This bibliography, intended for families, lists 65 resources on assessing children for the presence of a disability. Resources are intended to ensure that all members of the Individualized Education Program team, including parents, have an appropriate base of information. Resources were published from 1983 through 1994 and are grouped into the following categories: (1) materials for consumers; (2) textbooks; (3) resources providing reviews and critiques of specific tests; (4) selected resources on curriculum-based assessment; (5) selected resources on dynamic assessment; (6) selected resources on task analysis; (7) selected resources on assessment of specific disabilities or specific skill areas (attention deficit disorder, behavior, hearing or visual impairments, intelligence, language, learning/reading disabilities, mental retardation, nonverbal individuals, and physical/multiple disabilities); and (8) selected resources on assessment of minority students. A list of publishers with addresses and telephone numbers completes the bibliography. (DB)
Bibliography for Families: Assessing Children for the Presence of a Disability

This bibliography is meant to provide families with resources of information on assessment of school-aged children. It has been developed as a companion piece to the 1994 Newsl Dilgest called Assessing Children for the Presence of a Disability. An additional bibliography, designed specifically for schools, is also available upon request. If you would like either of these publications, please contact NICHCY, and we would be pleased to send them to you.

The books and articles listed below may be useful to a family whose child is being or has been assessed within the school system for the presence of a disability and, thus, for eligibility for special education and related services. Being knowledgeable about the evaluation process equips parents to advocate for a thorough, appropriate, and well-conducted evaluation of their child and also assists them in making sense of the results. These results provide all members of the IEP team — including parents — with a base of information upon which to develop an appropriate Individualized Educational Program (IEP) for the child.

This bibliography is by no means exhaustive. You may identify additional resources by:

- looking in the bibliography/reference sections of any of the materials listed below;
- contacting organizations that address issues related to assessment, such as the American Psychological Association;
- contacting organizations that address issues related to specific disabilities (such as the Arc or the Learning Disabilities Association), as these organizations may be able to provide guidance about how a specific disability might be assessed; and
- checking to see what resources are available at any universities or colleges near your town.

To help you obtain the materials listed in this bibliography, the names, addresses, and telephone numbers of publishers are provided (in alphabetical order) at the end of this document. It’s a good idea to contact the publisher and find out the latest payment and ordering procedures. These addresses and telephone numbers are, of course, subject to change without notice, as is the availability of the resources listed here.

Materials for Consumers


Textbooks

(Although the resources listed below are generally intended for special education professionals in training or in practice, they nonetheless provide excellent overviews of the issues associated with assessing children with special needs.)


Resources Providing Reviews and Critiques of Specific Tests

(These resources would allow you to learn more about the properties of specific tests - how reliable they are, how valid they are considered to be, what populations they are most appropriate for, the norm groups used, and so on. Discussions may be quite technical at times.)


Selected Resources on Curriculum-based Assessment


Selected Resources on Dynamic Assessment


Selected Resources on Task Analysis


Selected Resources on Assessment of Specific Disabilities or Specific Skill Areas

Attention Deficit Disorder


Behavior


Hearing or Visual Impairments


Intelligence


Language

Learning/Reading Disabilities

Mental Retardation

Nonverbal Individuals

Physical/Multiple Disabilities

Selected Resources on Assessment of Minority Students

LIST OF PUBLISHERS

Allyn and Bacon, Order Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.
American Association on Mental Retardation, Publications Center, P.O. Box 25, Annapolis Junction, MD 20701-0025. Telephone: (301) 604-1340.
Auburn House: Contact Greenwood Publishing Group, 88 Post Road W., Box 5007, Westport, CT 06881. Telephone: 1-800-225-5800; (203) 226-3571.
Council for Exceptional Children, Attention: Department K3092, 1920 Association Drive, Reston, VA 22091. Telephone: (703) 620-3660.
Guilford Press, 72 Spring Street, New York, NY 10012. Telephone: 1-800-365-7006.
NICHCY Bibliographies are published several times a year; single copies are provided free of charge. In addition, NICHCY disseminates other materials and can respond to individual requests for information. All services and publications are free. For further information and assistance, or to receive a NICHCY Publications List, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TT) and (202) 884-8200 (Voice/TT).

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