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**At-A-Glance**

**Virginia’s Recommended Social-Emotional Screening and Assessment Tools**

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|  | **Cost** | **Age Range** | **Content** | **Time Needed** | **Who Can Administer** |
| **ASQ-SE-2 2022**  <https://agesandstages.com/products-pricing/asqse-2/> | $295 | 0-72 months | Self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people | 10-15 minutes to administer. 1-3 minutes to score | Completed by parent/caregiver  Scored by EIPs, SCs paraprofessional, or clerical staff |
| **Greenspan Social-Emotional Growth Chart 2004**  <https://pearsonclinical.in/solutions/greenspan-social-emotional-growth-chart/> | $64-$150 | 0-42 months | Examines 6 areas: Growing Self-Regulation and Interest in the World, Engaging in Relationships, Using Emotions in an Interactive Purposeful Manner, Using Interactive Emotional Signals to Communicate and Solve Problems, Using Symbols to Convey Intentions or Feelings and Express More Than Basic Needs, and Creating Logical Bridges Between Emotions and Ideas. | 10 minutes | parent, educator, or other caregiver |
| **Modified Checklist for Autism in Toddlers, Revised with Follow-up**  **M-CHAT-R/F**  **2009**  [www.m-chat.org/www.mchatscreen.com](http://www.m-chat.org/www.mchatscreen.com) | free | 16-30 months | No specific developmental area measured, screening specifically for autism risk.\* | Parent questionnaire in about 5 minutes. If screened positive (medium risk), structured follow-up questions to obtain additional information and examples of at-risk behaviors takes 5-10 minutes. | Parents can complete the checklist and follow- up interview can be completed by other professionals with the parents |
| **Parent Observation of Social Interaction (POSI)**  **2015**  <https://pediatrics.tuftsmedicalcenter.org/The-Survey-of-Wellbeing-of-Young-Children/Parts-of-the-SWYC/POSI.aspx> | free | 18 months to 35 months, 31 days | Seven-item screening instrument for autism spectrum disorders (ASD) | 5 minutes (5 minutes for instrument to be introduced and explained) | Clinicians, childcare providers, community-based programs, pediatricians |
| **Survey of Wellbeing of Young Children**  https://pediatrics.tuftsmedicalcenter.org/the-survey-of-wellbeing-of-young-children/overview | free | 1 to 66 months | It includes items that assess cognitive, language, motor, and social-emotional development, as well as family risk factors (e.g., parental depression, conflict, substance abuse, and hunger) and behaviors suggestive of autism spectrum disorder (ASD). | Most parents 10 minutes or less to complete | Completed by parent; scored and interpreted by someone trained in the tool |
| **Social-Emotional Supplemental Evaluation and Assessment Tools** | | | | | |
| **Devereux Early Childhood Assessment (DECA) Infant & Toddler 2007** | $229.95 | 4wks-18 mos  18mos-36 mos | To assess within-child protective factors associated with construct of resilience:   * Healthy relationships * Initiative * Self-Regulation |  | Completed by teachers and parents |
| **Infant & Toddler Social and Emotional Assessment (ITSEA)**  **1988**  https://eprovide.mapi-trust.org/instruments/infant-toddler-social-emotional-assessment#basic\_description | $230.00 | 12-36 mos | A standardized norm referenced instrument designed to assess the social emotional problems and competencies of children 12 to 36 months of age. | 25 minutes (if completed by parent/child care provider, longer if used as structured interview. | The authors recommend that professionals using this tool have supervised developmental and mental health training directed at providing services with parents and young children. |
| **The Social-Emotional Assessment/Evaluation Measure (SEAM™)**  **2014**  www.agesandstages.com | $52.00 | 2-66 mos | \*Assist in the prevention and early identification of social emotional and behavioral difficulties. \*Assist interventionists in the support of positive parent-­‐child interactions. \*Assist in the development of functional, meaningful, measurable, high-­‐quality goals and intervention content. | 15–30 minutes (SEAM/SEAM with Ages)  10–15 minutes (Family Profile) |  |

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| **Strengths and Weaknesses of Tools** | | |
| **Social-Emotional Screening Tools** | | |
|  | **Strengths** | **Weaknesses** |
| **ASQ-SE-2 2022**  <https://agesandstages.com/products-pricing/asqse-2/> | * Specific concerns reported from parents * Allows for more targeted IFSP outcomes * Algorithm Decision Tree * Available in multiple languages * Follow-up referral * Considerations: Setting/time factors, * Developmental factors, Health Factors, Family/cultural factors, Parent concerns. * Best Practices for using an Interpreter for Administering Resource. * Aligns with the Pyramid Model. | Has the potential for over identification |
| **Greenspan Social-Emotional Growth Chart 2004**  <https://pearsonclinical.in/solutions/greenspan-social-emotional-growth-chart/> | * Identifies potential red flags for ASD earlier then M-CHAT | * Over or under reporting * Only available in English |
| **Modified Checklist for Autism in Toddlers, Revised with Follow-up**  **M-CHAT-R/F**  **2009**  [www.m-chat.org/www.mchatscreen.com](http://www.m-chat.org/www.mchatscreen.com) | * The revised tool improves false positive rate of at-risk early detection and long-term prognosis of ASD; additionally, it reduces the false positive rate and detects more ASD cases than the original M-CHAT * The format is simple * The reading level is approximately 6th grade * No parent or physician training is required * Even children who screen positive have a high risk for other developmental disorders * Is quick and easy to administer * Many of the items on the checklist can be observed organically as the child plays and interacts with his parents and EI team members. \*\* * Is helpful in opening the discussion with parents regarding a child’s social and communication behaviors and possible concerns for autism \*\* * Can assist with developing better outcomes and short-term goals addressing social-emotional skills\*\* | * There is a high false positive rate, meaning that not all children who score at risk will be diagnosed with ASD. * The M-CHAT was developed to be completed by parents of children 16-30 months. * If your child is older than 30 months, the M-CHAT is not as relevant as a screening tool for ASD. * Per website, if it is used in ways other than intended, one cannot interpret the findings. For example, if used on children younger or older than the age range on which it was validated, or if completed by someone other than a child’s parent, the results may not be valid. * Follow-Up questions can feel cumbersome and may interrupt the flow of the assessment \*\* * Consistency of use of follow-up questions across teams \*\* * Including the M-CHAT R/F in the assessment process and providing verbal results along with other assessment information may be overwhelming and difficult for the parent to process and/or retain. \*\* |
| **Parent Observation of Social Interaction(POSI)**  **2015**  <https://pediatrics.tuftsmedicalcenter.org/The-Survey-of-Wellbeing-of-Young-Children/Parts-of-the-SWYC/POSI.aspx> | * provide a screening instrument that includes questions addressing a broad array of areas of development in preschool children * designed to be free of cost and easily accessed by parents, pediatric primary care providers (PPCPs), home visit providers, preschool teachers, nurses, and other professionals involved in childcare and early education * includes items that assess cognitive, language, motor, and social-emotional development, as well as family risk factors (e.g., parental depression, conflict, substance abuse, and hunger) and behaviors suggestive of autism spectrum disorder (ASD) * short and easy to score |  |
| **Survey of Wellbeing of Young Children**  https://pediatrics.tuftsmedicalcenter.org/the-survey-of-wellbeing-of-young-children/overview | * The SWYC Milestones assess the child’s cognitive, language, and motor development. * The BPSC and PPSC assess behavioral and emotional symptoms for children under 18 months and from 18-66 months, respectively. * The POSI assesses risk for autism spectrum disorder for children from 16-36 months * The Family Questions assess stress present in the child’s family environment, including parental depression, discord, substance abuse, food insecurity, and parent’s concerns about the child’s behavior, learning, or development. | * Interpretation of response options may vary by culture. * Many of the response options available for portions of the SWYC use indefinite language; e.g. “somewhat”, or “very much.” This reflects a choice we made intentionally, as we explicitly want parents to make their own judgments rather than report on a defined frequency or intensity of a particular behavior. We recognize that the item “does your child cry a lot?” may be answered by a parent from one culture as “somewhat” and a parent from another culture as “very much,” even if their children cry with the same frequency and intensity. What we are interested in is the interpretation of the infant’s crying for this particular parent. Parents’ responses are likely to be influenced by both individual and cultural expectations of child behavior |
| **Social-Emotional Supplemental Evaluation and Assessment Tools** | | |
|  | **Strengths** | **Weaknesses** |
| **Devereux Early Childhood Assessment (DECA) Infant & Toddler 2007** | * Alignment tools with ASQ-SE, Mental Health Consultation, Head Start, Gold, etc. * Does not require a trained administrator * Includes both teacher/home visitor and parent report * Examines multiple components of SE development * Chinese version has been validated in Taiwan. Spanish version has been validated. * e-data allows for local and state-wide analysis of data * Suggests ho to use standardized scores to designate “at risk” status as well as % delay * High specificity – low false positive rate * Tied to programming | * Cost * Low number of languages available * Some inconsistencies in research related to tools validity * Lower sensitivity rate- some children may fall through net * No online capabilities * Does not seem culturally diverse * Sample size was small |
| **Infant & Toddler Social and Emotional Assessment (ITSEA)**  **1988**  https://eprovide.mapi-trust.org/instruments/infant-toddler-social-emotional-assessment#basic\_description | * The items appear clear and easy to understand. * The measure was developed specifically to assess infants and toddlers and includes items that are developmentally sensitive and relevant to young children. * Assesses competencies as well as problem behaviors. * Norms are presented separately by age and gender following the results of analyses that suggest the importance of comparing young children to others in their age band and sex. Many other measures for young children do not present norms in this way and have not conducted analyses looking at differences among groups of younger children. * There is a Childcare Provider version with identical items and scales to allow for comparisons between reporters | * The measure is somewhat long. Studies of consumer satisfaction seem to suggest that approximately 39% felt the measure was somewhat too long or too long. However, these parents were part of a community sample. A clinic sample might be able to balance the length of the measure with the value of the information it yields. * The age range of the measure 1-3 is awkward for treatment-outcome research and longitudinal studies because children need to fall in that age range at pre-, post-, and follow-up assessment periods. * With regard to using the measure for trauma-exposed children, there is no scale that directly measures trauma symptoms, so another measure would need to be used to capture trauma symptomatology. * Psychometrics have been examined primarily by the authors. More research would be helpful. In addition, although the measure has been shown to be sensitive to treatment effects, it has not yet been used in randomized controlled designs, which would allow a test of sensitivity to different intervention conditions. * As with most parent report measures, items are face valid and parent may respond defensively or in biased ways. |
| **The Social-Emotional Assessment/Evaluation Measure (SEAM™)**  **2014**  www.agesandstages.com | * Early interventionists, early childhood teachers, Head Start & Early Head Start staff, home visitors, parent educators, and mental health professionals | * Questions are easy to understand. * Questions are meaningful * Not lengthy and completed in less than 60 minutes. * Reflective questions/Statements. * Facilitates dialog between parents and practitioners. |

Cultural Considerations

|  | Other Languages | Cultural Sensitivity | Gender Findings |
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| **ASQ-SE-2 2022**  <https://agesandstages.com/products-pricing/asqse-2/> | (Other languages available: Arabic & French) ASQ:SE 1st addition is also available in Hmong and Somali in PTI (online system) | Questionnaires are available in multiple languages, ASQ:SE-2 has a section Titled  Follow-up referral Considerations   1. Setting/time factors 2. Developmental factors 3. Health Factors 4. Family/cultural factors 5. Parent concerns |  |
| **Greenspan Social-Emotional Growth Chart 2004**  <https://pearsonclinical.in/solutions/greenspan-social-emotional-growth-chart/> |  |  | Gender was generally equal at all levels except that males were overrepresented at the 6-9 month level and females were overrepresented at the 19-24 month level |
| **Modified Checklist for Autism in Toddlers, Revised with Follow-up**  **M-CHAT-R/F**  **2009**  [www.m-chat.org/www.mchatscreen.com](http://www.m-chat.org/www.mchatscreen.com) | Available in most other languages and permission is granted to create a new translation (requirements are included on [www.mchatscreen.com](http://www.mchatscreen.com) to make sure translation is valid) | References indicate studies done to validate screening with other languages |  |
| **Parent Observation of Social Interaction (POSI)**  **2015**  <https://pediatrics.tuftsmedicalcenter.org/The-Survey-of-Wellbeing-of-Young-Children/Parts-of-the-SWYC/POSI.aspx> | Spanish, Khmer, Burmese, Nepali, Portuguese, Haitian-Creole, Arabic, Somali and Vietnamese |  |  |
| **Survey of Wellbeing of Young Children**  https://pediatrics.tuftsmedicalcenter.org/the-survey-of-wellbeing-of-young-children/overview | The SWYC has been translated into Spanish, French, Portuguese, Russian, Korean, Chinese, Traditional Chinese, Chuuksee, Khmer, Burmese, Nepali, Haitian-Creole, Vietnamese, Samoan, Somali, Arabic, Tagalog, and Bengali. Translations into languages other than English have not yet been independently validated. | * Consider the culture and context of the parent and child: Some questions on the SWYC may be understood differently by parents across different cultures. For example, a parent in a culture that strongly disapproves of displays of aggression may respond “Very Much” to the item “Is your child aggressive?” while a parent in a culture more tolerant of aggressive displays may respond “Somewhat,” even when the children exhibit very similar behaviors. In fact, in some Native American languages there is no word for “aggression.” Context matters as well: A parent in a community where there are no stairs (e.g., some rural areas) may respond “Not at all” to an item about the child climbing stairs, reflecting a lack of opportunity rather than a developmental delay |  |
| **Devereux Early Childhood Assessment (DECA) Infant & Toddler 2007** | English and Spanish | Contrasted group test with AA, Hispanic, and Caucasian children (compared the mean scores of African American and Caucasian children and Hispanic and Caucasian children in the standardization sample. The goal was to determine if these groups of children received similar ratings on the DECA-I/T.) – Mostly negligible differences with 2 small and 1 medium difference |  |
| **Infant & Toddler Social and Emotional Assessment (ITSEA)**  **1988**  https://eprovide.mapi-trust.org/instruments/infant-toddler-social-emotional-assessment#basic\_description | English, Spanish, French, Hebrew, and Dutch | Standardization sample was stratified according to the 2002 US census and included demographic variables such as sex, ethnicity, geographic region and parents’ education level. The sample consisted of 5 race/ethnic backgrounds: Asian (5%), Black (16.2%), Hispanic (20%), Caucasian (57.8%), and Other (1.2%). The manual has detailed information regarding demographic information of the standardization sample. |  |
| **The Social-Emotional Assessment/Evaluation Measure (SEAM™)**  **2014**  www.agesandstages.com | English, Spanish | Yes |  |