



# APPROVED TOOL LIST

for the Wisconsin Birth to 3 Program

## **Acknowledgements**

The Approved Tool List is one of the activities completed in 2022-23 by the CESA 5 Research to Practice Project (R2PP) during phase one of a multi-phase, multi-year project to reimagine the professional development framework for the Wisconsin Birth to 3 Program. The work of R2PP was one part of the Wisconsin Birth to 3 Program's plan to use funds obtained through the federal American Rescue Plan Act (ARPA) to implement activities that support families, infants and toddlers with a focus on social emotional development, racial & health equity, and the disproportionate impacts of COVID-19. The Approved Tool List is a result of the collective efforts of the R2PP team, the CESA 5 RESource Project team, the Department of Health Services and was informed by input from the Birth to 3 Program workforce.

Multiple tools are available for evaluation and assessment within the field of early intervention. With this in mind, the R2PP team explored a variety of tools to determine how each may, or may not, fit into a comprehensive system of evaluation and assessment. The inclusion of assessment tools and the accompanying details are directly related to the work of R2PP and are intended to be specific to use in the Wisconsin Birth to 3 Program. The purpose of the Approved Tool List is to provide an overview of the information gathered as a result of this exploration and to guide future recommendations. While this list focuses on published tools, use of a tool is only one component of a comprehensive, authentic evaluation and assessment process. Use of parent/caregiver interview, observation, review of records and information from other sources, as well as informed clinical opinion are all important components of overall assessment practices.

# The Process of Creating the Approved Tool List

Watch the video on [YouTube](#)

## why did we do it? contributing factors

Data gathered from workforce surveys, engagement sessions and regional forums indicated that the workforce was interested in creating consistent statewide practices. The data also revealed inconsistencies with terminology and practice related to assessment across counties and practitioners.

### ARPA Funding Guidelines

ARPA funding guidelines required that "efforts support positive outcomes for infants and toddlers with delays and disabilities, with an emphasis on black, brown, indigenous, and non-English speaking families." The team determined that supporting consistent assessment practices across the state would provide more assurance of consistent, equitable access to services.

### Workforce Input

### Child Outcome Rating Data

Downward trends in child outcome rating data prompted a critical examination of service provision, including evaluation and assessment practices.



## how did we get here? approved tools list



**July 2021**

ARPA funding allocated to professional development (PD) redesign



**October 2021**

Research to Practice Project (R2PP) team hired as part of PD redesign



**Jan-May 2022**

Extensive review of tools and practices completed by R2PP team



**July-Dec 2022**

Tip Sheets created to establish common assessment language



**Jan-Apr 2023**

Materials developed and shared to support the tool list



## how did we do it? the R2PP process



Assembled a comprehensive list of assessment tools from multiple sources



Developed criteria and a process for review



Researched tools systematically with consensus among team members



Created a spreadsheet of tools that included rating criteria as well as added detail



Chose top rated tools and categorized according to assessment purpose



## what did we consider? criteria for review



<input type="radio"/>	Need
<input type="radio"/>	Evidence
<input type="radio"/>	Fit
<input type="radio"/>	Capacity
<input type="radio"/>	Usability
<input type="radio"/>	Support



## Understanding the Approved Tool List

DESCRIPTION	DOMAIN(S)	PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
Brief description of the tool as summarized from the publisher's website or the tool manual (hyperlink included for reference)	Specific developmental domain, subdomain or the target audience to be assessed by the tool. For the purpose of this list, comprehensive is defined as assessing the 5 areas of development outlined in <a href="#">DHS 90.08(5)</a> .	Primary purpose of the tool within the EI process as recommended by the publisher and/or consensus by the R2PP team.	Average score from the <a href="#">Hexagon Tool</a> in need, evidence, fit, capacity, usability, and support. A score of 1-5 was given for each factor based on consensus by the R2PP team. For the purpose of this list, ratings were used to color code the tools.	Practical considerations or cautions for the tools deemed Yellow (Conditional Use) or Red (Not for Use).	Elements that were highlighted as advantages in use of the tool. These are a compilation of data obtained from other comparable tool lists and reviews as well as the informed opinion of the R2PP team.	Elements that were deemed to be downsides in use of the tool. These are a compilation of data obtained from other comparable tool lists and reviews as well as the informed opinion of the R2PP team.

The Approved Tool List is the result of work completed by the Research to Practice Project (R2PP) and is intended to be a practical summary of findings. The list is arranged in a manner that will assist with usability by the Birth to 3 Program workforce. Additional information gathered as part of the R2PP review process is available upon request.

### PURPOSE CATEGORIES DEFINED

<b>Evaluation</b>	a tool capable of producing a standard score to use for eligibility determination
<b>Family Directed Assessment</b>	a tool that assesses the concerns, resources, priorities, and interests of the family
<b>Ongoing Child Assessment</b>	a tool that measures a child's developmental status across time and developmental domains
<b>Screening</b>	a tool that provides a brief snapshot of a child's development in order to determine need for additional assessment
<b>Supplemental</b>	a tool that provides additional information to support decisions about eligibility, developmental status, intervention planning, or family considerations

### COLOR CODING DEFINED

<b>Green</b>	Approved for Use	Sufficient evidence and reasonable fit within the WI Birth to 3 Program
<b>Yellow</b>	Conditional Use	Adequate evidence and fit within the WI Birth to 3 Program, but may have certain conditions that require additional attention for use
<b>Red</b>	Not for Use	Lacking either evidence and/or fit within the WI Birth to 3 Program

NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>AEPS-3</b>	Assessment, Evaluation, & Programming System-3	<u>A curriculum-based assessment system that provides the most accurate, useful child data and a proven way to turn data into effective action across everything you do.</u>	Comprehensive	Ongoing Child Assessment	<b>4.00</b>	N/A	Curriculum components that can be used for intervention, easy to use, widely respected, routines-based component, strong website and technical assistance, 5 month age intervals, quick reference guides are helpful	Starting points for each age are not obvious, scoring and interpretation codes are complex
<b>ASQ-3</b>	Ages & Stages Questionnaires, Third Edition	<u>A developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years.</u>	Comprehensive	Screening	<b>4.83</b>	N/A	Training is readily available, can be administered by all team members, copying forms is permitted after initial purchase, parent reporting is valued, well respected and used across systems	Not always predictive of potential eligibility for EI, less sensitive for expressive language delay, very sensitive for motor delay
<b>ASQ:SE-2</b>	Ages & Stages Questionnaire: Social Emotional, Second Edition	<u>A parent-completed, highly reliable system focused solely on social-emotional development in young children.</u>	Social Emotional	Screening	<b>4.83</b>	N/A	Training is readily available, can be administered by all team members, copying forms is permitted after initial purchase, parent reporting is valued, well respected and used across systems	Designed to be used as an adjunct to ASQ and not in isolation, doesn't always capture or distinguish how developmental delay impacts S/E development
<b>B-ERA</b>	Brief Early Relational Assessment	<u>An instrument to measure the quality of affect and behavior in parent-child interactions.</u>	Social Emotional	Supplemental	<b>4.33</b>	N/A	Easy to administer after training in coding, focuses on the dyad of the parent-child interaction, compliments a coaching model	Research only on the extended version, limited trainings, videotaping may be a barrier for some programs
<b>CAAP-2</b>	Clinical Assessment of Articulation and Phonology	<u>A tool that provides an assessment of articulation and phonology that virtually eliminates the need for phonetic transcription.</u>	Communication	Supplemental	<b>4.17</b>	N/A	Does not require special training if administered by an SLP, eliminates need for phonetic transcription	Only useful with 2.5 years and up, only normed for English
<b>DAYC-2</b>	Developmental Assessment of Young Children Second Ed.	<u>A popular test used to identify children with possible delays in five different domains.</u>	Comprehensive	Evaluation	<b>4.50</b>	N/A	Comprehensive, individual domains can be assessed separately, anyone on team can administer, flexibility in administration including credit for parent report, wide use in EI	Several booklets, subjectivity and lack of guidance for individual item scoring
<b>DECA I/T</b>	Devereux Early Childhood Assessment for Infants & Toddlers	<u>A behavior rating scale which provides an assessment of within-child protective factors central to social and emotional health and resilience.</u>	Social Emotional	Evaluation	<b>4.50</b>	N/A	Can be used as a supplement for eligibility specific to social emotional development, strengths-based, supports intervention strategies, easy to use, can be completed by parent or with assistance from professional, training readily available	No independent reliability and validity research
<b>DP4</b>	Developmental Profile 4	<u>A a powerful, quick, and cost-effective developmental test.</u>	Comprehensive	Evaluation	<b>4.00</b>	N/A	Efficient, multiple protocols for differences in administration, relies on parent/caregiver observation and input - no direct administration, encourages information gathering from varied settings, one test protocol that is functional, combined domain scores, no additional materials required	Limited items in each domain per age range, multiple means of administration/protocols may cause confusion without orientation or training
<b>Eco Map</b>	Eco Map	<u>A technique for determining and depicting a family's informal, intermediate, and formal supports.</u>	Family	Family-Directed Assessment	<b>4.33</b>	N/A	Concise way of gathering important family ecology information, consistent with family-centered EI approach, visual representation is an important adult learning tool	Should be used with additional family assessment tool, potentially invasive
<b>ESQ</b>	Environmental Screening Questionnaire	<u>A screener for social determinants of health.</u>	Family	Screening	<b>4.17</b>	N/A	Can be used together with the ASQ to offer comprehensive screening information regarding children's developmental status and well-being	Asks very personal questions, which may be off putting to families without a strong relationship
<b>GMFM</b>	Gross Motor Function Measure	<u>A standardized observational instrument designed and validated to measure change in gross motor function over time in children with cerebral palsy.</u>	Gross Motor	Supplemental	<b>4.33</b>	N/A	Improved early detection of Cerebral Palsy for kids at risk, support in helping parents anticipate long term function, detects asymmetries objectively, free, normed for children with Down syndrome	Only normed for a handful of specific diagnoses

NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>Goldman Fristoe</b>	Goldman Fristoe Test of Articulation 3	<u>A systematic measure of articulation of consonant sounds for children and young adults.</u>	Communication	Supplemental	<b>4.17</b>	N/A	Widely used for expressive language concerns related to phonology and articulation, does not require special training if administered by an SLP, used by school SLPs which can assist with transition to school services	Can be difficult to administer with 2 year olds, limited speech sounds expected prior to age 3
<b>HAPP</b>	Hodson Assessment of Phonological Patterns-3	<u>A test to identify, analyze, and summarize phonological deviations in children over age 2.</u>	Communication	Supplemental	<b>3.83</b>	N/A	Does not require special training if administered by an SLP, gives insight into specific speech errors	Limited use in birth to 3 settings, toolkit required
<b>HELP</b>	Hawaii Early Learning Profile	<u>A comprehensive, on-going, family centered curriculum based assessment process for infants and toddlers and their families.</u>	Comprehensive	Ongoing Child Assessment	<b>3.83</b>	N/A	Captures discreet skills, multiple items for each domain and age level - especially for infants, widely respected and used, family-centered, links assessment and accompanying curriculum for use in intervention	Need to be oriented to how elements of the tool work together, manual guidance is limited, scoring codes are complicated
<b>MEISR</b>	Measure of Engagement, Independence, and Social Relationships	<u>An easy-to-use tool for creating a snapshot of the functional behaviors of children from birth to 3 years of age.</u>	Engagement, Independence, Social Relationship	Supplemental	<b>3.83</b>	N/A	Parent completed, ties routines and development, compatible with RBI, includes elements of both family and ongoing child assessment	Lengthy, caregivers must have adequate reading level to complete, not solely for either family or ongoing child assessment
<b>NBO</b>	Newborn Behaviour Observation	<u>A relationship-based tool that offers individualized information to parents about their baby's communication strategies and overall development</u>	Social Emotional	Supplemental	<b>4.00</b>	N/A	Provides meaningful information for new parents to increase early attunement, well supported with ongoing coaching, network of users in WI	Limited application due to very early age range, costly to train with limited application
<b>PDMS-2</b>	Peabody Developmental Motor Scales, Second Edition	<u>A tool that combines in-depth assessment with training or remediation of gross and fine motor skills of children from birth through 5 years.</u>	Motor	Evaluation	<b>4.67</b>	N/A	Commonly used in EI as well as clinics and schools, breakdown of both gross and fine motor, usable information for IFSP and intervention	Kit required, some test items are not functional, challenges in administering in natural environment
<b>PG3</b>	Portage Guide 3	<u>Materials that satisfy the assessment and curriculum planning needs of home visiting and center-based programs.</u>	Comprehensive	Ongoing Child Assessment	<b>4.50</b>	N/A	Curriculum includes individual activity guide for each item, online program improves ease of use and support, sensory observation guide included, extensive support as it is a WI based product, skills are presented in context of routines	Large age ranges, lack of guidance on what is age expected
<b>PICCOLO</b>	Parenting Interactions with Children: Checklist of Observations Linked to Outcomes	<u>A positive, practical, versatile, culturally sensitive, valid, and reliable observational tool for practitioners that shows what parents can do to support their children's development.</u>	Social Emotional	Supplemental	<b>4.33</b>	N/A	Objectively assesses parent-child interaction, links to intervention, administration is based on short observations done in natural environments, strengths-based	Scoring is somewhat subjective, may be difficult to observe all skills during recommended 10 minute observation
<b>PLS-5</b>	Preschool Language Scale - 5	<u>A diagnostic language assessment appropriate for a diverse population of children from birth through age 7:11.</u>	Communication	Evaluation	<b>4.33</b>	N/A	Highly respected SLP tool, high evidence, does not require special training if administered by an SLP, flexible administration	Toolkit required, should be administered in primary language, performance based
<b>RAMP</b>	Roadmap for Assessing Meaningful Participation	<u>An assessment tool to assist parents and early intervention providers to identify and analyze interest-based opportunities to promote child development and functional participation prior to the development of the Individualized Family Service Plan.</u>	Family	Family-Directed Assessment	<b>3.83</b>	N/A	Comprehensive family assessment tool, aligned with coaching and intervention, flowcharts and guides to assist with implementation	Only training available through authors, it is a new tool so evidence is limited

NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>RBI</b>	Routines-Based Interview	<u>A semi-structured clinical interview designed to help families decide on outcomes for the IFSP to provide a rich and thick description of child and family functioning, and to establish an immediately positive relationship between the family and the professional.</u>	Family	Family-Directed Assessment	4.33	N/A	Does not require purchase of a tool, supports development of quality goals, provides detailed description of routines and context for IFSP development, widely respected in EI	Challenges reported in administration include: time to complete to fidelity and barriers when used with language interpretation
<b>REEL-4</b>	Receptive Expressive Emergent Language 4	<u>A test to identify young children who have a receptive or expressive language delay.</u>	Communication	Evaluation	4.17	N/A	Widely used, does not require special training if administered by an SLP, school SLPs use this test often, can use parent interview - not solely performance based	Less valid for children under age 2
<b>SEAM</b>	The Social-Emotional Assessment/ Evaluation Measure	<u>An assessment that focuses exclusively on social-emotional and behavioral development in young children—and provides meaningful insights to caregivers and families.</u>	Social Emotional	Supplemental	4.17	N/A	Alignment with the ASQ, monitors progress toward social-emotional goals, promotes positive parent-child interactions	Primarily for monitoring progress with social emotional skills
<b>SHoRE</b>	Satisfaction with Home Routines Evaluation	<u>A tool to record family's satisfaction with daily routines on a 1-5 scale based on a Routines-Based Interview.</u>	Family	Family-Directed Assessment	4.33	N/A	A chart to improve organization of RBI ratings and cue potential routines to rate, could be used without the RBI to get a quicker view of the family's thoughts about daily routines	Is an additional step to the RBI
<b>SP-2</b>	Infant/Toddler Sensory Profile-2	<u>A tool developed to evaluate sensory processing patterns in the very young. The results provide understanding of how sensory processing affects the child's daily functioning performance.</u>	Sensory	Supplemental	4.33	N/A	Helpful in parent interview to gather information, can help describe individual autistic neurology, helps view behaviors through sensory lens	Likely used by OTs only versus whole team, some questions need further explanation or examples for understanding
<b>SPM-2</b>	Sensory Processing Measure -2	<u>A complete picture of children's sensory processing difficulties at school and at home.</u>	Sensory	Supplemental	4.33	N/A	Quick tips guide available for intervention, recently updated (2021), assesses multiple environments (home/school)	Updated Infant/Toddler section has limited evidence
<b>AIMS</b>	Alberta Infant Motor Scales	<u>A standardized measurement scale used to assess the gross motor abilities of infants.</u>	Gross Motor	Evaluation	3.50	Only use with ages 4 months through ambulatory, don't use with children with a diagnoses (ie CP)	Does not require excess handling of the child (based more on observation)	Design is not intuitive, few supports from developer, not designed for atypically developing children (ie CP, Spina bifida), less reliable for <4 month olds and independent ambulators (limited age range)
<b>Bayley-3&amp;4</b>	Bayley Scales of Infant and Toddler Development-3 and 4	<u>A comprehensive assessment tool for determining developmental delays in children.</u>	Comprehensive	Evaluation	3.67	Would need to control for multiple factors in order to administer to fidelity in a natural environment, must have appropriate training	Psychometric properties of each scale and subscale have been researched and tested exhaustively throughout each stage of the assessment's development, strong reliability and validity	Scores are impacted profoundly by testing conditions such as environmental, psychological, and physical, time-consuming (30 to 70 minutes depending upon age of child) and needs appropriate training, caregiver input is not considered valid on performance based skills
<b>BDI-2NU</b>	Battelle Developmental Inventory - 2NU	<u>An early childhood favorite - a standardized, individually administered assessment battery of key developmental skills in children from birth through 7 years of age.</u>	Comprehensive	Evaluation	3.67	Difficult to use as intended in a natural environment, need to have the accompanying toys and materials	Well respected and used in early childhood systems, updated norming samples that represent a diverse population, allows for parent report in specified domains	Standardized administration for some domains could be difficult in natural environments, extensive tool kit does not align with principles of authentic assessment and could hinder administration if items are lost or damaged, requires significant prep for administration
<b>Brigance IED III</b>	Inventory of Early Development III Standardized	<u>A streamlined assessment that provides standardized scores across key developmental domains.</u>	Comprehensive	Evaluation	3.33	Would need to control for multiple factors in order to administer to fidelity in a natural environment	Reliable and valid, updated website and supporting resources	Difficult to use in natural environments due to standardized administration, evaluation binder does not have an intuitive design and is bulky, primarily academic focused, performance focused



NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>Brigrance Screen</b>	Brigrance Early Childhood Screen III	<u>A quick, accurate screening that assist in identifying children at risk for developmental delays.</u>	Comprehensive	Screening	<b>3.67</b>	Focused on school readiness, better developmental screenings are available	Part of a system of assessment and child monitoring	Primary focus is school readiness, primarily applied in regular early childhood education settings, bulky administration guide
<b>Carolina</b>	The Carolina Curriculum	<u>An assessment and intervention program designed for use with young children from birth to five who have mild to severe disabilities.</u>	Cognition, Communication, Motor, Personal-Social	Ongoing Child Assessment	<b>3.17</b>	Outdated compared to other ongoing tools, doesn't completely address all 5 domains	Recommendations for adaptations (visual or hearing dx), in depth curriculum	Monitoring form is visually overwhelming, outdated (last update 2004), limited reliability and validity research, no specific adaptive or social emotional domains
<b>DAYC-chart</b>	Early Childhood Developmental Chart 3rd Edition Mini Poster	<u>A quick reference to major developmental milestones for children from birth through 5 years of age.</u>	Comprehensive	Support/Visual	<b>3.67</b>	Although the visual chart is nice to use with families, this is NOT designed to be an assessment tool	Graphic summary chart is useful for sharing developmental milestones with parents and caregivers	The chart is a supplemental component and was not designed to be used for assessment, large age ranges, not all skills are directly from the DAYC-2 evaluation tool
<b>DPICS IV</b>	Dyadic Parent Child Interaction Coding System	<u>A system that assesses parent-child interactions. The instrument can be used to measure ongoing progress as well as pre- and post-treatment outcomes.</u>	Social Emotional	Supplemental	<b>3.17</b>	Primary use is in clinical settings, only use it if you are a PCIT trained provider	Provides detailed information about the parent's roles in child behavior	May be difficult to participate in training, should only used by PCIT trained providers, treatment focus
<b>EAS</b>	Emotional Availability Scales	<u>A multidimensional assessment of the emotional quality of adult-child interactions.</u>	Social Emotional	Supplemental	<b>3.17</b>	Need specific training and video taping element makes it less accessible to use	Evaluates both parent and child characteristics	Extensive training to be qualified, videotaping may be a barrier for some programs
<b>ELAP</b>	Early Learning Accomplishment Profile	<u>A criterion-referenced assessment instrument that provides a complete picture of a child's acquired and emerging skills in 6 domains of development.</u>	Comprehensive	Ongoing Child Assessment	<b>3.67</b>	Not designed for determining eligibility and isn't detailed enough to use as sole tool for ongoing child assessment	Guidance on credit for skills, provides adaptations for administration, well known	No updates to original assessment since 2001 - 2019 version is an online subscription, publisher recommends that it be used in conjunction with a norm-referenced tool for eligibility since the "score" is an approximate developmental age
<b>FEAS</b>	Functional Emotional Assessment Scale	<u>A systematic assessment of the child and caregiver's functional emotional capacities.</u>	Social Emotional	Supplemental	<b>3.50</b>	Equity concerns, better social emotional tools are available	Easy to use, free, valid and reliable	Doesn't appear to be support or trainings for use, normed on caucasian families - not normed on black or hispanic families, other social emotional tools are more supported
<b>GMA</b>	Prechtl's General Movement Assessment	<u>A quick, non-invasive and cost-effective means of making early assessments of infants to identify any neurological deviations which may lead to cerebral palsy and other developmental deficits later on.</u>	Gross Motor	Supplemental	<b>3.5</b>	Requires expensive training for a tool only useful for a specific subset of the Birth to 3 population	Helpful to have an early screener for Cerebral Palsy or delay	Designed for the NICU environment, training is around \$900 and takes 4 days, for very young infants
<b>HINT</b>	Harris Infant Neuromotor Test	<u>A screening tool designed to identify neuromotor or cognitive/behavioral concerns in infants who are healthy or at high risk between the ages of 3 and 12 months.</u>	Gross Motor	Supplemental	<b>3.70</b>	Training is expensive and there is a limited age range of use	Reliable for screening infant neuromotor performance	No clinical practice guidelines, limited age range for use (age 3-12 mos), training is not easily accessible
<b>IDA</b>	Infant Toddler Developmental Assessment-2	<u>A comprehensive, multidisciplinary, family-centered six-phase process designed to identify children birth to 3 years of age who are developmentally at risk.</u>	Comprehensive	Evaluation	<b>3.50</b>	Not recommended for eligibility determination, requires complete training	Comprehensive, intended to be used as a team assessment	Lengthy, does not provide a standard score, not widely used in WI
<b>ITSEA</b>	Infant Toddler Social Emotional Assessment	<u>A tool that measures multiple dimensions of social-emotional problems and competencies in 1- to 3-year-old children.</u>	Social Emotional	Evaluation	<b>3.67</b>	Outdated, deficit focused, limited age range	Developed specifically for infants/toddlers, norms are presented separately by age and gender, includes a Childcare Provider version	Published in 1998, somewhat long, advanced training needed to interpret results, potential for biased parent responses, not for use with children under 12 months



NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>MCHAT-R/F</b>	Modified Checklist for Autism in Toddlers- Revised/Follow up (M-CHAT R/F)	<u>A 2-stage parent-report screening tool to assess risk for Autism Spectrum Disorder (ASD).</u>	Autism Specific	Screening	<b>3.33</b>	Only designed to screen for autism. Important to be familiar with, but has limited role in EI	Quick, free, widely used	Frames Autism as deficit-based, 16-30 month age range, gives false impression that children can be 'at-risk' for Autism
<b>PEDI</b>	Pediatric Evaluation of Disability Inventory	<u>A tool that observes self-care, mobility and social function to measure both capability and performance.</u>	Adaptive, Motor and Social Function	Evaluation	<b>3.67</b>	Could be used-but has limitations, not comprehensive, few supports	Minimal training required, focus is on capabilities rather than impairment, each scale can be used separately or in combination with the others	Will not accurately assess children with mild disabilities, not to be used with children whose primary disabilities are social or behavioral
<b>Rossetti</b>	Rossetti Infant Toddler Language Scales	<u>An ongoing assessment of verbal and preverbal skills.</u>	Communication	Supplemental	<b>3.67</b>	Good way to get parent input on a child's communication skills but should not be used for eligibility determination	Does not require special training if administered by an SLP, based on parent report, emphasis on preverbal skills	Minimal evidence supporting validity and reliability, not intended to be used for eligibility determination, no true scores provided
<b>SAFER</b>	Scale for Assessment of Family Enjoyment with Routines	An organized list of questions and rating scales to add structure and consistency to the Routines Based Interview for family assessment.	Family	Family-Directed Assessment	<b>3.50</b>	Original no longer available, lacks training support specific to the tool	Adds structure and examples to support RBI	Only addresses satisfaction with routines, original forms no longer available online and no apparent training support specifically for this tool
<b>TIMP</b>	Test of Infant Motor Performance	<u>A diagnostic tool that can be used to identify infants most at risk for developmental delay.</u>	Gross Motor	Supplemental	<b>3.50</b>	Expensive training with limited application	Has strong predictive value to identify infants most at risk for developmental delays	Solely relies on therapist manipulation of the child, requires extensive training, limited age application, designed more for NICU setting
<b>TPBA-2</b>	Transdisciplinary Play-Based Assessment, Second Edition	<u>A comprehensive, easy-to-follow process for assessing development through observation of the child's play.</u>	Sensorimotor, Social Emotional, Communication, Cognition	Supplemental	<b>3.50</b>	Difficult to set up conditions to administer to fidelity in natural environments	Based in authentic assessment principles, strong foundation in DEC/NAEYC guidelines, links assessment and intervention	It is a process that requires a lot of planning and administration time, measurement is subjective, time consuming to analyze the results
<b>Greenspan</b>	Greenspan Social-Emotional Growth Chart	<u>A tool that monitors the milestones of social-emotional development in infants and young children.</u>	Social Emotional	Supplemental	<b>3.00</b>	Outdated and designed to be deficit focused, noted ableist language	Respected research, social-emotional focus	Older tool (2004), same as social-emotional scale on the Bayley III but not the same scoring, interpreting mastery compared to age level is questionable
<b>ITFI</b>	Infant Toddler Family Instrument (ITFI)	<u>This instrument was developed to provide an easy-to-use, clinically sensitive tool to help family workers determine how well a young child between 6 months and 3 years is developing and how well the family is managing the task of parenting.</u>	Family	Family-Directed Assessment	<b>2.50</b>	Does not fit easily into the EI evaluation and assessment process	Comprehensive assessment of family and child	Suggested administration is over two separate 45-60 minutes sessions which makes it difficult to administer within the EI evaluation and assessment process, limited evidence
<b>Mullen</b>	Mullen Scales of Early Learning	<u>An evaluation that helps to assess early intellectual development and school readiness.</u>	Cognition, Communication, Motor	Evaluation	<b>2.17</b>	Outdated and missing the adaptive behavior domain	Subtests can be used individually, recommendations for use with children with autism	Large kit required, does not assess all 5 domains, limited use in VI, no fidelity supports
<b>RIDES</b>	Rockford Infant Development Evaluation Scales	<u>A developmental checklist offering an informal assessment of developmental function.</u>	Comprehensive	Supplemental	<b>1.33</b>	Outdated, can no longer purchase, no evidence	Easy to administer, gathers a wealth of information regarding young infants	This test is extremely outdated, and is no longer available for purchase, no research to validate
<b>TABS</b>	The Temperament and Atypical Behavior Scale	<u>A screening and assessment tool that aids professionals in detecting critical temperament and self-regulation issues that can indicate a child's risk for future behavioral challenges or developmental delay.</u>	Social Emotional	Supplemental	<b>2.17</b>	Deficit focused, outdated, there are better tools for social emotional development	Checklist format aids in administration, respected developers	Older tool (1999), pathologized behaviors, user must be aware of what is developmentally appropriate, items are commonly associated with sensory processing issues but presents as behavioral issue

NAME - ABBR	NAME - FULL	BRIEF DESCRIPTION	DOMAIN(S)	PRIMARY PURPOSE	RATING	CAUTION	STRENGTHS	WEAKNESSES
<b>TSFI</b>	Test of Sensory Functions in Infant	<u>A tool that offers an objective way to determine whether and to what extent an infant has sensory processing deficits.</u> <u>Offers an objective way to determine whether and to what extent an infant has sensory processing deficits.</u>	Sensory	Supplemental	<b>1.83</b>	Outdated, better sensory assessments available	Brief, simple interaction style	Published 1989 and not currently being sold by WPS

## References

- Alpern, G. (n.d.). (*DP™-4 Developmental Profile 4*). Educational & Psychological Assessments for Clinicians & Educators. Retrieved April 12, 2023, from <https://www.wpspublish.com/dp-4-developmental-profile-4.html>
- American Physical Therapy Association. (n.d.). *Harris Infant Neuromotor Test (HINT)*. American Physical Therapy Association. Retrieved April 12, 2023, from <https://www.apta.org/patient-care/evidence-based-practice-resources/test-measures/harris-infant-neuromotor-test>
- Annenberg Institute for School Reform at Brown University. (n.d.). *Dyadic Parent-Child Interaction Coding System (DPICS)*. EdInstruments. Retrieved April 12, 2023, from <https://edinstruments.com/instruments/dyadic-parent-child-interaction-coding-system-dpics>
- Bayley, N. (n.d.). *Bayley scales of Infant and Toddler Development: Third Edition*. Bayley Scales of Infant & Toddler Development Ed 3. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Adaptive/Bayley-Scales-of-Infant-and-Toddler-Development-%7C-Third-Edition/p/100000123.html>
- Brown, V. L., Bzoch, K. R., & League, R. (n.d.). *Receptive-Expressive Emergent Language Test-Fourth Edition*. Pearson Assessments. Retrieved April 12, 2023, from <https://www.pearsonclinical.ca/store/caassessments/en/Store/Professional-Assessments/Speech-%26-Language/Receptive-Expressive-Emergent-Language-Test-Fourth-Edition/p/P100008292.html#:~:text=The%20REEL%2D4%20has%20two,on%20a%20contemporary%20linguistic%20model>.
- Cooperative Educational Service Agency 5. (n.d.). *Portage Guide 3*. CESA 5. Retrieved April 12, 2023, from <https://www.cesa5.org/projects/PG3.cfm>
- Curriculum Associates, LLC. (n.d.). *Brigance® early childhood - assess kindergarten readiness*. BRIGANCE® Early Childhood – Pre-K & Kindergarten Screening. Retrieved April 12, 2023, from <https://www.curriculumassociates.com/programs/brigance/early-childhood>
- Curriculum Associates, LLC. (n.d.). *Brigance® Special Education - Support Exceptional Students*. BRIGANCE® Special Education - Support Exceptional Students. Retrieved April 12, 2023, from <https://www.curriculumassociates.com/programs/brigance/special-education>

- Devereux Center for Resilient Children. (2022, July 22). *Devereux Early Childhood Assessment (DECA) Infant and Toddler Program*. Devereux. Retrieved April 12, 2023, from <https://centerforresilientchildren.org/infants/assessments-resources/devereux-early-childhood-assessment-deca-infant-and-toddler-program/>
- Dunn, W. (n.d.). *Infant/Toddler Sensory Profile*. Pearson Assessments. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Infant-Toddler-Sensory-Profile/p/100000389.html>
- Einspieler C, Prechtl HF. Prechtl's assessment of general movements: a diagnostic tool for the functional assessment of the young nervous system. *Ment Retard Dev Disabil Res Rev*. 2005;11(1):61-7. doi: 10.1002/mrdd.20051. PMID: 15856440.
- Emotional availability (EA). (n.d.). *Research-Backed Tools to Assess and Evaluate Adult-Child Relationships*. Center for Excellence in Emotional Availability. Retrieved April 12, 2023, from <https://emotionalavailability.com/>
- Folio, M. R., & Fewell, R. R. (n.d.). *Peabody Developmental Motor Scales: Second edition*. Pearson Assessments. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Motor-Sensory/Peabody-Developmental-Motor-Scales-%7C-Second-Edition/p/100000249.html?tab=overview>
- Goldman, R., & Fristoe, M. (n.d.). *Goldman-Fristoe Test of Articulation 2*. Pearson. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Speech-%26-Language/Goldman-Fristoe-Test-of-Articulation-2-/p/100000079.html>
- Haley, S. M., Coster, W. J., Ludlow, L. H., Haltiwanger, J. T., & Andrellos, P. J. (n.d.). *Pediatric Evaluation of Disability Inventory*. Pearson Assessments. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Pediatric-Evaluation-of-Disability-Inventory/p/100000505.html?tab=product-details>
- Infant Motor Performance Scales, LLC. (n.d.). *Exclusive Publisher of the TIMP and the HINT*. Infant Motor Performance Scales. Retrieved April 12, 2023, from <https://www.thetimp.com/>
- Irla, Z. L., Steiner, V. G., & Pond, R. E. (n.d.). *Preschool Language Scales: Fifth Edition*. Pearson Assessments. Retrieved April 12, 2023, from

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Speech-%26-Language/Preschool-Language-Scales-%7C-Fifth-Edition/p/100000233.html>

Kaplan Early Learning Company. (n.d.). *Early Learning Accomplishment Profile - E-LAP™ - Kit*. Kaplan Early Learning Company. Retrieved April 12, 2023, from

<https://www.kaplanco.com/product/13649/early-learning-accomplishment-profile-e-lap-kit?c=17%7CEA1035>

Linder, T. W. (n.d.). *Transdisciplinary Play-Based Assessment, Second edition (TPBA2)*. Brookes Publishing. Retrieved April 12, 2023, from

<https://products.brookespublishing.com/Transdisciplinary-Play-Based-Assessment-Second-Edition-TPBA2-P215.aspx>

Mapi Research Trust. (n.d.). *Infant Toddler Social Emotional Assessment (ITSEA)*. eProvide. Retrieved April 12, 2023, from

<https://eprovide.mapi-trust.org/instruments/infant-toddler-social-emotional-assessment>

Metz, A. & Louison, L. (2018) *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).

Mullen, E. M. (n.d.). *Mullen Scales of Early Learning*. Pearson Assessments. Retrieved April 12, 2023, from

<https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Mullen-Scales-of-Early-Learning/p/100000306.html>

NCDHHS FIPP. (n.d.). *Implementation Tools the Roadmap for Assessing Meaningful Participation (RAMP)*. The Family, Infant and Preschool Program (FIPP). Retrieved April 12, 2023, from

<https://fipp.ncdhhs.gov/prof-development/certifications-and-trainings/implementation-tools-the-roadmap-for-assessing-meaningful-participation-ramp/>

Newborg, J. (n.d.). *Battelle® Developmental Inventory, Second Edition (BDI-2™) Normative Update*. Riverside Insights.

Retrieved April 12, 2023, from [https://riversideinsights.com/battelle\\_2e](https://riversideinsights.com/battelle_2e)

Newborn Behavior International. (n.d.). *Newborn Behaviors Observations (NBO)*. Newborn Behavior International. Retrieved

April 12, 2023, from <https://www.newbornbehaviorinternational.org/nbo-1>

Parham, L. D., Ecker, C., Kuhaneck, H. M., Henry, D. A., & Glennon, T. J. (n.d.). *(SPM™) Sensory Processing Measure*. WPS.

Retrieved April 12, 2023, from <https://www.wpspublish.com/spm-sensory-processing-measure>

- Paul H. Brookes Publishing Co., Inc. (2018, August 1). *TABS*. Brookes Publishing Co. Retrieved April 12, 2023, from <https://brookespublishing.com/product/tabs/>
- Paul H. Brookes Publishing Co., Inc. (2019, May 23). *The Carolina Curriculum*. Brookes Publishing Co. Retrieved April 12, 2023, from <https://brookespublishing.com/product/the-carolina-curriculum/>
- Paul H. Brookes Publishing Co., Inc. (2021, January 4). *Environmental Screening Questionnaire (ESQ)*. Ages and Stages. Retrieved April 12, 2023, from <https://agesandstages.com/products-pricing/esq/>
- Paul H. Brookes Publishing Co., Inc. (2021, March 1). *MEISRTM*. Brookes Publishing Co. Retrieved April 12, 2023, from <https://brookespublishing.com/product/meisr/>
- Paul H. Brookes Publishing Co., Inc. (2021, January 4). *Seam*. Ages and Stages. Retrieved April 12, 2023, from <https://agesandstages.com/products-pricing/seam/>
- Paul H. Brookes Publishing Co., Inc. (2022, April 8). *PiccoloTM*. Brookes Publishing Co. Retrieved April 12, 2023, from <https://brookespublishing.com/product/piccolo/>
- Paul H. Brookes Publishing Co., Inc. (2023, January 4). *ASQ-3*. Ages and Stages. Retrieved April 12, 2023, from <https://agesandstages.com/products-pricing/asq3/>
- Paul H. Brookes Publishing Co., Inc. (2023, January 4). *ASQ:SE-2*. Ages and Stages. Retrieved April 12, 2023, from <https://agesandstages.com/products-pricing/asqse-2/>
- Paul H. Brookes Publishing Co., Inc. (n.d.). *Welcome to AEPS-3*. Main page. Retrieved April 3, 2023, from <https://aepsinteractive.com/welcome-to-aeps-3/>
- Pearson. (n.d.). *Developmental Assessment of Young Children: Second edition*. DAYC-2 Developmental Assessment of Young Children 2 Ed. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Developmental-Assessment-of-Young-Children-%7C-Second-Edition/p/100000730.html?tab=overview>
- Pearson. (n.d.). *Greenspan Social-Emotional Growth Chart*. Pearson Assessments. Retrieved April 12, 2023, from <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Greenspan-Social-Emotional-Growth-Chart/p/100000214.html>

- Physiopedia. (n.d.). *Gross Motor Function Measure*. Physiopedia. Retrieved April 12, 2023, from [https://www.physio-pedia.com/Gross\\_Motor\\_Function\\_Measure](https://www.physio-pedia.com/Gross_Motor_Function_Measure)
- Piper, M., & Darrah, J. (2016, November 1). *Alberta Infant Motor Scale Score Sheets (AIMS), 2nd Edition*. US Elsevier Health. Retrieved April 3, 2023, from <https://www.us.elsevierhealth.com/alberta-infant-motor-scale-score-sheets-aims-9780323798426.html>
- PRO-ED, Incorporated. (n.d.). *Early Childhood Development Chart Third Edition Combo*. PRO-ED. Retrieved April 12, 2023, from <https://www.proedinc.com/Products/13755/Default.aspx>
- Psychtech. (n.d.). *Test of Sens Func in Infants - (TSFI)*. Psychtech. Retrieved April 12, 2023, from <https://psychtech.biz/product/test-of-sens-func-in-infants-tsfi/>
- Robins, D. L. (2023, February 7). *The Modified Checklist for Autism in Toddlers, Revised with Follow-Up*. M-CHAT™. Retrieved April 12, 2023, from <https://mchatscreen.com/>
- Rossetti, L. (n.d.). *The Rossetti Infant-Toddler Language Scale*. PRO-ED. Retrieved April 12, 2023, from <https://www.proedinc.com/Products/34110/the-rossetti-infanttoddler-language-scale.aspx?bCategory=SP%21FLU>
- Scott, S., & McWilliam, R. A. (2000). *Scale for assessment of family enjoyment within routines (SAFER)*. University of North Carolina at Chapel Hill: FPG Child Development Institute.
- Shine Early Learning. (n.d.). *Help: 0-3 years*. Shine Early Learning. Retrieved April 12, 2023, from <https://shineearly.store/collections/help-0-3-years-hawaii-early-learning-profile>
- The IDA Institute. (n.d.). *The IDA*. The IDA Institute. Retrieved April 12, 2023, from <https://ida2.org/pages/the-ida-2>
- The International Council on Development and Learning, Inc. (n.d.). *Functional Emotional Assessment Scale*. Home of DIRFloortime® (Floortime). Retrieved April 12, 2023, from <https://www.icdl.com/research/functional-emotional-assessment-scale>
- The University of Alabama. (n.d.). *EIEIO and the Routines-Based Model*. Evidence-Based International Early Intervention Office (EIEIO). Retrieved April 12, 2023, from <https://eieio.ua.edu/routines-based-model.html>
- The University of Alabama. (n.d.). *EIEIO and the Routines-Based Model*. Evidence-Based International Early Intervention Office (EIEIO). Retrieved April 12, 2023, from <https://eieio.ua.edu/routines-based-model.html>



The University of Alabama. (n.d.). *Materials*. Evidence-Based International Early Intervention Office (EIEIO). Retrieved April 12, 2023, from <https://eieio.ua.edu/materials.html>

University of Illinois at Urbana-Champaign College of Education. (n.d.). *Infant-Toddler and family instrument (IFTI)*. Culturally & Linguistically Appropriate Services. Retrieved April 12, 2023, from <https://clas.illinois.edu/special/evaltools/cl04102.html#:~:text=This%20instrument%20was%20developed%20to,managing%20the%20task%20of%20parenting.>

University of Nebraska-Lincoln | Web Developer Network. (n.d.). *Rockford Infant Developmental Evaluation Scales*. Buros Center for Testing. Retrieved April 12, 2023, from <https://marketplace.unl.edu/buros/rockford-infant-developmental-evaluation-scales.html>

University of Wisconsin Department of Psychiatry. (n.d.). *The Brief Parent-Child Early Relational Assessment*. BERA. Retrieved April 12, 2023, from <https://bera.psychiatry.wisc.edu/index.php/about-bera/>

Williams Hodson, B. (n.d.). *HAPP-3: Hodson Assessment of Phonological Patterns-Third Edition*. PRO-ED. Retrieved April 12, 2023, from <https://www.proedinc.com/Products/11550/happ3-hodson-assessment-of-phonological-patternsthird-edition.aspx>

WPS ®. (n.d.). *(CAAP-2) clinical assessment of articulation and phonology, second edition*. Educational & Psychological Assessments for Clinicians & Educators. Retrieved April 12, 2023, from <https://www.wpspublish.com/caap-2-clinical-assessment-of-articulation-and-phonology-second-edition.html>