

Curriculum-Based Assessments For Measuring Kansas Early Childhood Outcomes

Curriculum-Based Assessment	Purpose	Areas	ECO Crosswalk Available?
<p>Hawaii Early Learning Profile (HELP) 0-3 (2006)</p> <p>Hawaii Early Learning Profile (HELP) for Preschoolers (3-6) (1999)</p>	<p>To provide specific development assessment information for children with disabilities, delays, or who are at risk. Designed for use in identifying needs, tracking growth and development, and determining ‘next steps’ (target objectives). Activities to facilitate developmental skills attainment are included. Recent revisions to materials provide a birth-to-6 continuum.</p>	<p>0-3: Regulatory/Sensory Organization, Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, Self-Help</p> <p>3-6: Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, Self-Help</p>	
<p>Assessment, Evaluation, and Programming System (AEPS) for Birth to Six, 2nd Ed. Volumes 1-4 (2002)</p>	<p>To assist professionals and parents/caregivers in identifying and monitoring children’s developmentally appropriate educational targets and planning individualized intervention. To identify children’s strengths across developmental areas. To identify functional goals and objectives for IEPs or other individualized plans. To assist in planning and guiding intervention. To monitor children’s progress.</p>	<p>Fine Motor, Gross Motor, Adaptive, Cognitive, Social, Social-Communication</p>	<p>Short ECO Center paper describing purpose and intended use of crosswalks: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Introduction</p>
<p>The High/Scope Child Observation Record (COR) for Infants/Toddlers (2002)</p> <p>The High/Scope Preschool Child Observation Record (COR), 2nd Ed. (2003)</p>	<p>For use in developmentally appropriate practice in early childhood care and education programs to monitor typically developing children. The COR looks at the whole child— highlighting broad areas of development. It is an observational assessment instrument that documents children’s growth over time based on evidence in the form of anecdotes and child creations. Not designed to screen for developmental problems or skill deficits.</p>	<p>Sense of Self, Social Relations, Creative Representation, Movement, Communication & Language, Exploration & Early Logic</p> <p>Initiative, Social Relations, Creative Representation, Music & Movement, Language & Literacy, Mathematics & Science</p>	<p>Separate crosswalks are available from the ECO Center for infant/toddler & preschool http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks</p>
<p>The Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd ed. (CCITSN) (2004)</p> <p>The Carolina Curriculum for Preschoolers with Special Needs 2nd ed. (CCPSN) (2004)</p>	<p>To provide curricular intervention strategies appropriate for children with mild delays, moderate, severe or multiple disabilities. The Carolina is a systematic curriculum that directly links a skills assessment with activities to promote skills not yet mastered.</p>	<p>Cognitive, Communication, Social Adaptation, Gross & Fine Motor</p>	

Curriculum-Based Assessment	Purpose	Areas	ECO Crosswalk Available?
<p>The Creative Curriculum for Infants, Toddlers & Twos, 2nd Ed. (2006)</p> <p>The Creative Curriculum for Preschool (4th Ed., 2002)</p> <p>Coming in March, 2010, Teaching Strategies GOLD will replace Creative Curriculum by summer 2011 http://www.teachingstrategies.com/page/GOLD.cfm</p> <p>Teaching Strategies GOLD FAQs http://www.teachingstrategies.com/page/GOLDFAQ.cfm#ccnet</p>	<p>To provide ideas on how to select materials and plan activities for normally developing children in early childhood settings.</p> <p>Developmental steps give teachers a way to determine each child's current development in relation to each objective. This information also allows teachers to decide what specific support and kinds of experiences will enable each child to further develop and learn.</p> <p>Note: Publisher reports Teaching Strategies GOLD will focus on research-based elements predictive of school success for children birth to age 6 with developmental delays and disabilities, English language learners, and advanced learners.</p>	<p>Social-Emotional, Cognitive, Gross & Fine Motor</p>	<p>Short ECO Center paper describing purpose and intended use of crosswalks: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Introduction</p> <p>The crosswalk for the Creative Curriculum Developmental Continuum for Ages 3-5 is available from the ECO Center: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks</p> <p>The crosswalk for the Creative Curriculum Developmental Continuum for Infants, Toddlers, and Twos is in review by the ECO Center. The following version was provided by the publisher and is available from the KITS website: http://www.kskits.org/ta/ECOOutcomes/Crosswalk03.pdf</p>
<p>Transdisciplinary Play-Based Assessment, 2nd Edition (TPBA2) (2008)</p> <p>Transdisciplinary Play-Based Intervention, 2nd Edition (TPBI2) (2008)</p>	<p>To provide functional developmental observations of a child in structured and unstructured play situations to use in developing a program plan for specific interventions for children in early childhood programs.</p>	<p>Cognitive, Social-Emotional, Communication & Language, & Sensorimotor</p>	<p>The ECO Center has not yet developed a crosswalk for the TPBA. The author includes a crosswalk in the folder for Tools for OSEP Child Outcomes Reporting on the optional CD-ROM. She has given permission for it to be posted on the KITS website: <i>(insert link here when posted)</i></p>
<p>Individual Growth and Development Indicators (IGDIs) (2002)</p>	<p>To monitor children's growth and progress through frequent observation in play-based setting by assessors trained to support and encourage child's behavior during the assessment session.</p>	<p>Communication, Movement, Social, Problem Solving, Parent-Child Interaction</p>	<p>Short ECO Center paper describing purpose and intended use of crosswalks: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Introduction</p> <p>The IGDI crosswalk is available from the ECO Center: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks</p>
<p>Work Sampling System (WSS) (2001)</p>	<p>Observational assessment designed to help teachers to document what their students know in 7 domains using developmental guidelines, checklists, and portfolios. System for reporting and monitoring progress on performance indicators helps teachers improve and differentiate instruction.</p>	<p>Personal & Social Devel., Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, Physical Devel. & Health</p>	<p>Short ECO Center paper describing purpose and intended use of crosswalks: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Introduction</p> <p>The Crosswalk for the Work Sampling 3 and 4 is available from the ECO Center: http://www.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks</p>

CBA	Number of Items	Age Range	Administration/Method/Scoring	Psychometric Data
HELP 0-3	685 skills	0-3	<ul style="list-style-type: none"> Administration time 45-90 minutes Used by teachers, related service staff, and families Data collected by observation in natural environment, or interview 	None currently available.
HELP 3-6	622 skills	3-6	<p>Items scored as (+), (-), (+/-), N/A, or A (atypical). Skill credit can be used to summarize approximate child age range (Developmental Age Level) for each strand. Manual suggests approximate age-based levels of development in each strand or area based on the pattern of credit received on individual items in all areas except for regulatory/sensory organization. Number of atypical responses in the regulatory/sensory organization area can be used to cluster children into 3 groups (typical, over-reactive, or under-reactive), rather than associating skills with a specific developmental age range</p> <p>Details at http://www.vort.com/training/help4-5.html and http://www.vort.com/osep/Guidelines_for_Determining_Approximate_DALs_for_HELP_Strands.pdf http://www.vort.com/osep/HELP-OSEP_Color-coded_HELP_Strands_Profile.pdf</p>	
AEPS	288 items 241 items	0-3 3-6	<ul style="list-style-type: none"> Administration time 30-120 minutes Used by direct service personnel, families & specialists Data collection through observation, direct test, routine activities or report through care provider Raw scores for each area and total raw score convert to percent scores. Total Goal Score or area raw scores can be computed and compared to global and individual “cut-off” scores using child’s chronological age. Scoring criteria: 0 (does not meet) 1 (inconsistently meets) 2 (consistently meets) Notes: A (assistance provided) B (behavior interfered) D (direct test) M (modification/adaptation) Q (quality of performance) R (report) Sample test pages, scoring sheet, case study and Overview of AEPS available at http://www.aepsinteractive.com/overview/downloads.htm Chapter 4: Using AEPS Test Results http://www.brookespublishing.com/tools/aeps/testresults.pdf Appendix F of the Revised Administration Guide regarding AEPS cut-off scores for individual areas http://www.brookespublishing.com/store/books/bricker-aeps/index.htm 	<p>Citation list of studies on AEPS, chapter on psychometric properties of AEPS provided by publisher http://www.aepsinteractive.com/overview/downloads.htm</p> <p>Reliability information includes inter-observer agreement by domains, total test scores, and test-retest. Sensitivity to children of different ages and ability levels has been studied. A series of studies on treatment validity was conducted with early childhood teachers. Developers acknowledge that much more research is needed, but claim that studies to date suggest AEPS is generally valid and reliable for samples provided.</p>
COR for Infants/Toddlers	28 items	6 wks-3 yrs	<ul style="list-style-type: none"> No administration time specified Used by trained observer Data collected during play activities and anecdotal notes are scored on a level 1-5 for each item. 	Limited reliability and validity information for Infant-Toddler and Preschool COR provided by publisher http://www.onlinecor.net/Content.asp?ContentId=2
COR for Preschool	32 items	2 ½-6	<ul style="list-style-type: none"> Scoring options include raw scores, averages for each area, and overall average score (representing levels 1-5, not associated with age ranges) 	

CBA	Number of Items	Age Range	Administration/Method/Scoring	Psychometric Data
Creative Curriculum for ITT Creative Curriculum for 3-5	20 items 66 items	0-3 3-5	<ul style="list-style-type: none"> No administration time specified Assessment through observation Data collected through observation and anecdotal notes Infant/toddler curriculum currently has 21 objectives in four developmental areas, each broken into 5 steps. Includes planning form for individualizing. Preschool curriculum uses individual child profiles, progress and planning reports. Each objective is rated according to sample behaviors corresponding to 4 categories: Forerunner, Level I, Level II, and Level III behaviors. 	Information on internal consistency, content validity, and construct validity is available from publisher at http://www.teachingstrategies.com/page/Assess_WhyItWorks.cfm For Research Foundation of Teaching Strategies GOLD Assessment System, go to http://www.teachingstrategies.com/content/pageDocs/GOLD-Research-Paper-Web.pdf
CCITSN CCPSN	356 items 416 items	0-2 2-5	<ul style="list-style-type: none"> Administration time 60-120 minutes May require multiple observations Used by teachers and paraprofessionals Data collected through caregiver interactions, observations and direct test Developmental Progress chart links curriculum sequences to age ranges Scoring options: (+) (-) (+/-) No electronic scoring or web-based data entry available 	According to the publisher, data on reliability and validity is included in the first edition of the Infant and Toddler Curriculum. No other data is provided on reliability and validity. http://brookespublishing.com/tools/cc/index.htm
TPBA2 TPBI2	386 items	0-6	<ul style="list-style-type: none"> Administration time 60-90 minutes, although actual time may vary Used by parents, professionals, paraprofessionals or anyone with knowledge of child development Data collected through observation of the child in structured and/or unstructured play facilitation following observation guidelines for each domain Age ranges accompany each domain to assist in scoring. Child is rated on 9-point scale and age levels determined for each domain subcategory. No web-based data entry system available; Microsoft Excel calculator for OSEP/ECO reporting and eligibility determination available on CD-ROM 	Limited information on reliability and validity is available. Outcomes of one peer-reviewed study on social validity are described in Administration Guide along with findings of unpublished manuscripts reportedly suggestive of test-retest and interrater reliability, content validity and concurrent validity.
IGDIs	34 different observable behaviors	4-36 Months	<ul style="list-style-type: none"> Administration time 6-10 minutes each IGDI, or 20-40 minutes for all 4 child indicators Play-based assessment based on frequency counts Used by staff/parents trained, certified, and recertified annually Scores based on frequency occurrence of key skills within each area during 6-10 minute observation. Age ranges provided for items. 	Technical specifications (reliability, validity, growth curves, etc.) for each IGDI are described at the website. Research is ongoing. http://www.igdi.ku.edu/measures/technical.html
WSS	49 items (age 3) 55 items (age 4)	3 years through 5 th grade	<ul style="list-style-type: none"> No administration time specified. Data collected by teachers through observation and/or unstructured play facilitation. Ongoing observation summarized periodically (up to 3 times per year) No scores. On Pre-3, Pre-4, and Pre-K, within each construct, performance indicators are rated: Not yet, In Progress, or Proficient. Summary report rates each component according to child performance (As expected or Needs development) and progress (As expected or Other than expected). 	Limited information available on reliability and validity for kindergarten and 3 rd grade only. For archive of authors' paper on reliability and validity of WSS go to http://www.ciera.org/library/archive/2001-09/2001-09.htm Publisher reports more information on reliability and validity for WSS with other ages is forthcoming.

CBA	Components	Curriculum Content/Adaptations
HELP 0-3 HELP 3-6	<p>Inside HELP Administration and Reference Manual (2006), 0-3 Checklist (2004) and 0-3 HELP Strands (2007) in English/Spanish, HELP Family Centered Interview 0-3 (1997), HELP at Home (English 2006/Spanish 1995), HELP Charts 2004 (0-3/3-6), HELP Activity Guide (2005), 3-6 Checklist (1995) and 3-6 HELP Strands (2004) in English/Spanish, HELP for Preschoolers Assessment & Curriculum Guide (1999), HELP for Preschoolers Activities at Home (1995), Help When Parent has Disabilities (1999), and Using HELP Effectively 1994 (Video). Each component must be purchased separately.</p> <p>At no cost, publisher has integrated OSEP/ECO reporting into a web-based data entry/management system www.vort.com/osep/ for summarizing developmental age levels (DALs), electronically providing “suggested” COSF ratings, and converting to OSEP summary statements. VORT developed color-coded HELP Strands Profiles for 0-3 http://www.vort.com/osep/HELP-0-3-StrandsProfileC.pdf and 3-6 http://www.vort.com/osep/HELP-3-6-StrandsProfileC.pdf to assist with this process. (NOTE: this electronic computation method has not been endorsed by KDHE or KSDE. HELP users in Kansas must continue to follow state guidance regarding the team process for determining COSF ratings to be entered into the OWS.)</p> <p>Also available online, free correlation with Head Start Positive Child Outcomes and Sample Child Summary Form at http://www.vort.com/pc.html</p>	<p>Activities assisting with programming steps tied to skill development are included in curriculum materials for children 0-3 and 3-6, for home and center-based settings. Guidelines for working with parents with disabilities also available.</p> <p>The publisher has aligned the HELP with the Kansas Early Learning Standards document. Copies of the alignment are available by emailing kskits@ku.edu</p> <p>Assessment adaptations provided under each strand in Administration manual.</p>
AEPS	<p>2nd Ed. (2002) includes: AEPS® Administration Guide, AEPS® Test for Birth to Three Years and Three to Six Years, AEPS® Curriculum for Birth to Three Years, AEPS® Curriculum for Three to Six Years; Child Observation Data Recording Form, Child Progress Record, Family Report. Discount for purchasing volumes together. AEPS Forms Pkg. must be purchased separately. AEPS Forms CD-ROM English (2003) or Spanish (2006). At additional cost, publisher has integrated OSEP/ECO reporting into AEPSi web-based data entry/ management system for birth to six http://www.aepsinteractive.com/. Annual user license based on number of children. 30-day trial available at no cost. (Note: this electronic computation method has not been endorsed by KDHE or KSDE. AEPS users in Kansas must continue to follow state guidance regarding the team process for determining COSF ratings to be entered into the OWS.)</p>	<p>Curricular activities aligned with assessment items include developmental steps, preceding and concurrent objectives, activity-based teaching methods, and environmental arrangements.</p> <p>Alignment of AEPS with Kansas Early Learning Standards document available at http://www.aepsinteractive.com/state_standards.htm</p> <p>Sample case study and interventions available at http://www.aepsinteractive.com/overview/downloads.htm</p> <p>Adaptation guidelines for children with visual, hearing and motor disabilities.</p>

CBA	Components	Curriculum Content/Adaptations
COR for I/T Preschool COR	<ul style="list-style-type: none"> Administrator's kits (Infants/Toddlers and Preschool sold separately): Observation Items, User Guide, What's Next?, COR Poster, Anecdotes Booklets, Family Report Forms, Parent Guide, Child & Group Summary Forms (also available as CD-ROM kit). Online COR web-based data entry/management system http://www.onlinecor.net/ for 30-day free trial. Annual user license based on number of children. COR Computer Assistant (COR-CA) for using Palm System to record and score anecdotes Publisher developed online subscription system and CD-ROM system of translating and aligning COR scores with OSEP Reports. (NOTE: this electronic computation method has not been endorsed by KDHE or KSDE. COR users in Kansas must continue to follow state guidance regarding the team process for determining COSF ratings to be entered into the OWS.) 	<p>High Scope Curriculum emphasizes adult-child interaction, a carefully designed learning environment, and a plan-do-review process to strengthen initiative and self-reliance in children. Activity books as well as software to assist teachers in planning are available. New materials addressing literacy include High Scope Growing Readers Early Literacy Curriculum. Education Through Movement Program combines music and academics. Publisher describes High/Scope curricular approach as "compatible" with new Head Start Performance Standards and consistent with Head Start curriculum goals. GAO Report (2003) reports High/Scope curriculum most widely used in Head Start programs in U.S.</p> <p>Special Education papers available for download on topics such as communication needs, autism supports, and working with a challenging child. http://www.highscope.org/Content.asp?ContentId=265</p> <p>High/Scope for Children With Special Needs: A Developmental Approach (2005) VHS/\$34.95 or DVD/\$39.95 http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=20336</p>
Creative Curriculum for ITT Creative Curriculum for 3-5	<ul style="list-style-type: none"> Creative Curriculum for Infants, Toddlers, and Twos Developmental Continuum Assessment Toolkit (2006) includes Developmental Continuum, Goals & Objectives Poster, Teacher's Guide, Observation Tracking Sheet, Child Profiles, Family Conference Forms, Child Planning Forms, Group Planning Forms Creative Curriculum Developmental Continuum Assessment Toolkit for 3-5 (2001) English/Spanish, includes Developmental Continuum, Teacher's Guide, Goals and Objectives Poster, Individual Child Profile, Class Summary Worksheet, Expanded Forerunners, Child Progress and Planning Report CC-PORT, version 2.0 (3-5) software, available separately, creates progress reports (including Head Start domains) Web-based data entry/management system with integrated OSEP reporting of ECOs for the Creative Curriculum as well as other assessments. Annual user license based on number of children. http://www.osepreports.net/ for free 30-day trial. (Note: this electronic computation method has not been endorsed by KDHE or KSDE. Creative Curriculum users in Kansas must continue to follow state guidance regarding the team process for determining COSF ratings to be entered into the OWS.) 	<p>Curricular materials include explanation of skills, activities, goals, and materials for typically developing children. GAO Report (2003) reports Creative Curriculum is 2nd most widely used curriculum in Head Start programs in U.S.</p> <p>Alignment of the Creative Curriculum assessments with Kansas Early Learning Standards document is available at http://www.teachingstrategies.com/page/CCPS_AlignState.cfm</p> <p>General suggestions are provided for children with disabilities.</p>
CCITSN CCPSN	<ul style="list-style-type: none"> Assessment-Curriculum Manual Assessment logs and developmental progress chart (purchased separately for Infants/Toddlers and Preschoolers) available as downloadable Masters in PDF Format, on CD-ROM, or in PDF on the web (Spanish forms coming on the web 2007) Infant and Toddlers manual has been translated into Portuguese, Russian, Korean, Chinese, Spanish and Italian; Preschool manual has been translated into Korean 	<p>Planned activities and materials explaining teacher procedures and program steps for skills instruction and interventions are provided.</p> <p>Adaptations for children with visual, motor or hearing disabilities.</p>

CBA	Components	Curriculum Content/Adaptations
TPBA2 TPBI2	<ul style="list-style-type: none"> • Transdisciplinary Play Based Assessment, 2nd Edition • Transdisciplinary Play Based Intervention, 2nd Edition • Administration Guide • CD-ROM with all print forms (for assessment, intervention, families, teams, tools for eligibility determination, and tools for OSEP reporting on child outcomes). Forms for parents/caregivers are provided in Spanish in the TPBA2 and on the CD-ROM. (Note: the TPBA2 OSEP Calculator ECO conversion method has not been endorsed by KDHE or KSDE. TPBA2 users in Kansas must continue to follow state guidelines regarding the team process for determining COSF ratings to be entered into the OWS.) 	<p>TPBI2 provides a 12-step intervention planning process and detailed strategies for facilitating sensorimotor, social-emotional, communication and cognitive development, with additional intervention guidance on working with children with visual impairments and facilitating emerging literacy development. Each domain includes sample strategies environmental modifications and adult interactions for activities and routines across home, childcare, or preschool settings that vary according to age, disability, setting, and relationship of adult and child. TPBI2 forms are included in the Administration Guide or on the optional CD-ROM, sold separately.</p>
IGDIs	<ul style="list-style-type: none"> • Standardized toys and materials are necessary (Approximately \$225 total) • IGDI instruments and observer agreements available online at no charge; web-based data entry and progress reports available for \$1 per child www.igdi.ku.edu • Links will be provided to evidence-based interventions for each of 5 IGDIs • ECO Conversion Tables developed for each IGDI provide corresponding COSF rating for OSEP reports. http://www.igdi.ku.edu/OSEP_reporting/IGDIs_for_OSEP_reporting.htm (Note: this conversion method has not been endorsed by KDHE or KSDE. IGDI users in Kansas must continue to follow state guidance regarding the team process for determining COSF ratings to be entered into the OWS.) • Links with IGDIs for older kids: Get it, Got it, Go! For ages 30 months to 6 years and Dynamic Indicators of Basic Literacy Skills (DIBELS) for kindergarten to grade 3 http://www.igdi.ku.edu/older_kids/index.htm 	<p>Continuous progress monitoring informs decisions about intervention. The website provides links to developmental interventions for 2 of the 5 IGDIs currently: A Language Intervention Toolkit for the Early Communication IGDI and Tools and Resources for Parent-Child Interaction.</p> <p>Brief guidelines provided for use of Early Communication IGDI with children from bilingual families and/or children who use sign language. http://www.igdi.ku.edu/faqs/bilingual_families.html</p>
WSS	<ul style="list-style-type: none"> • Teachers Reference Pack: Teacher’s manual, Developmental Guidelines & Wall Charts, Omnibus Guidelines, reproducible masters) • Work Sampling for Head Start (Head Start Teacher’s Manual, Developmental Guidelines and Checklists for 3-4 year olds, and Family Reports) • Correlates with Opening the World of Learning (OWL), a language and literacy curriculum for 3-4 year olds • Correlates with The Ounce Scale for birth-42 months • Available in Spanish • Web-based data entry and summary reports (including Head Start); annual user license based on number of children. • www.WorkSamplingOnline.com for free 30-day trial or call 800.672.7271 for more information 	<p>Based on national and state standards in science, reading, and math, each performance indicator on the checklist includes a reference to the page in the Developmental Guidelines where the indicator is described. Aligned with Head Start outcomes framework. Links with OWL language and literacy curriculum. Teacher’s manual includes section on translating Work Sampling data into Title I ratings. Publisher has aligned WSS Pre3 and Pre4 assessments with Kansas Early Learning Standards document. Copies of the alignment are available by emailing kskits@ku.edu Teacher’s manual has suggestions for assessing children with special needs. OWL includes adaptations and lesson plans for children with special needs.</p>

CBA	Family Participation	Ordering Information	Training
HELP 0-3 HELP 3-6	Family has a choice of how much they want to be involved in their child's assessment and IFSP/IEP planning. Help Chart & HELP Family Participation format facilitates parent participation.	VORT Corp 415-322-8282 www.vort.com Furano, S., O'Reilly, A., Hosaka, C., Inatsuda, T., Allman, T., & Zeisloft, B. Santa Cruz County Office of Education HELP Activity Guide - \$34.95 Inside HELP Essential Administration & Reference Manual for HELP 0-3 - \$59.95 HELP for Preschoolers Assessment & Curriculum Guide - \$64.95 HELP at Home, 2 nd Ed. - \$89.95 (1 st Edition in Spanish - \$49.95) HELP When the Parent has Disabilities - \$39.95 HELP for Preschoolers Activities at Home - \$57.95	Intended to be administered by one or more interdisciplinary pediatric/early childhood specialists (e.g., teacher, nurse, occupational therapist, physical therapist). Training materials and supports include: Ask the Author 0-3: helpanswers@gmail.com Learning to Use HELP: 0-3 (online tutorial) http://www.vort.com/training/help.html or author's HELP clinical FAQs for 0-3 http://www.vort.com/faq0-3.html Learning HELP 3-6 (online tutorial) http://www.vort.com/training/preschool.html Also: Using HELP Effectively online video (free) http://www.vort.com/video/UsingHELP3.mov or (video) \$14.95. Workshops on HELP 0-6 with Barbara Kuczen (\$1500/day plus travel expenses). Call Dr Kuczen at 312-642-1906 or call VORT at 888-757-VORT. For details go to http://www.vort.com/training/workshops.html
AEPS	Family reports and interviews facilitate participation during assessment. Parent involvement during IEP/IFSP development and child progress is encouraged. Families included in curricular activities.	Paul H. Brookes 800-638-3775 www.brookespublishing.com Bricker, D. (Ed.) 2002 2 nd Ed. (2002) set: Administration Guide Vol. 1 - \$65.00 Test 0-3 and 3-6 Vol.2 - \$75.00 Curriculum 0-3 Vol. 3 - \$65.00 Curriculum 3-6 Vol. 4 - \$65.00 CD-ROM Forms \$249.99 (English) or \$199.95 (Spanish) Kristie Pretti-Frontczak, Ph.D., & Diane Bricker, Ph.D (2004) <i>An Activity-Based Approach to Early Intervention, 3rd Ed.</i> - \$39.95 (book)	Intended to be administered by interventionists, teachers, specialists, and caregivers. Training (recommended/not required) from publisher through annual training institute in Denver, or onsite seminars (\$1000/day + travel expenses). Additional training options for AEPSi subscribers. http://www.aepsinteractive.com/training.htm Contact kskits@ku.edu for information regarding Kansas AEPS train-the-trainers. Free online companion course for <i>An Activity-Based Approach to Early Intervention, 3rd Edition</i> , by Kristi Pretti-Frontczak and Diane Bricker http://textbooks.brookespublishing.com/pretti-frontczak/
TPBA2 TPBI2	Families are viewed as active participants. Parents' knowledge about their child is necessary information to obtain, understand, and interpret. Guidance provided on family facilitation.	Paul H. Brookes 800-638-3775 www.brookespublishing.com Linder, T. TPBA2 - \$54.95, TPBI2 - \$59.95 Administration Guide - \$54.95 Child & Program Summary Forms - 5 tablets for \$39.95 or Forms on CD - \$229.95 3-Volume Set with Forms CD - \$329.95 Read, Play, and Learn! Set for \$229 (story books not included)	Intended to be administered and videotaped by transdisciplinary team of parents and professionals, each with specific roles, including parent facilitator, play facilitator, and videographer. Fidelity Checklists provided. Training videos available: And You Thought They Were Just Playing (1995) (\$175), and Observing Cassandra (2010) (\$179). On site training available from Toni Linder through publisher (\$1800/day), with recommendation of 3 days to become expert in TPBA2. http://www.brookespublishing.com/onlocation/topics/TPBA2.htm

CBA	Family Participation	Ordering Information	Training
<p>COR for Infants/Toddlers</p> <p>COR for Preschool</p>	<p>Family conferences are scheduled periodically.</p> <p>Family members are part of the process of identifying strengths and weaknesses and setting goals based on evaluation and parent report.</p>	<p>High Scope Press 734-485-2000 www.highscope.org Hohmann, M., Banet, B., Weikart, D. Infant-Toddler (IT) COR Kit - \$174.95 (CD \$199.95) Preschool COR Kit, 2nd Ed.- \$174.95 (CD \$199.95) IT or Preschool COR CD-ROM - \$99.95 IT or Preschool COR-CA -\$50.00 IT or Preschool User Guide \$15.95 IT or Preschool Parent Guide (25/pkg) \$39.95 IT or Preschool What's Next? \$16.95 Preschool Program Quality Assessment, 2nd ed. -\$27.95 PQA Administration Manual - \$13.95 Building a High/Scope Program Book Series (3) -\$12.95 each Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings- \$42.95 High Scope Growing Readers Early Literacy Curriculum \$474.95 Early Literacy Skills Assessment Kits (Versions 1 & 2) - \$149.95 (English/Spanish) http://secure.highscope.org/productcart/pc/viewCategories.asp?pageStyle=m&ProdSort=0&page=2&idCategory=71</p>	<p>Can be administered by care giving staff, teachers or aides. For training on the COR (recommended/not required), publishers offer a range of options from 1-day workshop to 6-week online course. For Online COR, training is in development and will include phone conferencing, online training, and workshops. http://www.onlinecor.net/Content.asp?ContentId=3</p> <p>High Scope Foundation training and conference opportunities are described at http://www.highscope.org/Content.asp?ContentId=4</p> <p>Video examples of High Scope Preschool Curriculum in action http://www.highscope.org/Content.asp?ContentId=381</p>
<p>IGDIs</p>	<p>Family members can become trained observers. Parent-child interaction is monitored.</p>	<p>Juniper Gardens Children's Project 913-321-3143 www.igdi.ku.edu Carta, J., Greenwood, C., Walker, D., & Buzhardt, J. (2010) Using IGDIs: Monitoring progress and improving intervention for infants and young children. Baltimore, MD: Brookes Publishing Company. \$34.95</p> <p>IGDI reports available to view and download at http://www.igdi.ku.edu/documents/</p>	<p>Intended to be administrated by center or home-based childcare program staff, parents, interventionists. Training and certification required for administration and scoring of IGDIs is provided by Juniper Gardens Children's Project. A train-the-trainers model is used for designated site coordinator and train-the-trainers materials are available at no cost. The first 2 steps of the 3-step certification process can be completed online. The 3rd step involves direct or videotaped observation by a certified assessor. Once certified for administration and scoring, a site coordinator can train and certify others, and a free password-protected account will be setup for entering the program's IGDI data into the Child Data System. There is a fee of \$1 per child for data processing and reporting. For more information contact Dale Walker walkerd@ku.edu</p>

CBA	Family Participation	Ordering Information	Training
Creative Curriculum for ITT Creative Curriculum for 3-5	Family members are informed of child progress through conference or scheduled meetings as needed.	<p>Gryphon House 800-638-0928 www.gryphonhouse.com Dombro, A. L., Colker, L. J., & Trister-Dodge, D. The Creative Curriculum for Infants, Toddlers and Twos, 2nd Ed. - \$44.95 The Creative Curriculum for Preschool, 4th Ed. (English/Spanish) - \$44.95 The Creative Curriculum for Family Child Care (English/Spanish) \$29.95 The Creative Curriculum Approach - \$44.95</p> <p>Trister-Dodge, D., Colker, L.J., & Heroman, C. The Creative Curriculum—Study Starters: Vol. 1-\$69.95 Mathematics: The Creative Curriculum Approach - \$44.95 Literacy: The Creative Curriculum Approach - \$44.95 The Teaching Strategies Preschool Classroom Set - \$1,149.95 The Creative Curriculum for Family Child Care, 2nd Ed. (English/Spanish) - \$99.95</p>	<p>Intended to be administered by teachers. Supporting materials for training include: Trainer’s Guide to the Creative Curriculum for Infants and Toddlers (\$27.95) Trainer’s Guide to the Creative Curriculum for Preschool Vol I (\$39.95) Trainer’s Guide to the Creative Curriculum for Family Child Care (\$22.95) Implementation Checklist, The Creative Curriculum for Preschool - \$54.85 Creative Curriculum Video (English/Spanish) \$99.50 The Creative Curriculum for Preschool In Action Bilingual DVD and User’s Guide - \$199.95 For preview go to http://www.teachingstrategies.com/page/CreativeCurriculumActionDVD.cfm</p>
CCITSN CCPSN	Family participation is maintained through regular conference, discussing the child's intervention program and planned activities	<p>Paul H. Brookes 800-638-3775 www.brookespublishing.com Johnson-Martin, N., Jens, K., & Attermeier, S. Carolina Curriculum for Infants & Toddlers with Special Needs - \$48.95 Carolina Curriculum for Preschoolers with Special Needs - \$48.95 Assessment Log & Developmental Progress Charts (separate for Infants & Toddlers and Preschoolers) - 10 for \$25.00 Forms on CD - \$139.95</p> <p>Johnson-Martin, N., Attermeier, S., & Hacker, B Downloadable Forms/Masters in PDF format - \$75.00 (Forms in Spanish soon)</p>	<p>Intended to be administered by people with experience and education in child development.</p> <p>Training from Susan Attermeier available through publisher via onsite workshop, 1-2 days recommended (\$1300/day + travel expenses) http://www.brookespublishing.com/onlocation/topics/carolina.htm</p>

CBA	Family Participation	Ordering Information	Training
WSS	Manual does not specify role for parent in the assessment itself. Optional Narrative Family Report.	Pearson Assessments http://www.pearsonschool.com Meisels, Jablon, Marsden, Dichtelmiller & Dorfman (1994, 2001) Preschool 3, Preschool 4, or Kindergarten Classroom Kits (Teachers Manual, Guidelines, 30 checklists, Rubrics, Wall Charts, and reproducible Summary Report and Documentation Masters) - \$156.95 (each). Materials also sold separately. Head Start Reference Kit - \$62.25 OWL Pre-K Language and Literacy Curriculum Pkg. - \$1,250	Intended to be administered by teachers. Training options for both the online and paper-and-pencil versions include professional development/in-service training and train-the-trainer, with half-day, full-day, or multi-day sessions (for a fee). Call 1-800-627-7271 or submit request for pricing at website https://psychcorp.pearsonassessments.com/hai/ContactUs.aspx?subject=WorkshoporUniversityTraining Training is available via DVD for the paper-and-pencil version (DVD with booklet \$66.25) http://psychcorp.pearsonassessments.com/haiweb/cultures/enus/productdetail.htm?pid=PAworksampl&Community=CA_Psych_Settings_Early Training for Work Sampling System Online is available via WebEx for the new 2010 platform. For information call 1-800-352-6864 or visit http://www.worksamplingonline.com/School/Home/Info/Services.cfm

Selected Resources for Additional Information on Curriculum Based Assessment Measures

Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: Author. Retrieved January 7, 2010, from http://www.dec-sped.org/About_DEC/PositionConcept_Papers/Promoting_Positive_Outcomes

NAEYC and NAECS/SDE (2003). *Early childhood curriculum, assessment, and program evaluation: building an effective, accountable system in programs for children birth through age 8*. Retrieved January 7, 2010, from <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

National Child Care Information and Technical Assistance Center. (2008, September). Curricula/teaching approaches to preschool education. Retrieved January 7, 2010, from <http://nccic.acf.hhs.gov/poptopics/curricula-ece.html>

Neisworth, J.T. & Bagnato, S.J. (2005). DEC recommended practices: Assessment. In S. Sandall, M. L. Hemmeter, B. Smith, & M. McLean. (Ed.). *DEC recommended practices: A comprehensive guide for practical application* (pp. 45-69). Missoula, MT: DEC.

KITS Technical Assistance/Technical Assistance Packets, including Asking the Right Questions, Getting the Right Answers: Evaluating Young Children for Special Education Services, Role of Curriculum in Early Childhood Special Education, and Supporting Curriculum Through Assessment. Retrieved January 7, 2010, from http://www.kskits.org/ta/Packets/Tech_AssPacketList.shtml

What Works Clearinghouse: Early Childhood Education/Early Childhood Review Protocol/All Interventions. Retrieved January 7, 2010, from <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=13>

Note: The Curriculum-Based Assessment measures approved for use in rating and reporting progress on Early Childhood Outcomes in Kansas and supporting materials detailed in this document are available for loan from the KITS Early Childhood Resource Center, with the exception of the IGDIs, which are only available online. Phone: (620) 421-6550 ext. 1651 or (800) 362-0390 ext.1651 Fax: (620) 421-0671 or <http://www.kskits.org/ecrc/>