

WV BIRTH TO THREE ASSESSMENT TOOL LIST - 2020

WV Birth to Three Approved Assessment Tool List

Purpose: The WV Birth to Three Approved Assessment Tool List provides information on a broad range of assessment instruments available to the field for the purpose of screening, eligibility determination and program planning. Assessment instruments will be chosen based on the purpose of the information gathering and the unique needs of the individual child.

Selection of Assessment Instruments: As our knowledge and understanding of infant and toddler development has increased, we know that all areas of development are integrated and cannot be assessed in isolation from the child's daily activities and routines where the child uses these skills. We should gather information around the child's individual strengths and needs as well as inquiring as to what activities the child engages in, with whom and where. This information assists us in eligibility determination and in understanding where there are challenges for the child when participating in the daily activities and routines of the family.

Assessment instruments should be selected that are developmentally appropriate; child/family focused and linked to meaningful intervention strategies. Assessment instruments must be administered as intended to achieve consistent and valid results. Practitioners must understand the purpose of the instrument they have selected and be aware of copyright issues. Do not copy the test or test protocols unless given permission from the publisher.

All practitioners must meet the credential requirements as specified by the specific instrument they are utilizing. Practitioners should only perform assessments that they are qualified and trained to administer. Qualifications refers to —the combination of knowledge, skills, abilities, training, experience, and, where appropriate, practice credentials (APA, 2000). This may include formal training such as attending a workshop and completing the corresponding supervision requirements or more informal training such as review the administration manual. Some instruments also have training modules or —Frequently Asked Questions documents on- line for additional training and support.

Note: Evaluation/Assessment results must be documented on the appropriate WV Birth to Three assessment report template at [WVBTT Evaluation/Assessment Forms](#).

Definitions:

Criterion-referenced assessment instruments: Are used to determine if a child has achieved mastery in a specific domain. The child's behavior is measured in relation to a specific behavior, rather than to a normative group. The focus is on what the child knows or can do, not on how they compare to others. The strength of these tools is they provide information about what children can do in several developmental domains.

Curriculum based assessment instruments: Are used to provide a direct assessment of a child's skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations for continual monitoring of developmental progress. The strength of these tools is they provide a method for monitoring a child's progress within a developmentally sequenced curriculum.

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Developmental Checklists, Inventories and Rating Scales: Are used by both professionals and parents to record developmental skills, progress or to record other types of child or family information. Some require only a present or absent type of response obtained by observation or parent report. These tools may not provide qualitative information, for example, the checklist may record how many words the child uses but does not document the contexts in which these words are used.

Norm-referenced assessment instruments: Are used to compare the performance of an individual child to that of the normative group. Group "norms" are developed by obtaining the performance of a representative sample. This is called the standardization process. The standardization is critical to the validity and reliability of a test. The normative sample should be comprised of a representative cross-section of the population for whom the test is designed. Norm referenced instruments many times do not allow for modifications based on the child's disability and are weak in assisting in IFSP development or program planning.

Screening tools: Are used to make a judgment about a child's developmental status to determine if further assessment is necessary. The screening process helps an individual judge whether development is progressing typically or if there is cause for concern. A screening tool is not designed to provide detailed description of developmental functioning or to design intervention strategies.

Key Considerations for Conducting Virtual Assessment:

Understanding Professional Guidelines and Requirements: As a professional, you are responsible for understanding guidelines and requirements for your professional association, as well as state regulations. Check with your licensing board on technologies approved (i.e., HIPAA and FERPA compliant) and your liability insurance carrier for coverage in case of a formal complaint.

Selecting the Appropriate Assessment Tool: Each practitioner should have a toolbox of various assessment tools that you are qualified and trained to administer. Review and use tools that are easy and most accurate/appropriate to use during teleconferencing. The tool should allow for parent report and observation. Review publisher Web Links for guidance on use of telecommunications, including non-public facing options for the administration of the tool. Verify that you are authorized to make modifications to the original test content.

For additional guidance on completing evaluation/assessment via teleconference, please review the, "Completing Evaluation/Assessments Through Teleconferencing" infographic at:

http://www.wvdhhr.org/birth23/covid_emails/Conducting_Eval_Assess_Teleconferencing.pdf

KEY FOR ADMINISTRATION REQUIREMENTS:

- ▲ - Purchase and administration based upon professional qualifications
- - On-demand training available on-line
- ◆ - Training from publisher is required
- Ω - Instructions or manual is available for administration
- - Publisher training is highly recommended

ADAPTIVE-SENSORY/NURSING/NUTRITION

| Name of Tool/Training Administration Requirements (See Key) | Tool Type | Age Range | Language | Used to determine eligibility? | Allows Parent/Family Report | Time to Administer | Scoring Options Manual Electronic | Web Link |
|---|----------------------|----------------------|-----------------|--------------------------------|-----------------------------|--------------------|--|--|
| Infant Toddler Sensory Profile ▲ | Norm Referenced | Birth to 36 months | English | Yes | Yes | 15 minutes | Manual | Pearson Assessments |
| Sensory Profile, Second Edition ■ | Norm Referenced | Birth to 14:11 years | English Spanish | Yes | Yes | 5 to 20 minutes | Manual | Pearson Assessment – Sensory Profile 2 |
| Sensory Processing Measure – Preschool (SPM-P) ■ | Criterion Referenced | 2 to 5 years | English | Yes | Yes | 15 to 20 minutes | Manual Electronic Guidance for Tele-practice | Pearson Clinical Assessment |
| WV Birth to Three Nursing Assessment Report (Nurses only) | Parent Interview | Birth to 3 years | English | Yes | Yes | 60 to 90 minutes | Manual | WV Birth to Three Nursing Assessment |
| WV Birth to Three Nutrition Assessment Report (Registered Dietitians only) | Parent Interview | Birth to 3 years | English | Yes | Yes | 60 to 90 minutes | Manual | WV Birth to Three Nutrition Assessment |
| WV Birth to Three Nutrition Screen | Parent Interview | Birth to 3 years | English | No | Yes | 15 minutes | Manual | Parent Nutrition Screen |

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AUTISM

| Name of Tool/Training Administration Requirements (See Key) | Tool Type | Age Range | Language | Used to determine eligibility? | Allows Parent/Family Report | Time to Administer | Scoring Options Manual Electronic | Web Link |
|--|------------------------------|---------------------|----------|--------------------------------|-----------------------------|--------------------|-----------------------------------|---|
| Autism Diagnostic Observation Schedule, Second Edition ♦ | Norm referenced | 12 months to adult | English | Yes | Yes | 40 to 60 minutes | Manual | Pearson Autism Diagnostic Observation Schedule, Second Edition: ADOS-2 |
| Autism Spectrum Rating Scale (ASRS) ▲ | Norm referenced | 2 years to 18 years | English | Yes | Yes | 20 minutes | Manual | Pearson Autism Spectrum Rating Scales |
| Childhood Autism Rating Scale, Second Edition ▲ ■ | Professional Screening Tool | 2 years and older | English | No | Yes | 5 to 10 minutes | Manual | Pro ed – CARS-2: Childhood Autism Rating Scale – 2nd Edition |
| Early Start Denver Model Curriculum Checklist ● | Curriculum referenced | 12 to 48 months | English | No | Yes | 60 to 90 minutes | Manual | Early Start Denver Model (ESDM) Curriculum Checklist for Young Children with Autism |
| Modified Checklist for Autism in Toddlers, (M-CHAT) Revised ■ | Parent Report Screening Tool | 16 to 30 months | English | No | Yes | 5 to 10 minutes | Manual | Modified Checklist for Autism in Toddlers (M-CHAT) |

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|--|-----------------------------|---|----------|--------------------------------|-----------------------------|--------------------|---|---|
| Screening Tool for Autism in Toddlers and Young Children (STAT) ● | Professional Screening Tool | 24 to 36 months | English | No | Yes | 20 minutes | Manual | Screening Tool for Autism in Toddlers and Young Children (STAT) |
| Verbal Behavior Milestones Assessment and Placement (VB Mapp) ● | Criterion referenced | All ages if verbal skills are not above a 4-year old typically developing child | English | No | Yes | 2 to 10 hours | Manual Electronic | https://www.vbmappapp.com/ |

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COMMUNICATION

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|---|-----------------|---------------------------------|-----------------|--|-----------------------------|--------------------|---|---|
| Arizona – 3 Arizona Articulation Proficiency Scale ▲ | Norm-referenced | 18 months to 21 years | English | No (assessment only -use only in conjunction with a tool that provides age equivalents) | No | 5 to 20 minutes | Manual | Arizona Articulation Phonology Scale – 4th Revision |
| Goldman-Fristoe Test of Articulation ● ■ | Norm-referenced | 2 to 21:11 years | English Spanish | No (assessment only -use only in conjunction with a tool that provides age equivalents) | No | 5 to 15 minutes | GFTA-2 is manual GFTA- 3 is electronic | Pearson Goldman-Fristoe Test of Articulation 3 |
| Communication Matrix ■ | Checklist | Language Skills 0 to 2 years | English | No | Yes | Unspecified | Manual | Communication Matrix |

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|--|-------------------------|---------------------|--------------------|--------------------------------|---------------------------------------|--|---|---|
| MacArthur-Bates Communicative Development Inventories Ω | Developmental Inventory | 8 months | English Spanish | No | Yes | 20 to 40 minutes for parents to complete 10-15 minutes to score | Manual and Electronic | MacArthur-Bates Communicative Development Inventories User's Guide and Tech Manual, 2nd Edition |
| The Pragmatics Profile of Everyday Communication Skills in Children, Revised Edition ■ | Parent Interview | Birth to 4 years | English | No | Yes | Unspecified | Manual | The Pragmatics Profile of Everyday Communication Skills in Children, Revised Edition |
| Preschool Language Scale, Fifth Edition (PLS- 5) ▲ ■ | Norm-Referenced | Birth to 7:11 years | English Spanish | Yes | Yes, for items that relate to infants | 45 to 60 minutes | Manual | Preschool Language Scale, Fifth Edition (PLS-5) |

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|---|----------------------|----------------------|--------------------|--------------------------------|-----------------------------|--------------------|---|--|
| Receptive Expressive Emergent Language Scale III (REEL III) ▲ ■ <i>REEL IV soon to be released</i> | Norm-Referenced | Birth to 3 years | English | Yes | Yes | 20 minutes | Manual | Receptive-Expressive Emergent Language Test, 3rd Edition (REEL-3) |
| Rosetti Infant Toddler Language Scale ▲ ■ | Criterion Referenced | Birth to 3 years | English Spanish | Yes | Yes | Unspecified | Manual | Rosetti Infant Toddler Language Scale |
| Test of Early Communication and Emerging Language (TECEL) ▲ | Norm referenced | 2 weeks to 24 months | English | Yes | Yes | 15 to 45 minutes | Manual | Pro ed - Test of Early Communication and Emerging Language (TECEL) |

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GLOBAL

| Name of Tool/Training Administration Requirements (See Key) | Tool Type | Age Range | Language | Used to determine eligibility? | Allows Parent/Family Report | Time to Administer | Scoring Options Manual Electronic | Web Link |
|--|--|----------------------|---|--------------------------------|-----------------------------|------------------------------|-----------------------------------|---|
| Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition ● | Curriculum Based, Criterion Referenced | Birth to age six | English Spanish | Yes | Yes | 3—120 minutes | Manual Electronic | Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition |
| Ages and Stages - 3 Developmental Screener ● | Parent Report Screening Tool | 1 to 66 months | Arabic, Chinese, English, French, Spanish, Vietnamese | No | Yes | 10 to 15 minutes | Manual Electronic | Ages and Stages -3 Developmental Screener (ASQ-3) |
| Battelle Developmental Inventory, Second Edition ▲ ■ <i>3rd Edition to be released in 2020</i> | Norm referenced | Birth to 7 years | English Spanish | Yes | Yes | 10 to 15 minutes per subtest | Manual Electronic | Battelle Developmental Inventory, Second Edition |
| Bayley Scales of Infant and Toddler Development, Third Edition ▲ ■ <i>Fourth edition now available</i> | Norm referenced | 1 month to 42 months | English | Yes | Yes | 30 to 90 minutes | Manual | Bayley Scales of Infant and Toddler Development, Third Edition |

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|---|----------------------|------------------------------|--|--------------------------------|-----------------------------|-----------------------------|-----------------------------------|---|
| Brigance Inventory of Early Development – 3 ▲ | Norm referenced | Birth to 7 years | English | Yes | Yes | 30 to 60 minutes | Manual | Curriculum Associates – BRIGANCE Early Childhood |
| The Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd Edition ■ | Criterion referenced | Birth to 36 months | English | Yes | Yes | 60 to 90 minutes | Manual | The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), 3rd Edition |
| Developmental Assessment of Young Children – Second Edition (DAYC-2) ▲ | Norm referenced | Birth through five years | English | Yes | Yes | 10 to 20 minutes per domain | Manual | Developmental Assessment of Young Children – 2nd Edition (DAYC-2) |
| Developmental Profile, 4th Edition, (DP-4) ▲ | Norm referenced | Birth to 12 years, 11 months | English Bulgarian, Czech, Danish & Spanish | Yes | Yes | 20 to 40 minutes | Manual | Developmental Profile 4 (DP-4) |
| Early Learning Accomplishment Profile (ELAP), Third Edition ● | Criterion referenced | Birth to 36 months | English | Yes | Yes | Up to 90 minutes | Manual Electronic | Early Learning Accomplishment Profile (E-LAP) Kit |

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|--|------------------|---------------------|----------|---------------------------------------|-----------------------------|--------------------|--------------------------------------|--|
| Hawaii Early Learning Profile (HELP) ■ | Curriculum based | Birth to 36 months | English | Yes, with use of the DALs | Yes | 45 to 90 minutes | Manual | HELP:0-3 years (Hawaii Early Learning Profile) Guidelines for Determining Approximate Developmental Age Levels (DALs) |
| Mullen Scales of Early Learning (MSEL) ▲ ■ | Norm referenced | Birth to 69 months | English | Yes | Yes | 15 to 35 minutes | Manual Electronic | Mullen Scales of Early Learning |
| Transdisciplinary Play Based Assessment, Second Edition (TPBA-2) Ω | Curriculum based | Birth through age 6 | English | Yes, with Percentage Delay Calculator | Yes | 60 to 90 minutes | Manual | Transdisciplinary Play Based Assessment, Second Edition (TPBA-2) |
| Vineland Adaptive Behavior Scales, (Vineland-3) ▲ | Norm referenced | Birth to 90 years | English | Yes | Yes | 20 to 60 minutes | Manual Electronic with Third Edition | Vineland Adaptive Behavior Scales, Third Edition |

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HEARING

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|--|----------------------|-----------------------------|--------------------|--------------------------------|-----------------------------|--------------------|---|--|
| Auditory Development Scale Ω | Checklist | Birth through six years | English | No | Yes | Unspecified | Manual | Auditory-Developmental-Scale |
| Auditory Learning Guide Ω | Checklist | After Cochlear Implantation | English | No | Yes | Unspecified | Manual | PSHA Auditory Learning Guide |
| Checklist of Emerging ASL Skills Ω | Checklist | 1.5 to 6 years | English | No | Yes | Unspecified | Manual | ASL Development Checklist - 1994 |
| Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS). ● | Criterion referenced | 0 to 8 years | English Spanish | Yes | Yes | Unspecified | Manual Electronic | Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS). |
| Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS) Ω | Parent Interview | Birth to 3 | English | No | Yes | Unspecified | Manual | Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS) |
| Ling Sound - Listening Bubble Checklist for Young Children Ω | Checklist | 2 through age 6 | English | No | Yes | Unspecified | Manual | Ling Sound – Early Listening Function (ELF) Checklist |

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|--|----------------------|-----------------------------|----------|--------------------------------|-----------------------------|--------------------|---|---|
| EARS: Evaluation of Auditory Responses to Speech Ω | Checklist | After Cochlear Implantation | English | No | Yes | Unspecified | Manual | EARS – Evaluation of Auditory Responses to Speech |
| SKI-HI Language Development Scales Ω <i>New version to be released in 2020</i> | Criterion referenced | Birth through 5 years | English | Yes | Yes | Unspecified | Manual | SKI-HI Language Development Scales |
| A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities Ω | Checklist | Birth to 5 years | English | No | Yes | Unspecified | Manual | A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities |
| Track a Listening Child Ω | Criterion Referenced | Birth through 4 years | English | No | Yes | Unspecified | Manual | Track a Listening Child |
| VCSL Checklist for Tracking Sign Language Ω | Checklist | Birth to 5 years | English | No | Yes | Unspecified | Manual | VCSL Checklist – Gallaudet University |

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MOTOR

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|--|----------------------|--------------------|----------|---|-----------------------------|----------------------|--|---|
| Alberta Infant Motor Scale ■ | Norm referenced | Birth to 18 months | English | Yes | Yes | 15 to 20 minutes | Manual | Alberta Infant Motor Scale |
| General Movements Assessment (GMA) ◆ | Norm referenced | Birth to 20 weeks | English | Yes | Yes | Less than 15 minutes | Manual | General Movements Assessment |
| Gross Motor Function 88 ● For children with any neurotype disorder/Down Syndrome Gross Motor Function 66 ● For children with Cerebral Palsy | Criterion referenced | Birth to 2 to 5 | English | Yes | Yes | 45 to 60 minutes | GMF 88 – manual GMF 66 - electronic | Gross Motor Function 88 & Gross Motor Function 66 |
| Hammersmith Infant Neurological Evaluation (HINE) Predictive for Cerebral Palsy ◆ | Norm referenced | 2 and 24 months | English | Yes, when conducted face to face cannot be used for eligibility virtually | Yes | 15 to 20 minutes | Manual | Hammersmith Neurological Examinations |

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|--|-----------------|---------------------|----------|--------------------------------|-----------------------------|--------------------|-----------------------------------|---|
| Motor Skills Acquisition Checklist Ω | Norm referenced | Birth to 12 months | English | Yes | Yes | 10 to 15 minutes | Manual | Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development - AMAZON |
| Peabody Developmental Motor Scales, Second Edition (PDMS-2) ▲ ■ | Norm referenced | Birth through age 5 | English | Yes | No | 45-60 minutes | Manual | Peabody Developmental Motor Scales, Second Edition (PDMS-2) |
| Test of Infant Motor Performance (TIMP) ▲ | Norm referenced | Birth to 4 months | English | Yes | Yes | Unspecified | Manual | Test of Infant Motor Performance (TIMP) |

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SOCIAL

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|--|------------------------------|-----------------------|--------------------------------|--------------------------------|-----------------------------|--------------------|--|--|
| Achenbach Child Behavior Checklist (Preschool Ages) and Caregiver Teacher Report Form ▲ | Norm Referenced | 18 months to 5 years | English and over 100 languages | Yes | Yes | Unspecified | Manual and Electronic | The ASEBA: The ASEBA Approach |
| ASQ: SE-2 ● | Parent Report Screening Tool | 1-72 months | English French Spanish | No | Yes | 10 to 15 minutes | Manual Electronic | BROOKES Publishing |
| Devereux Early Childhood Assessment for Infants and Toddlers (DECA I/T) Kit ● | Norm referenced | 4 weeks to 36 months | English | Yes | Yes | Unspecified | Manual Electronic Guidance for Tele-practice | Kaplan Early Learning Company |
| Early Coping Inventory: A Measure of Adaptive Behavior ▲ | Observational Tool | 4 months to 36 months | English | No | Yes | Unspecified | Manual | Scholastic Testing Service, Inc. |

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| Environmental Screening Questionnaire (ESQ) Ω | Parent Report Screening Tool | Birth through 6 years | English | No | Yes | 10 to 15 minutes | Manual | BROOKES Publishing |
| Infant/Toddler (IT) HOME Inventory Ω | Observation/ Interview | Birth to 3 years | English | No | Yes | 45-90 minutes | Manual | Infant Toddler HOME Inventory – Manual Infant/Toddler Forms |
| Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) ● | Observational Tool | 10 to 47 months | English Spanish | No | Yes | 10 minutes | Manual | BROOKES Publishing |
| Parenting Stress Index – Short Form (PSI-4-SF) 4th Edition ▲ | Parent interview | Birth to 12 Years | English Spanish | No | Yes | 20 min | Manual Electronic | PAR INC |

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| Prevent -Teach- Reinforce for Families- A Model of Individualized Positive Behavior Support for Home and Community Ω | Curriculum Based | 2 to 10 years | English | Yes | Yes | Unspecified | Manual | BROOKES Publishing |
| Social-Emotional Assessment/ Evaluation Measure (SEAM™), Research Edition Ω | Checklist | 2 months to 66 months | English Spanish | No | Yes | 15 to30 minutes SEAM/SEAM with Ages 5 min Family Profile | Manual | BROOKES Publishing |
| Temperament and Atypical Behavior Scale (TABS) Ω | Norm referenced | 11 to 71 months | English | Yes | Yes | 5 minutes for screener | Manual | BROOKES Publishing |

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VISION

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| Braille Readiness Grid Ω | Checklist | Birth to 19 years | English | No | Yes | Unspecified | Manual | Braille Readiness Grid |
| Callier-Azuza Scale Ω | Criterion reference | Birth to 9 years | English | Yes | Yes | Unspecified | Manual | Callier Center for Communication Disorders/ - Callier-Azuza Scale |
| CVI: An Approach to Assessment and Intervention, 2 nd Edition Ω | Checklist | Birth to 19 years | English | No | Yes | Unspecified | Manual | Cortical Visual Impairment: An Approach to Assessment and Intervention, 2nd Edition - AMAZON |
| Developmental Assessment for Individuals with Severe Disabilities (DASH-3) 3 rd Edition ▲ | Criterion referenced | 6 months to adult | English | Yes | Yes | 2-3 hours | Manual | wpspublish.com |
| Functional Vision Evaluation Checklist for Preverbal and Nonverbal Children Ω | Checklist | Birth to 19 years | English | No | Yes | Unspecified | Manual | Functional Vision Evaluation Checklist for Preverbal and Nonverbal Children – Texas School for the Blind and Visually Impaired |

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|---|-------------------------------------|------------------|----------|--------------------------------|-----------------------------|--------------------|-----------------------------------|---|
| ISAVE: Individualized systematic assessment of visual efficiency Ω | Criterion referenced | Birth to 5 years | English | No | Yes | Unspecified | Manual | PRCVI – PERMALINK: ISAVE |
| INSITE Developmental Checklist Instructional Manual: Assessment of Developmental Skills for Young Multi-disabled Sensory Impaired (MSI) Children Ω | Criterion Referenced | Birth to 6 years | English | No | Yes | Unspecified | Manual | HOPE Publishing |
| Oregon Project for Visually Impaired Children, Sixth Edition Ω | Criterion and Curriculum referenced | Birth to 6 years | English | No | Yes | Unspecified | Manual | SOESD: The Oregon Project: Oregon Project for Visually Impaired Children, Sixth Edition |

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| PATTER: Preschool Attainment Through Typical Everyday Routines Ω | Curriculum Based | Birth to 5 years | English | No | Yes | Unspecified | Manual | PATTER: Preschool Attainment Through Typical Everyday Routines/ |
| A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities Ω | Checklist | Birth to 5 years | English | No | Yes | Unspecified | Manual | A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities |

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