

Design Options for Home Visiting Evaluation

DOHVE Compendium of Measurement Tools for MIECHV Grantees

April 2016

Introduction

On March 23, 2010, the President signed into law the Patient Protection and Affordable Care Act of 2010. Through a provision authorizing the creation of the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program, the Act greatly expands federal funding of evidence-based home visiting programs. These programs are designed to improve maternal and child health and development outcomes for children in at-risk communities. The program is jointly administered by the Health Resources and Services Administration (HRSA) and the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services.

Home visiting programs address an array of issues such as maternal and child health, positive parenting practices, school readiness, and prevention of child abuse and neglect. The purpose of the Design Options for Home Visiting Evaluation (DOHVE) project is to provide research and evaluation support for the MIECHV Program. The project is funded by the Administration for Children and Families in collaboration with the Health Resources and Services Administration. The DOHVE project has a number of aims:

- To develop design options for conducting a national evaluation of the new federal home visiting program
- To provide technical assistance to grantees of the new federal home visiting program; providing technical assistance for (a) research and evaluation related to promising programs and (b) benchmarks, data systems, and continuous quality improvement
- To design and pilot at least one tool that home visiting grantees may use to capture relevant benchmarks for which measures have not yet been fully developed or scaled up for widespread use

Purpose

Legislatively mandated requirements¹ state that all programs funded with MIECHV Program funds must collect measurable and quantifiable data for all eligible families enrolled in the program across six benchmark areas. MIECHV Programs must identify information about their

¹ The Supplemental Information Request for the Submission of the Updated State Plan for a State Home Visiting Program full report is available at url: <http://www.hrsa.gov/grants/manage/homevisiting/sir02082011.pdf>

plan to collect, analyze, and report each benchmark area listed above, including measure selection.

The legislatively mandated benchmarks are the following:

- Improved maternal and newborn health
- Prevention of child injuries, child abuse, neglect, or maltreatment, and reduction of emergency department visits
- Improvement in school readiness and achievement
- Reduction in crime or domestic violence
- Improvements in family economic self-sufficiency
- Improvements in the coordination and referrals for other community resources and supports

The intent of this document is to support the MIECHV Program by providing measurement resources relevant to home visiting programs. This compendium of resources was generated by conducting a scan of the literature on home visiting and compiling a list of measurement tools commonly used to assess [maternal](#), [child](#), and [family](#) outcomes in home visiting models. This resource compendium was generated from a list of several resources previously completed for measuring outcomes for prevention programs serving families. The inclusion of an instrument in this document does not constitute an endorsement of the instrument by the authors, the publishers, the DOHVE TA team, HRSA, or ACF. It is the intent of the DOHVE team to continue to update this resource as new measures are identified. The following section delineates the process of selecting resources for inclusion in this compendium of home visiting resources.

Process for Selecting Measures

This section describes the process used in selecting resources for inclusion in the compendium of resources.

Review of Compendia. The first step was to scan the literature of previous compendia related to measurement of outcomes for prevention programs serving families. The numbered compendia were selected for a thorough review.

1- EBHV Compendium

Mathematica Policy and Research and Chapin Hall at the University of Chicago, funded by the Administration for Children, Youth and Families, identified suggested measures for assessing child and family outcomes for the cross-site evaluation of Evidence-Based Home Visitation (EBHV) Grantees.² The report presents the measures by outcome domain and

² Koball, H. et al. (October 2009). *Cross-site evaluation of the Supporting Evidence-Based Home Visiting Grantee Cluster: Evaluation design volume 1*. Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Contract No.: GS-10F-0050L/HHSP233200800065W. Available from Mathematica Policy Research, Princeton, NJ.

(<http://www.mathematica-mpr.com/EarlyChildhood/homebasedchildcare.asp>)

provides a brief description of the measures along with its respective psychometric properties.

2- FRIENDS Compendium of Annotated Tools

The FRIENDS National Resource Center has made available a Compendium of Annotated Tools.³ This compendium represents over 60 commonly used tools used to measure outcomes in prevention programs. The compendium provides a detailed description of each assessment along with scaling, scoring, and psychometric properties when available.

3- Head Start Compendium

*The Resources for Measuring Services and Outcomes in Head Start Programs Serving Infants and Toddlers*⁴ provides a list of resources to help Head Start programs measure outcomes in home based interventions. Each measure listed includes a brief description of the measure, psychometric properties, and publishing information.

4- NSCAW Compendium

The National Survey of Child and Adolescent Well Being (NSCAW)⁵ is a national longitudinal study funded by the Administration for Children and Families that examines children and families who come in contact with the child welfare system. While the study does not investigate a home visiting intervention per se, the study sample comprises those at risk of child maltreatment and targets similar outcome domains as those often measured across home visiting interventions.

5- Center for Disease Control and Prevention (CDC) Compendium

CDC's *Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools*⁶ presents assessment tools used to measure self-reported incidences and prevalence of intimate partner violence victimization and perpetration. The 20 plus measures included in the compendium have demonstrated reliability and validity.

³ The FRIENDS Compendium of Annotated Tools can be viewed at <http://www.friendsnrc.org>.

⁴ Kisker, E. et al. (2004). *Resources for measuring services and outcomes in Head Start Programs serving infants and toddlers*. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (http://www.acf.hhs.gov/programs/opre/ehs/ehs_resrch/index.html)

⁵ U.S. Department of Health and Human Services, Administration for Children, Youth and Families (November 2001). *National survey of child and adolescent well-being: One year in foster care report*. Washington, D.C. (http://www.acf.hhs.gov/programs/opre/abuse_neglect/nscaw/reports/nscaw_oyfc/oyfc_report.pdf)

⁶ Thompson, M. P., Basile, K. C., Hertz, M. F., and Sitterle D. (2006). *Measuring intimate partner violence victimization and perpetration: A compendium of assessment tools*. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. (<http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf>)

6- HIPPY Compendium

*The Commonly Used Assessments and Screening Instruments*⁷ was developed for the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. The document lists commonly used assessments by domain and provides a description of each instrument along with strengths, limitations, and publishing information.

7- JBA Compendium

James Bell Associates (JBA) compiled a resource of commonly used measures to assess child, parent, and family outcomes across Early Head Start/Child Welfare service programs.⁸ The summary document lists commonly used measures across outcome domains along with respective scoring and administration information and psychometric properties.

8- LONGSCAN Compendium

LONGSCAN is a consortium of research projects centered on the study of child maltreatment, each sharing common assessments measures, similar data collection methods and schedules, and pooled analyses. This compendium consists of four measurement manuals, each describing measures administered along with their respective psychometric properties and descriptive data. For the purposes of this document, the LONGSCAN Measures Manual Volume 1⁹ was reviewed due to its focused on early childhood.

Process of Inclusion/Exclusion. During the review process, it was clear that many of the measures overlapped across compendia, indicating more widespread use across prevention programs serving families. In some cases, insufficient information was made available on a measure. Attempts were made to gain information on the measure through other sources. If however a measure lacked sufficient description, it was not included in this compendium. After compiling measures across compendia, eliminating duplicates, and excluding those that lacked sufficient information, 157 measures were included in this resource compendium document.

For each measure, a basic set of information was collected to provide a general description of the measure, including intended use, administration type, number of items, and scale/subscale information when available. Whenever possible, a web address providing further information and/or ordering information on the assessment was made available. Measurement tools were

⁷ Black, M. and Powell, D. (February 2004). *The commonly used assessments and screening instruments*. HIPPY USA. The full report can be accessed at the following url:

http://floridahippy.fmhi.usf.edu/grant/Instruments_FinalRevision_206.doc

⁸ James Bell Associates, Inc. (March 2005). *Summary of selected child, parent, and family instruments: Early Head Start/child welfare service initiatives*. The document can be access at the following url:

<http://www.jbassoc.com/reports/documents/ehs%20assessment%20instrument%20summary.pdf>

⁹ Hunter, W. M., Cox, C. E., Teagle, S., Johnson, R. M., Mathew, R., Knight, E. D., and Leeb, R.T. (2003). *Measures for assessment of functioning and outcomes in longitudinal research on child abuse. Volume 1: Early childhood*.

Accessible at the LONGSCAN web site (<http://www.iprc.unc.edu/longscan/>)

classified according to domains grouped by Family, Caregiver, and Child. In many cases, it was possible to fit a measure under multiple domains and/or subdomains. Measurement tools were classified according to the primary domain giving heavy consideration to the intent of the measure.

Given the vast array of measurement tools, this document is not intended to be exhaustive or cover the span of possible measures across domains. Rather, it should be viewed as a resource to provide possible measures commonly used to assess outcomes typical to home visiting programs and to supplement existing information in the field. The DOHVE team will periodically update the compendium of measurement resources as time and resources allow. If an organization is aware of a measure that it believes should be included in this compendium, a request to the DOHVE team for consideration may be submitted.

DOHVE Compendium of Measurement Tools for MIECHV Grantees

The following is a list of domains and respective measurement tools derived from various compendia. While measurement tools are listed according to the domain that best fits the intended use of the tool, some tools may fit under multiple domains. This list is not exhaustive. Web links are provided to obtain additional information about the assessments, some of which are links to publisher websites. These links are not an endorsement of the publishers, but a resource to obtain additional information.

| DOMAIN | SUB-DOMAIN | MEASURE | DESCRIPTION |
|--------------------|-------------------|--|--|
| FAMILY | | | |
| Family Functioning | Family well-being | Family Assessment Form ² | Standardized observational measure completed by the home visitor; looks at family strengths and needs across 6 domains of family functioning; 6 scales: Living Conditions, Financial Conditions, Interactions between Adult Caregivers, Interactions between Caregivers and Children, Support Available to the Family, and Developmental Stimulation Available to the Children (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Family well-being | Protective Factors Survey ² | Combined observational and self-report measures completed by both the caregiver and the home visitor; 20-items non-standardized assessment; 5 scales: Family Functioning/Resiliency, Social Support, Concrete Support, Child Development/Parenting Knowledge, and Nurturing and Attachment (http://www.friendsnrc.org/protective-factors-survey) |
| | Family well-being | North Carolina Family Assessment Scale- General ^{2,7} | Standardized observation measure completed by home visitors to assess family functioning across 8 domains (http://www.nfpn.org/images/stories/files/ncfas-r_scale_defs.pdf) |
| | Family well-being | Measure of Family Well-Being ² | Combined observational and self-report measure completed by both the caregiver and the home visitor as a comprehensive measure of family well-being across various domains (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Family well-being | Family Environment Scale ² | 90-item standardized self-report measure completed by the caregiver; 10 scales: Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active-Recreational Orientation, Moral-religious Emphasis, Organization, and Control (http://www.mindgarden.com/products/fescs.htm) |
| | Family well-being | Life Skills Progression Instrument (LSP) | Describes and tracks individual parent and infant/toddler progress using 43 individualized items of life skills that reflect the array of basic skills needed to live and parent well; 5 scales: Relationships, Education, Mental Health/Substance Abuse and Other Risks, Basic Essentials, and Infant/Toddler Development (http://www.brookespublishing.com/store/books/wollesen-8302/) |
| | Family strengths | Family Functioning Style Scale ² | 26-item standardized self-report measure assessing family strengths and capabilities; 5 subscales: Interactional Patterns, Family Values, Coping Strategies, Family Commitment, and Resource Mobilization (http://www.wbpress.com) |
| | Family needs | Family Resource Scale ^{2,7} | 31-item standardized self-report measure that identifies family resource needs; modified version for adolescent mothers available (www.brooklinebooks.com) |

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| | Family needs | Support Functioning Scale | 20-item self-report measure assessing caregiver need for different types of help and assistance (12-item short form available) (www.wbpress.com) |
| | Family self-sufficiency | Missouri Results Oriented Management and Accountability Family Self Sufficiency Scale | Semi-structured interview format used to assess the progress of families in attaining economic, emotional, and social self-sufficiency; measures family status on 12 factors that affect self-sufficiency, including educational attainment, academic skills, income, employment, access to health insurance, physical health, presence of mental health or substance abuse issues, adequacy of housing, adequacy of food resources, access to child care, transportation, and psychosocial and environmental stressors (http://www.roma1.org/web/module/tr/submit/true/interior.html?dstate=MO) |
| | Family cohesion and flexibility | Family Adaptability and Cohesion Evaluation Scales –IV² | 42-item self-report measure assessing cohesion and adaptability; 6 scales: Balanced Cohesion, Balanced Flexibility, Disengaged and Enmeshed, Rigid and Chaotic, Family Communication, and Family Satisfaction (http://www.facesiv.com/pdf/3.innovations.pdf) |
| | Family coping behaviors | Family Crisis Oriented Personal Scales² | 30-items standardized self-report measure to assess coping strategies used by families in times of adversity; 5 factors: Social Support, Reframing, Seeking Spiritual Support, Mobilizing to Acquire and Accept Help, and Passive Appraisal (http://www.familybehavior.com/favorite_links_3.html) |
| | Family functioning with chronic illness | Coping Health Inventory for Parents² | 45-item standardized self-report measure assessing caregiver perceptions of how he/she is managing family life with a child with chronic illness; 3 subscales: Maintaining Family Integration, Cooperation, and an Optimistic Definition of the Situation; Maintaining Social Support, Self-Esteem, and Psychological Stability; and Understanding the Medical Situation through communication with other parents and consultation with medical staff (http://chipts.cch.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_chip.htm) |
| | Family support | Family Support Scale² | 31-item standardized self-report measure assessing adequacy of family resources; the scale covers such resources as food, shelter, financial resources, transportation, health care, time to be with family, child care, and time for self (http://www.tinyurl.com/familysupport) |
| | Intra-family stress | Index of Family Relations² | 25-item standardized self-report measure assessing severity of family relationship problems (http://www.walmyr.com/index.html) |
| | Family functioning | Family Development Matrix³ | A tool to help the caseworker or family support or advocate worker with case management to measure his/her ability in assisting the progress of the families served; looks at family functioning across 12 indicators (http://php.csUMB.edu/community/matrix/familymatrix.htm) |
| CAREGIVER | | | |
| Caregiver Physical Health | Physical and mental health | Short-Form Health Survey (SF-36)/(SF-12)⁴ | Health survey available in 2 short forms: 12-item SF-12 and 36-item SF-36; both self-report assessments consist of 2 scales: Physical Component and Mental Component (http://www.sf-36.org/tools/sf12.shtml) (http://www.rand.org/health/surveys_tools/mos/mos_core_36item.html) |

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| | Overall health: physical, mental, substance use, risk/protective involvement | Global Appraisal of Individual Need³ | Structured interview or self-report administration; measures the recency, breadth, and frequency of problems and service utilization related to substance use, physical health, risk/protective involvement, mental health, and environmental and vocational situation; available in full version or shorter screening version (http://www.chestnut.org/li/gain/) |
| | Perceived quality of life | World Health Organization Quality of Life-BRIEF | 26-item self-report perceived quality of life assessment across 4 domains: Physical Health, Psychological Health, Social Relationships, and Environment (http://www.who.int/substance_abuse/research_tools/whogolbref/en/) |
| | Maternal health | Maternal and Infant Health Assessment | 73-item self-report measure of maternal health status; health behavior; knowledge; and experiences before, during, and shortly after pregnancy (http://www.cdph.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment(MIHA)survey.aspx) |
| | Family, caregiver, and child health | National Health Interview Surveys | Multiple interview surveys available across multiple indicators, including health insurance coverage, general health status, and injury/poisoning episodes (http://www.ihis.us/ihis/surveys.shtml) |
| Domestic Violence | Partner violence | Conflict Tactics Scale – Revised² | 78-item non-standardized; administered as either self-report or observational measure to assesses domestic violence, specific to partner relationship; 3 subscales: Physical Aggression, Psychological Aggression, and Sexual Coercion (http://www.wpspublish.com) (http://www.fasttrackproject.org/techrept/c/cft/cft9tech.pdf) |
| | Partner violence | Abusive Behavior Inventory⁵ | 30-item scale completed by male batterer that measures the frequency of perpetration of physical and psychological abusive behaviors (http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf) |
| | Partner violence | Abuse Assessment Screen | 5-question screen involving open-ended questions to assess intimate partner violence (http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4002190/figure/F5/) |
| | Partner violence | Hurt, Insulted, Threatened with Harm and Screamed Domestic Violence Screening Tool | 5-question assessment asking how often a partner hurt you, insults you, threatens you, and screams at you to form the acronym HITS (https://www.baylorhealth.com/PhysiciansLocations/Dallas/SpecialtiesServices/EmergencyCare/Documents/BUMCD-262_2010_HITS%20survey.pdf) |
| | Partner violence | Domestic Violence Screening for Pediatric Settings | 6-item screen to identify patients experiencing domestic violence during well-child pediatric visits (pg. 35 http://www.cdc.gov/violenceprevention/pdf/ipv/ipvandscreening.pdf) |
| | Partner violence | The Relationship Chart | 4-items asking about problems occurring in the household using a picture scale to rate responses (pg. 60 http://www.cdc.gov/violenceprevention/pdf/ipv/ipvandscreening.pdf) |

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| | Partner violence | Universal Violence Prevention Screening Protocol - Adapted | 6-question screening protocol administered by a clinician or self-report to identify relationship abuse (pg. 69 http://www.cdc.gov/violenceprevention/pdf/ipv/ipvandsvscreening.pdf) |
| | Partner violence | Women Abuse Screening Tool | 8-question screener to identify women who are victims of abuse (http://womanabuse.webcanvas.ca/documents/wast.pdf) |
| | Partner violence | Measure of Wife Abuse ⁵ | 60-item self-report across 4 factors: Physical, Verbal, Psychological, and Sexual Abuse (http://www.cdc.gov/ncipc/dvp/compendium/measuring_ipv_victimization_and_perpetration.htm) |
| | Partner violence | Partner Abuse Scale ⁵ | 2 versions: PAS-non-physical - 25-item self-report assessment of non-physical abuse experienced in intimate relationship; PAS-physical - 25-item self-report assessment of physical abuse experienced in intimate relationship (http://www.cdc.gov/ncipc/dvp/compendium/measuring_ipv_victimization_and_perpetration.htm) |
| | Partner violence | Safe Dates— Physical Violence Victimization ⁵ | Measures intimate partner violence and victimization in adolescent dating relationships (http://www.cdc.gov/ncipc/dvp/compendium/measuring_ipv_victimization_and_perpetration.htm) |
| | Partner violence | Safe Dates – Physical Violence Perpetration ⁵ | 16-item scale that measures intimate partner physical violence or abuse perpetration in adolescent dating relationships (http://www.cdc.gov/ncipc/dvp/compendium/measuring_ipv_victimization_and_perpetration.htm) |
| | Partner violence | Severity of Violence Against Women Scale ⁵ | 46-item self-report assessment measures threat of abuse and actual physical violence in order to assess the type and severity of violence against victims by intimate partners (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Partner violence | Sexual Experiences Survey ⁵ | 11-item self-report measure that assesses sexual aggression and victimization (http://www.amptoons.com/blog/files/koss_SES.pdf) |
| | Partner violence | Composite Abuse Scale ⁵ | 30-item assessment of partner abuse across 4 subscales: Severe Combined Abuse, Emotional Abuse, Physical Abuse, and Harassment (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Partner violence | Index of Psychological Abuse ⁵ | 33-item scale measuring degree of ridicule, harassment, isolation, and control experienced in intimate partner relationship (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Partner violence | Multidimensional Measure of Emotional Abuse ⁵ | 28-item scale that measures restrictive engulfment, hostile withdrawal, denigration, and dominance/intimidation (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Psychological abuse | Profile of Psychological Abuse ⁵ | 21-item self-report measure of psychological abuse; 4 subscales: Jealous Control, Ignore, Ridicule Traits, and Criticize Behavior (www.ssw.umich.edu/about/profiles/saunddan/PSYCabuseProfile.pdf) |

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| | Psychological abuse | Women's Experience with Battering ⁵ | 10-item measure of psychological/emotional victimization (http://www.communitysolutionsva.org/files/E.9-Relationship_Assessment_Tool_Instructions.pdf) |
| | Harassing behavior | Harassment in Abusive Relationships: A Self-Report Scale ⁵ | 45-item self-report measure; 2 scales: OFTEN and DISTRESS scales measure how often a harassing behavior occurs and how distressing the behavior is perceived by the participant (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Obsessive behavior | Obsessive Relational Intrusion Scale ⁵ | 63-item scale that measures 4 types of obsessive relational intrusion behaviors: pursuit, violation, threat, and hyper intimacy; 28-item short-form also available (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Stalking/harassing | Stalking Behavior Checklist ⁵ | 25-item scale that measures a variety of unwanted harassing and pursuit-oriented behaviors (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Stalking/harassing | Unwanted Pursuit Behavior Inventory-Victim ⁵ | 26-item scale that measures the presence, impact, and motivation underlying a range of unwanted pursuit behaviors; completed by the victim (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Stalking/harassing | Unwanted Pursuit Behavior Inventory-Perpetrator ⁵ | 26-item scale that measures the presence, impact, and motivation underlying a range of unwanted pursuit behaviors; completed by the perpetrator (http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf) |
| | Partner violence | Abuse Within Intimate Relationships Scale ⁵ | 26-item scale that measures perpetration of psychological and physical abuse; 5 subscales: Emotional Abuse, Deception, Verbal Abuse, Overt Violence, and Restrictive Violence (www.parinc.com) |
| | Partner violence | Physical Abuse of Partner Scale ⁵ | 25-item scale that measures the magnitude of physical abuse perpetrated against a spouse or partner (walmyr@walmyr.com) |
| Caregiver Mental Health | Depression, anxiety and stress | Depression Anxiety Stress Scales | 42-item standardized self-report measure assessing caregiver mental health; 3 scales: Depression, Anxiety, and Stress (http://www2.psy.unsw.edu.au/groups/dass/order.htm) |
| | Depression | Center for Epidemiological Studies Depression Scale ^{1,2,3,8} | Non-standardized 20-item self-report measure assessing depressive symptoms (http://counsellingresource.com/quizzes/cesd/index.html) |
| | Depression | Beck Depression Inventory – II ^{1,3} | 21-item self-report measure used to screen for severity of depressive symptoms (http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8018-370&Mode=summary) |

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| | Depression | Composite International Diagnostic Inventories- Short Form ^{3,4} | Self-report assessment used to screen for major episodes of depression (http://www.ncbi.nlm.nih.gov/pubmed/9375257) |
| | Depression | Zung Self-Rating Depression Scale | 20-item self-administered survey to quantify the depressed status of a patient (http://healthnet.umassmed.edu/mhealth/ZungSelfRatedDepressionScale.pdf) |
| | Depression | Patient Health Questionnaire-9 | 9-item screener for DSM-IV depression criteria and other leading major depressive symptoms (http://www.phqscreeners.com/) |
| | Postnatal depression | Edinburgh Postnatal Depression Scale ² | 10-item non-standardized self-report measure assessing maternal postnatal/postpartum depression (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Postnatal depression | Postpartum Depression Screening Scale | 35-item Likert-type response scale consisting of 7 domains to identify women who might be suffering from postpartum depression (http://www.wpspublish.com/store/p/2902/postpartum-depression-screening-scale-pdss) |
| | Stress | Difficult Life Circumstances ² | 28-item self-report assessment assessing caregiver perception of severity of chronic or recent acute life stressors and their impact on the parent-child relationship; a component of NCAST Personal Environment Assessment scales (http://www.ncast.org) |
| | Stress | Index of Clinical Stress ² | 25-item standardized self-report measure assessing the degree of respondent perception of personal stress (http://www.walmyr.com/index.html) |
| | Stress | Perceived Stress Scale ² | Available in 4-, 10-, or 14-item version; assesses perceived stress levels (http://www.psy.cmu.edu/~scohen/) |
| | Cumulative life stress/level of risk | Family Stress Checklist ² | 10-item standardized scale administered in interview format; covers a variety of domains, including psychiatric history, criminal and substance abuse history, childhood history of care, emotional functioning, attitudes towards and perception of child, discipline of child, and level of stress in the life of parent (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Caregiver well-being | Health and Well-Being Index ² | 5-item standardized self-report measure assessing respondent's perceived physical and emotional well-being for caregivers raising a child with developmental delays or disabilities (http://www.wbpress.com) |
| | Emotional well-being | Multi-Problem Screening Questionnaire ² | 65-item standardized self-report measure assessing degree of problems across 8 areas: Personal Adjustment, Partner Relationship, Family Adjustment, Work Adjustment, School Adjustment, Social Adjustment, Financial problems, and Play and Leisure (http://www.walmyr.com/index.html) |
| | Emotional well-being | Multi-Problem Screening Inventory ² | 334-item standardized self-report measure assessing degree of problems across 27 subscales (http://www.walmyr.com/index.html) |
| | General mental health | Brief Symptom Inventory ⁸ | Self-report assessment screening for psychological problems in respondents across 9 symptom scales and 3 global indices; screens for specific symptoms as well as intensity (http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAbjsi) |

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| | General mental health | Health Opinion Survey ⁸ | 20-item self-report assessment of general mental health in response to temporary stressors (http://www.iprc.unc.edu/longscan/pages/measures/Baseline/Health%20Opinion%20Survey.pdf) |
| Caregiver Alcohol and Substance Use | Alcohol abuse | CAGE Questionnaire ^{7,8} | 4-item self-report assessment that identifies problems with alcohol (http://pubs.niaaa.nih.gov/publications/assessing%20alcohol/InstrumentPDFs/16_CAGE.pdf) |
| | Alcohol abuse | Michigan Alcohol Screening Test – Revised ^{1,7} | 22-item self-report assessment that identifies problems with lifetime-related problems and alcoholism (http://www.ncadd-sfv.org/symptoms/mast_test.html) |
| | Alcohol abuse | Alcohol Use Disorders Identification Tests ¹ | 10-item self-report measure assessing frequency of excessive drinking behaviors (http://whqlibdoc.who.int/hq/2001/who_msd_msb_01.6a.pdf) |
| | Alcohol and substance abuse | Diagnostic Inventory Schedule - Alcohol and Drug Modules ³ | Interview guided assessment (http://psychservices.psychiatryonline.org/cgi/content/full/57/10/1452) |
| | Substance abuse | Drug Abuse Screening Test ^{1,7} | 20-item self-report measure assessing drug-related problems (http://www.ensuringsolutions.org/usr_doc/DAST.pdf) |
| | Substance abuse | Substance Abuse Subtle Screening Inventory ^{3,7} | Standardized self-report assessment used to identify potential substance dependence disorders; 5 scales: Attitude toward Assessment, Ability to Acknowledge Problems, Defensiveness, Risk of Legal Problems, and Emotional Pain (http://www.sassi.com/) |
| | Substance abuse | Drug Use Screening Inventory – Revised ⁷ | Standardized self-report measure of severity of problems in 10 domains: Substance Abuse, Psychiatric Disorder, Behavior Problems, School Adjustment, Health Status, Work Adjustment, Peer Relations, Social Competency, Family Adjustment, and Leisure/ Recreation; also contains a lie scale and documents drug and alcohol use, preferred substance, and substance with which are reported as the greatest problem; 2 scales: a profile indexing absolute severity of disorder (0 to 100 percent) and a relative problem index ranking the order of severity in the 10 domains (http://pubs.niaaa.nih.gov/publications/assessing%20alcohol/InstrumentPDFs/32_DUSI-R.pdf) |
| Social Support | Social support | Inventory of Socially Supportive Behaviors ² | 40-item standardized self-report measure assessing emotional and tangible support (http://chipts.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_issb.htm) |
| | Social support | Inventory of Social Support ² | Standardized self-report measure to identify both the source and type of support available to respondents (http://www.wbpress.com) |
| | Social support | Network Survey Form ² | Self-administered measure assessing both the amount and quality of various types of formal and informal support; component of NCAST Personal Environment Assessment scales (http://www.ncast.org/p-environment.asp) |

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| | Social relationships | Social Provisions Scale ^{3,8} | 24-item self-report measure to assess the extent to which social relationships provide various dimensions of social support; 6 subscales of social support plus a global score (http://my.ilstu.edu/~jkhahn/psy442/sps.pdf) (http://www.iprc.unc.edu/longscan/pages/measures/Ages5to11/Social%20Provisions%20Scale.pdf) |
| | Community support | Community Life Skills Scale ² | 33-item self-report measure assessing the extent to which respondent uses available community resources and helps identify strengths and needs; a component of NCAST Personal Environment Assessment scales (http://www.ncast.org/contact.asp) |
| Parenting | Parenting attitudes | Adult-Adolescent Parenting Inventory- Revised ^{2,7,8} | 32-item standardized self-report measure assessing caregiver attitudes toward parenting and child rearing; used to identify caregivers at risk for inadequate parenting behaviors; 4 scales: Inappropriate Expectations, Lack of Empathy, Parental Value of Corporal Punishment, and Parent-Child Role Reversal (www.nurturingparenting.com) |
| | Parenting attitudes and expectations | Maternal Developmental Expectation and Childrearing Attitudes Scale ² | Non-standardized self-report measure assessing maternal knowledge of developmental milestones as well as attitudes towards child rearing (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Parenting attitudes | Parent-Child Relationship Inventory ² | 78-item standardized self-report questionnaire assessing caregiver attitudes toward parenting and toward his or her child; 7 scales: Parental Support, Satisfaction with Parenting, Involvement, Communication, Limit Settings, Autonomy, and Role Orientation (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Parenting beliefs | Parental Modernity Scale ^{1,3} | 30-item self-report measure of traditional, authoritarian parental beliefs and progressive, democratic beliefs; 2 scale: Progressive Beliefs and Traditional Beliefs (http://www.gse.uci.edu/childcare/pdf/instrumental_docs/Parental%20Modernity%20Scale%20ID.pdf) |
| | Parenting behavior | HOME Inventory ^{1,2,3,4,7} | Observational measure completed by the home visitor; assesses stimulation and support available to the child in the home environment; 4 versions: Infant/Toddler (birth-3), Early Childhood (3-6), Middle Childhood (6-10), and Early Adolescence (10-15); items and scales vary across versions; short form also available (http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing) |
| | Parenting behavior | Keys to Interactive Parenting Scale ^{2,3} | 12-item non-standardized observational measure of completed by home visitors to assess parenting behaviors (www.ComfortConsults.com/kips) |
| | Parenting styles | Parenting Practices Inventory ³ | 17-item self-report measure assessing parent permissiveness with discipline, the effectiveness of discipline, and the consistency of disciplinary efforts (http://sanford.duke.edu/centers/child/fasttrack/techrept/p/ppi/) |
| | Parenting behavior | Parent Behavior Checklist | 100-item measure of parenting practices of caregivers of children between the ages of 1 and 5 years; 3 empirically derived subscales: Expectations, Discipline, and Nurturing (http://www.childdevelopmentmedia.com/assessment-planning/31626cs.html) |
| | Parenting behavior | Maternal Behavior Rating Scale | Observation measure used specifically for children with developmental problems; Mother-child dyads are instructed to play freely while interactions are videotaped; a trained observer then rates 18 maternal behaviors, including behaviors in the domains of child-orientation, quality of stimulus, and control (http://deepblue.lib.umich.edu/bitstream/2027.42/68322/2/10.1177_027112148600600205.pdf) |

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| | Parenting Environment | Family Map of the Parenting Environment in Early Childhood | Structured interview that allows parents to identify parenting, health, and safety issues in their home environment in a supportive manner; an assessment tool designed to be used with families to improve outcomes for young children 3 to 5 years old and includes 12 sections: Demographics, Routines, School Readiness, Monitoring, Environmental Safety, Family Cohesion, Discipline, Health, Basic Needs, Home and Car Safety, Social Interaction, and End of Visit Observations (http://www.uams.edu/partners/familymap/INDEX.htm) |
| Parenting Stress | Stress in parenting role | Parenting Stress Index ^{2,7} | Standardized self-report measure that identifies parent-child problem areas; Long Form (120-item) and Short Form (36-item); Short Form - 3 scales: Parental Distress, Difficult Child Characteristics, and Dysfunctional Parent-Child Interaction; Long Form – total of 13 scales, 6 child scales: Distractibility, Hyperactivity, Adaptability, Reinforces Parent, Demandingness, Mood, and Acceptability; and 7 parent scales: Competence, Isolation, Attachment, Health, Role Restriction, and Depressing Spouse (www3.parinc.com) |
| Parental Knowledge | Parental knowledge of infant development | Knowledge of Infant Development Inventory ^{1,2} | 75-item non-standardized self-report measure assessing parental knowledge of infant development across 4 general categories: knowledge on infant norms and milestones, principles of infant development, parenting, and health and safety (www.ets.org) |
| Relationship between Caregivers | Relationship satisfaction | Dyadic Adjustment Scale ² | 32-item standardized self-report measure assessing caregivers' relationship; 4 subscales: Dyadic Satisfaction, Consensus, Cohesion, and Affectional Expression (www.mhs.com) |
| | Relationship satisfaction | Enrich Couples Scale ² | 37-item standardized self-report measure of caregiver relationship; 4 scales: Marital Satisfaction, Communication, Conflict Resolution, and Idealistic Distortion (www.prepare-enrich.com) |
| | Relationship satisfaction | Locke-Wallace Marital Adjustment Test ² | Self-report assessment of marital satisfaction (http://quantumchanges.com/couples_basic_questionnaires/Locke-Wallace%20Marital%20Adjustment.pdf) |
| | Relationship quality | Autonomy and Relatedness Inventory ⁸ | 30-item self-report measure assessing strengths and weaknesses of dyadic relationship (http://store.ets.org/store/ets/en_US/pd/productID.39376600) |
| | Father involvement | Role of the Father Questionnaire ⁷ | 15-item self-report measure that assesses extent to which caregivers believe that father involvement is important to child development; 2 versions – infant and pre-school aged (http://copland.udel.edu/~robp/downloads/ROFQ_permissions_and_info.pdf) |
| CHILD | | | |
| Child Physical Health | Child health | Pediatric Quality of Life | 23-item parent or child report that assesses health-related quality of life in healthy and non-healthy children and adolescents ages 5 to 18 across 4 scales: Physical, Emotional, Social, and School Functioning; Infant scales available for infants 1 to 24 months (http://www.pedsql.org/about_pedsql.html) |
| | Child health | National Survey of Early Childhood Health | Standardized interview that assesses child health for children ages 19 to 35 months from the caregiver perspective (http://www.cdc.gov/nchs/data/laits/survey_sech00.pdf) |
| Child Behavior | Problem behavior in children | Eyberg Child Behavior Inventory ^{1,2,3,4} | 36-item standardized self-report measure assessing caregiver report of problem behaviors in children; for children ages 2-16; 2 scales: Problem and Intensity (www.parinc.com) |

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| Problem behavior in children (also assesses social competence) | Child Behavior Checklist (Ages 1¹/2-5) ^{1,2,4, 8} | 112-item standardized self-report measure assessing caregiver report of child problem behavior and social competence; 3 scales: Internalizing Behaviors, Externalizing Behaviors, and Total Problems (**The Language Development Survey can be ordered as a supplement to the Child Behavior Checklist – see language development domain.) (http://www.aseba.org/2007%20Catalog.pdf) |
| Problem behavior | Children's Behavior Rating Scale ² | 20-item non-standardized self-report measure assessing perceptions of child problem behaviors (http://www.walmyr.com/index.html) |
| Problem behavior | Behavior Problem Index ¹ | 28-item parent report measure assessing problem behaviors in children; provides a total summary score, plus 4 subscale scores: Antisocial Behavior, Anxious/Depressed Mood, Hyperactive Behavior, and Peer Conflict/ Socially Withdrawn (http://www.childtrends.org/Files//Child_Trends-1990_11_01_ES_BehaviorProb.pdf) |
| Problem behavior/pro-social behavior | Adaptive Behavior Assessment System for Children-II | Measure of behavioral functioning of children ages birth to 5 years; 2 functional scales: Functional Communication and Social Skills; and 8 clinical scales Aggression, Anxiety, Attention Problems, Atypicality, Depression, Hyperactivity, Somatization, and Withdrawal (http://psychcorp.pearsonassessments.com/hai/Images/pdf/ABAS-II/ABAS_JournalTestReview.pdf) |
| Problem behavior/pro-social behavior | Brief Infant Toddler Social Emotional Assessment ^{1,7} | 60-item standardized self-report; a screening version of longer ITSEA (195 items); screening tool for developmental delays; detects social-emotional behavior problems and competences; for children 12-36 months (ITSEA Project Office at itse@yale.edu) |
| Problem behavior/pro-social behavior | Devereux Early Childhood Assessment ^{3,6} | 37-item observational measure that assesses for behavioral problems and protective factors for children 2-5 years (www.kaplanco.com) |
| Child behavior/executive functions | Behavior Rating Inventory of Executive Function-Preschool Version | 63-item self-report measure assessing child executive functions within the context of his or her everyday environments--both home and preschool; 3 clinical scales: Inhibitory Self-Control, Flexibility, and Emergent Metacognition; and one global scale: Global Executive Composite (http://portal.wpspublish.com/portal/page?_pageid=53.69604&_dad=portal&_schema=PORTAL) |
| Social skills | Social Skills Rating System ^{4,6} | A series of questionnaires that assess social behavior for children 3 to 18 years of age; completed by parents, teachers, and children (grades 3-12) produce scales in Social Skills, Problem Behaviors, and Academic Competence (www.agsnet.com) |
| Temperament | Carey Temperament Scale ^{2,3} | Standardized self-report questionnaire completed by the caregiver; up to 100 items per scale; 5 scales: Early Infant Temperament Questionnaire (EITQ) for infants ages 1 to 4 months; the Revised Infant Temperament Questionnaire (RITQ) for infants ages 4 to 8 months (and applicable, but not normed, for ages 9 to 11 months); the Toddler Temperament Scale (TTS) for children ages 1 to 2 years; the Behavioral Style Questionnaire (BSQ) for children 3 to 12; and Middle Childhood Temperament Questionnaire (MCTQ), for children ages 3 to 12 (www.b-di.com) |

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| Child Development | Language development | Language Development Survey | **A supplement to the Child Behavior Checklist Standardized caregiver report measure assessing children's expressive vocabularies and word combinations, as well as risk factors for language delays; 2 scales: Average Length of Phrase and Vocabulary Score (http://www.aseba.org/forms.html) |
| | Language development | Preschool Language Scale ^{2,4,6} | Standardized direct assessment that identifies language disorders in children ages 2 weeks to 6 years; 2 subscales: Auditory Comprehension and Expressive Communication (www.psychcorp.com) |
| | Language/cognition | Woodcock Johnson III | Standardized self-assessment measuring language proficiency in the four domains of reading, writing, speaking, and listening (http://www.riversidepublishing.com/products/wjmls/details.html) |
| | Language development | MacArthur-Bates Communicative Development Inventories ^{1,3,7} | Parent-report forms for assessing early language and communication skills in infants and young children ages 8 to 30 months (www.brookespublishing.com/cdi) |
| | Language development | Peabody Picture Vocabulary Test-IV ^{3,6,8} | Standardized observational measure assessing expressive and receptive vocabulary in children ages 2 and older (http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700) |
| | Language development | Kaufman Survey of Early Academic and Language Skills ⁶ | Measure of children's (ages 3 to 6) language skills (receptive and expressive), pre-academic skills, and articulation; consists of 3 subtests: Vocabulary; Numbers, Letters and Words; and Articulation Survey (http://www.pearsonassessments.com/pai/ca/RelatedInfo/K-SEALSTechnicalInfo.htm) |
| | Cognitive development | Kaufman Brief Intelligence Test ⁴ | Standardized assessment tool measuring verbal and nonverbal intelligence for children ages 4 and up; comprised of two subsets: Vocabulary (expressive vocabulary and definitions) and Matrices (ability to perceive relationships & complete analogies) (http://portal.wpspublish.com/portal/page?_pageid=53,69521&_dad=portal&_schema=PORTAL) |
| | Cognitive development | Bayley Infant Neuro-developmental Screener ⁴ | Assesses basic brain function, ability to comprehend and express and intellectual processes in children 0-2 years (http://www.pearsonassessments.com/) |
| | Cognitive/physical development | McCarthy Scales of Children's Abilities ⁶ | Assess cognitive development and motor skills of children ages 2 ½ - 8 ½ across 5 scales: Verbal, Quantitative, Perceptual-Performance, Memory, and Motor Scales; parts of this test included in the McCarthy Screening Test used to assess school readiness in the early grades (http://www.healthline.com/galecontent/mccarthy-scales-of-childrens-abilities-msca) |
| | Social/emotional functioning | Vineland Social-Emotional Early Childhood Scales ^{4,6} | 122-item interviewer assisted parent report; assesses social-emotional functioning in children (0-5 years) through structured interviews with caregivers; standardized assessment; 3 scales: Interpersonal Relationships, Play and Leisure Time, and Coping Skills; and provides an overall Social-Emotional Composite Score (http://www.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=paa3600&mode=summary) |

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| | Temperament | Emotionality, Activity and Sociability Temperament Survey for Children ³ | Parent-report measure examining child temperament in 3 domains: Emotionality, Activity, and Sociability for children ages 18 months and up |
| | Social-emotional development | Functional Emotional Assessment Scale ^{3,7} | Observational measure of parent-child interactions to screen for delays and social-emotional development; for children 7-48 months (www.icdl.com) |
| | Social-emotional development | Achenbach System of Empirically-Based Assessment ³ | Standardized multi-report assessment of social-emotional development for children ages 18-60 months; consists of 99 items of the child behavior checklist plus an additional language development survey; data collected from multiple respondents (parents, teachers, child) to capture variations in child functioning from one context to another (www.aseba.org) |
| | Social-emotional development | AIMS: Developmental Indicators of Emotional Health ⁷ | Self-report, observational, and interview format measure that assesses the emotional well-being of young children (ages 0-5) across 4 areas of emotional health: Attachment, Interaction, Mastery (physical, cognitive, linguistic, emotional, social abilities), and Social Support (http://www.developingchild.org/) |
| | Social-emotional development | Infant and Toddler Social Emotional Assessment ^{3,7} | 166-item standardized parent self-report or provider-report form; 17 subscales across 4 domains: Externalizing, Internalizing, Dysregulation, and Compliance; available in a brief form (http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8007-387) |
| | Child development | Assessment, Evaluation, and Programming System (AEPS) Measurement for Birth to Three Years ³ | Observational and caregiver report measure to assess developmental capabilities of children birth to 3 years of age; assesses developmental functioning across 6 domains: Fine Motor, Gross Motor, Adaptive, Cognitive, Social-Communication, and Social Development (www.brookespublishing.com) |
| | Child development | Carolina Curriculum for Infant and Toddlers with Special Needs ³ | Observational measure designed for use with infants from birth to 2 years developmental age who have mild to severe special needs; 6 developmental domains (cognition, communication, social/adaptation, fine motor, and gross motor) divided into 26 teaching areas (or sequences) (www.brookespublishing.com) |

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| | Child development | Developmental Observation Checklist System 3,7 | Self-report measure assessing children birth to 6 years of age with respect to general development, adjustment behavior, and parent stress and support (http://www.proedinc.com/customer/productView.aspx?ID=826) |
| | Child development | Developmental Profiles ³ | 186-item direct observation and/or parent report measure that comprehensively assesses motor, language, personal/self-help, social, and intellectual development for children from birth through 9 years; assesses functional, developmental age level of child (www.wpspublish.com) |
| | Child development | Early Learning Accomplishment Profile ^{3,7} | Standardized observational measure assessing development in 6 domains for children birth to 36 months; appropriate for all children, including those with disabilities (http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17%7CEA1035%7C0&PID=13649) |
| | Child development | Battelle Development Inventory, 2nd Ed. ^{3,4,6,7,8} | Developmental assessment for birth to 8 years; 2 types of assessments: full version and screening test; 96 items in shorter version; results indicate whether advisable to administration of full version; 5 domains of 341 items in full version (http://www.riversidepublishing.com/products/bdi2/scoring.html) |
| | Child development | Bayley Scales of Infant Development ^{2,3,7} | Standardized direct child assessment for children 1 month – 42 months of age; assessed impairment or delays; 3 scales: Mental Scale, Motor Scale, and Behavior Rating Scale (www.psychcorp.com) |
| | Child development | The Brigance Diagnostic Inventory of Early Development ^{3,6} | Criterion-based measure comprised of structured tasks, observations, and interviewing to assess multiple domains of child development for children ages 0-7 years; assesses of 200 skills across 1 domain; 4 versions: Infant Toddler, Early Preschool, Preschool, and K and 1st (http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0) |
| | Child development | Ages and Stages Questionnaires (2nd edition) ^{1, 2, 3, 6, 7} | 30-item standardized caregiver-report measure assessing child development in the first 5 years; 5 domains: Communication, Gross Motor, Fine Motor, Problem-Solving, and Personal-Social (www.brookespublishing.com) |
| | Child development | AGS Early Screening Profile ⁶ | Observational measure that screens the five major developmental areas: cognitive, language, motor, self-help, and social development for children ages 2-6 years (http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa3500&Mode=summary) |
| | Child development | Preschool And Early Childhood Functional Assessment Scale | A measure of functional impairment related to behavioral, emotional, psychological, or psychiatric problems for children ages 3-7 who have not yet entered school full-time; 7 subscales: School/Daycare, Home, Community, Behavior Toward Others, Moods/Emotions, Self-Harmful Behavior, and Thinking/ Communication; two additional subscales to assess the caregiving environment: Material Needs and Family/Social Support (http://www.fasoutcomes.com/Content.aspx?ContentID=13) |
| | Child development | Infant and Toddler Development Assessment ^{3,7} | Multi-phase assessment process consisting of two or more professionals; uses interviews, parent self-report, and direct observation to screen for developmental delays in children ages 0-42 months (http://www.riverpub.com/products/ida/index.html) |

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| | Child development | Denver Developmental Screening ^{1,3,7} | 125-item self-report measure that assesses development in children birth to 6 years; also includes a Pre-screening Development Questionnaire consisting of 91 items from the full version (http://www.denverii.com/DenverII.html) |
| | Child development | Hawaii Early Learning Profile (Help) Checklist ² | Comprehensive non-standardized observational measure assessing development across 6 domains (Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, and Self-Help) in children ages 0-3 (http://www.vort.com/products/151.html) |
| | Child development | Vineland Adaptive Behavior Scale ^{2,4,6} | Assesses personal and social functioning in infants and toddlers through structured interviews with caregivers; standardized; widely used to screen for mental retardation or other handicaps; 4 behavior domains: Communication, Daily Living Skills, Socialization, and Motor Skills (http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Vineland-II) |
| | Child development | Ounce of Prevention Scale ^{3,7} | Observational functional assessment that enables caregivers and families to understand and enhance young children's (birth to 3 years) development, particularly social and emotional development (http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAaOunce) |
| | Child development | Early Coping Inventory ³ | 48-item observation instrument; used for assessing the coping-related behavior of children whose chronological or developmental age is between 4 and 36 months; 3 coping clusters: Sensorimotor Organization, Reactive Behavior, and Self-Initiated Behavior (http://ststesting.com/COPI.html) |
| | Child development | Infant Behavior Questionnaire - Revised | Parent self-report questionnaire for assessing temperament in infancy across the following domains: activity level, distress to limitations, approach, fear, duration of orienting, smiling and laughter, vocal reactivity, sadness, perceptual sensitivity, high and low intensity pleasure, cuddliness, soothability, and falling reactivity/rate of recovery from distress (http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/infant-behavior-questionnaire.html) |
| | Child development | Modified Checklist for Autism in Toddlers | 23-item screening assessment for toddlers between 16 and 30 months to assess for autism spectrum disorders (http://www.firstsigns.org/downloads/m-chat.pdf) |
| | Child development | Parents' Evaluation of Developmental Status | Screeners for children birth to age 8 to elicit and address parental concerns related to children's language motor, self-help, early academic skills, behavior and social-emotional/mental health (http://www.pedstest.com/AboutOurTools/LearnAboutPEDS/IntroductiontoPEDS.aspx) |
| | Child development | Infant Development Inventory | Inventory to assess the development of infants ages birth to 18 months with regards to the following areas: social, self-help, gross motor, fine motor, and language (http://childdevrev.com/specialiststools/infant-development-inventory) |
| | Child development | Child Development Inventory | 300-item assessment to be completed by parents to assess child development for ages 2 to 6 in the following domains: social, self-help, gross motor, fine motor, expressive language, language comprehension, letters, and numbers (http://childdevrev.com/specialiststools/child-development-inventory) |

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| | Child development | Developmental Indicators for the Assessment of Learning, Fourth Edition | Early childhood screening assessment for children ages 2 to 6 in the following areas: motor, language, concepts, self-help, and social development (http://www.pearsonclinical.com/childhood/products/100000304/dial-4-developmental-indicators-for-the-assessment-of-learning-fourth-edition-dial-4.html) |
| | Child development | Early Screening Profiles | Assessment to measure cognitive, language, motor, self-help, and social development among children ages 2 to 6 (http://www.pearsonclinical.com/childhood/products/100000089/early-screening-profiles-esp.html) |
| | Child development | Infant-Toddler and Family Instrument | 35-question interview and 38-item checklist to ask caregivers about their child's characteristics, daily activities, health, development, and family life (http://products.brookespublishing.com/Infant-Toddler-and-Family-Instrument-ITFI-P531.aspx) |
| | Child development | Infant Toddler Symptom Checklist | Screen for regulatory and sensory disorders among infants ages 7 to 30 months to measure self-regulation, attention, modulation of sleep/wake status, responses to sensory stimulation, attachment, and emotional functioning (https://www.pearsonclinical.com.au/products/view/323) |
| | Child development | Temperament and Atypical Behavior Scale | 55-item checklist completed by caregivers covering temperament, attention, social behavior, play, vocal and oral behavior, sense and movement, self-stimulation and self-injury, and neurobehavioral state to identify temperament and self-regulation issues (http://products.brookespublishing.com/Temperament-and-Atypical-Behavior-Scale-TABS-Assessment-Tool-P526.aspx) |
| | Child development | Mullen Scales of Early Learning | Series of five scales assessing gross motor, visual reception, fine motor, expressive language, and receptive language in children ages birth to 68 months (http://www.pearsonclinical.com/childhood/products/100000306/mullen-scales-of-early-learning.html#tab-details) |
| | Child development | Griffiths Mental Development Scales – Revised: Birth to 2 years | Assessment to measure locomotor, personal-social, hearing and language, eye and hand coordination, and performance among infants and toddlers ages birth to 2 years (http://www.hogrefe.co.uk/gmds-0-2.html) |
| | Attachment | Toddler Attachment Sort-45¹ | Brief observational tool with a software scoring system; used for measurement of attachment behaviors of parent/child (18-36 months) (http://www.ncast.org/index.cfm?category=33) |
| Child Care | Family day care | Family Day Care Rating Scale³ | 40-item assessment; 8 additional items for home child care providers enrolling children with disabilities; completed by the family day care provider (http://ers.fpg.unc.edu/node/111) |
| Child Safety | Child abuse and neglect | Childhood Injuries Scale² | Self-report measure administered to mothers (ages 17-36) of children (ages 1-3) to assess injury prevention health beliefs and social influence perceptions in mothers of young children; six scales that measure injury susceptibility and seriousness, benefits and barriers of injury prevention, self-efficacy of injury prevention performance, and social influence (email: katrusse@iupui.edu) |
| | Child abuse and neglect | Family Risk Scales² | Standardized observational measure; completed by the home visitor; assesses family level of risk of out of home placement; 26 scales: Family Unit (scales 1-5), Individual Caregivers (scales 6-13), and Children in the Home (scales 14-26) (http://www.eonweb.org/EONWeb_Web/HelpSystem/EONHelp.htm?{5BE3505E-4D9A-43FC-A91A-C644EEF4A7A1}.htm) |
| | Physical child abuse | Child Abuse Potential Inventory^{2,3} | 160-item standardized self-report measure; assesses level of risk for physical child abuse; 10 scales – 6 abuse scales that compute an overall abuse score and 3 validity scales (http://www3.parinc.com/products/product.aspx?Productid=CAP) |

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| | Accident prevention | Home Safety Council Checklist² | Non-standardized assessment of home safety; customized by user to be relevant to individual living situations; intended to prevent accidents in home (www.homesafetycouncil.org/resource_center/resourcecenter.aspx) |
| | Parent-to-child violence | Conflict Tactics Scale – Parent-Child Version^{1,2,3,4,8} | 35-item non-standardized assessment; administered as either self-report completed by caregiver or observational measure completed by home visitor to assess parent-to-child violence; 4 scales: Nonviolent Discipline Physical Assault, Neglect, Psychological Aggression, Weekly Discipline, and Sexual Abuse (http://portal.wpspublish.com/portal/page?_pageid=53,70187&_dad=portal&_schema=PORTAL) |
| | Violence exposure | Violence Exposure Scale⁴ | 25-item self-report assessment of violence observed and experienced in the home and community for children ages 4 to 10; preschool version available with fewer items (http://www.nctsn.org/content/violence-exposure-scale-children-revised-vex-r) |
| Child Well-Being | Overall child well-being | Child Well-Being Scales^{2,7} | Observational measure; completed by home visitor; 43 scales across 4 scales: Parenting Role Performance, Familial Capacities, Child Role Performance, and Child Capacity (www.cwla.org/pubs/pubdetails.asp?PUBID=3062) |
| | Well-being | Infant Toddler Quality of Life Questionnaire | 47-item short-form; 97-item full-length form; parent-report surveys measuring physical, mental, and social well-being of infants and toddlers aged 2 months to 5 years (http://www.healthact.com/survey-itqol.php) |
| | Emotional symptoms and pro-social behavior | Strengths and Difficulties Questionnaire | 25-item standardized self-report standardized screening questionnaire; 5 scales: Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Relationship Problems, and Pro-Social Behavior (http://www.sdqinfo.org/) |
| | Parent-child interaction | Beliefs Regarding Talking and Reading Scale³ | 22-item parent-report survey; assesses parental beliefs about talking and reading to his or her child (http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_appc.html) |
| | Parent-child interaction | Nursing Child Assessment Teaching Scale^{1,2,3,7} | 73-item standardized observational measure; completed by the home visitor; assesses strengths and weaknesses in the parent-child teaching interaction for children ages birth-3; 6 subscales: four assess caregiver behavior and two child behavior (www.ncast.org) |
| | Parent-child interaction | Arnett Caregiver Interaction Scale^{3,7} | Assesses caregiver-child interactions; 4 subscales: Degree of Positive Interaction (i.e., warm, enthusiastic, and developmentally appropriate behavior), Punitiveness (i.e., hostility, harshness, and use of threat), Detachment (i.e., lack of involvement and disinterest), and Permissiveness (A copy of the scale can be found in Jaeger and Funk [2001].) |
| | Parent-child interaction | Parent-Child Interaction Feeding & Teaching Scales^{1,3} | Observational measure of parent-child interaction; set of observable behaviors describing the caregiver-child communication and interaction during either a feeding situation, birth to 12 months of life, or a teaching situation, birth to 36 months (http://www.ncast.org/index.cfm?category=2) |
| | Parent-child interaction | Emotional Availability Scales^{1,3} | Observational and self-report assessment of the quality of communication and connection between caregivers and child; 2 versions: Infancy/Early Childhood (0-5 years) and Middle Childhood/Youth (6-14 years) (http://www.emotionalavailability.com/products/) |

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|--|--------------------------|---|--|
| | Parent-child interaction | Parenting Interactions with Children: Checklist of Observations Linked to Outcomes ³ | Observational measure of parent-child interactions that assesses 18 behaviors; 4 domains: Affection, Responsiveness, Encouragement, and Teaching; for children ages birth - preschool (http://www.cpdusu.org/projects/piccolo/) |
| | Parent-child interaction | Dyadic Assessment of Naturalistic Caregiver-Child Experiences | Observational measure of caregiver-child interactions; 4 domains: Emotional Quality, Sensitivity and Responsiveness, Support of Behavior and Emotional Regulation, and Promotion of Developmental Growth for children birth to age 2 |
| | Parent-child interaction | Three Bag Assessment | Observational measure of child and parent behaviors and parent-child interactions at 14, 24, and 36 months; 6 parenting subscales and 3 child scales; parenting scales: parental sensitivity, parental positive regard, parental stimulation of cognitive development, parental intrusiveness, parental negative regard, and parental detachment; child scales: child engagement of the parent, child sustained attention with objects, and child negativity toward the parent |

List of Compendia Referenced in Measurement Table

1. [EBHV Compendium](#)
2. [FRIENDS Compendium](#)
3. [Head Start Compendium](#)
4. [NSCAW Compendium](#)
5. [Center for Disease Control and Prevention Compendium](#)
6. [HIPPI Compendium](#)
7. [JBA Compendium](#)
8. [University of North Carolina at Chapel Hill – LONGSCAN](#)

**Index of Measures
Listed Alphabetically by Measure**

1. Abuse Assessment Screen (AAS)

Deshpande, N.A. and Lewis-O'Connor, A. (2013). Screening for intimate partner violence during pregnancy. *Reviews in Obstetrics and Gynecology*, 6:141-148.

Web: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4002190/figure/F5/>

2. Abuse Within Intimate Relationships Scale (AIRS)

Borjesson, W. I., Aarons, G. A., and Dunn, M. E. (2003). Development and confirmatory factor analysis of the Abuse Within Intimate Relationship Scale. *Journal of Interpersonal Violence*, 18: 295–309.

Contact information: Psychological Assessment Resources, Inc., 16204 N. Florida Avenue, Lutz, FL 33549. TEL: 800.383.6595.

Web: www.parinc.com

3. Abusive Behavior Inventory (ABI)

Shepard, M. F., and Campbell, J. A. (1992). The Abusive Behavior Inventory: a measure of psychological and physical abuse. *Journal of Interpersonal Violence*, 7: 291–305.

Contact information: Sage Publications. Used with permission.

Web: <http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf>

4. Achenbach System of Empirically-Based Assessment (ASEBA)

Achenbach, T., and Rescorla, L. (1999). *Achenbach System of Empirically-Based Assessment (ASEBA)*. Burlington, VT: Research Center for Children, Youth, & Families.

Contact information: ASEBA. TEL: 802.656.8313 or 656.3456.

Web: www.ASEBA.org

5. Adaptive Behavior Assessment System – 2nd edition (ABAS-II)

Harrison, P. L., and Oakland, T. (2003). *Adaptive Behavior Assessment System – Second Edition*. San Antonio, TX: The Psychological Corporation.

Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259. TEL: 800.627.7271; FAX: 800.232.1223.

Web: http://www.pearsonassessments.com/hai/Images/pdf/ABAS-II/ABAS_JournalTestReview.pdf and <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8004-507>

6. Adult-Adolescent Parenting Inventory (AAPI-2)

Bavolek, S. J., and Keene, R. G. (1999). *Adult-Adolescent Parenting Inventory AAPI-2 Administration and Development Handbook*. Park City, UT: Family Development Resources, Inc.

Contact information: Family Development Resources, Inc. TEL: 800.688.5822.
Web: www.nurturingparenting.com

7. Ages and Stages Questionnaires: A Parent-Completed, Child Monitoring System, 2nd Edition (ASQ)

Bricker, D., Squires, J., and Twombly, E. (1999). *Ages and Stages Questionnaires: A parent-completed, child monitoring system, second edition*. Baltimore, MD: Paul Brookes.

Contact information: Paul H. Brookes Publishing Co., Post Office Box 10624
Baltimore, MD 21285-0624.

Web: www.brookespublishing.com

8. AGS Early Screening Profiles

Harrison, P. L., Kaufman, A. S., Kaufman, N. L., Bruininks, R. H., Rynders, J., Ilmer, S., Sparrow, S. S., and Cicchetti, D. V. (1990). AGS Early Screening Profiles. *Journal of Psychoeducational Assessment*, 13: 101-104.

Harrison, P. L., Kaufman, A. S., Kaufman, N. L., Bruininks, R. H., Rynders, J., Ilmer, S., Sparrow, S. S., and Cicchetti, D. V. (1990). *Early Screening Profiles Manual*. Circle Pines, MN: American Guidance Service.

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Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
TEL: 800.627.7271; FAX: 800.232.1223.

Web: http://www.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=PAa3500&Community=AI_EC_Screening

9. AIMS: Developmental Indicators of Emotional Health

Marsh, J., and Partridge, S. (June 1992). *Project AIMS: Training manual for health professionals in well-child care settings*. Portland, ME: University of Southern Maine.

Contact information: Edmund S. Muskie Institute of Public Affairs, University of Southern Maine, 96 Falmouth Street, Portland, Maine 04103. TEL: 207.780.4430.

Web: <http://www.developingchild.org/>

10. Alcohol Use Disorders Identification Test (AUDIT)

Babor, T. F., Higgins-Biddle, J. C., Saunders, J. B., and Monteiro, M. G. (2001). *The Alcohol Use Disorders Identification Test: Guidelines for use in primary care (2nd ed.)*. Geneva, Switzerland: World Health Organization Department of Mental Health and Substance Dependence.

Contact information: World Health Organization.

Web: http://whqlibdoc.who.int/hq/2001/who_msd_msb_01.6a.pdf

11. Arnett Caregiver Interaction Scale

Arnett, J. (1989). Caregivers in day-care centers: Does training matter? *Journal of Applied Developmental Psychology*, 10: 541-552.

Public domain assessment.

Jaeger, E., and Funk, S. (October 2001). *The Philadelphia child care quality study: An examination of quality in selected early education and care settings*. Philadelphia, PA: Saint Joseph's University.

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Magura, S., Silverman Moses, B., and Jones, M. A. (1987). *Assessing risk and measuring change in families: The family risk scales*. Washington, DC: Child Welfare League of America (CWLA).

Contact information: Child Welfare League of America, Inc., 440 First Street NW, Suite 310, Washington, DC 20001-2085.

Web: www.cwla.org and <http://www.ncsacw.samhsa.gov/files/SAFERR.pdf>

13. Assessment, Evaluation, and Programming System (AEPS) Measurement for Birth to Three Years

Cripe, J., Slentz, K., and Bricker, D. (1993). *AEPS curriculum for birth to three years, volume 2*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Contact information: Paul H. Brookes Publishing Co. TEL: 800.638.3775.

Web: www.brookespublishing.com

14. Autonomy and Relatedness Inventory (ARI)

Rankin-Esquer, L. A., Burnett, C. K., Baucom, D. H., and Epstein, N. (June 2007).

Autonomy and relatedness in marital functioning. *Journal of Marital and Family Therapy*, 23, 2: 175-190.

Contact information: Educational Testing Services, <http://www.ets.org/contact>

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Newborg, J., Stock, J., and Wnek, L. (1984). *Battelle Developmental Inventory Screening Test*. Allen, TX: LINC Associates.

Contact information: Riverside Publishing Co. TEL: 800.323.9540.

Web: www.riverpub.com

16. Bayley Infant and Neurodevelopmental Screener (BINS)

Aylward, G. P. (1995). *Bayley Infant and Neurodevelopmental Screener*. San Antonio, TX: The Psychological Corporation.

Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.

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17. Bayley Scale for Infant Development (BSID-II)

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Contact information: Psychological Assessment Resources, Inc. (PAR), 16204 N. Florida Avenue, Lutz, FL 33549. Tel: 800.331.8378; Fax: 800.727.9329.

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Beck, A. T. (2000). *InterpreTrak*. San Antonio, TX: The Psychological Corporation.

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19. Behavior Assessment System for Children (BASC)

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Reynolds, C. R., and Kamphaus, R. W. (1992). *Behavior Assessment System for Children (BASC)*. Circle Pines, MN: American Guidance Service.

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Web: <http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8004-507>

20. Behavior Problems Index (BPI): Total

Zill, N. (1990). *The Behavior Problems Index*. Washington, DC: Child Trends.

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Baker, P. C., Keck, C. K., Mott, F. L., and Quinlan, S. V. (1993). *NLSY Child Handbook (Rev. ed.)*. Columbus: The Ohio State University, Center for Human Resources Research.

Contact information: Child Trends, 4301 Connecticut Avenue, NW, Suite 100 Washington DC 20008.

Web: www.childtrends.org;
http://tarc.aecf.org/initiatives/mc/mcid/resources_instrument.php?inst_id=200156

21. Behavior Rating Inventory of Executive Function-Preschool Version (BRIEF-PV)

Gioia, G. A., Espy, K. A., and Isquith, P.K. (2003). *Behavior Rating Inventory of Executive*

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Luster, T., Rhoades, K., and Haas, B. (1989). The relation between parental values and parenting behavior: A test of the Kohn hypothesis. *Marriage and the Family*, 51: 139-147.

Web:

http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_appc.html

23. Brief Infant-Toddler Social Emotional Assessment (BITSEA)

Carter, A. S., and Briggs-Gowan, M. (2005). *ITSEA BITSEA: The Infant-Toddler and Brief Infant Toddler Social Emotional Assessment*. PsychCorp: San Antonio, TX. Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.

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Web: <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8007-352&Mode=summary>

24. Brief Symptom Inventory (BSI)

Black, M. M., Dubowitz, H., Krishnakumar, A., and Starr, R. H., (2007). Early intervention and recovery among children with failure to thrive: Follow-up at age 8. *Pediatrics*, 120(1), 59-69.

Cox, C. E., Kotch, J. B., and Everson, M. D. (2003). A longitudinal study of modifying influences in the relationship between domestic violence and child maltreatment. *Journal of Family Violence*, 18(1), 5-17.

25. Brigance Diagnostic Inventory of Early Development (BDIED)

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Brigance, A. H. (1991). *Brigance Diagnostic Inventory of Early Development: Revised*. North Billerica, MA: Curriculum Associates.

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Web: www.curricassoc.com

26. CAGE Questionnaire- Self-report of Alcohol Use

Ewing, J. A. (1984). Detecting alcoholism: The CAGE questionnaire. *JAMA: Journal of the American Medical Association*, 252: 1905-1907.

Mayfield, D., McLeod, G., and Hall, P. (1974). The CAGE questionnaire: Validation of a new alcoholism instrument. *American Journal of Psychiatry*, 131: 1121-1123.

Cox, C. E., Kotch, J. B., and Everson, M. D. (2003). A longitudinal study of modifying influences in the relationship between domestic violence and child maltreatment. *Journal of Family Violence*, 18(1), 5-17.

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Contact information: public domain.

Web: http://pubs.niaaa.nih.gov/publications/assessing%20alcohol/InstrumentPDFs/16_CAGE.pdf

27. Carey Temperament Scales (CTS)

Carey, W.B. (2000). *The Carey Temperament Scales Test Manual*. Scottsdale, AZ: Behavioral-Developmental Initiatives.

Contact information: Behavioral-Developmental Initiatives. TEL: 800.405.2313.

Web: www.b-di.com

28. Carolina Curriculum for Infant and Toddlers with Special Needs (CCITSN)

Johnson-Martin, N., Jens, K., Attermeier, S., and Hacker, B. (2001). *The Carolina Curriculum for Infants and Toddlers with Special Needs, Second Edition*. Baltimore, MD: Paul H. Brookes Publishing Co.

Contact information: Paul H. Brookes Publishing Co. TEL: 800.638.3775.

Web: www.brookespublishing.com

29. Center for Epidemiological Studies Depression Scales (CES-D)

Radloff, Lenore. (1977). The CES-D Scale: A self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1(3): 385-401.

Contact information: National Institute of Mental Health, Bethesda, MD 20892.

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30. Child Abuse Potential Inventory (CAPI)

Milner, Joel S. (1986). *The Child Abuse Potential Inventory: Manual (Second Edition)*. DeKalb, IL: Psytec.

Milner, Joel S. (1990). *An interpretive manual for the Child Abuse Potential Inventory*. Webster, NC: Psytec.

Contact information: Psytec, Inc., P.O. Box 564, DeKalb, IL 60115.

TEL: 815.758.1415.

Web: <http://www3.parinc.com/products/product.aspx?Productid=CAP>

31. Child Behavior Checklists (CBCL)

Achenbach, T.M., and Rescorla, L.A. (2001). *Manual for ASEBA School-Age Forms and Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth and Families.

Contact information: 1 South Prospect Street, Room 6436, Burlington, VT 05401-3456. TEL: 802.656.8313; FAX: 802.656.2608.

Email: mail@ASEBA.org

Web: www.ASEBA.org

32. Child Development Inventory (CDI)

Ireton, H. and Glascoe F.P. (1995). Assessing children's development using parents' reports: The Child Development Inventory. *Clinical Pediatrics*, 34: 248-55.

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Contact information: Behavior Science Systems, Inc., Child Development Review, PO Box 19512, Minneapolis, MN 55419

TEL: 612.850.8700

Web: <http://childdevrev.com/specialiststools/child-development-inventory>

33. Childhood Injuries Scale (CIS)

Russell, K. (1991). Development of an instrument to assess maternal childhood injury health beliefs and social influence. *Issues Comprehensive Pediatric Nursing*, 14: 163-177.

Contact information: Kathleen M. Russell, D.N.S., R.N., Associate Professor, Indiana University School of Nursing, Department of Environments for Health, Campus address: NU 471. TEL: 317.274.4079.

Email: katruse@iupui.edu

34. Child Well-being Scales

Magura, S. and Moses, B.S. (1986). *Outcome measures for child welfare services: Theory and applications*. Washington, DC: Child Welfare League of America.

Contact information: Child Welfare League of America, Headquarters, 440 First Street, NW, Third Floor, Washington, DC 20001-2085. TEL: 202.638.2952; FAX: 202.639.4900

Web: www.cwla.org

35. Children's Behavior Rating Scale (CBRS)

Hudson, W. W., and Hudson, M. K. (1990). *Children's Behavior Rating Scale (CBRS)*. Tallahassee, FL: WALMYR.

Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317-2217. TEL: 850.383.0045; FAX: 850.383.0970.

Web: <http://www.walmyr.com/index.html> and <http://www.walmyr.com/CBRSSAMP.pdf>

36. Community Life Skills Scale (CLSS)

Mitchell, S., Bee, H., Booth, C., Spietz, A., Snyder, C., Moser, J., Johnson-Crowley, N., and

Barnard, K.E. (1983). *Community Life Skills Scale Manual*. Seattle, WA: University of Washington NCAST Publications.
Contact information: NCAST-AVENUW. TEL: 206.543.8528; FAX: 206.685.3284.
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37. Composite Abuse Scale (CAS)

Hegarty K., Sheehan M., and Schonfeld C. (1999). A multidimensional definition of partner abuse: development and preliminary validation of the Composite Abuse Scale. *Journal of Family Violence*, 14: 399–415.

Hegarty K., Bush R., and Sheehan M. (2005). The Composite Abuse Scale: further development and assessment of reliability and validity of a multidimensional partner abuse measure in clinical settings. *Violence and Victims*, 20: 529-547.
Contact information: Dr. Kelsey Hegarty at hegarty@unimelb.edu.au
Web: <http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf>

38. Composite International Diagnostic Inventories (CIDI) - Short Form- Major Depression, Generalized Anxiety Disorder, Alcohol Dependence, Drug Dependence.

Robins, L. N., Wing, J., Wittchen, H. U., Helzer, J. E., Babor, T. F., Burke, J., Farmer, A., Jablenski, A., Pickens, R., Regier, D. A., Sartorius, N., and Towle, L. H. (December 1988). The Composite International Diagnostic Interview: An epidemiologic instrument suitable for use in conjunction with different diagnostic systems and in different cultures. *Arch Gen Psychiatry*, 45: 1069-1077.

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Contact information: World Health Organization.

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Contact information: Springer Publishing Company, Inc., New York, NY 10036.
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40. Conflict Tactics Scales (CTS) - Revised

Straus, M. A., Hamby, S. L., Boney-McCoy, S., Sugarman, D. B. (1996). The Revised Conflict Tactics Scale (CTS2): development and preliminary psychometric data. *Journal of Family Issues*, 17: 283–316.

Contact information: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025-1251.

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McCubbin, H. I., McCubbin, M. A., Patterson, J. M., Cauble, A. E., Wilson, L. R., and Warwick, W. (1983). CHIP-Coping Health Inventory for Parents: An assessment of parental coping patterns in the care of the chronically ill child. *Journal of Marriage and Family*, May: 359-370.

Contact information: Hamilton I. McCubbin Ph.D.; Professor & Director of Research and Evaluation, School of Social Work, University of Hawaii at Manoa; 1800 East-West Road, 319a Henke Hall; Honolulu, HI 96822.

Email: him@hawaii.edu

Web:

http://chipts.cch.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_chip.htm

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Sinclair, H.C., Frieze, I.H. (2000). Initial courtship behavior and stalking: how should we draw the line? *Violence and Victims*, 15: 23–40.

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Frankenburg, W. K., and Dodds, J. B. (1967). The Denver Developmental Screening Test. *Journal of Pediatrics*, 71: 181.

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Contact information: Denver Developmental Materials, Inc. TEL: 800.419.4729.

Web: www.denverii.com

44. Depression Anxiety Stress Scales (DASS)

Lovibond, S. H., and Lovibond, P. F. (1995). *Manual for the Depression Anxiety Stress Scales (2nd. Ed.)*. Sydney: Psychology Foundation. ISBN 7334-1423-0.

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Psychological Assessment, 10: 176-181.

Contact information: DASS Orders, PO Box 6780, UNSW Sydney NSW 1466, Australia.

Email: L.Camilleri@unsw.edu.au

Web: <http://www2.psy.unsw.edu.au/groups/dass/order.htm>

45. Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)

Mardell-Czudnowski, C. and Goldenberg, D.S. (2011). *Test review: Developmental Indicators for the Assessment of Learning, Fourth edition*. Bloomington, MN: NCS Pearson.

Contact information: Pearson Clinical Assessment, Suite 1001, Level 10, 151 Castlereagh Street, Sydney NSW 2000

Email: info@pearsonclinical.com.au

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46. Developmental Observation Checklist System (DOCS)

Hresko, W. P., Miguel, S. A., Sherbenou, R. J., and Burton, S. D. (1994). *Developmental Observation Checklist System: A Systems Approach to Assessing Very Young Children Examiner's Manual*. Austin, TX: Pro-Ed.

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Alpern, G., Boll, T., and Shearer, M. (2000). *Developmental Profile II Manual*.

Los Angeles, CA: Western Psychological Services.

Contact information: Western Psychological Services. TEL: 800.648.8857.

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LeBuffe, P. A., and Naglieri, J. A. (1999). *Devereux Early Childhood Assessment (DECA)*.

Lewisville, NC: Kaplan Press.

Naglieri, J. A., LeBuffe, P. A., and Pfeiffer, S. I. (1995). *The Devereux Scales of Mental Disorders*. San Antonio, TX: The Psychological Corporation.

Contact information: Kaplan Press. TEL: 800.334.2014.

Web: www.kaplanco.com

49. Diagnostic Interview Schedule – Alcohol and Drug Modules

Robins, L., Marcus, L., Reich, W., Cunningham, R., and Gallagher, T. (1996). *NIMH Diagnostic Interview Schedule, Version IV (DIS-IV): Interview and Specifications*. St. Louis, MO: Washington University School of Medicine.

Contact information: Department of Psychiatry, Washington University School of Medicine, 40 N. Kingshighway, Suite 4, St. Louis, MO 63108.

TEL: 314.286.2267.

Email: mccrarysl@epi.wustl.edu

50. Difficult Life Circumstances (DLC)

Barnard, K. E., Johnson, S., Booth, C. L., and Bee, H. (1989). *Difficult Life Circumstances*. Seattle, WA: NCAST.

Contact information: NCAST-AVENUE. TEL: 206.543.8528; FAX: 206.685.3284.

Web: <http://www.ncast.org/contact.asp>

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Contact information: Ralph Tarter, Department of Pharmaceutical Sciences University of Pittsburgh, School of Pharmacy, 711 Salk Hall, Pittsburgh, PA 15261.

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Web: www.mhs.com

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Tool currently in publication; no publication information available.

Contact information: DANCE Development Team at the Prevention Research Center for Family and Child Health. TEL: 303.724.7350.

Email: DANCE@ucdenver.edu

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Harms, T., Clifford, R.M., and Cryer, D. (1998). *Early Childhood Environment Rating Scale, Revised Edition*. New York: Teachers College Press.

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Contact information: Scholastic Testing Service, Inc. TEL: 800.642.6787.

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TEL: 800.627.7271

Web: <http://www.pearsonclinical.com/childhood/products/10000089/early-screening-profiles-esp.html#tab-details>

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Children's Bureau of Southern California (1987). *Family Assessment Form: A practice-based approach to assessing family functioning*. Washington DC: Child Welfare League of America.

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Email: jerry_endres@csumb.edu

Web: <http://php.csumb.edu/community/matrix/familymatrix.htm> and <http://php.csumb.edu/community/matrix/reports/utfdm.pdf>

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Moos, R., and Moos, B. (1994). *Family Environment Scale Manual: Development, Applications, Research, Third Edition*. Palo Alto: Consulting Psychologists Press, Inc.

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Contact information: Lorraine Coulson HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703. TEL: 715.835.4393.

Email: lrcoulson@ualr.edu

Web: www.ualr.edu/crtldept/home4.htm

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Contact information: Lorraine Coulson HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703. TEL: 715.835.4393.
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Carter, A. S., and Briggs-Gowan, M. (1993). *The Infant–Toddler Social and Emotional Assessment (ITSEA). Unpublished Measure*. Yale University Department of Psychology, New Haven, CT. University of Massachusetts Boston Department of Psychology, Boston, MA.

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Contact information: ITSEA project office at ITSEA@yale.edu. Available by request at alice.carter@umb.edu.

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Contact information: Masha Gartstein, Department of Psychology, Washington State University, PO Box 644820, Pullman, WA 99164

Email: gartstma@wsu.edu

Web: <http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/infant-behavior-questionnaire.html>

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TEL: 612.850.8700

Web: <http://childdevrev.com/specialiststools/infant-development-inventory>

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Apfel, N.H. and Provence, S. (2001). *Manual for the Infant-toddler and Family Instrument (ITFI)*. Baltimore, MD: Brookes Publishing.

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HealthActCHQ Inc. *Infant Toddler Quality of Life Questionnaire* (2010). Cambridge, MA: HealthActCHQ.

Contact information: HealthActCHQ, Inc., Two Canal Park, 5th Floor, Cambridge, MA 02141. TEL: 617.725.2630; FAX: 617.725.2631

Web: <http://www.healthact.com/survey-itqol.php>

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DeGangi, G., Poisson, S., Sickel, R., and Wiener, A. (1999). *Infant/Toddler Symptom Checklist: A screening tool for parents*. San Antonio, TX: Psychological Corporation.

Contact information: Pearson Clinical Assessment, Suite 1001, Level 10, 151 Castlereagh Street, Sydney NSW 2000

Email: info@pearsonclinical.com.au

Web: <https://www.pearsonclinical.com.au/products/view/323>

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Dunst, C. J., and Trivette, C. M. (1988). *Inventory of Social Support*. Asheville, NC: Winterberry Press.

Contact information: Winterberry Press. TEL: 800.824.1182.

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Public domain measure and scoring instructions available at

[http://chipts.ucla.edu/assessment/Assessment Instruments/Assessment files new/assess issb.htm](http://chipts.ucla.edu/assessment/Assessment%20Instruments/Assessment%20files%20new/assess%20issb.htm)

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Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
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Contact information: Marilee Comfort, Ph.D., M.P.H. and Phil Gordon, Ph.D. Comfort Consults, LLC P.O. Box 82 Cheyney, PA 19319. TEL: 610.455.1463.
Email: info@comfortconsults.com
Web: www.ComfortConsults.com/kips

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MacPhee, D. (1981). *Manual: Knowledge of Infant Development Inventory*. Unpublished manuscript, University of North Carolina.
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Contact information: Educational Testing Service, David MacPhee, Department of Human Development & Family Studies, Colorado State University, Fort Collins, CO 80523. TEL: 609.734.5689.

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Wollesen, L., and Peifer, K. (2006). *Life Skills Progression. An outcome and intervention planning instrument for use with families at risk*. Baltimore, MD: Paul H. Brookes Publishing Co.

Contact Information: Paul H. Brookes Publishing Company. TEL: 800.638.3775.

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Spanier, G. B. (1976). Measuring dyadic adjustment: New scales for assessing the quality of marriage and similar dyads. *Journal of Marriage and the Family*, 38, 1: 15-28.

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Contact information: California Department of Public Health; Maternal, Child & Adolescent Health Program, MS 8305, P.O. Box 997420, Sacramento, CA 95899-7420. TEL: 866.241.0395.

Email: mchinet@cdph.ca.gov

Web: [http://www.cdph.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment\(MIHA\)survey.aspx](http://www.cdph.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment(MIHA)survey.aspx)

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Email: tfield@med.miami.edu

Web: www.miami.edu/touch-research/

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McCarthy, D. (1972). *McCarthy Scales of Children's Abilities*. New York: Psychological Corporation.

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Shields, A. L., Howell, R. T., Potter, J. S., and Weiss, R. D. (2007). The Michigan Alcoholism Screening Test and its shortened form: A meta-analytic inquiry into score reliability. *Substance Use and Misuse*, 42(11): 1783–1800.

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Contact information: Jeanna Machon, Assistant Deputy Director, Department of Social Services, 615 Howerton Court-P.O. Box 2320, Jefferson City, MO 65102-2320. TEL: 573.522.1137.

Email: jeanna.l.machon@dss.mo.gov

Web: <http://www.roma1.org/web/module/tr/submit/true/interior.html?dstate=MO>

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Chlebowski, C., Robins, D.L., Barton, M.L., and Fein, D. (2013). Large-scale use of the Modified Checklist for Autism in Toddlers in low-risk toddlers. *Pediatrics*, 131: e1121-1127. PMID:23530174.

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Contact information: Pearson, Attn: Inbound Sales & Customer Support, PO Box 599700, San Antonio, TX 78259.

TEL: 800.627.7271

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Hudson, W.W. (1990). *The multi-problem screening inventory*. Tempe, AZ: Walmyr.
Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317-2217. TEL: 850.383.0045; FAX: 850.383.0970.
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Contact information: IHIS, Minnesota Population Center, University of Minnesota 50 Willey Hall, 225 19th Avenue South, Minneapolis, MN 55455.
TEL: 612.624.5818; FAX: 612.626.8375.
Email: IHIS@pop.umn.edu
Web: <http://www.ihis.us/ihis/> and <http://www.ihis.us/ihis/surveys.shtml>

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Email: MCynamon@cdc.gov

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Basile, K. C., Arias, I., Desai, S., and Thompson, M. P. (2004). The differential association of intimate partner physical, sexual, psychological, and stalking violence and post-traumatic stress symptoms in a nationally representative sample of women. *Journal of Traumatic Stress*, 17: 413–421.

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Contact information: Psychological Assessment Resources (PAR).

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Barnard, K. (1994). *NCAST Feeding Scale*. Seattle: NCAST-AVENUW, University of Washington, School of Nursing.

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Web: www.ncast.org

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Barnard, K. (1994). *NCAST Teaching Scale*. Seattle: NCAST-AVENUW, University of

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Contact information: NCAST. TEL: 206.543.8528.

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Brandt, P. (2003). *Network Survey Form*. Seattle: NCAST-AVENUW, University of Washington, School of Nursing.

Contact information: NCAST-AVENUW. TEL: 206.543.8528; FAX: 206.685.3284.

Email: ncast@u.washington.edu

Web: <http://www.ncast.org/contact.asp>

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Hudson W. W. (1997). *The WALMYR assessment scales scoring manual*. Tallahassee, FL: WALMYR Publishing Company.

Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317. TEL: 850.383.0045.

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Kirk, R. in cooperation with the National Family Preservation Network (2007). *North Carolina Family Assessment Scale- General (NCFAS-G)*. East Buhl, ID: National Family Preservation Network.

Contact information: Priscilla Martens, Executive Director, National Family Preservation Network, 3971 North 1400 East Buhl, ID 83316. TEL: 888.498.9047.

Web: http://www.nfpn.org/tools/ncfasg_training_package.php

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Cupach, W. R., and Spitzberg, B. H. (2000). Obsessive relational intrusion: incidence, perceived severity, and coping. *Violence and Victims*, 15: 357–372.

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Cupach, W.R., Spitzberg, B.H. (2004). *The dark side of relationship pursuit: from attraction to obsession and stalking*. Mahwah (NJ): Lawrence Erlbaum Associates.

Contact information: Lawrence Erlbaum Associates, Inc.

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Carrow-Woolfolk, E. (1995). *Oral and Written Language Scales Listening Comprehension and Oral Expression*. Bloomington, MN: American Guidance Service.

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Meisels, S. J. (2001). Fusing assessment and intervention: Changing parents' and providers' views of young children. *Zero to Three*, 21(4): 4-10.

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Contact information: Pearson Early Learning. TEL: 800.552.2259.

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Fox, R. (1994). *Parent Behavior Checklist*. Brandon, VT: Clinical Psychology Publishing.

Contact information: Child Development Media. TEL: 800.405.8942.

Web: <http://www.childdevelopmentmedia.com/assessment-planning/31626cs.html>

134. Parental Modernity Scale

Schaefer, E., and Edgerton, M. (1985). Parental and child correlates of parental modernity. In I. E. Sigel (Ed.), *Parental belief systems: The psychological consequences for children*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

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Straus, M., Hamby, S., Finkelhor, D., Moore, D., and Runyan, D. (1998). Identification of child maltreatment with the parent-child conflict tactics scales: development and psychometric data for a national sample of American parents. *Child Abuse & Neglect*, 22(4): 249-270.

Contact information: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025-1251.

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Gerard, A. B. (1994). *Parent-Child Relationship Inventory (PCRI) Manual*. Los Angeles, Western Psychological Services.

Contact information: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, CA 90025-1251. TEL: 800.648.8857; FAX: 310.478.7838.

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137. Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

Cook, G., and Roggman, L. (2009). *PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) Technical Report*. Logan: Utah State University, Early Intervention Research Institute.

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Contact information: Utah State University, Department of Family Consumer & Human Development, 2905 Old Main Hill, Logan, UT 84322-2905.

TEL: 435.797.1545; FAX: 435.797.3845.

Email: falori@cc.usu.edu; Lori Roggman, loriroggman@yahoo.com; Gina Cook, gina.cook@usu.edu; or Mark Innocenti, mark.innocenti@usu.edu

Web: <http://www.cpdusu.org/projects/piccolo/>

138. Parenting Practices Inventory

Stormshak, E. A., Bierman, K. L., McMahon, R. J., Lengua, L. J., and the Conduct Problems Prevention Research Group. (2000). Parenting practices and child disruptive behavior problems in early elementary school. *Journal of Clinical Child Psychology*, 29 (1): 17-29.

Contact information: Fast Track Data Center, Box 90539, Durham, NC 27708.

Web: <http://sanford.duke.edu/centers/child/fasttrack/techrept/p/ppi/>

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Abidin, Richard R. (1995). *Parenting Stress Index, Third Edition*. Odessa, FL: Psychological Assessment Resources.

Hauenstein, E., Scarr, S., and Abidin, R. (1987). Detecting Children At-risk for Developmental Delay: Efficacy of the Parenting Stress Index in a Non-American Culture. Unpublished manuscript. Charlottesville: University of Virginia.

Contact information: Psychological Assessment Resources, Inc.

TEL: 800.331.8378; FAX: 800.727.9329

Web: www3.parinc.com

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Gustawan, I.W., and Machfudz, S. (2010). Validity of parents' evaluation of developmental status (PEDS) in detecting developmental disorders in 3-12 month old infants. *Paediatrica Indonesiana*, 50: 6-10.

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Contact information: PEDStest.com, 1013 Austin Court, Nolensville, TN 37135

TEL: 877.296.9972
Email: evpress@pedstest.com
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Hudson, W. W. (1997). *The WALMYR assessment scales scoring manual*. Tallahassee, FL: WALMYR Publishing Company.
Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317. TEL: 850.383.0045.
Email: walmyr@walmyr.com

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Gjerdingen, D., Crow, S., McGovern, P., Miner, M., and Center, B. (2009). Postpartum depression screening at well-child visits: Validity of a 2-question screen and the PHQ-9. *Annals of Family Medicine*, 7:63-70.
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Dunn, L. M., and Dunn, D. M. (2007). *PPVT-4 Manual*. Bloomington, MN: NCS Pearson, Inc. Contact information: American Guidance Services Publishing. TEL: 800.328.2560.
Web: www.agsnet.com and
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Varni, J. W., Limbers, C. A., Neighbors, K., Schulz, K., Lieu, J. E. C., Heffer, R. W., Tuzinkiewicz, K., Mangione-Smith, R., Zimmerman, J. J., and Alonso, E. M. (2011). The PedsQL™ Infant Scales: Feasibility, internal consistency reliability and validity in healthy and ill infants. *Quality of Life Research*, 20: 45-55.
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Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24: 386-396.
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Contact information: Ellen Conser or Laurie Nelson, Department of Psychology, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213.
Email: conser@andrew.cmu.edu or lanelson@andrew.cmu.edu
Web: <http://www.mindgarden.com/>
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Hudson, W. (1997). *The WALMYR assessment scales scoring manual*. Tallahassee, FL: WALMYR Publishing Company.
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Beck C.T. and Gable R.K. Postpartum Depression Screening Scale: development and psychometric testing. *Nursing Research*, 49:272–282.
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Contact information: Wester Psychological Services, 625 Alaska Avenue, Torrance, CA 90503. TEL: 800.648.8800.
Web: <http://www.wpspublish.com/store/p/2902/postpartum-depression-screening-scale-pdss>

148. Preschool and Early Childhood Functional Assessment Scale – PECFAS (CAFAS for preschool children)

Hodges, K. (2003). *CAFAS Manual for training coordinators, clinical administrators, and data managers, second edition*. Ann Arbor, MI: Kay Hodges.
Web: www.cafas.com

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Zimmerman, I. L., Steiner, V. G., and Pond, R. E. (1992). *Preschool Language Scale - 3: Examiner's Manual*. San Antonio, TX: The Psychological Corporation.
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Zimmerman, I. L., Steiner, V. G., and Pond, R. E. (1992). *Preschool Language Scale - 3: Record Form*. San Antonio, TX: The Psychological Corporation.
Contact information: The Psychological Corporation. TEL: 800.872.1726.
Web: www.psychcorp.com

150. Profile of Psychological Abuse (PPA)

Sackett, L. A., Saunders, D. G. (1999). The impact of different forms of psychological abuse on battered women. *Violence and Victims*, 14:105–177.
Web: <http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf>

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Counts, J., Buffington, E., Chang-Rios, K., Rasmussen, H., and Preacher, K. (Under Review, 2007). *The development and validation of the Protective Factors Survey: A self-report measure of protective factors against child maltreatment*. The FRIENDS National Resource Center. Contact information: FRIENDS NRC. Web: <http://www.friendsnrc.org/outcome/pfs.htm>

152. Relational Pursuit

Cupach, W. R., and Spitzberg, B. H. (2000). Obsessive relational intrusion: incidence, perceived severity, and coping. *Violence and Victims*, 15: 357–372.

Cupach, W. R., and Spitzberg, B. H. (2004). *The dark side of relationship pursuit: From attraction to obsession and stalking*. Mahwah, NJ: Lawrence Erlbaum Associates. Contact information: Lawrence Erlbaum Associates, Inc. Used with permission. Web: <http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf>

153. Role of the Father Questionnaire (ROFQ)

Palkovitz, R. (1984). Parental attitudes and fathers' interactions with their 5-month-old infants. *Developmental Psychology*, 20 (6): 1054-1060. Contact information: Rob Palkovitz, Ph.D., Department of Individual and Family Studies, College of Human Services, Education and Public Policy, University of Delaware, Newark, DE 19716. TEL: 302.831.8559; FAX: 302.831.8776. Email: Robp@udel.edu Web: http://copland.udel.edu/~robp/downloads/ROFQ_permissions_and_info.pdf

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