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ABSTRACT

This booklet is designed to be used in developing a system of indicators of educational outcomes for 3-year-old children, including those with disabilities. The document summarizes a conceptual model of educational outcomes, lists specific outcomes for the early childhood level, and matches indicators with each of the outcomes. It then focuses on identifying information sources for each of the 62 indicators listed in the conceptual model. The model addresses eight outcome domains: presence and participation, family involvement/accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. Sample information sources suggested for use in measuring the outcomes include: parent surveys or interviews, local or state poverty rate statistics, surveys of private and community day care programs, local education agency records, and teacher observations. Appendices list instruments for assessing each domain and sources of the instruments. (Contains 12 references.) (JDD)

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ED 381 954

Possible Sources of Data for Early Childhood (Age 3) Indicators

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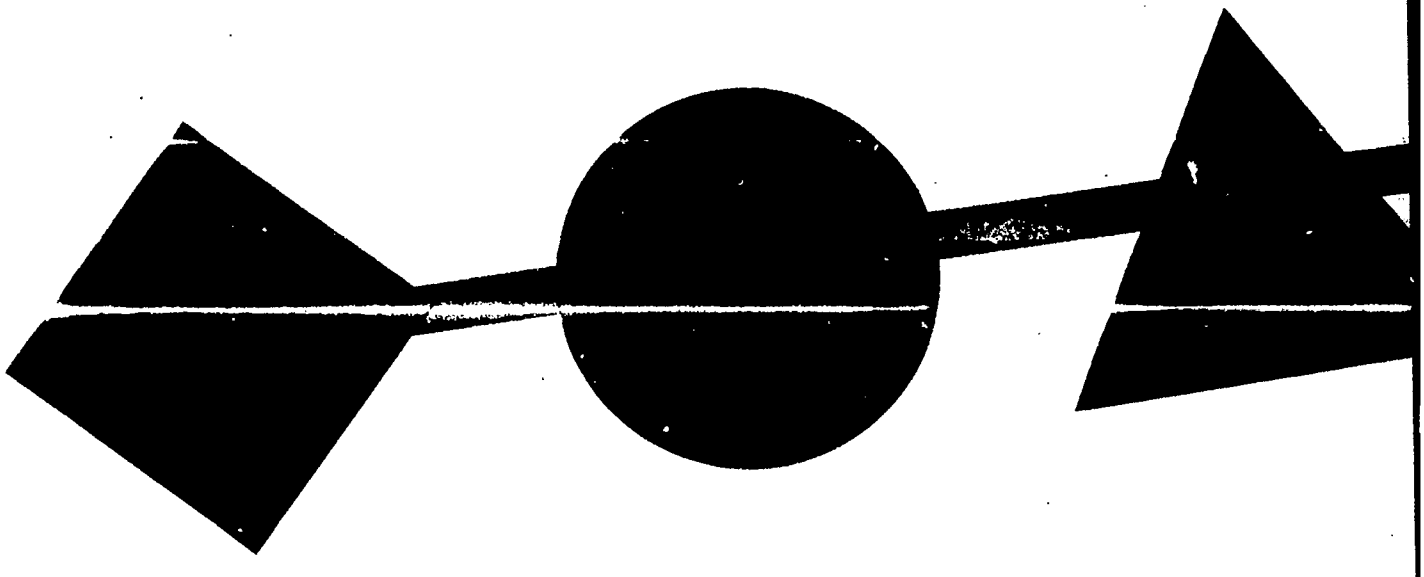

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NATIONAL CENTER ON EDUCATIONAL OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

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November, 1994

Prepared by James E. Ysseldyke, Martha L. Thurlow, and Ronald N. Erickson

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The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Using Outcomes and Indicators

As an educator you can't ignore the public's growing desire to know what the results of education are for all of America's students. But you may be asking yourself "Where do I begin?" The National Center on Educational Outcomes (NCEO) agrees that educational results are important and knows that finding the data to answer questions about results can be difficult. That's why NCEO has been working to help you get the information you need to get started.

After first developing a conceptual model of educational outcomes, NCEO produced the publication *Educational Outcomes and Indicators for Early Childhood (Age 3)*. This document explains the model (see Figure 1, page 2), along with specific outcomes and indicators of those outcomes for this early childhood level.

By using outcomes and indicators like those in NCEO's early childhood model, you can make data-based decisions about your early childhood educational system. You can also have goals that will increase progress toward desired outcomes. But first, you need to identify where you will get the information for each indicator. This easy-to-follow booklet will help you obtain the information you need.

Using This Booklet

In this booklet, which is a companion piece to *Educational Outcomes and Indicators for Early Childhood (Age 3)*, you will find suggestions for possible sources of information for each of the 62 indicators listed in the conceptual model. As Figure 2 (page 3) indicates, each of the eight outcome domains (represented by diamonds) has several outcomes (circles) and indicators (triangles) of those outcomes.

As you read through this booklet, you will find that the information follows the order of outcome domains and outcomes presented in Figure 3 (pages 4 and 5). Indicators and possible sources of information are listed for each outcome (A1 to H3). For example, outcome A1 of Presence and Participation has four indicators: A1a, A1b, A1c, and A1d. Each of these indicators has several sources of information that can be used to get a measure of the degree that children are present and participate in their community.

NCEO wants you, along with state department and school district personnel, to use this booklet as a resource when developing a system to document indicators of educational outcomes for all students, including those with disabilities. Documents listing sources of data are also available for models of educational outcomes and indicators at the early childhood (*Possible Sources of Data for Early Childhood (Age 6)*), school completion (*Possible Sources of Data for School Completion Indicators*) and post-school (*Possible Sources of Data for Post-School Level Indicators*) levels. Additional sources of data will soon be published as companion pieces for *Educational Outcomes and Indicators for Grade 4*, and *Educational Outcomes and Indicators for Grade 8*.

For information on these and other helpful publications, turn to page 29.

As you implement your assessment program, NCEO strongly encourages you to share your results with NCEO staff. By doing so, your experience and information can be shared with state and local early childhood educators. Write or call NCEO, University of Minnesota, 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455, 612-626-1530.

Conceptual Model of Domains and Outcomes

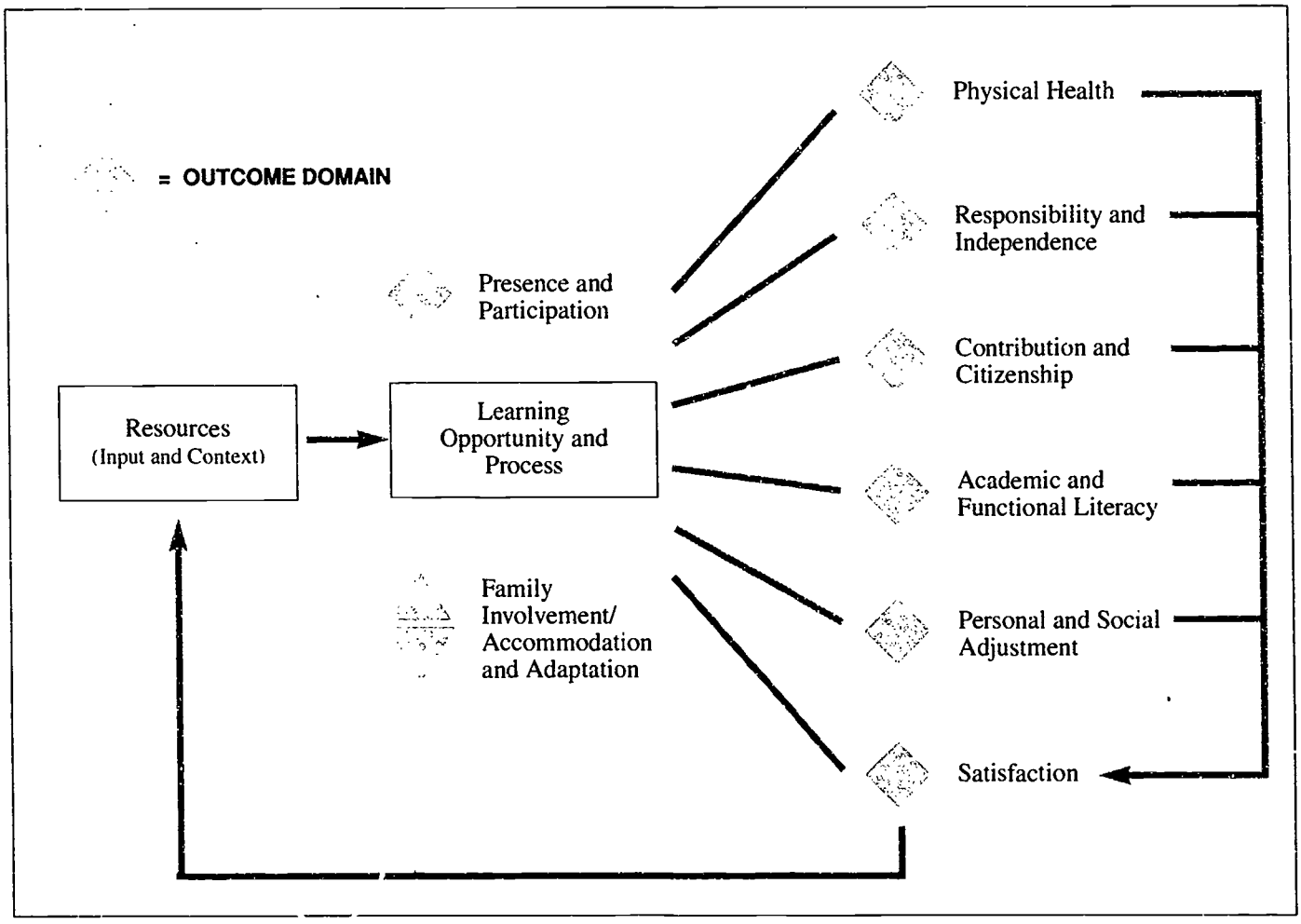


Figure 1. Conceptual Model of Educational Outcomes for Early Childhood (Age 3)

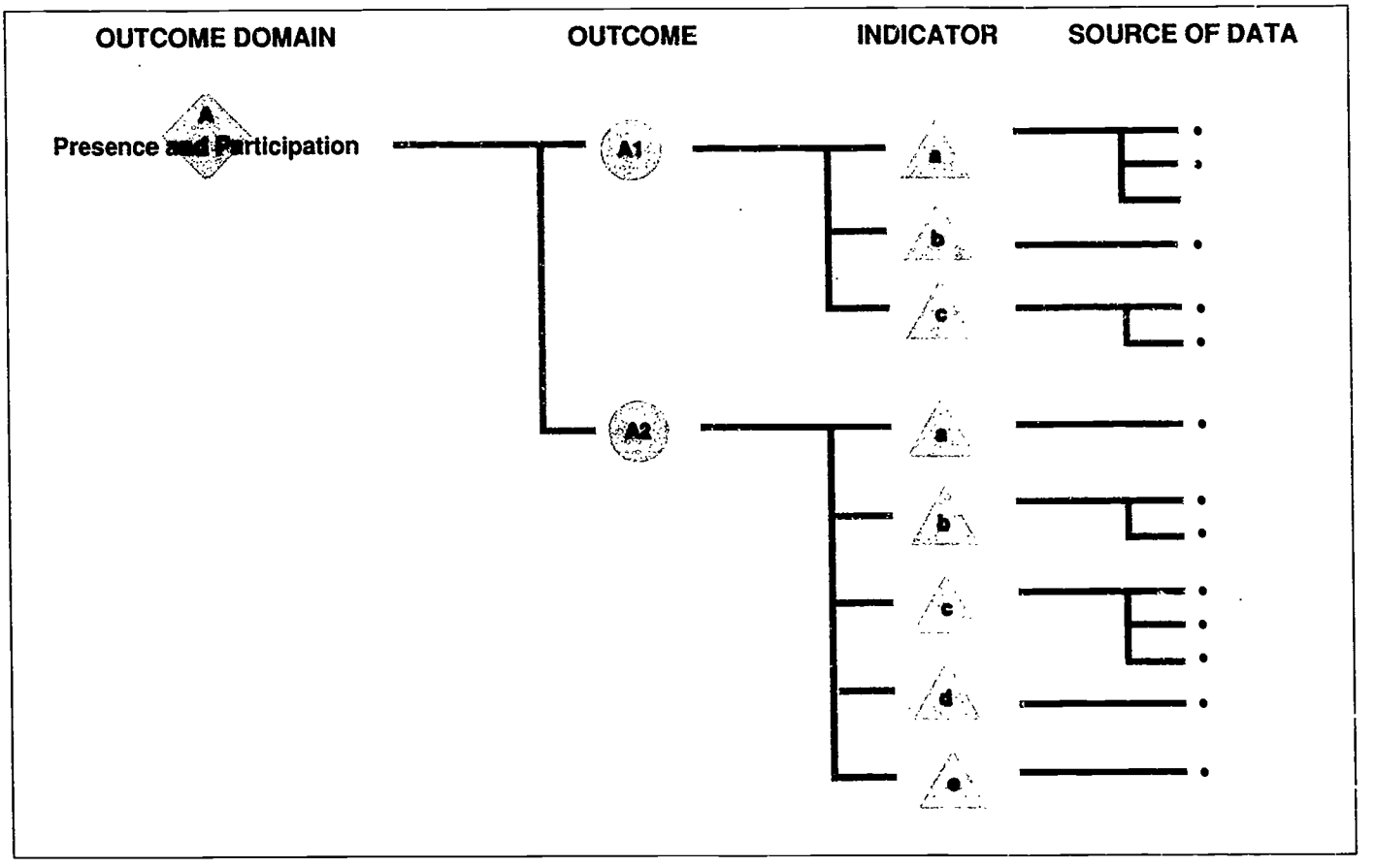


Figure 2. NCEO's Model of Outcomes, Indicators, and Sources of Data

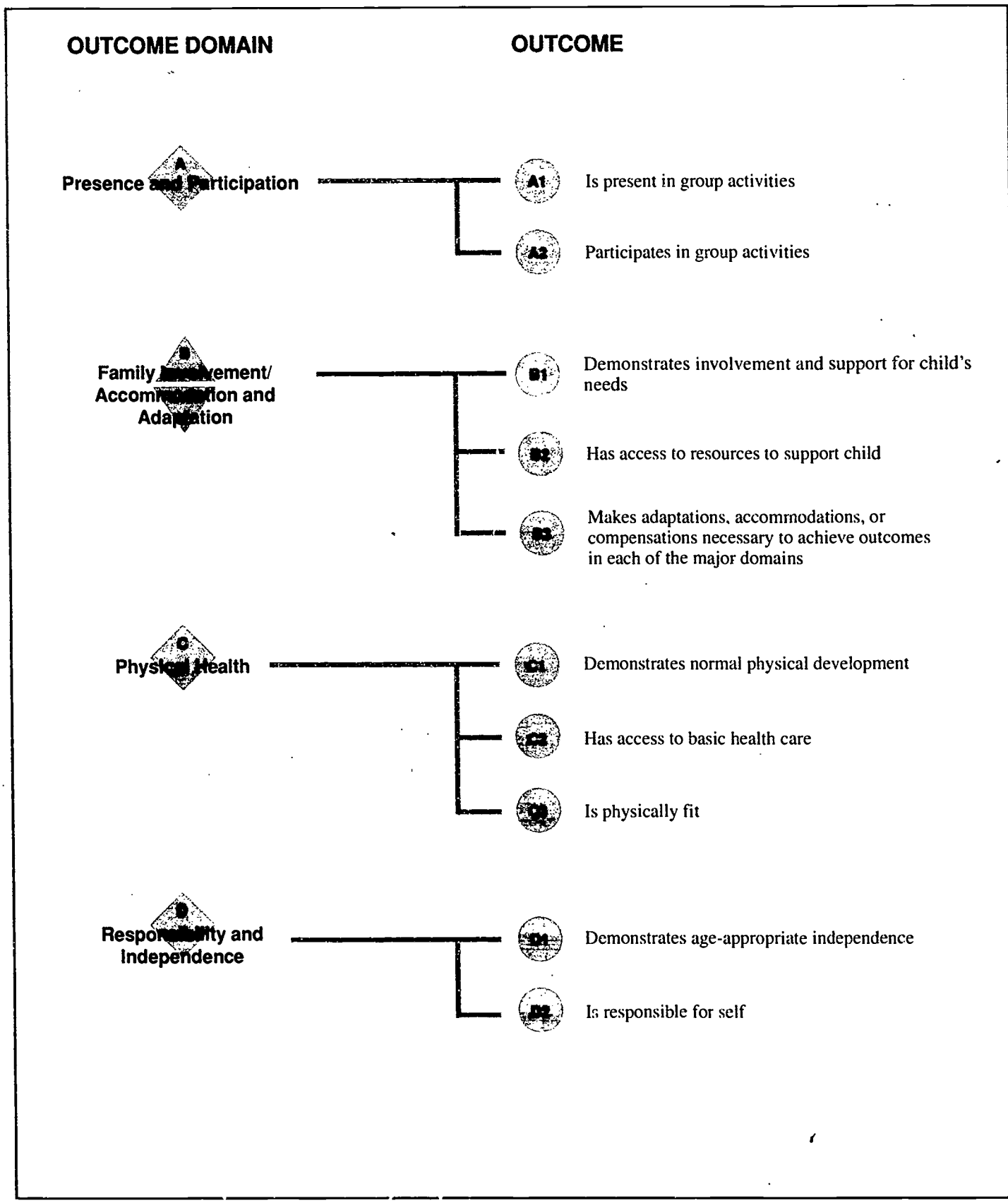


Figure 3. Outcome Domains and Outcomes for Early Childhood (Age 3)

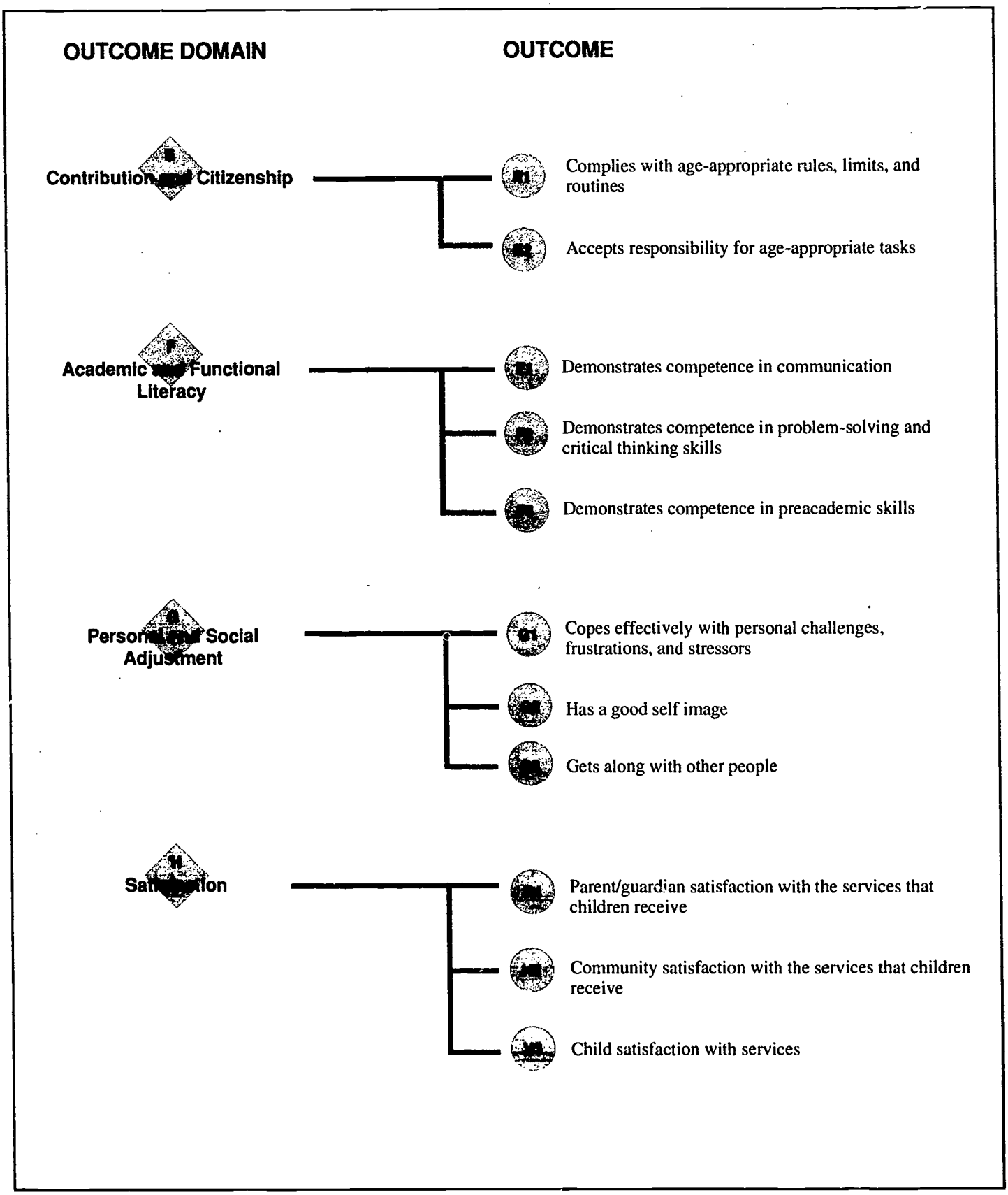


Figure 3., continued

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A1 Is present in group activities

A1a Percent of children enrolled in early care and education programs (differentiated by type of program and enrollment of children with and without disabilities)

- Data from state departments of education for public school programs
- State licensing agency records for private day care facilities, nursery schools, etc.
- Data from the National Association for the Education of Young Children or Early Childhood Institute on Mainstreaming
- Data from the National Center for Education Statistics (for example, *Access to Early Childhood Programs for Children at Risk* or *Profile of Preschool Children's Child Care and Early Education Program Participation*)
- Survey of private and community day care programs

A1b Percent of children excluded or terminated from programs for typically developing children

- Records from state or school districts
- Survey of Early Childhood Special Education programs
- Parent/guardian interviews taken at sites such as county health departments, WIC programs, screening programs

A1c Absenteeism rate from day care, preschool, or other early childhood programs

- Public school program data bases
- Survey of private and community programs
- Parent/guardian interviews

Presence and Participation

A1 Is present in group activities, continued

A1c Percent of children who received early intervention services who no longer need special education services

- Records from state departments of education or human services
- Local education agency records
- State child count data
- State follow-up surveys for early intervention services
- Survey of Early Childhood Special Education programs or Parents As Teachers programs
- Parent/guardian interviews
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Presence and Participation

A2 **Participates in group activities**

A2a **Percent of children who participate in family activities**

- Parent/guardian or family survey or interview

A2b **Percent of children participating in community activities with parents, siblings, or friends**

- Records of city or county recreational programs
- Survey of community organizations and/or park and recreation departments
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

A2c **Percent of children enrolled in early care and education programs who are engaged in ongoing activities within those programs**

- Records from public and private early childhood programs
- Survey of early care and education programs to determine level of participation in ongoing activities
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Family Involvement/ Accommodation and Adaptation

Demonstrates involvement and support for child's needs

Percent of families with appropriate support to meet their child's needs

- Case reviews
- Published satisfaction survey from state education and health agencies
- Parent/guardian survey regarding sources of support
- Professional staff survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Percent of families providing environments supportive of their child's education and learning

- Survey of Parents As Teachers programs
- Professional staff survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Percent of family members who attend or participate in school or community-based programs in which their child is enrolled

- Records of public programs
- Records of parent/teacher organizations
- Program survey
- Parent/guardian survey

Percent of children whose family system positively supports their development

- Items from the National Center for Education Statistics' *National Household Education Survey*
- Parent/guardian survey or interview
- Professional staff survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Family [illegible]vement/ Accommodat[illegible]d Adaptation

Has access to resources to support child

Percent of families knowledgeable about community resources and programs needed by their child

- Records or survey data from parent/family support organizations
- Parent/guardian survey or interview regarding awareness of resources
- Survey of Parents As Teachers and Head Start programs

Percent of families who are connected to appropriate service providers/agencies

- Data from state IDEA Part H coordinators
- Records from state departments of social or family services
- Case reviews
- Parent/guardian survey or interview to measure access to identified resources in the Individualized Family Service Plan

Percent of families with adequate social and economic resources to appropriately parent children

- Data from Children's Defense Fund or other organizations
- Local or state poverty rate statistics
- Parent/guardian survey or interview regarding sources of support

Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children

- Professional staff survey or interview
- Survey of Parents As Teachers programs
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

Family [illegible]vement/ Accommoda[illegible]d Adaptation

Has access to resources to support child, continued

Percent of families living in safe environments (free of community and family violence, and substance abuse)

- Community statistics on crime trends
- Data from state or local child protection services
- State demographic records on high risk indicators
- Data from state departments of health
- Data from home visits
- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Family [illegible]vement/ Accommodat[illegible]d Adaptation

Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains

Percent of children needing adaptive devices or skills who use them to participate in activities in home, school, and community environments

- Data from local education agencies or state divisions of Early Childhood Special Education
- Medicaid/Medicare records
- Case review of goals, methods, and materials section in Individualized Family Service Plans
- Parent/guardian survey or interview regarding need for, access to, and use of adaptive devices
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Physical Health

C2 **Demonstrates normal physical development**

C1a **Percent of children who are in expected range of growth and physical development**

- Data from public school programs, screening clinics, physicians, or hospitals
- Records from county or state departments of health or WIC programs
- Items from the *National Health Interview Survey of Child Health* (Rand Corporation, 1980)

C1b **Percent of children with appropriate nutrition (for example, not obese or undernourished)**

- Data from public school programs, screening clinics, physicians, or hospitals
- Records from county or state departments of health or WIC programs
- Participation rates in free breakfast or lunch programs sponsored with federal or state subsidies

C1c **Percent of children who have been abused or neglected**

- Hospital records
- Reports from state health or social service agencies
- Usage rates of abuse hotline services
- Data from state or local child protection services

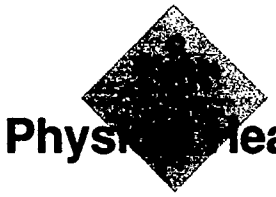
C1d **Percent of children who have been accidentally poisoned or have had serious injuries that require medical attention**

- Hospital or poison control center records showing trends and national comparisons
- Reports from state health or social service agencies
- Hospital emergency records
- Data from state or local child protection services

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION



Physical Health

Has access to basic health care

Percent of children who have received age appropriate immunizations

- Hospital and health care provider records
- Records from child care centers
- School health records
- Reports from state health or social service agencies
- Data from U.S. Department of Health and Human Services, Public Health Services
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who receive health care supervision including education, diagnosis, and treatment services

- Hospital and health care provider records
- Medicaid/Medicare records
- Review of Individualized Family Service Plans for children with disabilities who have chronic illnesses
- Records from state departments of education, health or human services
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who have had a dental exam and appropriate treatment

- Records from public health or dental care providers
- School health records
- Data from state departments of health
- Results from screening summaries
- Survey of local health departments

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Physical Health

Is physically fit

Percent of children who actively engage in developmentally appropriate large motor play activities

- Survey of early childhood care and preschool programs
- Teacher reports of early childhood lessons stressing gross motor playground activities
- Survey of local park and recreation departments regarding participation rates

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D1 Demonstrates age-appropriate independence

D1a Percent of children who initiate and follow through on activities

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D1b Percent of children who separate easily from parents/guardians in familiar and comfortable situations

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D1c Percent of children who can occupy themselves without continuous adult involvement

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D2 **Is responsible for self**

D2a **Percent of children who can feed themselves with limited assistance**

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D2b **Percent of children who use the toilet with limited assistance**

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

D2c **Percent of children who dress themselves with limited assistance**

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

● = OUTCOME

▲ = INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Contributing to Citizenship

● **Complies with age-appropriate rules, limits, and routines**

▲ **Percent of children who participate in simple routines in familiar environments**

- ● Parent/guardian or teacher observations
- ● Parent/guardian or teacher ratings using scales or checklists*

▲ **Percent of children who follow simple rules/limits**

- ● Parent/guardian or teacher observations
- ● Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Contributions to Citizenship

Accepts responsibility for age-appropriate tasks

Percent of children who help with simple tasks in natural environments

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Academic and [illegible]ctional Literacy

Demonstrates competence in communication

Percent of children who comprehend and effectively use verbal and nonverbal communication skills for self-expression and interaction with others

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who follow directions/respond to simple commands

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Academic and [illegible]ctional Literacy

Demonstrates competence in problem-solving and critical thinking skills

Percent of children who demonstrate an understanding of cause and effect

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who begin to participate in problem solving

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who demonstrate curiosity, persistence, and exploratory behavior in play and age-appropriate activities

- Parent/guardian or teacher observations
- Play-based assessment
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Academic and [illegible]tional Literacy

Demonstrates competence in preacademic skills

F3a **Percent of children who demonstrate an interest in books and listening to stories**

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

F3b **Percent of children who demonstrate an understanding of basic relational concepts**

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

F3c **Percent of children who begin to recognize that symbols/objects can be used to represent other objects and events**

- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

F3d **Percent of children who participate in and enjoy the arts**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

● = OUTCOME

▲ = INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

● **Copes effectively with personal challenges, frustrations, and stressors**

▲ **Percent of children who deal with frustration and unfavorable events in age-appropriate ways**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

▲ **Percent of children who differentiate familiar from unfamiliar people, settings, and situations**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Personal and [illegible]al Adjustment

Has a good self image

Percent of children who demonstrate a positive sense of self-worth

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who perceive themselves as competent

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

Percent of children who demonstrate an appropriate range of affection and other emotions

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

Gets along with other people

G3a **Percent of children who initiate and respond to social contacts with other children**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

G3b **Percent of children who engage in extended social interactions with other children**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

G3c **Percent of children who engage in appropriate play with other children including parallel, associative, and emerging cooperative play skills**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

G3d **Percent of children who initiate and respond to social contacts with adults**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

G3e **Percent of children who appropriately express needs to other children and adults**

- Parent/guardian or teacher survey or interview
- Parent/guardian or teacher observations
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

H1 Parent/guardian satisfaction with the services that children receive

H1a Percent of parents/guardians who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs

- Parent/guardian survey or interview

H1b Percent of parents/guardians who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs

- Parent/guardian survey or interview

H1c Percent of parents/guardians who are satisfied with their own level of involvement in educational decision making (differentiated by individual, local, and state)

- Parent/guardian survey or interview
- Parent/guardian or teacher ratings using scales or checklists*

**See Appendix for a full listing of published instruments that may be helpful in collecting pertinent data for this indicator.*

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Community satisfaction with the services that children receive

Percent of providers who are informed of and know how to use early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs
- Provider survey or interview

Percent of providers who are informed of and know how to use early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs
- Provider survey or interview

Percent of providers who are satisfied with their own level of involvement with service-related decision making and delivery of services
- Provider survey or interview

Percent of community (policymakers, members of the business community, general public) who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *child* needs
- Community member survey or interview
- Policymaker survey or interview

Percent of community (policymakers, members of the business community, general public) who understand early childhood services and rate them as effective, efficient, coordinated, and responsive in meeting *family* needs
- Community member survey or interview
- Policymaker survey or interview

= **OUTCOME**

= **INDICATOR**

Satisfaction

● = **POSSIBLE SOURCES OF INFORMATION**

Child satisfaction with services

Percent of children who enjoy their participation in early childhood settings

- Parent/guardian observations or reports
- Teacher observations or reports
- Child interview

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Ysseldyke, J. E., Thurlow, M. L., & Erickson, R. N. (1994e). ***Possible Sources of Data for School Completion Indicators***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993a). ***Educational Outcomes and Indicators for Early Childhood (Age 3)***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993b). ***Educational Outcomes and Indicators for Early Childhood (Age 6)***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993c). ***Educational Outcomes and Indicators for Individuals at the Post-School Level***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Ysseldyke, J. E., Thurlow, M. L., & Gilman, C. J. (1993d). ***Educational Outcomes and Indicators for Students Completing School***. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Appendix

Some of the individuals who suggested possible sources of data also cited assessments that might be helpful in collecting information on the indicators. To help you find available instruments, this appendix lists a variety of published materials that might be used for some of the indicators. Publication information for each assessment begins on page 38.

Please review these materials carefully to determine their usefulness in gathering data. Inclusion of any particular assessment within this appendix does not imply its endorsement by the National Center on Educational Outcomes or its funding agency.

= OUTCOME

= INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Presence and Participation

Instruments for Assessment	a	b	c	d	a	b	c
Early Childhood Environment Rating Scale					■	■	
Social Skills Rating System					■	■	
System to Plan Early Childhood Services				■			

Family Involvement/ Accommodation and Adaptation

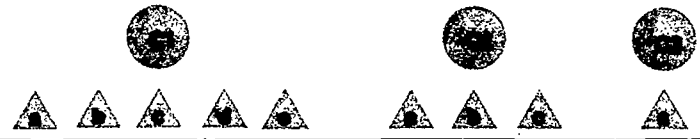
Instruments for Assessment	a	b	c	d	a	b	c	d	e	a
Family Needs Survey	■									
Family Resource Scale	■									
Family Support Scale	■									
Home Observation for the Measurement of the Environment Scale	■	■		■				■	■	
National Survey of Children Educational Aspirations Scale				■						
System to Plan Early Childhood Services										■

= OUTCOME

= INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Physical Health



Instruments for Assessment									
Early Screening Profiles						■			
System to Plan Early Childhood Services							■		

Responsibility and Independence

Instruments for Assessment									
Child Behavior Checklist	■	■				■	■		
Denver Developmental Screening Test-II					■	■	■		
Social Attributes Checklist		■	■						
Temperament Assessment Battery for Children	■	■	■		■	■	■		
Vineland Adaptive Behavior Scales	■	■	■		■	■	■		

= OUTCOME

= INDICATOR

Contribution[illegible] Citizenship

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Instruments for Assessment	●	●	▲
Battelle Developmental Inventory Screening Test	■	■	■
Beginning Milestones	■	■	■
BRIGANCE Diagnostic Inventory of Early Development	■	■	■
Carolina Curricula: Preschoolers with Special Needs	■	■	■
Child's Observation Record		■	
The Developmental Resource	■	■	■
Help for Special Preschoolers Assessment Checklist: Ages 3-6	■	■	■
Learning Accomplishment Profile - Diagnostic Edition	■	■	■
Vineland Adaptive Behavior Scales	■	■	■

= OUTCOME

= INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

Academic and [illegible]ctional Literacy

Instruments for Assessment										
Battelle Developmental Inventory Screening Test	■	■	■	■	■	■	■	■	■	
Beginning Milestones	■	■	■	■	■	■	■	■	■	
Boehm Test of Basic Concepts - Preschool Version							■			
Bracken Basic Concept Scale							■			
BRIGANCE Diagnostic Inventory of Early Development	■	■	■	■	■	■	■	■	■	
Carolina Curricula: Preschoolers with Special Needs	■	■	■	■	■	■	■	■	■	
Child's Observation Record	■	■	■	■	■	■	■	■	■	
The Developmental Resource	■	■	■	■	■	■	■	■	■	
Early Screening Inventory	■	■				■	■			
Help for Special Preschoolers Assessment Checklist: Ages 3-6	■	■	■	■	■	■	■	■	■	
Learning Accomplishment Profile - Diagnostic Edition	■	■	■	■	■	■	■	■	■	
Preschool Language Scales	■	■								
Temperament Assessment Battery for Children					■					
Vineland Adaptive Behavior Scales	■	■	■	■	■	■	■	■	■	
Work Sampling System	■	■	■	■	■					

● = OUTCOME

△ = INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR

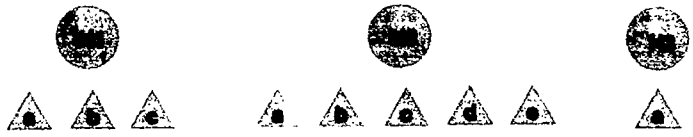
Personal and [illegible]al Adjustment

Instruments for Assessment	△	△	△	△	△	△	△	△	△	△
Battelle Developmental Inventory Screening Test	■	■	■	■	■	■	■	■	■	■
Beginning Milestones	■	■	■	■	■					
BRIGANCE Diagnostic Inventory of Early Development	■	■	■	■	■					
Carolina Curricula: Preschoolers with Special Needs	■	■	■	■	■					
Child's Observation Record						■	■	■	■	■
The Developmental Resource	■	■	■	■	■					
Early Coping Inventory				■	■					
Ecobehavioral Assessment of Social Interaction (EASI)						■	■	■	■	■
Ecobehavioral System for Complex Assessment of Preschool Environments (ESCAPE)						■	■	■	■	■
Help for Special Preschoolers Assessment Checklist	■	■	■	■	■					
Learning Accomplishment Profile - Diagnostic Edition	■	■	■	■	■					
The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children			■	■	■	■	■	■	■	■
Social Attributes Checklist	■	■		■	■	■	■	■	■	■
Social Skills Rating System						■	■	■	■	■
Vineland Adaptive Behavior Scales	■	■			■			■		■

= OUTCOME

= INDICATOR

■ = INSTRUMENT APPLIES TO THIS INDICATOR



Instruments for Assessment

Measuring Individual Participation on the Interdisciplinary Team	■

Battelle Developmental Inventory Screening Test
Year: 1984
Publisher: DLM Teaching Resources (now owned by Riverside Publishing)

Beginning Milestones
Year: 1984
Publisher: DLM

Boehm Test of Basic Concepts - Preschool Version
Year: 1984-86
Publisher: The Psychological Corporation

Bracken Basic Concept Scale
Year: 1984
Publisher: Psychological Corporation

BRIGANCE Diagnostic Inventory of Early Development
Year: 1978
Publisher: Curriculum Associates

Carolina Curricula: Preschoolers with Special Needs
Year: 1990
Publisher: Paul Brookes

Child Behavior Checklist
Year: 1980-88
Publisher: Thomas M. Achenbach

***Child's Observation Record* (COR)**
Year: 1992
Publisher: High/Scope Educational Research Foundation

Denver Developmental Screening Test-II
Year: 1990
Publisher: Denver Developmental Materials

The Developmental Resource
Year: 1979
Publisher: Grune & Stratton

Early Childhood Environment Rating Scale
Year: 1980
Publisher: Teachers College Press

Early Coping Inventory
Year: 1988
Publisher: Scholastic Testing Service

Early Screening Inventory
Year: 1976-87
Publisher: Teachers College Press

Early Screening Profiles
Year: 1990
Publisher: American Guidance Service

Ecobehavioral Assessment of Social Interaction (EASI)
Year: 1994
Available from: Mary McEvoy, Ph.D., University of Minnesota

Ecobehavioral System for Complex Assessment of Preschool Environments (ESCAPE)
Year: 1985
Publisher: Juniper Gardens Children's Project, Bureau of Child Research, University of Kansas

Family Needs Survey
Year: 1988
See: *The Journal of Special Education*, 22(1), 117-127

Family Resource Scale
Year: 1985
Publisher: Western Carolina Center

Family Support Scale
Year: 1984
See: *Journal of individual, Family, and Community Wellness*, 1, 45-52

Help for Special Preschoolers Assessment Checklist: Ages 3-6
Year: 1987
Publisher: VORT Corporation

Home Observation for the Measurement of the Environment (HOME) Scale
Year: 1984
Publisher: University of Arkansas Press

Learning Accomplishment Profile - Diagnostic Edition
Year: 1983
Publisher: Kaplan Press

Rating Individual Participation in Teams
Year: 1981
Available from: *D.B. Bailey, UNC-Chapel Hill*

National Survey of Children Educational Aspirations Scale
Year: 1992
See: *Children & Youth Services Review*, 14(1-2), 119-136

The Pictorial Scale of Perceived Competence and Social Acceptance for Young Children
Year: 1983
Available from: Susan Harter, Ph.D., University of Denver

Preschool Language Scales
Year: 1992
Publisher: Psychological Corporation

Social Attributes Checklist
Year: 1992
Publisher: Clearinghouse on Elementary and Early Childhood Education

SOURCES OF INSTRUMENTS (continued)

Social Skills Rating System
Year: 1990
Publisher: American Guidance Service

System to Plan Early Childhood Services (SPECS)
Year: 1990
Publisher: American Guidance Service

Temperament Assessment Battery for Children
Year: 1988
Publisher: Clinical Psychology

Vineland Adaptive Behavior Scales
Year: 1984
Publisher: American Guidance Service

Work Sampling System
Year: 1992
See: *Meisels, S.J. The Work Sampling System: An overview. Ann Arbor: University of Michigan*

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