

CURRICULUM PROPOSAL FORM #3
University of Wisconsin-Whitewater

NEW COURSE

COURSE NUMBER: 840 - 740 / _____

EFFECTIVE TERM: Fall 1998

CROSS LISTED NO.: _____ - _____ / _____

COURSE TITLE: Assessment I: Early Childhood

15 CHARACTER ABBREVIATION A S S M T - I - E - C H I L D H
25 CHARACTER ABBREVIATION A S S M T - I - E A R L Y - C H I L D H O O D

SPONSOR(S): Randy Busse

DEPARTMENT(S): Psychology

COLLEGE(S): Letters and Sciences

CHECK IF THE COURSE IS TO MEET ANY
OF THE FOLLOWING REQUIREMENTS:

- Writing Requirement
 Diversity Requirement
 General Studies, Area: _____
 Computer Requirement

CONTACT HOURS/CREDITS
Total Lecture Hours 48
Total Lab Hours 0
Total Contact Hours 48
Number of Credits 3

IS THE COURSE REQUIRED IN:

IS THE COURSE REPEATABLE: YES _____, NO X

X Major, School Psychology No. of Times in Major _____ and No. of Credits _____
Minor, _____ No. of Times in Degree _____ and No. of Credits _____
Emphasis, _____

ATTACH THE FOLLOWING:

- I. COURSE JUSTIFICATION
- II. RELATIONSHIP TO PROGRAM OBJECTIVES
- III. BUDGETARY IMPACT
- IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS
- V. COURSE DESCRIPTION
- VI. REQUISITES
- VII. TENTATIVE COURSE SYLLABUS
- VIII. BIBLIOGRAPHY



I. COURSE JUSTIFICATION

This course will continue to meet the School Psychology Program's NASP accreditation and DPI licensure certification for course work in the principles of measurement theory by retaining that content. Trends in the role and function of school psychological practice have necessitated pre-service training in the assessment of children in the birth to 4 age range. This course will satisfy that need. The elimination of the undergraduate portion is justified due to: (a) the need for the program to assume ethical and legal responsibility for newly added student assessment activity; (b) the sparsity of purchased assessment instruments for training; (c) the problem that arises when undergraduates who have taken this course enter the School Psychology Program and must repeat as graduate students for accreditation purposes; and (d) the fact that undergraduates typically account for a very small percentage of the class list. The Department of Psychology will be considering the need for an additional undergraduate course in psychological tests and measurement.

II. RELATIONSHIP TO PROGRAM OBJECTIVES

The following is taken from the School Psychology Handbook, section entitled "Program Objectives":

2. To teach the basic skills and content areas of psychology and education in order to meet the requirements of School Psychology as defined by the National Association of School Psychology, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) School Psychologists;

The following is taken from the School Psychology Handbook, section entitled "Continuum of Competencies":

- A. Shows evidence of an ability to understand essential foundations of measurement, including scales of measurement, norms and reference groups, units of measurement, test reliability, measurement error, and test validity;
- C. Shows evidence of knowledge of major theories of intelligence;
- D. Shows evidence of an understanding of the legal rights of children and families and the ethical obligations of school psychologists regarding school psychological assessment;
- E. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual intelligence tests under practice conditions;
- F. Demonstrates skill in the administration, scoring, and written interpretation of a variety



of individual intelligence tests *with a full range of age groups*, cultural groups, and presenting referral concerns in a supervised, school-based setting;

III. BUDGETARY IMPACT

There is no impact on the current budget as all faculty and supplies are currently in place.

IV. PROGRAMS AFFECTED IN OTHER UNITS

This proposal will be forwarded to the Department of Special Education for consultation.

V. COURSE DESCRIPTION

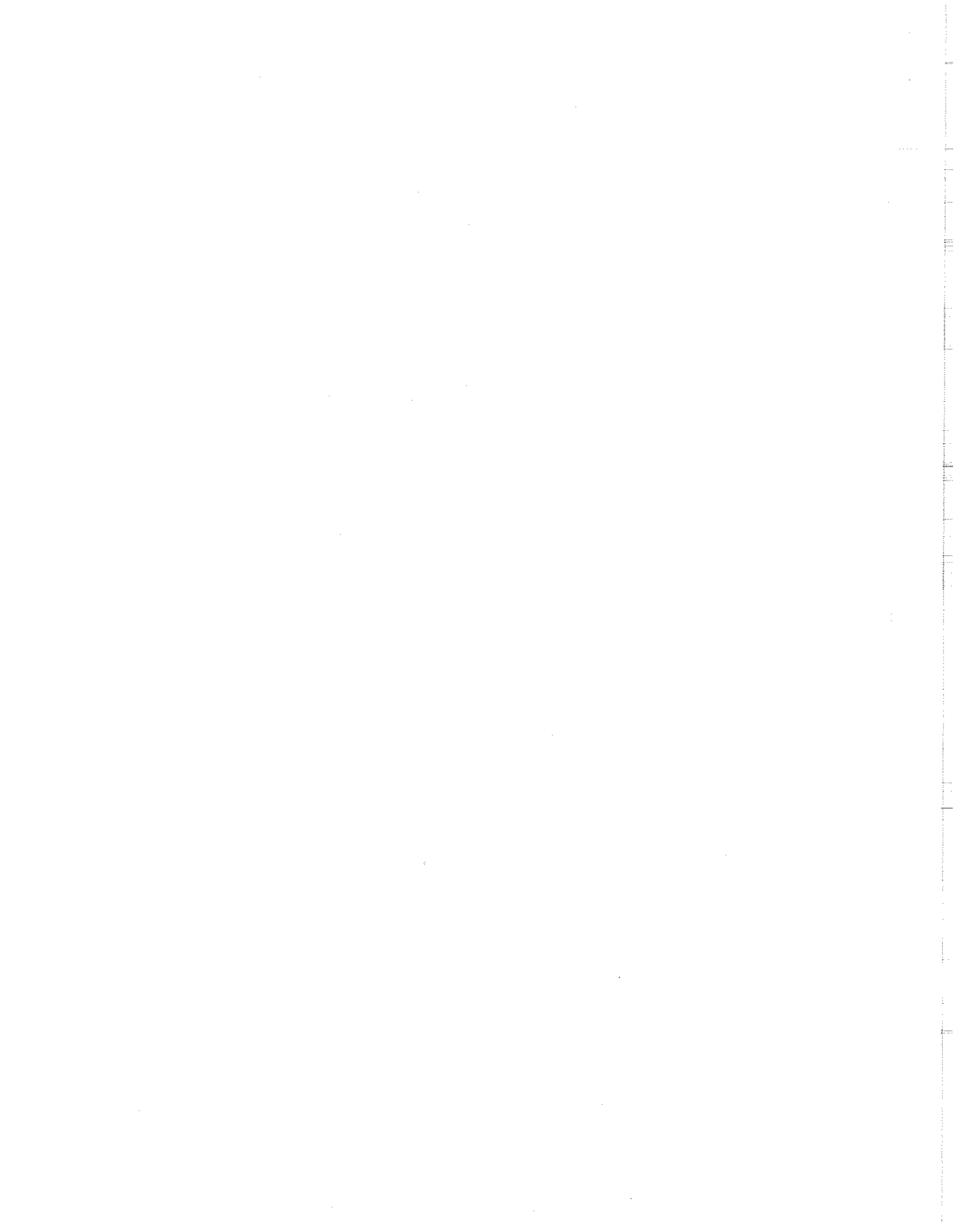
The introductory assessment course for graduate students in the School Psychology Program. Content will cover principles of psychological measurement, including test reliability, validity, scores, and item construction. Substantial content will address assessment of children from birth to pre-school. Field work required.

VI. REQUISITES

Admission to the School Psychology Program

VII. COURSE SYLLABUS

VIII. BIBLIOGRAPHY



**School Psychology Program
Child Development Field Experience
UW-W Children's Center**

Purpose

The purpose of the field experience at the UW-W Children's Center is to provide the beginning school psychology student with an opportunity to observe and interact with a preschool population of children and their parents and to observe a model of high quality preschool education. Through this experience, students will gain a better understanding of the cognitive, socio-emotional, and motor development of the 2-5 age group to assist them in diagnostic and consultation decision-making as professionals.

Organization

1. You will spend 12 hours in 6 two-hour time blocks at the Children's Center during the fall semester of Year I. A sign-up schedule will be made available. You may choose a Monday - Wednesday or a Tuesday - Thursday schedule; no changes or substitutions will be permitted for the sake of continuity with the children.
2. You will participate in a pre-experience inservice with Robin Fox, Director of the Children's Center, at a time designated.
3. You are expected to progress in approximately the following sequence:
 - (a) Observation of the children and staff and participation in staff-planned activities (4-6 hours)
 - (b) Development and implementation of an approved activity (4-5 hours)
 - (c) Developmental Interview with parent (1-2 hours)
4. You are expected to maintain a spiral notebook journal of your own naturalistic observations on each two-hour experience. Date each entry and submit it to the instructor at conclusion of the entire 12 hour experience. These journals should cover:
 - (a) Your assessment of your own comfort level in the activity;
 - (b) Your observations of such things as communication (e.g., adult-child, child-adult, child-child), individual variations in social skills, cognitive skills, and motor development;
 - (c) Your observations on what you saw as unusual or unpredictable behavior -- anything surprise you?
 - (d) How this particular two-hour block experience may be of use to you as a school psychologist.
5. The Children's Center staff will assist you in securing a parent volunteer for a Developmental Interview. You are to have the parent sign the consent form, then conduct the interview, and score the protocol. From the completed protocol and interview, write a brief, half page summary of your results. **Turn in (1) this report/protocol (2) your completed observation journal and (3) your feedback evaluation form immediately following your last visit.**
6. You will be evaluated by Children's Center staff on variables of enthusiasm, self-direction, ability to learn from supervision, interpersonal skills with staff and children, and punctuality.
7. You should at all times recall that you are guests in the Children's Center and that you represent a professional preparation program.



VII. Proposed Syllabus

Assessment I: Early Childhood Psychology 740

Instructor: Randy T. Busse, PhD
Office: 5043 Winther Hall
Phone: 472-5400; email: busser@uwwvax.uww.edu
Office Hours:

Course Description: This course is designed to provide students with competencies in understanding the principles and uses of psychological tests and measurement methods, and their applications to problem-solving within psychoeducational settings. The course focuses on tests and measurements with children and adolescents. Particular emphasis is placed on assessment and intervention with preschool children.

Attendance Policy: Students are expected to attend all classes. Students who will miss class due to an emergency must contact the instructor prior to missing class.

Rules for Incomplete Grades: Unless agreed upon with the instructor, all work is to be completed by the given due date. Incompletes will be granted under certain circumstances (e.g., illness, personal situations). University policy for incompletes will be used.

Accommodation Procedures for Persons with Disabilities: To facilitate inclusion of all students, please inform me of needed accommodations in the curriculum, instruction, or evaluation. I will maintain confidentiality unless otherwise specified. If you have questions about campus policies or services, please contact "Disabled Student Services."

Discrimination or Harassment Procedures: All students are entitled to personal respect and equal access. If you are experiencing discrimination or harassment, please contact the instructor, program chairperson, or the Dean of the college.

Required Readings:

Witt, J.C., Elliott, S.N., Daly, E.J., Gresham, F.M., & Kramer, J.J. (1998). Assessment of at-risk and special needs children (2nd ed.). Boston, MA: McGraw-Hill.

McClellan, M., Bailey, D.B., & Wolery, M. (1996). Assessing infants and preschoolers with special needs (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Elliott, C.D. (1990). Instructional and scoring manual for the Differential Ability Scales. San Antonio, TX: Psychological Corp.

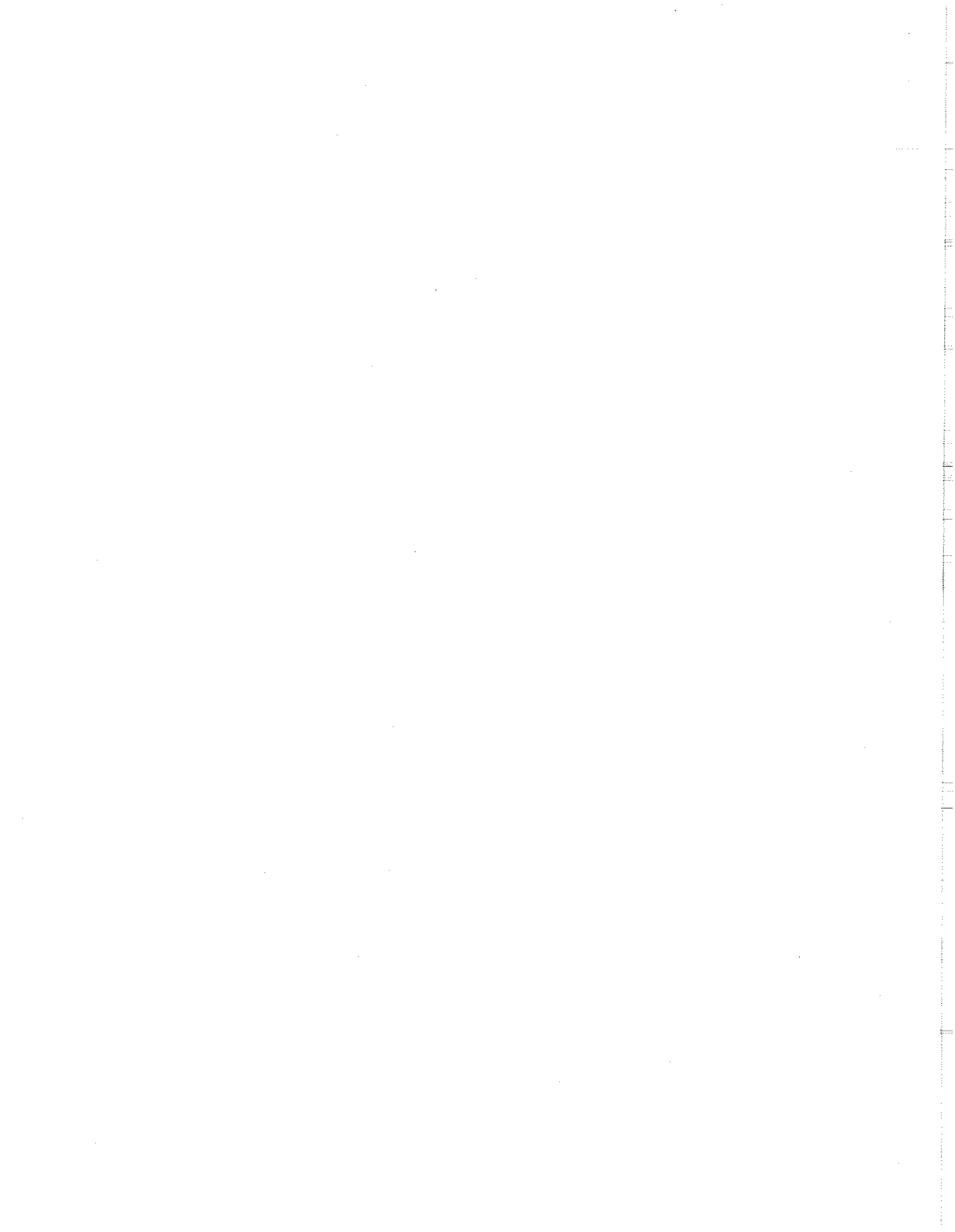
Supplementary packet of materials.

Suggested Reading

Friedenberg, L. (1995). Psychological testing: Design, analysis, and use. Boston: Allyn and Bacon.

Required Materials: Stopwatch

School Psychology Graduate Student Outcome Competencies: Continuum of Competencies Section III: Assessment parts A, B.



Course Objectives:

1. Students will demonstrate understanding of the principles of test construction and use.
2. Students will demonstrate knowledge and understanding of measurement concepts.
3. Students will apply critical thinking to psychological testing and problem-solving.
4. Students will demonstrate knowledge of norm-referenced, criterion-referenced, and curriculum based tests.
5. Students will demonstrate knowledge and understanding of psychoeducational problem-solving for preschool children.
6. Students will begin to learn how to effectively communicate the results of psychoeducational assessment data.

Specific Requirements and Grading:

1. Students are expected to attend all classes and to participate in class/small group discussion and activities. Students are expected to read assigned materials prior to class and are responsible for all readings whether or not the readings are covered in class.
2. A written test critique of a test designed for use with preschoolers is required to assess students' mastery for critical review of tests. (Specifics are outlined in packet.)
3. A small group presentation of a preschool test is required. (Specifics are outlined in packet.)
4. Graduate students will be required to serve as a member of a team to assess 2 preschool children. (Specifics are outlined in packet.)
5. Graduate students will be required to engage in observations and to administer a parent assessment measure at the UWW Children's Center. (Specifics are outlined in packet.)

The basis of this course is to provide competency training, therefore, graduate students will have the opportunity to achieve competency by revising activities to increase performance level. Graduate students must achieve competency for each class activity. Graduate students who fail to meet competency level will receive instruction toward addressing deficiencies or, if a student is unwilling or unable to meet competency, he/she will be counseled toward removal from the school psychology program.

Graduate Grading: Competency = A; Improvement needed = I; Unable to reach competency = F

Note: Syllabus topics and dates may change as dictated by the needs of the students.

Note: Several class periods and assignments will be blended with an early childhood assessment class.



Class Schedule and Topics

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1.	Overview of course; Introduction to tests and the problem-solving process	
2.	Tests and the problem-solving process; Team processes; Legal and ethical issues in preschool assessment Team formation 1st part of class	Witt: 1, 2, 3; Mc: 1; 3 Readings
3.	Screening, eligibility, and classification	Mc: 5, 6; Readings
4.	Cognitive assessment Choice of test for critique due	Witt: 12; Mc: 10; DAS manual; Readings
5.	Statistics review; Understanding scores; Introduction to test design	Witt: 4; Mc: 2; Readings (Fried: 1, 2, 5)
6.	Test design and construction; Item analysis; Evaluating tests	Readings (Fried: 3, 4, 8)
7.	Psychometrics: Reliability and validity	Witt: 5 (Fried: 6, 7)
8.	Psychometrics continued; Test bias	Readings
9.	Testing children; Family involvement; Ecological and authentic assessment First DAS protocol due	Mc: 4, 8, 9; Readings
10.	Ecological and authentic assessment Mullens presentation	Witt: 6, 7, 8
11.	Social-emotional assessment Battelle presentation	Witt: 13; Mc: 13 (Fried: 10, 11)
12.	Communication and language assessment; LAPD presentation	Witt: 11; Mc: 12
13.	FALL BREAK	
14.	Achievement testing; Adaptive behavior Carolina presentation Test critique due	Witt: 10, 14; Mc: 15 (Fried: 9)
15.	Motor skills; Play assessment Transdisciplinary Play-Based Assessment presentation	Witt: 15; Mc: 11, 14
16.	Interpretation of results; Linking assessment to intervention; Remaining issues/topics Second DAS protocol due	Witt: 9; Mc: 16, 17



Bibliography

Books, Journals, Articles

Aiken, L.W. (1994). Psychological testing and assessment (8th ed.). Boston: Allyn & Bacon.

American Psychological Association (1985). Standards for educational and psychological testing. Author: Washington, D.C.

Anastasi, A. (1988). Psychological testing (6th ed.). New York: McGraw-Hill.

Benner, S.M. (1992). Assessing young children with special needs: An ecological perspective. New York: Longman.

Bracken, B.A. (1991). The psychoeducational assessment of preschool children (2nd ed.). Boston: Allyn and Bacon.

Elliott, C.D. (1990). Instructional and scoring manual for the Differential Ability Scales. San Antonio, TX: Psychological Corp.

Friedenberg, L. (1995). Psychological testing: Design, analysis, and use. Boston: Allyn and Bacon.

Gettinger, M., Elliott, S.N., & Kratochwill, T.R. (1992). Preschool and early childhood treatment directions. Hillsdale, N.J.: Erlbaum.

Gregory, R.J. (1996). Psychological testing. Boston: Allyn & Bacon.

Holzman, S. (1990). Team assessment: A manual for diagnostic evaluation of young children. Oconomowoc School District: Oconomowoc, WI.

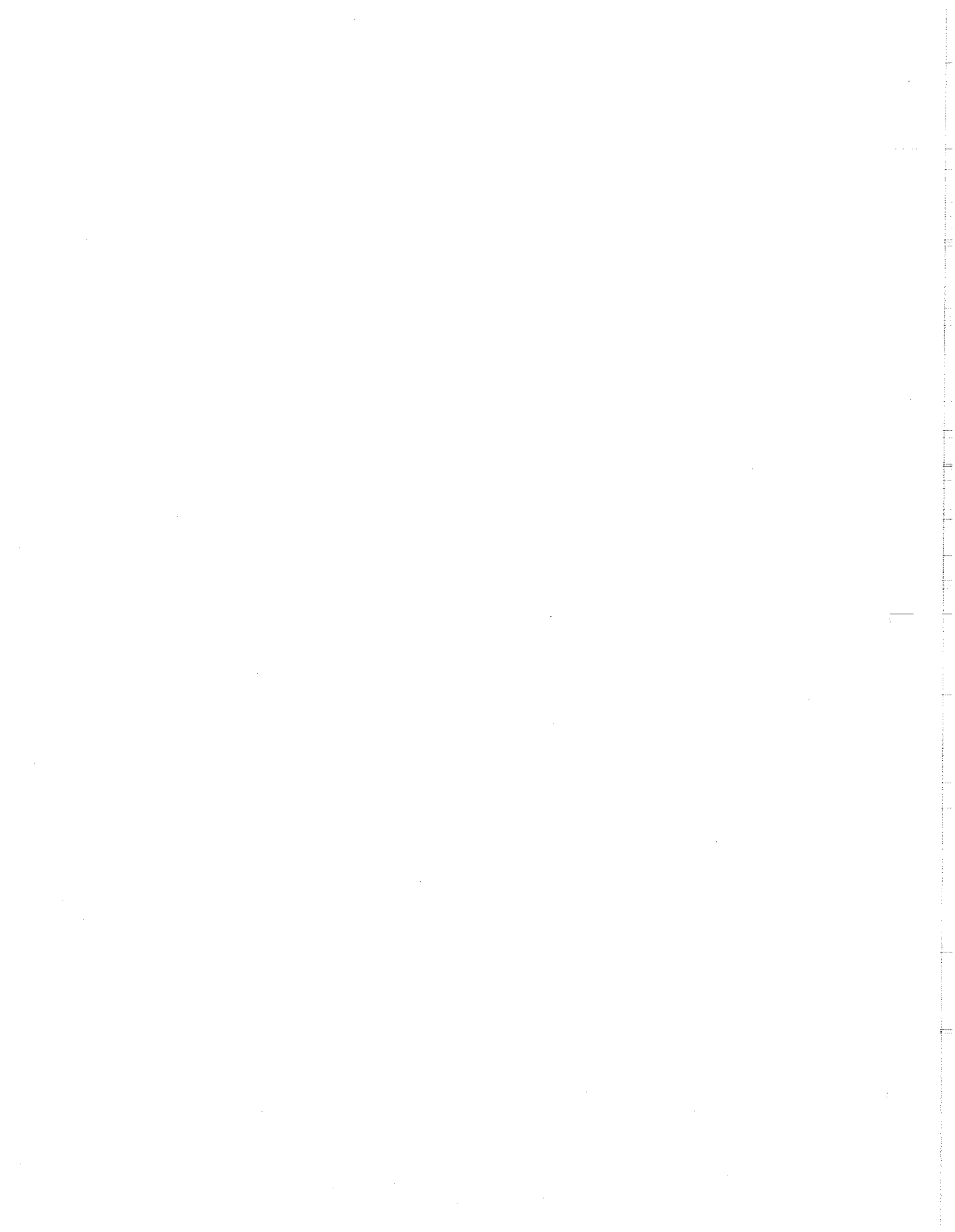
Hutchinson, T.A. (1996). What to look for in the technical manual: twenty questions for users. Language, Speech, and Hearing Services in Schools, 27, 109-121.

Journal of School Psychology.

Kramer, J.J., & Conoley, J.C. Mental measurements yearbook. Buros Institute of Mental Measurements: University of Nebraska.

McAfee, O., & Leong, D. (1997). Assessing and guiding young children's development and learning (2nd ed.). Boston: Allyn and Bacon.

McClellan, M., Bailey, D.B., & Wolery, M. (1996). Assessing infants and preschoolers with special needs (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.



Messick, S. (1989). Meaning and values in test validation: The science and ethics of assessment. Educational Researcher, 18, 5-11.

Reynolds, C.R., & Kamphaus, R.W. (Eds.) (1990). Handbook of psychological and educational assessment of children. New York: Guilford.

Sattler, J.M. (1992). Assessment of children. Author: San Diego.

School Psychology Quarterly.

School Psychology Review.

State of Wisconsin (1996). Eligibility requirements: Head Start and Wisconsin special education.

Thomas, A., & Grimes, J. (1995). Best practices in school psychology (3rd ed.). Washington, D.C.: National Association of School Psychologists.

Witt, J.C., Elliott, S.N., Daly, E.J., Gresham, F.M., & Kramer, J.J. (1998). Assessment of at-risk and special needs children (2nd ed.). Boston, MA: McGraw-Hill.

Wisconsin Department of Public Instruction. DEC recommended practices

Wisconsin Department of Public Instruction (1997). Information update.

Selected Tests (Available at the School Psychology Program, Learning Disabilities Center, and the Campus Library)

Assessment, Evaluation, and Programming System for Infants and Children

Battelle Developmental Inventory.

Behavior Assessment System for Children

Carolina Curriculum.

Conners' Rating Scales

Denver II Developmental Screener

Differential Abilities Scales.

Early Childhood Environment Rating Scale

Kaufman Assessment Battery for Children

Learning Accomplishment Profile-Diagnostic

McCarthy Scales of Children's Abilities

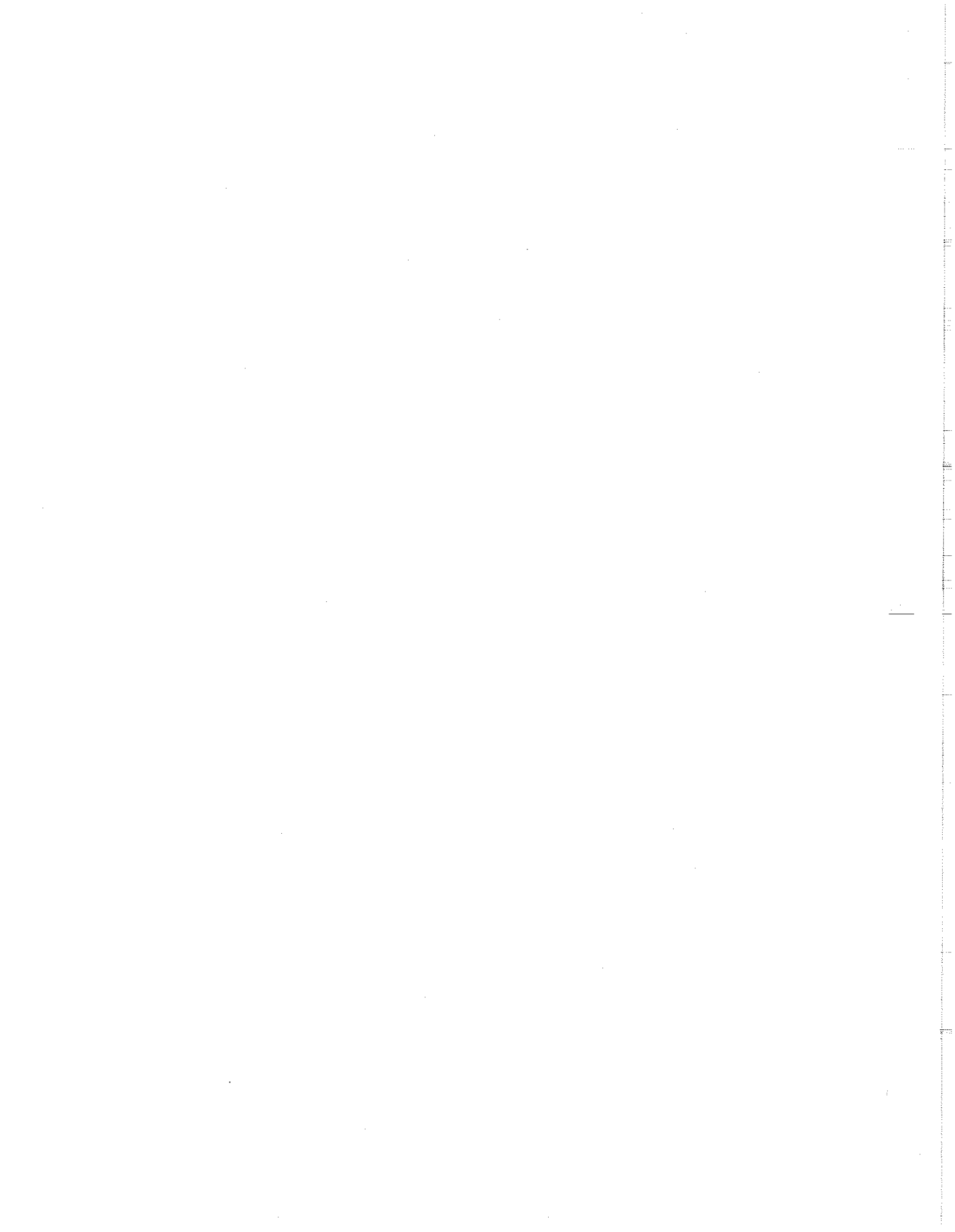
Mullens Scales of Early Learning

Social Skills Rating System

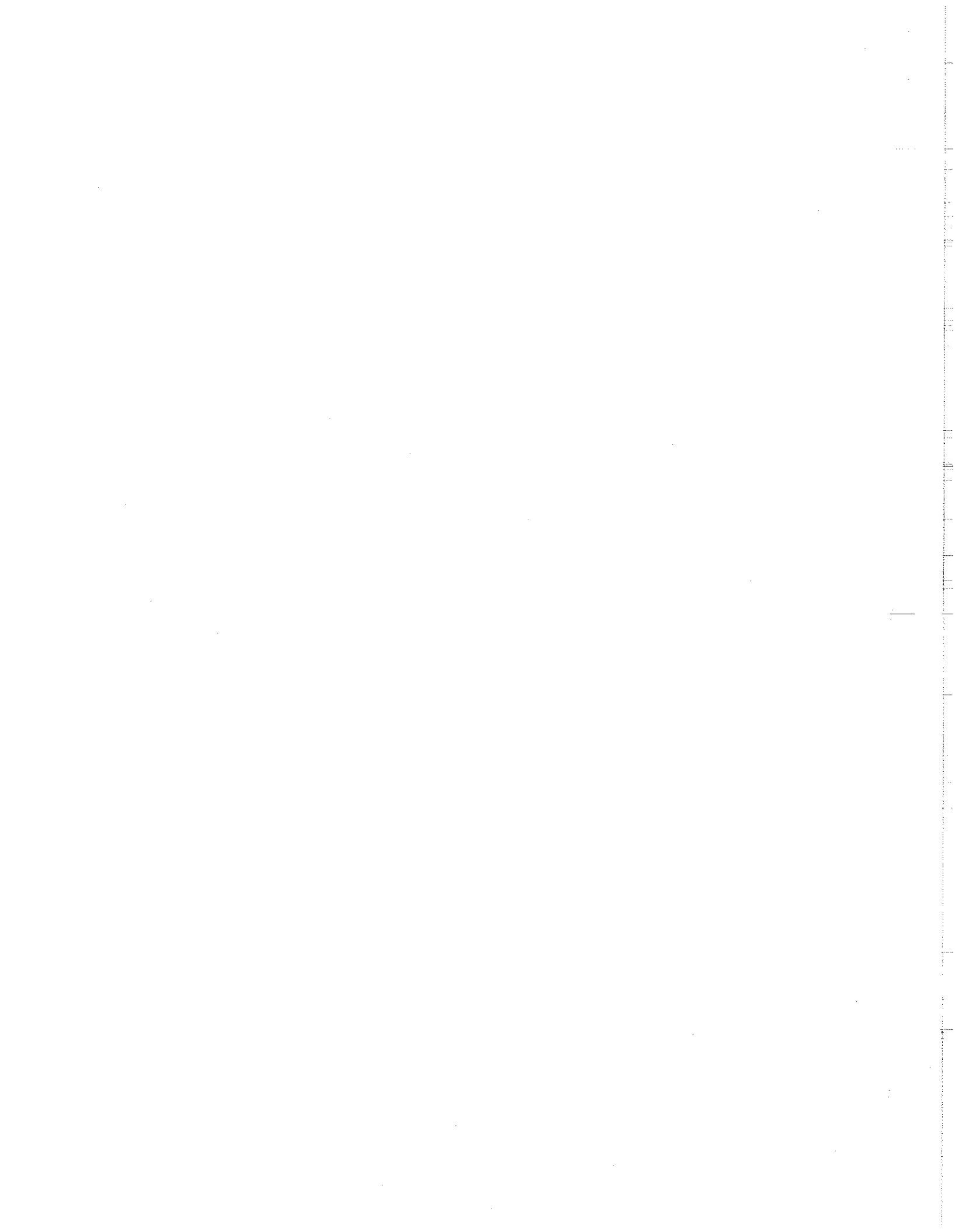
Transdisciplinary Play-Based Assessment

Vineland Adaptive Behavior Scales

Wechsler Preschool and Primary Scales of Intelligence



Class Assignment Materials



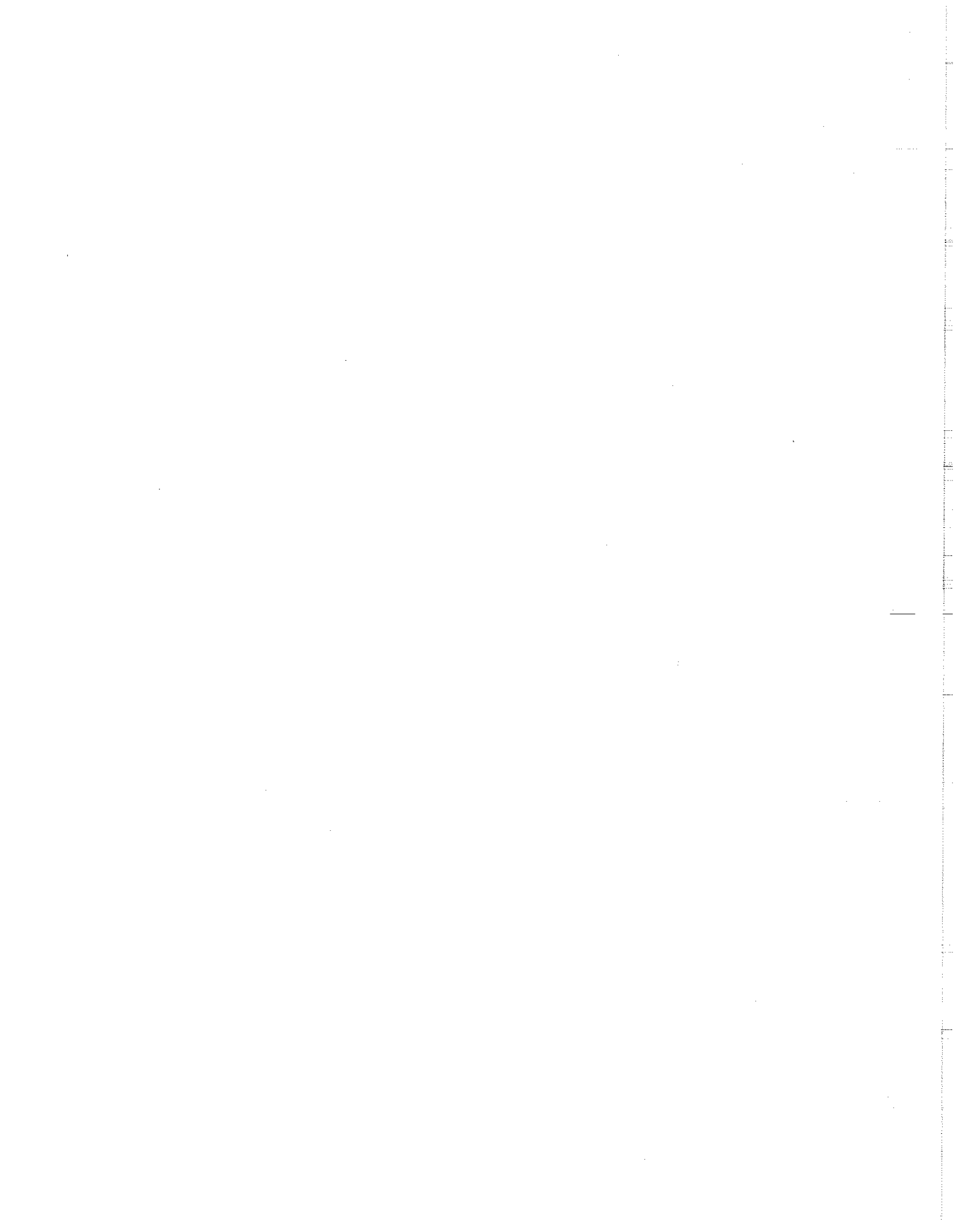
Psychological Tests and Measurement

Test Critique Guidelines

The purpose of this exercise is to provide students an opportunity to learn to **evaluate and critique** psychological tests. Students will learn how to access information about tests, and to think critically about test use and application. The final product will be a paper of 10-12 pages, excluding references. The paper will follow APA format, and will be typed and double-spaced. Please submit two copies.

The critique should include at least 6 external (of the test manual) references, 4 of which must be research generated outside of research reported in the test manual. The information garnered from these studies should be included as part of your evaluation.

1. Title, author(s), and brief description of the scale
2. Content and Use
 - a. Practical information and features: e.g., administration time; available alternative forms; cost;
 - b. Characteristics of the test: e.g., anchor and response format, skills needed, user-friendliness
 - c. Characteristics of the manual: e.g., information regarding use, administration, scoring, and interpretation; descriptions of standardization sample and norming procedures; descriptions of psychometrics; user-friendliness
3. Standardization Sample and Norms
 - a. Information on norming procedures: e.g., sample size; information on norm group(s); information on reference groups
4. Scores and Interpretation
 - a. Descriptions of scores: e.g., standard scores; percentile ranks
5. Psychometric Properties
 - a. Reliability: e.g., types of reliability; levels of reliability; reliability studies
 - b. Validity: e.g., types of validity; levels of validity data; validity studies
6. Conclusions
 - a. Comparison with similar measures
 - b. Decision about whether to use the measure



Guidelines for Assessment Instrument Presentation

Students will work in small groups present for the first half of class on the following tests:

Battelle Developmental Inventory

Mullen Scales of Early Learning

Carolina Curriculum

Trandisciplinary Play-Based Assessment

Learning Accomplishment Profile-Diagnostic (LAPD) Standardized Assessment

Each presentation will include the following components, although the presentation format is up to the group.

1. Description of the instrument:
 - overview of content
 - organization of the test
 - brief description of scores and interpretation
 - description of test construction methods
 - overview of reliability and validity

2. The test itself along with a sample of the protocol

3. Appropriate audio-visuals

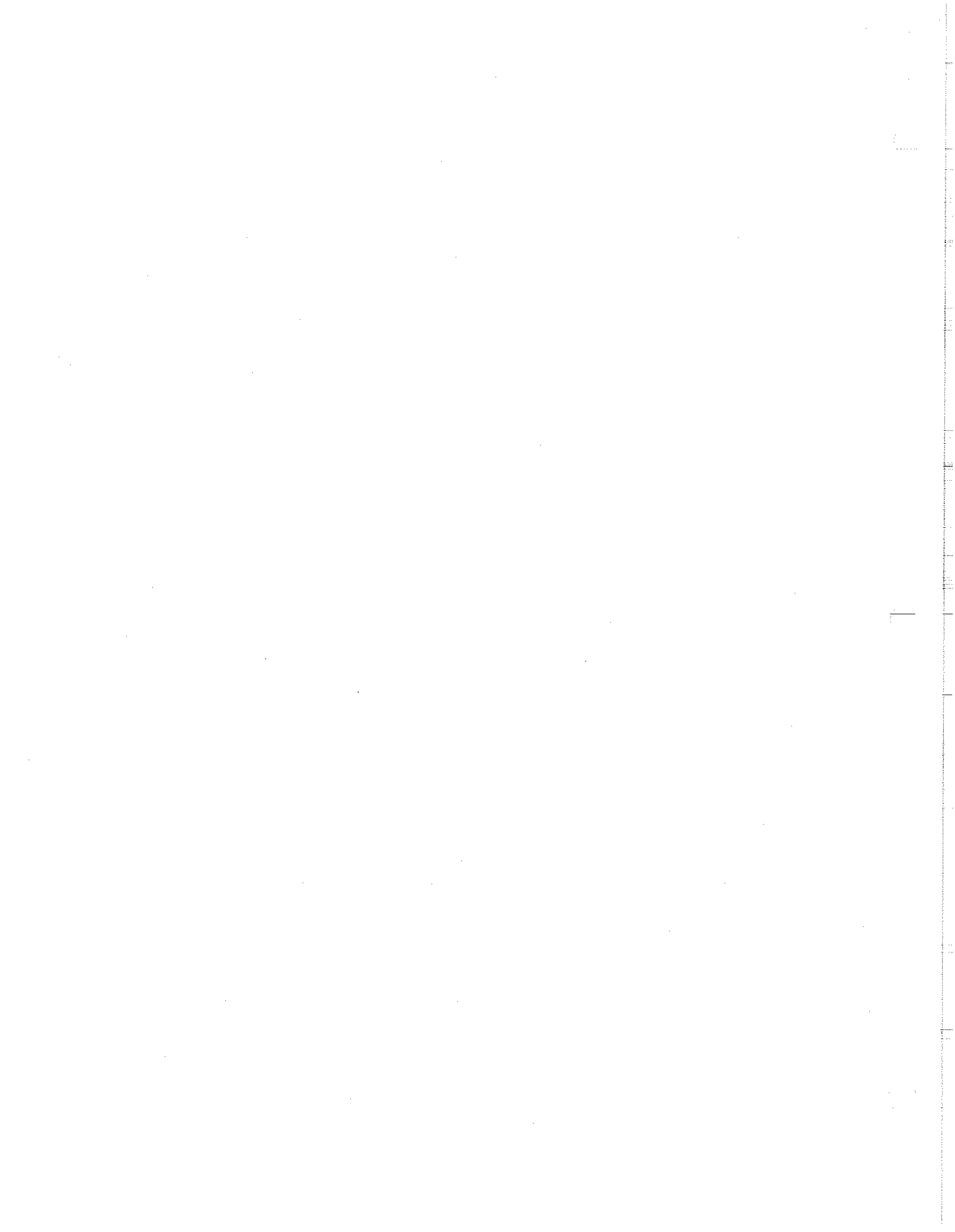
4. Demonstrations of selected items

5. An audience participation activity

6. Strengths and weaknesses of the instrument

7. Overall rating of the test - if and when you would use it

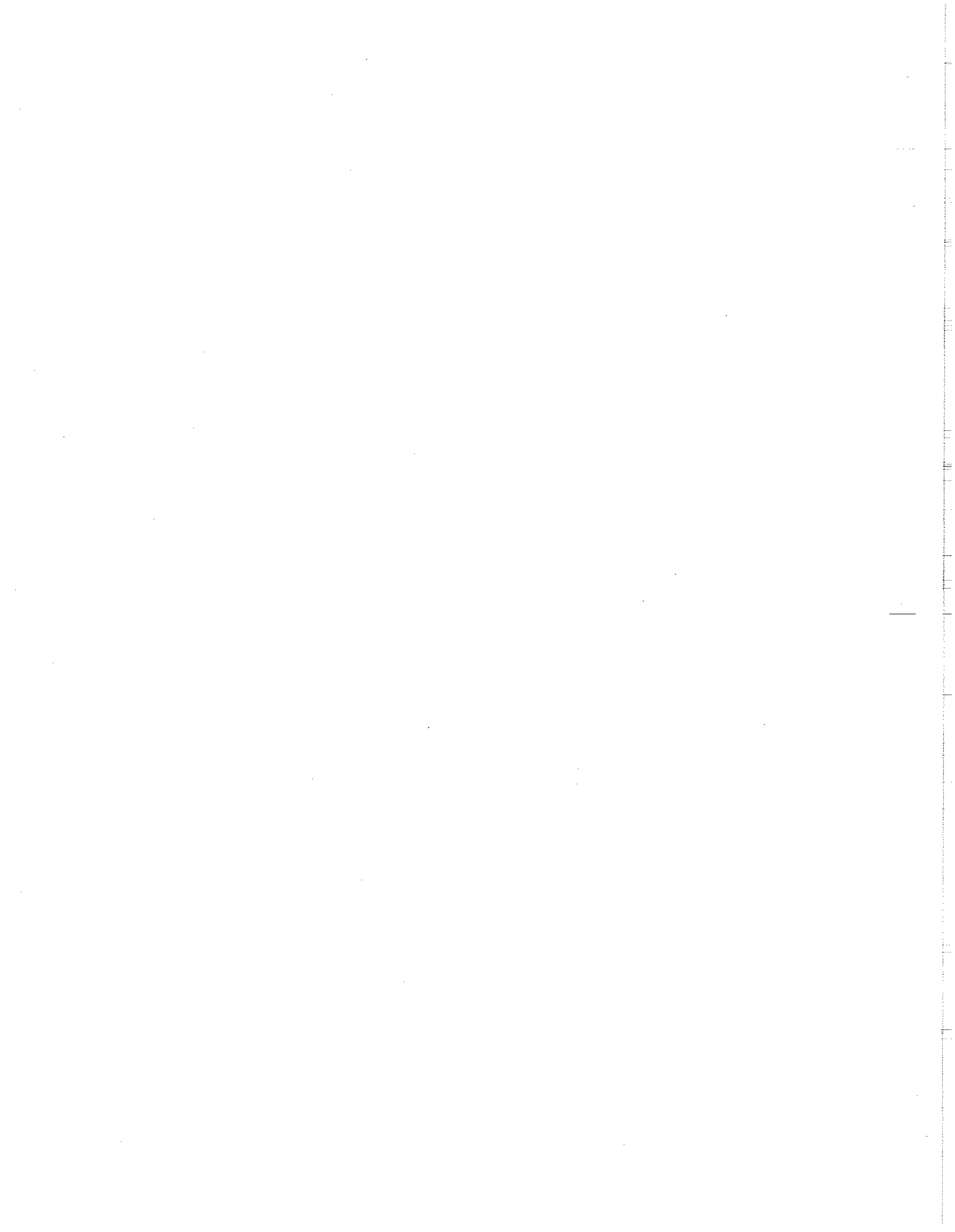
Students in Psych 640 will be graded on a pass/fail basis. Students should not simply take turns lecturing on the test - be creative and work as a team. You should include research beyond that offered by the developers of the test.



Testing Assignments

The purpose of this exercise is to provide students a beginning point for testing preschool children and completing assessment protocols. Students are not expected to become proficient in administration and scoring, rather, students are expected to exhibit beginning level proficiencies. Grading will be on a pass/fail basis.

1. Students will work in small groups to conduct 2 assessments of preschool (ages 3-5) children (2 different children) with the DAS. Students will **work as a team** to engage in the assessments. During semesters when the course is blended with special education, students will complete one comprehensive team assessment (including a report) with students from an early childhood class, and one single DAS assessment with other school psychology students. For the comprehensive assessment, the child should have an identified disability. For the single DAS assessment, students should attempt to assess a child with a disability, however, this is not a requirement.
2. Written permission from a parent/guardian and verbal permission from the child is required before you begin testing.
3. Students will submit a completed permission form, a completed protocol (first name only), and a 1-2 page reflective paper for each administration. The reflective paper should include who engaged in particular activities, observations of the child's behavior, and a paragraph or two on your impressions and feelings about the activity.
4. Students will supply parents/guardians with a feedback form and stamped envelope addressed to the instructor.



Report Evaluation Guidelines

Identifying Information

1. Is the information complete?
2. Is the information accurate?

Reason for Referral

1. Is the reason for referral clearly described?
2. Is the source of the referral included?
3. Does the reason for referral provide a reason for conducting the assessment?

Background Information

1. Is this section complete?
2. Are sources of information missing?
3. Can some information be omitted?

Behavioral Observation

1. Are the observations clearly described?
2. Are any of the descriptions vague?
3. Does this section help the reader to visualize the child's behavior?

Test Description

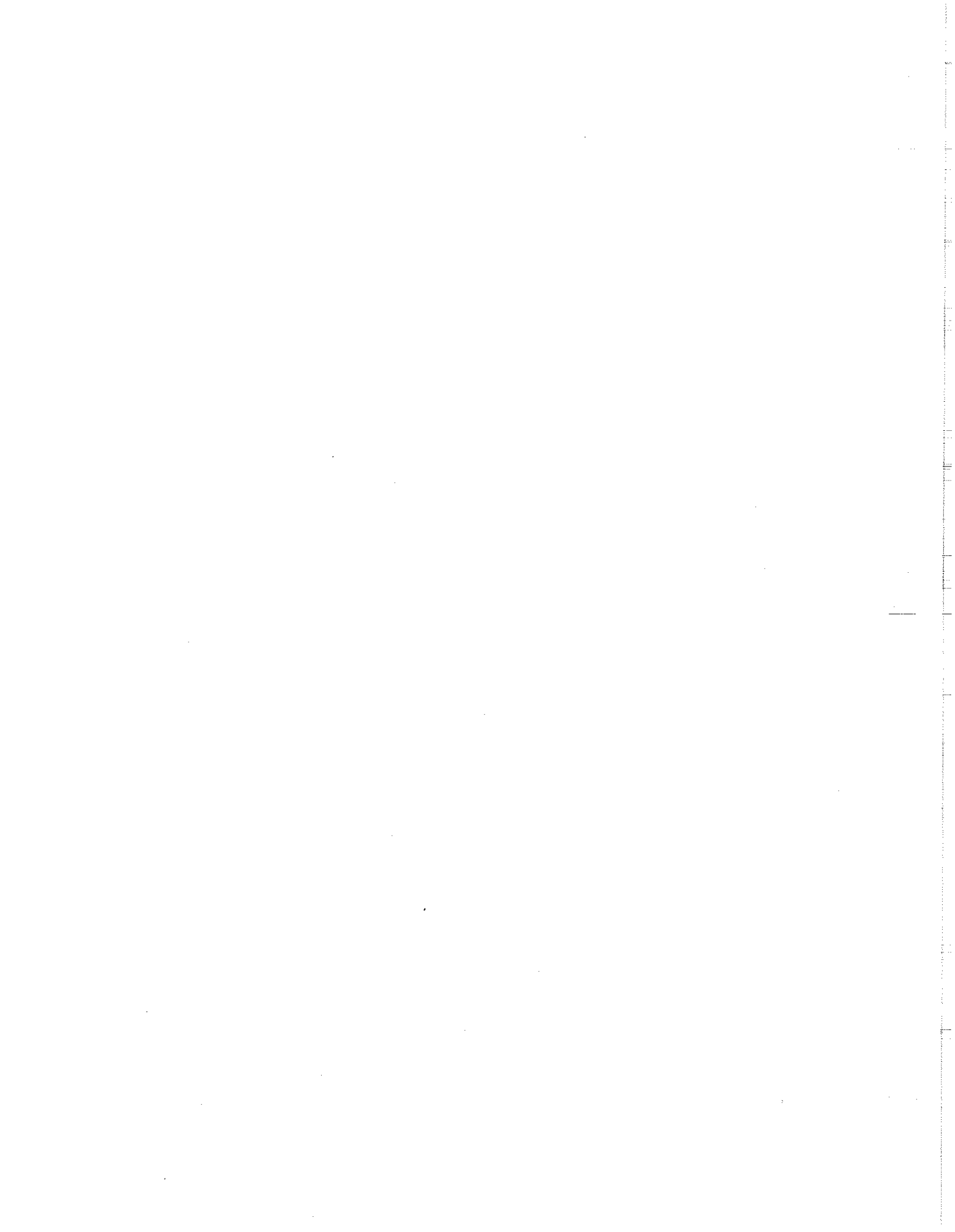
1. Is complete identifying information provided?
2. Is the test purpose identified?
3. Are the reasons for selecting this test included?

Discussion of Results

1. Does the discussion relate to the referral questions?
2. Is this sections organized around themes?

Professional Presentation

1. Is the report typed with no typographical errors?
2. Is the language clear and jargon-free?



SIGNATURE PAGE
CURRICULUM PROPOSAL FORM #3
NEW COURSE

COURSE NUMBER: 840/740
 UNLISTED NUMBER:

COURSE TITLE: _____

<u>Randy Buser</u> Proposal Sponsor	<u>3/12/98</u> Date of Submission
<u>Greg Cook</u> Chair of Sponsoring Department	<u>Psychology</u> Department
<u>[Signature]</u> Chair, College Curriculum Committee	<u>3-16-98</u> Approval Date
<u>[Signature]</u> Dean of College	<u>LAS</u> College
	<u>4-7-98</u> Approval Date

FOR UNDERGRADUATE ACTIONS:

IF COURSE IS TO BE CONSIDERED AS A DIVERSITY/ G.S. OPTION:

	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended	
Chair, Div. Comm./ Gen. Ed. Review Comm.		Date
	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Chair, University Curriculum Committee		Date
	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	
Chair, Faculty Senate		Date

FOR GRADUATE ACTIONS:

<u>[Signature]</u> Chair, Graduate Council	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved	<u>12-10-98</u> <u>5/7/98</u> Date
Provost & Vice Chancellor		Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED	ACADEMIC UNIT	SIGNATURE	DATE	*ACTION
	_____	_____	_____	_____
	_____	_____	_____	_____

* Indicate Approve, No Contest, or Disapprove, for graduate programs only)