

## **Assessment Instruments Approved to be Appropriate for Screening or Evaluating the Needs of Infants and Toddlers**

**Purpose:** The WV Birth to Three Approved Assessment Instrument list provides information on a broad range of assessment instruments available to the field for the purpose of screening, eligibility determination and program planning. Assessment instruments will be chosen based on the purpose of the information gathering and the unique needs of the individual child.

### **Selection of Assessment Instruments:**

**As our knowledge and understanding of infant and toddler development has increased, we know that all areas of development are integrated and cannot be assessed in isolation from the child's daily activities and routines where the child uses these skills.** We should gather information around the child's individual strengths and needs as well as inquiring as to what activities the child engages in, with whom and where. This information assists us in eligibility determination and in understanding where there are challenges for the child when participating in the daily activities and routines of the family.

**Assessment instruments should be selected that are developmentally appropriate; child/family focused, and linked to meaningful intervention strategies.** Assessment instruments must be administered as intended to achieve consistent and valid results. Practitioners must understand the purpose of the instrument they have selected and be aware of copyright issues. Do not copy the test or test protocols unless given permission from the publisher.

**All practitioners must meet the credential requirements as specified by the particular instrument they are utilizing.** Practitioners should only perform assessments that they are qualified and trained to administer. Qualifications refers to "the combination of knowledge, skills, abilities, training, experience, and, where appropriate, practice credentials (APA, 2000)." This may include formal training such as attending a workshop and completing the corresponding supervision requirements or more informal training such as review the administration manual. Some instruments also have training modules or "Frequently Asked Questions" documents on line for additional training and support.

The Making A Difference Initiative led by WV Birth to Three and the WV Department of Education, Preschool Special Education Services brought individuals from across the state together in September of 2005 to discuss best practices in early childhood assessment with the focus on authentic assessment. **"Authentic assessment materials examine real functioning in real situations. Naturalistic observation, behavior rating scales, interview inventories, and curriculum based measures are examples of materials that usually focus on authentic content."** Testing children at tables with flip cards, miniature toys, and a prolonged series of tasks is not a realistic sample of how children really function in their own situations." Not only may some of these non-authentic tasks be non-representative of real situations, but many children with special needs cannot manage the tasks or are not interested in them." (Bagnato, S. and Neisworth, J., 1999). **For the purposes of evaluation and assessment in WV Birth to Three, non authentic assessment instruments will only be used when the practitioner determines that the tool is necessary to gather specific information for eligibility determination or IFSP development and program planning beyond the information available through authentic assessment materials or methods**

## **Definitions:**

**Criterion-referenced assessment instruments:** Are used to determine if a child has achieved mastery in a particular domain. The child's behavior is measured in relation to a specific behavior, rather than to a normative group. The focus is on what the child knows or can do, not on how they compare to others. The strength of these tools is they provide information about what children can do in a number of developmental domains.

**Curriculum based assessment instruments:** Are used to provide a direct assessment of a child's skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations for continual monitoring of developmental progress. The strength of these tools is they provide a method for monitoring a child's progress within a developmentally sequenced curriculum.

**Developmental Checklists, Inventories and Rating Scales:** Are used by both professionals and parents to record developmental skills, progress or to record other types of family information. Some require only a "present" or "absent" type of response obtained by observation or parent report. These tools may not provide qualitative information, for example, the checklist may record how many words the child uses but does not document the contexts in which these words are used.

**Norm-referenced assessment instruments:** Are used to compare the performance of an individual child to that of the normative group. Group "norms" are developed by obtaining the performance of a representative sample. This is called the standardization process. The standardization is critical to the validity and reliability of a test. The normative sample should be comprised of a representative cross-section of the population for whom the test is designed. Norm referenced instruments many times do not allow for modifications based on the child's disability and are weak in assisting in IFSP development or program planning.

**Screening tools:** Are used to make a judgment about a child's developmental status in order to determine if further assessment is necessary. The screening process helps an individual judge whether development is progressing typically or if there is cause for concern. A screening tool is not designed to provide detailed description of developmental functioning or to design intervention strategies.

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Ages and Stages Questionnaire (ASQ) II</b> Third Edition will be available the spring of 2009 (4 months to five years)	Developmental screener Parent questionnaire or parent interview Yields cut off points for referral for further evaluation	All five areas of development	- <a href="http://www.brookespublishing.com/">www.brookespublishing.com/</a>
<b>Alberta Infant Motor Scales (AIMS)</b> (Birth to 18 months)	Developmental screener Observation instrument Yields percentile rank	Motor Development	<a href="http://www.us.elsevierhealth.com">www.us.elsevierhealth.com</a>
<b>Arizona Articulation Proficiency Scale</b> (1 1/2 yrs to 18 yrs)	Norm referenced tool Structured administration Must be used in combination with one of the approved communication tools for E/A	Articulation	<a href="http://www.proedinc.com">www.proedinc.com</a>
<b>Assessment Evaluation &amp; Programming System (AEPS)</b> (Birth to three years)	Curriculum based tool Structured administration, observation, parent interview Yields cut off scores for the determination of eligibility	All five areas of development	- <a href="http://www.brookespublishing.com/">www.brookespublishing.com/</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Battelle Developmental Inventory II</b>  (Birth to eight years)	Norm and criterion referenced and can be used as curriculum base  Structured administration, observation, parent interview  Yields cut off scores and age equivalents	All five areas of development	<a href="http://www.riversidepublishing.com/">www.riversidepublishing.com/</a>
<b>Bayley Scales of Infant /Toddler Development II or III</b>  (1 to 42 months)	Norm referenced tool  Structured administration, observation, parent interview  Yields index scores and subtest scaled scores	All five areas of development	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Carolina Curriculum for Infants and Toddlers</b>  (Birth to three years)	Curriculum based tool  Structured administration, observation, parent interview  Yields a developmental age range	All five areas of development	<a href="http://www.brookespublishing.com/">www.brookespublishing.com/</a>
<b>Callier-Azusa Scale</b>  Designed for children with visual, hearing and/or tactile impairments	Norm referenced tool  Direct observation	All five areas of development	<a href="http://www.callier.utdallas.edu/">www.callier.utdallas.edu/</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Childhood Autism Rating Scale</b>  (Two years and above)	Norm referenced tool  Structured administration, observation, parent interview  Rating scale that yields cut off scores	Diagnostic tool for Autism	<a href="http://www.pearsonassessments.com/cars.aspx">www.pearsonassessments.com/cars.aspx</a>
<b>Child Behavior Checklist (CBCL)</b>  1 1/2 years to 5 years	Norm referenced tool  Parent caregiver questionnaire  Rating Scale	Adaptive and Social/Emotional	<a href="http://www.aseba.org">www.aseba.org</a>
<b>Communication and Symbolic Behavior Scales Developmental Profile (CSBSP) Infant/Toddler Checklist</b>  (6 to 24 months)	Developmental screener  Parent Questionnaire  Rating Scale	Communication-Expressive/Receptive Language	<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>
<b>MacArthur-Bates Communicative Development Inventory</b>  ( 8 to 37 months)	Developmental screener  Parent Questionnaire	Emerging Language and Communication	<a href="http://www.brookespublishing.com/store/books/fenson-cdi/index.htm">www.brookespublishing.com/store/books/fenson-cdi/index.htm</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Creative Curriculum Developmental Continuum for Infants/Toddlers and Twos</b> ( Birth to three years)	Curriculum based tool  Structured administration, observation, parent interview	All five areas of development	<a href="http://www.kaplanco.com">www.kaplanco.com</a>
<b>CVI Range</b>  (Birth to adult)	Criterion referenced tool  Observation, parent interview  Rating Scale	Physical –Vision  Designed for use with children with cortical visual impairment or suspected of having cortical visual impairment	<a href="http://aph.org/cvi/new.html">http://aph.org/cvi/new.html</a>  “Cortical Visual Impairment: An Approach to Assessment and Intervention”
<b>Denver Developmental Screener II (DDST II)</b>	Developmental Screener  Structured administration, observation, parent interview	All five areas of development	<a href="http://www.denverII.com/">www.denverII.com/</a>
<b>Developmental Assessment of Young Children (DAYC)</b>  (Birth to five years)	Criterion referenced tool  Structured administration, observation, parent interview  Yields a standard score, percentile ranking and age equivalents	All five areas of development	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Developmental Profile 3 - (DP3)</b>  (Birth to 12 yrs., 11 mos.)	Norm referenced tool  Parent interview/parent caregiver checklist  Yields a standardized score, age equivalent, percentile, and descriptive ranges	All five areas of development	<a href="http://www.wpspublish.com">www.wpspublish.com</a>
<b>Devereux Early Childhood Infant/Toddler</b>  (4 weeks to 36 months) <i>Spanish Edition Available</i>	Norm referenced tool  Parent Questionnaire  Rating scale	Adaptive and Social/Emotional	<a href="http://www.kaplanco.com">www.kaplanco.com</a>
<b>Early Coping Inventory</b>  (Four months to three years)	Norm referenced tool  Observation Rating scale (Sensory motor organization, reactive behavior, initiated behavior)	Adaptive and Social/Emotional	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Early Intervention Developmental Profile</b>  (Birth to three years)	Criterion referenced tool  Structured administration, observation, parent interview  Yields a developmental age range	Six areas of development	<a href="http://www.press.umich.edu/titleDetailDesc.do?id=8139">http://www.press.umich.edu/titleDetailDesc.do?id=8139</a>
<b>Early Learning Accomplishment Profile (ELAP)</b>  (Birth to three years)	Criterion referenced tool  Structured administration, observation, parent interview  Yields a developmental age range	All five areas of development	<a href="http://www.kaplanco.com/store/trans/">www.kaplanco.com/store/trans/</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Early Language Milestones Scales (ELM-2)</b>  (Birth to three years)	Criterion referenced tool  Parent Report  Provides standard scores, percentile ranks and age equivalents	Communication-Expressive/Receptive Language	<a href="http://www.proedinc.com">www.proedinc.com</a>
<b>Family Needs Assessment Scale</b>	Parent questionnaire, parent interview  Rating Scale	Family needs assessment	<a href="http://www.brooklinebooks.com">www.brooklinebooks.com</a>  "Enabling and Empowering Families"
<b>Family Needs Survey</b>	Rating Scale	Family Needs Assessment	<a href="http://www.fpg.unc.edu/~publicationsoffice/pdfs/familyneedssurvey.pdf">http://www.fpg.unc.edu/~publicationsoffice/pdfs/familyneedssurvey.pdf</a>
<b>Functional Independence Measure (Wee FIM II 0-3 form)</b>  (Birth to three years)	Criterion referenced tool  Structured administration, observation, parent interview  Rating Scale	Motor, cognitive and adaptive	<a href="http://www.weefim.org/webModules/">www.weefim.org/webModules/</a>
<b>Goldman-Fristoe test of Articulation</b>  (Two years to 21 years)	Norm referenced tool  Structured administration  Must be used in combination with one of the approved communication tools for E/A	Articulation	<a href="http://www.pearsonassessments.com/">www.pearsonassessments.com/</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Gross Motor Function Measure (GMFM 66 or 88)</b>	Designed to evaluate the functional motor skills of children with the diagnosis of Cerebral Palsy  Structured administration, observation, parent interview  Rating Scale	Motor	<a href="http://www.wiley.com">www.wiley.com</a>
<b>Hawaii Early Learning Profile (HELP)</b>  (Birth to three years)  <i>HELP Checklist Edition in Spanish</i>	Curriculum based tool  Structured administration, observation, parent interview  Yields a developmental age range	All five areas of development	<a href="http://www.vort.com">www.vort.com</a>
<b>Home Observation for Measurement of the Environment (HOME)</b>	Screening tool  Semi structured observation and parent interview  Rating Scale	Screens for sources of potential environmental risk or delay due to environment	<a href="http://www.uair.edu/crtidept/home4.htm">http://www.uair.edu/crtidept/home4.htm</a>
<b>Infant Development Assessment (IDA)</b>  (Birth to three years)	Criterion referenced tool  Structured administration, observation, parent interview  Yields a developmental age range	Fives areas of development	<a href="http://www.riverpub.com/">www.riverpub.com/</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Infant Neurological International Battery (Infanib)</b>	Norm referenced tool Structured administration, observation, parent interview Rating Scale	Motor Posture and Tone	<a href="http://pearsonassess.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=076-1642-668&amp;Mode=summary">http://pearsonassess.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=076-1642-668&amp;Mode=summary</a>
<b>Infant Toddler Sensory Profile</b>  (Birth to three years)	Norm referenced tool Parent questionnaire Rating Scale	Adaptive and Social/emotional	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Infant/Toddler Symptom Checklist</b>  (7 months to 30 months)	Developmental screener Parent questionnaire Parent interview - Rating Scale (Self regulation, self-care, communication, vision, and attachment)	Adaptive and Social/emotional	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Brief Infant-Toddler Social and Emotional Assessment</b>  (One to three years) <i>Spanish, French, Hebrew and Dutch Editions available</i>	Developmental screener Parent questionnaire, parent interview Rating scale	Adaptive and Social/emotional	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Infant- Toddler Social and Emotional Assessment (ITSEA)</b>  (One to 3 years)  <i>Spanish Edition available</i>	Norm referenced tool Parent questionnaire, parent interview Rating Scale	Adaptive, Cognitive and Social/emotional	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>INSITE Developmental Checklist for Visually Impaired</b>  (Birth to five years)	Developmental checklist  Structured administration, observation, parent interview	All five areas of development	<a href="http://www.hopepubl.com">www.hopepubl.com</a>  Choose (Multi-Disabled Sensory Impaired)
<b>MCHAT</b>  (16 to 30 months)	Developmental checklist Parent questionnaire Rating Scale	Communication, Social/emotional and Adaptive	<a href="http://www.autismspectrumdisorderfoundation.org">www.autismspectrumdisorderfoundation.org</a>
<b>Milani-Comaretti Motor Development Screening Tool</b>  (Birth to two years)	Developmental screener  Structured administration, observation, parent interview  Yields cut off scores	Physical - Motor	Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 S. 44th St., Omaha, NE 68131  <a href="http://www.dbpeds.org/articles/detail.cfm?TextID=738">www.dbpeds.org/articles/detail.cfm?TextID=738</a>
<b>Motor Skills Acquisition Checklist</b>  (Birth to one year)	Developmental checklist  Observation, parent interview or a combination of observation and parent interview  Yields an age equivalent	Physical – Motor, Vision	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Mullen Scales of Early Learning</b>  (Birth to 68 months)	Norm referenced tool  Structured administration, observation, parent interview  Yields T scores, percentile ranks, age equivalents	Fives Areas of Development	<a href="http://www.pearsonassessments.com/mullen.aspx">www.pearsonassessments.com/mullen.aspx</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Non-Speech Test</b>	Norm referenced tool	Expressive/Receptive Language	Currently not available
<b>Oregon Project for the Visually Impaired &amp; Blind Pre-School Children</b>	Criterion Referenced  Skills Inventory	Eight major skill areas needed by children who are blind or visually impaired	<a href="http://www.soesd.k12.or.us/sectionindex.asp?sectionid=132">http://www.soesd.k12.or.us/sectionindex.asp?sectionid=132</a>
<b>OUNCE Scale</b>  (Birth to three years)  <i>Spanish Edition is available</i>	Criterion referenced tool  Structured administration, observation, parent interview  Rating Scale	All five areas of development	<a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a>
<b>Parent Stress Index 3rd Edition (PSI)</b>	Norm referenced tool  Parent questionnaire  Rating Scale	Assesses parent stress level	<a href="http://www.parinc.com">http://www.parinc.com</a>
<b>Peabody Developmental Motor Test 2</b>  (Birth to five years)	Norm referenced tool  Structured administration, observation, parent interview  Yields standard scores, percentile ranks and age equivalents	Physical -Motor	<a href="http://wpspublish.com">http://wpspublish.com</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<p><b>PEACH</b> (Parent Eating and Nutrition Assessment for Children with Special Health Needs)</p> <p>(Birth to three years)</p>	<p>Nutrition screening tool</p> <p>Parent Interview</p> <p>Rating Scale</p>	<p>Adaptive</p>	<p>May be requested through the WV Early Childhood Lending Library at 1-800-642-9704 or 8522</p>
<p><b>Pediatric Evaluation of Disability Inventory (PEDI)</b></p> <p>(6 months to seven years)</p>	<p>Norm referenced tool</p> <p>Standard administration</p> <p>Yields standard and performance scores</p>	<p>Adaptive, Motor and Social /emotional</p>	<p><a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a></p>
<p><b>Pervasive Developmental Disorder Screening Test II (PDDST)</b></p> <p>(One to four years)</p>	<p>Developmental screener</p> <p>Parent questionnaire</p> <p>Rating Scale</p>	<p>Designed to screen for pervasive developmental disorder, autism or asperger's disorder</p>	<p><a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a></p>
<p><b>Pre-School Language Scale (PLS 3 or 4)</b></p> <p><b>Pre-school Language Scale, Spanish Edition</b></p> <p>(Birth to six years)</p>	<p>Norm referenced tool</p> <p>Structured administration, observation, parent interview</p> <p>Yields a Total Language, Auditory Comprehension, Expressive Communication, Standard Scores, Percentile Ranks, Language Age Equivalent</p>	<p>Communication - Expressive/Receptive Language</p>	<p><a href="http://www.PearsonAssess.com">www.PearsonAssess.com</a></p>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Receptive Expressive Emergent Language Scale (REEL) Third Edition</b>  (Birth to three years)	Norm referenced tool  Parent Interview  Yields a receptive age and a expressive age	Communication - Expressive/Receptive Language	<a href="http://www.pearsonassessments.com/reel.aspx">www.pearsonassessments.com/reel.aspx</a>
<b>Rosetti Infant Toddler Language Scale</b>  (Birth to three years)  <i>Spanish Edition is available</i>	Criterion referenced tool  Structured administration, observation, parent interview  Rating Scale	Communication - Expressive/Receptive Language	<a href="http://www.linguisystems.com">www.linguisystems.com</a>  Manual available on line—search by title
<b>Sequenced Inventory of Communication Development (SICD-R)</b>  (4 months to four years)	Norm referenced tool  Structured administration, observation, parent interview  Yields a receptive age and expressive age	Communication - Expressive/Receptive Language	<a href="http://www.wpspublish.com">www.wpspublish.com</a>
<b>SKI-HI Language Development Scale</b>  (Birth to five years)	Developmental checklist  Structured administration, observation, parent interview	Communication - Expressive/Receptive Language	<a href="http://hopepubl.com">http://hopepubl.com</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<b>Temperament and Atypical Behavior Scale (TABs)</b>  (11 months to 71 months)	Developmental screener  Parent questionnaire, parent interview  Rating Scale	Adaptive and Social/emotional	<a href="http://www.brookespublishing.com/">www.brookespublishing.com/</a>
<b>Test of Early Language Development - Third Edition (TELD-3)</b>  (Two years to 7 years 11 mos.)	Norm referenced tool  Structured administration, observation, parent interview  Yields a standard score, percentile rank and age equivalent	Communication - Expressive/Receptive Language	<a href="http://www.wpspublish.com">www.wpspublish.com</a>
<b>Test of Infant Motor Performance (TIMP)</b>  (34 wks post conceptual age to 4 months post term)	Norm referenced tool  Direct administration, observation, parent report  Assesses postural and selective control of movement needed for functional motor performance	Motor Development	<a href="http://thetimp.com/page/mwmp/The_TIMP.html">http://thetimp.com/page/mwmp/The_TIMP.html</a>
<b>Test of Sensory Function in Infants</b>  (4 months to 18 months)	Norm referenced tool  Structured administration  Yields cut off scores	Adaptive	<a href="http://www.wpspublish.com">www.wpspublish.com</a>

Instrument Name	Type of Instrument and Administration Format(s)	Developmental Domains Assessed	Publisher
<p><b>The Toddler and Infant Motor Evaluation (T.I.M.E.)</b></p> <p>(Birth to 3 ½ years)</p>	<p>Norm referenced tool</p> <p>Structured administration, observation, parent interview</p> <p>Yields standard scores on five subsets</p>	<p>Motor Development</p>	<p><a href="http://pearsonassess.com/HAIWEB/Cultures/en-s?Productdetail.htm?Pid=076-1642-846&amp;Mode=summary">http://pearsonassess.com/HAIWEB/Cultures/en-s?Productdetail.htm?Pid=076-1642-846&amp;Mode=summary</a></p>
<p><b>Trans-disciplinary Play Based Assessment (TBPA I or II)</b></p> <p>(Birth to six years)</p>	<p>Curriculum based tool</p> <p>Structured administration, observation, parent interview</p> <p>Yields developmental age ranges</p>	<p>All five areas of development</p>	<p><a href="http://www.brookespublishing.com">www.brookespublishing.com</a></p>
<p><b>Vineland II Adaptive Behavior Scales</b></p> <p>(Birth to adulthood)</p>	<p>Norm referenced tool</p> <p>Parent interview, parent rating scale</p> <p>Yields standard scores, adaptive levels, percentile ranks and age equivalents</p>	<p>All five areas of development</p>	<p><a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a></p>
<p><b>Vineland Social Emotional Early Childhood Scale</b></p> <p>(Birth to six years)</p>	<p>Norm referenced tool</p> <p>Parent interview, parent rating scale</p> <p>Yields standard scores, percentile ranks and age equivalents</p>	<p>Social/emotional</p>	<p><a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a></p>