

# Evolving with IDEIA

## Tier 1: Universal Screening Tools

| Instrument  | Age/Grade Range   | Area Evaluated  | Description  |
|---|-------------------|---|--|
| Bayley III Screening Test                                 | 1 – 42 months     | Cognitive, language, and motor domains                          | Quickly determines if a child is “on track” developmentally or if further, more comprehensive assessment is warranted. Individual administration.  |
| Brief Infant Toddler Social Emotional Assessment (BITSEA) | 12-35 months      | Social-emotional  | First-stage screener to quickly identify children who show atypical behaviors and may need further, more comprehensive evaluation. Linked to ITSEA (comprehensive measure).  |
| Greenspan Social-Emotional Growth Chart                   | Birth – 42 months | Social-emotional  | Uses parent/caregiver questionnaires for early identification of social-emotional deficits, to monitor development of social-emotional capacities, and to establish goals for intervention. Individual administration. |
| First Step: Screening Test for Evaluating Preschoolers    | 2:9 – 6:2 years   | Cognitive, language, motor, social-emotional, adaptive behavior | Identifies developmental delays in those children who need more in-depth evaluation in a specific domain. Individual administration.   |

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| PrimerPASO: Screening Test for Evaluating Preschoolers in Spanish    | 2:9 – 6:2 years  | Cognitive, language, motor, social-emotional, adaptive behavior | Spanish version of First Step  |
| Pervasive Developmental Disorders Screening Test (PDDST-II)          | 18 – 48 months   | Autistic disorder, PDD, Asperger's disorder                     | Early identification and intervention planning for young children at risk for disorders.   |
| Early Reading Diagnostic Assessment-2 <sup>nd</sup> Edition (ERDA-2) | K – Grade 3      | Early reading skills  | Norm-referenced tool for evaluating all 5 essential components of early reading. Individual administration. Web-based scoring and reporting available.       |
| Ready to Learn   | 3:6 – 6:5 years  | Early literacy screening  | Assesses a wide range of skills that predict literacy development. Identifies both the need for and the response to intervention. Individual administration. |
| Bracken School Readiness Assessment                                  | 2:6 – 7:11 years | School readiness  | Quickly evaluates in English or Spanish those skills most necessary for early success in school. Individual administration.                                  |

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| Pre-Reading Inventory of Phonological Awareness (PIPA) | 4:0 to 6:11 years | Inventory of phonological awareness skills                          | Identifies children at risk for reading failure. Individual administration. Can also be used as an outcomes measure.             |
| Dyslexia Screening Test-Junior (DST-J)                 | 6:6 – 11:5 years  | Measures phonological ability, vocabulary, and non-verbal reasoning | Profiles strengths and weaknesses and identify students at risk for reading failure. Individual administration.                  |
| Early Childhood Observation System (ECHOS)             | 5:0 – 7:11 years  | Early academic skills   | Continuous observational assessment using a PDA to determine if student is on track to meet grade-level expectations and AYP.    |
| Early Math Diagnostic Assessment (EMDA)                | Pre-K – Grade 3   | Early math skills   | Norm-referenced tool for evaluating math readiness, and early math skills for instructional purposes. Individual administration. |

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| Academic Competence Evaluation Scales (ACES)                             | K-12             | Academic skills, academic enablers | A norm-referenced, pre-referral tool that obtains teacher and student ratings to identify students at risk, prioritizes skills that require intervention, and monitors response to intervention over time.                                     |
| Functional Assessment and Intervention System: Improving School Behavior | All ages         | School behavior                    | A tool that promotes social competence as it identifies the intent or function of a student's challenging behavior and provides a specific protocol for documenting and using performance-based information to create intervention strategies. |
| Behavioral Observation of Students in Schools (BOSS)                     | Pre-K – Grade 12 | School behavior                    | Uses a PDA to monitor student behavior and response to intervention. Automatically tracks and tabulates frequency data.  |

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| Behavior Rating Inventory of Executive Function (BRIEF)                    | 5 – 18 years      | Executive function  | Identifies students at risk for academic/behavior difficulties related to deficits in executive functioning at home and at school. Measures behavioral regulation, metacognition, and global executive functioning.       |
| Dyslexia Screening Test-Secondary (DST-S)                                  | 11:6 – 16:5 years | Measures phonological ability, vocabulary, and non-verbal reasoning | Profiles strengths and weaknesses and identify older students at risk for reading failure. Individual administration.   |
| Clinical Evaluation of Language Fundamentals – 4- Screening Test (CELF 4 ) | 5 – 21 years      | Receptive, expressive, grammatical, and semantic language skills    | Quickly determines whether further testing is needed to identify language disorders. Individual administration.   |
| Diagnostic Evaluation of Language Variation Screening Test (DELV)          | 4:0 – 12 years    | Address over-identification of minorities in special ed.            | Distinguishes variations in language due to normal developmental language changes or to regional and cultural patterns of language difference from true markers of language disorder or delay. Individual administration. |

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| Children's Communication Checklist- 2 (CCC-2)              | 4:0 – 16:11     | Social language and communication skills | Uses parent/caregiver rating scales to rate aspects of communication such as speech, vocabulary, sentence structure, and social language skills to screen for general language impairment, identify children at risk for autism spectrum disorder, and detect deficits in pragmatic language. |
| Reynolds Adolescent Adjustment Screening Inventory (RAASI) | 12 – 19 years   | Social-emotional                         | Quickly identifies adolescents who exhibit significant adjustment problems related to antisocial behavior, anger control problems, emotional distress, and positive self concept. Group or individual administration.   |
| Sleep Disorders Inventory for Students (SDIS)              | 2 – 18 years    | Sleep syndromes and 5 parasomnias        | Determines sleep disorder risk level and identifies those students who need further evaluation. Interpretive report includes suggested interventions. Individual administration.  |

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| Beck Youth Inventories- II                                       | 7 – 18 years    | Depression, anxiety, anger, disruptive behavior, and self-concept | Uses individual or all 5 inventories to identify impaired students for referral for more extensive assessment, to identify potential vulnerability to bully/victimization, to plan and monitor intervention for at-risk students. Group or individual administration. |
| Resiliency Scales for Adolescents                                | 15 – 18 years   | Personal attributes critical for resiliency                       | Profiles personal strengths as well as vulnerability of teens which can influence intervention strategies, goals, and outcomes.   |
| Adolescent Substance Abuse Subtle Screening Inventory (SASSI-A2) | 12 -- 18 years  | Substance abuse behaviors   | An effective assessment of adolescents, even when they are unable to unwilling to acknowledge relevant behaviors, for purposes of intervention planning.  |

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| Preschool Language Scale – Fourth Edition Screening Test (PLS-4 Screening Test) | 3:0 – 6:11 years | Language, Articulation, Connected Speech, Social/Interpersonal Skills, Stuttering, Voice Disorder | Determine if a comprehensive language assessment is needed by administering the most discriminating items from the PLS-4. The Screener is ideal for both early childhood screenings and preschool or kindergarten screenings. |

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