procedures would be most appropriate for the school psychologist to use first when administering this test?
    A. increasing the student's motivation with a reward
    B. scheduling a series of brief breaks for the student
    C. clarifying the method of response the student should use
    D. engaging the student in conversation to establish rapport

14. An initial evaluation has been completed for a 2nd-grade student who has demonstrated difficulty acquiring basic reading skills. Which of the following individuals is legally required to be invited to the IEP team meeting when eligibility is determined?
    A. principal or vice principal
    B. guidance counselor
    C. special education director
    D. parents or guardians

15. A teacher wishes to measure the degree of alignment between what the teacher is teaching and what the district requires to be taught. A school psychologist should recommend that the teacher use
    A. Bloom's taxonomy.
    B. curriculum mapping.
    C. Webb's model.
    D. instructional surveys.

16. A survey-level assessment for a middle school student struggling in mathematics indicates that the student has difficulties with patterning skills and inequalities. These results most likely indicate a weakness in which of the following areas?
    A. basic computation
    B. number sense
    C. problem solving
    D. algebraic reasoning

17. Which of the following is the initial skill in an instructional hierarchy for improving reading fluency?
    A. pronouncing words slowly and correctly
    B. generalizing skills to unfamiliar passages
    C. demonstrating skills with vowel patterns
    D. decoding words in narrative and expository texts

18. Which of the following behaviors is likely to have the most positive impact on a child's language skills during the earliest stages of development?
    A. having opportunities to play with peers
    B. interacting socially with caregivers
    C. watching television programs and videos
    D. learning names of objects in the environment

19. Which region of the brain primarily controls expressive speech?
    A. Broca's area
    B. nodulus of vermis
    C. occipital lobe
    D. circle of Willis

20. Which of the following educational settings available to students with disabilities is an outgrowth of the legal requirement that schools provide all students with appropriate instruction in the least restrictive environment?
    A. preschool program
    B. home-based program
    C. inclusive classroom
    D. self-contained classroom

21. An elementary school student has been referred to a school psychologist for counseling to address concerns of dependency and low self-esteem. Which of the following techniques would be most effective for the school psychologist to use in beginning the first counseling session?
    A. asking questions about environmental events that affect the student
    B. discussing specific behaviors demonstrated by the student in class
    C. building rapport with the student through informal activities
    D. teaching the student developmentally appropriate social skills

22. Which of the following research-based prevention methods most effectively addresses potential suicidal behavior in adolescents who are in the general school population?
    A. establishing an anonymous hotline for community members to report concerns
    B. offering voluntary classes to teach adaptive coping and problem-solving skills
    C. incorporating discussions of mental health issues and symptoms into the curriculum
    D. obtaining permission to individually assess students' social-emotional functioning

23. A school psychologist is meeting with a teacher to discuss a student's problems in written expression. The teacher is concerned that the student consistently hands in written assignments with spelling, grammar, and punctuation errors. The most effective initial intervention strategy for the school psychologist to recommend would be to focus instruction for the student on
    A. the creation of strong first drafts.
    B. procedures for developing ideas.
    C. the use of graphic organizers.
    D. steps in the revision process.

24. A 4th-grade class includes a group of students who are often disruptive in the classroom. The students have not responded to a schoolwide behavior plan. Which of the following would be an effective Tier 2 intervention for a school psychologist to consider?
    A. conducting a functional behavior assessment for each student
    B. initiating individual counseling sessions with each student
    C. establishing a social skills group for the students involved
    D. calling the families of students involved to discuss home behavior

25. Which of the following tools would be suitable for ongoing monitoring of the effectiveness of an intervention designed to promote the progress of 4-year-old children in developing language and fine and gross motor skills?
    A. Differential Ability Scales—Second Edition
    B. Wechsler Preschool and Primary Scale of Intelligence—Third Edition
    C. Individual Growth and Development Indicators for Infants and Toddlers
    D. Peabody Individual Achievement Test—Revised

26. A teacher and a school psychologist have defined a student's problem behavior. Which step in the problem-solving process should they take next?
    A. meeting with the student to discuss potential consequences of the behavior
    B. referring the student to the child study team to address the behavior
    C. collecting data to identify the function of the student's behavior
    D. organizing a team to design a behavior intervention plan for the student

27. In the organizational structure of a school district, the school advisory council has a collaborative role in
    A. monitoring the professional development of staff.
    B. selecting appropriate assessment and curricular materials.
    C. determining eligibility for exceptional student services.
    D. developing plans for improving instruction and learning.

28. Based on *Larry P. v. Riles* and numerous other legal decisions regarding nondiscriminatory evaluations, which of the following procedures is considered to be the best practice for a school psychologist?
    A. measuring adaptive behavior and learning potential
    B. including a comprehensive inventory of basic academic and social skills
    C. using a variety of relevant instruments and strategies
    D. administering an achievement test and a standardized intelligence test

29. The best practice for a school psychologist to follow when using a standardized test should be to
    A. provide an exact measurement of ability.
    B. adhere precisely to the instructions included in the manual.
    C. administer every item in each subtest.
    D. ensure that tasks are appealing and meaningful to students.

30. A beginning school psychologist has been assigned by a supervisor to assess an English language learner. The school psychologist has not been trained to assess a student from this population. According to ethical guidelines, the school psychologist should
    A. conduct a standard evaluation of the student as directed, in consultation with the student's family.
    B. request the services of an interpreter for meetings or evaluations scheduled with the student.
    C. recommend the student be referred for evaluation to another professional with experience in this area.
    D. determine the student's educational and personal history before beginning the evaluation process.

Answer Key

Question Number	Correct Response	Competency
1.	C	1
2.	D	1
3.	C	2
4.	B	2
5.	C	2
6.	A	2
7.	B	3
8.	A	3
9.	C	3
10.	D	3
11.	D	4
12.	A	4
13.	D	4
14.	D	4
15.	B	5
16.	D	5
17.	A	6
18.	B	6
19.	A	6
20.	C	7
21.	C	8
22.	C	8
23.	D	8
24.	C	8
25.	C	9
26.	C	9
27.	D	10
28.	C	10
29.	B	10
30.	C	10

6 Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., Text revision). Washington, DC: Author.

    Standardized classification of mental disorders for numerous professions. Gives diagnostic criteria, associated features, patterns, and statistical prevalence. Discusses issues for differential diagnosis in biological, psychodynamic, cognitive, behavioral, interpersonal, and family systems approaches. Useful for review of competency 6.

2. Brock, S. E., Lazarus, P. J., & Jimerson, S. R. (2002). *Best practices in school crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.

    Reviews theory and practice pertinent to promoting school safety, identifying troubled youth, developing crisis response teams, and ameliorating children's grief. Useful for review of competency 8.

3. Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (2004). *Cognitive psychology and instruction* (4th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

    Presents development of cognitive psychology and its key elements. Discusses issues of memory, beliefs, and critical thinking and implications of these for instruction. Useful for review of competencies 3 and 5.

4. Esquivel, G. B., Lopez, E. C., & Nahari, S. (Eds.). (2007). *Handbook of multicultural school psychology: An interdisciplinary perspective.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

> Presents a historical review of school psychology in the context of multicultural diversity. Discusses standards, guidelines, and ethical concerns related to consultation, intervention, and assessment issues. Useful for review of competencies 2, 4, 5, 6, 8, and 9.

5. Flanagan, D. P., Ortiz, S. O., Alfonso, V. C., & Mascolo, J. T. (2006). *The achievement test desk reference: A guide to learning disability identification* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

> Describes current tests and theories, providing a Cattell-Horn-Carroll framework with a cross-battery approach. Addresses response to intervention methods. Useful for review of competencies 1, 2, and 3.

6. Florida Department of Education. (2003). *Accommodations: Assisting students with disabilities.* Tallahassee, FL: Author.

> Defines accommodations for disabilities. Covers related instruction, methods, materials, learning environment, and special systems of communication. Useful for review of competency 4.

7. Florida Department of Education. (2008). *Florida Statutes and State Board of Education rules: Excerpts for special programs.* Tallahassee, FL: Author.

> A compilation of statutes and rules related to providing education and service to students in special programs. Useful for review of competency 4.

8. Gullotta, T. P., & Blau, G. M. (Eds.). (2008). *Handbook of childhood behavioral issues: Evidence-based approaches to prevention and treatment.* New York, NY: Routledge/Taylor & Francis Group.

> Serves as a comprehensive reference addressing the impact of family and community involvement, mental health, and physical issues on childhood behavioral disorders. Useful for review of competencies 3, 6, 8, and 9.

9. Hosp, J. L. (2006, May). Implementing RTI: Assessment practices and response to intervention. *NASP Communiqué, 34* (7). [Online].

    Discusses assessment versus evaluation, decision making, direct measures, educational relevance, and understanding the RIOT/ICEL matrix. Useful for review of competencies 2, 5, and 9.

10. Jackson, S. L. (2008). *Research methods and statistics: A critical thinking approach* (3rd ed.). Stamford, CT: Wadsworth Cengage Learning.

    Demonstrates the methodology of using statistics in analyzing research data. Covers ethics of research, defining and measuring variables, choosing methods, and testing hypotheses. Useful for review of competency 1.

11. Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

    An authoritative ethics and law guide for the practice of school psychology. Discusses professional standards and legal requirements. Useful for review of competencies 7 and 10.

12. Kampwirth, T. J. (2006). *Collaborative consultation in the schools* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

    Focuses on a solutions-oriented consultation model. Explains steps for teaching service providers and others how to advocate for students with learning and behavioral problems. Useful for review of competencies 5 and 9.

13. Lightfoot, C., Cole, M., & Cole, S. R. (2008). *The development of children* (6th ed.). New York, NY: Worth Publishers.

    Covers key issues and patterns of human development during childhood. Emphasizes contemporary research, the intertwining of biological and cultural processes, and the linking of theory to practice. Useful for review of competencies 3 and 6.

14. Mash, E. J., & Barkley, R. A. (2006). *Treatment of childhood disorders* (3rd ed.). New York, NY: Guilford.

> Provides an authoritative review of evidence-based treatments for the most prevalent child and adolescent problems. Summarizes the individual, developmental, and contextual factors that influence treatment outcomes. Useful for review of competencies 6 and 8.

15. Mash, E. J., & Barkley, R. A. (2007). *Assessment of childhood disorders* (4th ed.). New York, NY: Guilford.

> Offers best-practice recommendations for assessing child and adolescent mental health problems and health risks. Describes assessment methods and procedures that consider the developmental, biological, familial, and cultural contexts of children's problems. Useful for review of competencies 2, 3, and 6.

16. McDevitt, T. M., & Ormrod, J. E. (2009). *Child development and education* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

> A comprehensive developmental text providing practical implications and concrete applications of theory and research in the classroom. Covers diverse family, cultural, and socioeconomic issues through case studies. Useful for review of competencies 3 and 6.

17. Meier, S. T., & Davis, S. R. (2008). *The elements of counseling* (6th ed.). Belmont, CA: Thomson Brooks/Cole.

> Presents basic and essential information to assist application of counseling, communication, and listening skills. Useful for review of competency 8.

18. Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21st century: Foundations and practices.* New York, NY: Guilford.

> Provides an introduction to school psychology, including historical context, ethical and legal issues, and a description of professional roles. Presents a data-driven, problem-solving approach to prevention and intervention with diverse children, youth, and families. Useful for review of competencies 2, 4, 6, 7, 8, 9, and 10.

19. National Association of School Psychologists. (2000). *Principles for professional ethics: Guidelines for the provision of school psychological services.* Bethesda, MD: Author.

> A foundational manual that sets forth ethical principles for the practice of school psychology. Useful for review of competency 10.

20. National Association of School Psychologists (2009). NASP resources. [Online].

> Features resources on crisis prevention, cultural competence, reading, response to intervention, and other topics. Useful for review of competencies 2, 6, and 8.

21. National Institute of Child Health and Human Development. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.

> A comprehensive 480-page report by the National Reading Panel on evidence-based research assessing the best ways to teach children to read. Useful for review of competency 5.

22. Ormrod, J. E. (2008). *Educational psychology: Developing learners* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

> Describes development and concepts of diversity with sections on cognitive process and motivation. Provides instructional and assessment strategies. Useful for review of competencies 3, 5, and 6.

23. Overton, T. (2008). *Assessing learners with special needs: An applied approach* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

> Gives an overview of laws and ethics of special assessments. Briefly discusses statistical concepts required for understanding these assessments. Discusses assessment and interpretation of academics, behavior, and intelligence. Useful for review of competencies 1, 2, 4, and 7.

24. Sattler, J. M. (2008). *Assessment of children: Cognitive foundations* (5th ed.). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

> Foundational text and reference for instruments and issues related to psychoeducational testing of children (e.g., theories, psychometrics, report writing). Gives ethical guidelines and discusses pertinent laws. Useful for review of competencies 1, 2, 3, and 10.

25. Sattler, J. M., & Hoge, R. D. (2006). *Assessment of children: Behavioral, social, and clinical foundations* (5th ed.). La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

> Definitive reference for assessment of children's behavioral, social, and emotional functioning. Includes chapters on diversity, psychometrics, and assessment theory. Provides several assessment aids and guidelines for intervention. Useful for review of competencies 1, 2, 3, 6, and 8.

26. Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2008). *Teaching students with special needs in inclusive settings* (5th ed.). Boston, MA: Pearson Allyn & Bacon.

> Provides an overview of the inclusion process. Focuses on specific categories of disabilities and special needs and gives data regarding classroom management. Links evidence-based research to practice. Useful for review of competencies 4 and 5.

27. Taylor, R. L. (2008). *Assessment of exceptional students: Educational and psychological procedures* (8th ed.). Boston, MA: Pearson Allyn & Bacon.

> Covers historical, philosophical, legal, and practical issues of assessing exceptional students. Useful for review of competencies 2, 4, and 10.

28. Thomas, A., & Grimes, J. (Eds.). (2008). *Best practices in school psychology* (5th ed., Vols. 1–6). Bethesda, MD: National Association of School Psychologists.

> A series of six volumes outlining best practices for school psychology. Multifaceted focus with particular attention to research data and problem-solving methods. Useful for review of competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

29. Thompson, C. L., & Henderson, D. A. (2006). *Counseling children* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

> Covers counseling theories, techniques, and processes. Describes personality types and several effective therapeutic approaches used with children. Useful for review of competencies 3 and 8.

30. U.S. Department of Education. (n.d.). *Protecting students with disabilities: Frequently asked questions about Section 504 and the education of children with disabilities.* [Online].

> Explains how Section 504 of the Rehabilitation Act of 1973 relates to the Individuals with Disabilities Education Improvement Act. Discusses evaluation, protection, procedural safeguards, placement, and terminology. Useful for review of competencies 4 and 7.

31. Walker, J. E., Shea, T. M., & Bauer, A. M. (2007). *Behavior management: A practical approach for educators* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

> Offers models of human behavior, behavioral change, methods of assessment, and management of behavior. Useful for review of competencies 2, 3, and 8.

32. Werts, M. G., Tompkins, J. R., & Culatta, R. A. (2007). *Fundamentals of special education: What every teacher needs to know* (3rd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

> Describes special education in general and specific disabilities, disorders, and impairments in depth. Includes practical information for teaching students who are gifted. Useful for review of competencies 3, 4, and 5.

33. Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., et al. (2006). *School psychology: A blueprint for training and practice III.* Bethesda, MD: National Association of School Psychologists.

> A guide to school psychology training and practice that defines domains of competence and service delivery. Useful for review of competency 10.

7 Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/

The Florida Department of Education and its test contractors currently employ strategies to protect the environment in the production and destruction of FTCE/FELE materials. The Department encourages schools and districts to recycle non-secure FTCE/FELE products after use.

036