

Evidence Base for Commonly-Used Assessments in Early Childhood Special Education

Assessment	Authentic or Conventional	Intended uses (According to the publisher's representation)	# of Studies validating for intended uses	# of Studies on Technical adequacy of the measure	Fidelity, utility, or social validity studies	Evidence Rating
Adaptive Behavior Assessment System 2nd edition (ABAS-II)	Both	<ul style="list-style-type: none"> *Determine how and individual is responding to daily demands *Develop treatment and training goals *Determine eligibility for services *Assess individuals with intellectual disabilities, learning difficulties, ADD/ADHD, or other impairments 	3 studies	4 studies	2 utility, 1 social validity	Moderate
Assessment, Evaluation, and Programming System 2nd edition (AEPS)	Authentic	<ul style="list-style-type: none"> *Assessment *Goal development -Progress monitoring *Corroborate eligibility decisions -Create OSEP child outcome reports *For children with and without disabilities 	6 studies	9 studies	6 utility, 1 fidelity, 1 social validity	High
Brigance Inventory of Early Development II	Conventional	<ul style="list-style-type: none"> -Diagnose delays, disabilities, giftedness, and other exceptionalities *Determine present level of performance and guide instruction *Write IEP's and monitor progress -Produce age equivalents, percentiles, and quotients -Support alternative assessment needs 	2 studies	3 studies	2 social validity	Weak
The Carolina Curriculum 2nd Edition	Authentic	<ul style="list-style-type: none"> -Assessment and progress monitoring for children with mild to severe disabilities 	0 studies	0 studies	1 utility	Unacceptable
Creative Curriculum Developmental Continuum	Authentic	<ul style="list-style-type: none"> *Assessment *Progress monitoring - OSEP Accountability - For children with and without disabilities 	3 studies	2 studies	2 utility 1 Social validity	Moderate
Developmental Observation Checklist System (DOCS)	Both	<ul style="list-style-type: none"> *Assessment 	2 studies	4 studies	1 utility	Moderate
Hawaii Early Learning Profile (HELP)	Authentic	<ul style="list-style-type: none"> *Assessment -Progress monitoring -Targeting objectives -OSEP Accountability 	1 study	1 study	0 studies	Unacceptable
HighScope Child Observation Record (COR)	Authentic	<ul style="list-style-type: none"> *Child assessment -Program assessment -Progress monitoring -Activity planning 	3 studies	3 studies	1 utility	Moderate
Pediatric Evaluation of Disability Inventory (PEDI)	Both	<ul style="list-style-type: none"> *Assess functional capabilities and performance *Progress monitoring 	11 studies	9 studies	4 utility	Exemplary
Transdisciplinary Play-Based Assessment 2nd edition (TPBA-2)	Authentic	<ul style="list-style-type: none"> *Assessment -Progress Monitoring 	1 study	5 studies	1 social validity	Moderate
The Work Sampling System (WSS)	Authentic	<ul style="list-style-type: none"> *Assessment *Progress monitoring -OSEP Accountability 	2 studies	4 studies	1 social validity 1 utility	Moderate

Evidence Base for Commonly-Used Assessments in Early Childhood Special Education

Teresa Brown and Sophia Hubbell, Kent State University, November 2009

Unacceptable	Weak	Moderate	High	Exemplary
There are no studies.	At least one study examines reliability or technical validity of measure	At least three studies total	At least six studies total	At least six studies total
OR	OR	AND	AND	AND
Studies do not examine reliability or validity of measure	At least one study validates the measure for one or more intended purposes	At least one study examines reliability and validity of measure	At least two studies examine each of the following: reliability, technical validity, social validity, utility, fidelity	At least two studies examine each of the following: reliability, technical validity, social validity, utility, fidelity
OR		AND	AND	AND
The measure has not been validated for any intended purposes		At least one study validates the measure for one or more intended uses as listed by the publisher	At least one study validates the measure for one or more intended uses as listed by the publisher	At least one study validates the measure for all of the intended uses listed by publisher

Notes:

We gave credit for any studies without regard to study methods or sample sizes.

For the purposes of this synthesis we defined *authentic* and *conventional* as follows:

Authentic means the assessment takes place in the child’s natural environment, using in vivo observations, completed by familiar adults

Conventional means standardized, norm-referenced assessments that do not necessarily occur in the child’s natural environment and may or may not be conducted by a familiar adult.

*Indicates use that was validated through at least one research study

Bricker, D. (Ed.). (2002) *Assessment, Evaluation, and Programming System (AEPS) for Infants and Children* (2nd ed.). Baltimore, MD: Brookes Publishing.

Brigance, A.H. (2004). *Brigance Diagnostic Inventory of Early Development-Second Edition (IED-II)*. North Billerica, MA : Curriculum Associates.

Haley, S.M., Coster, W. J., Ludlow, L.H., Haltiwanger, J.T., & Andrellos, P.J. (1992). *Pediatric Evaluation of Disability Inventory*. San Antonio, TX: Pearson.

Harrison, P.L., & Oakland T. (2003). *Adaptive Behavior Assessment System, Second Edition (ABAS-II)*. San Antonio, TX: Harcourt Assessment.

HighScope Educational Research Foundation (2002). *HighScope Child Observation Record*. Ypsilanti, MI: High Scope Press.

Holt, T, Gilles, J. Holt, A. & Davids, V., Joanne Gilles, Ashley Holt, and Veralyn Davids (2004). *HELP for Preschoolers*. Palo Alto, CA: Vort Corporation

Hresko, W., Miguel, S., Sherbenou, R., & Burton, S. (1994). *Developmental Observation Checklist System*. Austin, TX: Pro-Ed.

Johnson-Martin, N., Jens, K.G., Attermeier, S.M., & Hacker, B.J. (1991). *Carolina Curriculum for Infants and Toddlers with Special Needs* (2nd ed.). Baltimore, MD: Brookes Publishing.

Johnson-Martin, N., Jens, K.G., Hacker, B.J., & Attermeier, S.M., (1991). *The Carolina Curriculum for Preschoolers with Special Needs* (2nd ed.). Baltimore, MD: Brookes Publishing.

Linder, T. (2008). *Transdisciplinary Play-Based Assessment* (2nd ed.). Baltimore, MD: Brookes Publishing.

Meisels, S.J., Marsden, D. B., Jablon, J.R., Dorfman, A.B. & Dichtelmiller, M.K. (1998). *The Work Sampling System*. San Antonio, TX: Pearson.

Parks, S. (2007). *HELP 0-3*. Palo Alto, CA: Vort Corporation.

Trister Dodge, D., Colker, L.J., & Heroman, C. (2002). *The Creative Curriculum for preschool* (4th ed.). Washington, DC: Teaching Strategies.

Trister Dodge, D., Rudick, S., & Kai-lee Berke, K. (2006). *The Creative Curriculum for infants, toddlers & twos* (2nd ed.). Washington, DC: Teaching Strategies.