

Tools for Assessment

All kind of work with children demands thorough knowledge about typical child development and about each specific child. This knowledge can be gained in many different ways, e.g. by observations, interviews, experiments, participatory research, medical journals, scientific articles, books and a large number of theories with different focus. Children's abilities are compared e.g. with focus on children of the same age, sex, ethnical or socio economic background, family structure, play or communication skills. Both similarities and diversities are often emphasized when children are compared. Children are expected to follow a special pattern of development although today's research show that there is no typical child development involving all children. Children are different and this is both based on biological differences and on environmental factors. The view on child development and childhood has shifted and at present a more sociological view is stressed (Sommer, 2005). A holistic perspective on the child and the environment is taken and the child and his/her environment have a constant influence on each other.

What tools for assessment and intervention that are used in preschools and schools depend on the culture in each country. What kind of tests and teaching methods that are regarded as good in one country and what works in another country differ. Therefore it is impossible to decide upon the "super tests or super methods". It is also evident that each country has its own philosophy of what is idealistic in a certain context and to collect methods for assessment is complicated.

In Sweden there are for instance many researchers who use methods for assessment and intervention which are imported from other countries, mainly from the western world. If a research team find out that a method is useful the professionals working in the field such as habilitation staff (occupational therapists, physical therapists, speech language therapists), educational staff (teachers, assistants in school) are free to try them out in practice. There is no prohibition of any methods to be used in practice. If a researcher wants to use a certain method there is no problem to use it as soon as the original version is mentioned. If a researcher wants to use it for research purposes and needs to translate it into his/her own language, then he/she must ask for permission to translate it, but still has to refer to the original as "this assessment is based on..... and revised by.....".

At present there are a great number of different tests, assessments and methods of intervention used in various countries. Some countries are more prepared to use

measurements concerning children's abilities and skills than others. We will give a small review of a *very limited number* of assessments that are frequently used. We will also give a number of references to scientific articles about assessment and intervention with focus on children with disabilities. Assessment in Sweden is usually done by the habilitation team in close cooperation with the parents who are also involved in the decision making of what kind of intervention to start with.

Part I. Tools for Assessment and Intervention

Test used in Sweden (some examples, mainly standardized tests, but some translated from English speaking countries)

Intelligences *The seven multiple intelligences* (Gardner, 1983)

The theory is based on domain specific knowledge from seven domains (linguistic, logic-mathematic, visual-spatial, musical, social, intrapersonal and tactile-kinaesthetic). This theory stresses cultural skills more than linguistic and maths which is prioritized in school.

The theory is mainly used in preschools, but it is often criticized.

CRS-R *Connors' Rating Scales* (revised version) Connors)

Especially used for children with behaviour problems e.g. ADHD.

Problems to conduct, cognitive, family and emotional problems.

Diagnostic tool for assessment of behaviour problems. Closely related to DSM-IV.

DSM-IV *Diagnostic and Statistical Manual of Mental Disorder*, (Forth edition. APA, 1994).

Diagnostic tool for assessment of behaviour problems. Often used in clinical assessment and in research.

Self-concept *Umesol. Self-concept "This is me"* (Orig. in Swedish). Instrument concerning self-concept (Taube, Torneus & Lundberg, 1984).

Based on academic self-concept, social self-concept, personal self-concept and global self-concept. Test used for typical school beginners. Tested

on children with AD/HD, 8-12 years old. (Ljusberg & Brodin, 2007).

- BSID** *Bayley Scales of Infant Development* (0;1-42 m) (Bayley, 1969)
- Test to check children's typical development. Basic test about child development.
- Griffith** *Griffiths Developmental Scales* (1991) (0;2-7 years)
- Developmental test for infants and preschool children . Maturity test. in various areas of child development.
- Leiter test** *Leiter International Performance Scale* (2001) non-linguistic (2-21 years). Two test batteries: visualisation and reasoning and attention and memory. (Roid & Millar, UK Educ.) Academic performance and cognitive ability, non-verbal.
- Raven** *Raven's progressive Matrices* (Raven, 1983) (non-linguistic) (5years - adult) Multipla val, abstrakta förklaringar, antaganden, och logiska slutsatser).
- Vineland** *Vineland Adaptive Behavior Scale* (Sparrow, Balla & Chiccehetti, 1984). Regarded as a checklist but often used to register cognitive, social, practical skills by interviewing parents or pedagogues in school. Results analyzed in relation to age of the child.
- WPPSI-R** *Wechsler Preschool and Primary Scale of Intelligence*, (Wechsler, 1949, revised 1999) (3-7 years)
- WISC** *WISC-III and IV. (Wechsler Intelligence Scale for Children* (Wechsler, 1949, version III, 1999) (6-15 years) language test.
- Clinical instrument for assessing the cognitive ability of children.

Verbal, perceptual, working memory and processing speed.

EFI *The Ecocultural Family Interview* (Weisner, Bernheimer & Cools 1997). Including a code book (Weisner, 2002).

Semi-structured interviews in ten areas, 51 items. The interview is done with the parents in a conversational form with focus on the child's daily activities and routines.

CRIB *Carolina Record of Individual Behavior* (Simeonsson, Huntington, Short & Ware (1982).

Characteristics of infants and children with disabilities. Questionnaire with a scoring system with focus on behaviour styles.

SNI *The Social Networks Inventory* (Blackstone & Hunt-Berg, 2003).

Based on structured interviews with both open-ended and closed questions. Focus is on communication.

MRM *Mutual Regulation Model* (Tronick, 2007)

Feedback control system process. The neurobehavioral and social emotional development of infants and children.

Abilities Index *The Abilities Index* (Bailey, Simeonsson, Buysse & Smith, 1993)

Physical and cognitive abilities (vision, audition, motor, intellectual, behaviour and social skills, communication, health aspects

ACA *Affective Communicative Assessment* (Coupe O'Kane, Barton, Barber, Collins, Levy & Murphy, 1985)

Based on observation, identification and intervention

CCI *Child and Caregiver Interaction* (Light, McNaughton & Parnes, 1986)

Parents' perception of communication. Instrument: 5-point Likert-scale

- ESCS *Early Social Communication Scale* (Seibert & Hogan, 1982)
- Children's ability to take social contact, joint attention, regular behaviour. Based on scaling from 0-4.
- MPU *Motor Perceptual Development* (Holle, 1984)
- The test is a questionnaire with focus on young children 0-7 years and their motor development. The test is often used by special educators in preschools.
- MFNU *Modified Function - Neurological Assessment* (Larsen Stray, 2001)
- (Orig. Modifiert funksjonsnevrologisk undersøgelse). Focus is to identify motoric functions in children with ADHD. (Norway)
- Pedagogical *Pedagogical ability scheme for functioning and learning with focus on children who are blind and have functional disorders* (Nilesen & Petersen, 1984) (Denmark)

Canadian tests and tools for speech and communication disorders
(Published with the Support of Ronald McDonald Children's Charities of Canada)
<http://www.oa.fccd.com> (2008-10-27)

Canada is one of the countries in the world where inclusion has been a reality in many schools. That is the main reason why the Canadian tests and tools for speech and communication have been referred to in this text.

Assessment of Phonological Processes (Revised)
Designed to provide a tool for evaluating the phonological processes in highly unintelligible children. Children are provided with a series of objects which they must name. Results that are obtained provide an indication of the severity of the disorder and provides a direction for planning remediation.

Test for Auditory Comprehension of Language - Revised (TACL - R) – A picture pointing test assessing understanding of word classes (nouns, verbs, adjectives),

grammatical morphology (prepositions, singular vs plural nouns, or verbs), and sentence structures (questions, negatives) for children from 3 years to age 9.11 years

Beery Picture Vocabulary Test - One of the Standardized Test Educational Assessment (STEA) tests, the Beery Picture Vocabulary Test assesses a child's expressive vocabulary by requiring the naming of pictures, given the initial consonants.

Boehm Test of Basic Concepts - Revised - This is a test of understanding of concepts: space, time and quantity, in which the child selects the correct picture from a line of 4-5 pictures. This can be a group administered test.

Bracken Basic Concepts Scale - A picture pointing test used to assess understanding of concepts needed for school success

Clinical Evaluation of Language Fundamentals-Revised (CELF-3) - Evaluates understanding and use of language including word meanings (semantics), word and sentence structure (morphology or meaning and syntax), and recall and retrieval of spoken language (auditory memory), of children aged 5-16 years. There is also a preschool version. There are subtests in both versions giving an expressive and receptive language score.

DegreEs of Reading Power (DRP) - Test for children in Grade 2 to Grade 9 which uses CLOZE technique to assess reading comprehension of paragraphs. Cloze refers to tasks that require the child to complete or 'cloze' the given item; it is very much like a 'fill-in-the-blank' task. An example would be: the dog was _____ the cat.

Expressive One Word Picture Vocabulary Test (EOWPVT) - A picture naming test which measures a child's naming/expressive vocabulary skills.

Goldman-Fristoe Test of Articulation (G-FTA) - A picture naming test which examines the use of English consonants in all positions in words. This test looks at not only single word production in imitation and spontaneous use, but in connected speech.

KeyMath Test - One of the STEA battery, this is an individually administered test that takes about 35 to 50 minutes to complete. It provides a comprehensive

assessment of a student's understanding and application of mathematics concepts and skills. For example, the test covers numeration (understanding numbers), computation (addition, subtraction, multiplication, division), time and money concepts, problem solving, geometry and measurement. Results are reported using a graph which shows the student's specific strengths and weaknesses.

Khan-Lewis Phonological Analysis (KLPA) - This test provides a means of assessing the use of 15 phonological processes (patterns of sounds) in the speech of children aged 2.0-5.11 and is designed to be used to supplement the information given in the Goldman Fristoe Test of Articulation (G-FTA). The child is shown a series of pictures which they must name. In combination with the G-FTA, the KLPA makes possible a comprehensive analysis of disordered speech from which therapy goals may be derived.

Language Processing Test - Revised: (LPT) - This test requires listening skills, oral responses and organization and is used to determine a child's processing skills, with emphasis on semantic or word knowledge skills. There are with 8 subtests: labelling, describing functions, recognizing and making associations, categorizing, describing similarities and differences, recognizing multiple meanings, and describing abilities.

The Listening Test - A test designed to give specific information about a child's listening and language abilities. There are 5 subtests examining the ability to identify the main idea in a story, to remember details, to follow directions or identify concepts, to make inferences about information he has heard, and to indicate his understanding about a short story by answering questions.

Lindamood Auditory Conceptualization Test (LAC) - A test used to evaluate a child's ability to discriminate and sequence phonetic (sound) units.

Monroe Sherman - The Monroe Sherman is individually or group administered. The test takes about 30 minutes and covers several academic areas including reading, arithmetic and spelling. Reading is broken down into 3 areas: paragraph meaning (comprehension), speed of reading, and word discrimination. Not all sub-tests are used each time, depending on the information needed. The test also covers a section on aptitude which helps to determine areas of strength and weakness. Results are reported in graph form.

Peabody Picture Vocabulary Test - III (PPVT-III) - Assesses a child's understanding of single word labels through a picture pointing task (points to one out of four pictures named by the examiner).

Test of Phonological Awareness - A measure of a child's ability to detect patterns of sounds and manipulate sounds in the beginning, middle and ending of spoken words. These skills have been linked with success in learning to read.

Photo Articulation Test - 3rd Edition (PAT) - This is a picture naming test examining a child's use of English phonemes or sounds in initial medial and final positions of words.

Preschool Language Assessment Instrument (PLAI) - A test used to evaluate a child's use of varying length of abstract language(3 years to 6 years).

Psychometric Assessment - Specialized assessment of intelligence, personality, and information processing completed by a psychomotrist under the direction of a psychologist.

Structured Photographic Expressive Language Test(SPELT) - Test of expressive grammar. In this test photographs are used to elicit specific language structures. There are preschool and school aged versions.

STEA - Standardized Test Educational Assessment - Consisting of six standardized tests (Weschler Individual Achievement Test (WIAT), KeyMath, Visual Aural Digit Span Test (VADS), Developmental Test of Visual-Motor Integration (VMI), Beery Picture Vocabulary, and Monroe Sherman Paragraph Copying).

Stuttering Prediction Instrument for Young Children

Visual Aural Digit Span Test (VADS) - One of the battery of six standardized tests which constitute STEA. The VADS measures a child's ability to remember numerals which have been presented aurally and in written form and to express these numerals orally and in written form.

Developmental Test of Visual-Motor Integration (VMI) - One of the battery of six standardized tests which constitute STEA. The VMI measures the child's ability to express information presented visually using a motor response; that is, hand-eye coordination copying complex figures.

Test of Word Finding - A test of a child's ability to name words in various contexts: picture naming of nouns, verbs, adjectives, categories and sentence completion. The child's accuracy and rate for retrieving names is compared to standardized norms.

Test of Adolescent/Adult Word Finding - This test is used to assessing word finding skills in adolescents. The test contains 5 sections which measure word finding by evaluating the student's ability to name pictures as accurately and quickly as possible as well as their accuracy in word finding through the use of cues (sentences, descriptions and categories). The measure also provides a measure of comprehension of semantics (the meaning of language).

Token Test for Children (TOKEN) - A test of language comprehension for sentences increasing in syntactic form and semantic content, for children 3-12 years. Different colored and sized circles and squares are used and the child follows verbal instructions.

Weschler Individual Achievement Test (WIAT) - One of the six standardized tests which constitute the STEA. This test provides a comprehensive test of reading (word analysis and comprehension), writing (spelling and written language), language (listening comprehension and oral expression), and mathematics (numerical operations and mathematical reasoning).

Weschler Intelligence Scale for Children (WISC-III) - An individual test of intellectual functioning which is administered by a psychometrist. Scores may be used to identify student's who are exceptional, either gifted or developmentally disabled.

Wide Range Achievement Test (WRAT-III) - A screening test for academic achievement, the test is administered by a trained teacher and measures word reading, spelling and basic arithmetic computational skills.

Word Test (Revised) - A test of expressive vocabulary and semantics. There are 6 subtests: associations, synonyms, semantic absurdities, antonyms, definitions and multiple definitions.

Word Test - Adolescent - Diagnostic test of expressive vocabulary and semantics for secondary students. It is designed to assess a student's knowledge of language and

word meaning in both common and unique contexts. Students are asked a series of questions, designed to measure their understanding of semantics of brand names, synonyms, signs, and messages as well as provide definitions.

Part II. References on Assessment and Intervention

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