

### Social Emotional Evaluation Tools-Short Version

Name of Instrument Author Publishing Date	Constructs Measured			Age Range	Reported Scores	May Be Administered By: (qualifications)
<p><b>Behavior Assessment System for Children-3<sup>rd</sup> Ed.</b> (BASC-3 for Preschool)</p> <p>Cecil R. Reynolds, PhD and Randy W. Kamphaus, PhD.</p> <p>PsychCorp and Pearson Clinical Assessment (2015)</p>	<p>Assesses both broad- and narrow-based behavioral and emotional domains across different social and activity settings, as well as maladaptive and adaptive behaviors.</p>			2-5 years	<p>T scores and percentiles</p> <p>*The overall composite- the Behavioral Symptoms Index (BSI) should be examined first which generally indicate pervasive and serious behavioral or emotional problems.</p> <p>*Next, review remaining composite scales to determine consistency with overall index score and with one another.</p>	<p>Level B</p> <p>Users are expected to have completed a recognized graduate training program in psychology;</p>
	<p><b>Composite Scales</b> include:</p> <ul style="list-style-type: none"> <li>-adaptive skills</li> <li>-behavioral symptoms index</li> <li>-externalizing problems</li> <li>-internalizing problems</li> </ul>	<p><b>Behavioral Symptoms Index (BSI)</b> assesses the overall level of problem behaviors.</p>	<p><b>Clinical and Adaptive Scales:</b></p> <ul style="list-style-type: none"> <li>-adaptability</li> <li>-aggression</li> <li>-anxiety</li> <li>attention problems</li> <li>-atypicality</li> <li>depression</li> <li>-functional communication</li> <li>hyperactivity</li> <li>-social skills</li> <li>-somatization</li> <li>-withdrawal</li> </ul>			
	<p><b>Content Scales</b> are more specific or syndrome-oriented:</p> <ul style="list-style-type: none"> <li>-anger control</li> <li>-bullying</li> <li>-developmental social disorders</li> <li>-executive functioning</li> <li>negative emotionality</li> <li>resiliency</li> </ul>	<p><b>Clinical Index:</b></p> <ul style="list-style-type: none"> <li>-Clinical Probability Index</li> <li>-Functional Impairment Index</li> </ul>	<p><b>Executive Functioning Index:</b></p> <ul style="list-style-type: none"> <li>-Attentional Control Index</li> <li>-Behavioral Control Index</li> <li>-Emotional Control Index</li> <li>-Overall Executive Functioning Index</li> </ul>			

<p><b>Achenbach System of Empirically Based Assessment (ASEBA) Preschool Forms</b></p> <p><b>Child Behavior Checklist (CBCL) and Caregiver-Teacher Report Form (C-TRF)</b> for ages 1 ½ to 5.</p> <p>Thomas Achenbach, Rescovia, L.A. (2000)</p>	<p><b>CBCL/1 ½-5</b> assesses the behavioral and social competencies of child as reported by parents and measures behavior change over time.</p> <p><b>C-TRF 1 ½ -5</b> also assesses the behavioral and social competencies of the child but substitutes items pertinent to group situations and settings versus the home setting.</p>	<p>1 ½ to 5 years</p>	<p>T scores and percentiles reported for male and female populations separately</p>	<p>Users must be trained in the theory and methodology of standardized assessment, as well as work with children and families.</p>
<p><b>Syndromes (set of problems that tend to co-occur):</b></p> <ul style="list-style-type: none"> <li>emotionally reactive</li> <li>anxious/depressed</li> <li>-somatic complaints</li> <li>withdrawn</li> <li>-sleep problems-</li> <li>attention problems</li> <li>aggressive behavior</li> </ul>	<p><b>Internalizing Scale</b> (problems that are mainly within the self)</p>	<p><b>Externalizing Scale</b> (problems that mainly involve conflicts with other people and with their expectations of the child)</p>		
	<p><b>Total Problems Scale</b> (Tscores above 63 are considered clinical)</p>	<p><b>DSM-Oriented Scales</b></p> <ul style="list-style-type: none"> <li>-affective problems</li> <li>anxiety problems</li> <li>-pervasive developmental problems</li> <li>-attention deficit/hyperactivity problems</li> <li>-oppositional defiant problems</li> </ul>		
<p><b>Conners Early Childhood (Conners EC)</b></p> <p>C. Keith Conners, Ph.D. Multi-Health Systems (MHS) Publishing (2009)</p>	<p>Comprehensive assessment of behavioral, emotional, and social concerns, as well as key developmental milestones.</p> <p><b>Conners EC Scales</b> include:</p> <ul style="list-style-type: none"> <li>-Inattention/Hyperactivity</li> <li>-Defiant/Aggressive Behaviors</li> <li>-Anxiety</li> <li>Mood and Affect</li> <li>-Physical Symptoms</li> <li>-Atypical Behaviors</li> </ul> <p>Rating scales also include <b>clinical indicators</b> of potential problem areas (PTSD, Specific Phobia, Tics, and others) that may need further clinical attention.</p> <p>The <b>Developmental Milestone</b> scales are composed of key skills:</p>	<p>2-6 years</p>	<p>T scores and percentiles</p>	<p>Those administering and scoring the Conners EC <b>MUST</b> have MHS b-level qualifications</p> <p>Qualified user (interpreter) is a school psychologist Users should be certified or licensed professionals with a thorough knowledge</p>

	<ul style="list-style-type: none"> <li>-Adaptive Skills</li> <li>-Communication</li> <li>-Motor Skills</li> <li>-Play</li> <li>-Pre-Academic/Cognitive</li> </ul> <p>The Conners EC includes <b>Impairment items</b> relating to the level of impairment that is present in the home setting, in learning skills, and in peer interactions to determine if the problems described are interfering with the child's functioning.</p>			of test interpretation issues		
<p><b>Devereux Early Childhood Assessment-Clinical (DECA-C)</b></p> <p>Paul A. LeBuffe &amp; Jack A. Naglieri</p> <p>2003</p>	<p>A rating scale that evaluates the frequency of positive behaviors (strengths) as well as negative behaviors (concerns). <i>4 Increased Concern Items</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Total Protective Factors (strengths related to resilience):</b></p> <ul style="list-style-type: none"> <li>*<b>Initiative</b>- the extent to which a child can use independent thought and action to get his/her needs met in a socially acceptable fashion.</li> <li>*<b>Self-Control</b>- child's ability to experience a range of feelings and express them in socially appropriate ways.</li> <li>*<b>Attachment</b>- the mutual, strong, and long-lasting relationship between the child and significant adults.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Total Behavioral Concern Scales (overall extent and severity of the child's behavioral concerns.):</b></p> <ul style="list-style-type: none"> <li>*<b>Attention Problems</b>-child's difficulties in focusing on a task and ignoring competing environmental stimuli.</li> <li><b>Aggression</b>-child's use of hostile or destructive acts directed at other persons or things.</li> <li>*<b>Emotional Control Problems</b>-child's difficulties in modifying the overt expression of negative emotions.</li> <li>*<b>Withdrawal/Depression</b>-child's use of behaviors related to emotional or social withdrawal, in which the child is self-absorbed and often attends to his/her own thoughts or play, rather than engaging in reciprocal interactions.</li> </ul> </td> </tr> </table>	<p><b>Total Protective Factors (strengths related to resilience):</b></p> <ul style="list-style-type: none"> <li>*<b>Initiative</b>- the extent to which a child can use independent thought and action to get his/her needs met in a socially acceptable fashion.</li> <li>*<b>Self-Control</b>- child's ability to experience a range of feelings and express them in socially appropriate ways.</li> <li>*<b>Attachment</b>- the mutual, strong, and long-lasting relationship between the child and significant adults.</li> </ul>	<p><b>Total Behavioral Concern Scales (overall extent and severity of the child's behavioral concerns.):</b></p> <ul style="list-style-type: none"> <li>*<b>Attention Problems</b>-child's difficulties in focusing on a task and ignoring competing environmental stimuli.</li> <li><b>Aggression</b>-child's use of hostile or destructive acts directed at other persons or things.</li> <li>*<b>Emotional Control Problems</b>-child's difficulties in modifying the overt expression of negative emotions.</li> <li>*<b>Withdrawal/Depression</b>-child's use of behaviors related to emotional or social withdrawal, in which the child is self-absorbed and often attends to his/her own thoughts or play, rather than engaging in reciprocal interactions.</li> </ul>	2-5 years (up to 6th birthday)	T-scores with a mean of 50 and a standard deviation of 10.	Trained in use of standardized assessment instruments
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<p><b>Devereux Early Childhood Assessment (DECA-P2)</b></p>	<p>standardized norm referenced behavior rating scale -</p> <ul style="list-style-type: none"> <li>* within child protective factors: <b>initiative</b>, <b>self-regulation</b>, <b>attachment/relationships</b></li> <li>* total protective factors scale</li> <li>* Behavioral concerns scale</li> </ul> <p><b>Subscales:</b></p> <ul style="list-style-type: none"> <li>-Initiative</li> <li>-Self-Control</li> <li>-Attachment</li> <li>-Behavioral concerns (DECA-C only)</li> </ul>	3-5 years	T scores & percentiles authors note: T score of 37 on protective factors scale indicates 25% delay	Scoring and interpretation done by those with training in interpretation and use of standardized assessment instruments		

<b>Devereux Early Childhood Assessment (DECA-IT)</b>	standardized, norm-referenced, reliable and valid assessment of protective factors and total protective factors scale  Infant - attachment, initiative  Toddler attachment, initiative, self-regulation			Infant-age 1 to 18 mo. Toddler 18-36 mo.	T scores & percentiles T score of 37 on protective factors scale indicates 25% delay	Scoring and interpretation done by those with training in interpretation and use of standardized assessment instruments
<b>Infant-Toddler Social Emotional Assessment (ITSEA)</b> Alice Carter, Margaret Briggs-Gowan Pearson Assessment (Fall 2005)	A follow-up assessment of the BITSEA, to be used for in-depth analysis of social-emotional development and to guide intervention planning Measures Problem behaviors through “domains” and subscales Measures Positive behaviors through domain and subscale			12-36 mo.	T scores for each domain Mean=50 1.5 standard deviations	Qualified professionals who have formal training in use and interpretation of standardized assessment tools
<b>Externalizing</b> Activity/Impulsivity Aggression/defiance Peer aggression	<b>Internalizing</b> Depression/Withdrawal General Anxiety Separation Distress Inhibition to Novelty	<b>-Dysregulation</b> Negative emotionality Sleep Eating Sensory Sensitivity				
<b>-Competence</b> Compliance Attention Mastery Motivation Imitation/Play Empathy Prosocial Peer Relations	<b>Maladaptive, Social Relatedness, and Atypical Item Cluster scores</b> “include items that occur rarely in general population”- clinically important red flags (not included within domains) but indicate symptoms of several childhood on-set disorders	<b>Individual Items of Clinical Significance</b> Do not fall in any domains, if answered sometimes or often warrants further discussion				

<b>Social Skills Improvement System</b> (SSIS) formerly Social Skills Rating System (SSRS) Frank Gresham, Stephen Elliot Pearson Assessments (1990)	Screening tool that measures social skills and problem behaviors of children and adolescents as reported by teachers, parents, and students themselves. Provides support for the development of appropriate interventions. <b>Assesses 3 domains:</b>		3-18 years	Standard Scores Percentiles	Responsibility of interpretation must be assumed by a professional who has completed a bachelor's degree program that included coursework in principles of measurement and in the administration and interpretation of tests.
	<b>Social Skills</b> -communication -cooperation -assertion -responsibility -empathy -engagement self-control	<b>Problem Behaviors</b> -externalizing -bullying -hyperactivity/Inattention -internalizing -autism spectrum			
	<b>Daily Living Skills</b> *Personal *Domestic/Numeric (3+) *Community/School Community (3+)	<b>Motor Skills</b> *Gross Motor *Fine Motor			
<b>Preschool-Kindergarten Behavior Scale-Second Edition</b> (PKBS-2)	Integrated and functional appraisal of the social skills and problem behaviors of young children.		3-6 years	Standard scores	EI teachers/therapists
	Social Skills Scales: -Social Cooperation -Social Interaction -Social Independence	Problem Behavior Scales: -Externalizing Problems -Internalizing Problems			