

ASSESSMENT

[3200]

Adair, N.; Blesch, G.

The ABC Inventory to Determine Kindergarten and Preschool Readiness: Administration and Scoring Procedures for Examiners and Teachers

PUBLISHER: Muskegon, MI: Research Concepts, 1978, procedures guide: 8 pp.; form: 2 pp.

GENERAL NOTE: Functional observation and screening tool focuses on fine-motor, cognitive, perceptual and language oriented abilities.

Griffiths, Ruth

Abilities of Babies: A Study in Mental Measurement

PUBLISHER: London, England: Child Development Research Centre, 1976, 229 pp.

GENERAL NOTE: Describes diagnostic techniques of mental development testing for ages birth to eight.

Bricker, Diane

Activity-Based Intervention

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, video: 14 min.; book: 240 pp.

GENERAL NOTE: Discusses interactions of pre-schoolers and infants for activity based intervention and four components of intervention.

WEBSITE: www.brookespublishing.com

Domain Administration

Adaptive Performance Instrument: Books 1, 2 and 3

PUBLISHER: book 1: 181 pp.; book 2: 99 pp.; book 3: 189 pp.

GENERAL NOTE: Three volume criterion-referenced assessment tool focuses on physical development, reflexes, gross and fine motor, self-care, sensorimotor, social and communication abilities of young children with adaptations for children with varied disabilities.

Vincent, J.P., ed.

Advances in Family Intervention, Assessment and Theory: A Research Annual

PUBLISHER: Greenwich, CT: JAI Press Inc., 1980, 271 pp.

GENERAL NOTE: Contains collection of writings on theory, research and family support strategies applications from a clinical and therapeutic perspective.

Bricker, Diane

AEPS Child Progress Record for Assessment, Evaluation, and Programming System (AEPS) for Infants and Children: AEPS Measurement for Birth to Three Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 6 pp.

GENERAL NOTE: Chart helps monitor change by visually displaying current abilities, intervention targets, and child progress.

WEBSITE: www.brookespublishing.com

Cripe, J.; Slentz, K.; Bricker, Diane

AEPS Curriculum for Birth to Three Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 496 pp.

GENERAL NOTE: Curriculum-based assessment/evaluation system to further IEP/IFSP objectives and to teach adaptive, problem-solving behaviors for independent functioning, using activity-based intervention principles.

WEBSITE: www.brookespublishing.com

Bricker, Diane; Waddell, Misti

AEPS Curriculum for Three to Six Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 296 pp.

GENERAL NOTE: Curriculum-based assessment/evaluation system to further IEP/IFSP objectives and to teach adaptive, problem-solving behaviors for independent functioning, using activity-based intervention principles.

WEBSITE: www.brookespublishing.com

Bricker, Diane; Pretti-Frontczak, Kristie

AEPS Data Recording Forms: Measurement for Three to Six Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 35 pp.

GENERAL NOTE: Forms for child development professionals to use on four separate occasions to pinpoint and then monitor a child's strengths and needs in the six key areas of skill-development measured by the AEPS (Assessment, Evaluation, and Programming System) Test.

WEBSITE: www.brookespublishing.com

Cripe, Julian; Bricker, Diane

AEPS Family Interest Survey

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 7 pp.

GENERAL NOTE: A 30-item checklist to help families identify interests and concerns to address in a child's IEP/IFSP. AEPS=Assessment, Evaluation, and Programming System.

WEBSITE: www.brookespublishing.com

Bricker, Diane

AEPS Family Report: Birth to Three Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 19 pp.

GENERAL NOTE: Completion of the 64 items on the form assists parents and families to participate in the assessment and evaluation of their child's skills and abilities, and help prepare for child's IEP or IFSP meeting.

WEBSITE: www.brookespublishing.com

Bricker, Diane; Pretti-Frontczak, Kristie

AEPS Family Report: Measurement for Three to Six Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 20 pp.

GENERAL NOTE: A 64-item questionnaire for parents to rank their child's abilities on specific skills that correspond with the curricular areas in the AEPS (Assessment, Evaluation, and Programming System) Test.

WEBSITE: www.brookespublishing.com

Bricker, Diane

AEPS Measurement for Birth to Three Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 352 pp.

GENERAL NOTE: Curriculum-based assessment/evaluation system to further IEP/IFSP objectives and to teach adaptive, problem-solving behaviors for independent functioning, using activity-based intervention principles.

WEBSITE: www.brookespublishing.com

Bricker, Diane; Pretti-Frontczak, Kristie

AEPS Measurement for Three to Six Years

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 397 pp.

GENERAL NOTE: Curriculum-based assessment/evaluation system to further IEP/IFSP objectives and to teach adaptive, problem-solving behaviors for independent functioning, using activity-based intervention principles.

WEBSITE: www.brookespublishing.com

Bricker, Diane; Squires, Jane

Ages and Stages Questionnaires, A Parent-Completed, Child-Monitoring System

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, manual: 196 pp.; box: 144 pp.

GENERAL NOTE: Box contains 19 color-coded reproducible questionnaires for use at 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age; 19 reproducible scoring sheets; 1 reproducible mail-back sheet.

WEBSITE: www.brookespublishing.com

Farrell, Jane; Potter, LaWanda

The Ages and Stages Questionnaires on a Home Visit

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, video: 19 min.

GENERAL NOTE: Shows how ASQ can be integrated into a home visit, how to explain the ASQ screening process, redefine a family's values and culture, create opportunities for child learning and development, and promote positive parent-child interaction. Demonstrates completion of questionnaire.

WEBSITE: www.brookespublishing.com

Squires, Jane; Bricker, Diane; Twombly, Elizabeth

Ages and Stages Questionnaires: Social-Emotional (ASQ:SE)

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2003, manual: 186 pp.; box: 69 pp.

GENERAL NOTE: Available in Spanish and English, gives assessment tool with a focus on children's social-emotional behavior, screening areas of self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people. Box, one in English and one in Spanish, contains eight color-coded reproducible questionnaires for use at 6, 12, 18, 24, 30, 36, 48, and 60 months of age; eight reproducible age-appropriate scoring sheets; 1 reproducible mail-back sheet. With the results, professionals can recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.

WEBSITE: www.brookespublishing.com

Squires, Jane; Bricker, Diane; Twombly, Elizabeth

Ages and Stages Questionnaires: Social-Emotional (ASQ:SE): A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2003, guide: 186 pp.; questionnaires: 69 pp.

GENERAL NOTE: Gives low-cost system for assessing children's social-emotional development between 6 to 60 months of age. Guide gives professionals instructions on administering and scoring the questionnaires, tips on cultural sensitivity, detailed technical data on how the system was developed and tested, and creative activities to share with caregivers of each age group. Each questionnaire covers social-emotional development in seven key areas: self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people.

With the results, professionals can recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment. Gives assessment tool with a focus on children's social-emotional behavior, screening areas of self-regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people. Box, one in English and one in Spanish, contains eight color-coded reproducible questionnaires for use at 6, 12, 18, 24, 30, 36, 48, and 60 months of age; eight reproducible age-appropriate scoring sheets; 1 reproducible mail-back sheet.

WEBSITE: www.brookespublishing.com

Landau, J.; Vohs, J.; Romano, C

All Kids Count: Including Students with Disabilities in Statewide Assessment Programs

PUBLISHER: Boston, MA: Federation for Children with Special Needs, 1998, 112 pp.

GENERAL NOTE: Primer on the participation of students with disabilities in statewide assessment systems to give parents and professionals basic guidelines and points of reference in discussing policies and practices related to inclusion of students with disabilities in large-scale assessment programs. Includes state profiles, glossary, and state and parent center contact information.

WEBSITE: www.iser.com/FCSN.html

Losardo, Angela; Notari-Syverson, Angela

Alternative Approaches to Assessing Young Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 272 pp.

GENERAL NOTE: Takes in-depth look at six alternative assessment methods such as naturalistic, focused, performance, portfolio, dynamic, and curriculum-based language. Explores methods with detailed description of the approach, summary of advantages and limitations, specific guidelines for implementation, suggestions for working in inclusive environments, and samples of data collection forms.

WEBSITE: www.brookespublishing.com

Linder, Toni W.

And You Thought They Were Just Playing: Transdisciplinary Play-Based Assessment

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1995, video: 65 min.

GENERAL NOTE: Shows how to use transdisciplinary play-based assessment to enable assessment of child's abilities, and how to use information on forms.

WEBSITE: www.brookespublishing.com

Als, Heidelise

The APIB, An Assessment of Functional Competence in Preterm and Full-Term Newborns Regardless of Gestational Age at Birth: II

PUBLISHER: New York, NY: Infant Behavior and Development, 1988, 11 pp.

GENERAL NOTE: Describes assessment of pre-term infants behavior (APIB) as a means of grouping newborns based on behavioral competence, independent of the infants gestational age at birth, offering predictive validity of future measurements.

WEBSITE: www.elsevier.com/wps/find/journaleditorialboard.cws_home/620197/editorialboard

Magura, S.

Assessing and Measuring Change in Families: The Family Risk Scales

PUBLISHER: Washington, DC: Child Welfare League of America, 1987, 43 pp.

GENERAL NOTE: Scales developed as part of a larger study of child protective services, designed to provide a standardized measure of variables by which a child's risk of entering foster care can be evaluated. Presents risk variables believed to contribute to or precipitate the need for out-of-home placement.

WEBSITE: www.cwla.org

Nuttall, E.

Assessing and Screening Preschoolers: Psychological and Educational Dimensions

PUBLISHER: Needham Heights, MA: Allyn & Bacon, 1992, 481 pp.

GENERAL NOTE: Gives guidelines for use in preschool assessment courses directed at graduate students or professionals in school psychology, special education and human development. Includes bibliographical references.

WEBSITE: www.ablongman.com

Waterman, Betsy B.

Assessing Children for the Presence of a Disability

PUBLISHER: Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY), 1994, 28 pp.

GENERAL NOTE: Focuses on ways and primary skill areas in which school systems collect information in order to determine if a child is eligible for special education and related services and to make informed decisions about that child's educational placement and instruction.

WEBSITE: www.nichcy.org

Armstrong, Suzy, ed.

Assessing Family Needs in Early Childhood Intervention

PUBLISHER: Austin, TX: Texas Early Childhood Intervention Council, 1987, 85 pp.

GENERAL NOTE: Gives resource help to assist ECI programs in identifying family needs in an effort to become more family-focused in service delivery and developing a family needs assessment.

WEBSITE: www.dars.state.tx.us/ecis/index.shtml

Trivette, C. et. al.

Assessing Family Strengths and Family Functioning Style

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1990, 10(1), 10 pp.

GENERAL NOTE: Describes qualities of strong families and reviews family assessment tools.

WEBSITE: www.proedinc.com/tec.html

American Speech and Language Association

Assessing Infants and Toddlers: A Family Focus

PUBLISHER: Fairfax, VA: George Mason University Television, Capital Connection, 1989. video: 1 hr. 55 min.

GENERAL NOTE: Video #2 of a video-conference, speech and language pathologists discuss strategies and their role in the assessment process; in the ICU nursery, in the home, and as a team member.

WEBSITE: www.gmutv.gmu.edu

Alexander, Rona

Assessing Infants and Toddlers: A Family Focus Videoconference

PUBLISHER: Rockville, MD: American Speech and Hearing Association, 1989, video: 56 min.; video: 115 min.; booklet: 48 pp.

GENERAL NOTE: Training package focuses on audiological, oral motor/feeding, respiratory, social communication and family assessment strategies and the role of speech/language and audiology specialists in early intervention. Booklet is video guide with information on PL 99-457 and articles, assessment forms and references on related topics.

WEBSITE: www.asha.org/default.htm

Bzoch, Kenneth R.

Assessing Language Skills in Infancy: A Handbook for the Multidimensional Analysis of Emergent Language

PUBLISHER: Austin, TX: Pro-Ed Inc., 1971, book: 54 pp.; 10 REEL Scale forms

GENERAL NOTE: Contains instructions for administering and scoring the REEL (Receptive-Expressive Emergent Language) Scale, discusses the REEL model, gives general description of year-by-year development of language skills from birth to three. Includes glossary and sample of REEL Scale form for the Measurement of Language Skills in Infancy.

WEBSITE: www.proedinc.com

Bzoch, Kenneth; League, Richard

Assessing Language Skills in Infancy: A Handbook for the Multidimensional Analysis of Emergent Language

PUBLISHER: Austin, TX: Pro-Ed, 1971, 54 pp.

GENERAL NOTE: Gives guide to using the Receptive-Expressive Emergent Language Scale for measuring emergent language in infants.

WEBSITE: www.proedinc.com

Witkin, Belle Ruth

Assessing Needs in Educational and Social Programs: Using Information To Make Decisions, Set Priorities, and Allocate Resources

PUBLISHER: San Francisco, CA: Jossey-Bass Publishers, 1984, 415 pp.

GENERAL NOTE: Discusses educational and social needs assessments including old and new methods, focusing on selecting data for decision-making.

Olswang, L. et al.

Assessing Prelinguistic and Early Linguistic Behaviors in Developmentally Young Children

PUBLISHER: Seattle, WA: Univ. of Washington Press, 1987, 200+ pp.

GENERAL NOTE: Gives assessment protocol, theoretical basis for project model and background information on research and behavioral approach to assessing cognitive, language, play and communication skills.

WEBSITE: www.washington.edu/uwpress

Benner, Susan

Assessing Young Children with Special Needs: An Ecological Perspective

PUBLISHER: New York, NY: Longman Publishing Press, 1992, 384 pp.

GENERAL NOTE: Discusses techniques and tools for assessing infants and young children with special needs by using ecological perspective emphasizing the importance of evaluating each child in the context of his or her family setting and cultural environment.

WEBSITE: www.pearson.com

Reynolds, C.R.; Clark, J.H.

Assessment and Programming for Young Children with Low-Incidence Handicaps

PUBLISHER: New York, NY: Plenum Press, 1983, 355 pp.

GENERAL NOTE: Contains collection of conference presentations directed towards working with infants and preschool aged children and their families. Includes papers on assessment, motor disabilities, effects of seizures, visual, hearing and dual sensory impairments, autism and cultural sensitivity.

Uzgiris, Ina C.; Hunt, J. McV.

Assessment in Infancy: Ordinal Scales of Psychological Development

PUBLISHER: Urbana, IL: University of Illinois Press, 1975, 274 pp.
GENERAL NOTE: Gives overview of development based on Piagetian theory, comparison of assessment of models, discussion of early development and background information of planning and conducting the assessment profile related to visual, perceptual, cognitive, sensorimotor, language and adaptive development
WEBSITE: www.press.uillinois.edu

Salvia, John; Ysseldke, James E.

Assessment in Special and Remedial Education

PUBLISHER: Boston, MA: Houghton Mifflin Co., 1981, 616 pp.
GENERAL NOTE: Discusses basic uses of tests, important attributes of good tests, and the kinds of behaviors sampled by particular tests.
WEBSITE: www.hmco.com/indexf.html

UCLA Dept. of Pediatrics

Assessment/Intervention Guides

PUBLISHER: Los Angeles, CA: HCEEP Model Demonstration Project, 1989, 4 pp.
GENERAL NOTE: Assessment guides for prenatally drug-exposed infants and their care givers to help parents focus on areas needing improvement and to assist professionals in determining family changes over time.
WEBSITE: www.mattel.ucla.edu

Danaher, Joan

Assessment of Child Progress

PUBLISHER: Chapel Hill, NC: Technical Assistance Development System, 1985, 64 pp.
GENERAL NOTE: Phillip Strain, Diane Bricker, Carl Dunst, and Nancy Johnson-Martin discuss goals of intervention, domains for measuring progress, types and purposes of assessments, and demonstrating progress as a result of intervention.

Dunst, Carl

Assessment of Social Support in Early Intervention Programs

PUBLISHER: New York, NY: Cambridge University Press, 1990, 24 pp.
GENERAL NOTE: Discusses influence of a social network on child development. From "Handbook of Early Intervention."
WEBSITE: www.cambridge.org/

Wachs, Theodore D.; Sheehan, Robert

Assessment of Young Developmentally Disabled Children

PUBLISHER: New York, NY: Plenum Press, 1988, 419 pp.
GENERAL NOTE: Provides support for the use of assessment data in planning early intervention programs, with assessment as an interdisciplinary process, involving the synthesis of a number of diverse interests.

Hanson, Marci J.

Atypical Infant Development

PUBLISHER: Baltimore, MD: University Park Press, 1984, 421 pp.
GENERAL NOTE: Discusses learning how to promote optimal development in at-risk and handicapped infants as early as possible. Text aimed primarily at preservice level to be used as reading for students receiving early childhood training in departments of special ed and developmental psychology and in medical settings.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

McAfee, Oralie; Leong, Deborah J.; Bodrova, Elena

Basics of Assessment: A Primer for Early Childhood Educators

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2004, 111 pp.
GENERAL NOTE: Gives basic concepts and vocabulary of child- and classroom-oriented assessment of children's development and learning. Includes list of resources and a glossary.
WEBSITE: www.naeyc.org

Als, Heidelise

The Behavior of the Fetal Newborn: Theoretical Considerations and Practical Suggestions for the Use of the APIB

PUBLISHER: Monmouth, OR: Western States Technical Assistance Resource (WESTAR), 1982, 29 pp.
GENERAL NOTE: Proposes a synactive theory of development for the human organism and its relationship to assessment with the Assessment of Pre-Term Infants Behavior.
WEBSITE: wrrc.uoregon.edu/

Duffy, F.

Behavioral and Electrophysiological Evidence for Gestational Age Effects in Healthy Preterm and Full Term Infants Studied Two Weeks After Expected Due Date

PUBLISHER: Malden, MA: Child Development, 1990, Vol. 61, 16 pp.
GENERAL NOTE: Investigates effects of gestational age at birth on behavioral and EEG measures for various term infants. Discusses differences attributable to gestational age, complications associated with premature birth and speculation about remaining effects.
WEBSITE: www.srcd.org/cd.html

Als, Heidelise

Behavioral Differences Between Pre-Term and Full-Term Newborns as Measured with the APIB System Scores: I

PUBLISHER: Boston, MA: Harvard Medical School, 1988, 14 pp.
GENERAL NOTE: Discusses whether healthy preterm infants of varying gestational age "catch-up" behaviorally to full-term infants by the time they reach two weeks after expected date of delivery.
WEBSITE: <http://hms.harvard.edu/hms/home.asp>

DeStefano, D.

Best Practices: Evaluating Early Childhood Special Education Programs

PUBLISHER: Tucson, AZ: Communication Skills Builders, 1991, 109 pp.
GENERAL NOTE: Provides information on best practices and follow-up procedures with a self-evaluation form to help identify a programs strengths and weaknesses. Covers curriculum programming, organization of the learning environment, social skills, using support services, family involvement and transition.
WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

DeStefano, D.

Best Practices: Evaluating Early Childhood Special Education Programs

PUBLISHER: Tucson, AZ: Communication Skill Builders Inc., 1991, 4 pp.
GENERAL NOTE: Self-assessment form covers child- and family-centered assessments, curriculum, individualized education programs (IEP) and individualized family service plans (IFSP), setting design, scheduling and activities; monitoring child progress; socialization and interaction, support services; family support and transition.
WEBSITE: <http://harcourtassessment.com/HAIWEB/Cultures/en-us/default>

Representatives of Infant Services in Alameda County (RISA)

Best Practices for Early Intervention Assessment: A Training for Parents and Professionals

PUBLISHER: Oakland, CA: RISA, 1994, 55 pp.

GENERAL NOTE: Early intervention training program includes personnel and program standards, assessment resource bibliography, parent information child development guides, IFSP booklet, cultural competence issues and Part H/CA Early Start guidelines.

WEBSITE: www.cforat.org/home/bard/LISTINGS/family_res_netwk_alameda.HTM

Ashton, Diane

Best Practices in Early Childhood Assessment Manual

PUBLISHER: Sacramento, CA: Association of School Psychologists' Infant and Preschool Committee, 1990, 32 pp.

GENERAL NOTE: Discusses philosophy, goals, teaming issues, administrative and state guidelines, specific strategies and interpretation of assessment results.

WEBSITE: www.casponline.org/

Johnson, K.; Kopp, C.

A Bibliography of Screening and Assessment Measures for Infants

PUBLISHER: Los Angeles, CA: Univ. of CA at Los Angeles, 1980, 36 pp.

GENERAL NOTE: Analyzes commonly used assessment tools.

WEBSITE: www.ucla.edu/

Guldager, Virginia

Body Image and the Severely Handicapped Rubella Child

PUBLISHER: Watertown, MA: Perkins School for the Blind, 1970, 61 pp.

GENERAL NOTE: Presents assessment scale and intervention activities related to body awareness, self-concept, perceptual and cognitive abilities.

WEBSITE: www.perkins.pvt.k12.ma.us/area.php?id=11

Brigance, Albert

Brigance Diagnostic Assessment of Basic Skills

PUBLISHER: San Jose, CA: San Jose State University Special Education Division, 1986, manual: 190 pp.; record booklet: 26 pp.

GENERAL NOTE: Designed to be used with preschool, elementary, and middle students to identify, develop, implement, and evaluate instructional programs for bilingual, ESL, migrant, and special education programs. Includes Assessment Record Book.

WEBSITE: www2.sjsu.edu/specialed/

Brigance, Albert H.

Brigance Diagnostic Inventory of Basic Skills

PUBLISHER: North Billerica, MA: Curriculum Associates, Inc., 1977, manual: 162 pp.; record book: 16 pp.

GENERAL NOTE: Gives inventory list of skills to assess readiness in reading, language arts, and math from kindergarten to sixth grade. Helps define instructional objectives and design program to meet specific needs. Includes Student Record Book.

WEBSITE: www.curriculumassociates.com/

Brigance, Albert H.

Brigance Diagnostic Inventory of Early Development: Birth to Seven Years

PUBLISHER: North Billerica, MA: Curriculum Associates, Inc., 1978, manual: 255 pp.; record book: 22 pp.

GENERAL NOTE: Brings together child growth, development, early childhood curriculum, and assessment to assist in assessing, diagnosing, record-keeping and instructional planning. Developmental Record Book gives developmental checklist for children from birth to age seven.

WEBSITE: www.curriculumassociates.com/

Brigance, Albert H.

Brigance Diagnostic Inventory of Essential Skills

PUBLISHER: North Billerica, MA: Curriculum Associates, Inc., 1981, manual: 375 pp.; record book: 42 pp.; class record: 35 pp.

GENERAL NOTE: Brings together basic skills identified as relevant to curriculum to assure student's success as family member. Simplifies and combines assessing, diagnosing, record-keeping, and instructional planning. Includes Essential Skills Record book and Class Record book.

WEBSITE: www.curriculumassociates.com/

Foorman, Barbara; Francis, David J.; Shaywitz, Sally E.; Shaywitz, Bennett A.; Fletcher, Jack M.

The Case for Early Reading Intervention

PUBLISHER: 12 pp.

GENERAL NOTE: Provides empirical support for the kinds of early reading interventions that work to prevent and treat phonological deficiencies.

Torgesen, Joseph K.

Catch Them Before They Fall: Identification and Assessment To Prevent Reading Failure in Young Children

PUBLISHER: Washington, DC: American Educator, 1998, 8 pp.

GENERAL NOTE: Describes assumptions, outlines critical dimensions of preventive instruction, and gives procedures to focus more intensive instruction on children whose needs are greatest.

WEBSITE: www.aft.org/american_educator/

Meisels, Samuel

Charting the Course of Assessment and Intervention

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 1996, video: 1 hr.

GENERAL NOTE: Presentation given at Partners in Prevention IV: A Governor's Conference, discusses purposes of early childhood assessment, practical problems of assessing young children, a developmental framework and maximizing meaning in assessment, performance assessment, intervention, and components of an early assessment system.

WEBSITE: www.dds.ca.gov/

Caruso, Angeline P.

Chicago Early Assessment Manual

PUBLISHER: Chicago, IL: Educational Teaching Aids, 1981, 64 pp.

GENERAL NOTE: Designed to determine which skills a prekindergarten child has and has not attained for educational planning. Five skill areas include gross motor, fine motor, language, visual discrimination, and memory.

Wright, Arlene; Ireton, Harold

Child Development Days: A New Approach to Screening for Early Intervention

PUBLISHER: Reston, VA: Journal of Early Intervention, 1995, 19(3), 11 pp.

GENERAL NOTE: Describes comprehensive approach for supporting and educating parents of young children, age 2-1/2 to 3-1/2, and for identifying those children who need further evaluation for exceptional education needs.

WEBSITE: www.dec-sped.org/journals.html

Learning Resource Services

Child Study Team: School Guidance Team

PUBLISHER: Oakland, CA: Learning Resource Services, 1992, video: 30 min.

GENERAL NOTE: Details team process by following a school's example involving staff interviews, student observations, discussion of resources and watching a team in progress.

Wodrich, David L.

Children's Psychological Testing: A Guide for Nonpsychologists

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 416 pp.
 GENERAL NOTE: Third edition explains specialized language of psychological testing and helps in referrals, developmental delays detection, IEP development, and IDEA service identification. Includes glossary, neuropsychology and consideration of cultural and developmental factors that affect evaluation.
 WEBSITE: www.brookespublishing.com

Hailey, Jack, et al.

Circle Preschool - First Chance Project: Classroom Screening

PUBLISHER: Piedmont, CA: Alpha Plus Corporation, 1978, 30 pp.
 GENERAL NOTE: Measures grossly a child's developmental level to note any child with a serious developmental delay, and to assist in obtaining a class profile, using skills and abilities that emerge between 2-1/2 and 5 years of age which are important for a child in a school program.

Fankhauser, Glenda, et al.

Circle Preschool - First Chance Project: Individual Assessment

PUBLISHER: Piedmont, CA: Alpha Plus Corporation, 1977, 50 pp.
 GENERAL NOTE: Gives overall guidelines for sequencing classroom activities based on a developmental model and suggests range of skills an activity can include to meet individual needs of all children. Details language, cognitive, gross and fine motor, socio-economic, and self-help skill areas of child development.

Dunst, Carl J.

A Clinical and Educational Manual for use with the Uzgiris and Hunt Scales of Infant Psychological Development

PUBLISHER: Baltimore, MD: University Park Press, 1980, 106 pp.
 GENERAL NOTE: Describes clinical and educational approach to assessment of sensorimotor, psychological and developmental abilities of young children. Includes sample record forms, directions for administration of the scales and guidelines for interpreting and utilizing results.
 WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

ICDL Clinical Practices Guidelines Workgroup

Clinical Practice Guidelines: Redefining the Standards of Care for Infants, Children, and Families with Special Needs

PUBLISHER: Bethesda, MD: Interdisciplinary Council on Developmental and Learning Disorders, 2000, 827 pp.
 GENERAL NOTE: Systematizes current clinical knowledge, including both research and the clinical experiences of disciplines such as speech pathology, developmental pediatrics, neurology, occupational and physical therapy, psychology, social work, special education, and child psychiatry. Includes research and clinical experience on the functional developmental capacities that are impaired in disorders of relating, thinking, and communicating.
 WEBSITE: www.icdl.com/

Foley, Gilbert

Cognitive Observation Guide (COG)

PUBLISHER: Reading, PA: Eckert Hill Consultations Association, 1987, 49 pp.
 GENERAL NOTE: Gives criterion-referenced measure of sensorimotor intelligence in infants from birth to two years of age.

Als, Heidelise

Continuity of Neurobehavioral Functioning in Preterm and Full-Term Newborns

PUBLISHER: Hillsdale, NJ: Stability & Continuity of Mental Development, 1989, 14 pp.
 GENERAL NOTE: Focuses on assessment of newborn competence, adaptations, early developmental processing and a framework of behavioral organization.
 WEBSITE: www.questia.com/PM.qst?a=o&d=83680376

Lieberman, Alicia, ed.; Wieder, Serena, ed.; Fenichel, Emily, ed.

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

PUBLISHER: Washington, DC: Zero to Three: National Center for Infants, Toddlers and Families, 1997, 393 pp.
 GENERAL NOTE: Illustrates how clinicians from a range of professional disciplines are using the DC: 0-3 system in a variety of settings.
 WEBSITE: www.zerotothree.org

Frankenburg, W.K., et al.

Denver II

PUBLISHER: Denver, CO: Denver Developmental Materials, Inc., 1992, manual; catalog; article; questionnaires; test forms; testing bag
 GENERAL NOTE: Designed to provide a quick, simple, valid, reliable, and standardized overview of a child's broad range of development. Uses a series of developmental tasks to determine if a child's development is within the normal range. Useful for EPSDT screening and identifying children at risk. Questionnaires and test forms are in English and Spanish.
 WEBSITE: www.denverii.com/DenverII.html

Svinicki, John G.; Tombari, Martin L.

Developing and Interpreting Local Norms: Making Test Scores Work for You

PUBLISHER: Hingham, MA: Teaching Resources Corporation, 1981, 63 pp.
 GENERAL NOTE: Describes concepts and procedures to use in situations in which test performance is used to make decisions, whether about skills and abilities of students; extent of learning of trainees; or in selecting and evaluating employees.

Bramlett, Ronald K.; Barnett, David W.

The Development of Direct Observation Code for Use in Preschool Settings

PUBLISHER: Tuscaloosa, AL: School Psychology Review, 1993, 22(1), 14 pp.
 GENERAL NOTE: Describes development of an observation system for use across phases of preschool intervention design and evaluation. Discusses practical issues related to direct observation and preschool assessment.
 WEBSITE: www.nasponline.org/publications/sprmain.html

Illingworth, Richard

The Development of the Infant and Young Child: Abnormal and Normal

PUBLISHER: New York, NY: Churchill Livingstone, 1980, 320 pp.
 GENERAL NOTE: Research, analysis and strategies focus on understanding infant development, neurological and developmental milestones, assessment techniques and the impact of cognitive, physical and developmental disabilities.
 WEBSITE: www.intl.elsevierhealth.com/cl

Fewell, Rebecca R.; Langley, Mary Beth

Developmental Activities Screening Inventory (DASI)-II

PUBLISHER: Austin, TX: Pro-Ed, 1984, guide: 99 pp.; cards: 56; response forms: 1 pad

GENERAL NOTE: Contains 67 test items in 11 developmental levels, with scoring ranges from a functional age of one month to 60 months.

WEBSITE: www.proedinc.com

Alpern, Gerald D.; Boll, Thomas J.

Developmental Profile

PUBLISHER: Aspen, CO: Psychological Development Publications, 1972, manual: 72 pp.; scoring and record form: 7 pp.

GENERAL NOTE: Inventory of skills to assess a child's development from birth to pre-adolescence. Includes physical, self-help, social, academic and communication abilities.

Pokorni, J.; Wujcik, A.

Developmental Scale: Zero to Six Years

PUBLISHER: Washington, DC: Head Start Resource and Training Center, 1977, 18 pp.

GENERAL NOTE: Gives specific developmental milestones for young children.

WEBSITE: www.headstartinfo.org/publications/publicat.htm

Meisels, Samuel J.; Atkins-Burnett, Sally

Developmental Screening in Early Childhood: A Guide

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 2005, 126 pp.

GENERAL NOTE: Covers basics of screening used to identify which children may have learning problems or disabilities. Offers advice for selecting an appropriate screening instrument and for setting up a screening program. Contains reviews of developmental screens, and an annotated bibliography. Includes sections on screening for social-emotional/behavioral concerns and screening individual areas of development.

WEBSITE: www.naeyc.org

Meisels, Samuel

Developmental Screening in Early Childhood: A Guide

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1985, 55 pp.

GENERAL NOTE: Designed for teachers, administrators, parents and other concerned with understanding and implementing exemplary developmental screening programs for young children, clarifies some critical issues and practical aspects in designing effective screening programs and in selecting valid and reliable screening instruments.

WEBSITE: www.naeyc.org

Task Force on DSM-IV; DSM-IV Work Groups

Diagnostic and Statistical Manual of Mental Disorders: DSM-IV

PUBLISHER: Washington, DC: American Psychiatric Association, 1994, 913 pp.

GENERAL NOTE: Classification and glossary of descriptions of the diagnostic categories of mental disorders, focusing on clinical utility. Includes explicit diagnostic criteria, a multiaxial system, and a descriptive approach to theories of etiology.

WEBSITE: www.apa.org

Greenspan, Stanley I.; Wieder, Serena

Diagnostic Classification: 0-3 -- Diagnostic Classification of Mental Health and

PUBLISHER: Developmental Disorders of Infancy and Early Childhood Arlington, VA: National Center for Clinical Infant Programs/Zero to Three, 1995, 134 pp.

GENERAL NOTE: Gives comprehensive framework for diagnosing emotional and developmental problems in the first three years of life. Focuses on relationships with parents and other caregivers, individual differences in motor, sensory, language, cognitive, and socio/emotional development, coping skills and capacity to organize experience, family patterns, and psychological stressors in the environment.

WEBSITE: www.zerotothree.org

American Psychiatric Association

Diagnostic Criteria From DSM-IV

PUBLISHER: Washington, DC: American Psychiatric Association, 1994, 358 pp.

GENERAL NOTE: Diagnostic criteria for reliability of judgment in diagnostic mental health problems to be used as a quick reference companion to the full text of the DSM-IV.

WEBSITE: www.apa.org

Riese, Marilyn L.

Discordant and Nondiscordant Twins: Comparative Multimethod Risk Assessment in the Neonatal Period

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2001, 22(2), 11 pp.

GENERAL NOTE: Compares twins of same and different sizes in the neonatal period on standard measures associated with neurobehavioral and functional soundness, and temperament, to study documented find that small infants are likely to have learning difficulties at school, a higher incidence of neurological and behavioral abnormalities, and poor scores on developmental tests.

WEBSITE: www.jrnldbp.com/

Nicolson, Rod; Fawcett, Angela

Dyslexia Early Screening Test (DEST)

PUBLISHER: San Antonio, TX: The Psychological Corporation, 1998, manual: 77 pp.; record form: 2 pp.; envelope: 1; audiotapes: 2; manipulatives: 1 plastic envelope; 1 balance tester; 1 black bag

GENERAL NOTE: Screens for dyslexia for ages 1 to 6.5 years to obtain information on the skills important for learning to read.

WEBSITE: http://harcourtassessment.com/

Klingensmith, Bob; Smith, Sally Wetterholm

Ear-Resistible: Hearing Test Procedures for Infants, Toddlers, and Preschoolers, Birth Through Five Years of Age

PUBLISHER: Sacramento, CA: CA Dept. of Education, Special Education Division, Early Education Unit, 1998, 68 pp.

GENERAL NOTE: Defines requirements and gives guidelines to help agencies maintain compliance with the IDEA requirements of hearing assessment for children three years old and above.

WEBSITE: www.cde.ca.gov/sp/se/

Guarneri, Gina; Carr, Ann

Early Childhood Assessment Tools: Annotated Bibliography

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1990, 56 pp.

GENERAL NOTE: Reviews assessment tools commonly used for screening, parent information and reporting, standardized testing and program planning.

WEBSITE: www.cde.ca.gov/

McCarney, Stephen B.

The Early Childhood Attention Deficit Disorders Evaluation Scale (ECADES): School Version

PUBLISHER: Columbia, MO: Hawthorne Educational Services, Inc., 1995, technical manual: 42 pp.; forms: 4 pp., 2 pp.

GENERAL NOTE: Enables educators, school and private psychologists, pediatricians, and other medical personnel to evaluate Attention-Deficit/Hyperactivity Disorder in females ages 24 through 83 months and males 24 through 78 months from input provided by primary observers of the child's behavior.

WEBSITE: www.hes-inc.com/hes.cgi

McCarney, Stephen B.

The Early Childhood Attention Deficit Disorders Evaluation Scale (ECADES): Home Version

PUBLISHER: Columbia, MO: Hawthorne Educational Services, Inc., 1995, manual: 42 pp.; forms: 4 pp., 2 pp.

GENERAL NOTE: Enables educators, school and private psychologists, psychiatrists, pediatricians, and other medical personnel to evaluate Attention-Deficit/Hyperactivity Disorder in females ages 24 through 83 months and males 24 through 78 months from input completed by a parent or guardian in approximately 12 minutes, and includes 50 items representing behaviors exhibited in and around the home environment.

WEBSITE: www.hes-inc.com/hes.cgi

Harms, Thelma; Clifford, Richard M.; Cryer, Debby

Early Childhood Environment Rating Scale: Revised Edition

PUBLISHER: New York, NY: Teachers College Press, 2005, 93 pp.

GENERAL NOTE: Updated with additional notes and an expanded scoresheet and worksheet, retains the original scale's broad definition of environment, including the spatial, programmatic, and interpersonal features that directly affect the children and adults in an early childhood setting. The seven subscales of the ECERS-R are: space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and staff.

WEBSITE: www.teacherscollegepress.com

Infant/Preschool Special Education Resource Network

Early Childhood Special Education Assessment Summer Institute Manual

PUBLISHER: Sacramento, CA: Infant/Preschool Special Education Resource Network, 1985, 238 pp.

GENERAL NOTE: Collection of information and staff training articles on normal development, working with families, team assessment, specific disabilities, techniques with infants and preschoolers, cultural considerations and screening and assessment measures.

Winton, Pamela

Early Intervention Training Related to Family Interviewing

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education (TECSE), 10(1), 12 pp.

GENERAL NOTE: Discusses rationale, training, perspectives and strategies, and communication skills in conducting interviews.

WEBSITE: www.proedinc.com/tec.html

Meisels, Samuel J.; Wiske, Martha S.

Early Screening Inventory

PUBLISHER: New York, NY: Teachers College Press, 1988, manual: 63 pp.; questionnaire: 3 pp.; score sheet: 7 pp.; bag of manipulatives

GENERAL NOTE: Developmental screening instrument designed to identify children who may need special educational services to perform adequately in school. Includes test and manual, parent questionnaire, score sheet and manipulatives.

WEBSITE: www.teacherscollegepress.com

Noonan, Mary Jo; Ratokalau, Nancy B.; Claybaugh, Karla; Graham, Marjie A.; Yamashita, K.

Ecological Inventory: Preschool Preparation and Transition Project

PUBLISHER: Manoa, HI: University of Hawaii, 1991, 5 pp.

GENERAL NOTE: Provides a look at a family's daily routine and the child's participation in the routine at home, in the community and at school. Designed to help parents and staff recognize the child's current skills and select the next functional skill for the child to learn.

WEBSITE: <http://manoa.hawaii.edu/>

Bricker, Diane; Squires, Jane

Edades y Etapas: Un Cuestionario Completado Por Los Padres para Evaluar a Los Niños

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, box: 144 pp.

GENERAL NOTE: Box contains 19 color-coded reproducible questionnaires in Spanish for use at 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age; 19 reproducible scoring sheets; 1 reproducible mail-back sheet.

WEBSITE: www.brookespublishing.com

Sullivan, Kathleen M.

Educational Assessment: Participant's Workbook

PUBLISHER: Denver, CO: CO Dept. of Education, 1982, 62 pp.

GENERAL NOTE: Manual from training to enable more effective assessment of young special children.

WEBSITE: www.cde.state.co.us/

Sullivan, Kathleen, M.

Educational Assessment: Trainers' Manual

PUBLISHER: Denver, CO: CO Dept. of Education, 1982, 65 pp.

GENERAL NOTE: Manual from training to enable more effective assessment of young special children.

WEBSITE: www.cde.state.co.us/

Campbell, P.

Evaluation and Assessment in Early Intervention for Infants and Toddlers

PUBLISHER: Reston, VA: Journal of Early Intervention, 1991, 15(1), 10 pp.

GENERAL NOTE: Examines assessment and its link to the development of individualized family service plans under Part H of PL 99-457. Focuses on determining eligibility and collecting assessment data through the IFSP process. Highlights implications for early intervention programs.

WEBSITE: www.dec-sped.org/journals.html

Copeland, Mildred; Kimmel, Judy R.

Evaluation and Management of Infants and Young Children with Developmental Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1989, 402 pp.
 GENERAL NOTE: Describes general assessment and management techniques for areas of movement, feeding, dressing, toileting, health and safety concerns, physical transfers, and ways to enhance new behaviors or skills. Explains conditions of at-risk infants, cerebral palsy, mental retardation, and neural tube defects, and describes specific assessment and management strategies for each condition.
 WEBSITE: www.brookespublishing.com

Finello, Karen; Poulsen, Marie Kanne

Exploring Behavior in Babies

PUBLISHER: Alhambra, CA: CA School of Professional Psychology / Univ. of Southern CA, University Affiliated Program, 1994, 9 pp.
 GENERAL NOTE: Gives screening tool that identifies the concerns parents may have about the social, emotional, and behavioral development of their infants and toddlers (ages birth to three). As a first level screening tool, identifies concerns requiring further assessment by professionals.
 WEBSITE: www.alliant.edu/wps/wcm/connect/website/Home/About+Alliant/Schools+%26+Colleges/California+School+of+Professional+Psychology/

Gardner, Morrison F.

Expressive One-Word Picture Vocabulary Test

PUBLISHER: Novato, CA: Academic Therapy Publications, 1979, manual: 46 pp.; test plates book: 112 pp; questionnaires: 4 pp. each, Eng. and Spanish
 GENERAL NOTE: Designed for children 2 to 12 years old, to assist professionals in obtaining a quick and valid estimate of a child's expressive verbal intelligence. Also measures ability of child to articulate what has been learned. Questionnaires available in Spanish and English.
 WEBSITE: www.academictherapy.com/

Brownell, Rick, ed.

Expressive One-Word Picture Vocabulary Test: 2000 Edition

PUBLISHER: Novato, CA: Academic Therapy Publications, 2000, manual: 128 pp.; test plates: 170 pp.; record form: 4 pp.
 GENERAL NOTE: Provides individually administered, norm-referenced test to assess individual's English speaking vocabulary, ages 2 through 18.
 WEBSITE: www.academictherapy.com/

McWilliam, P.

The Families We Serve: Case Studies in Early Intervention

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, Univ. of North Carolina, 1990, 19 pp.
 GENERAL NOTE: Case studies related to emerging practice of Case Method of Instruction where emphasis is placed on the application of knowledge and skills to real and complex situations encountered by professionals in the field.
 WEBSITE: www.fpg.unc.edu/

Whitehead, Linda C.; Deiner, Penny L.; Toccafondi, Susanne

Family Assessment: Parent and Professional Evaluation

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1990, 10(1), 15 pp.
 GENERAL NOTE: Discusses a model early intervention demonstration project, Delaware FIRST, which utilized family assessment for development of overall project evaluation and program planning. Summarizes instrument selection process, description of tools selected, administration procedure, families' reaction, and usefulness of these assessment tools in the overall project evaluation.
 WEBSITE: www.proedinc.com/tec.html

Child-Family-Community Project

Family Assessment Process Manual

PUBLISHER: Thomasville, GA: Thomasville City Schools, 1982, 150 pp.
 GENERAL NOTE: Provides basic structure with relevant supportive detail, both procedures and instruments, to guide an intake interview, to assess the extent to which community support services are already being used, to formulate action plans, and to monitor the accomplishing of treatment objectives.
 WEBSITE: www.tcitys.org

Dunst, Carl

A Family-Centered Assessment and Intervention Model for Developing Individualized Family Support Plans

PUBLISHER: Morganton, NC: Family, Infant and Preschool Program, Univ. of North Carolina, 1990, 30 pp.
 GENERAL NOTE: Presents model in the context of a family support program framework focusing on the shift in assessment and intervention strategies.
 WEBSITE: www.unc.edu

Dunst, Carl

Family-Centered Assessment and Intervention Practices

PUBLISHER: Morganton, NC: Family, Infant and Preschool Program, Western Carolina Center, 1989, 184 pp.
 GENERAL NOTE: Covers conceptual and applied topics and areas, including the meaning of family-centered assessment and intervention, needs, resources and social support, effective helping, IFSPs, and case management and parent-professional partnerships.
 WEBSITE: www.unc.edu

Family, Infant and Preschool Program

Family Enablement Project: Family Centered Assessment Instruments

PUBLISHER: Morganton, NC: Univ. of North Carolina, 1992, II(1), 8 pp.
 GENERAL NOTE: Lists self-report scales for use in conducting family-centered assessments to provide a basis for gaining insight into family needs, intrafamily strengths and sources of social support and resources.
 WEBSITE: www.unc.edu

Dunst, Carl

Family Functioning Style Scale

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 7 pp.
 GENERAL NOTE: Provides self-administered scale representing distinct aspects of family functioning. Includes categories of family functioning style, family identity, sharing, coping and resource mobilization.
 WEBSITE: www.brooklinebooks.com

Dunst, Carl

Family Needs Scale

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 3 pp.

GENERAL NOTE: Provides self-administered scale to measure the extent to which different types of resources are adequate in households with young children and assess if the family has adequate resources to meet needs of their family members.

WEBSITE: www.brooklinebooks.com

Trivette, C. M.

Family Needs, Source of Support, and Professionals' Roles

PUBLISHER: Reston, VA: Diagnostique, 1986, 22 pp.

GENERAL NOTE: Describes a family-level, needs-based model of assessment and intervention. Includes specification of family needs, identification of sources of support and resources, and staff roles in helping families access resources. Emphasizes importance of a broader-based, social systems approach to assessment and intervention.

McWilliam, P.

The Family Report: Consumer Opinion on the Quality of Services in Early Intervention Programs

PUBLISHER: Chapel Hill, NC: Frank Porter Graham Child Development Center, Univ. of North Carolina, 17 pp.

GENERAL NOTE: Provides family instrument to assist early intervention programs and staff in obtaining families' reactions to the services and families' desires related to family-centered practices.

WEBSITE: www.fpg.unc.edu

Dunst, Carl

Family Support Scale

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 2 pp.

GENERAL NOTE: Provides self-report measure designed to assess the degree to which different sources of support have been helpful to families raising young children. Includes reliability and validity studies.

WEBSITE: www.brooklinebooks.com

Klingensmith, Bob; Smith, Sally Wetterholm

First Look: Vision Evaluation and Assessment for Infants, Toddlers, and Preschoolers, Birth Through Five Years of Age

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1998, 72 pp.

GENERAL NOTE: Gives guidelines to help local educational agencies and regional centers maintain compliance with Part H (C) and Part B of the IDEA, which specifies vision assessment requirements for children three years of age and above.

WEBSITE: www.cde.ca.gov

Dunst, Carl

A Guide to Measures of Social Support and Family Behaviors

PUBLISHER: Chapel Hill, NC: Technical Assistance Development, University of North Carolina, 1985, 24 pp.

GENERAL NOTE: Presents social support and outcome measures, and their effects.

WEBSITE: www.unc.edu

Ong, Faye

Handbook on Assessment and Evaluation in Early Childhood Special Education Programs

PUBLISHER: Sacramento, CA: CA Dept. of Education, 2000, 76 pp.

GENERAL NOTE: Provides information reflecting preferred practices in the field of evaluation and assessment of children ages birth through five years, and guidelines with references to give service providers direction. Includes IFSP requirements under the IDEA, Part C.

WEBSITE: www.cde.ca.gov

Furuno, Setsu

Hawaii Developmental Charts

PUBLISHER: Tucson, AZ: Communication Skill Builders, 1993, 6 pp.

GENERAL NOTE: Set of developmental profiles based on the Hawaii early learning profiles focus on milestones in social, cognitive, language, gross, fine and self-help development.

WEBSITE: harcourtassessment.com/HAIWEB/Cultures/en-us/default

Santa Cruz County Office of Education

Help for Special Preschoolers: Ages 3 to 6

PUBLISHER: Palo Alto, CA: VORT Corporation, 1987, checklist: 20 pp.; binder: 314 pp.

GENERAL NOTE: Developed to determine needs and set objectives, assessment checklist, adapted from the Behavioral Characteristics Progression, covers over 600 skills in 28 goal areas. Activity binder, adapted from the BCP Method Cards, offers curriculum and activities that parallel checklist skills, to facilitate instruction.

WEBSITE: www.vort.com

Santa Cruz County Office of Education

Help for Special Preschoolers Assessment Checklist: Ages 3-6

PUBLISHER: Palo Alto, CA: VORT Corporation, 1987, 20 pp.

GENERAL NOTE: Developed to determine needs and set objectives, assessment checklist, adapted from the Behavioral Characteristics Progression, covers over 600 skills in 28 goal areas.

WEBSITE: www.vort.com

Coons, Cecilla E., et al.

The Home Screening Questionnaire: Reference Manual and Protocol Forms

PUBLISHER: Denver, CO: JFK Child Development Center, 1981, manuals: 29 pp. each; questionnaires: 2 packets

GENERAL NOTE: Screening tool used to identify possible environmental and home factors that may promote or hinder early development. Includes specific manual and forms for birth to 3 years, and 3 to 6 years.

WEBSITE: www.jfkpartners.org

Northcott, Winifred H.

I Heard That! A Developmental Sequence of Listening Activities for the Young Child

PUBLISHER: Washington, DC: The Alexander Graham Bell Association for the Deaf, Inc., 1980, 36 pp.

GENERAL NOTE: Assessment and curriculum emphasize teacher's skills and activities to promote auditory attention, language and learning with young children with hearing impairments.

WEBSITE: www.agbell.org/DesktopDefault.aspx

Monaghan, Patricia

“I’m Worried About This Child” - Referring Young Children with Developmental Difficulties to Special Services

PUBLISHER: Ottawa, ON, Canada: Child & Family Canada, 1998, 4 pp.
GENERAL NOTE: Discusses importance of role of early childhood educators in observing children who may have developmental difficulties, and discussing the possibility with the parents.
WEBSITE: www.cfc-efc.ca/docs/00001249.htm

Anastasiow, N.; Frankenburg, W.; Fandal, A.

Identifying the Developmentally Delayed Child

PUBLISHER: Baltimore, MD: University Park Press, 1982, 175 pp.
GENERAL NOTE: Focuses on research, theory, analysis and administration of assessment procedures and tools to identify young children at high-risk for mental health and developmental problems.
WEBSITE: http://isbndb.com/d/publisher/university_park_press.html

Neisworth, J.T. et al.

Individualized Education for Preschool Exceptional Children

PUBLISHER: Germantown, MD: Aspen Systems Corporation, 1980, 295 pp.
GENERAL NOTE: Gives framework and forms for early education assessment and curriculum development. Includes strategies for working with typically developing children and those with special needs based on the HICOMP model project.
WEBSITE: www.aspenpublishing.com

Greenspan, Stanley I.

Infancy and Early Childhood: The Practice of Clinical Assessment and Intervention with Emotional and Developmental Challenges

PUBLISHER: Madison, CT: International Universities Press, Inc., 1992, 830 pp.
GENERAL NOTE: Discusses clinical assessment, treatment and prevention of emotional, behavioral, and developmental problems in infancy and early childhood. Includes description of hands-on assessment of the infant, the evaluation of affective, motor, sensory, language, cognitive, interactive, and parental and family functioning; and planning effective intervention approaches.
WEBSITE: www.iup.com/

Bricker, Diane

Infant/Child Monitoring Questionnaire

PUBLISHER: Eugene, OR: Center on Human Development, Early Intervention, Univ. of Oregon, 1990, 72 pp.
GENERAL NOTE: Gives a system of parent-completed questionnaires to monitor the development of infants and young children at approximately four-month intervals from birth to 3 years.
WEBSITE: <http://eip.uoregon.edu/>

Squires, J.; Bricker, Diane; Potter, L.

Infant/Child Monitoring Questionnaires Procedures Manual

PUBLISHER: Eugene, OR: Center on Human Development, Univ. of Oregon, 1990, 48 pp.
GENERAL NOTE: Gives information on system developed for identifying infants who require further evaluation vs. those who will outgrow their problems without intervention.
WEBSITE: <http://eip.uoregon.edu/>

Als, Heidelise

Infant Individuality: Assessing Patterns of Very Early Development

PUBLISHER: New York, NY: Basic Books, 1983, 16 pp.
GENERAL NOTE: From book titled “In Frontiers of Infant Psychiatry,” focuses on issues of assessing a prematurely born newborn’s competence, adaptations and early developmental process in a framework of behavioral organization.
WEBSITE: www.perseusbooksgroup.com/basic/home.jsp

Rossetti, L.

Infant-Toddler Assessment: An Interdisciplinary Approach

PUBLISHER: Austin, TX: Pro-Ed, 1990, 293 pp.
GENERAL NOTE: Identifies issues and frustrations in assessment. Includes overall philosophy of assessment, purposes of assessment models, when to initiate assessment activity, the developmental domains to be assessed and options for choosing assessment instruments.
WEBSITE: www.proedinc.com

Provence, Sally; Erikson, Joanna; Vater, Susan; Palmeri, Saro

Infant-Toddler Developmental Assessment (IDA) Record with Provence Birth-to-Three Developmental Profile

PUBLISHER: Itasca, IL: Riverside Publishing, 1995, 7 pp.
GENERAL NOTE: Assessment record piece of a comprehensive, multidisciplinary, family-centered process designed to improve early identification of children birth to three years of age who are developmentally at risk. The Provence profile provides a descriptive summary of a child’s developmental competencies. The assessment employs naturalistic observation and incorporates parent reports of the child’s development along eight developmental domains; Gross Motor, Fine Motor, Relationship to Inanimate Objects (Cognitive), Language/Communication, Self-Help, Relationship to Persons, Emotions and Feeling States (affects), and Coping. Because the design was to contribute to an integrated whole, the Provence Profile is meant to be used within the context of the full IDA rather than as an isolated test.
WEBSITE: www.hmco.com/divisions/riverside_publishing.html

Harms, Thelma; Cryer, Deborah Reid; Clifford, Richard M.

Infant/Toddler Environment Rating Scale: Revised Edition

PUBLISHER: New York, NY: Teachers College Press, 2003, 72 pp.
GENERAL NOTE: Revision of a program quality assessment instrument for use in a center-based child care program for infants and toddlers up to 30 months of age. Used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs.
WEBSITE: www.tc.columbia.com

Kearsley, Richard B., ed.; Sigel, Irving E., ed.

Infants at Risk: Assessment of Cognitive Functioning

PUBLISHER: Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers, 1979, 247 pp.
GENERAL NOTE: Discusses methodologies in the behavioral sciences that apply to diagnosis and management of high risk and special needs infants, and to evaluate cognitive consequences of perinatal high risk factors.
WEBSITE: www.erlbaum.com/ME2/Default.asp

Rolandelli, Pamela; Dunst, Carl

Influences of Hippotherapy on the Motor and Social-Emotional Behavior of Young Children with Disabilities

PUBLISHER: Morganton, NC: Orelena Hawks Puckett Institute, Research and Training Center on Early Childhood Development, 2003, 2(1), 15 pp.

GENERAL NOTE: Discusses the influence of therapeutic horseback riding on motor and social-emotional behavior of young children with disabilities.

WEBSITE: www.puckett.org/products.php

Love, John M.

Instrumentation for State Readiness Assessment: Issues in Measuring Children's Early Development and Learning

PUBLISHER: Princeton, NJ: Mathematica Policy Research, 2001, 19 pp.

GENERAL NOTE: Reviews essential ingredients of a concept of readiness, considers current educational and policy context, addresses children's readiness and choosing between available instruments, and discusses designing, measuring, and interpreting school readiness assessments.

WEBSITE: www.mathematica-mpr.com/

Gibbs, Elizabeth D.

Interdisciplinary Assessment of Infants: A Guide for Early Intervention Professionals

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1990, 347 pp.

GENERAL NOTE: Broad compendium on infant assessments, with an emphasis on interdisciplinary approaches and issues faced by practitioners in the delivery of services. Integrates theory, basic and applied research and individual practices.

WEBSITE: www.brookespublishing.com

Guralnick, Michael J., ed.

Interdisciplinary Clinical Assessment of Young Children with Developmental Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2000, 496 pp.

GENERAL NOTE: Demonstrates how to create new interdisciplinary assessment teams or expand existing teams, including how practitioners gather information, make decisions, and face challenges of their individual disciplines. Includes case studies of team collaboration to design effective intervention plans, and reproducible questionnaires.

WEBSITE: www.brookespublishing.com

Stevens Dominguez, M.

Introduction to Family Planning Process and Questionnaire

PUBLISHER: Albuquerque, NM: Univ. of New Mexico, 1988, 4 pp.

GENERAL NOTE: Gives example of a family interview process to assist in determination of a family's perceptions of their needs, including questionnaire and guidelines for use.

WEBSITE: www.unm.edu/

Trivette, C. M.

Inventory of Social Support

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 5 pp.

GENERAL NOTE: Provides self-administered questionnaire for families to identify areas of need for assistance from service providers.

WEBSITE: www.brooklinebooks.com/

Bailey, D.

Issues and Perspectives on Family Assessment

PUBLISHER: Frederick, MD: Infants and Young Children, 1991, 4(1), 9 pp.

GENERAL NOTE: Proposal for a functional interpretation of family assessment findings and key issues associated with that process.

WEBSITE: www.ijcjournal.com/

Guarneri, Gina; Carr, A.; Brekken, L.

Joining Forces: Early Childhood Team Assessment

PUBLISHER: Sacramento, CA: Resources in Special Education (RiSE), 1990, video: 20 min.; discussion guide: 44 pp.; handouts: 16 pp.

GENERAL NOTE: Training materials designed to assist early education programs in effort to develop and implement a transdisciplinary team assessment model. Provides transdisciplinary team assessment definition model examples.

WEBSITE: www.wested.org/cpei

Koontz, Charles W.

Koontz Child Developmental Program: Training Activities for the First 48 Months

PUBLISHER: Los Angeles, CA: Western Psychological Services, 1974, manual: 31 pp.; record cards: 25

GENERAL NOTE: Provides assessment tool for those involved with children functioning between one and 48 months. Areas of development evaluated: gross motor, fine motor, social and language. Includes activities for each level and area designed to strengthen performance of the items.

WEBSITE: www.wpspublish.com/Inetpub4/index.htm

Sanford, Anne R.; Zelman, Janet G.

The Learning Accomplishment Profile: A Guide for Individualizing Educational Programming - Age Range 36-72 Months

PUBLISHER: Lewisville, NC: Kaplan Press, 1981, 128 pp.

GENERAL NOTE: Designed to provide teacher of the young child a simple criterion-referenced tool for systematic assessment of the child's existing skills, to identify learning objectives and to measure individual progress in seven areas of development.

WEBSITE: www.kaplan.com/

Advisory Committee for the Standards and Students with Severe Disabilities

The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities

PUBLISHER: Albany, NY: University of the State of New York, 1998, 60 pp.

GENERAL NOTE: Presents alternate performance indicators linked to the Learning Standards as defined by the New York State Curriculum and Assessment Council, for students with severe disabilities. These alternate performance indicators were developed to reflect appropriate educational outcomes for students with severe disabilities.

WEBSITE: www.nysed.gov/

Bagnato, S.J.; Neisworth, J.T.; Munson, S.M.

LINKING Assessment and Early Intervention: An Authentic Curriculum-Based Approach

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1997, 448 pp.

GENERAL NOTE: Provides process for assessment identifying markers for judging quality: authenticity, collaboration, convergence, equity, sensitivity, and congruence. Includes descriptions of over 50 curriculum assessment and intervention systems.

WEBSITE: www.brookespublishing.com

Bagnato, Stephen J.

Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions

PUBLISHER: Rockville, MD: Aspen Publishers, Inc., 1989, 408 pp.
 GENERAL NOTE: Gives framework and key considerations in planning and conducting assessments that lead to meaningful intervention and program curriculum. Includes case studies, assessment and curriculum resources and sample forms.
 WEBSITE: www.aspenpublishing.com

Fenson, Larry, et al.

MacArthur Communicative Development Inventories (CDI)

PUBLISHER: San Diego, CA: Singular Publishing, 1993, manual: 121 pp.; forms: 8 pp.
 GENERAL NOTE: Evaluates young children's communication skills with parent checklists about a child's use of words, gestures, and sentences, for ages 8 to 30 months, or for older children with developmental delays. Can be used as parental input as required by IDEA guidelines.
 WEBSITE: www.delmarhealthcare.com/

Warger, Eavy & Associates

Making Assessment Accommodations: A Toolkit for Educators

PUBLISHER: Reston, VA: Council for Exceptional Children, 2000, manual: 149 pp.; video: 15 min.
 GENERAL NOTE: Provides overview of assessment accommodations and modifications to practitioners who are working in collaboration with families, and supports work of paraeducators helping to prepare and locate accommodations. Includes sections on practitioners, administrators, and staff development activities.
 WEBSITE: www.ccc.sped.org

Kusimo, Patricia; Ritter, Melissa A.; Busick, Kathleen; Ferguson, Chris; Trumbull, Elise; Solano-Flores, Guillermo

Making Assessment Work for Everyone: How to Build on Student Strengths

PUBLISHER: San Francisco, CA: WestEd, 2000, 292 pp.
 GENERAL NOTE: Provides practical information, activities, and resources for selecting, modifying, and developing assessments to make them more effective, and to promote excellence in each student while honoring their culture's experiences and ways of knowing and showing learning.
 WEBSITE: www.wested.org

Als, Heidelise; Lester, Barry M.; Tronick, Edward Z.; Brazelton, T. Berry

Manual for the Assessment of Pre-Term Infants' Behavior (APIB)

PUBLISHER: New York, NY: Plenum Press, 1982, 68 pp.
 GENERAL NOTE: Provides an instrument for documenting patterns of developing behavioral organization. The strategy of examination is broadly derived and adapted from the Brazelton Neonatal Behavioral Assessment Scale.

Apfel, Nancy H.; Provence, Sally

Manual for the Infant-Toddler and Family Instrument (ITFI)

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 2001, 96 pp.
 GENERAL NOTE: Provides guidelines to help family service providers, including home visitors, determine whether the family and child are at sufficient risk to require referrals for further evaluation to other professionals or agencies, such as psychologists or pediatricians. Presents four case studies to illustrate the use of ITFI, including the development of a plan of action.
 WEBSITE: www.brookespublishing.com

Ireton, Harold; Thwing, Edward

Manual for the Minnesota Prekindergarten Inventory

PUBLISHER: Minneapolis, MN: Behavior Science Systems, Inc., 1979, 28 pp.
 GENERAL NOTE: Assesses parent responses to questions regarding their child's developmental skills and emotional adjustment problems. Includes manual and protocol forms.

Als, Heidelise

Manual for the Naturalistic Observation of Newborn Behavior: Preterm and Fullterm Infants

PUBLISHER: Boston, MA: The Children's Hospital, 1984, 19 pp.
 GENERAL NOTE: Discusses the Behavior Observation Sheet, a systematic naturalistic observation tool with similar underlying concepts of the APIB. Includes information regarding the infant's stabilization over time and benefits of environmental interventions.
 WEBSITE: www.childrenshospital.org

Ireton, Harold

Manual for the Preschool Development Inventory

PUBLISHER: Minneapolis, MN: Behavior Science Systems, Inc., 1988, 28 pp.
 GENERAL NOTE: Describes the Preschool Development Inventory, a brief screening inventory for use with children ages three to six years, and its use and interpretation. Provides detailed information about the norming process and validity study.

Raack, Catherine B.

Mother/Infant Communication Screening: The Manual

PUBLISHER: Schaumburg, IL: Community Therapy Services (CTS), 1989, manual: 61 pp.; questionnaire: 2 pp.
 GENERAL NOTE: Designed to assist in administration of a screening for disorders in mother-infant communication. Presents components of positive mother-infant communication and the unique interaction patterns, with discussion of the causes and symptoms of the disorders of mother-infant communication and a summary of its consequences.
 WEBSITE: www.commtx.com

Hoskings, Judi; Salinas, Roberto

A Needs Assessment for Learning Disabled Adults

PUBLISHER: Sacramento, CA: CA Dept. of Education/Education Transition Center (ETC), 1988, 95 pp.
 GENERAL NOTE: Discusses results of an in-depth analysis of a Needs Assessment survey and makes suggestions for continuing efforts in the estimation of the needs and provision of services to learning disabled adults.
 WEBSITE: www.cde.ca.gov

Brazelton, T. Berry

Neonatal Behavioral Assessment Scale

PUBLISHER: London, England: Spastics International Medical Publications, 1973, 75 pp.
 GENERAL NOTE: Describes use of Brazelton Behavioral Assessment Scale as means of scoring interactive behavior, an attempt to score the infant's available responses to his environment.

Als, Heidelise

Neurobehavioral Competence in Healthy Pre-term and Full-term Infants: Newborn Period to 9 Months

PUBLISHER: Boston, MA: The Children's Hospital, 1988, 42 pp.
 GENERAL NOTE: Examines neurobehavioral competence in preterm and full term infants, discussing significant differences.
 WEBSITE: www.childrenshospital.org

Mouradian, Laurie E.; Als, Heidelise; Coster, Wendy J.

Neurobehavioral Functioning of Healthy Preterm Infants of Varying Gestational Ages

PUBLISHER: Baltimore, MD: Journal of Developmental and Behavioral Pediatrics, 2000, 21(6), 9 pp.

GENERAL NOTE: Gives results of study on behavioral repertoire of healthy, yet prematurely born, infants.

WEBSITE: www.jrnldb.com/

Duffy, F.

Neurophysiological Assessment of the Neonate: An Approach Combining Brain Electrical Activity Mapping with Behavioral Assessment

PUBLISHER: New York, NY: Infants Elsevier Science Publishing Co., 1983, 17 pp.

GENERAL NOTE: Demonstrates that the environment has an impact on neurobehavioral development. Focuses on methodologies that allow for the detection of the at-risk group and assessment of the impact of environmental differences on clinical intervention.

WEBSITE: www.elsevier.com/

Als, Heidelise

A New Model of Assessing the Behavioral Organization in Pre-Term and Full-Term Infants: Two Case Studies

PUBLISHER: Washington, DC: Journal of the American Academy of Child Psychiatry, 1981, 26 pp.

GENERAL NOTE: Discusses infant development by looking at the growth of different systems the infant uses to interact with people, objects and factors that influence individuality.

WEBSITE: www.jaacap.com/pt/re/jaacap/home.htm

Meisels, Samuel J., ed.; Fenichel, Emily, ed.

New Visions for the Developmental Assessment of Infants and Young Children

PUBLISHER: Washington, DC: Zero To Three, 1996, 411 pp.

GENERAL NOTE: Discusses process of developmental assessment, connections to intervention, complementary responsibilities of parents and professionals, contextual perspectives, new approaches to assessment, and role that society plays in determining opportunities to develop full potential.

WEBSITE: www.zerotothree.org

Als, Heidelise

Newborn Behavioral Assessment

PUBLISHER: New York, NY: Grune & Stratton, 1984, 24 pp.

GENERAL NOTE: Overview of instruments and scales to assess the functional capacity of newborns, from book "Progress in Pediatric Psychology."

WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

CA Nurses Association

Nursing Standards For Early Intervention for Children and Families At Risk

PUBLISHER: San Francisco, CA: CA Nurses Association, 1990, 44 pp.

GENERAL NOTE: Reports on the standards of nursing practice developed by the task force on "Nursing Practice in Early Intervention."

WEBSITE: www.calnurses.org

Linder, Toni W.

Observing Cassandra: A Transdisciplinary Play-Based Assessment for a Child with Severe Disabilities

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, video: 50 min.; booklet: 27 pp.; forms: 58 pp.

GENERAL NOTE: Provides professionals with firsthand opportunity to practice taking notes during a TPBA. Includes combination workbook/instructional manual and tablet of specially designed forms. Used together, helps team members practice their skills in observing children at play and in recording notes about the children's developmental strengths and areas of concern.

WEBSITE: www.brookespublishing.com

Meisels, Samuel J.; Dombro, Amy L.; Marsden, Dorothea B; Weston, Donna R.; Jewkes, Abigail M.

The Ounce Scale: An Observational Assessment for Infants and Toddlers from Birth to 3-1/2 Years

PUBLISHER: Indianapolis, IN: Pearson Early Learning, 2003, Standards book: 96 pp.; guide: 35 pp.; record: 3 of 12 pp. each, 5 of 15 pp. each; 8 family books: 36 pp. each; masters: 16 pp.

GENERAL NOTE: The Ounce Scale consists of three assessment elements: an Observational Record, a Family Album, and a Developmental Profile. These tools provide information about infants' and young children's development to family members and care providers. The Ounce Scale is organized around six major areas of development and six principal questions: personal connections: How does the child show that she trusts you? Feelings about self: How does the child express who he is? Relationships with other children: What does the child do around other children? understanding and communication: How does the child understand and use gestures, vocalizations and words to communicate; exploration and problem solving: How does the child explore and figure things out? movement and coordination: How does the child move his body and use his fingers, hands, and eyes to do things? The Ounce Scale is distinguished by multiple approaches to collecting information; structured methods of keeping track of infants' and toddlers' accomplishments; and inclusion of family members in the assessment process.

WEBSITE: www.pearsonearlylearning.com

Magura, S.

Outcome Measures for Child Welfare Services: Child Well-Being Scales and Rating Form

PUBLISHER: Washington, DC: Child Welfare League of America, 1987, 52 pp.

GENERAL NOTE: Presents outcome measures with detailed examination of statistical validity and manual for use by expert interpreter and trainer.

WEBSITE: www.cwla.org

Thomas, Chess and Korn;

Parent Questionnaire

PUBLISHER: New York, NY: NYLS of Thomas, Chess and Korn, 9 pp.

GENERAL NOTE: Excerpt from authors' work on temperament and emotional-social development focuses on how parents perceive their child's behavior and responses to daily life situations.

WEBSITE: www.brooklynfriends.org/atbfs/0203/temperament.html

Kupper, Lisa, ed.

A Parent's Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Handicaps

PUBLISHER: Washington, DC: National Information Center For Children And Youth With Handicaps (NICHCY), 1994, 20 pp.

GENERAL NOTE: Answers questions on early intervention services for children ages birth through 2 yrs old and special education services for children ages 3 to 5. Includes lists of people and places to contact for more information.

WEBSITE: www.nichcy.org

Als, Heidelise

Patterns of Infant Behavior: Analogues of Later Organizational Difficulties?

PUBLISHER: Boston, MA: Little, Brown & Co., 1985, 23 pp.

GENERAL NOTE: Excerpt from "Dyslexia," edited by F.H. Duffy and N. Geschwind, discusses infants with serious medical complications, compares variables between children who show later "normal development" and those who are prone to organizational and processing disturbances.

WEBSITE: www.littlebrown.co.uk

Dunn, L.M.; Dunn, L.M.

Peabody Picture Vocabulary Test: Revised

PUBLISHER: Circle Pines, MN: American Guidance System, 1981, manual: 151 pp.; individual test record: 25 copies; easel testing book: 181 pp.

GENERAL NOTE: Contains individually administered, norm-referenced, wide-range, power test of hearing vocabulary, designed for persons 2-1/2 to 40 years of age. Includes manual for Form L and M; Form L series of plates; and Form L individual testing record.

Haley, Stephen M., et al.

Pediatric Evaluation of Disability Inventory (PEDI)

PUBLISHER: Boston, MA: Sargent College of Health and Rehabilitative Services, Boston University, 1992, manual: 318 pp.; form: 6 pp.

GENERAL NOTE: Assesses key functional capabilities for ages 6 months to 7 years, measuring both capability and performance by observing self-care, mobility, and social function. Identifies treatment progress and areas for new functional intervention.

WEBSITE: www.bu.edu/sargent

Higuchi, Charlotte

Performance-Based Assessments and What Teachers Need

PUBLISHER: Los Angeles, CA: Center for Research on Evaluation, Standards, and Student Testing (CRESST), 1993, 23 pp.

GENERAL NOTE: Discusses need for reform of school systems, resources and training in order to implement performance based assessments.

WEBSITE: www.cse.ucla.edu

Gronna, S.S.; Jenkins, A.A.; Chin-Chance, S.A.

The Performance of Students with Disabilities in a Norm-Referenced, Statewide Standardized Testing Program

PUBLISHER: Austin, TX: Journal of Learning Disabilities, 1998 31(5), 12 pp.

GENERAL NOTE: Analyzes Stanford 8 test scores of Hawaii students with disabilities, and makes comparisons to the larger Stanford 8 normative population and to individuals within smaller subgroups.

WEBSITE: www.proedinc.com/jld.html

Early Childhood Network

Performance Standards and Benchmarks for Three and Four Year Old Children: Revised, Spring 2002

PUBLISHER: Santa Fe, NM: Univ. of New Mexico, Center for Development and Disability, 2002, 33 pp.

GENERAL NOTE: Provides educational guidance for adults working with young children, with and without disabilities; promotes developmentally appropriate practice in daily activities and expectations for young children; provides guidance for individual educational planning for young children; and discusses capitalizing on learning opportunities in everyday activities for all children.

WEBSITE: <http://cdd.unm.edu>

Molfese, Victoria

Perinatal Risk and Infant Development: Assessment and Prediction

PUBLISHER: New York, NY: Guilford Press, 1989, 199 pp.

GENERAL NOTE: Examines scales designed to evaluate the degree of risk associated with prenatal and perinatal conditions, discussing differences and similarities, reliability and validity.

WEBSITE: www.guilford.com

Dunst, Carl

Personal Assessment of Parent Empowerment Scale

PUBLISHER: Morganton, NC: Family, Infant and Preschool Program, Univ. of North Carolina, 1989, 8 pp.

GENERAL NOTE: Discusses experimental scale designed to measure beliefs and behavioral characteristics associated with a sense of empowerment; to learn more about the meaning of empowerment and to support and strengthen individual and family functioning,

WEBSITE: www.unc.edu

Dunst, Carl

Piagetian Approaches to Infant Assessment

PUBLISHER: Austin, TX: Topics in Early Childhood Special Education, 1983, 10 pp.

GENERAL NOTE: Discusses the Ordinal Scales of Infant Development based on Piaget's sensorimotor intelligence theory. Includes comparisons to psychometric testing and case examples.

WEBSITE: www.proedinc.com/tec.html

National Association for the Education of Young Children (NAEYC)

Play: The Child Strives Toward Self-Realization

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1971, 72 pp.

GENERAL NOTE: Proceedings of a conference sponsored by the Arsenal Family and Children's Center, Western Psychiatric Institute and Clinic School of Medicine and the Dept. of Child Development and Child Care, School of Health Related Professions, Univ. of Pittsburgh and the NAEYC.

WEBSITE: www.naeyc.org

Foley, Gilbert M.

Portrait of the Arena Evaluation: Assessment in the Transdisciplinary Approach

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1990, 9 pp.

GENERAL NOTE: Chapter 17 of "Transdisciplinary Assessment of Infants," presents comparison of multi-, inter- and transdisciplinary models of team organization and service delivery in infant assessment with emphasis on transdisciplinary approach and arena evaluation

WEBSITE: www.brookespublishing.com

Cutspec, Patricia A.

Practice-Based Diagnostic Continuity in the Assessment of Attention-Deficit/Hyperactivity Disorder in Preschool-Aged Children

PUBLISHER: Washington, DC: U.S. Dept. of Education, Research and Training Center on Early Childhood Development, 2003, 1(7), 12 pp.

GENERAL NOTE: Discusses if there is evidence to support the continuity and consistency of specific diagnostic practices for ADD or ADHD.

WEBSITE: www.researchtopractice.info

Ballard-Rosa, Maurine; Klein, M. Diane; Bernheimer, Lucinda P.; Guarnieri, Gina

Preschool Assessment Practices in California: Characteristics and Issues of Alternative Approaches: Final Report by the Research in Early Childhood Special Education Project

PUBLISHER: Sacramento, CA: CA Dept. of Education, 1996, 72 pp.
GENERAL NOTE: Summarizes study done to obtain descriptive information regarding the nature of preschool assessment practices in a sample of local education agencies in California.
WEBSITE: www.cde.ca.gov

Zimmerman, Irla Lee; Steiner, Violette G.; Pond, Roberta Evatt

Preschool Language Scale—3 (PLS-3)

PUBLISHER: San Antonio, TX: The Psychological Corporation, 1992, examiner's manual: 183 pp.; picture manual: 62 pp.; record form: 16 pp.
GENERAL NOTE: Measures ages birth to 6 years children's receptive and expressive language, accurately measuring language acquisition with developmentally ordered tasks.
WEBSITE: <http://harcourtassessment.com>

Zimmerman, Irla Lee; Steiner, Violette G.; Pond, Roberta Evatt

Preschool Language Scale-3 (PLS-3)

PUBLISHER: San Antonio, TX: The Psychological Corporation, 1993, manual: 61 pp.; record form: 16 pp.
GENERAL NOTE: With Spanish administration directions, measures receptive and expressive language abilities with testing situations that resemble a child's daily activities in a preschool or daycare setting.. Lists common dialectal variations. Use with PLS-3 (3200/31632).
WEBSITE: <http://harcourtassessment.com/>

Lichtenstein, R.; Ireton, H.

Preschool Screening: Identifying Young Children with Developmental and Educational Problems

PUBLISHER: Orlando, FL: Grune & Stratton, Inc., 1984, 306 pp.
GENERAL NOTE: Discusses philosophy, research, policy and practice issues focusing on early childhood assessment, follow-up services, parent involvement, record keeping and program evaluation.
WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

University of Hawaii, Center on Disability Studies

Project SEEK (Strategies for Effective and Efficient Keiki [Child] Find)

PUBLISHER: Honolulu, HI: Pacific Focus, Inc., 2000, video: 35 min.
GENERAL NOTE: Demonstrates process by which state/localities can examine and improve their Child Find activities. Shows parents and community physicians describing benefits of early intervention services through Part C. Sequences address care coordination, child development, and family support. Main purpose is to influence primary care physicians (PCPs) as to the value of early intervention, since evaluation of Hawaii's Part C Child Find showed that many infants and toddlers with disabilities are not identified until after age three.
WEBSITE: www.pacfocus.com/pages/home1.html

Infant Hearing Resource

Promoting Speech Development

PUBLISHER: Portland, OR: Portland Center for Hearing and Speech, 1993, video: 61 min.; book: 40 pp.
GENERAL NOTE: Training module for personnel serving families of the deaf and/or hard of hearing infant and young children. Promotes language and speech development by using a family-centered approach to teaching sequential skills, a system for on-going re-assessment and related learning activities.
WEBSITE: www.hearingandspeech.biz

Bredenkamp, Sue

Protecting Children from Inappropriate Practices

PUBLISHER: Urbana, IL: ERIC Clearinghouse, 1989, 2 pp.
GENERAL NOTE: Discusses issues in the assessment of young children and implications for curriculum and instruction.
WEBSITE: www.eric.ed.gov/

Elliott, J.; Thurlow, Martha L.; Ysseldyke, James E.; Erickson, R.

Providing Assessment Accommodations For Students with Disabilities in State and District Assessments

PUBLISHER: Minneapolis, MN: National Center on Educational Outcomes (NCEO), 1997, 6 pp.
GENERAL NOTE: Defines assessment accommodations, discusses how to determine the need for accommodations, how they affect test results, principles to guide decisions on accommodations, and recommendations.
WEBSITE: <http://education.umn.edu/nceo/>

Paget, K.D.; Bracken, B.A.

The Psychoeducational Assessment of Preschool Children

PUBLISHER: New York, NY: Grune & Stratton, 1983, 551 pp.
GENERAL NOTE: Gives research and theoretical perspectives on the observation and assessment of language, communication, cognitive, social, emotional, neuro-psychological, gross, fine and perceptual motor development; visual and auditory functioning; giftedness; cultural diversity; creativity and young children with disabilities.
WEBSITE: http://isbndb.com/d/publisher/grune_stratton.html

Magrab, Phyllis

Psychological and Behavioral Assessment: Impact on Pediatric Care

PUBLISHER: New York, NY: Plenum Press, 1984, 370 pp.
GENERAL NOTE: Gives neurological and developmental milestones and methods for assessing infants and young children with mental retardation, attention deficits, learning disabilities, chronic illnesses and those at risk due to child abuse.

Ulrey, Gordon; Rogers, Sally J.

Psychological Assessment of Handicapped Infants and Young Children

PUBLISHER: New York, NY: Thieme-Stratton, 1982, textbook: 241 pp.; manual: 121 pp.
GENERAL NOTE: Presents information psychologists need to evaluate young, developmentally disabled children more accurately, describes issues in assessment, factors that influence test performance, and special techniques for evaluating children with a variety of handicapping conditions. Manual provides guidelines for possible uses of 20 videotaped lessons, with descriptions of goals and objectives, outline of the lesson content, list of discussion and teaching topics, and bibliography of supplemental readings. Videos listed separately.

Ulrey, Gordon ; Rogers, Sally J.

Psychological Assessment of Handicapped Infants and Young Children Manual: Guidelines for Use of Videotaped Lessons

PUBLISHER: Denver, CO: Univ. of Colorado, 1981, 121 pp.
GENERAL NOTE: Provides guidelines for possible uses of 20 videotaped lessons, with description of goals and objectives, outline of the lesson contents, list of discussion and teaching topics, and bibliography of supplemental readings. Videos and clinical textbook listed separately.
WEBSITE: www.cudenver.edu/home.htm

Erwin, Elizabeth J., ed.

Putting Children First: Visions for a Brighter Future for Young Children and Their Families

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1996, 301 pp.
 GENERAL NOTE: Explores issues faced by fields of early intervention, early childhood education, and mental health, addressing community and family violence, poverty, child care and inclusion.
 WEBSITE: www.brookespublishing.com

Bzoch, Kenneth; League, Richard

Receptive-Expressive Emergent Language Test — Second Edition (REEL-2): A Method for Assessing the Language Skills of Infants

PUBLISHER: Austin, TX: Pro-Ed, 1991, manual: 52 pp.; record form: 7 pp.
 GENERAL NOTE: Measures development in both expressive and receptive language for infants and toddlers - a checklist of language milestones based on information given by the child's caregiver. Offers interpretation information and reliability and validity data.
 WEBSITE: www.proedinc.com

Brownell, Rick, ed.

Receptive One-Word Picture Vocabulary Test: 2000 Edition

PUBLISHER: Novato, CA: Academic Therapy Publications, 2000, manual: 110 pp.; test plates: 170 pp.; record form: 4 pp.
 GENERAL NOTE: Provides individually administered, norm-referenced test to assess individual's English hearing vocabulary, ages 2 through 18.
 WEBSITE: www.academictherapy.com

Neisworth, John T.; Bagnato, Stephen J.

Recommended Practices in Assessment

PUBLISHER: Denver, CO: Division for Early Childhood, Council for Exceptional Children (CEC), 2000, 11 pp.
 GENERAL NOTE: Chapter 2 of book "DEC Recommended Practices in Early Intervention/Early Childhood Special Education" gives key features, suggested standards/definition of terms, and suggestions for using recommended practices in assessment summarized in the chapter.
 WEBSITE: www.dec-spced.org

Bronfenbrenner, Urie

A Report on Longitudinal Evaluations of Preschool Programs - Vol. II: Is Early Intervention Effective?

PUBLISHER: Washington, DC: U.S. Dept. of Health, Education, and Welfare, 1974, 62 pp.
 GENERAL NOTE: Describes intervention programs in relation to effectiveness of intervention strategies, including discussion of socialization process, the role of age, IQ, family centered and ecological intervention.
 WEBSITE: www.hhs.gov

Harms, Thelma; Cryer, Deborah Reid; Clifford, Richard M.

Score Sheet: Infant/Toddler Environment Rating Scale: Revised Edition

PUBLISHER: New York, NY: Teachers College Press, 2003, 7 pp.
 GENERAL NOTE: Provides copy of the Score Sheet for the Infant/Toddler Environment Rating Scale: Revised Edition for recording observations in seven areas. Includes chart for recording scores to obtain ITERS-R Profile.
 WEBSITE: www.tc.columbia.com

Meisels, Samuel; Provence, Sally; Task Force on Screening and Assessment of the National Early Childhood Technical Assistance System (NEC*TAS)

Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families

PUBLISHER: Washington, DC: Zero To Three, 1996, 65 pp.
 GENERAL NOTE: Focuses on rationale, components, and guidelines for establishing a system for screening and assessing disabled and developmentally vulnerable children, birth through age five, and their families.
 WEBSITE: www.zerotothree.org

Schultz, Tom

Screening and Assessment in Head Start

PUBLISHER: Washington, DC: Head Start Bulletin, 2001, Issue No. 70, 56 pp.
 GENERAL NOTE: Provides ideas and strategies on initial screening and ongoing assessment, connections between assessments, curriculum and individualization; and ways to implement new policies on assessing and analyzing information on child outcomes in a program.
 WEBSITE: www.acf.hhs.gov/programs/hsb/

Association of Regional Center Agencies

Selected Instruments for Evaluating and Assessing Infants and Toddlers: A Brief Compilation for the Early Start Evaluation and Assessment Forum

PUBLISHER: Sacramento, CA: CA Dept. of Developmental Services, 2000, 36 pp.
 GENERAL NOTE: For informational use at the Early Start Forum on Evaluation and Assessment, gives overview of requirements under Part C and Early Start, table of selected assessment instruments, both general development and speech and language development tests, and diagnostic and assessment instruments appropriate for use with children with autistic spectrum disorders.
 WEBSITE: www.dds.ca.gov

Smith, A.J.; Johnson, R.E.

Smith-Johnson Nonverbal Performance Scale

PUBLISHER: Los Angeles, CA: Western Psychological Services, 1982, 34 pp.
 GENERAL NOTE: Manual from clinical, standardized assessment tool focuses on the functional abilities of toddler and preschool aged children with suspected hearing or language impairments.
 WEBSITE: www.wpspublish.com/lnetpub4/index.htm

Olson, Kay G.; Lafond, Shirley

South Dakota Preschool Curriculum: South Dakota Preschool Project Preschool Programs for the Handicapped

PUBLISHER: Pierre, SD: South Dakota State Board of Education: Division of Elementary and Secondary Education, Section for Special Education, 1978, 347 pp.
 GENERAL NOTE: Gives guide for planning an individual educational program for a child from birth through five years old, with five developmental areas: motor, self-care, concepts, language, and social.
 WEBSITE: <http://doe.sd.gov/oess/specialed/index.asp>

Bagnato, Stephen J.; Neisworth, John T.

SPECS: System to Plan Early Childhood Services

PUBLISHER: Circle Pines, MN: American Guidance Service, 1990, manual: 68 pp.; 3 forms

GENERAL NOTE: Gives overview of SPECS, a decision-making system designed for linking team assessment, intervention, and evaluation for special needs and at-risk children between ages of two and six. Includes instructions for using, team functioning, and illustrations of use and interpretation. Forms include Developmental Specifications (6 pp.); Program Specifications (20 pp.); and Team Specifications (4 pp.).

Lerner, Janet W.

Stages of the Assessment Process: Assessments for Young Children

PUBLISHER: Old Tappan, NJ: Allyn & Bacon, 1998, 8 pp.

GENERAL NOTE: Discusses six stages of assessment process. Also included is "LD In Depth: Tests and Assessments for Developmental Areas," defining formal/ informal assessment and types of assessment for developmental areas, and website information for ERIC Test Locator.

WEBSITE: www.ldonline

Stahl, B.; Wagner, C.

Statewide Testing for Students with IEP or 504 Plans

PUBLISHER: Minneapolis, MN: Minnesota Dept. of Children, Families and Learning, Office of Special Education, 1998, 15 pp.

GENERAL NOTE: Gives statewide testing guidelines for the Minnesota Comprehensive Assessment, including accommodations, modifications, and exemptions for students with IEPs or 504 Plans.

WEBSITE: http://children.state.mn.us/mde/Learning_Support/Special_Education/index.html

Lazar, Irving; Darlington, Richard B.

Summary: Lasting Effects After Preschool

PUBLISHER: Ithaca, NY: Cornell University, 1978, 66 pp.

GENERAL NOTE: Summarizes findings of longitudinal studies of low income children who participated in experimental preschool intervention programs.

WEBSITE: www.cornell.edu

Dunst, Carl

Support Functions Scale: Reliability and Validity

PUBLISHER: Cambridge, MA: Brookline Books, 1988, 4 pp.

GENERAL NOTE: Measures the extent to which parents indicate a need for different types of assistance with a self-administered scale containing 20 different types of assistance identified as helpful.

WEBSITE: www.brooklinebooks.com

Sinclair, Esther

Systematic Screening for Preschool Behavioral Disorders

PUBLISHER: Reston, VA: Behavioral Disorders, 1993, 18(3), 12 pp.

GENERAL NOTE: Presents systematic preschool screening procedures to identify children at risk for behavioral disorders.

WEBSITE: www.ccbd.net/behavioraldisorders

Dunst, Carl

A Systems-Level, Family-Focused Approach to Assessment and Intervention with Profoundly Handicapped Children

PUBLISHER: Morganton, NC: Family, Infant and Preschool Program, Western Carolina Center, 1983, 28 pp.

GENERAL NOTE: Approach to assessment and intervention with profoundly handicapped children who have unusual and multiple needs that significantly impact parents and other family members.

Neisworth, John T.; Bagnato, Stephen J.; Salvia, John; Hunt, Frances M.

TABS Manual for the Temperament and Atypical Behavior Scale: Early Childhood Indicators of Developmental Dysfunction

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1999, manual: 121 pp.; screener: 2 pp.; assessment tool form: 4 pp.

GENERAL NOTE: Three components provide reliable and valid, norm-referenced, individually administered measure of dysfunctional behavior appropriately used with infants and young children between the ages of 11 and 71 months. Screener form is designed for rapid identification of children who should receive more thorough assessment for developmental issues related to temperament and self-regulation. Assessment tool form contains checklist of specific behaviors.

WEBSITE: www.brookespublishing.com

Infant Hearing Resource

Team Approach to Audiologic Assessment: A Module For Training Personnel Serving Families of Deaf and Hard of Hearing Infants and Young Children

PUBLISHER: Portland, OR: Portland Center for Hearing and Speech, 1993, video: 15 min.; booklet: 50 pp.

GENERAL NOTE: Audiological assessment resource. Includes training outline, resources, activities, handouts, references and viewer's guide.

WEBSITE: www.hearingandspeech.biz

Burns, Edward

Test Accommodations for Students with Disabilities

PUBLISHER: Springfield, IL: Charles C. Thomas, Publisher, Ltd., 1998, 340 pp.

GENERAL NOTE: Includes test accommodation topics relating to Federal and State regulations (including the IDEA Amendments Act of 1997), problems concerning reliability and validity, and practical strategies for planning test accommodations and adapting and modifying tests.

WEBSITE: www.ccthomas.com

Hresko, Wayne P.; Reid, D. Kim; Hammill, Donald D.

Test of Early Language Development - Third Edition (TELD-3)

PUBLISHER: Austin, TX, ProEd, 1999, manual: 175 pp.; picture book: 37 pp.; record booklet: Form A 8 pp., Form B ; 8 pp.; bag of manipulatives; box

GENERAL NOTE: For ages 2 to 7 years, measures components of spoken language.

WEBSITE: www.proedinc.com

National Association for the Education of Young Children (NAEYC)

Testing of Young Children: Concerns and Cautions

PUBLISHER: Washington, DC: National Association for the Education of Young Children (NAEYC), 1988, brochure

GENERAL NOTE: Gives advice to parents and professionals on inappropriate and appropriate screening, assessment, evaluation and testing methods for working with young children.

WEBSITE: www.naeyc.org

Thurlow, Martha L.; Elliott, J.L.; Ysseldyke, James E.

Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements

PUBLISHER: Thousand Oaks, CA: Corwin Press, 1998, 296 pp.

GENERAL NOTE: Provides information and practical strategies for testing students with disabilities to comply with district and state requirements, including a variety of forms and checklists. Also includes staff development information and activities, and a list of technical assistance and dissemination networks.

WEBSITE: www.corwinpress.com

Greenspan, Stanley I.; Meisels, Samuel J.

Toward a New Vision for the Developmental Assessment of Infants and Young Children

PUBLISHER: Washington, DC: Zero to Three, 1994, 16 pp.

GENERAL NOTE: Addresses developmental assessment in context of clinical decision-making process dealing with diagnosing emotional, cognitive, or other developmental problems, and/or planning and monitoring intervention.

WEBSITE: www.zerotothree.org

Als, Heidelise

Toward a Research Instrument for the Assessment of Pre-Term Infants Behavior (APIB)

PUBLISHER: 30 pp.

GENERAL NOTE: Gives introduction to the Brazelton Neonatal Behavioral Assessment Scale, a research instrument used to assess the pre-term and full-term neonate. Discusses theories about development that influence a model for assessment.

Als, Heidelise

Toward a Synactive Theory of Development, Promise for the Assessment and Support of Infant Individuality

PUBLISHER: Brandon, VT: Infant Mental Health Journal, 1982, 14 pp.

GENERAL NOTE: Presents theoretical model and assessment procedure to systematically identify areas of modulation and integration and examples of environmental structuring.

WEBSITE: www.wiley.com/WileyCDA/WileyTitle/productCd-IMHJ.html

Linder, Toni

Transdisciplinary Play-Based Assessment: A Functional Approach to Working with Young Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1990, 304 pp.

GENERAL NOTE: Contains descriptive observation guidelines for assessing a young child's cognitive, social-emotional, communication and language, and sensorimotor development through child-directed play interactions. Intended for use by a transdisciplinary team.

WEBSITE: www.brookespublishing.com

Linder, Toni

Transdisciplinary Play-Based Assessment: A Functional Approach to Working with Young Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1990, 304 pp.

GENERAL NOTE: Gives observation guidelines for assessing a young child's cognitive, social-emotional, communication, language, and sensorimotor development, learning style and interaction patterns through child-directed play interactions and a transdisciplinary team.

WEBSITE: www.brookespublishing.com

Linder, Toni W.

Transdisciplinary Play-Based Assessment (TPBA): A Functional Approach to Working with Young Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 352 pp.

GENERAL NOTE: Outlines a practical, diagnostic and comprehensive model for the play-based assessment of children from infancy to six years old. Assesses children's developmental level, learning styles, interaction patterns, and other behaviors in each of the four domains: cognitive, social-emotional, communication and language; and sensorimotor. Provides guidelines and worksheets for observing play, sample timetables, and specific suggestions for children's optimal performance. Includes discussing parent involvement throughout the entire assessment / intervention process. TPBA can be used to identify appropriate services for a child, develop intervention plans, and evaluate a child's ongoing progress.

WEBSITE: www.brookespublishing.com

Linder, Toni W.

Transdisciplinary Play-Based Intervention (TPBI): Guidelines for Developing a Meaningful Curriculum for Young Children

PUBLISHER: Baltimore, MD: Paul H. Brookes Publishing, 1993, 560 pp.

GENERAL NOTE: Helps translate assessment data gathered from TPBA into an effective play-based intervention program for children from infancy to 6 years old. Gives activities to design meaningful IFSPs/IEPs and corresponding intervention strategies and ideas to record on sheets to use at home and school, modified to fit families' needs and preferences. Includes sheets for continuous progress monitoring for reassessment of intervention plans.

WEBSITE: www.brookespublishing.com

Bendersky, Margaret, ed.

Uniform Performance Assessment System: Birth - 6 Year Level

PUBLISHER: Seattle, WA: Univ. of Washington, College of Education, 1978, test book: 300 pp.; tester's manual: 32 pp.; 9 sets record sheets: 10 pp. each

GENERAL NOTE: Curriculum-referenced assessment instrument for use with wide range of handicapped children, ages 0-6, including areas of pre-academic/fine motor, communication, social/self-help, gross motor, and behavior management.

WEBSITE: <http://depts.washington.edu/coe>

Bricker, Diane

The Validity, Reliability and Cost of a Parent Completed Questionnaire System to Evaluate At-Risk Infants

PUBLISHER: Oxford, England: Journal of Pediatric Psychology, 1988, 13 pp.

GENERAL NOTE: Examines the validity, reliability, and cost of parent-completed questionnaires designed to monitor the development of at-risk infants.

WEBSITE: <http://jpepsy.oxfordjournals.org/>

Campbell, P.

A Values Clarification Checklist

PUBLISHER: Tallmadge, OH: Family Child Learning Center, 1991, 13 pp.

GENERAL NOTE: Gives self-rating scale to determine perceptions about early intervention services. Includes 20 items addressing program components such as evaluation, IFSP and service provision. Checklist can also be used as a team building activity to identify areas of shared values and to establish consensus regarding service delivery system goals.

WEBSITE: <http://familychild.org/>

Chen, Deborah; Orel-Bixler, D.

Vision Tests for Infants

PUBLISHER: New York, NY: America Foundation for the Blind, 1997, video: 20 min.; booklet: 23 pp.

GENERAL NOTE: Demonstrates full range of vision tests used by pediatric ophthalmologists and optometrists in evaluating vision impairment in infants and very young children. Gives comprehensive overview of assessment tools ranging from those used to evaluate fixation and eye alignment to those measuring visual abilities, neurological function, and ocular health.

WEBSITE: www.afb.org

Walker, Hill M.; McConnell, Scott R.

Walker-McConnell Scale of Social Competence and School Adjustment: Elementary Version

PUBLISHER: San Diego, CA: Singular Publishing Group, Inc., 1995, manuals: 34 pp.; 89 pp.; form: 2 pp.

GENERAL NOTE: Provides information and guidelines for professional on effective use of Walker-McConnell scale, focusing on elementary version, measuring teacher-preferred social behavior, peer-preferred social behavior and school adjustment. Includes User's Manual, Technical Manual, and Profile/Rating form.

WEBSITE: www.delmarhealthcare.com

Muir, Elizabeth; Lojkasek, Mirek; Cohen, Nancy J.

Watch, Wait, and Wonder: A Manual Describing a Dyadic Infant-led Approach to Problems in Infancy and Early Childhood

PUBLISHER: Toronto, Ontario, Canada: Hincks-Dellcrest Institute, 1999, 180 pp.

GENERAL NOTE: Describes therapeutic process and goals of clinical and research experience using an infant/child-led approach to intervention, giving history, development and techniques. Includes brief evaluative review.

WEBSITE: www.hincksdellcrest.org

Zeanah, Charles H.; Benoit, Diane; Barton, Marianne

Working Model of the Child Interview

PUBLISHER: New Orleans, LA: Louisiana State Univ., School of Medicine, 10 pp.

GENERAL NOTE: Gives a model of an interview to have individuals reveal as much as possible in a narrative account of their perceptions, feelings, motives, and interpretations of a particular child and their relationship to that child.

WEBSITE: www.medschool.lsuhs.edu

Early Childhood Report

Working with Parents on Infants' and Toddlers' Developmental Assessments

PUBLISHER: Horsham, PA: LRP Publications, 1999, 1 pg.

GENERAL NOTE: Gives guidelines for assessing infants and young children from ages 0-3 for professionals to use when discussing developmental assessments with parents.

WEBSITE: www.lrp.com