

Tools & Methods Used for Screening & Evaluation in Colorado Birth-5 years

Adams County				
AU	Contact	Birth-3	3-5	Comments
District 1 – Mapleton	Sara Napoli (0-3)	<u>Screening:</u> ASQ	<u>Screening:</u> ASQ	All assessments are done either at the home or school in a play based setting. These assessments change each year as well when we get different therapists working in our schools.
	Reanna West (3-5)	<u>Evaluation:</u> Parent Interviews Record Review HELP REEL-3 PDMS 2	<u>Evaluation:</u> Parent Interviews Teacher Report Record Review Play-Based Observations PDMS PLS-4 REEL-3 Articulation screener (if needed) from PLS-4 GFTA-2 EOWPVT ROWPVT Stuttering Severity Instrument SPLET Creative Curriculum Developmental Continuum SCBE	
District 12 – Five Star	Maggie Appenzeller (0-3)	<u>Screening:</u> ASQ	<u>Screening:</u> ASQ	
	Marla Draper (3-5)			

		<u>Evaluation:</u> Parent interview/report Observations Play-based evaluations HELP checklist RBI Language samples Fine and gross motor checklist (non standardized) Reports from private therapists	<u>Evaluation:</u> PLS DAYC PDMS	
District 14 – Commerce City	Karla Pritchett 0-3 Sue Okerson 3-21	<u>Screening:</u> ASQ <u>Evaluation:</u> PLS PDMS TPBA	<u>Screenings:</u> ECI ASQ <u>Evaluation:</u> TPBA DOCS MAP BDI (sometimes)	
District 27J - Brighton	Cindy Waectcher	<u>Screening:</u> ASQ <u>Evaluation:</u> HELP Review of records Developmental history Language samples PDMS - occasionally	<u>Screening:</u> DIAL-II <u>Evaluation:</u> GFTA 2 Informal play-based observations Parent interview - with a routine based philosophy Review of records Developmental history Language samples PLS IV (Eng/Span) Spanish Articulation Scales DOCS K-Seals PDMS	We use all instruments in a play based format. We have a checklist for areas of no concern that we look at.

			DTKR-2 CELF-3 - occasionally TOLD-P - occasionally	
District 50 - Westminster	Kiki McGough	<u>Screening:</u> ASQ <u>Evaluation:</u> Parent report Observation TPBA Checklists such as the HELP Motor checklist REEL-3 ELAP PLS – 4 BDI - 2	<u>Screening:</u> ASQ <u>Evaluation:</u> Parent report Observation TPBA Checklists such as the HELP GFTA-2 PLS-4 PPVT-3 EOWPVT Stuttering Severity Instrument BDI - 2 Motor checklist	
Arapahoe County				
AU	Contact	Birth-3	3-5	Comments
District 1 - Englewood	Marcia Blum	<u>Screening:</u> ASQ <u>Evaluation:</u> RBI TPBA BDI PLS- 4 Very rarely: BSITD (when child is going to diagnostic clinic)	<u>Screening:</u> ASQ PLS screener Articulation Screener (PLS) ESI-R <u>Evaluation:</u> Parent Interview DOCS BDI-2 PLS- 4 GFTA Vineland Survey Rarely: CELF-4	We do have other assessments that we use infrequently. These are our main tools.

			TABS DECA	
District 2 - Sheridan	Carrie Anderson	<u>Screening:</u> ASQ BDI <u>Evaluation:</u> TPBA Family interview Review of records Developmental history Speech and Language Milestones Clinical Clues BDI PDMS PLS REEL	<u>Screening:</u> BDI <u>Evaluation:</u> TPBA BDI PLS GFTA PPVT PDMS TELD 3 TOLD P:3 BRIEF-P We also use some tools specific to social-emotional development when needed including the BASC and SSRS	We use a variety of tools, depending on the greatest areas of needs
District 5 - Cherry Creek	Melissa Waggoner	<u>Screening:</u> ASQ <u>Evaluation:</u> TPBA model incorporating items from the Bayley, the Rosetti Infant-Toddler Language Scales, the PDMS Clinical observations For the Part C transition evals: PLS Miller Function and Participation Scales	<u>Screening:</u> ASQ <u>Evaluation:</u> TPBA model and incorporate items from: PLS-4 CELF GFTA PDMS DAS BASC CAAP Leiter (attention and memory	The mental health folks on our teams frequently do preschool observations. Occasionally we will do an ADOS We do home visits, especially for medically fragile children and those kids for whom behavior at home is a concern

			portion) Short Sensory Profile Clinical observations	
District 6 - Littleton	Barb Ritchie	<p><u>Screening:</u> Parent is requested to complete the ASQ and bring it to the screening DDST-II Caregiver, teacher, therapist information</p> <p><u>Evaluation:</u> Hearing & vision screening Play Observation/clinical judgment Mullen Scales of Early Learning HELP REEL-3 PLS-4 BDI BSITD Infant-Toddler Sensory Profile Parent Interview Caregiver, teacher, therapist information Physician consultation Review of other records/outside assessments/medical information</p>	<p><u>Screening:</u> Parent is requested to complete the checklist and bring it to the screening DIAL-3 Caregiver, teacher, therapist information</p> <p><u>Evaluation:</u> Hearing & vision screening Observations during play based assessment Classroom observations BDI HELP The Carolina Curriculum Brigance Inventory of Early Development Mullen Scales of Early Learning PLS-4 Vineland Arizona Articulation Proficiency Scale CELF-2 PLS TOLD-3 TAP TALC DAS-2 BASC-2</p>	Information from brief Child Find Intake sheet when appointment is scheduled ASQ mailed to parent with letter confirming screening appointment and directions to Child Find

			PDMS Sensory Profile VMI Developmental Test of Visual Perception Caregiver, teacher, therapist information Physician consultation	
District 28J – Aurora	Jayne Dougherty	<u>Screening:</u> We generally don't screen children in this age group. If they are referred they go straight to evaluation. If we do screen we use: DDST ASQ ASQ-SE Parent report <u>Evaluation:</u> Parent report IDA Observation Infant-Toddler Sensory Profile Children closer to three: Mullen Scale of Early Learning	<u>Screening:</u> ASQ ASQ-SE COMPREHENSIVE IDENTIFICATION PROCESS (CIP) AND PARENT REPORT <u>Evaluation:</u> Mullen Scale of Early Learning BDI - Gross Motor BASC (sometimes) Observation Parent report Sensory Profile GFTA Information from Part C or community therapists/providers Community evaluation reports	
Boulder/Broomfield Counties				
AU	Contact	Birth-3	3-5	Comments
District RE-1J - St Vrain	Edy-Kay Ward	<u>Screening:</u> Language milestone checklist Cognitive growth checklist School version rating form	<u>Screening:</u> Language milestone checklist Cognitive growth checklist School version rating form	

		<p>Parent report Record review (teacher reports, Dr. reports, current provider reports) ASQ Speech Addendum Infant/Toddler Symptom Checklist Articulation Screener</p> <p><u>Evaluation:</u> Assessment Supplement of Social & Self-Care Skills (Andrea's form) Alberta Infant Motor Scale Motor Skills Acquisition Checklist Infant-Toddler Sensory Profile Gross and fine motor clinical observations checklist Oral motor skills checklist from the Sensory Modulation Difficulties VMI CDI MAP PDMS ESI First Step BASC CARS TABS WPPSI-III Vineland ABS Informal assessment & observation GFTA PLS-4 (Spanish & English) CAAP Rossetti Infant-Toddler Language</p>	<p>Parent report Record review (teacher reports, Dr. reports, current provider reports) ASQ Speech Addendum Infant/Toddler Symptom Checklist ESI Articulation Screener</p> <p><u>Evaluation:</u> Assessment Supplement of Social & Self-Care Skills (Andrea's form) Alberta Infant Motor Scale Motor Skills Acquisition Checklist Sensory Profile Gross and fine motor clinical observations checklist Oral motor skills checklist from the Sensory Modulation Difficulties VMI CDI MAP PDMS ESI First Step BASC CARS TABS WPPSI-III Vineland ABS Informal assessment & observation GFTA PLS-4 (Spanish & English) CAAP</p>	
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		Scale CSBS Parent checklist Hodson Phonological Assessment (Spanish) New checklist provided by CSHA TPBA The Carolina Curriculum Language samples MacArthur	Rossetti Infant-Toddler Language Scale CSBS Parent checklist Hodson Phonological Assessment (Spanish) New checklist provided by CSHA TPBA The Carolina Curriculum Language samples MacArthur	
District RE-2 - Boulder Valley	Kitty Mulkey	<u>Screening:</u> <u>Evaluation:</u> Modified TPBA No standardized tool	<u>Screening:</u> <u>Evaluation:</u> Social history is completed prior to the evaluation The evaluation consists of a modified TPBA (arena style) along with one standardized test in the area of suspected disability: PLS-4 GFTA or PDMS Occasionally, depending on the child, we will complete individual assessments, including a DAS for cognition	
Delta County				
AU	Contact	0-3	3-5	Comments
District 50J	Lana Kevan	<u>Screening:</u> ASQ ASQ-SE BSITDS-III	<u>Screening:</u> PLS-4 screener DIAL 3 ASQ ASQ-SE	These are the typical tools we use depending on the needs of the child. Others may also be used at

		<u>Evaluation:</u> TPBA PLS-4 (rarely) REEL BSITD McArthur Language sample	<u>Evaluation:</u> TPBA PLS-4 Mullen Scale of Early Learning PMDS GFTA or Arizona	times depending on age of child and need.
Denver County				
AU	Contact	0-3	3-5	Comments
District 1	Sylvia Toy	<u>Screening:</u> First Step DIAL B-K guidelines HELP <u>Evaluation:</u> TPBA Rosetti Infant-Toddler Language Scale Westby Symbolic Play Scale	<u>Screening:</u> First Step DIAL B-K guidelines HELP <u>Evaluation:</u> TPBA Westby Symbolic Play Scale	
Douglas County				
AU	Contact	0-3	3-5	Comments
District RE-1	Mary DeLamar	<u>Screening:</u> "My Motor Baby" BSITDS IDI Speech Sound Inventory MAP Parent interview Observation <u>Evaluation:</u> Rosetti Infant-Toddler Language Scale	<u>Screening:</u> MAP Therapist developed checklists Observation Parent report Preschool/provider checklist/report GFTA <u>Evaluation:</u> Mullen Scales of Early Learning Westby Symbolic Play Scale	We do a pre conversation about each child as a team, to review presenting question(s) and determine what instruments to use. We do this in conjunction with observation, parent report, review of

		Mullen Scales of Early Learning Bayley Mental & Motor MacArthur-Bates Westby Symbolic Play Scale TPBA PLS-4 GFTA Language sample Clinical Observations of Movement LAP-D Motor PDMS Alberta Infant Motor Scales Parent Interview	Linder TPBA PLS-4 Language sample PPVT EWOVT ROWVT EVT LAP-D Motor Clinical Observation of Movement PDMS CELF TOLD VMI TABS BASC DOCS DAS KBIT ABAS ADOS CARS CHAT	records, district history form and provider/community setting checklist.
El Paso County				
AU	Contact	0-3	3-5	Comments
District 2 - Harrison	Sari Micklewright	<u>Screening:</u> <u>Evaluation:</u>	<u>Screening:</u> <u>Evaluation:</u>	
District 3 - Widefield	Kathy Leedy	<u>Screening:</u> ECI ASQ All About ME Survey from TPBA District's Health/Social History	<u>Screening:</u> PDI (but have ordered ASQ to start this year) All About Me Survey from TPBA District's health/Social History	Very rarely, do we do formal cognitive testing during the initial evaluation, but if we do, the psych

		<p>Colorado Birth to 5 Vision Screening Protocol LEA Chart with Matching Pictures Tympanometer OAE Audiology Evaluation if needed</p> <p><u>Evaluation:</u> Informed clinical opinion based on play-based observation and parent interview REEL-3 RBI Colorado Communication Guidelines (birth through kindergarten) Occasionally we may do: DOCS</p>	<p>Colorado Birth to 5 Vision Screening Protocol LEA Chart with Matching Pictures Tympanometer OAE Audiology Evaluation if needed</p> <p><u>Evaluation:</u> Play-based observation If a formal test is done the SLP's use PLS-4 or HCAPP or GFTA PDMS We may informally use various developmental checklists to inform our professional opinion regarding an individual child's developmental level.</p> <p>Colorado Communication Guidelines (birth through kindergarten)</p> <p>Occasionally, if behavioral or social/emotional concerns are present, we may do: DOCS, ABC or BASC</p>	uses the BDI or the DAS.
District 8 – Fountain/Ft. Carson	Sue Malone	<p><u>Screening:</u> ASQ ECI (if child is close to 3)</p> <p><u>Evaluation:</u> TPBA Evaluator-made checklists REEL-3 PLS-4 (if child is 2.6+)</p>	<p><u>Screening:</u> PDI (mailed to parent) GFTA-2 (as a second-level artic screen)</p> <p><u>Evaluation:</u> TPBA Evaluator-made checklists PLS-4</p>	We do not regularly do screenings on our birth-3s, unless parents want to just know if a child is ok.

		GFTA- 2 (if child is 2.6+) RBI PDMS (for significant motor concerns only)	GFTA- 2 BASC-2 (for soc/emot. concerns) BDI-2 (some domains used by some of our teams) PDMS	
District 11 - Colorado Springs	Margaret Petrie	<u>Screening:</u> IDI Parent Interview <u>Evaluation:</u> Play-Based Assessment RBI DAYC PLS-4 AEPS Record reviews Observations	<u>Screening:</u> ECI Parent Interview <u>Evaluation:</u> Play-Based Assessment PLS-4 GFTA-2 Developmental checklist RBI DAYC AEPS CARS Conners (as appropriate).	
District 12 - Cheyenne Mountain	Cathy Eckert	<u>Screening:</u> ASQ <u>Evaluation:</u> Play-Based Assessment RBI	<u>Screening:</u> ASQ Fluharty <u>Evaluation:</u> Play-Based Assessment RBI In addition we do standardized assessments in the areas of concern as necessary: GFTA PLS PDMS	
District 20 - Academy	Mary Jeanne Benner-Knopp	<u>Screening:</u> ASQ RBI	<u>Screening:</u> ASQ Variation of the Pathways for	Our screenings are still being done on an individual basis,

		<u>Evaluation:</u> TPBS Clinical opinion Developmental checklists Speech tests that we use for Part B if they are developmentally appropriate for the younger children	parent interview Observation Articulation screener <u>Evaluation:</u> TPBA Developmental checklists Parent interview PLS 4 GFTA 2 EOWPPVT PPVT Sensory motor screener Clinical opinion	not as a community screen. We are looking at more RtI models in our evaluation process.
District 38 - Lewis Palmer	Sandra Warren	<u>Screening:</u> RBI form we developed health and social history forms ASQ (sometimes) <u>Evaluation:</u> Play based assessment if doing both Part C and B evaluation then use evaluation tools listed for Part B	<u>Screening:</u> CDI Short Sensory Profile Parent interview Home visit observations Health and social history forms <u>Evaluation:</u> PDMS II BASC 2 Sensory Profile SPAT D2 PLS – 3 CELF – 4 (for 5 year olds) CELF 2 GFTA (not used as commonly) PAT – 3 (not used as commonly)	
District 49 - Falcon	Linda Knight	<u>Screening:</u> ASQ	<u>Screening:</u> PDI	

		<u>Evaluation:</u> HELP Professional judgement GARS/GADS/CARS ABAS-II Developmental Checklists Play based assessment	<u>Evaluation:</u> PLS-4 GFTA CAPPs DAYC ABAS if needed for an adaptive measure or if other measures are unable to be used GARS if needed Play based assessment	
Fremont County				
AU	Contact	0-3	3-5	Comments
District Re-1 - Canon City	Pam Walker	<u>Screening:</u> DDST-II Denver Developmental Eye Screening Test Welch Allyn SureSight Vision Screener Pure Tone or OAE Hearing and Tympanometry as well as a quarterly audiological clinic ASQ-SE Denver Test of Articulation <u>Evaluation:</u> DAYC Mullen Scales of Early Learning GFTA PLS PDMS BSITD BASC-II Adaptive behavior scales	<u>Screening:</u> DDST-II Denver Developmental Eye Screening Test Lion's Club vision screening using special camera and review of pictures by ophthalmologist Pure Tone or OAE Hearing and Tympanometry as well as a quarterly audiological clinic. ASQ-SE Denver Test of Articulation <u>Evaluation:</u> K-SEALS K-ABC Revised BASC-II DAYC Mullen Scales of Early Learning GFTA PLS Adaptive behavior scales	

Gunnison County				
AU	Contact	0-3	3-5	Comments
District Re-1 – Gunnison & Hinsdale counties	Jane Maloney	<p><u>Screening:</u> DDST-II ASQ Vision and hearing</p> <p><u>Evaluation:</u> Pathways filled out ahead of time by the parents so that we can have some info before the assessment TPBA AEPS PLS TABS GFTA Infant-Toddler Sensory Profile (when indicated) CARS (if autism is suspected) CDI (if child is over 12 months old) Hearing/vision screening Health history if close to 3 yrs</p> <p>If the child is older and there are speech concerns the speech therapist may also do some standardized testing.</p>	<p><u>Screening:</u> DDST-II DIAL-3 ASQ</p> <p><u>Evaluation:</u> Pathways filled out ahead of time by the parents so that we can have some info before the assessment</p> <p>TPBA TABS GFTA PLS CDI Sensory Profile (when indicated) CARS (if autism is suspected) Hearing/vision screening Health history</p> <p>Our 3-5 year old program uses the Creative Curriculum for the most part with one preschool using Work Sampling. The play-based assessment does not easily cross over to these but we can work on that.</p>	<p>If the whole team can't be there we videotape.</p> <p>We have been trained to do a routines based assessment and there are times when we use this as well - usually for a more severely involved child. We try to obtain medical records and the parents are usually a wealth of info.</p> <p>Our Public Health office takes appointments for the screenings. If a parent doesn't have any concerns about the child they are mailed an ASQ. One physician's office in town routinely screens children with the DSST-II at well child checks. We do 5 community</p>

				<p>wide screenings per year in Gunnison. We also do a screening in Lake City and Crested Butte once per year. Those communities are invited to attend the ones in Gunnison the rest of the year. We go to Marble once per year also. The rest of the year those children are referred to Carbondale.</p> <p>If a family is referred between community screenings we will set up an individual screening or if indicated, skip the screening and go directly to assessment.</p> <p>We are just beginning to realize that since the Part C team is using the AEPS for results matters we should</p>
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				probably use that which can be difficult to do in a play-based manner but we are trying.
Jefferson County				
AU	Contact	0-3	3-5	Comments
District R-1	Lisa Franklin	<u>Screening:</u> We don't do screenings for 0 - 3. We've found that most of the children referred end up qualifying. The one exception seems to be the referrals from social services where they are "just checking" development, but our CF teams feel more comfortable assessing these children as well. <u>Evaluation:</u> PDMS – 2 Infant-Toddler Sensory Profile PLS-4 Informal checklists	<u>Screening:</u> ESI <u>Evaluation:</u> PLS-4 GFTA CELF TOLD-P PDMS – 2 Sensory Profile PPVT Play based format We have BDI available, but our teams don't seem to use it much.	
Larimer County				
AU	Contact	0-3	3-5	Comments
District R-1 - Fort Collins	Jane Haack-DeBroux	<u>Screening:</u> Screening done by Foothills Gateway ASQ (English) or EYE (Spanish) RBI	<u>Screening:</u> ESI-P/ESI-K (English) or IDT-P/IDT-K (Spanish) ASQ/EYE	For 3-5 screening we use a minimum of 2 sources, one of which is parent

		<u>Evaluation:</u> Primarily TPBA Criterion Referenced Test for developmental norms Parent report Review of private evaluations (if done)	Articulation screen Parent report Teacher report &/or classroom observation MAP <u>Evaluation:</u> TPBA Criterion Referenced Test for developmental norms PLS-4 MAP SPAT-D CELF-PS TOLD Vindeland Adaptive Behavior Scale ADOS Classroom observation/teacher report Parent information/report Review of private evaluations (if done)	report. Selection of method/evaluation instruments is determined by the evaluation team, with the basis being play-based.
District R-2J – Loveland	Trish Hoffman	<u>Screening:</u> ASQ, via Foothills Gateway <u>Evaluation:</u> Criterion referenced motor scales REEL-3 Informal developmental norms RBI/report Record review Professional judgment	<u>Screening:</u> DIAL-2 Parent report Record Review <u>Evaluation:</u> TPBA EOWPVT GFTA VMI TACL PPVT	

			Informal developmental norms Parent interview/report Child-care provider Interview/report/observation Record review Professional judgment	
District R-3 - Estes Park	Linda Bensey	<u>Screening:</u> ASQ ASQ-SE Health History Informal play and questioning of parents <u>Evaluation:</u> PLS 4 BASC-2 Preschool BSITD Alberta Infant Motor Scale	<u>Screening:</u> ASQ ASQ-SE Health History Informal play and questioning of parents DIAL 3 <u>Evaluation:</u> PLS 4 Bracken Basic Concepts Scale PPVT PDMS-2 MAP- II BASC-2 Preschool WPPSI- II ABS SB-IV	
Logan County				
AU	Contact	0-3	3-5	Comments
District Re-1 - Sterling	Luella Thiessen	<u>Screening:</u> Brigance Artic screen (when needed) <u>Evaluation:</u> Mullen Scales of Early Learning Play-Based Assessment Observation	<u>Screening:</u> Brigance Artic screen (when needed) <u>Evaluation:</u> Mullen Scales of Early Learning Play-Based Assessment Observation	Depending on the child, we use some combination of all listed. We also use parent interview and have them fill out a medical/developmental history.

		PLS GFTA DECA TABS	PLS GFTA DECA TABS	
Mesa County				
AU	Contact	0-3	3-5	Comments
District 51 – Grand Junction	Nancy Flannery	<u>Screening:</u> ASQ <u>Evaluation:</u> Social History Health History RBI Vision and Hearing Screening TPBA PLS-4 GFTA Early Screening Profile BSITD JEEPS PDMS– 2 The Rossetti Scales of Infant Toddler Development DAYC Infant-Toddler Sensory Profile Parent Reports Clinical Observations	<u>Screening:</u> ASQ Fluharty 2 Speech/Language Screen occasionally used <u>Evaluation:</u> Social History Health History Vision and Hearing Screening Play Based Assessment PLS-4 GFTA DIAL 3 JEEPS K-Seals RIST RIAS BASC HELP Sensory Profile Parent Report Clinical Observations	
Moffat County				
AU	Contact	0-3	3-5	Comments
District Re-1 - Craig	0-3 Horizon's Specialized Services (CCB)	<u>Screening:</u> done by Horizon's <u>VISION & HEARING SCREENING</u> Hearing and vision history; parent	<u>Screening:</u> <u>HEARING, VISION & HEALTH</u> Screenings are conducted by the	

	3-5 Sarah Hepworth	<p>interview of any vision/hearing concerns; untrained visual inspection of eyes & ears (no OAE; no vision kit used)</p> <p>RN (same as 3 - 5) or trained health technician go out to the home with the Horizon's team to do hearing and vision screening process</p> <p><u>VISION & HEARING EVALUTION:</u> Hearing concerns are referred to audiologist for free evaluation. Vision concerns are referred to one of various community eye care centers at the expense of the parent(s).</p> <p><u>DEVELOPMENTAL SCREENING:</u> The Kent</p> <p><u>Evaluation:</u> Play observations by specialists Parent interviews Occasional informal routine's based</p>	<p>school nurse (RN), who occasionally delegates to a trained health technician when unavailable. Any failure at screening generally does a rescreen within 2 weeks. 2nd failure results in referral to specialist (audiologist, optometrist, physician, etc) for evaluation.</p> <p><u>Vision screens:</u> Vision Screening Kit & contents via guidelines in Vision Screening Guidelines</p> <p><u>Hearing screens:</u> OAE, pure tone audiometer (older preschoolers that can do this only), otoscope (used by RN only)</p> <p><u>Health screens:</u> Developmental Profile completed by parents (birth history, family history, social history, developmental history, etc); stethoscope (listen to heart, lungs); parent interview regarding any information on Developmental Profile</p> <p><u>DEVELOPMENTAL SCREENINGS:</u> ASQ (conducted by at least two specialists) Pathways</p> <p><u>DEVELOPMENTAL EVALUATIONS:</u> (an assessment team determines what tools/procedures are used for evaluation based upon information</p>	
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		<p>interview</p> <p>For transitioning kids: Pathways</p>	<p>gathered through screening. At least two of the following are used by a team of at least two specialists - if not more).</p> <p>TPBA (entire team involved)</p> <p>CDI - completed by parent</p> <p>Play Observations (in child's preschool or child care environment)</p> <p>SLP standardized tests used only occasionally (GFTA; PLS; etc)</p> <p>OT standardized test used rarely (VMI, Sensory Profile, etc)</p>	
Montrose County				
AU	Contact	0-3	3-5	Comments
District RE-1J - Montrose	Amber Gallegos	<p><u>Screening:</u></p> <p>ASQ</p> <p>DDST-II</p> <p><u>Evaluation:</u></p> <p>TPBA</p> <p>PLS-4</p> <p>GFTA</p> <p>PLS 4 Spanish</p> <p>Spanish Artic Measures</p> <p>PDMS</p> <p>BSITD</p> <p>BDI</p>	<p><u>Screening:</u></p> <p>ASQ</p> <p>DDST-II</p> <p><u>Evaluation:</u></p> <p>TPBA</p> <p>PLS-4</p> <p>GFTA- 2</p> <p>PLS 4 Spanish</p> <p>Spanish Artic Measures</p> <p>PDMS</p> <p>BSITD</p> <p>BDI</p>	
Morgan County				
AU	Contact	0-3	3-5	Comments
District RE-3 - Ft. Morgan	Jackie Castrup	<p><u>Screening:</u></p> <p>ASQ</p>	<p><u>Screening:</u></p> <p>ASQ</p> <p>DIAL-3</p>	<p>If the child is in preschool we try to gather information from classroom</p>

		<u>Evaluation:</u> Multidisciplinary Play-Based Assessment Informal information gathered from the parents "Early Childhood Development Chart" by Judith K. Voress and Nils A. Pearson REEL Colorado Communication Guidelines Early Education Indicators ASQ for social-emotional and/or DECA-C	<u>Evaluation:</u> Multidisciplinary Play-Based Assessment PLS-3 GFTA Mullen Scales of Early Learning Colorado Communication Guidelines Early Education Indicators ASQ for social-emotional and/or DECA-C Bracken Test of Basic Concepts	teacher.
Pueblo County				
AU	Contact	0-3	3-5	Comments
District 60	Trish Thompson Daryl Gagliano	<u>Screening:</u> ASQ Parent Interview Observation Developmental checklist tools <u>Evaluation:</u> In home evaluations Parent interview Observation Play with the child Review medical records or prior evaluations if available Developmental checklist tools DOCS PLS-4	<u>Screening:</u> ASQ DDST-II articulation portion of the Fluharty <u>Evaluation:</u> PLS-4 Bracken Basic Concepts Scale-R YCAT Vineland Adaptive Behavior Scale SEECs TOLD-4 GFTA PAT-3 Parent interview and input	Decisions for formal evaluation tools are individually considered based on the child's need(s).
District 70	Dayna Higgs	<u>Screening:</u> ASQ DIAL-R	<u>Screening:</u> ASQ DIAL-R	Screening: We have monthly Child Find

		<p>Vision/hearing</p> <p><u>Evaluation:</u> ASQ HELP Transdisciplinary play-based observations GFTA Identification of Communication Disorder Rosetti Infant-Toddler Language Scale</p>	<p>Vision/hearing</p> <p><u>Evaluation:</u> ASQ PLS-4 Transdisciplinary play-based observations GFTA CELF Clinical Assessment of Articulation and Phonology The teams use a variety of assessment materials, depending on the concerns.</p>	<p>screenings. Screening teams consist of preschool group leaders, SLP assistant, nurse, and audiologist</p> <p>Evaluation 0-3: CCB sends us a referral with the first three pages of the IFSP filled out along with intake notes</p> <p>We have one day each month scheduled for evaluations at a district facility, with two teams consisting of an Early Childhood Special Ed teacher, a SLP, and additional specialists, as needed (including the audiologist), for each child. We have evaluation slots available for two children, at three different time slots.</p>
Weld County				
AU	Contact	0-3	3-5	Comments
District Re-4 – Windsor	Heidi Blair	<u>Screening:</u>	<u>Screening:</u>	If we are concerned

		DDST- II Developmental checklist from Toni Linder's TPBA <u>Evaluation:</u> TPBA PLS- 4 GFTA-2 CELF preschool 2 REEL 2 DAYC Social/adaptive parent interview	ESI-K PLS-4 screening <u>Evaluation:</u> TPBA PLS- 4 GFTA-2 CELF preschool 2 REEL 2 DAYC Social/adaptive parent interview	about Autism we do the CARS and or GARS as a screener and then ADI-R and the ADOS.
District 6 - Greeley	Ruth Reilly	<u>Screening:</u> Vision/ hearing, Short health history Brigance ASQ <u>Evaluation:</u> DAYC Play-Based Assessment REEL if needed SPAT-D II DAYC	<u>Screening:</u> Vision/ hearing Short health history DIAL3 <u>Evaluation:</u> Health history Play-Based Assessment SPAT-D II PLS-4 PES SPAT-D II	We try to do the evaluations for children under 2 years of age within their home. Only rarely do we score a quick PES in the motor area if the child seems to be in the gray area.
District RE-8 – Fort Lupton	Phyllis McDonald	<u>Screening:</u> ASQ & ASQ-SE <u>Evaluation:</u> DAYC Sometimes SLP or OT will decide to use others also- depends on the	<u>Screening:</u> ASQ ASQ-SE Other screening depending of the concern <u>Evaluation:</u> DAYC- & whatever the others think they might need	We always have an ECSE and a SLP present. If a concern is motor, then the OT would join us. Otherwise, the ECSE does the motor part of the DAYC. School psych helps

		actual concern		with the adaptive and s/e if available.
District RE-3J – Keensburg	Phyllis McDonald	<u>Screening:</u> ASQ ASQ-SE <u>Evaluation:</u> DAYC	<u>Screening:</u> ASQ ASQ-SE Other screening depending of the concern <u>Evaluation:</u> DAYC	We always have an ECSE and a SLP present. If a concern is motor, then the OT would join us. Otherwise, ECSE would do the motor part of the DAYC. School psych helps with the adaptive and s/e if available. Psych is only there if there is a s/e concern.
Centennial BOCES				
AU	Contact	0-3	3-5	Comments
Weld office: Rural Weld County	Brenda McDonald	<u>Screening:</u> DDST and starting ASQ <u>Evaluation:</u> Play-Based Assessment	<u>Screening:</u> DIAL-3 and starting ASQ <u>Evaluation:</u> Play-based format GFTA-2 CELF PLS PES	
South Platte office: Morgan County	Leslie Shaver	<u>Screening:</u> ASQ	<u>Screening:</u> ASQ DIAL Observation Developmental checklists Parent report	

		<u>Evaluation:</u> PLS-4 Observations from the Creative Curriculum Parts of Linder's TPBA REEL CELF-P GFTA Khan-Lewis Phonological Analysis	V/H screening <u>Evaluation:</u> PLS-4 Observations from the Creative Curriculum REEL CELF-P GFTA Khan-Lewis Phonological Analysis RBI Parent interview TPBA BDI UNIT PDMS SLAP BASC	
East Central BOCES				
AU	Contact	0-3	3-5	Comments
East Central BOCES: Rural Adams, Arapahoe, Cheyenne, Elbert, Kiowa, Kit Carson, Lincoln, Yuma, and Washington counties	Stacey Schilling	<u>Screening:</u> ASQ Social Emotional Questionnaires <u>Evaluation:</u> DOCS Information from family and medical records Play-based evaluations Observation Parent(s) report Developmental history	<u>Screening:</u> DDST-II ASQ Rescreens with the DDST-II S/L has a few articulations screens <u>Evaluation:</u> Mullen Scales of Early Learning PDMS CELF 4 Clinical Observations Play-based assessments Use the CDI or DOCS as needed GFTA PLS-4	We have used the TERA, TEMA, and TEWL, for Kindergarten transition testing.

			PDMS- 2 Sensory Profile VMI (pretty rare for this age) HELP (if real young or severe delays) Structured Observations/Clinical Observations Parent/Teacher reports or interview	
Mount Evans BOCES				
AU	Contact	0-3	3-5	Comments
Clear Creek District RE-1 – Idaho Springs	Lynn Pinkston	<u>Screening:</u> BDI-S <u>Evaluation:</u> Parent interview TPBA BDI PLS PMDS	<u>Screening:</u> BDI-S <u>Evaluation:</u> Parent interview TPBA BDI PLS PMDS	
Gilpin District RE-1 – Black Hawk	Patti Nicholl	<u>Screening:</u> DDST-II <u>Evaluation:</u> Family history TPBA BDI PMDS PLS GFTA Language sample	<u>Screening:</u> First Step <u>Evaluation:</u> Family history TPBA BDI PMDS PLS GFTA Language sample	
Platte Canyon District-1 - Bailey	Marilyn Sturek	<u>Screening:</u> DDST-II <u>Evaluation:</u>	<u>Screening:</u> DIAL <u>Evaluation:</u>	

		TPBA BDI PMDS GFTA Observation Home visit	TPBA BDI PMDS GFTA Observation	
Mountain BOCES				
AU	Contact	0-3	3-5	Comments
District R-31 - Buena Vista	Lyndsay Pulsipher	<u>Screening:</u> ASQ <u>Evaluation:</u> DAYC	<u>Screening:</u> ASQ DDST- II PDQ - II <u>Evaluation:</u> Miller GFTA PLS-4 EVT PPVT DAYC-SE Peabody Motor TEWL-2 3 TERA	
District R-32 - Salida	Dawn Accettula	<u>Screening:</u> ASQ <u>Evaluation:</u> DAYC	<u>Screening:</u> ASQ DDST- II PDQ - II <u>Evaluation:</u> Miller GFTA PLS-4 EVT PPVT DAYC-SE Peabody Motor	

			TEWL-2 3 TERA	
District RE-50 - Eagle	Beth O'Riley	<u>Screening:</u> ASQ DDST-II <u>Evaluation:</u> Parent Interview Bracken AEPS	<u>Screening:</u> ASQ DDST-II <u>Evaluation:</u> Parent Interview Bracken CDI PLS-4 Spanish or English Sensory Profile Caregiver Questionnaire VMI	
Garfield District 16 - Parachute	Adriana Chavez	<u>Screening:</u> <u>Evaluation:</u>	<u>Screening:</u> <u>Evaluation:</u>	
Garfield District Re-2 – Silt/New Castle	Cindy Gray	<u>Screening:</u> ASQ <u>Evaluation:</u> RBI Occasionally a standard measure: Peabody HELP VMI Infant-Toddler Sensory Profile Identification of Communications Disorders Birth through Kindergarten The Rosetti Infant-Toddler Language Scale GFTA AEPS The only standardized measure we likely use is related to motor skills	<u>Screening:</u> ASQ <u>Evaluation:</u> TPBA We embed the standardized measure into the TPBA: Teacher created checklist of educational & pre-academic concepts PDMS-2. I use it as a guideline, but rarely, if ever, do I generate a standardized score from it. VMI Clinical judgement GFTA PLS on occasion	

Lake District R-1 - Leadville	Shannon Gipson	<u>Screening:</u> ASQ Physician's report Parent Report Maybe the DDST <u>Evaluation:</u> Informed clinical opinion PLS-3 or 4 GFTA Observation	<u>Screening:</u> ASQ Physician's report Parent report Speed DIAL <u>Evaluation:</u> GFTA PLS-3 or 4 Observation DIAL PMDS Observation	
Park District Re-2 - Fairplay	Carla Scholl	<u>Screening:</u> Observation Parent report ASQ and sometimes ASQ-SE DDST-II (just the artic) Hearing and vision <u>Evaluation:</u> Observation Play-Based Assessment REEL RBI Infant-Toddler Sensory Profile DECA Hearing and vision if not already done PDMS	<u>Screening:</u> Observation Parent report ASQ and sometimes ASQ-SE DDST-II (just the artic) Hearing and vision <u>Evaluation:</u> Observation Play-Based Assessment REEL RBI Sensory Profile DECA Hearing and vision if not already done PDMS	
Aspen 1	Donna Ward	<u>Screening:</u> ASQ Parent interviews	<u>Screening:</u> Teacher observations Parent information	

		<p>Doctor interviews (or other referral source) Observations</p> <p><u>Evaluation:</u> Play Based Evaluations based on Creative Curriculum PLS PDMS Sensory Inventory</p> <p>If the child is transitioning from Part C to Part B we will use the AEPS Social and Cognitive sub tests to get a more current picture.</p>	<p>Observation</p> <p><u>Evaluation:</u> Brigance Inventory of Early Development (general Knowledge and comprehension sub test) PLS PDMS Creative Curriculum Sensory Profile</p>	
Roaring Fork District RE-1 - Glenwood Springs	Raquel Mancinas	<p><u>Screening:</u> ASQ Health and Developmental History Parent report Language sample Bilingual Language Proficiency Questionnaire Infant-Toddler Sensory Profile (if appropriate)</p> <p><u>Evaluation:</u> TPBA Rosetti Infant-Toddler Language Scale BSITD (sometimes)</p>	<p><u>Screening:</u> ASQ Health and Developmental History Parent report Sensory Profile (if appropriate) Language sample Bilingual Language Proficiency Questionnaire Denver Articulation Screen</p> <p><u>Evaluation:</u> TPBA May mix the TDPBA with the PLS-III, CAR, GARS, PDMS, VMI Play observation form Try to incorporate some of the Creative Curriculum objectives</p>	
Summit District RE-1	Cindy Donahue	<p><u>Screening:</u> ASQ</p>	<p><u>Screening:</u> ASQ</p>	

		ASQ-SE DDST-II <u>Evaluation:</u> Play based assessment Observation BSITD Univ of Michigan EI developmental profile REEL Infant-Toddler Sensory Profile	ASQ-SE DDST-II <u>Evaluation:</u> Play based assessment Observation CDI PLS Sensory Profile	
Northeast Colorado BOCES				
AU	Contact	0-3	3-5	Comments
NE BOCES: Logan, Phillips, Sedgwick, Washington, and Yuma counties	Lindsey Teply Amy Kilgour Cheri Bornhoft	<u>Screening:</u> Brigance Articulation Screening TABS Screening DIAL-3 Social Emotional Screening <u>Evaluation:</u> Mullen Scales of Early Learning TPBA GFTA (if needed)	<u>Screening :</u> Brigance DIAL-3 Articulation Screening TABS Screening DIAL-3 Social Emotional Screening <u>Evaluation:</u> Mullen Scales of Early Learning GFTA Bracken Basic Concepts Scale TPBA	
Northwest Colorado BOCES				
AU	Contact	0-3	3-5	Comments
NW BOCES: Grand, Jackson, and Routt counties	Robin Tschider	<u>Screening:</u>	<u>Screening:</u> Parent/Caregiver interviews and questionnaires Observations DIAL 3 ASQ	

		<u>Evaluation:</u>	<u>Evaluation:</u> GFTA CELF preschool PLS Expressive and Receptive Vocab tests Language samples CDI PMDS Sensory Profile	
Pikes Peak BOCES				
AU	Contact	0-3	3-5	Comments
Pikes Peak BOCES: Rural El Paso and Elbert counties	Sharon Elstad	<u>Screening:</u> <u>Evaluation:</u>	<u>Screening:</u> <u>Evaluation:</u>	
Rio Blanco BOCES				
AU	Contact	0-3	3-5	Comments
Rio Blanco BOCES	Dorothy Morrison	<u>Screening:</u> <u>Evaluation:</u>	<u>Screening:</u> <u>Evaluation:</u>	
San Juan BOCES				
AU	Contact	0-3	3-5	Comments
San Juan BOCES: Archuleta and La Plata counties	Patti Skoglund	<u>Screening:</u> ASQ Developmental history questionnaire Parent interview Teacher report All About Me <u>Evaluation:</u> TPBA PLS-3 Language sample PPVT (very limited use)	<u>Screening:</u> Developmental history questionnaire Parent interview Teacher report All About Me <u>Evaluation:</u> TPBA PLS-3 Brigance Creative Curriculum developmental continuum	

		EOWPVT (very limited use) CDI GFTA Brigance	BASC-2 Conner's Rating Scale Vineland Adaptive Behavior Scale APES SB-5 or WPPSI PPVT (very limited use) EOWPVT (very limited use) Sensory Profile Time on task observations ratings Teacher interviews Parent interviews Observation Records review Informal interactions in a variety of settings Oral motor checklists	
San Luis BOCES				
AU	Contact	0-3	3-5	Comments
San Luis BOCES: Alamosa, Conejos, Costilla, Mineral, Rio Grande, and Saguache counties	Mary Morin	<u>Screening:</u> ASQ ASQ-SE Sensory screener <u>Evaluation:</u> TPBA Infant-Toddler Sensory Profile	<u>Screening:</u> ASQ ASQ-SE Sensory screener <u>Evaluation:</u> TPBA PLS 4 Carolina Curriculum DAYC BASC CAAP GFTA Fluharty	A mental health worker is involved in all of our assessments as well.
Santa Fe Trails BOCES				

AU	Contact	0-3	3-5	Comments
Santa Fe Trails BOCES: Bent, Otero, and Prowers counties	Sue Bemiss	<u>Screening:</u> <u>Evaluations:</u>	<u>Screening:</u> <u>Evaluations:</u>	
South Central BOCES				
AU	Contact	0-3	3-5	Comments
Rural Fremont counties	Pam Walker	<u>Screening:</u> DDST-II Denver Eye Screening Test Denver Test of Articulation ASQ Welch Allyn Sure Sight Vision Screener <u>Evaluation:</u> BSITD DAYC BASC II PLS Mullen Scales of Early Learning CBCL ABAS PSMD	<u>Screening:</u> DDST-II Denver Eye Screening Test Denver Test of Articulation ASQ Welch Allyn Sure Sight Vision Screener <u>Evaluation:</u> BSITD DAYC BASC II PLS Mullen Scales of Early Learning CBCL ABAS PSMD Kaufman ABCR KSEALS	Often the school psychologist asks the ECSE to complete the K-SEALS in conjunction with the ed. psy test.
Crowley, Custer, Huerfano, Las Animas, and Otero counties	Joyce Maltbie-Zinn	<u>Screening:</u> BTAIS-2 Screening Test	<u>Screening:</u> Checklists in play environments Observations with parents and in the classroom Checklists we have developed based on our knowledge of child	For community screens, we have centers that we set up with tasks to complete in a fun environment that looks at each area of

		<u>Evaluations:</u> DAYC PLS4 PMDS	development and assessment. This is administered in an informal, play-based, arena-style setting. <u>Evaluation:</u> DAYC Bracken Basic Concepts Scale CDI PLS4 GFTA PMDS	development. We have an on-line registration for Child Find and schedule monthly screenings (this is the minimum) to each community when the need exists. Individual screens use our checklists in play environments, observations with parents and in the classroom if applicable.
Southeastern BOCES				
AU	Contact	0-3	3-5	Comments
SE BOCES: Baca, Bent, Kiowa, Las Animas, and Prowers counties	Diana Dooley	Screening: ASQ DDST-II BINS <u>Evaluation:</u> BSITD-III AESP HELP	Screening: ASQ First Step DDST-II ESI-2 <u>Evaluation:</u> REEL-III PLS-4 CELF-2 GFTA BASC-2 Vineland Adaptive Behavior Scale ABAS-II MAP Sensory Profile	Some programs use the DIAL and DECA

			Mullen Scales of Early Learning K-Seals Creative Curriculum	
Southwest BOCES				
AU	Contact	0-3	3-5	Comments
Southwest BOCES: Dolores and Montezuma counties	Pam Wilderson (0-3) Mary Mundahl-New (3-5)	<u>Screening:</u> Vision & hearing Parent & teacher/caregiver interview ASQ ASQ-SE If autism is suspected screeners include: observation, interview about red flags, M-CHAT, CARS <u>Evaluation:</u> Parent & teacher/caregiver interview Birth/health history Observation home/school TPBA Daily Routines rating from (from TPBA) All About Me DOCS 1,2,3 If needed: TABS CAAP ADOS BITSI	<u>Screening:</u> Vision & hearing ASQ ASQ-SE If autism is suspected screeners include: observation, interview about red flags, M-CHAT, CARS <u>Evaluation:</u> Parent & teacher/caregiver interview Birth/health history Observation home/school TPBA Daily Routines rating from (from TPBA) All About Me DOCS 1,2,3 If needed: Vineland SEEC TABS CAAP PDMS-2 ADOS	
Uncompahgre BOCES				
AU	Contact	0-3	3-5	Comments
Uncompahgre BOCES: San Miguel, Ouray, and rural Montrose counties	Virginia Kile	<u>Screening:</u> DDST-II ASQ-SE	<u>Screening:</u> DOCS DDST-II	<u>Procedures:</u> <u>0-3:</u>

		Hearing & vision M-CHAT (if concerns about autism) Parent/caregiver interview: RBI, Pathways Health history Home visit Observation <u>Evaluation:</u> Play Based Assessment PLS-4 ADOS	ASQ-SE Hearing & vision M-CHAT (if concerns about autism) Parent/caregiver interview: RBI, Pathways Health history Home visit Observation <u>Evaluation:</u> Play Based Assessment DOCS Sensory Profile ADOS PLS-4 Arizona Articulation VMI	Receive referral, contact CCB, home visit/interview, report back to BOCES eval team, coordinator fills out portions of the IFSP and sends to service coordinator, schedule IFSP planning with eval team. <u>3-5:</u> Receive referral, schedule home visit, ECSE interviews family, report back to BOCES eval team, schedule PBA, schedule IEP meeting.
Ute Pass BOCES				
AU	Contact	0-3	3-5	Comments
District 14 - Manitou Springs	Michelle Normandin	For birth to three, we contract with The Resource Exchange	<u>Screening:</u> DIAL-3 Professional judgment Homemade teacher Checklists/observation Language sample Probe deck of cards following Hodson Assessment of Phonological Patterens ASIEP-II (if needed)	

			<u>Evaluation:</u> GFTA PLS REEL SICD TGMD-II VMI PMDS BDI Mullen Scales of Early Learning RIAS Slosson Intelligence	
District Re-1 - Cripple Creek/Victor	Patty Waddle	<u>Screening:</u> <u>Evaluation:</u>	<u>Screening:</u> <u>Evaluation:</u>	
District RE-2 - Woodland Park	Keith Marcantel	<u>Screening:</u> ASQ <u>Evaluation:</u> REEL-3 GFTA-2 PLS-4 PDMS TPBA Informed Clinical Opinion	<u>Screening:</u> ASQ PDI TPBA Family History Documentation <u>Evaluation:</u> DAYC TPBA PDMS Language sampling during play activities PLS GFTA	

Glossary

ABC – Adjusted Behavior Checklist
ABAS - Adaptive Behavior Assessment System
ABCR –
ABS – Adaptive Behavior Scales
ADOS - Autism Diagnostic Observation System
AEPS - Assessment, Evaluation and Programming System
ASIEP – Autism Screening Instrument for Educational Planning
ASQ – Ages and Stages Questionnaire
ASQ S-E – Ages and Stages Questionnaire – Social-Emotional
BASC – Behavior Assessment System for Children
BDI – Battelle Developmental Inventory
BINS – Bayley Infant Neurodevelopmental Screener with low birth weight babies
BSITD – Bayley Scale of Infant Toddler Development
BTAIS - Birth to Three Assessment and Intervention System
CAAP - Clinical Assessment of Articulation and Phonology
CARS – Childhood Autism Rating Scale
CBCL –
CDI – Child Development Inventory
CELF - Clinical Evaluation of Language Fundamentals
CHAT – Checklist for Autism in Toddlers
CSBS –
DAS - Differential Ability Scales
DAYC – Developmental Assessment of Young Children
DDST – Denver Developmental Screening Test
DECA – Devereaux Early Childhood Assessment
DIAL – Developmental Indicators for the Assessment of Learning
DOCS – Developmental Observation Checklist System
DTKR - Developmental Test of Kindergarten Readiness
ECDI - Early Child Development Inventory
ECI - Early Childhood Inventory
ELAP – Early Learning Accomplishment Profile
ESI - Early Screening Inventory

Updated January 2010

EOWPVT - Expressive One Word Picture Vocabulary Test
EVT – Expressive Vocabulary Test
EYE - Edades y Etapas (Spanish ASQ)
GADS – Gilliam Asperger's Rating Scale
GARS – Gilliam Autism Rating Scale
GFTA – Goldman Fristoe Test of Articulation
HCAPP – Hodson Computerized Analysis of Phonological Patterns
HELP – Hawaii Early Learning Profile
IDA – Infant-Toddler Developmental Assessment
IDI - Infant Development Inventory
IDT - Inventario Para La Deteccion Temprana (Spanish Early Screening Inventory/ESI)
JEEPS - Jefferson Early Education Profile
KBIT – Kaufman Brief Intelligence Test
K-SEALS – Kaufman Survey of Early Academic and Language Skills
LAP – Learning Accomplishment Profile
MAP – Miller Assessment for Preschool
PDI - Preschool Development Inventory
PDMS - Peabody Developmental Motor Scales
PES - Preschool Evaluation Scale
PLS - Preschool Language Scale
PPVT - Peabody Picture Vocabulary Test
RBI - Routines-Based Interview
REEL- Receptive Expressive Evaluation of Language
RIAS - Reynolds Intellectual Assessment Scale
RIST - Reynolds Intellectual Screening Test
ROWPVT - Receptive One Word Picture Vocabulary Test
SAM - Spanish Articulation Measures
SB - Stanford Binet
SCBE - Social Competence Behavior Evaluation
SICD - Sequenced Inventory of Communication Development
SLAP - Spanish Language Assessment Procedures
SPAT - Structured Photographic Articulation Test
SPELT - Structured Photographic Expressive Language Test
SSRS - Social Skills Rating Scale
TABS - Temperament and Atypical Behavior Scales

Updated January 2010

TALC - Test of Auditory Language Comprehension
TAP - Test of Auditory Processing
TELD –
TEMA - Test of Mathematics Ability
TERA - Test of Early Reading Ability
TEWL – Test of Early Written Language
TGMD - Test of Gross Motor Development
TOLD - Test of Language Development
TPBA - Transdisciplinary Play-Based Assessment
UNIT - Universal Nonverbal Intelligence Test
VMI - Beery-Buktenica Developmental Test of Visual-Motor Integration
WPPSI – Wechsler Preschool and Primary Scale of Intelligence
YCAT - Young Children's Achievement test