

**SUMMARY OF SELECTED CHILD, PARENT,
AND FAMILY INSTRUMENTS**

**Early Head Start/Child Welfare Services
Initiative**

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*James Bell Associates, Inc.
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**Early Head Start – Child Welfare Services Grantees
Description and Statistical Properties of Selected Parent and Child Assessment Instruments**

Instruments for Evaluating Child Development and Well-Being

Ages and Stages Questionnaire (ASQ), 2nd Edition (Squires, Potter, and Bricker, 1999)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Focuses on 5 key developmental areas:</p> <ul style="list-style-type: none"> ▪ Communication skills ▪ Gross motor skills ▪ Fine motor skills ▪ Problem solving skills ▪ Personal-social skills. 	<ul style="list-style-type: none"> ▪ Families with children ages 4 to 60 months. 	<ul style="list-style-type: none"> ▪ Moderately high internal consistency (Cronbach’s alpha $\geq .65$). ▪ High test-retest reliability (.94). ▪ High inter-rater reliability (.94). ▪ High concurrent validity (.84 overall). ▪ Predictive validity not described. ▪ Norming sample not nationally representative ▪ Normed within past 15 years. 	<ul style="list-style-type: none"> ▪ Parent self report. ▪ Series of 19 questionnaires. ▪ 30 items per questionnaire. ▪ Includes section where parents can record general concerns or issues not captured in questionnaire. 	<ul style="list-style-type: none"> ▪ For each item, parent responds with “yes,” “sometimes,” or “not yet.” ▪ Items are converted to point values and summed. ▪ Scorer compares total scores to established screening cutoff points. ▪ If necessary, parents can score questionnaires themselves. ▪ Interpretation of scores by professional or trained paraprofessional recommended. 	<ul style="list-style-type: none"> ▪ Administered at months 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60. ▪ Users can vary admin. interval to fit their program or population. ▪ Each questionnaire takes 15 minutes to complete and approximately 1 minute to score. ▪ Can be administered in office home environments. 	<ul style="list-style-type: none"> ▪ Assessed at 6th grade reading level. ▪ Available in English, Spanish, French, and Korean.

Instruments for Evaluating Child Development and Well-Being, continued

Ages and Stages Questionnaire: Social-Emotional (ASQ:SE) (Squires, Bricker, & Twombly, 2002)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Focuses on 7 behavioral areas:</p> <ul style="list-style-type: none"> ▪ Self-regulation ▪ Compliance ▪ Communication ▪ Adaptive functioning ▪ Autonomy ▪ Affect ▪ Interaction with people. 	<ul style="list-style-type: none"> ▪ Families with children ages 3 to 60 months. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha .82 overall). ▪ High test-retest reliability (.94). ▪ High concurrent validity (.93 overall). ▪ Predictive validity: no information available. ▪ Norming sample not nationally representative, ▪ Normed >15 years ago. 	<ul style="list-style-type: none"> ▪ Parent self report or parent interview format. ▪ Series of 8 questionnaires. ▪ 22-36 items per questionnaire. 	<ul style="list-style-type: none"> ▪ Scoring options for items are "most of the time," "sometimes," and "rarely or never." ▪ Each response is converted to a numerical value. ▪ Numerical values are totaled and compared with empirically derived cutoff score for each questionnaire. ▪ Scores indicate whether child should receive further in-depth evaluation. ▪ Scoring by paraprofessional or professional staff recommended. 	<ul style="list-style-type: none"> ▪ Administered within 3 months of target ages of 6, 12, 18, 24, and 30 months, and within 6 months of target ages of 36, 48, and 60 months. ▪ Requires 10 to 15 minutes per questionnaire. ▪ Can be administered by parent, child care provider, and preschool teachers. ▪ Ideally, program staff will train parents to self-administer the ASQ:SE. ▪ Parent training takes 2-3 hours. 	<ul style="list-style-type: none"> ▪ Assessed at 5th-6th grade reading level. ▪ Available in English and Spanish.

Instruments for Evaluating Child Development and Well-Being, continued

AIMS: Developmental Indicators of Emotional Health (Partridge & Marsh, 1990)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Assesses 4 areas of emotional health:</p> <ul style="list-style-type: none"> ▪ Attachment ▪ Interaction ▪ Mastery (physical, cognitive, linguistic, emotional, social abilities) ▪ Social Support. 	<ul style="list-style-type: none"> ▪ Children birth through 5 years old. 	<ul style="list-style-type: none"> ▪ No data available or reported on reliability or validity of AIMS assessment system. 	<p>Component include:</p> <ul style="list-style-type: none"> ▪ Intake forms (family info. and stress inventory) ▪ Parent questionnaire (self report) ▪ Parent interview ▪ Observation. <ul style="list-style-type: none"> ▪ Number of items on parent questionnaire varies with age of child. ▪ Items based on 5-point Likert scale from 1 (very often) to 5 (never). 	<ul style="list-style-type: none"> ▪ Testing components produce no score or label. ▪ Components are used for collecting information, suggesting areas for discussion, and identifying appropriate interventions. 	<ul style="list-style-type: none"> ▪ Separate parent questionnaires for children aged 2 weeks, 2, 4, 6, 9, 12, 15 and 18 mos., and 2, 3, 4 and 5 years old. ▪ May be administered in health care, educational, mental health, social service, and in-home settings. ▪ Can be administered by service providers with multi-disciplinary backgrounds in education, health, early childhood services, etc. ▪ Extensive training in AIMS systems recommended before use. 	<ul style="list-style-type: none"> ▪ Reading level: Questionnaire component assessed at 5th grade level.

Instruments for Evaluating Child Development and Well-Being, continued

Battelle Developmental Inventory (BDI) (Newborg, Stock, Wnek, 1984; new edition (BDI-II) available in December 2004)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
Measures 5 domains: <ul style="list-style-type: none"> ▪ Personal-social skills ▪ Adaptive skills ▪ Motor skills ▪ Communication skills ▪ Cognitive skills. 	<ul style="list-style-type: none"> ▪ Children birth to 8 years. 	<ul style="list-style-type: none"> ▪ High test-retest reliability (.98). ▪ Construct validity: Factor analysis and the intercorrelations between domains and subdomains supported factorial validity and conceptual structure of the BDI. ▪ High concurrent validity with other instruments, (correlations ranging from .78. to 94.). ▪ Norming characteristics: norming sample is nationally representative but > 15 years old. 	<ul style="list-style-type: none"> ▪ Components include direct child assessment, observation, and parent interview. ▪ Full battery comprised of 341 items. ▪ The BDI Screening Test contains 96 items and represents a subset of the full battery. 	<ul style="list-style-type: none"> ▪ Items scored on a 3-point system: child typically completes the item correctly (2), sometimes (1), rarely or never completes task (0). ▪ Raw scores are converted to percentile rank, age equivalent scores, deviation quotients, and normal curve equivalents. ▪ Standard scores ≥ 1.5 standard deviations below mean indicate performance deficit. 	<ul style="list-style-type: none"> ▪ BDI Screening Test takes 10-15 minutes for children <3 and >5 and 20 -30 minutes for children ages 3-5. ▪ 1 hour for full BDI for children <3 and >5 years of age and 1.5-2 hours for children 3-5 years. ▪ Can be administered by non-psychologists, including infant, preschool, primary, and special ed. teachers. ▪ Examiners should have supervised practice in administering BDI to children with disabilities. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Current version available in English.

Instruments for Evaluating Child Development and Well-Being, continued

Bayley Scale For Infant Development (BSID-II), 2nd Edition (Bayley, 1993)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Assesses developmental domains using four scales:</p> <ul style="list-style-type: none"> ▪ The mental scale assesses the child's level of cognitive, language, and personal-social development. ▪ The motor scale assesses the child's level of fine and gross motor development. ▪ Behavioral scale assesses child's behavior during testing situation, which facilitates interpretation of mental and motor scales. 	<ul style="list-style-type: none"> ▪ Children ages 1-42 months. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha: .88). ▪ Good test-retest reliability (>.65 on most scales). ▪ Good inter-rater reliability (>.75). ▪ Moderate concurrent validity (avg. correlation <.50 w/ other tests). ▪ Norming sample characteristics: nationally representative sample, normed within the past 15 years. 	<ul style="list-style-type: none"> ▪ Direct observation and assessment format. ▪ Administered to children on individual basis. ▪ Children are presented with situations and tasks designed to produce an observable set of behavioral responses. 	<ul style="list-style-type: none"> ▪ Examiner converts raw scores into normed scores in a Mental Development Index (MDI) and a Psychomotor Development Index (PDI). ▪ Examiner compares child's performance to performance of children of similar ages. ▪ Another table provides age-appropriate % ranking for the child's behavioral score. 	<ul style="list-style-type: none"> ▪ Examiner should be trained and experienced in administering and interpreting comprehensive developmental assessments. ▪ 15-35 minutes to administer to children under 15 months and up to 60 minutes for children >15 months. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable ▪ Available in English.

Instruments for Evaluating Child Development and Well-Being, continued

Child Well-Being Scales (CWBS) (Magura & Moses, 1986)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ Multi-dimensional measure of potential child maltreatment situations. <p>Reflects four dimensions of child well-being:</p> <ul style="list-style-type: none"> ▪ Parenting role performance ▪ Familial capacities ▪ Child role performance ▪ Child capacities. <p>Factors explored by the Scales include:</p> <ul style="list-style-type: none"> ▪ Provision of basic necessities (e.g., food, clothing, shelter) ▪ Parental relations ▪ Access to community resources ▪ Child safety ▪ Parental support ▪ Adequacy of education ▪ School performance ▪ Child conduct ▪ Child disabilities. 	<ul style="list-style-type: none"> ▪ Families with children 0-18 - particularly those at risk of abuse or neglect. 	<p>A field trial by Gaudin, Polansky, & Kilpatrick (1992) of 17 selected scales showed:</p> <ul style="list-style-type: none"> ▪ Comparison between families identified as neglectful and low-income control families yielded differences in the predicted direction. ▪ The composite indices showed good internal consistency. ▪ The concurrent validity of this segment of the scales was supported. ▪ The scales yielded three factors that reliably classified families externally verified as neglectful and non-neglectful control families. 	<ul style="list-style-type: none"> ▪ Direct assessment format. ▪ Series of 42 subscales; each subscale measures a different domain of child well-being. ▪ Items in most subscales are rated using a 4-5 point Likert-type scale ranging from “Adequate” to “Severely Inadequate.” 	<ul style="list-style-type: none"> ▪ Users may select certain subscales relevant to their program or population or use entire set of scales. ▪ Responses to items are weighted on a scale of 0 (worst) to 100 (best) depending on seriousness of condition. ▪ Scores can be calculated separately for each subscale. 	<ul style="list-style-type: none"> ▪ Administration and scoring by professional or paraprofessional with knowledge of target population recommended. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Instruments for Evaluating Child Development and Well-Being, continued

Denver II Developmental Screening Test (DDST-II) (Frankenburg & Dodds, 1989)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Focuses on 4 developmental areas:</p> <ul style="list-style-type: none"> ▪ Personal-social skills ▪ Fine motor skills ▪ Language skills ▪ Gross motor skills. 	<ul style="list-style-type: none"> ▪ Children birth to 6 years of age. 	<ul style="list-style-type: none"> ▪ High test-retest reliability (.89). ▪ High inter-rater reliability (.92 - .98). ▪ No information available on instrument validity. ▪ Norming sample not nationally representative, normed >15 years ago. 	<ul style="list-style-type: none"> ▪ Observation and parent interview format. ▪ 125-items. ▪ Includes set of questions for parents and tests for child on 20 simple tasks. ▪ Number of items administered during assessment varies with child's age and ability. 	<ul style="list-style-type: none"> ▪ Child's responses are recorded as "Pass" or "Fail" on score sheets. ▪ Responses are examined to see if they fall into or outside normal expected range of success on that item for the child's age. ▪ Child is classified as "in normal range", "suspect", or "delayed." 	<ul style="list-style-type: none"> ▪ Administration and scoring by professional or paraprofessional recommended. ▪ Users are advised to carefully review testing manual and a training videotape, and to practice testing children of various ages before using or interpreting scores. ▪ 2-day training workshop recommended. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ English and Spanish (direct translation of directions and test forms).

Instruments for Evaluating Child Development and Well-Being, continued

Developmental Observation Checklist System (DOCS) (Hresko, Miguel, Sherbenou, & Burton, 1994)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Measures:</p> <ul style="list-style-type: none"> ▪ Child's general development in the areas of cognition, language, social, and motor domains. ▪ Environmental stresses and supports. 	<ul style="list-style-type: none"> ▪ Children birth to 6 years. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha .80 for all components). ▪ High test-retest reliability (>.85 for all components). ▪ High inter-rater reliability (ranges from .91-.94). ▪ Moderate concurrent validity (half of coefficients <.5, half >.5). ▪ Norming sample characteristics: approximate those for the 1990 U.S. Census data relative to gender, geographic region, race/ethnicity, and urban/rural residence. 	<p>3-part instrument:</p> <ul style="list-style-type: none"> ▪ Parent report - the Developmental Checklist (DC). Answered in a yes/no format. ▪ Adjustment Behavior Checklist (ABC). ▪ Parental Stress and Support Checklist (PSSC). ▪ ABC and PSSC are scored on a 4-point Likert-type scale. 	<ul style="list-style-type: none"> ▪ To compute a raw score for each checklist, the correct responses are summed. ▪ Using tables in the manual, DC raw scores can be converted into percentiles, standard scores, quotients, normal curve equivalents, and age-equivalents (the child's performance age). ▪ Manual has tables to convert ABC and PSSC raw scores into percentiles and quotients. 	<ul style="list-style-type: none"> ▪ Examiners should have training in administering and interpreting assessment instruments. ▪ DC is completed by parent or caregiver. ▪ 30 minutes to complete and 15-20 minutes to score all three checklists. 	<ul style="list-style-type: none"> ▪ Developmental checklist (DC) assessed at 4th grade reading level. ▪ Available in English.

Instruments for Evaluating Child Development and Well-Being, continued

Early Learning Accomplishment Profile (E-LAP), Revised Edition (Glover, Preminger, & Sanford, 1995)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Focuses on the following domains:</p> <ul style="list-style-type: none"> ▪ Gross motor skills ▪ Fine motor skills ▪ Cognitive skills ▪ Language skills ▪ Self-help skills ▪ Social/emotional skills. 	<ul style="list-style-type: none"> ▪ Children 0-36 months. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha: .98). ▪ High test-retest reliability (.96-.99). ▪ High inter-rater reliability (.96-.99). ▪ Good concurrent validity ($\geq .50$). ▪ Norming sample characteristics: nationally representative sample. 	<ul style="list-style-type: none"> ▪ Direct observation format. 	<ul style="list-style-type: none"> ▪ Examiner calculates child's chronological age to determine appropriate starting point in each domain. ▪ Each item marked with a plus (+) if child exhibits the referenced behavior or a minus (-) if skill is not demonstrated. ▪ Examiner calculates raw score for each domain. ▪ Examiner uses manual to calculate developmental age range of child. 	<ul style="list-style-type: none"> ▪ Examiner should have knowledge of the target population. ▪ 2-day training workshop is recommended prior to use. ▪ ≥ 1 hour to administer, approx. 10 minutes to score each domain. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English and Spanish.

Instruments for Evaluating Child Development and Well-Being, continued

Functional Emotional Assessment Scale (FEAS) (Greenspan, Degangi & Wieder, 2001)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
6 domains of social and emotional development: <ul style="list-style-type: none"> ▪ Regulation and interest in the world ▪ Forming relationships (attachment) ▪ Intentional two-way communications ▪ Development of a complex sense of self ▪ Representational capacity and elaboration of symbolic thinking ▪ Emotional thinking or development and expression of thematic play. 	<ul style="list-style-type: none"> ▪ Children 7 months to 4 years. 	<ul style="list-style-type: none"> ▪ High inter-rater reliability (>.90). ▪ Moderate concurrent validity (<.50) ▪ Norming sample characteristics: not described. 	<ul style="list-style-type: none"> ▪ Direct observation format. ▪ Caregiver is asked to play with her child as she might at home for 15 minutes with development-ally appropriate toys. ▪ Examiner may also engage child in play to elicit behaviors not observed during the caregiver-child play interaction. ▪ Authors recommend that unstructured play observations be videotaped and scored later. 	<ul style="list-style-type: none"> ▪ May be left unscored to provide descriptive profile of child's developmental capacities. ▪ Ratings can be summed for each domain and divided by the functioning area's maximum possible score to obtain a percentage. ▪ Authors recommend that FEAS not be used alone but as part of comprehensive assessment of the caregiver-child relationship. 	<ul style="list-style-type: none"> ▪ 15-20 minutes to administer. ▪ Examiner should be trained and experienced in observation techniques. ▪ Examiner should not attempt live scoring without first achieving at least 80% reliability in scoring live versus videotaped observations. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Instruments for Evaluating Child Development and Well-Being, continued

Infant and Toddler Development Assessment (IDA) (Provence, Erikson, Vater, & Palmeri, 1995)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Covers 8 developmental domains:</p> <ul style="list-style-type: none"> ▪ Gross motor skills ▪ Fine motor skills ▪ Relationship to inanimate objects (Cognitive skills) ▪ Language/communication skills ▪ Self-help skills ▪ Relationship to persons ▪ Emotions and feeling states (affects) ▪ Coping skills. 	<ul style="list-style-type: none"> ▪ Children birth to 42 months. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha from .90-.96 for ages 1-18 months and .77-.96 for ages 19-36 months). ▪ High inter-rater reliability (.91-.95 for 7 of 8 domains and .81 for language/communication domain). ▪ High concurrent validity: (.84-100%). ▪ Research sample of 100 children birth-3 years old is not nationally representative. 	<ul style="list-style-type: none"> ▪ Observation and parent interview format. ▪ 6 assessment phases: (1) referral & pre-interview data collection, (2) initial parent interview, (3) health review, (4) developmental observation and assessment, (5) integration and synthesis (6) share findings, completion, and report. ▪ Each phase develops from preceding one and is completed only after team discussion and review. 	<ul style="list-style-type: none"> ▪ Items are marked "present and observed," "not present or observed," "reported present and not observed," "reported not present," "emerging," or "refused." ▪ Responses used to determine child's performance age compared to child's chronological age. ▪ Child's development in each domain rated as "competent" or "of concern," and if latter, the degree of the delay. 	<ul style="list-style-type: none"> ▪ Administration and scoring times vary. ▪ Multidisciplinary team or well-trained clinician should administer assessment. ▪ Training tapes are available. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Parent interview available in Spanish.

Instruments for Evaluating Child Development and Well-Being, continued

Infant and Toddler Social and Emotional Assessment (ITSEA) (Carter & Briggs-Gowan, 2001)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Measures 4 behavioral domains:</p> <ul style="list-style-type: none"> ▪ Externalizing using activity/impulsivity, aggression/defiance, and peer aggression scales. ▪ Internalizing using depression/withdrawal, general anxiety, separation distress, and inhibition to novelty scales. ▪ Dysregulation using sleep, negative emotionality, eating, and sensory sensitivity scales. ▪ Competencies using compliance, attention, imitation/play, mastery motivation, empathy, and prosocial peer relations scales. 	<ul style="list-style-type: none"> ▪ Children 1-4 years. 	<ul style="list-style-type: none"> ▪ Good internal consistency (Cronbach's $\alpha \geq .65$ in most domains). ▪ High test-retest reliability ($\geq .80$ on most domains). ▪ Good inter-rater reliability ($\geq .65$ on most domains). ▪ Good construct validity ($\geq .5$ compared with Child Behavior Checklist). ▪ Norming characteristics: Not a nationally representative sample, but normed within past 15 years. 	<ul style="list-style-type: none"> ▪ Parent self report format. ▪ Items rated on 3 point scale: 0 = not true/rarely, 1 = somewhat true/sometimes, and 2 = very true/often, with a "no opportunity to observe" option. ▪ Includes 3 indices—(1) maladaptive, (2) atypical behavior, and (3) social relatedness—to identify more serious problems. ▪ A short version, the Brief Infant-Toddler Social and Emotional Assessment (BITSEA) can be used as an initial screen for the ITSEA. 	<ul style="list-style-type: none"> ▪ Items summed and divided by total number of non-missing items for a given subject. ▪ Following scores are calculated: Domain Scores, Scale Scores, and Indices. ▪ Cut-points for the domain, scales, and indices are calculated. ▪ Cut-points are the mean scores above and below which the extreme 10% at either end of reference sample falls. ▪ Interpretation of results by professional trained in psychometrics recommended. 	<ul style="list-style-type: none"> ▪ Can be administered as a parent/caregiver questionnaire or as a structured interview. ▪ Administration time 20-30 minutes as a questionnaire, 35 to 45 minutes as an interview. 	<ul style="list-style-type: none"> ▪ Reading level assessed at 4th-6th grade. ▪ Available in English, French, Spanish, Hebrew, and Dutch.

Instruments for Evaluating Child Development and Well-Being, continued

Macarthur Communicative Development Inventories (CDI) (Fenson, Dale, Reznick, Thal, Bates, Hartung, Pethick, & Reilly, 1993)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<p>Assesses early language skills, including:</p> <ul style="list-style-type: none"> ▪ Production and understanding of words and phases. ▪ Use of gestures for communication, play, and imitation of parents and other adults. ▪ Vocabulary skills, including use of possessives, plurals, tenses, and development of complex sentences. 	<ul style="list-style-type: none"> ▪ Children 8 to 30 months. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha mostly >.80). ▪ Good test-retest reliability (mostly >.65). ▪ Good concurrent validity ($\geq .5$ with most tests). ▪ Norming sample characteristics: not nationally representative. Parents were more educated and less ethnically diverse than the general population. 	<ul style="list-style-type: none"> ▪ Parent questionnaire format. <p>2 Inventories, each with 2 sections:</p> <p>Words and Gestures Inventory for infants 8 -16 months:</p> <ul style="list-style-type: none"> ▪ Words Section has 28-item list of phrases and a 396-word checklist. ▪ Gestures Section covers 63 gestures. <p>Words and sentences inventory for toddlers 16-30 months:</p> <ul style="list-style-type: none"> ▪ Word Section uses 680-Word checklist. <ul style="list-style-type: none"> ▪ A Short Version of the Inventories is available. 	<ul style="list-style-type: none"> ▪ Scoring can be done manually or by computer. ▪ Manual scoring involves counting the number of marked items or affirmative responses by section. ▪ Raw scores are converted into gender- and age-specific percentile rankings. 	<ul style="list-style-type: none"> ▪ No training required to complete forms. ▪ 20-40 minutes for parent to complete. ▪ 10 minutes for a staff member to score inventory. 	<ul style="list-style-type: none"> ▪ Reading level: not reported. ▪ Available in English, Spanish, Italian.

Instruments for Evaluating Child Development and Well-Being, continued

Ounce of Prevention Scale (Meisels, Dombro, Marsden, Weston, & Jewkes, 2002)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
Organized around 6 developmental areas: <ul style="list-style-type: none"> ▪ Personal connections ▪ Feelings about self ▪ Relationships with other children ▪ Understanding and communicating ▪ Exploration and problem solving ▪ Movement and coordination. 	<ul style="list-style-type: none"> ▪ Children birth to 42 months. 	<ul style="list-style-type: none"> ▪ No data available on validity, reliability, or sampling characteristics as of publication of instrument. 	3 elements: <ul style="list-style-type: none"> ▪ Observation Record for observing and documenting children’s everyday behaviors. ▪ Family Album, which provides a structure for parents to learn about and record their child’s development. ▪ Developmental Profile, which enables caregivers and staff to evaluate child’s development and progress over time, comparing observational data to specific performance standards. 	<ul style="list-style-type: none"> ▪ Data from Observational Record and the Family Album are summarized in the Developmental Profile. ▪ Behaviors are marked as “Developing as Expected” or “Needs Development.” ▪ Space available to record additional comments. 	<ul style="list-style-type: none"> ▪ Parent report and observation by parent and service providers. Recommended administration at 8 intervals: <ul style="list-style-type: none"> ▪ 0-4 months ▪ 4-8 months ▪ 8-12 months ▪ 12-16 months ▪ 18-24 months ▪ 24-30 months ▪ 30-36 months ▪ 36-42 months. 	<ul style="list-style-type: none"> ▪ Data on reading level not reported. ▪ Available in English (Spanish version of the Family Album is being developed).

Instruments for Evaluating Parent Outcomes, Family Functioning, and Well-Being

Adult-Adolescent Parenting Inventory (AAPI-2) (Bavolek & Keene, 1999)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ Parents' expectations of children. ▪ Parents' empathy toward children's needs. ▪ Parents' use of corporal punishment. ▪ Parent-child roles and responsibilities. ▪ Child's power and independence. 	<ul style="list-style-type: none"> ▪ Adult parent and pre-parent populations. ▪ Adolescent parents and pre-parent populations. ▪ Adolescents as young as 13 can respond to AAPI-2. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's Alpha \geq .65). ▪ Each of 5 sub-scales show significant diagnostic and discriminatory validity (i.e., responses discriminate between the parenting behaviors of known abusive parents and the behaviors of non-abusive parents). ▪ Factor analysis confirms validity of five constructs measured by the AAPI-2. ▪ Non-random, but nationally representative sample. ▪ Normed within past 15 years. 	<ul style="list-style-type: none"> ▪ Parent self-report. ▪ 40 items presented in 5-point Likert scale from Strongly Agree to Strongly Disagree. ▪ Available in 2 versions – Forms A & B – to reduce practice effect when repeating inventory in a short time period. 	<ul style="list-style-type: none"> ▪ Responses carry a numerical value of 1 to 5. ▪ Numerical values are recorded on the AAPI-2 Profile Worksheet for each of five subscales. ▪ Raw scores on each subscale are calculated by adding numerical values. ▪ Standard scores are plotted on the AAPI-2 Parenting Profile using index of risk for abuse/neglect. 	<ul style="list-style-type: none"> ▪ Requires approx. 20 minutes to administer. ▪ Can be administered individually or in a small group setting. ▪ Individuals circle responses that best represent their parenting attitudes. 	<ul style="list-style-type: none"> ▪ Assessed at a 5th grade reading level. ▪ Can be read orally to non-readers. ▪ Available in English and Spanish.

Instruments for Evaluating Parent Outcomes, Family Functioning, and Well-Being, continued

Arnett Caregiver Interaction Scale (Arnett, 1989)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> Includes four sub-scales: ▪ Positive interaction (warm, enthusiastic, and developmentally appropriate behavior). ▪ Punitiveness (hostility, harshness, and use of threat). ▪ Detachment (lack of involvement and disinterest). ▪ Permissiveness. 	<ul style="list-style-type: none"> ▪ Caregivers and teachers of young children. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha: >.80). ▪ High inter-rater reliability (.75-.97). ▪ Good concurrent validity (mostly >.50). ▪ Norming characteristics: no data available. 	<ul style="list-style-type: none"> ▪ Observation format. ▪ 26-items. 	<ul style="list-style-type: none"> ▪ Observer rates extent to which caregiver exhibits behaviors on a 4-point scale: not at all (1) to very much (4). ▪ Averages can be calculated for each subscale. ▪ Individual caregiver scores can be compared to scores of other caregivers or to mean scores of a group of caregivers. 	<ul style="list-style-type: none"> ▪ Observation and scoring should be done by highly-trained person. ▪ To be a certified Arnett Caregiver Interaction Scale, observer must achieve .70 inter-rater reliability during 2 consecutive observations. ▪ No recommended length of observation. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Instruments for Evaluating Parent Outcomes, Family Functioning, and Well-Being, continued

Home Observation for Measurement of the Environment (HOME) – Infant/Toddler Inventory, 3rd Ed. (Caldwell & Bradley, 2001)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ Designed to measure quality and extent of stimulation available to a child in the home environment. ▪ 6 subscales: (1) responsiveness to parent, (2) avoidance of restriction and punishment, (3) organization of the environment, (4) appropriate play materials, (5) parental involvement, and (6) variety in daily stimulation. 	<ul style="list-style-type: none"> ▪ Birth to 3 years old. 	<ul style="list-style-type: none"> ▪ Good internal consistency (Cronbach's Alpha $\geq .65$). ▪ Moderate test-retest reliability (mostly around .65). ▪ Moderate concurrent validity (.5 on average). ▪ Good predictive validity (mostly $\geq .4$). ▪ Norming sample characteristics: not described. 	<ul style="list-style-type: none"> ▪ Observation and parent interview format. ▪ 45 items. 	<ul style="list-style-type: none"> ▪ The home visitor/interviewer enters a plus (+) for each item if the behavior is observed or reported and a minus (-) if not. ▪ Subscale and total inventory scores are derived by counting the number of pluses. ▪ Basic clerical skills required to score. 	<ul style="list-style-type: none"> ▪ Information is collected from observations, supplemented by parent interview, during home visits scheduled when child is awake and engaged in activities typical for that time of the day. ▪ 45-90 minutes to administer the inventory. ▪ Formal training recommended to administer and interpret scores. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Instruments for Evaluating Parent Outcomes, Family Functioning, and Well-Being, continued

North Carolina Family Assessment Scale-Reunification (NCFAS-R), Version R2.0 (Kirk, 2000-2001)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ Modified version of NCFAS (Kirk and Ashcraft, 1996) for use by family preservation service providers working with foster care reunification cases. <p>Domains include:</p> <ul style="list-style-type: none"> ▪ Environmental safety/stability ▪ Parental capabilities ▪ Quality of family interactions ▪ Family safety ▪ Child well-being ▪ Caregiver/Child ambivalence re: reunification ▪ Family readiness for reunification. 	<ul style="list-style-type: none"> ▪ Families with children in foster care with goal of reunification. 	<ul style="list-style-type: none"> ▪ Reliability and validity testing of NCFAS-R is ongoing. ▪ Original NCFAS has high internal consistency on most factors (Cronbach's alpha between .71 and .94). ▪ Original NCFAS has moderate concurrent validity (correlations from .26-.71). 	<ul style="list-style-type: none"> ▪ Direct assessment format. ▪ 7 subscales with a total of 48 items. ▪ Each item has 6-point scale with values ranging from +2 (clear strength) to -3 (serious problem). ▪ One overall rating for each subscale. 	<ul style="list-style-type: none"> ▪ User assigns numerical value to each item. ▪ Overall ratings completed separately after all scales are completed. ▪ User compares changes in ratings from intake to case closure. ▪ NCFAS ratings can be aggregated across subscales or assessed separately. 	<ul style="list-style-type: none"> ▪ Scale administered at intake (within first 10 wks) and at case closure/prior to reunification. ▪ Can be used by direct service providers w/o training in psychometrics or assessment. ▪ Familiarity with service population recommended. ▪ Review of Users Guide or training recommended prior to use. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Instruments for Evaluating Parent Outcomes, Family Functioning, and Well-Being, continued

Nursing Child Assessment Teaching Scale (NCATS), 2nd Edition (Nursing Child Assessment Satellite Training [NCAST] Parent-Child Interaction Program, 1995)						
Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ Assesses quality of caregiver-child interactions. <p>Organized into six subscales:</p> <ul style="list-style-type: none"> ▪ Caregiver’s sensitivity to cues. ▪ Caregiver’s response to child’s distress. ▪ Caregivers’ fostering of social-emotional growth. ▪ Caregivers’ fostering of cognitive growth. ▪ Clarity of child’s cues ▪ Child’s responsiveness to caregiver. 	<ul style="list-style-type: none"> ▪ Children birth to 36 months. 	<ul style="list-style-type: none"> ▪ Good internal consistency (Cronbach’s Alpha mostly $>.65$). ▪ Good test-retest reliability (.85 on total parent score and .55 on total infant score). ▪ Moderate concurrent validity (mostly $<.5$). ▪ Moderate predictive validity (mostly $<.4$). ▪ Norming sample characteristics: not nationally representative. 	<ul style="list-style-type: none"> ▪ Direct observation format. ▪ 73-items organized into six subscales . ▪ 4 subscales assess caregiver’s behavior; 2 assess child’s behavior. 	<ul style="list-style-type: none"> ▪ Observer marks “yes” or “no” for each item depending upon whether behavior is observed. ▪ Observer calculates totals for each subscale and a total score. ▪ Scores are compared to table provided in the manual to determine whether score falls under the 10 percentile cutoff score. 	<ul style="list-style-type: none"> ▪ Administered by professional health care worker certified by NCAST as a learner or instructor. ▪ Usually administered in 1-6 minutes. 	<ul style="list-style-type: none"> ▪ Reading level: not applicable. ▪ Available in English.

Parenting Stress Index (PSI), 3rd Edition (Abidin, 1995)

Constructs/Domains Measured	Intended Populations	Validity, Reliability, and Sampling	Format	Scoring	Administration	Reading Level/Language
<ul style="list-style-type: none"> ▪ 13 sub-scales within 4 major domains: total stress, child domain, parent domain, and life stress. ▪ Child domain measures: (1) child's distractibility/hyperactivity, (2) adaptability, (3) reinforcement of the parenting experience, (4) demandingness, (5) mood, (6) acceptability. ▪ Parent domain measures: (1) competence, (2) isolation, (3) attachment, (4) health, (5) feeling of role restriction, (6) depression, (7) spousal support. ▪ Life stress domain measures sources of stress beyond parent's control. 	<ul style="list-style-type: none"> ▪ For parents of children ages 1 month to 12 years. 	<ul style="list-style-type: none"> ▪ High internal consistency (Cronbach's alpha: >.90). ▪ Good test-retest reliability (.65 - .96). ▪ High concurrent validity: 3 (mostly ≥.5). ▪ Norming sample is not nationally representative. 	<ul style="list-style-type: none"> ▪ Parent self report format. ▪ Long form has 120 items. ▪ Available in a Short Form. Short Form has 36 items. ▪ Most items use 5-point scale from Strongly Agree to Strongly Disagree. 	<ul style="list-style-type: none"> ▪ Raw scores on each subscale are calculated by adding numerical values. ▪ Using the Profile Form, which is part of the answering sheet, scorer obtains the percentile ranking for each sub-scale score. ▪ Respondent's score can also be graphed on the profile form. ▪ Interpretation of PSI scores requires training in psychology, social work, or related disciplines. 	<ul style="list-style-type: none"> ▪ PSI long form takes 20-30 minutes to complete. ▪ Persons without formal training in psychology or social work can administer and score the PSI. 	<ul style="list-style-type: none"> ▪ Assessed at a 5th grade reading level. ▪ Available in English, Spanish, and French.