
The activity-based, field-tested AEPS® links assessment, intervention, and evaluation for children from birth to six years who have disabilities or are at risk for developmental delays. With this edition, professionals can assess and monitor six key developmental areas in young children: fine motor, gross motor, cognitive, adaptive, social-communication, and social. AEPS helps identify educational targets tailored for each child's needs, formulate developmentally appropriate goals, conduct before and after evaluations to ensure interventions are working, and involve families in the whole process.

**Volume 1: AEPS Administration Guide**

**Volume 2: AEPS Test**

**Volume 3: AEPS Curriculum for Birth to Three Years**

**Volume 4: AEPS Curriculum for Three to Six Years**

Brigance, Albert H. (2013). *Brigance Early Childhood Screen III (3-5 Years)*. North Billerica, MA: Curriculum Associates, LLC.

This is a collection of quick, highly accurate assessments and data-gathering tools to use with children three though five years of age.


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The SIB-R is a comprehensive, norm-referenced assessment of adaptive and maladaptive behaviors ages infancy through 80+ years.


Four primary components of Project Sequenced Transition to Education in the Public Schools are (a) interagency and administrative issues, (b) staff involvement in the transition process, (c) family involvement in the transition process, and (d) child preparation for the next environment. Project STEPS incorporates a model for team training related to each of these four components, as well as overall transition system development.

The Work Sampling Developmental Guidelines and Checklists is a classroom-based observational performance assessment. Its purpose is to help teachers document and evaluate children’s skills, knowledge, and behaviors using actual classroom experiences, activities, and products.

This profile is a tool for linking performance strengths and barriers with the child’s sensory processing patterns. Its purpose is to evaluate the possible contributions of sensory processing to the child’s daily performance patterns and to provide information about both the child’s tendencies to respond to stimuli and which sensory systems are likely to be contributing to or creating barriers to functional performance.

The PDMS-2 is an early childhood motor development program that provides both in-depth assessment and training or remediation of gross and fine motor skills.

The GADS is useful for contributing valuable information toward the identification of children who Asperger’s Disorder. Easily completed by a parent and professional who knows the child, the GADS provides documentation about the essential behavior characteristics of Asperger’s Disorder necessary for diagnosis.

GARS-2 indicates the severity of autism in individuals between the ages of 3 and 22 so that appropriate coping strategies can be developed.

The TEMA-3 is a norm-referenced tool that measures the mathematics performance of children between the ages of 3-0 and 8-11 and is useful with older children who have learning disabilities.

The E-Lap is a criterion-referenced assessment to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development: gross motor; fine motor, cognitive, language, self-help, and social emotional.

This scale can be used to rate early childhood programs on a seven-point scale in the areas of space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and parents and staff. (It is the tool used by KDE to evaluate KY preschool classrooms for Preschool Resource Classroom status.)
This scale can be used to rate infant/toddler environments on a seven-point scale in the areas of furnishings and display for children, personal care routines, listening and talking, learning activities, interaction, program structure, and adult needs.

Developed especially for programs serving school age children: Space and Furnishings, Health and Safety, Activities, Interactions, Program Structure, Staff Development, Supplementary items (for children with special needs).

The APEEC was designed to measure practices in K-3 general education classrooms that include children with disabilities for at least part of the day. The 16 items are divided into physical environment, instructional context, and social context.

This is an authentic assessment in the form of a children's storybook titled Violet's Adventure. To conduct the assessment, a teacher reads the story with an individual child, stopping where indicated in the book to ask questions or elicit ideas. The ELSA measures progress in all early childhood programs. The assessment meets the psychometric standards of demonstrated reliability and validity.

The Preschool COR is an observational assessment tool for children aged 2½ to 6 years. It is designed to measure children’s progress in all early childhood programs. It looks at 32 dimensions of learning in six broad categories critical for school success: Initiative, Social Relations, Creative Representation, Movement and Music, Language and Literacy, and Mathematics and Science.

Administration Manual: assesses key aspects of program quality including adult-child interaction, learning environment, daily routine, curriculum planning and assessment, parent involvement and family services, staff qualifications and development and program management.

This individually administered instrument helps professionals evaluate children with autism and develop appropriate instructional plans. It can also be used for differential diagnosis, as it distinguishes youngsters with autism from those with other severe handicaps. The Third Edition can be used with children from 2-0 to 13-11 years of age. The ASIEP-3 looks at five aspects of behavior, which together provide a clear picture of the individual's functional abilities and instructional needs.
The SCBE is a standardized instrument designed to assess patterns of social competence, affective expression, and adjustment difficulties in children aged 30 months to 78 months.

Gives early childhood professionals comprehensive instructions on using the second editions, plus some of the best professional guidance available on conducting play sessions, writing reports, and ensuring successful assessment and intervention.

A comprehensive, easy-to-follow process for assessing four critical developmental domains—sensorimotor, emotional and social, communication and cognitive.

Create customized play-based interventions that help children make real progress across four domains: sensorimotor, emotional and social, communication, and cognitive.

This individually administered screening test is designed to identify young children in need of further diagnostic assessment. The DIAL-3 is a 30 minute assessment of motoric, conceptual, and language behaviors of children between the ages of 2.6 and 6.11.

This is one of the two volumes of an assessment and intervention program designed for use with young children who have mild to severe disabilities. Developed for use with children from birth to 36 months, the CCITSN is an easy-to-use, criterion-referenced system that clearly links assessment with intervention and lets professionals work closely with the child's teachers, family members, and other service providers.

The Ounce Scale provides a structure for observing growth and development of children from birth to three and a half years of age.
Myles, B. S., Bock, S. J., & Simpson, R. L. (2001). *Asperger Syndrome Diagnostic Scale*. Austin, TX: Pro-Ed. The ASDS is used for the assessment of individuals ages 5 through 18 who manifest the characteristics of AS. The instrument can be completed by an individual who has had direct, sustained contact with the referred individual.

National Study of School Evaluation. (2002). *Program Evaluation: Infant and Early Childhood Education*. Schaumburg, IL. This toolkit is designed to assist in developing and implementing a comprehensive plan for program improvement that is tailored to the unique needs of your children. It focuses on a data-driven and research-based framework for improving children’s growth and learning and for strengthening the teaching and organizational effectiveness of your early childhood program. The materials can help to self-assess progress as you complete each phase of the planning process. Templates are provided to assist with the development of a program improvement plan.

Nehring, A. & Nehring, E. (2005). *Learning Accomplishment Profile-Diagnostic Standardized Assessment 3rd Edition (LAP-D)*. Lewisville, NC: Kaplan Press. This developmental assessment is for children ages 30 to 72 months. It is designed to assist in making educational decisions with regard to young children and to enable the teacher to develop instructional objectives and strategies.


Newborg, J. (2004). *Battelle Developmental Inventory, 2nd Edition*. Rolling Meadows, IL: Riverside Publishing Company. This early childhood instrument is based on the concepts of developmental milestones. *BDI*-2 helps measure a child's progress along this developmental continuum by both global domains and discrete skill sets.

For children Birth to Age 6, the Portage focuses on a home visitor supporting parents and caregivers. These caregivers help with IEP and IFSP goals of each child and family. They work with the child's developmental needs, desires, interests, family background, customs and environment. Format of Portage Project Initial Meeting with child and parent and the home visitor/teacher.


Reynolds, C. R. & Kamphaus, R. W. (2004). *Behavior Assessment System for Children (BASC-2)*. Austin, TX: Pro-Ed. The BASC-2 is a multi-method, multidimensional system used to evaluate the behavior and self-perceptions of children and young adults aged 2 through 25 years. The BASC-2 was designed to facilitate the differential diagnosis and educational classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans.


Smith, M. W., Brady, J.P. & Anastasopoulos, L. (2008). *Early Language and Literacy Classroom Observation Tool (ELLOCO) Pre-K*. Baltimore, MD: Paul H. Brookes Publishing. ELLCO helps build better literacy programs by assessing the quality of both the classroom environment and teachers' practices. With ELLCO, educators reliably gather the essential data needed for professional development and program improvement that lead to better literacy outcomes for young children.


measurement of development at the following ages: 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age.


The questionnaires were developed to monitor a child’s development in the behavioral areas of self-regulation, compliance, communication, adaptive, autonomy, affect and interaction with people. ASQ:SE questionnaire intervals correspond with the ASQ system, screening children from 3 months to 5 and 1/2 years of age. Questionnaire intervals are as follows: 6, 12, 18, 24, 30, 36, 48 and 60 months.


This instrument measures quality in literacy, numeracy, science and diversity as observable in pre-school settings.