ECI Library Matters

Early Childhood Intervention

Help Starts Here

TEXAS Department of Assistive and Rehabilitative Services

Assessment

This month we are featuring screening and assessment instruments owned by the library and also materials about the assessment process.

Check out the new additions to the collection on page 13!

Assessment - Books, Guides, Tools, and Kits

ABAS II: Adaptive Behavior Assessment System: Manual and Forms Kit. 2003. (KT0006).
This tool provides a comprehensive assessment of adaptive skills of individuals from birth to 89 years of age. It may be used to assess an individual's adaptive skills for diagnosis and classification of disabilities and disorders, identification of strengths and limitations and to document and monitor an individual's progress over time. It includes norms for infant and preschool (ages 0-5); school (ages 5-21) and adult (ages 16-89). The kit includes the basic manual and two sets of forms: Parent Primary Caregiver form, ages 0-5 and Teacher Daycare Provider form, ages 2-5.

AEPS Assessment, Evaluation, and Programming System for Infants and Children. 2002. (KT0059).
The AEPS is a comprehensive system that ties together assessment, goal development, intervention, and ongoing monitoring and evaluation. Its primary purpose is to assist professionals and parents or caregivers in identifying and monitoring children's developmentally appropriate educational targets and planning individualized intervention. This kit contains all four volumes of the AEPS and a CD-Rom.

Ages and Stages Questionnaires (ASQ).

> **Ages and Stages Questionnaires (ASQ): A Parent-Completed, Child-Monitoring System.** Diane Bricker, 1995. (525 B762 1995 ECI).
> Questionnaires are used to screen and monitor both at-risk and typical preschoolers. The domains covered are fine motor, gross motor, communication, problem solving, and the personal-social domain. The questionnaires are designed to be completed by parents or caregivers. A demonstration is available on video as *The Ages and Stages Questionnaires on a Home Visit* (VT2127) and *ASQ Scoring and Referral* (DD0189).

Assessment - Books, Guides, Tools, and Kits (continued)
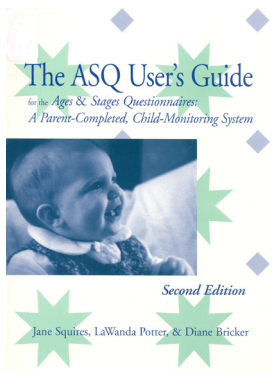
The ASQ User's Guide for the Ages and Stages Questionnaires: A Parent-Completed, Child-Monitoring System. Jane Squires, 1999. (525 S774a 1999 ECI).
This guide explains how to use the Ages & Stages Questionnaires (ASQ). Coverage includes an introduction to the materials, procedures for administration and scoring, methodology options and alternatives, selection criteria for participation, cultural and language adaptations, guidelines for choosing referral criteria, systems for monitoring and evaluation, and a technical report and research summary.

The ASQ:SE User's Guide for the Ages and Stages Questionnaires: Social-Emotional (English and Spanish). Jane Squires, 2002. (525 S774 2002 ECI).
This book contains both the English and Spanish version of the questionnaires, which offer a system for assessing children's social-emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months of age, and a user's guide to accompany both.

Edades y Etapas: Un Cuestionario Completado por los Padres para Evaluar a Los Ninos. Diane Bricker, 1999. (525 B849e 1999 ECI).
The 19 reproducible Ages & Stages Questionnaires (and corresponding scoring sheets) have been translated for parents and caregivers who are more comfortable working in Spanish. Implementation of the ASQ system is quick and reliable. With a reading level that doesn't exceed sixth grade and drawings to illustrate many items, a questionnaire can be completed by most parents in 10-20 minutes. Subsequent professional scoring takes approximately 1 minute.

Alternative Approaches to Assessing Young Children. Angela Losardo, 2001. (520 L879 2001 ECI).
This book provides professionals who work with children from birth to age 8 an in-depth examination of six alternative assessment models: naturalistic, focused, performance, portfolio, dynamic, and curriculum-based language.

Assessment: Gathering Meaningful Information. Michaelene Ostrosky, 2002. (520 O85 2002 ECI).
Experts examine strategies for team assessments, the impact of environment on information gathering, the value of positive intervention to build useful skills, the dynamic assessment as a gauge of future development, and how linguistic differences shape assessment strategies.

Assessment of Childhood Disorders. Eric J. Mash, 1997. (227 M378 ECI).
This book considers the assessment of children and families from a behavioral systems perspective. A major focus of the book is on the family and the broader social environment as a context for understanding the child's strengths and weaknesses and as a focus for assessment and intervention. The book considers behavior, emotional, social, developmental and health-related disorders as well as children at-risk for abuse and the problems of adolescence.

Authentic Assessment of the Young Child: Celebrating Development and Learning. Margaret B. Puckett, 2000. (520 P977 2000 ECI).
This book provides an overview of authentic assessment; it provides an in-depth discussion of the types of information educators need to implement quality authentic assessment strategies; and it describes the planning process in detail with numerous illustrations to help understand a coherent assessment plan.

Autism Screening Instrument for Educational Planning. 1993. (KT0002).
The ASIEP-2 is designed to help professionals identify individuals with autism and to provide information needed to develop educational plans. The Autism Behavior Checklist can be used with individuals of any age. The Sample of Vocal Behavior, Interaction Assessment, Educational Assessment, and Prognosis for Learning Rate subtests are intended for use with individuals between 3 and 39 months of age.

Assessment - Books, Guides, Tools, and Kits (continued)

Battelle Developmental Inventory. 2004. (KT0017).
The Battelle Developmental Inventory (BDI) is a standardized, individually administered assessment battery of key developmental skills in children from birth to 8 years of age. It is primarily designed for use by infant, preschool, and primary teachers as well as by special educators, speech pathologists, psychologists, adaptive physical education specialists, and clinical diagnosticians. The full BDI battery consists of 341 test items grouped into five domains: personal-social; adaptive; motor; communication; and cognitive.

Bayley Infant Neurodevelopmental Screener. 1995. (KT0019).
The Bayley Infant Neurodevelopmental Screener (BINS) contains six sets that are appropriate for different developmental ages. It is designed to identify infants (3 to 24 months of age) who are developmentally delayed or who have neurological impairments. The sets contain 11 to 13 items, take approximately 10 minutes to administer, and the four conceptual areas of ability assessed are basic neurological functions intactness; receptive functions; expressive functions; and cognitive process.

Bayley Scales of Infant Development. 1969. (KT0018).
These scales measure early mental and psychomotor development in infants 2 to 30 months of age. They yield a Mental Development Index and a Psychomotor Development Index. An accompanying Infant Behavior Record provides for ratings of qualitative aspects of infant behavior and for overall evaluation.

Bayley Scales of Infant Development II. 1993. (KT0020).
This BSID-II, Bayley Scales of Infant Development 2nd edition, is an individually administered examination that assesses the current developmental functioning of infants and children. The primary value of the test is in diagnosing developmental delay and planning intervention strategies. The BSID-II consist of three scales: the Mental Scale, Motor Scale, and Behavior Rating Scale. These scales are considered complementary, and each makes a unique contribution to the evaluation of the child.

Birth to Three Assessment and Intervention System (revised). 2000. (KT0009).
The manual for teachers was written as a step-by-step treatment guide for speech-language pathologists and other professionals involved in the care of young children with developmental delays. The Screening Test of Developmental Abilities is designed for professionals interested in conducting a norm-referenced screening assessment to identify children who are at high risk for developmental delays in one or more of the essential skills typically exhibited by children from birth to 3 years of age. The Comprehensive Test of Developmental Abilities is designed for professionals interested in conducting a comprehensive criterion-referenced assessment of essential language and learning skills of children from birth to 3 years of age.

Brazelton Neonatal Assessment Scale. 1984. (KT0021).
The Neonatal Behavioral Assessment Scale (NBAS) was designed for the examination of newborn infants between 37 and 44 weeks gestation, to describe their behavioral differences, their coping mechanisms, and their competencies. It should increase understanding of the capabilities and behavior patterns of newborns and enable parents and professionals to see newborns as individuals. This kit includes two books: Brazelton's Neonatal Behavioral Assessment Scale and Nugent's Using the NBAS with Infants & Their Families; a video showing how to use the scale; and kit items**.**

Brigance Diagnostic Inventory of Early Development: Birth to Seven Years. Albert H. Brigance, 1991. (520 B768 1991 ECI).
This inventory serves as an assessment instrument to determine the developmental or performance level of an infant or child. It can be used to determine if developmental delays are present and monitors progress over a period of time.

Assessment - Books, Guides, Tools, and Kits (continued)

The Capute Scales: Cognitive Adaptive Test/Clinical Linguistic and Auditory Milestone Scale (CAT/CLAMS). Pasquale J. Accardo, 2005. (520 A169c 2005 ECI).
For use with children from 1 to 36 months of age, this 100-item screening and assessment tool helps experienced practitioners identify developmental delays in two separate streams: visual-motor functioning and expressive and receptive language development.

The Carey Temperament Scales: Professional Practice Set, Test Manual, and Users Guide. 1996. (540 C188 1995 ECI).
The Carey Temperament Scales and Test Manual comprise a series of behavioral rating instruments for assessing temperamental characteristics in infants and children up to 12 years of age. The questionnaires in the Carey series measure nine temperament characteristics: activity level, rhythmicity, approach-withdrawal, adaptability, intensity, mood, attention span and persistence, distractibility, and sensory threshold.

The Carolina Curriculum for Infants and Toddlers with Special Needs. Nancy M. Johnson-Martin, 2004. (556.1 J635 2004 ECI).
This curriculum is to be used with children from birth to 36 months of age who have mild to severe disabilities. It links assessment with intervention and lets professionals work closely with the child's teachers, family members, and other service providers. This guide contains 24 teaching sequences covering five developmental areas: personal-social, cognition, communication, fine motor, and gross motor skills.

Child and Infant Development Inventory: Child Development Review. 1994. (KT0032).
The Infant Development Inventory provides a method for gathering information about a child's development from parents. The Child Development Review helps professionals review young children's development with parents. It is to be used with children up to 5 years of age. It provides information about what the child is doing in five areas of development: social, self-help, gross motor, fine motor, and language. This kit contains: Infant Development Inventory forms and an instruction card; Child Development Inventory forms, Answer Sheets, Profile forms, and Teacher's Observation Guide forms; and Child Development Review Manual and Child Development Charts.

Child Assessment in Early Intervention: Training Modules for Personnel Preparation. Rune J. Simeonsson, 1994. (520 Si45 1994 ECI).
Early intervention services are facilitated by individualized assessment of both the child and the child's family. Identifying child characteristics in the context of the family increases understanding of both the child and the family, and aids in the planning of effective intervention strategies. These training modules provide participants with an opportunity to explore their attitudes and beliefs about family involvement in early childhood assessment; present a family-centered approach to individualized child assessment; and present a model of identifying, assessing and understanding the expectations of parents in the process.

Child Development Inventory (CDI) Manual. Harold Ireton, 1992. (520 I67c 1992 ECI).
The Child Development Inventory is to be used for children 15 months to 6 years of age. It provides information on a child's development in the following areas: social, self-help, motor, language, and pre-academic development. Parents record their concerns about health, vision, hearing, development and behavior.

Children's Psychological Testing: A Guide for Nonpsychologists. David Wodrich, 1997. (266.5 W819 ECI).
This book explains in layperson's terms the principles behind psychological testing, the definitions of key terminology, and how psychologists interpret test data. Practitioners and students will learn about the validity and reliability of widely used measures of intelligence, special abilities, behavioral and emotional status, and academic achievement. Special attention is given to instruments used for developing IEPs and for identifying children for services under IDEA.

Cline/Helding Adopted and Foster Child Assessment: Manual and Individual Record. 1998. (520 C641 1998 ECI).
This assessment tool is designed for the child's family, caretaker, or clinicians to use to determine any challenges the child has due to early abuse and neglect, environmental deprivation, exposure to domestic or environmental violence, or family dysfunction.

Assessment - Books, Guides, Tools, and Kits (continued)

**Communication and Symbolic Behavior Scales.** 2002. (KT0007).
This scale measures early communication and uses parent interviews and direct observations of natural play to collect crucial information. It collects information not just on language skills, but on often-overlooked communicative behaviors like functions, gestures, rate, positive affect, and gaze shifts. Backed by technical data, it is compatible with most developmental curricula.

Communication Intervention: Birth to Three. Louis M. Rossetti, 1996. (219.4 R731 ECI).
This book includes information on the assessment of communication skills and suggestions for communication-based intervention for children from birth to 3 years of age.

Conducting Child Assessments. Mary McLean, 2000. (520 M163 2000 ECI).
Those who assess children should explore if an assessment is appropriate or if a child's behavior and pattern of development can be explained by language or cultural differences. They must determine which language should be used in the assessment and their strategies should be tailored to the child and family.
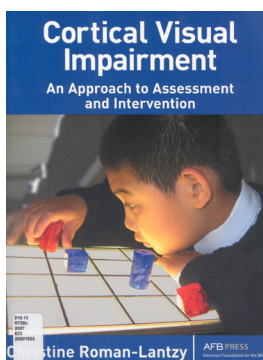
Cortical Visual Impairment: An Approach to Assessment and Intervention. Christine Roman-Lantzy, 2007. (219.13 R758c 2007 ECI).
This book includes a tool for measuring cortical visual impairment and an explanation of how to interpret the results.

Cross-Cultural Perspective in Language Assessment and Intervention. Katharine G. Butler, 1994. (535 B977 1994 ECI).
This book provides methods for working with children with limited English proficiency. Included are a broad range of techniques for meaningful assessment, methods of working with specific populations, and practical strategies for overcoming language barriers to facilitate effective intervention.

Cultural Competence in Screening and Assessment: Implications for Services to Young Children with Special Needs. Maria Anderson and Paula F. Goldberg, 1991. (275 An28 ECI).
This paper examines issues related to the screening and assessment of infants, toddlers and preschoolers from families with various cultural and linguistic backgrounds.

DAYC: Developmental Assessment of Young Children. 1998. (KT0063).
This complete DAYC kit includes an examiner's manual, and 25 subtest scoring forms for the five areas of development in which young children are to be evaluated; adaptive behavior, cognition, communication, physical development, and social-emotional development. It also includes 25 Profile Examiner Summary Sheets.

DC 0-3 Casebook: A Guide to the Use of Zero to Three's Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood in Assessment and Treatment Planning. Alicia F. Lieberman, 1997. (226.5 L615 ECI).
This book, a system for diagnostic classification of mental health and developmental disorders of infancy and early childhood, encourages clinicians to try to understand the developmental process in the earliest years of life.

DECA Program: Devereux Early Childhood Assessment Program: Enhancing Social and Emotional Development. 1999. (KT0011).
The DECA is a standardized, norm-referenced behavior rating scale used to evaluate the frequency of 27 positive behaviors exhibited by children 2 to 5 years of age. It contains three scales and a total scale reflecting initiative, self-control, attachment, and total protective factors. The results are used to guide and support primary prevention efforts to foster healthy social and emotional growth and reduce the incidence of emotional and behavioral challenges in preschool children.

Developing Cultural Competence in Early Childhood Assessment. Susan M. Moore, 1995. (275 M786 1995 ECI).
Moore provides suggestions for interacting with children and families from diverse language backgrounds and conducting non-biased assessments.

Assessment - Books, Guides, Tools, and Kits (continued)

Developing Outcome Strategies in Children's Mental Health. Mario Hernandez, 2001. (266.5 H557 2001 ECI). This book presents the process of measuring and evaluating outcomes in mental health services for children.

Developmental Observation Checklist System (DOCS): A Systems Approach to Assessing Very Young Children. Wayne P. Hresko, Shirley A. Miguel, Rita J. Sherbenou, Steve D. Burton, 1994. (520 H858 1994 ECI). This assessment measures the areas of language, motor, social and cognitive development to identify possible developmental delays. It uses both qualitative and quantitative measures.

Developmental Visual Dysfunction: Models for Assessment and Management. Rhoda Priest Erhardt, 1990. (219.1 Er35 1990 ECI).
This book includes the Erhardt Developmental Vision Assessment. This assessment allows professionals to identify the presence or absence of certain skills so that they may determine appropriate interventions for developmental visual impairments.

Do-Watch-Listen-Say: Social and Communication Intervention for Children with Autism. Kathleen A. Quill, 2000. (203.6 Q6 2000 ECI).
This assessment and intervention guide features an assessment tool along with hundreds of creative ideas to promote social and communication skills for children with autism. It contains a set of questionnaires and checklists to help in obtaining a profile of a child's abilities in more than 100 sub-skill areas.

Ear-Resistible: Hearing Test Procedures for Infants, Toddlers, and Preschoolers, Birth through Five Years of Age. 1998. (219.23 E12 1998 ECI).
This book presents guidelines for the evaluation and assessment of the levels of hearing functioning of children birth through 5 years of age.

Early Language Milestone Scale Second Edition. 1993. (KT0039).
This scale assesses speech and language development for children with a functional level from birth to 36 months of age. It is arranged by three divisions: auditory expressive, auditory receptive, and visual. A point score is used to determine the child's ceiling as well as basal level in each division.

Early LAP: The Early Learning Accomplishment Profile for Young Children Birth to 36 Months. M. Elayne Glover, 1995. (520 G518 1995 ECI).
This curriculum embedded profile provides activities for and assessment of children from birth to 36 months of age in gross and fine motor, cognitive, language, self-help and social-emotional development.

Family-Centered Behavior Scale and User's Manual. Reva I. Allen, Christopher G. Petr, and Beverlyn F. Cay Brown, 1995. (271 Al53 ECI).
This validated, reliable scale can be used to determine whether an organization that works with children and families is truly family-centered.

First Look: Vision Evaluation and Assessment for Infants, Toddlers, and Preschoolers, Birth through Five Years of Age. 1998. (219.13 E12 1998 ECI).
This book presents the guidelines for evaluating and assessing the levels of visual functioning of children birth through 5 years of age. These guidelines were prepared to help local educational agencies and regional centers maintain compliance with Part H (C) of IDEA, the California Early Intervention Services Act, and Part B of IDEA, which specifies vision assessment requirements for children 3 years of age and above.

HELP: Hawaii Early Learning Profile.

> **Inside HELP: Administration and Reference Manual for HELP (The Hawaii Early Learning Profile) Birth through Three Years.** Stephanie Parks, 2004. (555.5 P252i 2004 ECI).
> This manual explains the in-depth, curriculum-based assessment that helps users meet IDEA Part C regulations for evaluation and assessment. HELP covers six developmental domains: cognitive, language, gross motor, fine motor, social and self-help. A demonstration is available on video as *Using HELP Effectively* (VT1906).

Assessment - Books, Guides, Tools, and Kits (continued)

HELP at Home: Hawaii Early Learning Profile: Activity Sheets for Parents from the Child's Point of View. Stephanie Parks, 1998. (555.5 P252h 1998 ECI).
HELP at Home is a comprehensive collection of developmental activity sheets for professionals to give to parents of children developing in the birth to 36 month age range.

HELP at Home: Hawaii Early Learning Profile (Birth-Three) : Spanish Version. Stephanie Parks, 1995. (555.5 P252h 1995 ECI).
This Spanish language version is translated from a condensed version of the first edition.

Identification and Assessment in Early Intervention. James A. Blackman, 1995. (520 B565 1995 ECI).
Many authors contributed to this collection of articles on developing, implementing, and evaluating assessments.

Identification and Care of Fetal Alcohol-Exposed Children: A Guide for Primary-Care Providers. Michael Fleming, 1999. (201.4 F598i 1999 ECI).
This guide provides clinicians with office-based screening and intervention protocols for the detection of Fetal Alcohol Syndrome, alcohol-related birth defects, and alcohol-related neurodevelopmental disorder.

The IFEEL Pictures: A New Instrument for Interpreting Emotions. Robert N. Emde, Joy D. Osofsky, and Perry M. Butterfield, 1993. (540 Em29 1993 ECI).
This book introduces a research tool, Infant Facial Expressions of Emotion from Looking at Pictures (IFeel Pictures). The IFEEL Pictures ask parents and others for their view of emotions. The technique then systematically organizes such views and provides a basis for comparison with views of others collected under similar circumstances.

Infancy and Early Childhood: The Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges. Stanley I. Greenspan, 1992. (525 Gr853 1992 ECI).
Greenspan discusses the steps involved in the assessment and treatment process, as well as provides detailed case studies.

Infant and Toddler Self-Regulation: An Approach for Assessment and Intervention. 1999. (KT0028).
This Supports for Early Learning Foundations (SELF) Assessment and Intervention kit contains tools for the assessment of behavior, sleeping, and eating regulation in infants and toddlers through the interview, observation, and intervention processes.

Infant Assessment. M. Virginia Wyly, 1997. (520 W979 1997 ECI).
This book provides an overview of trends in infant assessment measures and procedures. She describes many of the most commonly used assessments.

Infant-Child Monitoring Questionnaires Procedures Manual. Jane Squires, 1993. (520 Sq58 1993 ECI).
This manual introduces the Infant Child Monitoring Questionnaires. This screening system was developed to recognize developmental delays in infants. The questions are divided into five sections: gross motor, fine motor, communication, social-personal, and adaptive development.

Infant-Toddler and Family Instrument (ITFI) Instrument and Manual. Nancy H. Apfel, 2001. (520 A641 2001 ECI).
The ITFI provides a straightforward yet clinically sensitive tool to help family workers determine how well a young child (6-36 months of age) is developing and how well a family is managing the tasks of parenting.

Infant-Toddler Developmental Assessment. 1995. (KT0030).
The Infant-Toddler Developmental Assessment, which is an integrated clinical process that includes a developmental profile, and the Provence Birth-to-Three Developmental Profile, is designed for use by a team of two or more professionals and consists of six phases. The IDA revolves around four team roles: assessment coordinator, parent interviewer, health reviewer, and child evaluator. The study guide and administration manual are included.

Assessment - Books, Guides, Tools, and Kits (continued)

**Infant-Toddler Symptom Checklist: A Screening Tool for Parents.** 1995. (KT0061).
This checklist, which helps clinicians identify sensory and regulatory disorders in children 7 to 30 months of age, includes items that measure the domains of self-regulation, attention, modulation of sleep-wake states, responses to sensory stimulation, attachment, and emotional functioning.

Interdisciplinary Clinical Assessment of Young Children with Developmental Disabilities. Michael J. Guralnick, 2000. (226.5 G978 2000 ECI).
This resource demonstrates how to create new interdisciplinary assessment teams or expand existing teams to ensure that children and their families receive the best care possible.

Kent Inventory of Developmental Skills (KIDS). 2000. (KT0031).
This kit is a precise behavioral assessment that yields reliable and valid measures of developmental status and progress in the developmentally young. Completed by the caregiver of the child being evaluated, this assessment is appropriate for use with all infants. It can also be used with children under 6 years of age who have developmental disabilities and are developmentally under 15 months of age. It covers five behavioral domains: cognitive, motor, language, self-help and social.
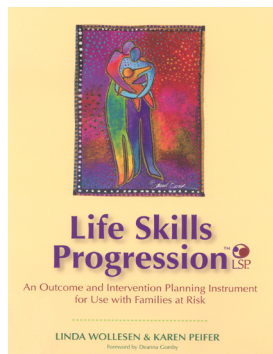
Life Skills Progression LSP: An Outcome and Intervention Planning Instrument for Use With Families at Risk. Linda Wollensen, 2006. (520 W864 2006 ECI).
This assessment tool for families of children from birth to 3 years of age provides critical data home visiting programs need to demonstrate their effectiveness and attract funding. Generating a comprehensive and accurate portrait of the behaviors, attitudes and skills of both parents and children, the LSP helps professionals establish baseline client profiles, identify strengths and needs, plan interventions and monitor progress and outcomes to show that interventions are working.

LINKing Assessment and Early Intervention: An Authentic Curriculum-Based Approach. Stephen J. Bagnato, John T. Neisworth, and Susan M. Munson, 1997. (520 B147 1997 ECI).
The LINK model identifies critical markers for judging quality and effectiveness in assessment. The authors review curriculum-based assessments on the basis of authenticity, collaboration, convergence, equity, sensitivity, and congruence.

New Visions for the Developmental Assessment of Infants and Young Children.
Samuel J. Meisels, 1996. (520 M481 1996 ECI).
This book provides early intervention team members with an opportunity for reflection on the content and process of infant assessment while speaking to the wisdom of the family, the competence of the infant, and the ways in which successful strategies are contingent on the capacity to form relationships with both infants and their caregivers.

A Parent's Guide to Developmental Delays: Recognizing and Coping with Missed Milestones in Speech, Movement, Learning, and Other Areas. Laurie LeComer, 2006.
(226.5 L465p 2006 ECI).
Parents can use this book to learn about available assessments and how to use the results to craft a treatment plan to fit their child's needs.

PDMS-2 (Peabody Developmental Motor Scales). 2000. (KT0026).
PDMS-2 is an individually administered, standardized test that is composed of six subtests that measure interrelated motor skills in children from birth through 6 years of age. These six subtests are: reflexes, stationary, locomotion, object manipulation, grasping, and visual-motor Integration.

Pediatric Evaluation of Disability Inventory (PEDI): Development, Standardization and Administration Manual. 1992. (520 H137 1992 ECI).
This is the manual for a standardized, norm-referenced curriculum-compatible instrument designed to provide a functional assessment of the capabilities of young children with physical, sensory and neuromotor impairments.

Assessment - Books, Guides, Tools, and Kits (continued)

Pediatric Resource Guide to Infant and Childhood Hearing Loss. 2006. (219.23 P371 2006 ECI).
This guide helps unravel some of the complex issues associated with infant and childhood hearing loss for pediatric providers and encourages early screening for hearing loss. It includes information about laws on newborn hearing screening; descriptions of amplification, diagnostic tools and surgical devices; research findings; and much more.

PLS-3 Preschool Language Scale-3. Irla Lee Zimmerman, 1993. (535 Z65 1993 ECI).
Manuals and administration directions for the PLS-3 are provided to familiarize interventionists with this language scale. The scale can be used to assess receptive and expressive language skills in infants and young children.

Preparing Children to Learn: A Family-Centered Approach to Functional Skills Assessment : Manual. Lee K.S. McLean, 1995. (555.5 M231 1995 ECI).
This manual includes a description of the "Preparing Children to Learn" model, an explanation of the curriculum, and reproducible forms for the Generic Skills Inventory and Specific Skills Inventory.

Preschool Evaluation Scale. Stephen B. McCarney, 1991. (520 M127 1991 ECI).
This scale is used to screen for developmental delays and behavioral issues. Subscales used are large muscle skills, small muscle skills, cognitive thinking, expressive language, social-emotional behavior, and self-help skills.

Receptive-Expressive Emergent Language Test (REEL-3): Manual and Booklets. 2003. (KT0057).
This kit includes the Examiner's Manual and 25 Examiner Record Booklets. The manual provides information to consider before testing; discusses how to interpret the results; gives normative information; covers test reliability and validity and mentions additional factors related to assessment and programming.

The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders. Barry M. Prizant, 2006. (203.6 P961s 2006).
The SCERTS model can be used to assess the communication and social-emotional abilities of preschool and elementary school children with autism spectrum disorders.

Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering. Ronald A. Banks, 2001. (271 B216s 2001 ECI).
This report provides an overview of the family information gathering process in early intervention.

System to Plan Early Childhood Services (SPECS). Stephen J. Bagnato, 1990. (520 B143 1990 ECI).
The SPECS (System to Plan Early Childhood Services) is a decision-making tool that helps early childhood teams rate a child's development and plan an IEP. It is intended for use with children from 2 to 6 years of age. A child is rated in the domains of communication, sensorimotor, and self-social.

Temperament and Atypical Behavior Scale: Early Childhood Indicators of Developmental Dysfunction. 1999. (KT0058).
This assessment tool was developed to provide a reliable and valid, norm-referenced, individually administered measure of dysfunctional behavior appropriately used with infants and young children between 11 and 71 months of age.

Testing Young Children: A Reference Guide for Developmental, Psychoeducational, and Psychosocial Assessments. Jan L. Culbertson, 1993. (262.1 C967t 1993 ECI).
This book provides an understanding of typical cognitive and emotional development for professionals who evaluate children at risk for developmental disorders.

Transdisciplinary Play-Based Assessment: A Functional Approach to Working with Young Children. Toni W. Linder, 1993. (520 L643 1993 ECI).
Linder introduces an assessment that involves a child in structured and unstructured play situations with a facilitating adult, parents, and another child or children. The model examines a child's developmental skills, underlying developmental processes, learning style and interaction patterns.

Assessment - Books, Guides, Tools, and Kits (continued)

Understanding Assessment and Evaluation in Early Childhood Education. Dominic F. Gullo, 1994. (560.4 G952 1994 ECI).
This book explains different assessment and evaluation techniques, when and how they should be applied and their strengths and limitations.

Vineland SECC Social-Emotional Early Childhood Scales: Manual. Sara S. Sparrow, 1998. (540 S737s 1998 ECI).
This manual describes the Vineland SECC Scales. It is an individually administered assessment of typical social and emotional functioning for children from birth through 5 years 11 months of age. It examines the child's world of feelings and relationships and documents how he or she interacts in the home and external environments. The scales assess the skills of paying attention, entering into intentional social interactions, understanding expressions of emotion, constructing and observing relationships, and developing self-regulation behavior.

Vulpe Assessment Battery: Developmental Assessment/Performance Analysis/Individualized Programming for the Atypical Child. Shirley German Vulpe, 1994. (520 V978 1994 ECI).
This battery is a comprehensive, process-oriented, criterion referenced assessment that evaluates the developmental status of atypically developing children. It assesses the domains of gross motor, fine motor, language, cognitive processes, adaptive behaviors and activities of daily living.

WAIMH Handbook of Infant Mental Health. Joy D. Osofsky, 2000. (266.5 O83 2000 ECI).
Contributing authors review assessment instruments and emphasize the importance of play and observation in the clinical assessment of infants and their families.

Assessment - Audiovisuals

The Ages and Stages Questionnaires on a Home Visit. 19 min. 1995. (VT2127).
The Ages & Stages Questionnaire (ASQ) system is designed to be implemented in many settings and can easily be tailored to fit the needs of many families. This video demonstrates completion of the questionnaire for two children. Their family is introduced and guided through questionnaire completion by a home visitor. Viewers discover how to explain the ASQ screening process, redefine items to reflect a family's values and culture, create opportunities for child learning and development, and promote positive parent-child interaction. Refer to the previous section for information on the questionnaires themselves.

ASQ Scoring and Referral. 16 min. 2004. (DD0189).
Viewers see a brief description of the ASQ questionnaires and the screening process. Then, they watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ tasks with her child. Through footage of specific tasks and close ups of sample questions and scores, ASQ users will learn how to convert parent responses into point values, compare the results to the cutoff scores, evaluate sections that are not scored, such as the family information page and use professional judgment to decide if a referral for further assessment is needed. Refer to the previous section for information on the questionnaires themselves.

Designing Interventions Using Functional Behavioral Assessment. 90 min. 2003**.** (VT2526).
Shelley Nielsen Gatti explains how to conduct a functional behavioral assessment and how to use the information to design appropriate interventions.

Developmental Assessment Strategies. 30 min. 1990. (VT0434).
This video provides an overview of the purposes of assessment as well as an explanation of the difference between norm- and criterion-referenced tools. Viewers will learn of the relationship that exists between the purposes of an assessment and the selection of assessment tools.

Developmental Screening in the 0-3 Population. 35 min. 1990. (VT0435).
This video provides an introduction to developmental screening. Viewers learn the factors that need to be considered when selecting a screening tool.

Assessment - Audiovisuals

ECI Teleconference: Introduction to the New ECI Screenings. 115 min. 2006. (VT0625).
This ECI presentation was made on April 5, 2006 by Rachel Moyer Trimyer. She explains why newborns should be screened for deafness or hearing loss. She also tells of risk factors for hearing loss. A draft of the February 2006 screening packet is included.

First Years Together: Involving Parents in Infant Assessment. 19 min. 1993. (VT1733).
This video describes the First Years Together program and how it helps parents participate in their infant's assessment.

Introduction to the WeeFIM (Functional Independence Measure for Children). 20 min. 1991. (VT0433).
The WeeFIM (Functional Independence Measure for Children) was developed for use with children age 6 months to 7 years of age. Based on the FIM for adults, this assessment uses a seven-level scale representing major gradations of independent and dependent behavior.

Milani-Comparetti Motor Development Screening Test for Infants and Young Children. 15 min. 1990. (VT0479).
This screening test examines 27 evoked responses and spontaneous behaviors to provide an organized, clinical impression of typical and delayed responses in the developing child. It is a video introduction to test administration and scoring.

Neurodevelopmental Assessment of Infants and Toddlers. 120 min. 1997. (VT0481).
This August 1, 1997 teleconference features Louis Rossetti in a discussion of the neurodevelopmental assessment of children.

Newborn Hearing Evaluation Center at Sunshine Cottage. 10 min. 2000. (VT1363).
This video presents information about the law (HB 714) which requires hearing screening of all newborn infants before leaving the hospital.

Observing Infant's Sensorimotor Development. 32 min. 1990. (VT0477).
This video explains the stage-related developmental approach used in assessing young infants.

Observing Kassandra: A Transdisciplinary Play-Based Assessment of a Child with Severe Disabilities. 50 min. 1996. (VT0432).
This video provides an opportunity for hands-on practice in note-taking and observation for early intervention professionals assessing children with special challenges.

Observing Preschoolers: Assessing First and Second Language Development. 30 min. 1998. (VT2180).
This program presents the model for assessing preschooler's language use and development used by the California Department of Education.

Speech and Language Delays: What Do They Mean for Your Child. 13 min. 1993. (VT2197).
This video briefly outlines the development of communication skills in the first three years of life. Parents learn about the warning signs and possible causes of a delay in speech and language development. The screening and evaluation process and benefits of early identification of speech and language delays are illustrated.

Using HELP Effectively. 23 min. 1994. (VT1906).
The Hawaii Early Learning Profile (HELP) program was developed by a multidisciplinary team to enrich children with disabilities. This video explains the program, introduces its numerous components, and discusses its uses. Refer to the previous section for the manual and activity sheets.

VI Viewpoint: Vision Screening for Infants and Toddlers with Visual Impairments. 60 min. 1995. (VT1351).
This video is by and for educators of students with visual impairments. This installment looks at a tool for vision screening of infants and toddlers in early childhood intervention programs. The video features a mock screening in which the assessment tool is used.

Assessment - Audiovisuals

Vision Screening of Matthew and Maria. 19 min. 1996. (VT1355).
This tape shows the original vision screening of two children, Matthew, a young baby, and Maria, a toddler.

A Visit with Justin and His Family. 24 min. 1993. (VT2112).
This video, which introduces Justin, a toddler who has a developmental disability, his family, his teacher and some classmates, is designed for use in the application of the performance competence framework to observational assessment of young children. Justin is observed in many of his normal daily routines at home and in a classroom setting.

Assessment - Selected Websites

Screening, Evaluation and Assessment are defined and excellent links to detailed information are available from the National Early Childhood Technical Assistance Center at http://www.nectac.org/topics/earlyid/screeneval.asp. The Center's home page is at http://www.nectac.org/.

The Office of Special Education Programs (OSEP), part of the U.S. Dept. of Education, is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. See http://www.ed.gov/about/offices/list/osers/osep/index.html.

The Technical Assistance ALLIANCE for Parent Centers is an innovative partnership of one national and six regional parent technical assistance centers, each funded by OSEP. See   http://www.taalliance.org/about/index.asp. Publications and links of interest to parents are at http://www.taalliance.org/publications/index.asp.

New Books
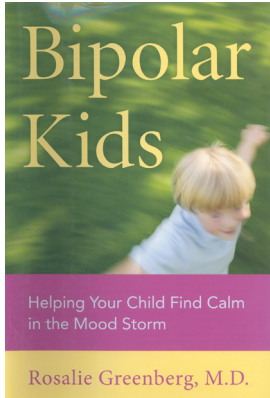
Bipolar Kids: Helping Your Child Find Calm in the Storm. Rosalie Greenberg, 2007. (227.4 G798b 2007 ECI)
This book walks readers through the range of scenarios that occur with bipolar kids, from daring manic phases to sudden periods of overwhelming sadness. The author addresses family relationships and guides parents in making meaningful choices about their child's education and treatment options.

The Special Needs Planning Guide: How to Prepare for Every Stage of Your Child's Life. John W. Nadworny, 2007. (268.5 N138 2007 ECI)
This book helps parents or other caregivers plan for every stage of life for persons with special needs. It discusses the special financial and legal needs of these family members. Topics such as guardianship, estate planning, identifying government benefits and much more are discussed.

New Audiovisuals

Families of Young Children with Special Needs: Family Crisis. 27 min. 1995. (DD0171) (New in DVD)
This DVD follows two families as each learns that their child has special needs. It illustrates supportive techniques for revealing a diagnosis and discusses possible parental reactions. Three overlapping and concurrent crises; diagnostic crisis, values crisis, and reality crisis are explored in depth. It also discusses the roles of other parents of special needs children as well as professionals in helping families through their crises.

Good Grief. 40 min. 1990. (DD0174) (New in DVD)
This DVD focuses on the grieving process associated with parenting a child with disabilities. Ken Moses, a psychologist and the father of a child with a disability, explores how the process helps parents make changes necessary to live with their child and how real life is quite different from what was anticipated.

Helping Children Cope with Frightening Events. 25 min. 2002. (DD0185)
This DVD describes the reaction of children exposed to traumatic or frightening events. Educators will learn about changes in children's behavior and how to create a supportive environment for them. Activities are suggested that reinforce a sense of security and promote healing.

This Child Is Not Alone. 30 min. 1995. (DD0184) (New in DVD)
This DVD explores the thoughts and feelings of family members after the birth of a child with special needs: the shock of finding out and the question of "why me?;" the effects on marital relationships; how single-parent families manage; the reactions of friends and extended family and the reactions of the child's siblings. The program presents families in various life situations. This program is appropriate for pre-service and in-service training of healthcare professionals and early interventionists and for parents and family members.

Early Childhood Report - June 2008

Early CHILDHOOD Report

Children With Special Needs & Their Families

LEGAL SPOTLIGHT

You Be the Judge

Is this parent's consent needed to excuse therapist from IEP meeting? **Page 2**

Washington Watch

The Education Department released proposed rules that would let parents revoke their consent to special ed services and absolve school officials of any obligation to provide FAPE. **Page 3**

Decisions & Guidance

Read recent judicial rulings and SEA decisions, including a case involving diabetes. **Pages 10-12**

Part C Primer

Proposed IDEA Part C Section 303.211 would let states offer the option to continue Part C services for children ages three and older. Parents would be able to choose the continuation of early intervention services for their children ages three and older until the children enter, or are eligible under state law to enter, kindergarten or elementary school. ■

COVER STORY

Address social-emotional needs of young children with bipolar disorder

CHARLOTTE, N.C. — Reports about the misdiagnosis of bipolar disorder abound because its symptoms often mimic those of other disorders. But children with the disorder who go untreated can be at later risk of developing learning disabilities and attempting suicide because of the progressive disease's impact on the brain. That's why you should create comprehensive IEPs that address all the learning and social-emotional difficulties these children have. This is just some of the advice gleaned at LRP's 29th National Institute on Legal Issues of Educating Individuals with Disabilities®, held May 4-7. Also find out why you should increase awareness of what constitutes seclusion and restraint and what the law says about the use of these interventions. **Full coverage, pages 4-5.**

> ### Conference report
> * Find out how techniques such as cognitive behavioral therapy and differentiated instruction can help children with bipolar disorder. **Page 4**
> * Learn laws surrounding, and alternatives to, seclusion and restraint. **Page 5**

HIGHLIGHTS

Eye on Autism: Ease grade-to-grade transitions

Uncover ways to ease transitions from one grade to another for young children with autism. Also find out how parents can aid you in this preparation. **Page 6**

Stem expulsions by sharing behavioral strategies

See why bringing together local child care centers, specialists, and school districts to offer teachers support and strategies can reduce early childhood expulsions. **Page 7**

Raise Part C enrollment by linking hospitals, EIS providers

Learn why partnering with local hospitals to station early intervention service coordinators in neonatal intensive care units can improve your child find process. **Page 8**

Understand needs of children with schizophrenia

Learn ways to support young children with schizophrenia, including providing them flexible scheduling, visual aids, and projects divided into parts. **Page 9**

Exceptional Parent - June 2008

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Infant Mental Health Journal - May/June 2007

INFANT MENTAL HEALTH JOURNAL

SPECIAL ISSUE

The Infant's Relational Worlds: Family, Community, & Culture

INTRODUCTION

Volume 29, Number 3 was mailed the week of May 12, 2008