TOOL	USE	AGES	STANDARDIZED	STANDARD DEVIATION	NORMED	AREAS SCREENED	SOCIAL EMOTIONAL	TIME TO ADMINISTER AND BY WHOM	ELIGIBILITY	BI-LINGUAL	POSITIVES	NEGATIVES	SOURCE
BAYLEY Scales of Infant Development	The Bayley Scales of Infant Development (BSID) is intended to identify infants and young children at risk of developmental delay who should be evaluated further. Developmental abilities are grouped to include a Mental Scale, a Motor Scale, and an Infant Behavior Record.	Birth to 42 months old	Y		Y	The Screener focuses on the cognitive, language, and motor domains. The motor subtest may be useful with premature and other high-risk infants.	Has a seperate SE protocol book	Takes approximately 25-60 minutes to administer DEPENDING ON AGE, Direct With Child.	Y	N	1. Documented, sound, psychometric properties 2. Standardized Score 3. Accurate results for older children	1. An assessment that aligns better with goals for early childhood interventions is needed. 2. When using the measure, investigators should distinguish between verbal and nonverbal items. 3. A shortened version is in development for use in large-scale national surveys, but concern was expressed that content and construct validity may be sacrificed for reliability, predictive validity, and ease of administration.	http://www.pearsonclinical.com/childhood/products/100000123/bayley-scales-of-infant-and-toddler-development-third-edition-bayley-iii.html http://ectacenter.org/~pdfs/pubs/screening.pdf
VINELAND Adaptive Behavior Scales	This assessment provides critical data for the diagnosis or evaluation of a wide range of disabilities, including mental retardation, developmental delays, functional skills impairment, and speech/language impairment. Vineland has also been proven to be an accurate resource for predicting autism and Asperger syndrome, among other differential diagnoses.	Birth to 18 years			Y	Designed to assess disabled and non-disabled persons in their personal and social functioning. subtests in communication, daily living skills, socialization, and motor skills.		There are three versions of this scale and the administration time is the following: Interview Edition (297 items) 20-60 minutes, Expanded Form (577 items) 60-90 minutes; Classroom Edition (244 items) 20 minutes			1. Interprets well for Spanish speaking families 2. Quick to administer	1. Parent report- can be influenced 2. Requires more training 3. Inaccurate standard score delay determination 4. Not fine tuned 5. Does not qualify well	http://ectacenter.org/~pdfs/eco/osep_report_appc.pdf
E-LAP- Early Learning Accomplishment Profile	The E-LAP is a criterion-referenced screening tool for infants and toddlers. It is considered a source of information about the young child's functioning and should be used to identify young children who need a referral for a developmental assessment through Early Intervention. Was originally used to assess developmental level of children with special needs, although now can be used with any infant and toddler (with or without disabilities).	birth - 36 months	Y			Five principle developmental domains: motor (gross, fine), self-help (adaptive), language (communication), cognitive, and social emotional functioning.	Y	12-15 minutes to administer, Direct with child		Y	1. Bi-lingual 2. Parent informed 3. Quick to administer	1. Not comprehensive 2. Needs more clear questions 3. Results for 6 + months	http://ectacenter.org/~pdfs/eco/osep_report_appc.pdf
Ages and Stages: Social-Emotional, 2nd Edition (ASQ:SE 2)	The Ages & Stages Questionnaire (ASQ) system is designed to be implemented in a range of settings & can easily be tailored to fit the needs of many families. Clear drawings & simple directions help parents indicate children's skills in language, personal-social, fine & gross motor, & problem solving. The ASQ involves separate copy-able forms of 30 items for each age range (tied to well-child visit schedule).	1–72 months				self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people		A questionnaire takes 10–15 minutes to complete and 1–3 minutes to score. Parents/caregivers complete the questionnaires; professionals, paraprofessionals, or clerical staff score them.		Y	1. Cost-effective 2.Reproducible 3.Can be used alone or with ASQ-3		http://agesandstages.com/products-services/asqse-2/
Battelle Developmental Inventory (BDI)	The BDI was initially developed by a team of investigators who were charged by the federal government with the task of evaluating the impact of the Handicapped Children's Early Education Program. The BDI is a comprehensive instrument that tests key developmental skills in children.	Birth to 8 years of age.	S			•Language/Communication • Social/Emotional • Movement/Physical • Adaptive • Cognitive	Y	Individual administration • The complete BDI contains 341 items • Takes approximately 1 to 2 hours to administer the complete BDI			1. The BDI can be administered to children with various handicapping conditions by using modifications.		http://ectacenter.org/~pdfs/eco/osep_report_appc.pdf
Brigance Screens, 2nd edition (Brigance-II): Infant & Toddler, Early Preschool; Preschool-II; K & 1 forms.	Nine different forms are available to accommodate different age groups (birth – 23 months; 24-30 months; 3 and 4 year olds; kindergarten and first graders). The re-design of the test incorporates both criterion-referenced and norm referenced elements. The Early Preschool and Preschool Screens may be especially useful for children in Early Head Start and Head Start Programs. The Brigance-II is also intended to identify children who are gifted and talented.	Birth - 90 months	S			Gross motor, fine motor, self-help, social-emotional, receptive and expressive language, visual-graph motor, articulation & fluency, quantitative concepts, prereading skills, and ability to give personal information as appropriate for child's age.		15-20 minutes to administer, Parent Report for Infant and Toddler Form; others Direct With Child		Y			http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf
Assessment, Evaluation, and Programming System (AEPS)	Curriculum-based assessment for program development and program planning.	Birth to 6 years old				• Social/Emotional • Movement/Physical • Adaptive • Cognitive		• Administered by interventionists, teachers, specialists, and caregivers • Composed of developmental charts that monitor progress while in the program. One form is for children birth to 3 years old and another form is for children 3 to 6 years old			1. Can be used as an evaluation for children who have disabilities or are at risk for developmental delays. Also can be used to assess adaptive behavior.		http://ectacenter.org/~pdfs/eco/osep_report_appc.pdf
Developmental Assessment of Young Children (DAYC)	This norm-referenced screening and assessment tool is designed to meet Individuals with Disabilities Education Act/Early Intervention Program requirements to address the five developmental domains. It focuses on developmental delays and atypical development as well as on developmental strengths	Birth - 71 months			Y	There are five subtests: Physical Development, Adaptive Behavior, Cognition, Communication, and Social-Emotional skills.		Approximately 20 minutes to administer the full screening; however, specific subtests may be used based on impressions of the child's strengths and needs, Direct With Child and Parent Report especially if used with infants		Can be used with non-English speaking families through a translator.			http://www.childrenshealthfund.org/sites/default/files/dev-and-mental-health-primary-care-screening-tools.pdf