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| **Screening and Assessment Tools Descriptions**  **Summary Table** | | | | | | |
| **Overall SE Screening and Assessment Tools** | | | | | | |
|  | | | | | **FEEDBACK** | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **DECISION** | **Additional Comments** |
| [Social-Emotional Assessment/ Evaluation Measure (SEAM™), Research Edition](https://products.brookespublishing.com/Social-Emotional-AssessmentEvaluation-Measure-SEAM-Research-Edition-P717.aspx) | 2-66 months | Assessment tool for measuring children’s social-emotional development and parenting competence. Each interval assesses 10 child benchmarks critical to social-emotional competence, including empathy, adaptive skills, self-image, emotional responses, and healthy interactions with others. | 10-30 min | Early interventionists, early childhood teachers, Head Start & Early Head Start staff, home visitors, parent  educators, and mental health professionals | KEEP | Help provider and parent narrow focus |
| [Early Childhood Assessment for Infants/Toddlers (DECA I/T)](https://www.kaplanco.com/product/16139/deca-early-childhood-assessment-for-infants-toddlers-deca-i-t-kit?c=17%7CEA1000&utm_term=&utm_campaign=(ROI)+NB+DSA+-+Main&utm_source=google&utm_medium=cpc&hsa_acc=4352476128&hsa_cam=17614154575&hsa_grp=141871854361&hsa_ad=607285928627&hsa_src=g&hsa_tgt=dsa-19959388920&hsa_kw=&hsa_mt=&hsa_net=adwords&hsa_ver=3&gclid=CjwKCAiA9NGfBhBvEiwAq5vSyzTRJ3ym5iZcE7gUS4KJAy5uKKQVhfxxUhcRDKLOrbsQ-FcwnJdwIBoCmY8QAvD_BwE) | 1 mo-3 yrs | A tool for assessing protective factors and screening for potential risks in the social and emotional development of very young children. | 5-10 min | Knowledge of test (assessment) interpretation necessary to understand results and explain results to families. Training not required, but recommended. | KEEP | Supports writing SE outcomes |
| [DC:0–5™ Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood](https://www.zerotothree.org/our-work/learn-professional-development/dc0-5-manual-and-training/) | Birth-3 yrs | Used as resource for diagnosing mental health and developmental disorders in infants and toddlers. | N/A | CLINICAL ONLY Designed for advanced practitioners such as mental health clinicians, psychiatrists, pediatricians, nurse practitioners, and early intervention specialists whose work with infants, young children, and their families involves assessment, diagnosis, and case formulation. | KEEP | Engaged in discussion about how practitioners should use including SCs; reiterated scope of practice; helpful to include diagnosis code to support ongoing infant mental health support to this population  For nonclinical, use as reference only to understand characteristics of different diagnoses |
| [The Functional Emotional Assessment Scale (FEAS)](https://www.icdl.com/research/functional-emotional-assessment-scale) | 7 mo-4yrs | Assesses young children and their caregivers who are at risk or have problems in development of social engagement, attachment, play interactions, and emotional functioning. Specifically, for problems in self-regulation, attachment, communication, attention, and behavioral control. | 20 min | Observations of play sessions by a highly trained individual | KEEP | If administering, must be trained and mindful of cultural differences |
| [The Survey of Well-being of Young Children](https://pediatrics.tuftsmedicalcenter.org/the-survey-of-wellbeing-of-young-children/overview) (SWYC) | 1mo-65 mo | Every SWYC form includes sections on developmental milestones, behavioral/emotional development, and family risk factors. At certain ages, a section for Autism-specific screening is also included | <15 min | Pediatric primary care providers (PPCPs), home visitors, child care providers, and  preschool teacher | KEEP | Recognized by AAP; Includes subset of questions to assess for ASD. Family questions a little invasive; provide language to family about how questions connect with child’s development; practitioners may be uncomfortable asking questions; answer can provide good information about a family’s need to ensure appropriate referrals are addressed |
| [Family Psychosocial Screening](https://www.brightfutures.org/mentalhealth/pdf/professionals/ped_intake_form.pdf) |  |  |  |  | Continue to look at it, or explore a personalized to EI example | Give context to discuss why behind it and we ask these questions  Remove, instead create a standardized tool for intakes and one for clinical/endorsed IMH  A family’s history may impact your child’s development, your parenting beliefs, your parenting practices (reason asking questions)  Family History Questions that Could Impact Child Development: We are asking these questions about your history because they could impact your child's development, parenting beliefs, or parenting practices. |
| **Attachment** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **DECISION** | **Additional Comments** |
| [Attachment During Stress (A-D-S) Scale](https://www.allianceaimh.org/ads-scales) | Birth to 18 months | The scale provides indicators of mother-infant attachment. It can also assess the quality of father-infant or caretaker-infant interaction. The scale screens for conditions as diverse as lack of infant responsiveness in autism or parental avoidance in child neglect, and can guide treatment. Use in situations that produce tension for parents and babies. | 15 min | Mental health, pediatricians, early education providers  Can be used during naturally occurring events like dressing, ending bathing, ending playing, feeding and bedtime. | KEEP | Discussed when to use; can be helpful at initial or ongoing, once behavior is established |
| [Disturbances of Attachment Interview--Revised](https://medicine.tulane.edu/infant-institute/measures-manuals) | 10-60 months | Semi-structured interview with the primary caregiver of the child investigating both types of attachment disorder symptoms | 20 min | CLINICAL, Training required | KEEP | Guided questions; allows for feedback from parent |
| **Autism** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **JUST ADDED** | **Additional Comments** |
| [Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP)](https://brookespublishing.com/product/csbs-dp/)  [CSBS DP Infant-Toddler Checklist (FREE)](https://brookespublishing.com/product/csbs-dp-itc/) | 6-24 months | Quantifies and infant’s proficiency in 3 subdomains: social and emotional communication, receptive and expressive speech, and symbolic behavior. It can be used earlier than many autism specific screens. CSBS DP results provide a great starting point for planning IFSPs, identifying areas for further assessment, determining the efficacy of interventions, and documenting changes in a child’s behavior over time. | 5-10 min | Caregivers and professionals trained to assess young children (e.g., speech-language pathologists, early interventionists, or psychologists); professionals score | Keep |  |
| [Modified Checklist for Autism in Toddlers-Revised, with Follow-Up (M-Chat-R/F)](https://mchatscreen.com/) | 16-30 months | Autism screen uses Yes/No questions about joint attention, pretend play, repetitive behaviors, and sensory abnormalities | 5-10 min | Professionals and specialists | Keep |  |
| [Parent’s Observations of Social Interactions (POSI)](https://pediatrics.tuftsmedicalcenter.org/the-survey-of-wellbeing-of-young-children/parts-of-the-swyc/posi#:~:text=The%20Parent's%20Observations%20of%20Social,from%20the%20Boston%20Autism%20Consortium.) | 18-35 months and 31 days | Component of the Survey of Well-Being of Young Children, autism screen that can be completed by parents and/or teachers with paper and online versions. | 5 min | Professionals and specialists | Keep |  |
| **Behavior** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **DECISION** | **Additional Comments** |
| [Child Behavior Checklist (CBCL/1) 1/2-5](https://aseba.org/preschool/) | 18 months-5 years | Items are scored on the following syndrome scales: Emotionally Reactive, Anxious/Depressed, Somatic Complaints, Withdrawn, Attention Problems, Aggressive Behavior, and Sleep Problems. | 10-20 min | Training by Experienced Clinician (4+ hours)  Prior Experience in Psych Testing/Interpretation | KEEP | Highlight multicultural supplement, it is long, but like the word list included too |
| [Behavioral Assessment of Baby’s Emotional & Social Style (BABES) Toolkit: Intervention Strategies for Developmental Guidance & Support](https://www.wested.org/resources/babes-toolkit/) | 0-3 yrs | A screening tool for social-emotional development, consisting of three scales—temperament, ability to self-soothe, and regulatory processes. | 10 min | Early Childhood Professionals | KEEP | Includes cultural beliefs, highly recommended by other sites |
| **Environmental Safety/Stability** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **DECISION** | **Additional Comments** |
| [Health and Safety Checklist](https://resources.211childcare.org/parents/health-and-safety-checklist-for-homes-with-young-children/) | Any | Checklist will help you to provide healthy and safe environment for young children. | Unknown | None | KEEP | Can also be a good resource for parents and included in intake packet |
| **Family Mapping and Resources** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **DECISION** | **Additional Comments** |
| [Ecomap](https://sites.google.com/metro-ecsu.org/mn-eqip/family-centered-practices/ecomap) | Any | An EcoMap is a graphical representation that shows all of the systems at play in an individual’s life. | 10-15 min | N/A | KEEP | Good way to identify families current support and relationship within each family unit |
| [Family Resource Support Guide](https://fipp.ncdhhs.gov/wp-content/uploads/casetools_vol6_no5.pdf) | Birth to three | The Family Resource Support Guide contains three  tools: the Family Resource Scale, Resource Map, and Family Resource Support Plan. The tools are used in combination to assist the family with identifying needs and priorities, identifying existing and potential resources, and developing a plan for mobilizing and using the selected resources. | Unknown | Practitioners | KEEP | Good for SCs; team recommended using for all families to support diversity, equality, and inclusion |
| **Parent-Child Relationship** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **Recommendations emailed to keep or remove** | **Additional Comments** |
| [Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)](https://brookespublishing.com/product/piccolo/) | 10-47 months | A checklist of 29 observable developmentally supportive parenting behaviors in four domains (affection, responsiveness, encouragement, and teaching). It is a positive, practical, versatile, culturally sensitive, valid, and reliable tool for practitioners that shows what parents can do to support their children’s development. | 10 min observation | Home visitors, parent educators, social workers, child development specialists, parenting class leaders, infant mental health clinicians | Keep | Melissa – has colleague that uses it and gives good examples of interactions between parent and child, uses it for kids she sees concerns socially, better representation of social interactions, ongoing will use as she sees fit if disconnect between parent and child, good conversation starter, how can we support these interactions in a better way to catch cues  pairs well with infant mental health  Training $175 and checklist $28  Training requirements add  Maybe, training video shared among regions |
| **Parental Mental Health** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **Recommendations emailed to keep or remove** | **Additional Comments** |
| [EPDS (Edinburgh Postnatal Depression Scale)](https://www.cope.org.au/health-professionals/health-professionals-3/calculating-score-epds/) | Postpartum | Developed to assist in identifying possible symptoms of depression in the postnatal period. | 10 min | Screening tool only, refer to specialist for care as appropriate | Keep | Great tool to use in general because if we aren’t thinking of parent’s well-being then we are missing a piece, great for families dealing with abuse/neglect, incurable diagnosis  Standard for all parents in other home visiting programs like CHIP and Healthy Families  Parents can have anxiety or grief about what is being shared  Tell me what your pregnancy was like. Describing pregnancies, they are mentioning a lot of trauma they are having and making sure providers are holding space for that  Edinburg can be administered to men too  Family service plan and while we focus on child there is a way to write outcomes to encompass the family unit |
| [The Perinatal Anxiety Screening Scale (PASS)](https://drsarahallen.com/wp-content/uploads/2015/10/PerinatalAnxietyScreeningScale2.pdf)  [Scoring](http://unmobgyn.pbworks.com/w/file/fetch/115267522/Luna%20and%20Wallin%20-%20PASSAdministrationandScoringGuidelines.pdf) | Perinatal or Postpartum | Designed to screen  for problematic anxiety in antenatal and postpartum women. | 6 min | Screening tool only, refer to specialist for care as appropriate | Keep | Chrishonna – infant mental health starts during prenatal care period, but made me wonder why it’s not provided before baby coming, how mom is feeling while she is pregnant  Need to understand who can administer  Can use if mother is pregnant  Fears and anxieties don’t stop after delivery  Include recommendations for follow-up after |
| **Parenting Stress** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **Recommendations emailed to keep or remove** | **Additional Comments** |
| [Parental Stress Scale (PSS)](https://www.corc.uk.net/outcome-experience-measures/parental-stress-scale-pss/) | Caregivers with children | An 18-item questionnaire assessing parents’ feelings about their parenting role, exploring both positive aspects (e.g. emotional benefits, personal development) and negative aspects of parenthood (e.g. demands on resources, feelings of stress). | <10 min | None listed |  | NEW ADDITION |
| **Temperament and Self-Regulation** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **Recommendations emailed to keep or remove** | **Additional Comments** |
| [Infant Toddler Temperament Tool (IT3)](https://www.ecmhc.org/temperament/index.html) | 0-3 yrs | The Infant Toddler Temperament Tool includes a short online survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. | 15 min | Early Childhood | Keep | Beneficial for gathering information depending on how team feels would best be used  “Can be used for all kids”  Great way to build rapport with family |
| [Temperament and Atypical Behavior Scale (TABS) Assessment Tool](https://products.brookespublishing.com/Temperament-and-Atypical-Behavior-Scale-TABS-Assessment-Tool-P526.aspx) | 11-71 months | A norm-referenced tool designed to identify temperament and self-regulation problems that can indicate that a child is developing atypically or is at risk for atypical development. This 55-item checklist covers areas such as temperament, attention, attachment, social behavior, play, vocal and oral behavior, sense and movement, self-stimulation and self-injury, and neurobehavioral state.  Uses: determining eligibility, designing  IFSPs/IEPs, or developing mental health  behavioral support plans | 10-30 min | Professionals and Practitioners | Keep  Keep  Remove  Keep  Unsure | Kathy will scan and send to everyone  REVISIT |
| **Trauma/Grief** | | | | | | |
| **Tools** | **Age Ranges** | **Content** | **Length (min)** | **Qualifications to administer** | **Recommendations emailed to keep or remove** | **Additional Comments** |
| [Trauma Exposure Screening Inventory‐ Parent Report Revised (TESI‐PRR)](https://www.sandiego.edu/teamup/documents/DRL-TESI-Parent.pdf) | 0‐6 years | A measure of experiencing and witnessing of traumatic events for young children. Includes traumas more frequently occurring to young children (i.e., animal attacks, prolonged or sudden separations and intense family conflict). | 30-60 min | Familiarity w/administration, scoring guidelines, and interpretation Request from: Chandra.ghosh@ucsf.edu Cost = Free | Keep | Give specific parameters around when it should be used because of the questions. For example, people don’t always consider a car accident as traumatic and it can be impacting the child. |
| [The Center for Youth Wellness ACE Questionnaire (CYW ACE-Q)](https://centerforyouthwellness.org/aceq-pdf/)  Second section added on questions for section 2 | 0-19 yrs | A clinical screening tool that calculates cumulative exposure to Adverse Childhood Experiences (ACEs). | 15 min | Pediatricians and Family Doctors\*\* | Keep | Make sure to check each statement to identify which Aces vs just writing the number down |
| [The Pediatric ACEs and Related Life-events Screener (PEARLS)](https://www.acesaware.org/learn-about-screening/screening-tools/) | 0-19 | Screening for ACEs. | 15 min | Pediatricians, developed in CA | Keep | ACE Score outcome (can child be made eligible that are at-risk)  Look for other ACE Screenings potentially for everyone to use  Chrishonna noted there is an updated one that includes historical trauma |