



EUROPEAN ASSESSMENT MEASURES

Social and Emotional Competences and
Development for Children aged 0 to 7 years old

COMPENDIUM

This publication has been realized within the framework of the Erasmus+ KA2–Cooperation for innovation and the exchange of good practices, KA201–Strategic Partnerships for school education **EU-SELF–Social and Emotional Skills Development in Early Childhood Education and Care in Europe (2019-1-BG01-KA201-062593)** with the kind contributions of the authors.

Editors

Nadia Koltcheva, Department of Cognitive Science and Psychology, New Bulgarian University, Sofia, Bulgaria

Carla Peixoto, University of Maia – ISMAI, Research Unit in Psychology and Human Development, Portugal; Center for Research and Innovation in Education (inED), School of Education, Porto Polytechnic, Portugal

Vera Coelho, University of Maia – ISMAI, Research Unit in Psychology and Human Development, Portugal; Centre of Psychology of Porto University, Portugal

Proofreading: Nicole Meyers

Graphic design: Ilija Kojuharov, Filip Rashev

ISBN 978-619-233-217-4

© 2022 New Bulgarian University Press
21 Montevideo St.
1618 Sofia, Bulgaria

All rights reserved. No part of this book may be reprinted or reproduced in any form or by any electronic, mechanical, or other means, including photocopying, recording, web distribution, or in any information storage or retrieval system, without permission in writing from the publisher.

How to cite:

Koltcheva, N., C.Peixoto, V.Coelho, (2022). Social and Emotional Competences and Development of Children Aged Zero to Seven: European Assessment Measures Compendium. EU-SELF Project. ISBN 978-619-233-217-4

Erasmus+ Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

List of authors

Nadia Koltcheva	New Bulgarian University, Department of Cognitive Science and Psychology	Bulgaria
Carla Peixoto	University of Maia – ISMAI	Portugal
Vera Coelho	University of Maia – ISMAI	Portugal
Margaritka Kolcheva		Bulgaria
Ana Pontes	University of Maia – ISMAI	Portugal
Beatriz Barat	University of Maia – ISMAI	Portugal
Claudia Scalise	Giunti Psychometrics, Italy	Italy
Ilaria Pettenà	Giunti Psychometrics, Italy	Italy
Diana Gergova	Giunti Psychometrics, Bulgaria	Bulgaria
Kostantin Videv	Hestia Foundation, Prometrics	Bulgaria
Diana Fecenec	Psychological Test Laboratory of the Polish Psychological Association	Poland

Hogrefe Publishing Group

Acknowledgements

We want to express our gratitude for the collaboration, support, contribution and all the efforts you've put to help us compile this compendium:

- **Maria Stubenitzky**, Corporate Communication Manager, Hogrefe Verlag GmbH & Co. KG
- **José Sales Grade**, CEO, Giunti Psychometrics
- **Chiara Busdraghi**, Chief Science Officer, Giunti Psychometrics
- **Claudia Scalise**, Psychometrician Consultant, Giunti Psychometrics
- **Diana Fecenec**, Senior Development Researcher, Research and Development Department, Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z o.o.
- **Ivailo Iliev**, Managing Director, Giunti Psychometrics Bulgaria
- **Denitsa Drumeva**, CEO, Hestia Foundation

Thank you for believing in us!

Contents

List of authors	3	Children version, Teachers version (<i>Questionário de Adaptação Escolar para Crianças</i>)	44	DECA-I: Devereux Early Childhood Assessment for Infants	91	ET 6-6-R: Developmental test for children from 6 months to 6 years (<i>Entwicklungstest für Kinder von 6 Monaten bis 6 Jahren – Revision</i>)	122
Acknowledgements	3	ASQ-SE-2: Ages & Stages Questionnaires: Social-Emotional, Second Edition	46	DECA-P2: Devereux Early Childhood Assessment for Preschoolers, Second Edition	93	FAS: Feelings about School	124
Contents	4	BAS 1 and 2: Socialization battery (Batería de socialización 1 y 2)	48	DECA-T: Devereux Early Childhood Assessment for Toddlers	95	FREDI 0-3: Early childhood development diagnostics for children from 0-3 years (<i>Frühkindliche Entwicklungsdiagnostik für Kinder von 0-3 Jahren</i>)	126
Introduction	8	BASC-2: Behavior Assessment System for Children, Second Edition	50	DESSA: Devereux Student Strengths Assessment & DESSA-Mini	97	HTKS: Head Toes Knees Shoulders Task	128
Assessment of Social and Emotional Development in Early and Preschool Years. The Process of Compiling the European Social and Emotional Skills Assessment Measures Compendium	10	BASC-3: Behavior Assessment System for Children, Third Edition	53	DGF: Delay of Gratification Test (The Marshmallow Test)	99	IBQ: Infant Behavior Questionnaire	130
Model for Social and Emotional Skills and Social and Emotional Learning	11	BASC-3 BESS: Behavior Assessment System for Children, Second Edition- Behavioral and Emotional Screening System	56	ECBI & SESBI-R: Eyberg Child Behavior Inventory and Sutter-Eyberg Student Behavior Inventory-Revised	101	IBQ-R: Infant Behavior Questionnaire (Rothbart Temperament Scales)	132
Criteria for Assessment Measures Selection	12	BERS-2 - TRS: Behavioral and Emotional Rating Scale - Teacher Rating Scale, Second edition	58	ECBQ: Early Childhood Behavior Questionnaire (Rothbart Temperament Scales)	103	ICTI: Integrative Child Temperament Inventory	137
The Process of Identifying, Selecting and Collecting Assessment Measures	12	BIKO 3-6: Development of Basic Competencies of 3- to 6-year-olds	60	EDS-R: Emotional Development Scale, Revideret	106	IIES: Emotions and Feelings Identification Awareness Inventory (<i>Inventário de Identificação de Emoções e Sentimentos</i>)	139
Template for assessment measure description	17	BITSEA: Brief Infant Toddler Social Emotional Assessment	62	EEE U6-U9: Parental questionnaires for supplementary developmental assessment at the paediatric check-ups U6 to U9 (<i>Elternfragebögen zur ergänzenden Entwicklungsbeurteilung bei den kinderärztlichen Vorsorgeuntersuchungen U6 bis U9</i>)	108	INTER-NDA: Intergrowth 21st Neurodevelopment Assessment	141
Assessment Measures for Social and Emotional Skills	21	BRIEF-2: Behaviour Rating Inventory of Executive Function, Second Edition	64	EMK 3-6: Inventory for recording emotional competencies in three- to six-year-olds (<i>Inventar zur Erfassung emotionaler Kompetenzen bei Drei- bis Sechsjährigen</i>)	110	ITSEA: Infant-Toddler Social-Emotional Assessment	144
Summary Table of the Assessment Measures for Social and Emotional Skills	22	BRIEF-P: Behavior Rating Inventory of Executive Function-Preschool Version™	67	EMO-KJ: Diagnostic and therapeutic methods for accessing emotions in children and adolescents (<i>Diagnostik- und Therapieverfahren zum Zugang von Emotionen bei Kindern und Jugendlichen</i>)	112	MESSY: Matson Evaluation of Social Skills with Youngsters	146
A not B task	27	CAB: Clinical Assessment of Behavior	69	EOD: Observational Development Scale (<i>Escala Observacional del Desarrollo</i>)	114	NEPSY-II: Neuropsychological Assessment, Second Edition	148
ABAS-2: Adaptive Behavior Assessment System, Second Edition	29	CBQ: Children's Behavior Questionnaire	73	ERC: Emotion Regulation Checklist	116	PANAS: Positive and Negative Affect Scale	150
ABAS-3: Adaptive Behavior Assessment System, Third Edition	31	CEFI: Comprehensive Executive Function Inventory	79	ESB: Early Sociocognitive Battery	118	PKBS-2: Preschool and Kindergarten Behavior Scales, Second Edition	153
ACES: Assessment of Children's Emotions Skills	33	ChIA: Children's Inventory of Anger	81	ESV 3-6: Emotional and social behaviors of 3 to 6-year-olds – A rating scale for educational professionals (<i>Emotionale und soziale Verhaltensweisen 3- bis 6-Jähriger – Eine Ratingskala für pädagogische Fachkräfte</i>)	120	PSRA: Preschool Self-Regulation Assessment	155
AKT: Affect Knowledge Test	35	CONNERS EC: Conners Early Childhood	83			RCMAS-2: Revised Children's Manifest Anxiety Scale, Second Edition	157
ASEBA - Preschool version: Achenbach System for Empirically Based Assessment (CBCL/1½-5, C-TRF)	37	COR Advantage: HighScope's Child Observation Record	85			SCBE-30: Social Competence and Behavior Evaluation	159
ASEBA – School Version: Achenbach System for Empirically Based Assessment (CBCL/6-18, TRF, YSR)	41	CST: Challenging Situations Task	87			SCBE-80: Social Competence and Behavior Evaluation Scale	161
ASQ: Adaptation to School Questionnaire –		DECA-C: Devereux Early Childhood Assessment Clinical Form	89			SDQ: Strengths and Difficulties Questionnaire	163

SDQP: Self-Description Questionnaire for Preschoolers	165
SEAM: Social-Emotional Assessment/Evaluation Measure	167
SEDAL: Social-Emotional Developmental Age Level	169
SEED: Scale of Emotional Development – Diagnostics (<i>Skala der Emotionalen Entwicklung – Diagnostik</i>)	171
SENA: Child and Adolescent Assessment System (<i>Sistema de Evaluación de Niños y Adolescentes</i>)	173
SGS-II: Schedule of Growing Skills – Second edition (<i>Escala de Avaliação das Competências no Desenvolvimento Infantil – 2ª Edição</i>)	175
Sociometric Ratings and Nominations	177
SP 2: Sensory Profile 2	179
SPECI: Screening for emotional and behavioural problems in children (<i>Screening de Problemas Emocionales y de Conducta Infantil</i>)	181
SSBS-2: School Social Behavior Scales	183
SSIS: Social Skills Improvement System, Rating Scale	185
STEP: Southampton Test of Empathy for Preschoolers	187
SCWT: Stroop Color and Word Test: Children's Version	189
TCE: Emotional Contagion Test (<i>Test Contagio Emotivo</i>)	191
TEC: Test of Emotion Comprehension	193
TOL: Tower of London Task	195
VFE: Behavioral questionnaire for developmental disorders (<i>Verhaltensfragebogen bei Entwicklungsstörungen</i>)	197
Vineland-II: Vineland Adaptive Behavior Scales, Second Edition – Survey Interview Form	199
VSK: Behavioral scales for the kindergarten age (<i>Verhaltensskalen für das Kindergartenalter</i>)	201

WET: The Vienna Development Test – A method for recording the general level of development in children from 3 to 6 years (<i>Der Wiener Entwicklungstest – Ein Verfahren zur Erfassung des allgemeinen Entwicklungsstandes bei Kindern von 3 bis 6 Jahren</i>)	203
--	-----

Assessment Measures Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain 205

Summary Table of Assessment Measures Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain 206

ASQ-3: Ages & Stages Questionnaires, Third edition	208
BATTELLE: Battelle Developmental Inventory (<i>Inventario de Desarrollo</i>)	210
Bayley-III: Bayley Scales of Infant and Toddler Development, Third Edition	212
DAWBA: Development and Well-Being Assessment	215
Denver II: Developmental Screening Test	219
DESK 3–6: Dortmund Developmental Screening for Preschools (<i>Dortmunder Entwicklungsscreening für den Kindergarten</i>)	221
DP-3: Development profile 3	223
DSR: Children Development Scale (<i>Dziecięca Skala Rozwojowa</i>)	226
ECDI: Early Child Development Index	228
EDI: Early Development Instrument	230
EF-KLV: Parent questionnaire for children with learning and behavioural problems (<i>Elternfragebogen für Kinder mit Lern- und Verhaltensproblemen</i>)	233
GMCD: Guide for Monitoring Child Development	235
Griffith III: Griffiths Scale of Child Development, Third Edition	237
IDS: Intelligence and Development Scales (<i>Skale Inteligencji i Rozwoju dla dzieci w Wiek 5-10 lat IDS</i>)	239

IDS-2: Intelligence and Development Scales for Children and Adolescents (<i>Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2</i>)	241
--	-----

IDS-P: Intelligence and Development Scales – Preschool (<i>Skale Inteligencji i Rozwoju dla dzieci w Wiek Przedszkolnym</i>)	246
--	-----

Indicators of the Social Adaptation Capacity in Developmental Age (<i>Indicatori della Capacità di Adattamento Sociale in Etá Evolutiva</i>)	250
--	-----

iPIPS: International Performance Indicators in Primary Schools	252
--	-----

M-P-R: Merrill-Palmer-Revised – Scales of Development	254
---	-----

NBO: Guide to Understanding Newborn Behavior and Early Relationships (<i>Guía para comprender el comportamiento y las relaciones tempranas del recién nacido</i>)	258
---	-----

PEDICAT: Pediatric Evaluation of Disability Inventory, Computer Adaptive Test	260
---	-----

PEDS: Parents' Evaluation of Developmental Status	263
---	-----

PEDS-DM: Parents' Evaluation of Developmental Status – Developmental Milestones	266
---	-----

Social-emotional learning is defined as a process in which children, young people and adults adopt certain behaviours, thoughts and attitudes to develop their identity in a healthy way, set goals, manage their emotions and develop/maintain quality relationships with others (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020). Therefore, socio-emotional learning promotes and provides people with skills to deal with different life situations, whether positive or negative (Greenberg et al., 2017).

Several studies analyze the impacts of social-emotional learning in different areas of individuals' lives. In the case of children and adolescents, research shows that the inclusion of social-emotional learning in academic curricula promotes not only the academic success of students, but also the adoption of prosocial behaviours (e.g. Taylor et al., 2017; Wiglesworth et al., 2016). In addition, the acquisition of socio-emotional skills seems to be related to the reduction of disruptive behaviours and the improvement of the classroom climate (Durlak & Mahoney, 2019). For this reason, education has come to recognize the importance of socio-emotional learning in students' academic and personal success. In this sense, we currently observe an increased inter-

est in the development of programs to promote socio-emotional skills and the realization that socio-emotional learning can function as a public health approach in education (Greenberg et al., 2017).

However, despite the growth of socio-emotional learning, the continuous emergence of new intervention programs and instruments that assess their effectiveness or the acquisition of socio-emotional skills (Denham et al., 2010; Ohio Department of Education et al., s.d.), many of these instruments are not validated for the European population. Therefore, it is urgent to identify and characterize these instruments, so that it is possible to implement programs and understand their effectiveness and impact on children and adolescents.

Thus, the EU-SELF project – Development of social and emotional skills in early childhood education and care in Europe (ERASMUS+:2019-1-BG01-KA201-062593), provides in this compendium a list of measures used across Europe for the assessment of children from 0 to 7 years of age for assessing the core socioemotional skills defined by CASEL, as well as general socioemotional development.

Vera Coelho, PhD
Editor

References

- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2020). What is the CASEL framework?. CASEL <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-emotional-learning>
- Denham, S. A., Ji, P., & Hamre, B. (2010). Compendium of preschool through elementary school social-emotional learning and associated assessment measures. CASEL. <https://casel.s3.us-east-2.amazonaws.com/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf>
- Durlak, J. A., & Mahoney, J. L. (2019). The practical benefits of an SEL program. CASEL. <https://casel.s3.us-east-2.amazonaws.com/Practical-Benefits-of-SEL-Program.pdf>
- Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*, 27(1), 13–32. <http://www.jstor.org/stable/44219019>
- Ohio Department of Education, Center for School-Based Mental Health Programs, & Ohio Mental Health Network for School Success. (s.d.). Mental health, social-emotional, and behavioral screening and evaluation compendium (2nd Ed). <https://pbissmissouri.org/wp-content/uploads/2018/09/Compendium-Version-2.pdf>
- Taylor, R., Oberle, E., Durlak, J.A., Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
- Wiglesworth, M., Lendrum, A., Oldfield, J., Scott, A., ten Bokkel, I., Tate, K., Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: A meta-analysis. *Cambridge Journal of Education*, 46(3), 47–376. <https://doi.org/10.1080/0305764X.2016.1195791>

Assessment of Social and Emotional Development in Early and Preschool Years. *The Process of Compiling the European Social and Emotional skills Assessment Measures Compendium*

Nadia Koltcheva

Department of Cognitive Science and Psychology, New Bulgarian University

Sara Whitcomb and Jessica Kemp (2020) start their chapter “Behavior and Social-Emotional Skills Assessment of Preschool” in the book Psychoeducational assessment of preschool children with the sentence: “The healthy behavioural and social-emotional development of a preschool child can lay the groundwork for a lifetime of positive experiences, such as academic success, positive relationships, and overall well-being.” Within EU-Self Project outputs, we have screened numerous books, papers and articles (Djamnezhad et al., 2021; Koltcheva, et al. 2022a; Koltcheva, & Coelho, 2022). No doubt, social and emotional skills are key skills in children’s development but also critical for their future wellbeing. We recognized this and planned a compendium of programs developed and/or adapted and in use in Europe (Koltcheva, et al. 2022b) in order to facilitate the knowledge and exchange of practices. Numerous prevention and intervention programs for social and emotional skills development exist (Koltcheva, et al. 2022b). However, the assessment of these skills is a crucial point and the measures for that lagged. The lack of appropriate, adapted and standardised assessment tools limits to a great extent the impact of all the prevention and intervention activities applied. Without a measure, there is no information on the type of skills acquired, to what extent these skills are developed, how effective is the implemented activity, etc.

There are different reviews and summaries of existing measures of social and emotional skills for children (Bracken, et al., 1998; Jennings et al., 2008; Denham et al., 2009; Humphrey, et al., 2011; Denham, 2015; McKown, 2015; Halle, & Darling-Churchill, 2016; Whitcomb, & Kemp, 2020). In 2010 Denham, Ji and Hamre wrote a compendium of social-emotional learning and associated assessment measures. CASEL runs an online database of SEL Measures. The Buros Center for Testing houses the largest collection of commercially available tests in the world. Every three years they publish the Mental Measurements Yearbook. In the last years, they also recognized the difficulties of selecting and using social and emotional learning assessment. They’ve started a Grant Project and in parallel with our work on the current compendium, in 2020 they issued the Social-Emotional Learning Assessment Technical Guidebook. All these endeavours show the recognition of the importance of social and emotional skills. Most of these databases and publications however cover mainly measures available and in use overseas and to a very low extent in European countries.

Within the framework of the project, we have not planned a compendium of assessment measures. We knew that assessment measures are a weak point in many European countries (Koltcheva, & Coelho, 2022) but in parallel with the development of the other project outputs we, Carla Peixoto, Vera Coelho, and I, decided to put extra efforts and come up with one more EU-Self Project Compendium.

Model for Social and Emotional Skills and Social and Emotional Learning

We reviewed different social and emotional skills models and frameworks to use as a base for this compendium (EASEL lab). We decided to stick to the CASEL model (CASEL, 2020; Durlak et al., 2015) and its five domains. We also found European models like EU-NESET (Cefai et al., 2018) and more recently developed the LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (Sala, 2020). EU-NESET is a European model. It is based on K-12 SEL Standards (Anchorage School District, 2021). It has four domains corresponding well to the CASEL’s one (Figure 1.). LifeComp is a newly developed framework but it is much broader than social and emotional skills. It encompasses also other types of personality characteristics.

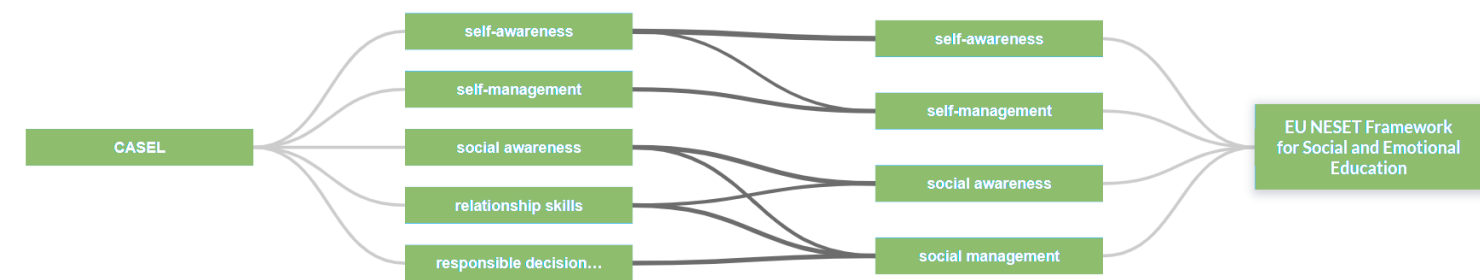


Figure 1. Correspondence between CASEL and EU NESET (Source: EASEL lab., Screenshot derived 01.06.2022)

The CASEL five domains are:

- **Self-awareness** – “The abilities to understand one’s own emotions, thoughts and values and how they influence behaviour across context.” (CASEL, 2020). It includes: identifying emotions, self-perception, self-confidence, self-efficacy, optimism, growth mindset, etc.
- **Self-management** – “The abilities to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.” (CASEL, 2020). It includes: managing emotions, managing stress, self-discipline, self-motivation, goal-setting, organizational skills, etc.
- **Social awareness** – “The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.” (CASEL, 2020). It includes: perspective-taking, empathy, appreciating diversity, respect for others, etc.
- **Relationship skills** – “The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.” (CASEL, 2020). It includes: communicate clearly, listen well, cooperate with others, negotiate conflict constructively, seek and offer help when needed, relationship-building, teamwork, etc.
- **Responsible decision making** – “The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations.” (CASEL, 2020). It includes: curiosity, identifying problems, analysing situations, solving problems, evaluating, reflecting, etc.

Criteria for Assessment Measures Selection

Based on the analyses of literature review, the CASEL model described above and taking into account the EU-Self Project aims and objectives, we decided to set the following criteria to guide us in our selection of assessment measures:

- Assessment measures for typically developing children;
- Assessment measures for children between 0 and 7 years of age;
- Assessment measures that cover at least one or more CASEL domains (self-awareness, self-management, social awareness, relationship skills, responsible decision making);
- Assessment measures that cover also not specific social and/or emotional skills but also cognitive skills (for ex. attention, executive functioning, memory processing, etc.), incorporated within the CASEL domains (see above);
- Assessment measures developed and/or adapted/standardized in any of the European countries.

Some measures assessing emotional and/or behaviour problems will be included but not measures constructed to measure social and/or emotional deficits in children with developmental delays and/or developmental disorders.

Non-psychometric measures (for e.g. projective tests, observation techniques, etc.) in general are excluded from the final pool of measures. We have included some of such measures (e.g. Sociometric ratings and nominations, A not B task, etc.). We found them useful and efficient tools for research and practice.

There are some measures that do not fully fit our last criteria – developed and/or adapted/standardized in any of the European countries. Some measures just have translations in a European country. Some of the measures are very popular and widely used but, at least in our search, do not have adaptations in Europe (e.g. DECA-I, DEVA-T), so we left them on the list.

The Process of Identifying, Selecting and Collecting Assessment Measures

Identification of measures

Literature search

Two researchers (Carla Peixoto and Nadia Koltcheva) did a literature search of measures for social and emotional skills assessment. We used different sources. Some of them:

- Literature search in the Internet
- Literature search in scientific databases (EBSCO, SAGE JOURNALS, SCIENSDIRECT, SCOPUS, WEB OF SCIENCE, etc.)
- CASEL Compendiums:
- SEL Assessment Guide, online tool
- Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures (Denham, Ji & Hamre, 2010)
- World Bank's Toolkit for Measuring Early Childhood Development (Fernald, et al., 2017) and its supplement (ECD Measurement Inventory (Excel) <http://pubdocs.worldbank.org/en/685691512577486773/ECD-Measurement-Inventory-children-0-8-years-WorldBank.xlsx>)
- BUROS Tests Database
- RAND Education Assessment Finder

- Annenberg Institute, EdInstruments
- Education Endowment Foundation, SPECTRUM Database
- EU-Self Project Survey: "Assessment Tools of Social and Emotional Skills in Children from Birth through Age 7: A survey for European Psychologists" (Koltcheva, et al. 2022a)

Official letters with a request to publishing companies in Europe

- A search of publishing companies and organizations in Europe was done.
- We made a list with international and European organizations and publishing companies. These are the International Test Commission (ITC), the European Test Publishers Group (ETPG) and prominent companies with offices in European countries and overseas like Giunti Psychometrics, HOGREFE and PEARSON.

Table 1. List of European Test Publishers Group (ETPG) member organizations (Source: <https://etpg.org/members/>, 2020).

Nº	Organization	Country
1.	SCHUHFRIED GmbH	Austria
2.	OS BULGARIA Ltd	Bulgaria
3.	NAKLADA SLAP	Croatia
4.	HOGREFE TESTCENTRUM	Czech Republic
5.	HOGREFE PSYKOLOGISK FORLAG	Denmark
6.	HOGREFE PSYKOLOGIEN KUSTANNUS	Finland
7.	HOGREFE FRANCE	France
8.	PEARSON FRANCE	France
9.	ELIGO PSYCHOLOGISCHE SOFTWARE GmbH	Germany
10.	HOGREFE VERLAG	Germany
11.	MOTIBO PUBLISHING	Greece
12.	GIUNTI PSYCHOMETRICS HUNGARY	Hungary
13.	GIUNTI PSYCHOMETRICS	Italy
14.	HOGREFE EDITORE	Italy
15.	HOGREFE HOLLAND	Netherlands
16.	HOGREFE UITGEVERS	Netherlands
17.	PEARSON BENELUX B V	Netherlands

18.	ALTA SP. Z O.O.	Poland
19.	PRACOWNIA TESTOW PSCHOLOGICZNYCH POLSKIEGO TOWARZYSTWA PSYCHOLOGICZNEGO Sp. z.o.o.	Poland
20.	HOGREFE EDITORA Lda	Portugal
21.	GIUNTI PSYCHOMETRICS ROMANIA	Romania
22.	CENTER ZA PSIHODIAGNOSTICNA SREDSTVA, D.O.O.	Slovenia
23.	TEA EDICIONES	Spain
24.	ASSESSIO	Sweden
25.	HOGREFE PSYKOLOGIFÖRLAGET AB	Sweden
26.	HOGREFE SWITZERLAND	Switzerland
27.	GIUNTI PSYCHOMETRICS UKRAINE	Ukraine
28.	FACET 5	United Kingdom
29.	HOGREFE UK	United Kingdom
30.	PEARSON UK	United Kingdom
31.	PSI TALENT MEASUREMENT	United Kingdom
32.	THE MYERS-BRIGGS COMPANY	United Kingdom

- All the listed members from the membership list of the European Test Publishers Group were filled in in a table (Table 1.). These are thirty-two organizations from twenty-one countries (<https://etpg.org/members/>). No list of members of the International Test Commission was found. The full list was refined and shortened. Mainly members of Giunti Psychometrics and HOGREFE were cleared out in order to prevent duplicates. So the final list consisted of 14 organizations (Table 2.).
- Official letters were sent in August, 2020 to 14 organizations.
- Four organizations responded - Giunti Psychometrics, HOGREFE, PEARSON-UK and the Polish organization Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z.o.o.
This step resulted in a 220 assessment measures list.
- Development of a template for assessment measures description (page 17).

Table 2. List of International and European organizations and shortlisted publishing companies to which are sent official letters.

Nº	Organization	Type of organization	Sent letters	Received response
1	The International Test Commission (ITC)	International Network	X	
2	European Test Publishers Group (ETPG)	Test Publishers Network	X	
3	Giunti Psychometrics	Test Publisher, offices in different countries worldwide	X	X
4	HOGREFE	Test Publisher, offices in different countries worldwide	X	X
5	PEARSON	Test Publisher, offices in different countries worldwide	X	X
	European Test Publishers Group (ETPG) – Members. Shortlisted organizations		X	
6	Austria – SCHUHFRIED GmbH	Test Publisher	X	
7	Croatia – NAKLADA SLAP	Test Publisher	X	
8	Germany – ELIGO PSYCHOLOGISCHE SOFTWARE GmbH	Test Publisher	X	
9	Greece – MOTIBO PUBLISHING	Test Publisher	X	
10	Poland – ALTA SP. Z O.O.	Test Publisher	X	
11	Poland – PRACOWNIA TESTÓW PSYCHOLOGICZNYCH POLSKIEGO TOWARZYSTWA PSYCHOLOGICZNEGO Sp. z.o.o.	Test Publisher	X	X
12	Slovenia – CENTER ZA PSIHODIAGNOSTICNA SREDSTVA, D.O.O.	Test Publisher	X	
13	Spain – TEA EDICIONES	Test Publisher	X	
14	Sweden – ASSESSIO	Test Publisher	X	

Selecting assessment measures

- Filtering the list of identified measures according to inclusion and exclusion criteria that were described above.
- Selecting measures from the files provided by the four organizations (Giunti Psychometrics, HOGREFE, PEARSON-UK and Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z o.o.) according to inclusion and exclusion criteria that were described above. *This step resulted in 103 assessment measures.*
- After a review of all the measures, we identified and decided to include two more categories to the CASEL ones' - Social and Emotional Development and Emotional and behaviour problems. We identified many developmental measures with scales and subscales for assessment of social, emotional and/or socio-emotional development as one of the developmental domains. We decided to keep these measures as well and to include an extra part in our compendium containing instruments for the assessment of overall childhood development. So the descriptions below are presented in two separate parts - Assessment Measures for Social and Emotional Skills and Assessment Measures Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain. We found out that many measures also contain scales or subscales targeting deficits so we included the category Emotional and behaviour problems.

Collection of more information on the selected assessment measures

- The final pool of assessment measures was divided between the main researchers (Carla Peixoto, Vera Coelho and Nadia Koltcheva) for writing the descriptions.
- Additional secondary literature searches were done for each measure.
- Collection of files with descriptions of assessment measures written by the companies.
- Additionally in Bulgaria, we have contacted 2 test publishing organizations Giunti Psychometrics Bulgaria and Hestia Foundation/Prometrics.

Descriptions of assessment measures

- Writing the description of the assessment measures
- Revision and an additional selection of the described assessment measures sent by the companies. There were measures for which we received descriptions from two companies. Our approach was to combine the information for the measure and to credit both companies.
- Compilation of the final pool of written assessment measures descriptions.

So this process ended up with 103 measures divided into two sets of measures:

- Assessment Measures for Social and Emotional Skills – 80 measures
- Assessment Measures Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain – 23 measures

We also include summary tables for both sets of measures for a quick overview and easy orientation.

We want to stress that all the descriptions of assessment measures provided are based on the literature search and information that we could reach, summarise and analyze (for each description the relevant references are mentioned), as well as on information provided by the publishing companies. The descriptions present brief structured information about the selected assessment measures. Anyone interested in specific measures can check further information via the web links, where available, or the listed references. Our intention is not to provide very detailed and sophisticated descriptions. On the contrary, we aim at providing as detailed a list as possible, opening the possibilities for further search regarding everybody's needs and necessities. In this regard, the web-based tool is a powerful search engine. Users can search by keywords depending on the country, key competencies they need to assess, children's age, type of administration of the tool, etc.

We do not claim a full list of all the measures available in all the European countries. We foresee this endeavour as the first step of such a compendium for Europe. We do hope that all our efforts in compiling this compendium, both the book and the interactive web-based tool, will be a solid base for future development and elaboration of a valuable resource for variety of parties (experts, researchers, educators, teachers, parents, decision-making bodies, policy-makers, etc.).

Template for assessment measure description

On one side we view this compendium as a reference book, so psychologists, researchers, and experts are able to check the available measures to choose the appropriate ones based on specific criteria. On the other side, since planning this compendium, we were planning all the measures' descriptions to be uploaded in our EU-Self Project platform. Not only to be more available via the Internet, but also to increase their effectiveness by interactive options for search. So, we developed a template for the assessment measures description to serve as for the compendium but also with criteria to use for the online interactive tool. Below is the full template with the fields and guidelines for the authors. The fields with an asterisk are the mandatory fields chosen for the online versions of the descriptions. There are four fields with fixed answers - Age range (0-3; 3-7); Constructs (Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision-Making; Social and Emotional Development; Emotional and behaviour problems); Sources of information (Child; Parent; Teacher); Formats for administration (Direct assessment; Questionnaire; Observation; Interview); Scoring (Manual; Electronic). Authors had to choose what applicable for the specific measure is. The other fields are for filling in with information with no restrictions.

Template for Description of a Program

■ Name of the measure*	
■ Author(s)*	
■ Age range* (Choose the appropriate one(s))	0-3 3-7
■ Age range (text field) (Add additional text if necessary)	

<ul style="list-style-type: none"> Constructs* (Choose the appropriate one(s) that the instrument measures) 	Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making Social and Emotional Development Emotional and behaviour problems
<ul style="list-style-type: none"> Scales and Subscales (including the number of items) 	
<ul style="list-style-type: none"> Sources of information* (Choose the appropriate one(s)) 	Child Parent Teacher
<ul style="list-style-type: none"> Formats for administration* (Choose the appropriate one(s)) 	Direct assessment Questionnaire Observation Interview
<ul style="list-style-type: none"> Administration* (requirements, time, individual and/or group) 	
<ul style="list-style-type: none"> Scoring (type of scores, manual and/or electronic) 	Manual Electronic
<ul style="list-style-type: none"> Psychometric properties (evidence of reliability and validity) 	
<ul style="list-style-type: none"> Translation(s) and adaptation(s)* (if applicable) 	Manual Electronic
<ul style="list-style-type: none"> Training and other requirements for test users (if applicable) 	
<ul style="list-style-type: none"> Strengths / Weaknesses 	
<ul style="list-style-type: none"> Publisher* 	
<ul style="list-style-type: none"> Where to find additional information?* (main references for the measure) 	
<ul style="list-style-type: none"> Other relevant information 	

References

- Alfonso, V., B.Bracken, R.Nagle, (2020), Psychoeducational assessment of preschool children, Fifth edition. | New York, NY: Routledge, 2020. ISBN 9780367149512
- Anchorage School District (ASD). (2021). Social and Emotional Learning (SEL). <https://www.asdk12.org/Page/6643>
- Annenberg Institute, EdInstruments, <https://edinstruments.com/>
- Bracken, B. A., Keith, L. K., & Walker, K. C. (1998). Assessment of preschool behaviour and social-emotional functioning: A review of thirteen third-party instruments. *Journal of Psychoeducational Assessment*, 16, 153–169.
- Brassard, M., A. Boehm, (2007). *Preschool assessment: principles and practices*, The Guilford Press, ISBN-13: 978-1-59385-333-4
- BUROS <https://buros.org/>
- Buros Center for Testing–Spencer Foundation Project Scholars (2020). *Social-Emotional Learning Assessment Technical Guidebook*. <https://buros.org/sel-assessment-technical-guidebook>
- Cefai, C., Bartolo, P. A., Cavioni, V., & Downes, P. (2018). Strengthening Social and Emotional Education as a core curricular area across the EU: A review of the international evidence. NESET II analytical report. Luxembourg: Publications Office of the European Union. Retrieved from: http://nesetweb.eu/wp-content/uploads/AR3_Full-Report.pdf
- Collaborative for Academic, Social, and Emotional Learning [CASEL]. (2020). What is the CASEL framework?. CASEL <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-emotional-learning>
- Denham, S A; Wyatt, T M; Bassett, H H; Echeverria, D; Knox, S S (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiology & Community Health*, 63 (Suppl 1), i37–i52. doi:10.1136/jech.2007.070797
- Denham, S. A., Ferrier, D.E., Howarth, G.Z., Herndon, K. J., & Bassett, H. H. (2016). Key considerations in assessing young children’s emotional competence. *Cambridge Journal of Education*. Online first, <http://dx.doi.org/10.1080/0305764X.2016.1146659>
- Denham, S. A. (2015). Assessment of social-emotional learning in educational contexts. In *The handbook of social and emotional learning*, J. Durlak, R. W. Weissberg, and T. P. Gullotta (Eds.). New York: Guilford Press.
- Denham, S. A., Ji, P. & Hamre, B. (2010). *Compendium of social-emotional learning and associated assessment measures*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Djamnezhad, D., Koltcheva, N., Dizdarevic, A., Mujezinovic, A., Peixoto, C., Coelho, V., Achten, M., Kolumbán, E., Machado, F. Hofvander, B., (2021) Social and Emotional Learning in Preschool Settings: A Systematic Map of Systematic Reviews. *Front. Educ.* 6:691670. doi: 10.3389/feduc.2021.691670
- Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice*. The Guilford Press.
- EASEL lab. Explore SEL. Navigate the complex field of social and emotional learning. Taxonomy Project. Harvard University. <http://exploresel.gse.harvard.edu/>
- Education Endowment Foundation, SPECTRUM Database, <https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-outcome-measures-and-databases/spectrum-essential-skills-and-non-academic-outcomes/spectrum-database>
- European Test Publishers Group (ETPG), Members List, <https://etpg.org/members/>
- Fernald, Lia C. H.; Prado, Elizabeth; Kariger, Patricia; Raikes, Abbie. 2017. *A Toolkit for Measuring Early Childhood Development in Low and Middle-Income Countries*. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/29000> License: CC BY 3.0 IGO.
- Halle, Tamara G.; Darling-Churchill, Kristen E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology*, (), S0193397316300065–. doi:10.1016/j.appdev.2016.02.003
- Humphrey, N.; Kalambouka, A.; Wigelsworth, M.; Lendrum, A.; Deighton, J.; Wolpert, M. (2011). Measures of Social and Emotional Skills for Children and Young People: A Systematic Review. *Educational and Psychological Measurement*, 71(4), 617–637. doi:10.1177/0013164410382896
- Jennings, P. A., Denham, S. A., Ji, P., & Weissberg, R. P. (2008). *Assessment for social, emotional, and academic learning with preschool and elementary-school children discussion forum report*. Garrison Institute: Garrison, NY.

- Koltcheva, N., V.Coelho, (2022). Social and Emotional Development for Children aged 0 to 7 years old: European Countries Overviews Compendium. EU-SELF Project. ISBN 978-619-233-213-6
- Koltcheva, N., A.Mujezinovic, A.Dizdarevic. (2022a). Social and Emotional Skills in Early and Preschool Age Children. EU-Self Project. ISBN 978-619-233-215-0
- Koltcheva, N., Wastijn, B., Achten, M., Van Rossem, L. & Costa, I. S (2022b). Programs for Social and Emotional Skills Development for Early and Preschool Children Applied in European Countries. Compendium. EU-SELF Project. ISBN 978-619-233-211-2
- McKown, C. (2015). Challenges and Opportunities in the Direct Assessment of Children's Social and Emotional Comprehension. In The handbook of social and emotional learning, J. Durlak, R. W. Weissberg, and T. P. Gullotta (Eds.). New York: Guilford Press.
- RAND Education Assessment Finder, <https://www.rand.org/education-and-labor/projects/assessments/tool.html>
- Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.
- SEL Assessment Guide, CASEL, <https://measuringSEL.casel.org/assessment-guide/>
- Whitcomb, S. A. (2018). Behavioral, social, and emotional assessment of children and adolescents (5th ed.). New York: Routledge.
- Whitcomb, S., J.Kemp, (2020), Behavior and Social-Emotional Skills Assessment of Preschool, in Ed. V. Alfonso, B. Bracken, R. Nagle (2020). Psychoeducational assessment of preschool children, Fifth edition. New York, NY: Routledge, ISBN 9780367149529

Assessment Measures for Social and Emotional Skills

Summary Table of the Assessment Measures for Social and Emotional Skills

Assessment Measure - Name	SEL Core Competency Assessed					Additional		Age		Rating Type							Country of origin	Countries used		
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Social and Emotional Development	Emotional And Behaviour Problems	0-3	3-7	Child	Parent	Teacher	Peer	Direct Assessment	Questionnaire	Observational			Performance-based	Other (e.g., Interview)
A not B task	X							X							X				USA	Sweden, Hungary, England
ABAS-2			X					X	X	X	X				X				USA	Italy
ABAS-3			X					X	X	X	X				X				USA	United Kingdom, Sweden, Denmark, Netherlands
ACES	X		X					X	X	X		X		X					United Kingdom	United Kingdom, Portugal
AKT			X					X	X	X			X						USA	Italy, Portugal
ASEBA – Preschool version	X		X				X	X	X	X	X		X						USA	Portugal; Belgium; Bulgaria; Croatia; Israel; Netherlands; Norway; Poland; Romania; Serbia; Slovenia; Spain; Sweden; Ireland; France; Germany; Finland; Hungary; Iceland; Switzerland; Italy; United Kingdom; Denmark; Estonia; Greece; Lithuania; Turkey.
ASEBA – School version	X		X				X	X	X	X	X		X						USA	Portugal; Belgium; Bulgaria; Croatia; Israel; Netherlands; Norway; Poland; Romania; Serbia; Slovenia; Spain; Sweden; Ireland; France; Germany; Finland; Hungary; Iceland; Switzerland; Italy; United Kingdom; Denmark; Estonia; Greece; Lithuania; Turkey

ASQ	X								X	X	X		X	X					Portugal	Portugal
ASQ-SE-2					X		X		X	X	X		X	X					USA	France, Spain, Denmark, Norway
BAS 1 and 2	X	X	X				X	X	X	X	X		X	X					Spain	Spain
BASC – 2	X	X	X			X	X	X	X	X	X		X	X					USA	Spain, Portugal, United Kingdom
BASC - 3	X	X	X			X	X	X	X	X	X		X	X					USA	Spain, Portugal, United Kingdom
BASC – 3: BESS	X	X	X			X	X	X	X	X	X		X	X					USA	Spain, Portugal, United Kingdom
BERS-2-TRS	X	X	X					X	X	X	X		X	X					USA	Spain, Finland, Lithuanian
BIKO 3-6	X		X				X		X	X	X		X	X					Germany	Germany
BITSEA							X		X	X	X		X	X					USA	Spain, Netherland
BRIEF-2	X							X	X	X	X		X	X					USA	Italy, United Kingdom, Sweden, Denmark, Netherlands, Spain, France, Czech Republic, Germany
BRIEF-P	X						X	X	X	X	X		X	X					USA	Denmark, Germany, United Kingdom, France, Italy, Sweden, Netherlands, Spain
CAB	X	X	X				X	X	X	X	X		X	X					USA	Bulgaria
CBQ	X							X	X	X	X		X	X					USA	More information in the instrument description
CEFI	X							X	X	X	X		X	X					USA	Italy
ChIA							X	X	X	X	X		X	X					USA	Italy
CONNERS EC	X		X				X	X	X	X	X		X	X					USA	United Kingdom, Switzerland,
COR Advantage							X	X	X	X	X		X	X					USA	Spain
CST	X	X	X					X	X	X	X		X	X					USA	Free translation in Europe
DECA-C	X	X	X				X	X	X	X	X		X	X					USA	NA
DECA-I	X	X	X				X	X	X	X	X		X	X					USA	NA
DECA-P2	X	X	X				X	X	X	X	X		X	X					USA	Italy
DECA-T	X	X	X				X	X	X	X	X		X	X					USA	NA
DESSA	X	X	X				X	X	X	X	X		X	X					USA	Netherlands, Italy
DGT	X						X	X	X	X	X		X	X					France	Free translation in Europe

Assessment Measure - Name	SEL Core Competency Assessed					Additional		Age		Rating Type								Country of origin	Countries used
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Social and Emotional Development	Emotional And Behavioral Problems	0-3	3-7	Child	Parent	Teacher	Peer	Direct Assessment	Questionnaire	Observational	Performance-based		
ECBI & SESBI-R							X	X	X	X	X	X	X	X	X			USA	Denmark, Swedish, Norway, United Kingdom
ECBQ	X							X	X		X	X	X	X	X			USA	More information at instrument description
EDS-R	X	X						X	X	X	X	X	X					Denmark	Denmark
EEE U6-U9						X				X				X				Germany	Germany
EMK 3-6	X	X	X	X				X	X	X	X	X	X	X	X			Germany	Germany
EMO-KJ	X							X	X	X	X	X	X	X	X	X		Switzerland	Switzerland
EOD		X				X		X	X	X	X	X	X	X	X			Spain	Spain
ERC		X						X	X		X	X	X	X	X			USA	Portugal, Turkey
ESB			X				X	X	X	X			X	X				United Kingdom	United Kingdom
ESV 3-6						X		X	X		X		X					Germany	Germany
ET 6-6-R						X		X	X	X			X					Germany	Germany
FAS	X							X	X	X			X	X				USA	Free translation in Europe
FREDI 0-3						X		X	X	X	X		X					Germany	Germany
HTKS	X							X	X	X			X					USA	Portugal, Norway and other free translations in Europe
IBQ	X							X						X				USA	Free translation in Europe
IBQ-R	X							X						X				USA	Free translation in Europe
ICTI	X							X	X		X		X					United Kingdom	United Kingdom

IIES	X								X	X				X				Portugal	Portugal
INTER-NDA						X		X	X	X		X		X				United Kingdom	Finland, Italy, Slovakia
ITSEA						X		X	X	X				X				USA	France, Germany, Spain
MESSY								X	X	X	X			X				USA	Spain, Turkey, Portugal, United Kingdom
NEPSY-II	X						X	X	X	X			X					USA	Netherlands, Spain, France, Sweden, Norway
PANAS	X							X	X	X				X				USA	Germany, Spain, Sweden, Turkey, Estonia
PKBS-2	X	X	X					X	X	X	X			X				USA	Spain, Germany, Portugal
PSRA	X					X		X	X	X			X					USA	Free translation in Europe
RCMAS-2								X	X	X				X				USA	Italy, Spain, Portugal,
SCBE-30	X	X	X					X	X	X	X							USA	Spain, France, Slovenia
SCBE-80	X	X	X					X	X	X	X							USA	France, Slovenia
SDQ								X	X	X	X		X					United Kingdom	More information in the instrument description
SDQP	X							X	X	X	X		X					Australia	Turkey
SEAM	X	X	X			X		X	X	X	X			X				USA	Denmark
SEDAL	X	X	X			X		X	X	X	X		X					Netherlands	Netherlands, United Kingdom, Germany
SEED						X		X	X	X						X		Switzerland	Switzerland
SENA								X	X	X	X		X					Spain	Spain
SGS-II						X		X	X	X			X					USA	USA
Sociometric Ratings and Nominations								X	X	X								NA	NA
SP 2						X		X	X	X	X			X				USA	USA
SPECI						X		X	X	X	X		X					Spain	Spain
SSBS-2	X					X		X	X	X	X		X					USA	USA
SSIS						X		X	X	X	X		X					USA	USA
STEP								X	X	X	X		X					United Kingdom	United Kingdom

Assessment Measure - Name	SEL Core Competency Assessed					Additional		Age		Rating Type								Country of origin	Countries used	
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Social and Emotional Development	Emotional And Behavioral Problems	0-3	3-7	Child	Parent	Teacher	Peer	Direct Assessment	Questionnaire	Observational	Performance-based			Other (e.g., Interview)
SCWT	X							X	X	X				X					USA	Free translation in Europe
TCE	X							X	X	X					X				Italy	Italy
TEC	X		X					X	X	X	X				X	X			USA	Denmark, Germany, France, Greece, Italy, Iceland, Portugal, Spain, Turkey. More information in the instrument description
TOL		X						X	X	X				X					United Kingdom	United Kingdom
VFE																			Germany	Germany
Vineland-II				X				X	X	X							X		USA	Italy, Portugal
VSK	X							X	X	X	X				X				Germany	Germany
WET								X	X	X	X			X					Germany	Germany

A not B task

AUTHORS:
Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	A not B task
Author(s)	Switzerland, Swiss Original: J. Piaget
Age range	0-3
Age range (text field)	In the first studies children were selected up to 8 to 10 months of age. However, it is possible to find studies with children as young as 5 to 7 months.
Constructs	Self-management
Scales and Subscales	A not B task is an experiment that has been made in many countries since Piaget formulated the “A not B error” in 1954. “In the canonical A-not-B task, an infant sits before two hiding locations that are highly similar and separated by a small distance (e.g., two identical cloth covers or two identical lids that are 20 cm apart). While the infant watches, a desired object is hidden in one location, the A location. After a delay, the infant is allowed to reach and search for the object. This hiding and search at the A location is repeated several times. Then, again while the infant watches, the object is hidden at B. After the delay, the infant is allowed to reach.” (Smith, Thelen, Titzer & McLin, 1999, p.236).
Sources of information	Children
Formats for administration	Observation
Administration	An object which is interesting for the children Two identical cloths Less than 1 minute Individual
Scoring	
Scoring (text field)	
Psychometric properties	
Translation(s) and adaptation(s)	
Training and other requirements for test users	

Strengths / Weaknesses

Publisher**Where to find additional information?**

Piaget, J. (1954). The construction of reality in the child. New York: Basic Books.

Other relevant information

Smith, L. B., Thelen, E., Titzer, R., & McLin, D. (1999). Knowing in the context of acting: The task dynamics of the A-Not-B Error. *Psychological Review*, 106(2), 235-260. <https://doi.org/10.1037/0033-295X.106.2.235>

Studies about the A-not-B task in different countries:
Sweden: Johansson, M., Forssman, L., & Bohlin, G. (2014). Individual differences in 10-month-olds' performance on the A-not-B task. *Scandinavian Journal of Psychology*, 55(2), 130-135. <https://doi.org/10.1111/sjop.12109>

Hungary: Topál, J., Gergely, G., Miklósi, A., Erdőhegyi, A., & Csibra, G. (2008). Infants' perseverative search errors are induced by pragmatic misinterpretation. *Science*, 321(5897), 1831-1834. <https://doi.org/10.1126/science.1161437>

England: Hendry, A., Greenhalgh, I., Bailey, R., Fiske, A., Dvergsdal, H., & Holmboe, K. (2021). Development of directed global inhibition, competitive inhibition and behavioural inhibition during the transition between infancy and toddlerhood. *Developmental Science*, e13193. <https://doi.org/10.1111/desc.13193>

ABAS-2: Adaptive Behavior Assessment System, Second Edition

AUTHORS:
Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	ABAS-2: Adaptive Behavior Assessment System – Second Edition
Author(s)	United States, English Original: P. Harrison, & T. Oakland Italy, Italian Adaptation: R. Ferri, A. Orsini, & M. Rea
Age range	0-3 3-7
Age range (text field)	0 to 89 years
Constructs	Relationship skills
Scales and Subscales	It measures adaptive behaviour and daily living skills in several contexts (home, school, work), according to three areas of competence: Conceptual, Social and Practical. The Social scale includes two subscales: · Play/Leisure time · Socialization
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	15–20 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	The reliability of the test adaptive areas was calculated with Cronbach's alpha. The reliability of Composite Scores was calculated using Mosier's formula. The average reliability was calculated with Fisher Z-transformation. The reliability of the four age groups is given below. Group 1 (2-5 years and 11 months, teacher rating scale): average reliability range from .87 and .94 Group 2 (1-5 years and 11 months, parent/caregiver rating scale): average reliability range from .89 and .95

	Group 3 (6-18 years, teacher rating scale): average reliability range from .94 and .96 Group 4 (6-18 years, parent rating scale): average reliability range from .91 and .95
Psychometric properties	They have been calculated: · consistency between parent/caregiver and teacher evaluations · the intercorrelations between Adaptive Areas, Adaptive Domains, and GAC
Translation(s) and adaptation(s)	English, Italian
Training and other requirements for test users	Licensed psychologists only
Strengths / Weaknesses	Strengths: ABAS-II is particularly useful in evaluating individuals with pervasive developmental disorders, intellectual disability, neuropsychological problems, dementias, learning disabilities, biological risk factors, and sensory or physical impairments. It can be used for the diagnosis and classification of disorders and disabilities, including Autism Spectrum Disorders, Specific Learning Disorders, and Asperger's Syndrome. An updated version of ABAS is available: https://www.wpspublish.com/abas-3-adaptive-behavior-assessment-system-third-edition
Publisher	United States: Western Psychological Service Italy: Giunti Psychometrics
Where to find additional information?	English version: https://www.wpspublish.com/abas-ii-adaptive-behavior-assessment-system-second-edition Italian version: https://www.giuntios.it/catalogo/test/abas-ii
Other relevant information	

ABAS-3: Adaptive Behavior Assessment System, *Third Edition*

AUTHOR:
Hogrefe Publishing Group

Name of the measure	ABAS-3: Adaptive Behavior Assessment System, Third Edition
Author(s)	United States, English Original: P. Harrison, & T. Oakland Denmark, Danish Adaptation: Hogrefe Psykologisk Forlag Netherlands, Dutch Adaptation: B. Kremers, J. Maljaars, V. Briers, et al. Sweden, Swedish Adaptation: E. Zander, & S. Bölte
Age range	0-3 3-7
Age range (text field)	0 to 89 years
Constructs	Relationship skills
Scales and Subscales	GAC (General Adaptive Composite), 3 adaptive domains (cognitive, social and practical), 9-10 adaptive areas depending on the form. The number of items varies across forms and scales but are approximately 20 items per scale.
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	15-20 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	
Translation(s) and adaptation(s)	English, Danish, Dutch, Swedish
Training and other requirements for test users	Licensed psychologists only

Strengths / Weaknesses

Publisher

United Kingdom: Hogrefe Ltd
Sweden: Hogrefe Psykologiförlaget
Denmark: Hogrefe Psykologisk Forlag
Netherlands: Hogrefe Uitgevers

Where to find additional information?

English version:
<https://www.hogrefe.com/uk/shop/parent-online-form-25-uses.html>

Swedish version:
<https://hogrefe.se/Nyheter1/Kommer-under-hosten-ABAS-3/>

Danish version:
<https://www.hogrefe.com/dk/shop/adaptive-behavior-assessment-system-third-edition.html>

Dutch version:
<https://www.hogrefe.com/nl/shop/abas-3-schaal-voor-adaptief-gedrag.html>

Other relevant information

ACES: Assessment of Children's Emotions Skills

AUTHORS:

Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ACES: Assessment of Children's Emotion Skills
Author(s)	United States, English Original: D. Schultz, C. Trentacosta, C. E. Izard, P. Leaf, & A. Mostow Portugal, Portuguese Adaptation: D. Alves
Age range	3-7
Age range (text field)	4 to 8 years
Constructs	Social-awareness Self-awareness
Scales and Subscales	Emotion attribution accuracy (social behaviours, social situations, and facial expressions) Emotion attribution biases
Sources of information	Child
Formats for administration	Direct assessment
Administration	Individual assessment. The measures contain three sections. The first two (situations and behaviours) require children to rate how characters in the item statements feel; the third part requires children to identify emotions from given photographs.
Scoring	
Scoring (text field)	
Psychometric properties	United Kingdom - Cronbach's alpha between .46-.70; Emotion Attribution Accuracy was found to be correlated to Happiness measured as an aggregated index from a sociometric interview/Differential Emotions Scale, partial $r = .19$; Anger attribution bias was related to an index of anger, partial $r = .17$ and peer-nominated sadness, partial $r = .15$; Fear attribution bias was related to teacher-reported fear, partial $r = .16$; The no feeling attribution bias was related to peer-nominated fear, partial $r = .15$.
Translation(s) and adaptation(s)	Portugal, United Kingdom

Training and other requirements for test users

Strengths / Weaknesses

Publisher

Free measure that can be obtained directly from Dr. David Schultz, Associate Professor of Psychology, University of Maryland, Baltimore County, USA.

Link to the measure: <https://doi.org/10.1017/S0954579404044566>

Where to find additional information?

Other relevant information

Schultz, D., Izard, C. E., & Bear, G. (2004). Children's emotion processing: Relations to emotionality and aggression. *Development and Psychopathology*, 16(2), 371-387. doi:10.1017/S0954579404044566

AKT: Affect Knowledge Test

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	AKT: Affect Knowledge Test
Author(s)	United States, English Original: S. A. Denham Italy, Italian Adaptation: S. Sette, H. H. Basset, E. Baumgartner, & S. A. Denham Portugal, Portuguese Adaptation: A. Rebelo, M. Verissimo, P. Maló-Machado, & F. Silva
Age range	0-3 3-7
Age range (text field)	30 to 60 months
Constructs	Social awareness
Scales and Subscales	Labeling: · Emotional recognition – 8 items · verbal – 4 items · non-verbal – 4 items Situation knowledge: · Stereotypical situation knowledge – 8 vignettes · Nonstereotypical situation knowledge – 12 vignettes · 6 vignettes were positive vs. negative emotion · 6 vignettes were negative vs. negative emotion
Sources of information	Child
Formats for administration	Direct assessment
Administration	20 minutes Individual
Scoring	Manual
Scoring (text field)	
Psychometric properties	3 to 4 years old Cronbach's α for · Labeling = .66 · Stereotypical situation knowledge = .83 · Nonstereotypical situation knowledge – positive vs. negative emotion = .86 – negative vs. negative emotion = .73

Psychometric properties	4 to 5 years old Cronbach's α for · Labeling = .20 · Stereotypical situation knowledge = .63 · Nonstereotypical situation knowledge – positive vs. negative emotion = .66 – negative vs. negative emotion = .52 (Denham et al., 2002)
Translation(s) and adaptation(s)	Italian, Portuguese
Training and other requirements for test users	
Strengths / Weaknesses	Strengths: It is a funny test for children, and has good psychometric properties not only in the original version, but also in its translations as well. Weaknesses: It requires training
Publisher	Public domain
Where to find additional information?	English version: https://denhamlab.gmu.edu/seasures.html
Other relevant information	Bassett, H. H., Denham, S. A., Mincic, M. M., & Graling, K. (2012). The structure of preschoolers' emotion knowledge: Model equivalence and validity using an SEM approach. <i>Early Education and Development</i> , 23, 259-279. https://doi.org/10.1080/10409289.2012.630825 Denham, S. A., Bassett, H. H., Way, E., Mincic, M., Zinsser, K., & Graling, K. (2012). Preschoolers' emotion knowledge: Self-regulatory foundations, and predictions of early school success. <i>Cognition and Emotion</i> , 26, 667-679. https://doi.org/10.1080/02699931.2011.602049 Denham, S. A. (1986). Social cognition, prosocial behavior, and emotion in preschoolers: Contextual validation. <i>Child Development</i> , 57, 194-201. https://doi.org/10.2307/1130651 Italian adaptation: Sette, S., Bassett, H. H., Baumgartner, E., & Denham, S. A. (2015). Structure and validity of Affect Knowledge Test (AKT) in a sample of Italian preschoolers. <i>The Journal of Genetic Psychology</i> , 176(5), 330-347. https://doi.org/10.1080/00221325.2015.1075466 Portuguese adaptation: Rebelo, A., Verissimo, M., Maló-Machado, P., & Silva, F. (2013). A segurança dos modelos internos e o conhecimento emocional nas crianças de idade pré-escolar. <i>Psicologia: Reflexão e Crítica</i> , 26(3), 591-598.

ASEBA - Preschool version: Achenbach System for Empirically Based Assessment (CBCL/1½-5, C-TRF)

AUTHOR:
Diana Gergova,
Giunti Psychometrics, Bulgaria

Name of the measure	ASEBA - Preschool version: Achenbach System for Empirically Based Assessment (CBCL/1½-5, C-TRF)
Author(s)	United States, English Original: T. M. Achenbach, & L. A. Rescorla Bulgaria, Bulgarian Adaptation: M. Stankova Portugal, Portuguese Adaptation: P. Dias, V. Ramalho, V. S. Lima, B. C. Machado, & M. Gonçalves
Age range	0-3 3-7
Age range (text field)	1.5 to 5 years
Constructs	Self-management Relationship skills Emotional and behavioural problems
Scales and Subscales	100 items in both CBCL/1½-5 and C-TRF Empirically based syndrome scales: · Emotionally reactive · Anxious/depressed · Somatic complaints · Withdrawn · Attention problems · Aggressive Behaviour · Sleep problems (CBCL only) Groups of syndromes: · Internalizing problems · Externalizing problems · Total problems DSM-oriented scales: · Depressive problems · Anxiety problems · Autism spectrum problems · Attention deficit/Hyperactivity problems · Oppositional defiant problems
Sources of information	Parent Teacher
Formats for administration	Parent Teacher
Administration	Individual or group administration 15-20 minutes
Scoring	3-point Likert scale (range 0-2). Raw scores are transformed into T-scores and percentiles; Manual scoring (computer-based scoring available for the English version)

Scoring (text field)

Original version (United States):

Reliability:

- Internal reliability as measured by Cronbach's alpha varies between .76 and .94
- Test-retest reliability correlations vary between .78 and .89

Psychometric properties

Validity:

- Content validity: Scores of referred and non-referred children were significantly different.
- Criterion-related validity: Nearly all items discriminated significantly between referred and non-referred children.
- Convergent validity: Correlations with the Toddler Behaviour Screening Inventory, as well as the Infant-Toddler Social and Emotional Assessment indicate strong convergent validity.

Translation(s) and adaptation(s)

Translations and adaptations in over 110 languages, including in Europe: Portugal; Belgium; Bulgaria; Croatia; Israel; Netherlands; Norway; Poland; Romania; Serbia; Slovenia; Spain; Sweden; Ireland; France; Germany; Finland; Hungary; Iceland; Switzerland; Italy; United Kingdom; Denmark; Estonia; Greece; Lithuania; Turkey.

Training and other requirements for test users

Proper use of ASEBA measures requires training in standardized assessment equivalent to at least the Master's degree level or two years of residency in pediatrics, psychiatry, or family practice. It also requires thorough knowledge of the procedures and cautions specified in the manual for each instrument.

Strengths / Weaknesses

Strengths: ASEBA is based on decades of empirical research and provides a fast and economical assessment of a wide range of behavioural and emotional problems in children. Furthermore, being translated and adapted in over 100 languages, ASEBA allows for cross-cultural studies.

Weaknesses: ASEBA scales are designed specifically to identify children who may need professional help for different kinds of behavioural and/or emotional problems. Accordingly, its items are almost exclusively negatively focused. That being so, some authors argue that the scales do not measure social and emotional development per se (Halle & Darling-Churchill, 2016). Also, positive or negative biases and/or deliberate lying are not accounted for.

Publisher

United States: Research Center for Children, Youth, and Families, University of Vermont
Bulgaria: Giunti Psychometrics Bulgaria
Belgium: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie
Croatia: Naklada Slap
Denmark: The Child Psychiatric Department
Estonia: Kaia Kastepöld-Tõrs
Finland: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie
France: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie
Germany: Testzentrale, Hogrefe Verlag GmbH & Co.KG
Greece: Society for the Mental Health of Children and Adolescents

Hungary: Istvan Nemeth, Correct Ltd.

Iceland: ASEBA á Íslandi sf. (ASEBA in Iceland sf.)

Ireland: Brainworx

Israel: PsychTech

Italy: Istituto Scientifico E.Medea, Associazione La Nostra Famiglia

Lithuania: Mykolas Romeris University

Netherlands: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie

Norway: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie

Odense University Hospital;

Poland: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie

Portugal: Psiquilibrios

Romania: SC RTS Romanian Psychological Testing, Services SRL
Serbia: Sinapsa edicije d.o.o.

Slovenia: <http://cpms.si/testi> Department of Psychology; University of Ljubljana

Spain: Unitat d'Epidemiologia i de Diagnòstic en Psicopatologia del Desenvolupament; Departament de Psicologia Clínica i de la Salut; Universitat Autònoma de Barcelona

Sweden: Journal Digital

Switzerland: ErasmusMC-Sophia kinderziekenhuis, Afdeling Kinder en Jeugd psychiatrie en psychologie (French forms);

Testzentrale, Hogrefe Verlag GmbH & Co.KG (German forms); Istituto Scientifico E.Medea, Associazione La Nostra Famiglia (Italian forms)

Turkey: Ankara University, School of Medicine, Child and Adolescent Psychiatry Department

United Kingdom: Aston Brain Centre

Publisher**Where to find additional information?**

Belgium version: <http://www.aseba.nl>

Bulgarian version: <https://www.giuntipsy.bg/>

Croatian version: www.nakladaslap.com

Israeli version: www.psychtech.co.il

Dutch version: <http://www.aseba.nl>

Norway version: <http://www.aseba.nl>

Polish version: <http://www.aseba.nl>

Romanian version: www.rtscluj.ro

Serbian version: www.sinapsaedicije.rs

Slovenian version: <http://cpms.si/testi>

Spanish version: <http://www.ued.uab.es>

Swedish version: <https://journaldigital.se>

Irish version: <http://www.brainworx.ie/>

French version: <http://www.aseba.nl>

German version: <http://www.testzentrale.de>

Finish version: <http://www.aseba.nl>

Hungarian version: www.oshungary.hu

Icelandic version: <http://www.aseba.net/>

Switzerland version: <http://www.aseba.nl> and <http://www.testzentrale.de> and <http://www.emedea.it/aseba/index.php> and <http://www.emedea.it/>

Where to find additional information?

Italian version: <http://www.emedea.it/aseba/index.php> and <http://www.emedea.it/>
 English version (United Kingdom): <https://www2.aston.ac.uk/lhs/health-clinics/dyslexia/aseba>
 Danish version: The Child Psychiatric Department
 Odense University Hospital; E-Mail: niels.bilenberg@rsyd.dk
 Estonian version: Kaia Kasteppöld-Tõrs; E-mail: kaiakastepold@gmail.com
 Greek version: Society for the Mental Health of Children and Adolescents; E-mail: koumoula@gmail.com
 Lithuanian version: Assessments for Pre-school & School-Age (Ages 1½ - 18); E-mail: rzukausk@mruni.eu
 Turkish version: E-mail: profdrnese.erol@gmail.com
 Portugal version: <https://www.psiquilibrios.pt/produto/sistema-de-avaliacao-empiricamente-validado-aseba-um-sistema-integrado-de-avaliacao-com-multiplos-informadores-2/>

Other relevant information

Achenbach, T. M. (2018). Achenbach System of Empirically based Assessment (ASEBA). In J. Kreutzer, J. DeLuca, B. Caplan (Eds.), Encyclopedia of Clinical Neuropsychology. Springer, Cham. https://doi.org/10.1007/978-3-319-56782-2_1529-3
 Achenbach, T. M. (2018). International findings with the Achenbach System of Empirically Based Assessment (ASEBA): applications to clinical services, research, and training. Child and Adolescent Psychiatry and Mental Health, 13(30), 1-10. <https://doi.org/10.1186/s13034-019-0291-2>
 Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. Journal of Applied Developmental Psychology, 45, 8-18. doi:10.1016/j.appdev.2016.02.003

ASEBA - School Version: Achenbach System for Empirically Based Assessment (CBCL/6-18, TRF, YSR)

AUTHOR:
Diana Gergova,
 Giunti Psychometrics, Bulgaria

Name of the measure	ASEBA - School Version: Achenbach System for Empirically Based Assessment (CBCL/6-18, TRF, YSR)
Author(s)	United States, English Original: T. M. Achenbach, & L. A. Rescorla Bulgaria, Bulgarian Adaptation: M. Stankova Portugal, Portuguese Adaptation: P. Dias, V. Ramalho, V. S. Lima, B. C. Machado, & M. Gonçalves
Age range	3-7
Age range (text field)	6 to 18 years
Constructs	Self-management Relationship skills Responsible decision-making Emotional and behaviour problems
Scales and Subscales	113 items (CBCL/6-18 and TRF) Empirically based Syndrome scales: · Anxious/Depressed · Withdrawn/Depressed · Somatic Complaints · Social Problems · Thought Problems · Attention Problems · Rule-Breaking Behaviour · Aggressive Behaviour Groups of syndromes: · Internalizing Syndromes · Externalizing Syndromes · Total problems DSM-oriented scales: · Affective Problems · Anxiety Problems · Somatic Problems · Attention Deficit/Hyperactivity Problems · Oppositional Defiant Problems · Conduct Problems Competence Scales (CBCL/6-18): · Activities · Social · School Adaptive Functioning Scales (TRF): · Academic Performance · Working Hard · Behaving Appropriately · Learning · Happy

Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Individual and/or group 20-40 minutes
Scoring	3-point Likert scale (range 0-2). Raw scores are transformed into T-scores and percentiles; Manual scoring.
Scoring (text field)	
Psychometric properties	<p>Original version (United States):</p> <p>Reliability:</p> <ul style="list-style-type: none"> Internal reliability as measured by Cronbach's alpha varies between .78 and .94 Test-retest reliability correlations vary between .78 and .92 <p>Validity:</p> <ul style="list-style-type: none"> Content validity: Scores of referred and non-referred children were significantly different. Criterion-related validity: Referred children scored significantly higher than non-referred children on Problem scales but significantly lower on Competence/Adaptive functioning scales. Convergent validity: Correlations with Conners scales (1997), as well as the Behaviour Assessment System for Children (BASC) indicate strong convergent validity.
Translation(s) and adaptation(s)	Translations and adaptations in over 110 languages, including from Europe: Portugal; Belgium; Bulgaria; Croatia; Israel; Netherlands; Norway; Poland; Romania; Serbia; Slovenia; Spain; Sweden; Ireland; France; Germany; Finland; Hungary; Iceland; Switzerland; Italy; United Kingdom; Denmark; Estonia; Greece; Lithuania; Turkey.
Training and other requirements for test users	Proper use of ASEBA instruments requires training in standardized assessment equivalent to at least the Master's degree level or two years of residency in pediatrics, psychiatry, or family practice. It also requires thorough knowledge of the procedures and cautions specified in the Manual for each instrument.
Strengths / Weaknesses	<p>Strengths: ASEBA is based on decades of empirical research and provides a fast and economical assessment of a wide range of behavioural and emotional problems in children. Furthermore, being translated and adapted in over 100 languages, ASEBA allows for cross-cultural studies.</p> <p>Weaknesses: ASEBA scales are designed specifically to identify children who may need professional help for different kinds of behavioural and/or emotional problems. Accordingly, its items are almost exclusively negatively focused. That being so, some authors argue that the scales do not measure social and emotional development per se (Halle & Darling-Churchill, 2016). Also, positive or negative biases and/or deliberate lying are not accounted for.</p>

Publisher	United States: Research Center for Children, Youth, and Families, University of Vermont
Where to find additional information?	<p>Belgium version: http://www.aseba.nl Bulgarian version: https://www.giuntipsy.bg/ Croatian version: www.nakladaslap.com Israeli version: www.psychtech.co.il Dutch version: http://www.aseba.nl Norway version: http://www.aseba.nl Polish version: http://www.aseba.nl Romanian version: www.rtscluj.ro Serbian version: www.sinapsaedicije.rs Slovenian version: http://cpms.si/testi Spanish version: http://www.ued.uab.es Swedish version: https://journaldigital.se Irish version: http://www.brainworx.ie/ French version: http://www.aseba.nl German version: http://www.testzentrale.de Finish version: http://www.aseba.nl Hungarian version: www.oshungary.hu Icelandic version: http://www.aseba.net/ Switzerland version: http://www.aseba.nl and http://www.testzentrale.de http://www.emedea.it/aseba/index.php and http://www.emedea.it/ Italian version: http://www.emedea.it/aseba/index.php and http://www.emedea.it/ English version (United Kingdom): https://www2.aston.ac.uk/lhs/health-clinics/dyslexia/aseba Danish version: The Child Psychiatric Department Odense University Hospital; E-Mail: niels.bilenberg@rsyd.dk Estonian version: Kaia Kastepõld-Tõrs; E-mail: kaiakastepold@gmail.com Greek version: Society for the Mental Health of Children and Adolescents; E-mail: koumoula@gmail.com Lithuanian version: Assessments for Pre-school & School-Age (Ages 1½ - 18); E-mail: rzukausk@mruni.eu Turkish version: E-mail: profdrnese.erol@gmail.com Portugal version: https://www.psiquibrios.pt/produto/sistema-de-avaliacao-empiricamente-validado-aseba-um-sistema-integrado-de-avaliacao-com-multiplos-informadores-2/</p>
Other relevant information	<p>Achenbach, T. M. (2018). Achenbach System of Empirically based Assessment (ASEBA). In J. Kreutzer, J. DeLuca, B. Caplan (Eds.), Encyclopedia of Clinical Neuropsychology. Springer, Cham. https://doi.org/10.1007/978-3-319-56782-2_1529-3</p> <p>Achenbach, T. M. (2018). International findings with the Achenbach System of Empirically Based Assessment (ASEBA): applications to clinical services, research, and training. Child and Adolescent Psychiatry and Mental Health, 13(30), 1-10. https://doi.org/10.1186/s13034-019-0291-2</p> <p>Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. Journal of Applied Developmental Psychology, 45, 8-18. doi:10.1016/j.appdev.2016.02.003</p>

ASQ: Adaptation to School
Questionnaire - Children version,
Teachers version (*Questionário de
Adaptação Escolar para Crianças*)

AUTHORS:

Carla Peixoto, University of Maia – ISMAI

Vera Coelho, University of Maia – ISMAI

Ana Pontes, University of Maia – ISMAI

Beatriz Barat, University of Maia – ISMAI

Name of the measure	ASQ: Adaptation to School Questionnaire - Children version, Teachers version (Questionário de Adaptação Escolar para Crianças/Professores)
Author(s)	Portugal, Portuguese Original: K. Correia, A. Marques-Pinto, & M. S. Roberto
Age range	3-7
Age range (text field)	Children who are attending the last year of preschool education or the first grade
Constructs	Self-management
Scales and Subscales	Teachers' version with two scales: · Behavioural adaptation – 3 items · School motivation – 4 items Children's version with one scale: 9 items
Sources of information	Teacher Child
Formats for administration	Questionnaire Self-assessment/direct assessment
Administration	Individual
Scoring	Manual
Scoring (text field)	
Psychometric properties	Internal consistency: Teachers version total scale $\alpha = .811$ · Behaviour adaptation $\alpha = .904$ · School motivation $\alpha = .718$ Children's version total scale $\alpha = .819$
Translation(s) and adaptation(s)	
Training and other requirements for test users	
Strengths / Weaknesses	Weaknesses: · Teachers' version only evaluated behaviour and motivational dimensions. · Difficulties in collecting children's self-report.

Publisher

Where to find additional information?

Correia, K., Marques-Pinto, A., and Roberto M. S. (2017).
Adaptação na transição para a escola: Estudo do
Questionário de Adaptação Escolar e da Escala de
Competência Social do SSBS-2. RIDEP, 45(3), 17-31. <https://doi.org/10.21865/RIDEP45.3.02>
<https://www.redalyc.org/jatsRepo/4596/459653862003/459653862003.pdf>

Other relevant information

ASQ-SE-2: Ages & Stages
Questionnaires: Social-Emotional,
Second Edition

AUTHORS:
Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ASQ-SE-2: Ages & Stages Questionnaires: Social-Emotional, Second Edition
Author(s)	United States, English Original: J. Squires, D. Bricker, & E. Twombly
Age range	0-3 3-7
Age range (text field)	1 to 72 months
Constructs	Social and emotional development
Scales and Subscales	Social-emotional competence and behaviours of concern
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Parents/caregivers complete questionnaires; early childhood and health care professionals score them; it takes 10–15 minutes to complete and 1-3 minutes to score it.
Scoring	Manual
Scoring (text field)	
Psychometric properties	Validity of ASQ-3 has been evaluated extensively. Concurrent validity ranged from 74% for the 42-month ASQ-3 questionnaire to 100% for the 2-month and 54-month questionnaires, with 86% overall agreement. Sensitivity ranged from 75% for the 6-month questionnaire to 100% for the 4-month, 14-month, 54-month, and 60-month questionnaires, with 86% overall agreement. The ability of ASQ-3 to correctly identify typically developing children, ranged from 70% for the 14-month questionnaire to 100% for the 2-month, 16-month, and 54-month questionnaires, with 85% overall agreement.
Translation(s) and adaptation(s)	French, Spanish, Denmark, Norway
Training and other requirements for test users	Training available

Strengths / Weaknesses

Publisher	Brookes Publishing
Where to find additional information?	English version (USA): https://brookespublishing.com/product/asqse-2/ Spanish version: https://products.brookespublishing.com/Ages-Stages-Questionnaires-Social-Emotional-in-Spanish-ASQSE-2-Spanish-P850.aspx?_ga=2.57707498.1509664870.1622213752-1867064490.1613844991 French version: https://products.brookespublishing.com/ASQSE-2-Quick-Start-Guide-in-French-P1099.aspx?_ga=2.66080366.1509664870.1622213752-1867064490.1613844991 Danish version: Dansk Psykologisk Forlag. Norwegian version: R.BUP, Norway.

Other relevant information

BAS 1 and 2: Socialization battery
(Batería de socialización 1 y 2)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	BAS 1 and 2: Socialization battery (Batería de socialización 1 y 2)
Author(s)	Spain, Spanish Original: F. S. Moreno, & M. C. M. Pallás
Age range	3-7
Age range (text field)	6 to 15 years
Constructs	Self-awareness Self-management Social awareness Relationship skills
Scales and Subscales	Evaluation of the children's and adolescents' social behaviours in school and out-of-school environments. Both BAS 1 and BAS 2: 53 items. Four scales of facilitating aspects: · Leadership · Joviality · Social sensitivity · Respect and self-control Three scales of inhibiting or disruptive aspects: · Aggressiveness-Obstinacy · Apathy-Withdrawal · Anxiety-Shyness 1 global scale of social adaptation
Sources of information	Parent Teacher
Formats for administration	Questionnaires
Administration	Individual or group. Paper or online. 20 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	Internal consistency (Cronbach alpha) of 0.88 on BAS-1 overall index and 0.79 on BAS-2 overall index

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / Weaknesses The results of each of the tests are used for detecting possible problems in these areas, and for deepening the child's or adolescent's knowledge or planning or intervention.

Publisher Spain: TEA Ediciones

Where to find additional information? Spanish version: <http://web.teaediciones.com/bas-bateria-de-socializacion-1-2-y-3.aspx>

Other relevant information

AUTHORS:
Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	BASC-2: Behavior Assessment System for Children, Second Edition
Author(s)	United States, English Original: C.Reynolds, & R.Kamphaus United Kingdom, English Adaptation: C.Reynolds, & R.Kamphaus
Age range	0-3 3-7
Age range (text field)	2 to 25 years old (Teacher Report Scale and Parent Report Scale); 6 years through college age (Self Report of Personality) Three levels for the <ul style="list-style-type: none"> · preschool (2 through 5) · child (6 through 11) · adolescent (12 through 21). The SRP has four levels: <ul style="list-style-type: none"> · interview (6 through 7) · child (8 through 11), adolescent (12 through 18) · college (18 through 25).
Constructs	Self-awareness Social-awareness Relationship skills Emotional and Behaviour Problems
Scales and Subscales	The BASC-2 is a multimethod, multidimensional system used to evaluate the behaviour and self-perceptions of children and young adults ages 2 through 25. It includes the following components: <ul style="list-style-type: none"> · Teacher Rating Scales (TRS) · Parent Rating Scales (PRS) · Self-Report of Personality (SRP) · Structured Developmental History (SDH) · Student Observation System (SOS) · Parenting Relationship Questionnaire TRS and PRS Clinical Scale <ul style="list-style-type: none"> · Aggression · Anxiety · Attention Problems · Atypicality · Conduct Problems · Depression · Hyperactivity · Learning Problems · Somatization · Withdrawal

Scales and Subscales	TRS and PRS Adaptive Scale <ul style="list-style-type: none"> · Activities of Daily Living · Adaptability · Functional Communication · Leadership · Social Skills · Study Skills Content scale <ul style="list-style-type: none"> · Anger Control · Bullying · Developmental Social Disorders · Emotional Self-control · Executive Functioning · Negative Emotionality · Resiliency Self-report of Personality (SRP)
Sources of information	Child Teacher Parent
Formats for administration	Interview Questionnaire Observation
Administration	Individual TRS: 10 minutes TRS: 10–20 minutes PRS: 10–20 minutes SRP: 20–30 minutes SRP-I: 25 minutes or less SDH - variable SOS: 15 minutes
Scoring	Q-global Web-based Administration, Scoring, and/or Reporting, or Manual Scoring
Scoring (text field)	
Psychometric properties	“Internal Consistency: An analysis of internal consistency yielded coefficient alpha reliabilities generally in the .90s for the composite scales, and reliabilities generally in the .80s for individual scales across all forms (TRS, PRS, SRP) in both the general sample and the clinical sample. Validity: The BASC-2 includes an extensive section on test validity. According to the authors, the BASC-2 was developed using content that came from teachers, parents, children and psychologists. The tool was also developed using diagnostic criteria from the DSMIV and DSMIVTR, as well as other behavioural instruments.” (Community-University Partnership for the Study of Children, Youth, and Families, 2011).
Translation(s) and adaptation(s)	United States (English), United States (Spanish), United Kingdom

Training and other requirements for test users	It is expected that: <ul style="list-style-type: none"> · users have completed a recognized graduate training program in psychology; · received formal academic training in the administration, scoring, and interpretation of behaviour rating scales and personality scales; · received supervised experience with such instruments.
Strengths / Weaknesses	The results of each of the tests are used for detecting possible problems in these areas, and for deepening the child's or adolescent's knowledge or planning or intervention.
Publisher	Pearson Publishers
Where to find additional information?	English version (United States): https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/Behavior-Assessment-System-for-Children-%7C-Third-Edition-/p/100001402.html English version (United Kingdom): https://www.pearsonclinical.co.uk/Psychology/ChildMentalHealth/ChildADDADHDBehaviour/basc3/Resources/basc-3-uk-flyer.pdf Spanish version (United States): https://www.pearsonclinical.es/basc-3-sistema-de-evaluacion-de-la-conducta-de-ninos-y-adolescentes-3
Other relevant information	Community-University Partnership for the Study of Children, Youth, and Families (2011). Review of the Behavior Assessment System for Children –Second Edition (BASC2). Edmonton, Alberta, Canada.

BASC-3: Behavior Assessment System for Children, *Third Edition*

AUTHORS:

Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	BASC-3: Behavior Assessment System for Children, Third Edition
Author(s)	United States, English Original: C. Reynolds, & R. Kamphaus United Kingdom, English Adaptation: C. Reynolds, & R. Kamphaus
Age range	0-3 3-7
Age range (text field)	2 to 22 years old (Teacher Report Scale and Parent Report Scale); 6 years through college age (Self Report of Personality) Three levels for the <ul style="list-style-type: none"> · preschool (2 through 5) · child (6 through 11) · adolescent (12 through 21). The SRP has four levels: <ul style="list-style-type: none"> · interview (6 through 7) · child (8 through 11), adolescent (12 through 18) · college (18 through 22).
Constructs	Self-awareness Social-awareness Relationship skills Emotional and Behaviour Problems
Scales and Subscales	The BASC-3 is a multimethod, multidimensional system used to evaluate the behaviour and self-perceptions of children and young adults ages 2 through 25. It includes the following components: <ul style="list-style-type: none"> · Teacher Rating Scales (TRS) · Parent Rating Scales (PRS) · Self-Report of Personality (SRP) · Structured Developmental History (SDH) · Student Observation System (SOS) · Parenting Relationship Questionnaire TRs and PRS Clinical Scale · Aggression · Anxiety · Attention Problems · Atypicality · Conduct Problems · Depression · Hyperactivity · Learning Problems · Somatization · Withdrawal TRs and PRS Adaptive Scale · Activities of Daily Living · Adaptability · Functional Communication · Leadership · Social Skills · Study Skills

Scales and Subscales	Content scale <ul style="list-style-type: none"> · Anger Control · Bullying · Developmental Social Disorders · Emotional Self-control · Executive Functioning · Negative Emotionality · Resiliency Self-report of Personality (SRP)
Sources of information	Child Teacher Parent
Formats for administration	Interview Questionnaire Observation
Administration	Individual TRS: 10 minutes TRS: 10–20 minutes PRS: 10–20 minutes SRP: 20–30 minutes SRP–I: 25 minutes or less SDH - variable SOS: 15 minutes
Scoring	Q-global Web-based Administration, Scoring, and/or Reporting, or Manual Scoring
Scoring (text field)	
Psychometric properties	A study was conducted with a sample representing the population of U.S. children and young adults aged 2 through 21 (and college students aged 18 through 25); 311 examiners in 44 states were included; TRS was applied to 1,700 participants; PRS to 1,800 participants; and SRP to 900 participants. Reliability coefficients presented good values for all scales for preschool children. More specific reliability information can be consulted at https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/basc-3/basc3-publication-summary.pdf
Translation(s) and adaptation(s)	United States (English), United States (Spanish), United Kingdom
Training and other requirements for test users	It is expected that: <ul style="list-style-type: none"> · users have completed a recognized graduate training program in psychology; · received formal academic training in the administration, scoring, and interpretation of behaviour rating scales and personality scales; · received supervised experience with such instruments.
Strengths / Weaknesses	
Publisher	Pearson Publishers

Where to find additional information?	English version (United States): https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/Behavior-Assessment-System-for-Children-%7C-Third-Edition-/p/100001402.html English version (United Kingdom): https://www.pearsonclinical.co.uk/Psychology/ChildMentalHealth/ChildADDADHDBehaviour/basc3/Resources/basc-3-uk-flyer.pdf Spanish version: https://www.pearsonclinical.es/basc-3-sistema-de-evaluacion-de-la-conducta-de-ninos-y-adolescentes-3
Other relevant information	

BASC-3 BESS: Behavior Assessment System for Children, Second Edition- Behavioral and Emotional Screening System

AUTHOR:
Nadia Koltcheva,
New Bulgarian University

Name of the measure	BASC-3 BESS: Behavior Assessment System for Children, Second Edition- Behavioral and Emotional Screening System
Author(s)	United States, English Original: C. Reynolds, & R. Kamphaus United Kingdom, English Adaptation: C. Reynolds, & R. Kamphaus
Age range	3-7
Age range (text field)	3 to 18:11 (Teacher and Parent) 8 to 18:11 (Self-Report)
Constructs	Self-awareness Social-awareness Relationship skills Emotional and Behaviour Problems
Scales and Subscales	<p>“The BASC-3: BESS is designed for schools, mental health clinics, pediatric clinics, communities, and researchers to screen for a variety of behavioural and emotional disorders that can lead to adjustment problems.”</p> <p>“The BASC-3 BESS consists of three brief forms that range from 25 to 30 items and can be completed by teachers, parents, or students.</p> <p>Teacher form with two levels: Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12)</p> <p>Student self-report form with one level: Child/Adolescent (for Grades 3 through 12)</p> <p>Parent form with two levels: Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12)</p> <p>College Student self-report form with one level: ages 18-25 and is a part of the BASC-3 Q-global BESS Screener Report</p> <p>Requires no formal training for the ratters and can be administered in just 5-10 minutes.</p> <p>Normed on a representative sample that closely matches recent U.S. Census population characteristics.”</p> <p>(BASC-3: BESS, PEARSON, 2022)</p>
Sources of information	Child Teacher Parent
Formats for administration	Interview Questionnaire Observation
Administration	Individual and Group Administration
Scoring	Manual Electronic

Scoring (text field)	Q-global Web-based Administration, Scoring, and/or Reporting, or Manual Scoring.
Psychometric properties	<p>“Internal Consistency: An analysis of internal consistency yielded coefficient alpha reliabilities generally in the .90s for the composite scales, and reliabilities generally in the .80s for individual scales across all forms (TRS, PRS, SRP) in both the general sample and the clinical sample.</p> <p>Validity: The BASC-2 includes an extensive section on test validity. According to the authors, the BASC-2 was developed using content that came from teachers, parents, children and psychologists. The tool was also developed using diagnostic criteria from the DSMIV and DSMIVTR, as well as other behavioural instruments.”</p> <p>(Community-University Partnership for the Study of Children, Youth, and Families, 2011).</p>
Translation(s) and adaptation(s)	United States (English), United States (Spanish), United Kingdom
Training and other requirements for test users	Qualification level: B according to PEARSON classification.
Strengths / Weaknesses	<p>“Benefits:</p> <ul style="list-style-type: none"> • Assess a wide array of behaviours that represent both behavioural problems and strengths. • Use forms that can be completed in approximately five minutes or less, without the need for specialized training. • Utilize Spanish-language versions of the parent and student self-report forms. • Use Total Score on the report that is a reliable and accurate predictor of a broad range of behavioural, emotional and academic problems. • Explore indexes that identify responses that may be overly negative or inconsistent.” <p>(BASC-3: BESS, PEARSON, 2022)</p>
Publisher	Pearson Publishers
Where to find additional information?	<p>English version (United States): https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/BASC-3-Behavioral-and-Emotional-Screening-System/p/100001482.html?tab=overview</p> <p>English version (United Kingdom): https://www.pearsonclinical.co.uk/store/ukassessments/en/Store/Professional-Assessments/Behavior/Brief/BASC-3-Behavioral-and-Emotional-Screening-System/p/P100009117.html#</p>
Other relevant information	<p>BASC-3: BESS, PEARSON, 2022</p> <p>https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Comprehensive/BASC-3-Behavioral-and-Emotional-Screening-System/p/100001482.html?tab=product-details</p> <p>BASC-3 Brochure</p> <p>https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/basc-3/basc-3-brochure.pdf</p>

BERS-2 - TRS: Behavioral and Emotional Rating Scale - Teacher Rating Scale, *Second edition*

AUTHORS:

Beatriz Barat, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI

Name of the measure	BERS-2 - TRS: Behavioral and Emotional Rating Scale - Teacher Rating Scale, Second edition
Author(s)	United States, English Original: M. H. Epstein Finland, Finnish Adaptation: E. T. Sointu, H. Savolainen, M. C. Lambert, K. Lappalainen, & M. Epstein Lithuania, Lithuanian Adaptation: P. D. Nordness, M. C. Lambert, R. Gelezinienė & M. Kuhn
Age range	3-7
Age range (text field)	5 to 18 years
Constructs	Self-awareness Self-management Social-awareness
Scales and Subscales	Strength Index (total of 52 items): · Interpersonal strength – 15 items · Family involvement – 10 items · Intrapersonal strength – 11 items · School functioning – 9 items · Affective strength – 7 items 8 Open-ended questions about: · Academic strength · Social strength · Athletic strength · Family strength · Community strength
Sources of information	Teachers
Formats for administration	Interview Questionnaire
Administration	10 minutes
Scoring	
Scoring (text field)	
Psychometric properties	Internal consistency: .84 to .92 (Buckley & Epstein, 2004)

Translation(s) and adaptation(s) Spanish, Finnish, Lithuanian

Training and other requirements for test users The BERS-2-TRS has to be administered by school psychologists

Strengths / Weaknesses

Publisher PRO-ED

Where to find additional information? English version (United States):
<https://www.proedinc.com/Products/11542/bers2-teacher-rating-scale-25.aspx>

Other relevant information

Buckley, J. A., & Epstein, M. H. (2004). The Behavioral and Emotional Rating Scale-2 (BERS-2): Providing a comprehensive approach to strength-based assessment. *The California School Psychologist*, 9, 21-27. <https://doi.org/10.1007/BF03340904>

Benner, G. J., Beaudoin, K. M., Mooney, P., & Uhing, B. (2007). Convergent validity with the BERS-2 teacher rating scale and the Achenbach Teacher's Report Form: A replication and Extension. *Journal of Child and Family Studies*, 17, 427-436. <https://doi.org/10.1007/s10826-007-9156-z>

Epstein, M. H. (2004). Behavioral and Emotional Rating Scale-2nd Edition: A strengths-based approach to assessment. Austin, TX: PRO-ED.

Finnish adaptation: Sointu, E. T., Savolainen, H., Lambert, M. C., Lappalainen, K., & Epstein, M. H. (2013). Behavioral and emotional strength-based assessment of Finnish elementary students: psychometrics of the BERS-2. *European Journal of Psychology of Education*, 29(1), 1-19. <https://doi.org/10.1007/s10212-013-0184-3>

Lithuanian adaptation: Nordness, P. D., Lambert, M. C., Gelezinienė, R., & Kuhn, M. (2019). Convergent and concurrent validity of the Lithuanian version of the Behavioral and Emotional Rating Scale-2 teacher rating scale. *Journal of International Special Needs Education*, 22(1), 35-42. <https://doi.org/10.9782/16-00049>

Name of the measure	BIKO 3-6: Development of Basic Competencies of 3- to 6-year-olds
Author(s)	Germany, German Original: D. Seeger, M. Holodynski, & E. Souvignier
Age range	3-7
Age range (text field)	
Constructs	Self-management Social awareness Relationship skills Emotional and behaviour problems
Scales and Subscales	4 separate screenings of the following domains: <ul style="list-style-type: none"> • Linguistic <ul style="list-style-type: none"> – repeating sentences (10 items) – reciting of numerical orders (10 items) – recognition of word-families (8 items) – repeating of coinage (10 items) • Socio-Emotional <ul style="list-style-type: none"> – cooperativeness (6 items) – integration (6 items) – problematic behaviour (6 items) – prosocial behaviour (6 items) – play behaviour (6 items) – regulation (8 items) • Motoric <ul style="list-style-type: none"> – motoric development (8 items) • Numeric <ul style="list-style-type: none"> – numeric development (9 items)
Sources of information	Teacher
Formats for administration	Direct assessment Observation
Administration	Execution time: approx. 15 minutes for each development area
Scoring	Manual
Scoring (text field)	Raw values converted to percentile ranks, interpretation of the raw values in relation to reference norms (individual, social and objective)

Psychometric properties	Internal consistency: <ul style="list-style-type: none"> • linguistic scales: $.61 < \alpha < .84$ • socio-emotional scales: $.86 < \alpha < .91$ • motoric scale: $\alpha = .77$ • numeric scale: $\alpha = .87$ Retest-reliability: <ul style="list-style-type: none"> • socio-emotional scales: $.86 < r_{tt} < .91$ (two weeks) • motoric scale: $r_{tt} = .82$ (two weeks) • numeric scale: $r_{tt} = .88$ (three months) Split-Half reliability: <ul style="list-style-type: none"> • linguistic scales: $.63 < r_{tt} < .90$
Translation(s) and adaptation(s)	
Training and other requirements for test users	The pedagogical staff of a daycare centre should be trained to use the test.
Strengths / Weaknesses	
Publisher	Germany: Hogrefe Verlag
Where to find additional information?	German version: https://www.testzentrale.de/shop/biko-screening-zur-entwicklung-von-basiskompetenzen-fuer-3-bis-6-jaehrige.html
Other relevant information	

BITSEA: Brief Infant Toddler Social Emotional Assessment

AUTHORS:

Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	BITSEA: Brief Infant Toddler Social Emotional Assessment
Author(s)	United States, English Original: M, J, Briggs-Gowan, J. R. Irwin, K. Wachtel, A. S. Carter, & D. V. Cicchetti
Age range	0-3
Age range (text field)	12 to 36 months
Constructs	Social and emotional development
Scales and Subscales	Assesses and supports the identification of social-emotional/behavioural problems and delays in competence in 12 to 36 months of age
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Questionnaire
Scoring	Manual
Scoring (text field)	
Psychometric properties	Non-applicable
Translation(s) and adaptation(s)	Spanish version – parent and child care form Dutch for the Netherlands – parent form only
Training and other requirements for test users	
Strengths / Weaknesses	
Publisher	BITSEA © Yale University and the University of Massachusetts 2002

Where to find additional information?

https://eprovide.mapi-trust.org/instruments/brief-infant-toddler-social-emotional-assessment#member_access_content

Other relevant information

Briggs-Gowan MJ, Carter AS, Irwin JR, Wachtel K, Cicchetti DV. The Brief Infant-Toddler Social and Emotional Assessment: screening for social-emotional problems and delays in competence. *J Pediatr Psychol*. 2004 Mar;29(2):143-55 (PubMed abstract).

Briggs-Gowan MJ, Carter AS, McCarthy K, Augustyn M, Caronna E, Clark R. Clinical validity of a brief measure of early childhood social-emotional/behavioral problems. *J Pediatr Psychol*. 2013 Jun;38(5):577-87

Name of the measure	BRIEF-2: Behaviour Rating Inventory of Executive Function Second Edition
Author(s)	United States, English Original: G. Gioia, P. Isquith, S. Guy, and L. Kenworth Denmark, Danish Adaptation: Hogrefe Psykologisk Forlag A/S Netherlands, Dutch Adaptation: M. Huizinga, D. Smidts Italy, Italian Adaptation: A. Marano, M. Innocenzi, A. Devescovi, and S. D'Amico Spain, Spanish Adaptation: M. J. Maldonado Belmonte, C. Fournier del Castillo, R. Martínez Arias, J. González Marqués, et. al. Sweden, Swedish Adaptation: Hogrefe Psykologiförlaget AB Norway, Norwegian Adaptation: Hogrefe Older edition: BRIEF Czechia, Czech Adaptation: R. Ptáček France, French Adaptation: A. Roy, N. Fournet, D. Legall, and J.L. Roulin Germany, German Adaptation: R. Drechler, and H.C. Steinhausen
Age range	3-7
Age range (text field)	5 to 18 years
Constructs	Self-management
Scales and Subscales	4 scales: · Behaviour Regulation Index · Emotion Regulation Index · Cognitive Regulation Index · Global Executive Composite 9 subscales: · Task monitor · Shift · Working memory · Self-monitor · Initiate · Organization of materials · Emotional control · Inhibit · Plan/organize 63 items in total 3 validity scales: · Inconsistency · Negativity · Infrequency

Sources of information	Child Parent Teacher
Formats for administration	Direct assessment
Administration	10 minutes
Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	Original English version psychometric properties: Reliability: 0.71 – 0.98 (α); interrater 0.36 – 0.62; test-retest 0.72 – 0.82 Validity: item-total correlations 0.44 – 0.83; intercorrelations 0.41 – 0.88; measure of model fit 0.95 – 0.99
Translation(s) and adaptation(s)	Danish, Dutch, English, Italian, Norwegian, Spanish, Swedish Older edition: BRIEF Czech, French, German
Training and other requirements for test users	Test user accreditation; relevant qualifications/experience.
Strengths / Weaknesses	Strengths: Provides a link between executive function and social-emotional control. Efficient, comprehensive, and consistent with current models as its predecessor, the BRIEF. Improved internal structure, with scales supported by factor analysis and three indexes consistent with widely accepted theory: Behaviour Regulation, Emotion Regulation, and Cognitive Regulation. Clinical data provide support for evidence-based assessment and interpretation of clinical profiles. Reliable change statistics make it easy to measure the significance of a change in scores over time.
Publisher	United States: Psychological Assessment Resources (PAR) Italy: Hogrefe Editore United Kingdom: Hogrefe Ltd (distributor for PAR) Sweden: Hogrefe Psykologiförlaget Denmark: Hogrefe Psykologisk Forlag Netherlands: Hogrefe Uitgevers Spain: TEA Ediciones Older edition: BRIEF France: Éditions Hogrefe France Czech Republic: Hogrefe – Testcentrum Germany: Hogrefe Verlag

Where to find additional information?

Danish version:
<https://www.hogrefe.com/dk/shop/behavior-rating-inventory-of-executive-function-second-edition.html>
 Dutch version:
<https://www.hogrefe.com/nl/shop/vragenlijst-executieve-functies-voor-5-tot-en-met-18-jarigen.html>
 English version:
<https://www.hogrefe.com/uk/shop/behavior-rating-inventory-of-executive-function-second-edition-84810.html>
 Italian version:
<https://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/brief2-behavior-rating-inventory-executive-function-second-edition/>
 Norwegian version:
<https://hogrefe.no/no/kliniske-tester-og-verktoy/brief-2/>
 Spanish version:
<http://web.teaediciones.com/BRIEF-2-Evaluacion-Conductual-de-la-Funcion-Ejecutiva.aspx>
 Swedish version:
<https://hogrefe.se/Klinisk-psykologi/Neuropsykologi-och-minne/BRIEF-2/>

Older edition: BRIEF
 Czech version:
<http://www.testcentrum.com/testy/brief>
 French version:
<https://www.hogrefe.fr/produit/brief-inventaire-devaluation-comportementale-des-fonctions-executives/>
 German version:
<https://www.testzentrale.de/shop/verhaltensinventar-zur-beurteilung-exekutiver-funktionen.html>

Other relevant information

BRIEF-P: Behavior Rating Inventory of Executive Function-Preschool Version™

AUTHOR:
Hogrefe Publishing Group

Name of the measure	BRIEF-P: Behavior Rating Inventory of Executive Function-Preschool Version™
Author(s)	United States, English Original: G. A. Gioia, P. K. Isquith, S. C. Guy, & L. Kenworth Netherlands, Dutch Adaptation: K.van der Heijden, J. Suurland, L. M.J. de Sonnevillie, & H. Swaab France, French Adaptation: A. Roy, D. Le Gall Germany, German Adaptation: M. Daseking, & F. Petermann Italy, Italian Adaptation: A. Marano, M. Innocenzi, & A. Devescovi Spain, Spanish Adaptation: E. Bausela, & T. Luque Denmark, Danish Adaptation: M. Bengtsson, D. Gottlieb, J. R. Jepsen, & M. Michel Sweden, Swedish Adaptation: Hogrefe Psykologiförlaget
Age range	0-3 3-7
Age range (text field)	2 to 5:11 years
Constructs	Self-management
Scales and Subscales	Inhibit, Shift, Emotional Control, Working Memory, and Plan/Organize. Inhibitory Self-Control, Flexibility, and Emergent Metacognition) and one composite score (Global Executive Composite). 2 validity scales: inconsistency and negativity. 63 items in total.
Sources of information	Child Parent Teacher
Formats for administration	Direct assessment
Administration	10 minutes
Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	Psychometric properties for the original version: Reliability: 0.80 – 0.97 (α); test-retest 0.65 – 0.94. Validity: with ADHD-IV-P 0.48 – 0.90; with the CBL-1½-5 0.12 – 0.67

Translation(s) and adaptation(s)	Danish, Dutch, English, French, German, Italian, Spanish, Swedish
Training and other requirements for test users	Test user accreditation; relevant qualifications/experience
Strengths / Weaknesses	Provides a link between executive function and social-emotional control. The assessment of executive function in pre-school-aged children is often difficult because of the variable nature of behaviour in this age range; the limitations in motor and verbal proficiency at this age; and the many neuropsychological, psychological, developmental, and other medical conditions that begin to manifest during the preschool years. The BRIEF-P™ is designed to specifically measure the range of behavioural manifestations of executive function in children as young as 2 years of age, thus facilitating intervention at earlier stages of development.
Publisher	United States: Psychological Assessment Resources (PAR) France: Éditions Hogrefe Italy: Hogrefe Editore United Kingdom: Hogrefe Ltd (distributor for PAR) Sweden: Hogrefe Psykologiförlaget Denmark: Hogrefe Psykologisk Forlag Netherlands: Hogrefe Uitgevers Germany: Hogrefe Verlag Spain: TEA Ediciones
Where to find additional information?	Danish version: https://www.hogrefe.com/dk/shop/behaviour-rating-inventory-of-executive-function-forskoleborn.html Dutch version: https://www.hogrefe.com/nl/shop/brief-p-vragenlijst-executieve-functies-bij-peuters.html English version: https://www.hogrefe.com/uk/shop/behaviour-rating-inventory-of-executive-function-preschool-version.html French version: https://www.hogrefe.fr/produit/brief-p/ German version: https://www.testzentrale.de/shop/verhaltensinventar-zur-beurteilung-exekutiver-funktionen-fuer-das-kindergartenalter.html Italian version: https://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/brief-p-behavior-rating-inventory-executive-function-preschool-version/ Spanish version: http://web.teaediciones.com/BRIEF-P-Evaluacion-Conductual-de-la-Funcion-Ejecutiva.aspx Swedish version: https://hogrefe.se/Klinisk-psykologi/Neuropsykologi-och-minne/BRIEF-F/
Other relevant information	

CAB: Clinical Assessment of Behavior

AUTHOR:
Kostantin Videv,
Hestia Foundation, Prometrics

Name of the measure	CAB: Clinical Assessment of Behavior
Author(s)	United States, English Original: B. A. Bracken, & L. K. Keith Bulgaria, Bulgarian Adaptation: D. Boyanova
Age range	0-3 3-7
Age range (text field)	2 to 18 (parent form) 5 to 18 (teacher form)
Constructs	Self-awareness Self-management Relationship skills Emotional and behavioural problems
Scales and Subscales	CAB - Parent Extended Form has a total of 170 items while CAB - Parent or Teacher Form has a total of 70 items. All the three forms have the same scales and clusters. Scales Internalized Behaviours (INT) · (Extended Parent Form (CAB-PX) – 30 items, · Parent Form (CAB-P) – 16 items, · Teacher Form (CAB-T) – 16 items) Externalized Behaviours (EXT) · (Extended Parent Form (CAB-PX) – 30 items, · Parent Form (CAB-P) – 18 items, · Teacher Form (CAB-T) – 18 items) Critical Behaviours (CRI) · (Extended Parent Form (CAB-PX) – 30 items) Social Skills (SOC) · (Extended Parent Form (CAB-PX) – 30 items, · Parent Form (CAB-P) – 18 items, · Teacher Form (CAB-T) – 18 items) Competence (COM) · (Extended Parent Form (CAB-PX) – 30 items, · Parent Form (CAB-P) – 18 items, · Teacher Form (CAB-T) – 18 items) Adaptive Behaviours (ADB) · (Extended Parent Form (CAB-PX) – 20 items) CAB Behavioural Index (CBI) – a sum of all items · (Extended Parent Form (CAB-PX) – 170 items, · Parent Form (CAB-P) – 70 items, · Teacher Form (CAB-T) – 70 items) Clusters Anxiety (ANX) · (Extended Parent Form (CAB-PX) – 23 items, · Parent Form (CAB-P) – 11 items, · Teacher Form (CAB-T) – 11 items)

Scales and Subscales	<p>Depression (DEP)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 36 items, · Parent Form (CAB-P) – 16 items, · Teacher Form (CAB-T) – 16 items) <p>Anger (ANG)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 15 items, · Parent Form (CAB-P) – 9 items, · Teacher Form (CAB-T) – 9 items) <p>Aggression (AGG)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 25 items, · Parent Form (CAB-P) – 13 items, · Teacher Form (CAB-T) – 13 items) <p>Bullying (BUL)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 36 items, · Parent Form (CAB-P) – 19 items, · Teacher Form (CAB-T) – 19 items) <p>Conduct Problems (CP)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 28 items, · Parent Form (CAB-P) – 8 items, · Teacher Form (CAB-T) – 8 items) <p>Attention-Deficit/Hyperactivity (ADH)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 21 items, · Parent Form (CAB-P) – 20 items, · Teacher Form (CAB-T) – 20 items) <p>Autistic Spectrum Behaviours (ASB)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 30 items, · Parent Form (CAB-P) – 13 items, · Teacher Form (CAB-T) – 13 items) <p>Learning Disability (LD)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 23 items, · Parent Form (CAB-P) – 15 items, · Teacher Form (CAB-T) – 15 items) <p>Mental Retardation (MR)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 25 items, · Parent Form (CAB-P) – 12 items, · Teacher Form (CAB-T) – 12 items) <p>Executive Function (EF)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 17 items, · Parent Form (CAB-P) – 13 items, · Teacher Form (CAB-T) – 13 items) <p>Gifted and Talented (GAT)</p> <ul style="list-style-type: none"> · (Extended Parent Form (CAB-PX) – 27 items, · Parent Form (CAB-P) – 17 items, · Teacher Form (CAB-T) – 17 items) <p>Clinical Scales:</p> <ul style="list-style-type: none"> · Internalizing Behaviours · Externalizing Behaviours · Critical Behaviours <p>Adaptive Scales:</p> <ul style="list-style-type: none"> · Social Skills · Competence · Adaptive Behaviour <p>Emotional disturbance and social maladjustment scales:</p> <ul style="list-style-type: none"> · Emotional disturbance · Social maladjustment
	Sources of information

Formats for administration	Questionnaire
Administration	<p>Required materials: CAB Answer Sheet (CAB-PX or CAB-P for parents and CAB-T for teachers).</p> <p>Time: 10-15 minutes for CAB-P and CAB-T; 30 minutes for CAB-PX.</p> <p>It can be administered individually or in a group.</p>
Scoring	<p>Manual</p> <p>Electronic</p>
Scoring (text field)	<p>Electronic score via PARiConnect</p> <p>Results are displayed in T-scores.</p> <p>Results are calculated electronically (with Examinea.com).</p> <p>CAB extended parent rating form internal consistency: .91 to .98</p> <p>CAB parental rating form internal consistency: .88 to .97</p> <p>CAB teacher rating form internal consistency: .92 to .98</p> <p>Bulgarian adaptation:</p> <p>Reliability: Cronbach's alpha for all scales in:</p> <ul style="list-style-type: none"> CAB-PX – between 0.88 and 0.97 CAB-P – between 0.82 and 0.96 CAB-T – between 0.84 and 0.97 <p>Inter-rater correlations:</p> <ul style="list-style-type: none"> CAB-PX – between 0.69 and 0.81 CAB-P – between 0.67 and 0.84 CAB-T/CAB-P – between 0.61 and 0.77 <p>Validity: Comparison of the results of the normative and the clinical sample with t-test for independent samples – all t-test are significant ($p \leq 0.001$).</p> <p>Factor structure corresponds to the original standardization. Correlations of all CAB scales with other standardized tests (DAF, MMPI-A, DESK 3-6, DP-3) for children are examined and demonstrate the theoretically expected results.</p>
Psychometric properties	
Translation(s) and adaptation(s)	<p>English</p> <p>Bulgarian</p>
Training and other requirements for test users	<p>Required qualification: Level B</p> <p>Requires training with an experienced professional</p> <p>The instrument has to be applied by a psychologist.</p>
Strengths / Weaknesses	<p>Strengths: Assists in the identification of children and adolescents across a wide age range who are in need of behavioural, educational, or psychiatric treatment or intervention.</p> <p>Assesses behaviours that reflect current societal concerns and issues about youth and their behaviour (e.g., bullying, aggression, executive function, gifted and talented).</p> <p>A balanced theoretical framework of both competence-based qualities and problem-based concerns makes the CAB useful for evaluating adaptive strengths and clinical risks.</p>
Publisher	<p>United States: PAR inc.</p> <p>Bulgaria: Hestia Foundation / Prometriks Ltd.</p>

Where to find additional information?	English version: https://www.parinc.com/Products/Pkey/31 Bulgarian version: https://hestiabg.com/bg/tests/cab/
Other relevant information	Bracken, B. A., & Keith, L. K. (2004). Clinical Assessment of Behavior. Lutz, FL: Psychological Assessment Resources. Bracken, B. A., & Brown, E. F. (2008). Early identification of high-ability students: Clinical Assessment of Behavior. Journal for the Educational of the Gifted, 31(4), 403-426. https://doi.org/10.4219/jeg-2008-794

CBQ: Children's Behavior Questionnaire

AUTHORS:
Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI
Nadia Koltcheva, New Bulgarian University

Name of the measure	CBQ: Children's Behavior Questionnaire
Author(s)	United States, English Original: M. K. Rothbart, A. Ahadi, K. L. Hershey, & P. Fisher Germany, Dutch Adaptation: E. F. C. Sleddens, S. P. J. Kremers, M. J. J. M. Candel, N. N. K. De Vries, & C. Thijs Finland, Finnish Adaptation: L. M. Gaias, K. Raikkonen, N. Komsu, M. A. Gartstein, P. A. Fisher, & S. P. Putman
Age range	3-7
Age range (text field)	3 to 7 years
Constructs	Self-management
Scales and Subscales	<p>The Children's Behavior Questionnaire (CBQ) has been designed to measure temperament in children 3 to 7 years of age. The CBQ assesses the following 3 dimensions, 15 scales with 12, 13 or 14 items making a total of 195 items:</p> <p>Extraversion/Surgency:</p> <ul style="list-style-type: none"> • Impulsivity • High intensity pleasure • Activity level • Shyness <p>Effortful Control</p> <ul style="list-style-type: none"> • Low intensity pleasure • Inhibitory control • Attentional focusing • Perceptual sensitivity • Smiling/Laughter • Perceptual sensitivity <p>Negative Affectivity</p> <ul style="list-style-type: none"> • Positive anticipation • Fear • Discomfort • Anger/frustration • Sadness • Soothability <p>CBQ Short Form has 15 scales and a total of 94 items:</p> <p>Extraversion/Surgency:</p> <ul style="list-style-type: none"> • Impulsivity - 6 items • High intensity pleasure - 6 items • Activity level - 7 items • Shyness - 6 items

Scales and Subscales	<p>Effortful Control</p> <ul style="list-style-type: none"> • Low intensity pleasure - 8 items • Inhibitory control - 6 items • Attentional focusing - 6 items • Smiling/Laughter - 6 items • Perceptual sensitivity - 6 items <p>Negative Affectivity</p> <ul style="list-style-type: none"> • Positive anticipation - 6 items • Fear - 6 items • Discomfort - 6 items • Anger/frustration - 6 items • Sadness - 7 items • Soothability - 6 items <p>CBQ Very Short Form has 3 broad scales and a total of 36 items.</p> <ul style="list-style-type: none"> • Extraversion/Surgency - 12 items • Effortful Control - 12 items • Negative Affectivity - 12 items
Sources of information	Parents
Formats for administration	Questionnaire
Administration	<p>Paper Individual</p> <p>Time required:</p> <ul style="list-style-type: none"> • CBQ Standard – 1 hour; Short – 30-40 minutes; Very Short – 10-15 minutes. <p>The instrument required the use only of a pen/pencil and paper. It is done individually with the child.</p>
Scoring	Manual
Scoring (text field)	Clear type of scores, compatible with SPSS. Currently, the scoring is mostly done manually, but electronically-based versions are being developed.
Psychometric properties	<p>CBQ: internal consistency of scales is from .64 to .94</p> <p>CBQ Short Form:</p> <ul style="list-style-type: none"> • Extraversion/Surgency $\alpha = .75$ • Effortful Control $\alpha = .72$ • Negative Affectivity $\alpha = .74$ <p>CBQ Very Short Form:</p> <ul style="list-style-type: none"> • Extraversion/Surgency $\alpha = .83$ • Effortful Control $\alpha = .75$ • Negative Affectivity $\alpha = .83$

Translation(s) and adaptation(s)	<p>CBQ: Children's Behavior Questionnaire Translated in many languages: https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/the-childrens-behavior-questionnaire/</p> <p>The following non-English versions of the CBQ forms are available for download:</p> <ul style="list-style-type: none"> • Arabic versions of the CBQ Standard (boys' and girls'), Short, and Very Short Forms, translated by Mirjana Majdandzic, Waleed Al-faisal, and Karakhalil • A Catalan version of the CBQ Short Form, translated by Nuria de la Osa and colleagues at Unitat d'Epidemiologia i Diagnostic en Psicopatologia del Desenvolupament. Universitat Autònoma de Barcelona • Chinese versions of the CBQ Standard, Short, and Very Short Parent Forms; and Short Teacher-Report Form, translated by Li Qu, Gao Shan, Li Hong, and Philip Zelazo (standard), Linman Li and Guangheng Dong (short) and Song Fang (teacher-report). Selection and minor modifications to create the Very Short form conducted by Longfeng Li, Zhang Xiao and Bai Liu. • A Chinese (Taiwan usage) version of the Standard CBQ, translated by Leng-Ling Lay (National Taiwan University), Kung-Yu Hsu (Fo Guang University), and Yunn-Ru Chen (National Taiwan University) • A Czech version of the CBQ Very Short Form, translated by Lea Takács, Jan Havlíček, Zuzana Štěrbová, Miloň Potměšil, Petra Potměšilová, Lenka Martinec Nováková, Filip Smolík, and Daniela Sobotková • A Danish version of the CBQ Very Short Form, translated by Marianne Thode Krogh. • Dutch versions of the CBQ Standard, Short, Very Short Forms, each with girls' and boys' versions, translated by Mirjana Majdandzic • A Filipino-Tagalog version of the Very Short CBQ, translated by Diane Subega. • A Finnish version of the CBQ Standard Form, translated by Katri Raikkonen-Talvitie and the Developmental Psychology Research Group of University of Helsinki • French (Quebec) versions of the Short and Very Short CBQ, translated by Francis Lafortune, Michele Dery, and Pierrete Verlaan • German versions of the Standard, Short, and Very Short CBQ, translated by Franziska Nikolaizig • A Greek version of the Very Short CBQ, translated by Argyri Eirini • Hebrew versions of the Standard, Short, and Very Short CBQ, translated by Andrea Berger • Italian versions of the Short and Very Short CBQ, plus long form effortful control items and extra scales translated by Giada Matricardi • Japanese versions of the CBQ Standard and Short Forms and additional scales, translated by Emiko Kusanagi • A Korean version of the CBQ Standard and Very Short Form, translated by Ji-Young Lim and Yun-Jun Bae. The VSF was created from a translation by Eunkyung Shin. • A Korean version of the CBQ Short Form Teacher Report, adapted from Lim & Bae's translation by Youlmi Bae.
---	---

	<ul style="list-style-type: none"> • A Korean version of the CBQ additional scales. Translated by Youl-mi Bae. • A Lithuanian version of the Standard CBQ, translated by Vilma Zukauskienė and Dalia Nasvytienė • A Malaysian version of the CBQ Very Short Form, translated by Masadliahani Masduki. • A Norwegian version of the Standard CBQ, translated by Anne Mari Torgersen • Norwegian versions of the CBQ Short and Very Short Form, translated by Ellen Beate Sandseter • A Persian version of the CBQ Short Form, translated by Ali Nouri and Fattaneh Smaeili • A Persian version of the CBQ Standard Form, translated by Golnoosh Golmohamadi and Farhad Sakhai. • Polish versions of the Short and Very Short CBQ, translated by Jan Ciecuch and Klaudia Latkowska • Portuguese (Brazilian) versions of the CBQ Standard, Short, and Very Short Forms, translated by Vivian Caroline Klein and Maria Beatriz Martins Linhares. • A Portuguese (European) version of the CBQ Short Form, adapted by Luisa Barros. • Romanian version of the Standard CBQ, translated by Oana Benga • Serbian-Bosnian versions of the Standard and Short CBQ, Short form translated by Siniša Lakić, Slavica Tutnjević, and Snježana Mišćević; Standard form translated by Olja Borovnica. • A Sinhala version of the CBQ Short Form, translated for Dilini De Silva by uncredited translators in Sri Lanka • Spanish (European) versions of the Standard, Short, and Very Short CBQ, Translated by GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain) under the supervision of Jose Antonio Carranza • A Spanish (Mexican) version of the Very Short CBQ, translated by Fernando Salinas-Quiroz. • A Spanish (Mexican) version of the Standard CBQ, translated by Alberto Falcón Albarrán, Valeria Miramontes and Feri Domm. • A Syrian version of the Standard CBQ, translated by Mirjana Majdandzic, Waleed Al-faisal, and Karakhalil • A Swedish version of the Very Short CBQ, translated by Tommie Forslund, Matilda Frick, Maria Johansson, & Karin Brocki • A Thai version of the Very Short CBQ, translated by Nuanchan Chutabhakdikul, Orapin Lertawasatratkul and Irravadee Makris. • A Turkish version of the Short CBQ, translated by Burcu Akin Sari • Urdu versions of the Very Short CBQ, translated by Nadia Ijaz and Arifa Siddique under the supervision of Prof. Dr. Rukhsana Kausar, with additional adaptations by Attiya Siraj under the supervision of Dr. Humaira Jami; and the teacher-report Short CBQ, translated by Abia Nazim
Translation(s) and adaptation(s)	
Training and other requirements for test users	No special training is required, but Level B in Psychological assessment qualification is recommended.
Strengths / Weaknesses	Strengths: The tool is easy to use, good in structure, excellent validity, and it is conveniently translated to many languages. Weaknesses: They lie mostly with the scientific preferences of the users.

Publisher	USA: Bowdoin Every form of this questionnaire has free access at https://research.bowdoin.edu/rothbart-temperament-questionnaires/ The instrument is not for sale. Access to it can be requested and granted given a scientific purpose is provided: https://research.bowdoin.edu/rothbart-temperament-questionnaires/request-forms/
Where to find additional information?	English version (United States): https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList
Other relevant information	<p>Mary Rothbart's Temperament Questionnaires https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/ https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList</p> <p>Rothbart, M. K., Ahadi, S. A., Hershey, K. L., & Fisher, P. (2001). Investigations of temperament at 3-7 years: The Children's Behavior Questionnaire. <i>Child Development</i>, 72, 1394-1408.</p> <p>Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. <i>Journal of Personality Assessment</i>, 87 (1), 103-113.</p> <p>Teglasi, H., Schussler, L., Gifford, K., Annotti, L.A., Sanders, C. & Liu, H. (2015). Child Behavior Questionnaire-Short Form for Teachers: Informant Correspondences and Divergences. <i>Assessment</i>, 22, 730-748.</p> <p>Investigations with the purpose of studying the validity and reliability of the different translations:</p> <ul style="list-style-type: none"> • CBQ: <ul style="list-style-type: none"> – Dutch: Sleddens, E. F. C., Kremers, S. P. J., Candel, M. J. J. M., De Vries, N. K., & Thijs, C. (2011). Validating the Children's Behavior Questionnaire in Dutch children: Psychometric properties and a cross-cultural comparison of factor structures. <i>Psychological assessment</i>, 23(2), 417-426. https://doi.org/10.1037/a0022111 – Finnish: Gaias, L. M., Raikkonen, K., Komsu, N., Gartstein, M. A., Fisher, P. A., & Putman, S. P. (2012). Cross-cultural temperamental differences in infants, children, and adults in the United States of America and Finland. <i>Scandinavian Journal of Psychology</i>, 53(2), 119-128. https://doi.org/10.1111/j.1467-9450.2012.00937.x <p>It's important to note that the CBQ has two additional versions: (1) short form and (2) very short form and were created by S. Putnam and M. K. Rothbart. Also, the following translations are described on the official website of Bowdoin:</p> <ul style="list-style-type: none"> • CBQ Short Form: <ul style="list-style-type: none"> – Catalan: Nuria de la Osa and colleagues at Unitat d'Epidemiologia i Diagnòstic en Psicopatologia del Desenvolupament. Universitat Autònoma de Barcelona – Dutch: Mirjana Majdandzic – French: Francis Lafortune, Michele Dery, and Pierrette Verlaan – German: Franziska Nikolaizig – Italian: Giada Matricardi – Norwegian: Ellen Beate Sandseter – Portuguese: Luisa Barros – Serbian-Bosnian: Siniša Lakić, Slavica Tutnjević, and Snježana Mišćević

Other relevant information

- Spanish: GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain) under the supervision of Jose Antonio Carranza
- Turkish: Burcu Akin Sari
- CBQ Very Short Form:
 - Czech: Lea Takács, Jan Havlíček, Zuzana Štěrbová, Miloň Potměšil, Petra Potměšilová, Lenka Martinec Nováková, Filip Smolík and Daniela Sobotková
 - Dutch: Mirjana Majdandzic
 - French: Francis Lafortune, Michele Dery and Pierrete Verlaan
 - German: Franziska Nikolaizig
 - Greek: Argyri Eirini
 - Italian: Giada Matricardi
 - Norwegian: Ellen Beate Sandseter
 - Polish: Jan Ciecuch
 - Spanish: GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain) under the supervision of Jose Antonio Carranza
 - Swedish: Tommie Forslund, Matilda Frick, Maria Johansson and Karin Brocki

CEFI: Comprehensive Executive Function Inventory

AUTHORS:

Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	CEFI: Comprehensive Executive Function Inventory
Author(s)	United States, English Original: J. A. Naglieri, & S. Goldstein Italy, Italian Adaptation: S. Taddei, & C. Primi
Age range	3-7
Age range (text field)	5 to 18 years
Constructs	Self-management
Scales and Subscales	<p>It includes three rating scales:</p> <ul style="list-style-type: none">• Parent form for ages 5 to 18• Teacher form for ages 5 to 18• Self-report form for ages 12 to 18. <p>Each form contains 100 items on a Likert-type scale. Ninety of the items on each form are distributed among the following nine scales:</p> <ul style="list-style-type: none">• Attention (12 items)• Emotion regulation (9 items)• Flexibility (7 items)• Inhibitory control (10 items)• Initiation (10 items)• Organization (10 items)• Planning (11 items)• Self-monitoring (10 items)• Working memory (11 items). <p>Scores from these scales can be used to pinpoint targets for intervention, and a full score is also calculated. In addition, a consistency index, a negative impression scale, and a positive impression scale are provided.</p>
Sources of information	Child Parent Teacher
Formats for administration	Questionnaire
Administration	Individual Group 15 minutes In the original version, CEFI can be administered online, sent through email, or completed on paper.

Scoring	Manual Electronic
Scoring (text field)	
	The analyses for the Italian adaptation are in progress.
Psychometric properties	<p>Original version: Parent Full Scale $\alpha = .98$ Teacher Full Scale $\alpha = .99$ Self-Report Full Scale $\alpha = .97$</p> <p>Test-retest reliability: Parent Full Scale $r = .91$ Teacher Full Scale $r = .90$ Self-Report Full Scale $r = .77$</p> <p>Comparisons were conducted between clinical samples (ADHD, ASD, Mood Disorder) and matched general population samples. CEFI is sensitive to differences in executive function behaviours between the general population and these clinical groups.</p>
Translation(s) and adaptation(s)	Italian adaptation is ongoing by Giunti Psychometrics.
Training and other requirements for test users	
Strengths / Weaknesses	<p>The CEFI is a comprehensive behaviour rating scale of executive functions strengths and weaknesses. It can be used in a variety of settings (clinical, educational, and research contexts) for diagnostic evaluations, planning and monitoring for intervention programs.</p> <p>The original CEFI was developed with the lowest reading level possible (4th and 5th Grade), while ensuring that all relevant information was covered.</p> <p>It is a rating scale based on behaviours observed and/or self-reported, so executive functions are subjectively assessed, without neuropsychological tools. Some complementary tools are needed to complete the assessment.</p>
Publisher	United States: Multi-Health Systems Inc. (MHS) Italy: Giunti Psychometrics
Where to find additional information?	English version (United States): https://storefront.mhs.com/collections/cefi
Other relevant information	

ChIA: Children's Inventory of Anger

AUTHORS:
Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	ChIA: Children's Inventory of Anger
Author(s)	United States, English Original: W. M. Nelson III, & A. J. Finch Italy, Italian Adaptation: I. Ardizzone, & M. Ferrara
Age range	3-7
Age range (text field)	6 to 16 years
Constructs	Emotional and behavioural problems
Scales and Subscales	<p>39 items with a total score, an inconsistent responding index, and four subscale scores:</p> <ul style="list-style-type: none"> · frustration · physical aggression · peer relationship · authority relations
Sources of information	Child
Formats for administration	Self-assessment/direct assessment
Administration	Individual or group completed on paper or online 15 minutes
Scoring	Electronic
Scoring (text field)	
Psychometric properties	<p>The α coefficients for the entire test are all equal to or greater than .90. The coefficients for the subscales are lower between .70 and .79.</p> <p>Correlation coefficients were calculated between the total score obtained by the entire sample and by the sample considered by gender and age group and the Scores of each subscales. These are all significant ($p < .01$).</p> <p>In order to examine the internal validity, a Confirmatory Factor Analysis (AFC) was conducted. The results are in line with those obtained by the original authors of the instrument, indicating how the factorial structure has a good adaptation in the Italian sociocultural context.</p>

Translation(s) and adaptation(s) Italian

Training and other requirements for test users

Strengths / Weaknesses

Strengths: It is a quick self-assessment questionnaire that measures anger provocation and intensity from the child's perspective. It is useful in youth programs, in clinical interventions aimed at anger control, and in systematic efforts to assess children's anger.

Because it measures the subjective experience of anger, it is helpful in treatment planning and program evaluation. It has proven especially useful in measuring change following anger management interventions.

Weaknesses: The test does not respond to the need for an in-depth clinical analysis that takes into account the various information sources concerning the child and the adolescent. So it should not be used as the only tool for clinical evaluation nor as a substitute for direct clinical observation or opinions of reference adults (e.g. parents or teachers) in the assessment of manifest aggressive behavior.

Publisher

United States: Western Psychological Service
Italy: Giunti Psychometrics

Where to find additional information?

Italian version:
<https://www.wpspublish.com chia-childrensinventory-of-anger>
<https://www.giuntios.it/catalogo/test chia>

Other relevant information

CONNERS EC: Conners
Early Childhood

AUTHOR:
Hogrefe Publishing Group

Name of the measure

CONNERS EC: Conners Early Childhood

Author(s)

United States, English Original: C. Keith Conners
United Kingdom, English Original: C. Keith Conners
Switzerland, German Adaptation: S. Harbarth, R. Steinmayr, E. Neidhardt, & H. Christiansen

Age range

0-3
3-7

Age range (text field)

2 to 6 years

Constructs

Self-management
Relationship skills
Emotional and behaviour problems

Scales and Subscales

Behavioural Scales

- Inattention/hyperactivity (16-20 items)
- Hostile/aggressive behaviour (18-19)
- Hostility/temperament (7-11)
- Aggressive behaviour (8-11)
- Social functional level/Atypical behaviour (27-31)
- Social functional level (13-16)
- Atypical behaviour (11-13)
- Anxiety (14-16)
- Mood and affect (10-11)
- Physical symptoms (8-11)
- Sleep problems (5, only parent version)

Behavioural Short Scales

- Inattention/hyperactivity (6)
- Hostile/aggressive behaviour (6)
- Social functional level/Atypical behaviour (6)
- Anxiety (6)
- Mood and affect (6)
- Physical symptoms (6)

Development Milestone Scales

- Adaptive skills (12-17)
- Communication (17)
- Motor skills (17)
- Play (5)
- Preschool/Cognitive Skills (19)
- General development (70-75)

Validity Scales

- Positive impression (3-4)
- Negative impression (6)
- Inconsistency index (10 pairs)

Global index

- Restless and impulsive (6-7)
- Emotionally unstable (3-4)
- Total (10)

Scales and Subscales	<p>Questions about impairments</p> <ul style="list-style-type: none"> · Pre-school learning behaviour (1) · Social interaction (1) · Home environment (1, only parent version) <p>Additional questions</p> <ul style="list-style-type: none"> · Other anomalies (1) · Strengths/abilities (1)
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	<p>25 minutes (individual). Conners Early Childhood: 25 minutes Conners Early Childhood Developmental Milestones: 10 to 15 minutes Conners Early Childhood Behaviour: 15 minutes Conners Early Childhood Behaviour Short: 10 minutes</p>
Scoring	Manual
Scoring (text field)	Scoring software (USB)
Psychometric properties	
Translation(s) and adaptation(s)	German, English
Training and other requirements for test users	Eligibility: Psychologists, (social) pedagogues and physicians. For interpretation of the test results, education in test theory and application is necessary.
Strengths / Weaknesses	Allows for multiple sources of information for easy comparison across raters. Easy administration, scoring and results interpretation.
Publisher	<p>United States (English): Multi-Health Systems Inc. (MHS) United Kingdom (English): Hogrefe Ltd (distributor for MHS) Switzerland: Hogrefe AG</p>
Where to find additional information?	<p>English version (United States): https://storefront.mhs.com/collections/conners-ec English version (United Kingdom): https://www.hogrefe.co.uk/shop/conners-early-childhood-91692.html German version: https://www.testzentrale.ch/shop/conners-skalen-zu-aufmerksamkeit-und-verhalten-vorschulversion.html</p>
Other relevant information	<p>Number of items varies depending on the parent/educator version. Free translations in other European Countries</p>

COR Advantage: HighScope's Child Observation Record

AUTHORS:
Margaritka Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	COR Advantage: HighScope's Child Observation Record
Author(s)	United States, English Original: L. J. Schweinhart, M. S. McNair, H. V. Barnes, & M. Larner
Age range	0-3 3-7
Age range (text field)	2 to 6 years
Constructs	Social and emotional development
Scales and Subscales	<p>High Scope Educational Research Foundation, developed in 1993 COR Advantage focuses on children's naturally occurring activities rather than their performance on tests, allowing for a broader assessment of each child's development. It can be used with any developmentally-appropriate curriculum, and assesses all key developmental areas of children's progress. Teachers or caregivers spend a few minutes each day writing brief notes or "anecdotes" that objectively describe significant episodes of young children's activities. The anecdotes are then classified and scored according to various COR categories, items, and levels. This information is compiled to provide a comprehensive portrait of each child's developmental gains and the progress of the group as a whole. There are 36 items that are proven by research to best prepare children for school success. The COR Advantage 8 Categories:</p> <ul style="list-style-type: none"> · Approaches to Learning · Social and Emotional Development · Physical Development and Health · Language, Literacy, and Communication · Mathematics · Creative Arts · Science and Technology · Social Studies <p>SOCIAL AND EMOTIONAL DEVELOPMENT D. Emotions E. Building relationships with adults F. Building relationships with other children G. Community H. Conflict resolution</p>
Sources of information	Teacher Parent

Formats for administration	Observation
Administration	Individual An estimated duration of each subtest is not provided.
Scoring	Computer scoring
Scoring (text field)	
Psychometric properties	“A study of COR ratings of children's behaviour by 64 teams of COR-trained Head Start teachers and assistant teachers in south-eastern Michigan demonstrated the COR's reliability and concurrent validity. COR ratings by teachers had alpha reliability coefficients of .66 to .93 and Pearson product-moment correlations of .57 to .76 with COR ratings of the same children by assistant teachers. The COR study demonstrated the concurrent validity of COR ratings by teachers by Pearson product-moment correlations of .37 to .53 with similar scores on the McCarthy Scales of Children's Abilities; .51 to .61 with children's ages; .00 to .07 with children's sex; and .00 to .28 with mothers' and fathers' schooling and employment status, respectively.” (Wakabayashi, et al., 2017).
Translation(s) and adaptation(s)	United States (English), United States (Spanish)
Training and other requirements for test users	Online training or Face to Face mentor training is available https://kaymbu.com/assessment/
Strengths / Weaknesses	Real time dashboard, Robust reporting, Inter-Rater Reliability
Publisher	HighScope https://highscope.org/cor-advantage/
Where to find additional information?	https://guides.baker.edu/c.php?g=303245&p=2028878#s-lg-box-6172516 https://kaymbu.com/assessment/ https://www.annenberginstitute.org/instruments/highscope-child-observation-record-cor-advantage https://www.researchconnections.org/childcare/resources/3230 https://journals.sagepub.com/doi/abs/10.1177/0013164493053002014
Other relevant information	The fee is based on annual enrollment and grants access to all assessment, family engagement, and lesson planning features. Also included in the annual fee is an extensive library of online training and professional development, including inter-rater reliability and COR Advantage 101 courses. Wakabayashi, Tomoko; Claxton, Jill; Smith, Everett V. (2017). Validation of a Revised Observation-Based Assessment Tool for Children Birth Through Kindergarten: The COR Advantage. <i>Journal of Psychoeducational Assessment</i> . doi:10.1177/0734282917732491

CST: Challenging Situations Task

AUTHORS:

Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	CST: Challenging Situations Task
Author(s)	United States, English Original: S. A. Denham, B. Bouril, and F.Belouad
Age range	3-7
Age range (text field)	
Constructs	Self-management Relationship skills Responsible decision making
Scales and Subscales	3 items; paper and pencil task
Sources of information	Child
Formats for administration	Direct assessment
Administration	Individual
Scoring	
Scoring (text field)	
Psychometric properties	NA
Translation(s) and adaptation(s)	
Training and other requirements for test users	Free access
Strengths / Weaknesses	
Publisher	For free use - https://denhamlab.gmu.edu/semeasures.html Free translations in Europe

Where to find additional information?

English version (United States):
<https://denhamlab.gmu.edu/semeasures.html>

Other relevant information

Ed Instruments -
<https://edinstruments.com/instruments/challenging-situations-task-cst>
 Denham SA, Bassett HH, Way E, Kalb S, Warren-Khot H, & Zinsser K. "How Would You Feel? What Would You Do?" Development and Underpinnings of Preschoolers' Social Information Processing. *J Res Child Educ.* 2014 Apr 1;28(2):182-202. doi: 10.1080/02568543.2014.883558. PMID: 24791037; PMCID: PMC4002171.
 Denham, S. A., Bouril, B., & Belouad, F. (1994). Preschoolers' affect and cognition about challenging peer situations. *Child Study Journal*, 24, 1-21.
 Wenz-Gross, M. W., Yoo, Y., Upshur, C. C., & Gambino, A. J. (2018). Pathways to kindergarten readiness: The roles of second step early learning curriculum and social emotional, executive functioning, preschool academic and task behavior skills. *Frontiers in Psychology*, 9, 1-19. <https://doi.org/10.3389/fpsyg.2018.01886>

DECA-C: Devereux Early Childhood Assessment Clinical Form

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	DECA-C: Devereux Early Childhood Assessment Clinical Form
Author(s)	United States, English Original: P. LeBuffe, & J. Naglieri
Age range	0-3 3-7
Age range (text field)	2 to 5 years
Constructs	Self-management Relationship skills Emotional and Behaviour Problems
Scales and Subscales	DECA-C has a total of 62 items: Total Protective Factors (TPF) - 27 items • Initiative: 11 items • Self-control: 8 items • Attachment: 8 items Total Behavioural Concerns (TBC) - 35 items • Attention Problems: 7 items • Aggression: 7 items • Emotional Control Problems: 8 items • Withdrawal/Depression: 9 items • Increased Concerns Items: 4 items
Sources of information	Parent
Formats for administration	Questionnaire Observation
Administration	Assessment (it's necessary to observe the child over a 4 week period). Paper version - 10-15 minutes Web-based version - 5 minutes
Scoring	
Scoring (text field)	"Percentile ranks and T-scores are provided for each scale (Initiative, Self-Control, Attachment, Withdrawal/Depression, Emotional Control Problems, Attention Problems, Aggression) and for Total Protective Factors and Total Behavioural Concerns. Unless Increased Concern Items are ranked "Never", they are included in the report and discussed during follow-up. Scale score results range from Area of Need (T-scores 40 and below), Typical (T-scores 41-59), and Strengths (T-scores 60 and above) for Protective Factor scales. For the Behavioural Concerns scales, results range from Area of Need (T-scores 60 and above) or Typical (T-scores 59 and below)." (Center for Resilient Children, 2013, p.3).

Psychometric properties	Internal consistency: <ul style="list-style-type: none"> • TPF: .91 for parent raters and .94 for teacher raters; • TBC: .88 for parent raters and .86 for teacher raters.
Translation(s) and adaptation(s)	United States (English), United States (Spanish)
Training and other requirements for test users	License or degree in psychology, social work, early childhood education, or special education.
Strengths / Weaknesses	
Publisher	Kaplan Early Learning Company, Lewisville, NC: www.kaplanco.com/devereux
Where to find additional information?	
Other relevant information	<p>Devereux Center for Resilient Children (DCRC). (2013). Devereux Center for Resilient Children (DCRC) Assessment Tools: The Devereux Early Childhood Assessment Clinical Form (DECA-C) Summary Table. Retrieved from https://centerforresilientchildren.org/wp-content/uploads/2014/01/DECA-C-full-version-1.pdf</p> <p>Devereux Center for Resilient Children (DCRC). (s.d.). DECA-C Users need to:. Retrieved from https://centerforresilientchildren.org/wp-content/uploads/Level-B-User-Qualifications.pdf</p> <p>LeBuffe, P.A. & Naglieri, J.A. (2003). Devereux early childhood assessment—clinical form. Lewisville, NC: Kaplan Early Learning Company.</p>

DECA-I: Devereux Early Childhood Assessment for Infants

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	DECA-I: Devereux Early Childhood Assessment for Infants
Author(s)	United States, English Original: M. Mackrain, P. LeBuffe, & G.Powell
Age range	0-3
Age range (text field)	4 weeks to 18 months
Constructs	<p>Self-management Relationship skills Emotional and Behaviour Problems</p> <p>The DECA Infant assessment (DECA-I) has 33 items that reflect positive behaviours (strengths) typically seen in resilient infants. These positive behaviours comprise two protective factor scales:</p> <ul style="list-style-type: none"> • Initiative (18 items) assesses the infant's ability to use independent thought and actions to meet his or her needs. Sample items include "try new things," "imitate actions of others," "show interest in what others are doing," "express her/his dislikes," and "look to a familiar adult when exploring her/his surroundings." • Attachment/Relationships (15 items) assess the mutual, strong, long lasting relationship between the infant and significant adults such as family members and teachers. Sample items include "enjoy interacting with others," "show affection for a familiar adult," "seek comfort from familiar adults," and "smile at a familiar adult." <p>• A Total Protective Factors scale, which is a composite of the above two scales, provides an overall indication of the strength of the infant's protective factors.</p> <p>The DECA-I has 4 scoring profiles for the following age ranges to increase sensitivity to the differences in development at this age span:</p> <ul style="list-style-type: none"> • 1 month up to 3 months • 3 months up to 6 months • 6 months up to 9 months • 9 months up to 18 months <p>(DECA-I/T – Kit, KAPLAN Early Learning Company)</p>
Scales and Subscales	
Sources of information	Parent
Formats for administration	Questionnaire
Administration	The assessment items take approximately 5-10 minutes to complete in the paper version. Time is reduced to 3-5 minutes with use of the web-based version. Visit www.e-deca2.org for more information.

Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	<p>Reliability: “Internal reliability/Consistency – Excellent. Total Protective Factor (TPF) coefficients for Parent raters on the Infant Form range from .90 - .94; and coefficients for teacher raters ranged from .93 - .94. These figures meet or exceed the recommended minimum standard—See User’s Manual for details.” (DCRC, DECA-I Summary Table. 2007)</p> <p>Validity: “Content validity – High, based on a literature review of resilience literature related to young children, focus groups with parents, teachers, and infant and early childhood mental health professionals, as well as careful review of other infant and toddler social and emotional assessments. Construct validity – Using the sister tool of the DECA-I/T, the DECA (for ages 2-5), data were matched between 2-year-olds using each assessment tool. The DECA-T was found to have strong convergent validity with the DECA. Due to the similarity in scale structure and items, there is a level of confidence regarding convergence evidence of the DECA-T as well.” (DCRC, DECA-I Summary Table. 2007)</p>
Translation(s) and adaptation(s)	United States (English), United States (Spanish)
Training and other requirements for test users	Knowledge of test (assessment) interpretation is necessary to understand the results and further explain the results to families.
Strengths / Weaknesses	
Publisher	Kaplan Early Learning Company, Lewisville, NC: www.kaplanco.com/devereux
Where to find additional information?	Devereux Center for Resilient Children (DCRC) Assessment Tools: The Devereux Early Childhood Assessment for Infants (DECA-I). Summary Table. 2007 https://centerforresilientchildren.org/wp-content/uploads/2014/01/DECA-I-full-version.pdf
Other relevant information	DECA Early Childhood Assessment for Infants/Toddlers - DECA-I/T – Kit, KAPLAN Early Learning Company, https://www.kaplanco.com/product/16139/deca-early-childhood-assessment-for-infants-toddlers-deca-i-t-kit?c=17%7CEA1000 Mackrain, M., LeBuffe, P., & Powell, G. (2007). Devereux early childhood assessment for infants and toddlers. Lewisville, NC: Kaplan Early Learning Company. Mackrain, M., LeBuffe, P., & Powell, G. (2007). Devereux early childhood assessment for infants and toddlers – user’s guide. Lewisville, NC: Kaplan Early Learning Company

DECA-P2: Devereux Early Childhood Assessment for Preschoolers, Second Edition

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	DECA-P2: Devereux Early Childhood Assessment for Preschoolers, Second Edition
Author(s)	United States, English Original: P. LeBuffe, J. Naglieri Italy, Italian Adaptation: I. Ardizzone, R. Ranaldi, F. Santoro, S. Panunzio, & S. Galorsi
Age range	3-7
Age range (text field)	3 to 6 years
Constructs	Self-management Relationship skills Emotional and Behaviour Problems
Scales and Subscales	Total Protective Factors (TPF) – 27 items <ul style="list-style-type: none"> · Initiative: The child’s ability to use independent thought and action to meet his/her needs – 9 items · Self-Regulation: The child’s ability to express emotions and manage behaviours in healthy ways – 9 items · Attachment/Relationships: The child’s ability to promote and maintain mutual, positive connections with other children and significant adults – 9 items Behavioural Concerns – 11 items Total items on DECA-P2 – 38
Sources of information	Parent
Formats for administration	Questionnaire
Administration	The assessment items take approximately 5-10 minutes to complete in the paper version. Time is reduced to 3-5 minutes with the use of the web-based version. Visit www.e-deca2.org for more information.
Scoring	Manual Electronic
Scoring (text field)	

Psychometric properties	<p>Reliability: "Internal reliability/Consistency – Total Protective Factor (TPF) coefficients for parent raters (.92) and teacher raters (.95). Behavioural Concerns scale for parent raters (.80) and teacher raters (.86) also meet or exceed recommended minimum standard." (DCRC, DECA-I Summary Table. 2007)</p> <p>Validity: "Construct validity – The DECA-P2 has strong convergent validity with the total scale scores for both the Preschool Emotional and Behavioural Rating Scale (PreBERS) and Conners Early Childhood (EC)." (DCRC, DECA-I Summary Table. 2007)</p>
Translation(s) and adaptation(s)	United States (English), United States (Spanish)
Training and other requirements for test users	Knowledge of test (assessment) interpretation is necessary to understand the results and further explain the results to families.
Strengths / Weaknesses	
Publisher	Kaplan Early Learning Company, Lewisville, NC: www.kaplanco.com/devereux
Where to find additional information?	DECA Early Childhood Assessment for Infants/Toddlers - DECA-I/T – Kit, KAPLAN Early Learning Company, https://www.kaplanco.com/product/16139/deca-early-childhood-assessment-for-infants-toddlers-deca-i-t-kit?c=17%7CEA1000
Other relevant information	<p>LeBuffe, P.A. & Naglieri, J.A. (2012). Devereux early childhood assessment for preschoolers, second edition. Lewisville, NC: Kaplan Early Learning Company.</p> <p>LeBuffe, P.A. & Naglieri, J.A. (2012). (2012). User's guide and technical manual. Lewisville, NC: Kaplan Early Learning Company.</p>

DECA-T: Devereux Early Childhood Assessment for Toddlers

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	DECA-T: Devereux Early Childhood Assessment for Toddlers
Author(s)	United States, English Original: M. Mackrain, P. LeBuffe, & G.Powell
Age range	0-3
Age range (text field)	18 months to 36 months
Constructs	Self-management Emotional and Behaviour Problems
Scales and Subscales	<p>The DECA Toddler assessment (DECA-T) has 36 items that reflect positive behaviours (strengths) typically seen in resilient toddlers. These positive behaviours comprise three protective factor scales:</p> <ul style="list-style-type: none"> • Initiative (11 items) assesses the toddler's ability to use independent thought and actions to meet her or his needs. Sample items include "show concern for other children," "try to comfort others," "play make-believe," and "try to clean up after herself/himself." • Attachment/Relationships (18 items) assesses the mutual, strong, long lasting relationship between the toddler and significant adults such as family members and teachers. Sample items include "make needs known to a familiar adult," "accept comfort from a familiar adult," "act happy when praised," and "make others aware of her/his needs." • Self-Regulation (7 items) assesses the toddler's ability to gain control of and manage emotions, and sustain focus and attention. Sample items include "handle frustration well," "accept another choice when the first choice was not available," "adjust to changes in routine," and "easily follow a daily routine." • A Total Protective Factors scale, which is a composite of the above three scales, provides an overall indication of the strength of the toddler's protective factors. <p>(DECA-I/T – Kit, KAPLAN Early Learning Company)</p>
Sources of information	Parent
Formats for administration	Questionnaire
Administration	The assessment items take approximately 5-10 minutes to complete in the paper version. Time is reduced to 3-5 minutes with the use of the web-based version. Visit www.e-deca2.org for more information.

Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	<p>Reliability: "Internal reliability/Consistency –Total Protective Factor (TPF) coefficients for parent raters on the Toddler Form was .94; and coefficients for teacher raters were .95. These figures meet or exceed the recommended minimum standard—Details in User’s Manual." (DCRC, DECA-I Summary Table. 2007)</p> <p>Validity: "Content validity – High, based on a literature review of resilience literature related to young children, focus groups with parents, teachers, and infant and early childhood mental health professionals, as well as careful review of other infant and toddler social and emotional assessments. Construct validity – Using the sister tool of the DECA-I/T, the DECA (for ages 2-5), data were matched between 2-year-olds using each assessment tool. The DECA-T was found to have strong convergent validity with the DECA. Due to the similarity in scale structure and items, there is a level of confidence regarding convergence evidence of the DECA-I as well." (DCRC, DECA-I Summary Table. 2007)</p>
Translation(s) and adaptation(s)	United States (English), United States (Spanish)
Training and other requirements for test users	Knowledge of test (assessment) interpretation is necessary to understand the results and further explain the results to families.
Strengths / Weaknesses	
Publisher	Kaplan Early Learning Company, Lewisville, NC: www.kaplanco.com/devereux
Where to find additional information?	DECA Early Childhood Assessment for Infants/Toddlers - DECA-I/T – Kit, KAPLAN EaRLY Learning Company, https://www.kaplanco.com/product/16139/deca-early-childhood-assessment-for-infants-toddlers-deca-i-t-kit?c=17%7CEA1000
Other relevant information	<p>Mackrain, M., LeBuffe, P., & Powell, G. (2007). Devereux early childhood assessment for infants and toddlers. Lewisville, NC: Kaplan Early Learning Company.</p> <p>Mackrain, M., LeBuffe, P., & Powell, G. (2007). Devereux early childhood assessment for infants and toddlers – user’s guide. Lewisville, NC: Kaplan Early Learning Company</p>

DESSA: Devereux Student Strengths Assessment & DESSA-Mini

AUTHOR:
Hogrefe Publishing Group

Name of the measure	DESSA: Devereux Student Strengths Assessment & DESSA-Mini
Author(s)	United States, English Original: Paul A. LeBuffe, Valerie B. Shapiro & Jack A. Naglieri Netherlands, Dutch Adaptation: S. Pont, & D.-J. Punt Italy, Italian Adaptation: I. Ardizzone, R. Ranaldi, F. Santoro, S. Galosi
Age range	3-7
Age range (text field)	5 - 14 years
Constructs	<p>Self-awareness Self-management Social awareness Relationship skills Responsible decision-making</p>
Scales and Subscales	<ul style="list-style-type: none"> • Self-Awareness (7 items) • Social-Awareness (9 items) • Self-Management (11 items) • Goal-Directed Behaviour (10 items) • Relationship Skills (10 items) • Personal Responsibility (10 items) • Decision Making (8 items) • Optimistic Thinking (7 items) <p>72 items in total.</p> <p>The DESSA-mini has sample items from the scales: Self-Awareness, Social-Awareness, Self-Management, Goal-Directed Behaviour, Relationship Skills, Personal Responsibility, Decision-Making, Optimistic Thinking. 32 items in total.</p>
Sources of information	Parent Teacher
Formats for administration	Direct assessment
Administration	Individual 10 minutes
Scoring	Manual Electronic
Scoring (text field)	

Psychometric properties	<p>Psychometric properties for the original version: Reliability: 0.82 – 0.99 (α); test-retest 0.79 – 0.94; interrater 0.63 – 0.84. Validity: criterion-related: d-ratios 0.83 – 1.36); with BERS-2: 0.80; with BASC-2: -0.64 – 0.92.</p> <p>The psychometric properties for the Dutch adaptation are: Reliability for the scales between 0.78-0.90. Reliability for the total score 0.97</p>
Translation(s) and adaptation(s)	Dutch, English, Italian
Training and other requirements for test users	Test user accreditation; relevant qualifications/experience.
Strengths / Weaknesses	<p>“An extremely well-developed assessment tool, very strong in terms of psychometric properties and standardisation procedures.” Susana Castro - Senior Lecturer in Education Studies, Roehampton University</p> <p>Multiple informants, wide range of scales, short administration time</p>
Publisher	<p>United States: Psychological Assessment Resources (PAR) Italy: Hogrefe Editore United Kingdom: Hogrefe Ltd (distributor for PAR) Netherlands: Hogrefe Uitgevers</p>
Where to find additional information?	<p>Dutch version: https://www.hogrefe.com/nl/shop/tests/klinische-diagnostiek/emotieregulatie/dessa-vragenlijst-over-sociaal-emotionele-competenties.html English version: https://www.hogrefe.co.uk/shop/devereux-student-strengths-assessment.html Italian version: https://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/dessa-devereux-student-strengths-assessment/</p>
Other relevant information	

DGF: Delay of Gratification Test (The Marshmallow Test)

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	DGF: Delay of Gratification Test (The Marshmallow Test)
Author(s)	France, French Original: W. Mischel
Age range	0-3 0-7
Age range (text field)	The original experiment was done with 54 months old children. However, there are many investigations that apply the Delay of Gratification Test with different age groups and different gratifications.
Constructs	Self-management
Scales and Subscales	A snack is placed in front of the child. The observer states that he will leave the room and if the child waits for him to return, within 15/20 minutes, to eat the snack, he will receive another one as a bonus.
Sources of information	Children
Formats for administration	Observation
Administration	Snacks (e.g. marshmallows). In the original experiment it required 15 to 20 minutes, but the time is variable. Individual or in small groups.
Scoring	Manual
Scoring (text field)	The score is made by counting the minutes that the child can go without eating/receiving the gratification.
Psychometric properties	NA
Translation(s) and adaptation(s)	NA
Training and other requirements for test users	NA
Strengths / Weaknesses	NA

Publisher	JC Lattès
Where to find additional information?	Mischel, W. (2015). Le Test du marshmallow. Paris: JC Lattès. Wulfwer, E., Block, J. A., Ana, E. S., Rodriguez, M. L., & Colman, M. (2002). Delay of Gratification: Impulsive choices and problem behaviors in early and late adolescence. <i>Journal of Personality</i> , 70(4), 543-552.
Other relevant information	Studies about the Delay Gratification Test in different countries: England: Murray, J., Theakston, A., & Wells, A. (2016). Can the attention training technique turn one marshmallow into two? Improving children's ability to delay gratification. <i>Behaviour Research and Therapy</i> , 77, 34-39. https://doi.org/10.1016/j.brat.2015.11.009

ECBI & SESBI-R: Eyberg Child Behavior Inventory and Sutter-Eyberg Student Behavior Inventory-Revised

AUTHOR:
Hogrefe Publishing Group

Name of the measure	ECBI & SESBI-R: Eyberg Child Behavior Inventory and Sutter-Eyberg Student Behavior Inventory-Revised
Author(s)	United States, English Original: S. Eyberg
Age range	0-3 0-7
Age range (text field)	2-16 years
Constructs	Emotional and behavioural problems
Scales and Subscales	Disruptive behaviours in home and school environments ECBI: 36 items SESBI-R: 38 items Two scales: Intensity scale (7-point scale) and Problem scale
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Individual Group 5 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	ECBI: reliability: .88 – .95 (α); test-retest .75 – .8; interrater .79 – .86. Validity: with CBCL rs = .41 – .75; with PSI .rs = .45 – .62. SESBI-R: reliability: .97 – .99; interrater .84 – .86. Validity: with the REDSOCS .33 – .62; predictive validity .21 – .39.
Translation(s) and adaptation(s)	English, Danish, Swedish, Norwegian – only the translated questionnaires are available
Training and other requirements for test users	Test user accreditation; relevant qualifications/experience.

Strengths / Weaknesses	Used together, the ECBI and SESBI-R provide useful information for identifying and treating disruptive behaviour. Because they measure both the frequency of each problem behaviour and the parent's (or teacher's) reaction to the child's behaviour, they may provide additional insights into areas of the adult-child interaction that should be addressed.
Publisher	United Kingdom: Hogrefe Ltd Denmark: Hogrefe Psykologisk Forlag Sweden: Hogrefe Psykologiförlaget
Where to find additional information?	English Version: https://www.hogrefe.co.uk/shop/eyberg-child-behavior-inventory-sutter-eyberg-student-behaviour-inventory-revised.html Danish version: https://www.hogrefe.com/dk/shop/eyberg-child-behavior-inventory-sutter-eyberg-student-inventory.html Swedish version: https://hogrefe.se/klinisk-psykologi/backlist/ecbi-sesbi-r/ Norwegian version: https://hogrefe.no/no/kliniske-tester-og-verktoy/backlist/ecbi-sesbi-r/
Other relevant information	

ECBQ: Early Childhood Behavior Questionnaire (Rothbart Temperament Scales)

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	ECBQ: Early Childhood Behavior Questionnaire
Author(s)	United States, English Original: Mary K. Rothbart
Age range	0-3 0-7
Age range (text field)	From infancy to childhood
Constructs	Self-management
Scales and Subscales	The Early Childhood Behavior Questionnaire (ECBQ) has been designed to assess temperament in children between the ages of 18 and 36 months. The ECBQ assesses the following dimensions of temperament: <ul style="list-style-type: none"> • 18 scales: activity level/energy, attentional focusing, attentional shifting, cuddliness, discomfort, fear, frustration, high-intensity pleasure, impulsivity, inhibitory control, low-intensity pleasure, motor activation, perceptual sensitivity, positive anticipation, sadness, shyness, sociability, soothability; • Final version: 201 items & 18 scales; Short version: 107 items & 18 scales; Very short version: 36 items & 3 broad scales.
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Time required: <ul style="list-style-type: none"> • ECBQ Standard – 1 hour; Short – 30-40 minutes; Very Short – 10-15 minutes; The instrument required the use of only a pen/pencil and paper. It is done individually with the child.
Scoring	Clear type of scores, compatible with SPSS. Currently, the scoring is mostly done manually, but electronically-based versions are being developed.
Scoring (text field)	
Psychometric properties	Very good results in reliability and validity. Internal Consistency: 0.67-0.94 Inter-Rater: 0.28-0.71 Test-Retest: <ul style="list-style-type: none"> • Mother: 0.50-0.79 • Father: 0.48-0.76

ECBQ: Early Childhood Behavior Questionnaire
Translated in many languages:
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/the-early-childhood-behavior-questionnaire/>

The following non-English versions of the ECBQ are available for download:

- An Arabic version of the ECBQ, translated by Andrea Berger at Ben-Gurion University of Negev
- A Bulgarian version of the ECBQ Very Short Form (pdf). Translated by Victoria Georgieva Ivaylova
- A Chinese version of the ECBQ, translated by Dr. Qinmei Xu and the Research Group in Child Development, Department of Psychology and Behavioural Sciences, Zhejiang University, China
- A Chinese (Taiwan usage) version of the ECBQ, translated by Keng-Ling Lay, Su-Ying Huang, and Pi-Ju Liu, of National Taiwan University
- A Czech version of the ECBQ Very Short Form, translated by Miloň Potměšil and Petra Potměšilová of Palacky University in Olomouc
- A Danish version of the ECBQ Short Form, translated by Marianne Thode Krogh, supervised by Mette Væver.
- A Dutch version of the ECBQ, translated by Renee de Kruif, Tine Willekens, and Leen de Schuymer et al. at Ghent University (Belgium).
- An Estonian version of the ECBQ Very Short Form (pdf). Translated by Astra Schults.
- A Finnish version of the ECBQ, translated by Katri Raikkonen-Talvitie and the Developmental Psychology Research Group of University of Helsinki
- A French (European) version of the ECBQ Very Short Form, translated by Louise Goupil
- A French (Quebec) version of the ECBQ, translated by J. Laurin, M. P. Gosselin, and D.R. Forman
- German versions of the ECBQ Standard and Very Short Forms, translated by Conny Kirchhoff
- Hebrew version of the ECBQ Very Short Form, translated by Ariel Knafo
- Hungarian versions of the ECBQ Short and Very Short Forms, translated by Krisztina Lakatos
- Italian versions of the ECBQ Standard, Short, and Very Short Forms, translated by Rosario Montiroso, Patrizia Cozzi, Menesini Ersilia, and Pamela Calussi
- A Japanese version of the ECBQ, translated by Astuko Nakagawa
- A Korean version of the ECBQ, translated by Ji Young Lim and Yun-Jin Bae
- Lithuanian versions of the ECBQ, translated by Dalia Nasvytiene
- A Maltese version of the ECBQ, translated by Ingrid Grech Lanfranco
- Norwegian (Bokmal) translations of select ECBQ scales, translated independently by (A) Elhame Mohsenian and Zahra Tabibi; and by (B) Vebeke Ottesen, Harald Janson, and Ane Naerde
- Persian versions of the ECBQ Short Form, translated by Elhame Mohsenian and Zahra Tabibi (first version), and Arezoo Ghoreishizadeh, Nasser Aminabadi, and Mohammadali Ghoreishizadeh (alternate version)

Translation(s) and adaptation(s)

Translation(s) and adaptation(s)

- A Polish version of the ECBQ, translated by Malgorzata Stepien-Nycz at Jagiellonian University
- A Portuguese (Brazilian) version of the ECBQ, translated by Vivian Caroline Klein and Maria Beatriz Martins Linhares
- A Russian version of the ECBQ, translated by Helena Slobodskaya
- A Spanish (Chilean) version of the ECBQ Very Short Form, translated by Chamarrita Farkas at The Psychology School of the Pontificia Universidad Católica de Chile
- A Spanish (European) version of the Standard ECBQ, translated by Miguel Carrasco and revised by Carmen Gonzalez-Salinas, with Short and Very Short forms derived by Miguel Carrasco
- A Spanish (Mexican) version of the ECBQ, translated by Vianey Mendez
- Swedish versions of the ECBQ Standard, Short and Very Short Forms, translated by Eric Zander
- A Tagalog version of the ECBQ Short Form, translated by Lionbridge Organization under the direction of Nick Hays.
- A Taiwanese version of the ECBQ Short Form, translated by Pei-Ling Wang at the University of Taipei
- A Turkish version of the ECBQ, translated by Ibrahim Acar and Emine Ahmetoglu

Training and other requirements for test users

No special training is required, but Level B in Psychological assessment qualification is recommended.

Strengths / Weaknesses

Strengths: The tool is easy to use, good in structure, excellent validity, and it's conveniently translated to many languages.
Weaknesses: lie mostly with the scientific preferences of the users.

Publisher

The instrument is not for sale. Access to it can be requested and granted given a scientific purpose is provided:
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/request-forms/>

Where to find additional information?

English version (United States):
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList>

Other relevant information

Mary Rothbart's Temperament Questionnaires
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/>
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList>
Putnam, S. P., Gartstein, M.A., & Rothbart, M. K. (2006). Measurement of fine-grained aspects of toddler temperament: The Early Childhood Behavior Questionnaire. *Infant Behavior and Development*, 29 (3), 386-401.
Putnam, S. P., Jacobs, J., Gartstein, M. A., & Rothbart, M. K. (2010, March). Development and assessment of short and very short forms of the Early Childhood Behavior Questionnaire. Poster presented at International Conference on Infant Studies, Baltimore, MD.
Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.

Name of the measure EDS-R: Emotional Development Scale, Revideret

Author(s) Denmark, Danish Original: S. Hart, K. Hellborn, & J. Birck

Age range 3-7

Age range (text field) 4-12 years

Constructs Self-management
Social awareness

Scales and Subscales Levels of mental organization.
Focus areas:

- Impulse control
- Attention control
- Affect regulation
- Empathy
- Mentalization

Sources of information Child
Parent
Teacher

Formats for administration Direct assessment
Interview

Administration 50-60 minutes

Scoring Manual

Scoring (text field)

Psychometric properties The EDS-R in its present form is not a normed test, it is an evaluation with a structured evaluation format (specific tasks that the examiner and examinee complete together). So the assessment does not have documentation for psychometric properties.

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / Weaknesses

Publisher Denmark: Hogrefe Psykologisk Forlag

Where to find additional information? Danish version:
<https://www.hogrefe.com/dk/shop/emotional-development-scale-revideret.html>

Other relevant information

EEE U6-U9: Parental questionnaires for supplementary developmental assessment at the paediatric check-ups U6 to U9 (*Elternfragebögen zur ergänzenden Entwicklungsbeurteilung bei den kinderärztlichen Vorsorgeuntersuchungen U6 bis U9*)

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	EEE U6-U9: Parental questionnaires for supplementary developmental assessment at the paediatric check-ups U6 to U9 (Elternfragebögen zur ergänzenden Entwicklungsbeurteilung bei den kinderärztlichen Vorsorgeuntersuchungen U6 bis U9)
Author(s)	Germany, German Original: F. Petermann & T. Macha
Age range	0-3
Age range (text field)	U6 – 10 to 12 months U7 – 21 to 24 months U8 – 43 to 48 months U9 – 60 to 64 months There is still an assessment for the 33rd and 36th months, between U7 and U8.
Constructs	Social and emotional development
Scales and Subscales	EEE U6-U9 has two evaluate two different areas: <ul style="list-style-type: none"> • Practical life skills; • Socioemotional area. The number of items in each questionnaire is different, ranging between 27 (U6) and 35 (U8 and U9).
Sources of information	Parent
Formats for administration	Questionnaire
Administration	1-2 minutes Individual Paper and pencil
Scoring	
Scoring (text field)	
Psychometric properties	

Translation(s) and adaptation(s)

Training and other requirements for test users

The EEE U6-U9 is supposed to function as a diagnostic test that supports pediatric practice.

Strengths / Weaknesses

Publisher

Hogrefe: <https://www.hogrefe.com/at/shop/elternfrageboegen-zur-ergaenzenden-entwicklungsbeurteilung-bei-den-kinderaerztlichen-vorsorgeuntersuchungen-u6-bis-u9.html>

Where to find additional information?

Other relevant information

Macha, T. & Petermann, F. (2006). Entwicklungsdiagnostik. In F. Petermann & M. Eid (Hrsg.), Handbuch der Psychologischen Diagnostik (S. 594-602). Göttingen: Hogrefe.
 Petermann, F. & Macha, T. (2003). Elternfragebögen zur ergänzenden Entwicklungsbeurteilung bei den kinderärztlichen Vorsorgeuntersuchungen U6 bis U9 (EEE U6-U9). Frankfurt/M.: Swets Test Services.

EMK 3-6: Inventory for recording emotional competencies in three- to six-year-olds (*Inventar zur Erfassung emotionaler Kompetenzen bei Drei- bis Sechsjährigen*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	EMK 3-6: Inventory for recording emotional competencies in three- to six-year-olds (<i>Inventar zur Erfassung emotionaler Kompetenzen bei Drei- bis Sechsjährigen</i>)
Author(s)	Germany, German Original: F. Petermann, & N. Gust
Age range	3-7
Age range (text field)	3.0-6.5 years
Constructs	Self-awareness Self-management Social awareness Relationship skills
Scales and Subscales	EMK 3-6 subscales: <ul style="list-style-type: none"> • primary emotions (19 items) • secondary emotions (14 items) • prosocial behaviour (21 items) • empathy (15 items) • delayed gratification (4 items) EMK-Screening Teachers Form: <ul style="list-style-type: none"> • emotional knowledge (4 items) • empathy/prosocial behaviour (8 items) • self-regulation (5 items)
Sources of information	Child Teacher
Formats for administration	Direct assessment Observation Questionnaire
Administration	Individual EMK 3-6: 30 minutes EMK-Screening Teachers Form: 5 minutes
Scoring	Manual
Scoring (text field)	Raw values converted to percentile ranks and T-values
Psychometric properties	Internal consistency EMK 3-6: $\alpha = .78 - .90$ Internal consistency EMK-Screening: $\alpha = .90 - .94$

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / Weaknesses

Publisher Germany: Hogrefe Verlag

Where to find additional information? German version: <https://www.testzentrale.de/shop/inventar-zur-erfassung-emotionaler-kompetenzen-bei-drei-bis-sechsjaebrigen.html>

Other relevant information

EMO-KJ: Diagnostic and therapeutic methods for accessing emotions in children and adolescents (*Diagnostik- und Therapieverfahren zum Zugang von Emotionen bei Kindern und Jugendlichen*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	EMO-KJ: Diagnostic and therapeutic methods for accessing emotions in children and adolescents (Diagnostik- und Therapieverfahren zum Zugang von Emotionen bei Kindern und Jugendlichen)
Author(s)	Switzerland, German Original: K. Kupper, S. Rohrmann
Age range	3-7
Age range (text field)	5-16 years
Constructs	Self-awareness
Scales and Subscales	<p>Emotional differentiation (7 emotions)</p> <ul style="list-style-type: none"> • happy • sad • angry • anxious • shy/embarrassed • disgusted • in love <p>State-emotions (8 emotions)</p> <ul style="list-style-type: none"> • happy • sad • angry • anxious • shy • disgusted • proud • embarrassed <p>Trait-emotions (8 emotions)</p> <ul style="list-style-type: none"> • happy • sad • angry • anxious • shy • disgusted • proud • embarrassed
Sources of information	Child
Formats for administration	Interview Questionnaire

Administration	Individual administration for 5-8-year-old children Individual or group administration from the age of 9 Processing of the emotion differentiation: 5 minutes Self-assessment questionnaire or interview: 15 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	Construct validity was tested for the subsample by means of convergent and discriminant validity for the state and trait emotions. For this purpose, the correlation of the individual State and Trait emotions was tested with construct-related and construct-distant methods. Overall, the analyses showed that both the convergent and the discriminant construct validity of the state-trait scales is given and can be rated as satisfactory.
Translation(s) and adaptation(s)	
Training and other requirements for test users	
Strengths / Weaknesses	<p>Strengths: The measure offers the opportunity to get closer to the emotional world of children and adolescents in clinical application. In addition to the diagnostic procedure, the EMO-KJ contains playful components that can be used in psychotherapy for children and young people, such as an emotion-memo game or materials on individual emotions that can be used, for example, in behavioural analyses. With the EMO-KJ, children and adolescents can obtain initial access to basic emotions, their differentiation and handling in a broad age range from 5 to 16 years. The EMO-KJ can be used across all disorders and thus represents an adequate screening procedure which can be supplemented by further specific procedures regarding the desired emotions.</p> <p>Weaknesses: Scoring can only be done descriptively. There are no standardization samples available (e.g., for various mental disorders).</p>
Publisher	Switzerland: Hogrefe AG
Where to find additional information?	Switzerland version: https://www.testzentrale.ch/shop/emo-kj-diagnostik-und-therapieverfahren-zum-zugang-von-emotionen-bei-kindern-und-jugendlichen-87867.html
Other relevant information	

Name of the measure	EOD: Observational Development Scale (Escala Observacional del Desarrollo)
Author(s)	Spain, Spanish Original: F. Secadas
Age range	0–3 3–7
Age range (text field)	0–6 years
Constructs	Self-management Social and emotional development
Scales and Subscales	<ul style="list-style-type: none"> • Affective behaviour • Somatic motor • Senso-motor • Motor reaction • Motor perception • Communication • Conception • Regulation
Sources of information	Child Parent Teacher
Formats for administration	Direct assessment Observation
Administration	Individual 20 minutes
Scoring	Manual
Scoring (text field)	Scores in percentages
Psychometric properties	Reliable and accurate measurement, with small measurement error and diagnostic validity. The EOD is a book and therefore does not have any psychometric properties.
Translation(s) and adaptation(s)	
Training and other requirements for test users	

Strengths / Weaknesses

Publisher

Spain: Tea Ediciones

Where to find additional information?

Spanish version: <http://web.teaediciones.com/eod-escala-observacional-del-desarrollo.aspx>

Other relevant information

ERC: Emotion Regulation Checklist

AUTHORS:
Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ERC: Emotion Regulation Checklist
Author(s)	United States, English Original: A.Shields, & D.Cicchetti
Age range	3-7
Age range (text field)	Preschool and pre-primary children aged 6 years to 12 years
Constructs	Self-management
Scales and Subscales	Targets processes central to emotionality and regulation, including affect lability, intensity, valence, flexibility, and contextual appropriateness of expressiveness. The Lability/Negativity subscale is comprised of items representing a lack of flexibility, mood lability, and dysregulated negative affect; sample items include "Exhibits wide mood swings," and "Is prone to angry outbursts?". The Emotion Regulation subscale includes items describing situationally appropriate affective displays, empathy, and emotional self-awareness; sample items include "Is empathic toward others," and "Can say when s/he is feeling sad, angry or mad, fearful or afraid."
Sources of information	Teacher Parent
Formats for administration	Questionnaire
Administration	Other-report questionnaire (teachers, could be adapted for parents); The checklist includes both positively and negatively weighted items to be rated on a 4-point Likert scale. The questionnaire takes about 10 minutes to be completed.
Scoring	Manual
Scoring (text field)	Sum 4-point Likert ratings for scales Lability/Negativity Scale = \sum items 2, 6, 8, 10, 13, 14, 17, 19, 20, 22, 24, 4R, 5R, 9R, 11R Emotion Regulation Scale = \sum items 1, 3, 7, 15, 21, 23, 16R, 18R R= recode, which in this case denotes subtracting that score from the total Item 12 is not included in either scale as it did not load on either in early validation studies.

Psychometric properties	Internal consistency for the emotion regulation and lability/negativity subscales is excellent; in Shields & Cicchetti (1997) alphas were .96 for lability/negativity and .83 for Emotion Regulation. Validity: Subscale scores correlate significantly with other measures of similar constructs in the anticipated direction, including the California Child Q-Set (Block & Block, 1980). Criterion validity $r = -.13$, $p < .05$, for the Student-Teacher Relationship Scale rating of dependency; $r = -.24$, $p < .001$, for the Minnesota dependency rating Reliability: Internal consistencies, assessed through Cronbach's alpha, were .96 for Lability/Negativity and .83 for Emotion Regulation. In addition, the two subscales were significantly correlated ($r = -.50$, $p < .001$). A composite ERC score also was generated, as a single emotion regulation criterion measure was needed for confirmatory factor analyses, and it was important that this variable capture processes related to both regulation and dysregulation. The internal consistency of this composite ERC score, which was computed by reverse scoring all negatively weighted items and then averaging across all 24 items, was .89.
Translation(s) and adaptation(s)	Portugal, Turkey (translated in at least seven languages; free use so other translations may be available)
Training and other requirements for test users	Permission to use: Free to use
Strengths / Weaknesses	
Publisher	Dante Chicchetti, Institute of Child Development, University of Minnesota, 51 River Road, Minneapolis, MN 55455, USA.
Where to find additional information?	English version (United States): https://effectiveservices.force.com/s/measure/a007R00000v8QVJQA2/emotion-regulation-checklist
Other relevant information	Copies of the Emotion Regulation Checklist, along with instructions for administration and scoring, may be obtained from Dante Cicchetti, Mt. Hope Family Center, University of Rochester, 187 Edinburgh Street, Rochester, New York 14608. Kapçı, E., Uslu, R., Akgün, E., & Acer, D. (2009). İlköğretim çağı çocuklarında duygu ayarlama: Bir ölçek uyarlama çalışması ve duygu ayarlamayla ilişkili etmenlerin belirlenmesi [Psychometric properties of the Turkish adaptation of the emotion regulation checklist]. <i>Çocuk ve Gençlik Ruh Sağlığı Dergisi</i> , 16(1), 13-20 Shields, A., & Cicchetti, D. (1997). Emotion regulation in school-age children: The development of a new criterion Q-sort scale. <i>Developmental Psychology</i> , 33, 906-916. Shields, A., Dickstein, S., Seifer, R., Guisti, L., Magee, K. D., & Spritz, B. (2001). Emotional competence and early school adjustment: A study of preschoolers at risk. <i>Early Education and Development</i> , 12, 73-96.

Name of the measure	ESB: Early Sociocognitive Battery
Author(s)	United Kingdom, English Original: P. Roy, S. Chiat, & J. Warwick
Age range	0-3 3-7
Age range (text field)	2-5 years
Constructs	Social awareness
Scales and Subscales	Social Responsiveness (6 items) Joint Attention (6 items) Symbolic Comprehension: <ul style="list-style-type: none"> • gesture (6 items) • miniature (6 items) • substitute object (6 items)
Sources of information	Child
Formats for administration	Direct assessment
Administration	Individual 15 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	The reliability and validity of the ESB were evaluated using data from three samples: <ul style="list-style-type: none"> • The UK normative sample • The sample of preschool children in the clinical study • A sample of Saudi Arabian preschool children Reliability: Saudi Arabian sample (PhD study) .17 – .81; test-retest study .83 – .91; inter-rater reliability .9 – .96. Validity: construct validity (with typically developing children) .61– .91. Concurrent validity: ESB and language measures .35 – .63. Predictive validity: ESB and BAS: .26 – .63. Discriminant validation with children with an ASD or DLD diagnosis: .84 – 1.32 (Cohen's d).

Translation(s) and adaptation(s)	
Training and other requirements for test users	Test user accreditation: relevant qualifications/experience/. Training is recommended, not mandatory.
Strengths / Weaknesses	The test looks specifically at social communication and language development disorders for preschool aged children. It is a largely non-verbal test so appropriate for non-English speakers. Engaging and playful for very young children. The test will give an overview profile for a child and will not be able to provide detailed diagnostic information for ASD etc. It is intended as a screening tool for psychologists and therapists to use.
Publisher	United Kingdom: Hogrefe Ltd
Where to find additional information?	English version (United Kingdom): https://www.hogrefe.co.uk/shop/early-sociocognitive-battery-esb.html
Other relevant information	The manual contains detailed information about the test development, administration and psychometric properties.

ESV 3-6: Emotional and social behaviors of 3 to 6-year-olds – A rating scale for educational professionals (*Emotionale und soziale Verhaltensweisen 3- bis 6-Jähriger – Eine Ratingskala für pädagogische Fachkräfte*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	ESV 3-6: Emotional and social behaviors of 3 to 6-year-olds – A rating scale for educational professionals (Emotionale und soziale Verhaltensweisen 3- bis 6-Jähriger – Eine Ratingskala für pädagogische Fachkräfte)
Author(s)	Germany, German Original: C. Kiese-Himmel
Age range	3–7
Age range (text field)	3–6 years
Constructs	Emotional and behavioural problems
Scales and Subscales	Scale 1: Internalizing behaviours (14 items) Scale 2: Externalizing behaviours (14 items) Total scale value results from the addition of the two-scale sum values
Sources of information	Teacher
Formats for administration	Observation
Administration	Execution time: approx. 10 minutes Evaluation time: approx. 5 minutes
Scoring	Manual
Scoring (text field)	Addition of the total values of each scale results in a global value
Psychometric properties	Internal consistency: scale 1: $\alpha = .91$, scale 2: $\alpha = .90$ Split-Half reliability: scale 1: $\rho = .92$, scale 2: $\rho = .90$
Translation(s) and adaptation(s)	
Training and other requirements for test users	

Strengths / Weaknesses

Publisher Germany: Hogrefe Verlag

Where to find additional information? German version:
<https://www.testzentrale.de/shop/emotionale-und-soziale-verhaltensweisen-3-bis-6-jaehriger.html>

Other relevant information

ET 6-6-R: Developmental test for children from 6 months to 6 years
(*Entwicklungstest für Kinder von 6 Monaten bis 6 Jahren – Revision*)

AUTHORS:
Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ET 6-6-R: Developmental test for children from 6 months to 6 years (Entwicklungstest für Kinder von 6 Monaten bis 6 Jahren – Revision)
Author(s)	Germany, German Original: F. Petermann, & T. Macha
Age range	0-3 3-7
Age range (text field)	6 months to 6 years
Constructs	Social and emotional development
Scales and Subscales	The ET 6-6-R depicts six developmental areas in a developmental profile: <ul style="list-style-type: none"> • body and hand motor skills • cognitive development • language • social development (through information from parents) • emotional development.
Sources of information	Child Parent
Formats for administration	Direct Assessment
Administration	Individual; Between 20 minutes (infants) and 50 minutes (3 years old and up)
Scoring	
Scoring (text field)	
Psychometric properties	The internal consistency (Cronbach's α) is between 0.66 and 0.77 for the individual scales. In addition to content validity, there is also construct validity due to the relative independence of the scales. Criterion-related validity of the previous version should also be assumed for the review.
Translation(s) and adaptation(s)	

Training and other requirements for test users

Strengths / Weaknesses

Publisher Pearson

Where to find additional information? <https://www.pearsonclinical.de/et-6-6-r.html>

Other relevant information

AUTHORS:
Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	FAS: Feelings about School
Author(s)	United States, English Original: T. N. Valeski & D. J. Stipek
Age range	3-7
Age range (text field)	Children in kindergarten and first grade.
Constructs	Self-awareness
Scales and Subscales	This instrument has 11 items distributed in four factors: <ul style="list-style-type: none"> • Perceived competence in math – 3 items • Perceived competence in literacy – 2 items • Children’s feelings about their relationship with the teachers – 3 items • Children’s general attitudes toward school – 3 items 1 to 5 Likert-type scale
Sources of information	Child
Formats for administration	Direct assessment
Administration	Individual 15 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	For kindergartners: Perceived competence in math $\alpha = .68$ Perceived competence in literacy $\alpha = .61$ Children’s feelings about their relationship with the teachers $\alpha = .52$ Children’s general attitudes toward school $\alpha = .74$ For first-grade children: Perceived competence in math $\alpha = .63$ Perceived competence in literacy $\alpha = .74$ Children’s feelings about their relationship with the teachers $\alpha = .59$ Children’s general attitudes toward school $\alpha = .79$

Translation(s) and adaptation(s)	Spanish
Training and other requirements for test users	In the original article, the authors referred that the assessment was implemented by a technician with experience in working with children.
Strengths / Weaknesses	
Publisher	Public domain
Where to find additional information?	
Other relevant information	Valeski, T. N., & Stipek, D. J. (2001). Young children’s feelings about school. <i>Child Development</i> , 72(4), 1198-1213. https://doi.org/10.1111/1467-8624.00342 Free translations available in Europe

FREDI 0-3: Early childhood development diagnostics for children from 0-3 years:
(Frühkindliche Entwicklungsdiagnostik für Kinder von 0-3 Jahren)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	FREDI 0-3: Early childhood development diagnostics for children from 0-3 years: (Frühkindliche Entwicklungsdiagnostik für Kinder von 0-3 Jahren)
Author(s)	Germany, German Original: C. Mähler, F. Carlschau, & K. Rohleder
Age range	0-3
Age range (text field)	
Constructs	Social and emotional development
Scales and Subscales	<p>Motor function</p> <ul style="list-style-type: none"> gross motor activity (20 items for parents, 40 items for researcher) minute motor activity (11 items for parents, 22 items for researcher) <p>Cognition (11 items for parents, 40 items for researcher)</p> <ul style="list-style-type: none"> perception cognitive development <p>Social-emotional development (39 items for parents, 6 items for researcher)</p> <ul style="list-style-type: none"> social development emotional development <p>Language</p> <ul style="list-style-type: none"> language development receptive (3 items for parents, 12 items for researcher) language development expressive (17 items for parents, 10 items for researcher)
Sources of information	Parent Child
Formats for administration	Direct assessment Observation
Administration	Execution time: approx. 30 to 60 minutes (depending on the age of the child)
Scoring	Manual
Scoring (text field)	

Psychometric properties	Internal consistency: <ul style="list-style-type: none"> motor function: $.55 < \alpha < .89$ cognition: $.33 < \alpha < .84$ social-emotional development: $.34 < \alpha < .80$ language: $.31 < \alpha < .85$
Translation(s) and adaptation(s)	
Training and other requirements for test users	The person administering the test needs a high degree of competence and flexibility. It is essential to intensively study the tasks to be performed and their sequence before each test is conducted.
Strengths / Weaknesses	
Publisher	Germany: Hogrefe Verlag
Where to find additional information?	German version: https://www.testzentrale.de/shop/fruehkindliche-entwicklungsdiagnostik-fuer-kinder-von-0-3-jahren.html
Other relevant information	

HTKS: Head Toes Knees Shoulders Task

AUTHORS:

Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	HTKS: Head Toes Knees Shoulders Task
Author(s)	United States, English Original: C.Cameron, & M. McClelland
Age range	0-3 3-7
Age range (text field)	3-8 years
Constructs	Self-management
Scales and Subscales	Overall score on child self-regulation
Sources of information	Child
Formats for administration	Direct assessment
Administration	It takes around 7 minutes to administer; individual child assessment
Scoring	Manual
Scoring (text field)	
Psychometric properties	Good convergent validity with observer reports of behavioural regulation; Found to be a valid and reliable measure.
Translation(s) and adaptation(s)	Portugal Norway (and several others)
Training and other requirements for test users	Training and certification required
Strengths / Weaknesses	
Publisher	Oregon State University

Where to find additional information?

English version (United States):
<https://health.oregonstate.edu/labs/kreadiness/measure>

A valid and reliable measure of self-regulation that has been translated into over 20 languages and is being used worldwide; it is currently available for research purposes only.

Other relevant information

Ponitz, C. C., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. *Early Childhood Research Quarterly*, 23, 141-158. <https://doi.org/10.1016/j.ecresq.2007.01.004>

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	IBQ: Infant Behavior Questionnaire
Author(s)	United States, English Original: M. K. Rothbart Germany, German Adaptation: M. Marysko, P. Finke, A. Wiebel, F. Resh, & E. Moehler
Age range	0-3
Age range (text field)	3-12 months
Constructs	Self-management
Scales and Subscales	IBQ has only six scales: <ul style="list-style-type: none"> • Activity level - 17 items • Smiling and laughter - 15 items • Fear - 16 items • Distress to limitations - 20 items • Soothability - 11 items • Duration of orienting - 8 items
Sources of information	Parent
Formats for administration	Questionnaire
Administration	20-30 minutes Individual
Scoring	Manual
Scoring (text field)	
Psychometric properties	IBQ internal consistency of the six scales (USA original): <ul style="list-style-type: none"> • Activity level from .73 to .84 • Smiling and laughter from .73 to .85 • Fear from .80 to .84 • Distress to limitations from .75 to .84 • Soothability from .73 to .84 • Duration of orienting from .67 to .75

Translation(s) and adaptation(s)	The official Bowdoin website identifies the authors of the inventories translations, who will be named below: <ul style="list-style-type: none"> • IBQ • German: Susanne Kristen, Hannah Eisenbus, Claudia Thoermer and Beate Sodian • Norwegian: Anne Mari Torgersen • Romanian: Osana Benga and Elena Geangu
Training and other requirements for test users	
Strengths / Weaknesses	Strengths: This instrument is validated for many languages and populations. Weaknesses: It is important to be careful with parental reports.
Publisher	English version (United States):: Bowdoin
Where to find additional information?	English version (United States): https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList
Other relevant information	Gartstein, M. A., & Rothbart, M. K. (2003). Studying infant temperament via the Revised Infant Behavior Questionnaire. <i>Infant Behavior & Development</i> , 26, 64-86. Putman, S. P., Helbig, A. L., Gartstein, M. A., Rothbart, M. K., & Leerkes, E. (2014). Development and assessment of short and very short forms of the Infant Behavior Questionnaire-Revised. <i>Journal of Personality Assessment</i> , 96(4), 445-458. https://doi.org/10.1080/00223891.2013.841171 Rothbart, M. K. (1981). Measurement of temperament in infancy. <i>Child Development</i> , 52, 569-578. Every form of this questionnaire has free access at https://research.bowdoin.edu/rothbart-temperament-questionnaires/ Investigations with the purpose of studying the validity and reliability of the different translations: <ul style="list-style-type: none"> • IBQ: <ul style="list-style-type: none"> – German: Marysko, M., Finke, P., Wiebel, A., Resh, F., & Moehler, E. (2010). Can mothers predict childhood behavioural inhibition in early infancy?. <i>Child and Adolescent Mental Health</i>, 15(2), 91-96. https://doi.org/10.1111/j.1475-3588.2009.00539.x – Spanish: González-Salinas, C., Hidalgo-Montesinos, M. D., Carranza-Carnicero, J. A., & Ato-García, M. (2000). Elaboración de una Adaptación a Población Española del Cuestionario Infant Behavior Questionnaire para la Medida del Temperamento en la Infancia. <i>Psicothema</i>, 12(4), 513-519. – Finnish: Gaias, L. M., Raikkonen, K., Komsí, N., Gartstein, M. A., Fisher, P. A., & Putman, S. P. (2012). Cross-cultural temperamental differences in infants, children, and adults in the United States of America and Finland. <i>Scandinavian Journal of Psychology</i>, 53(2), 119-128. https://doi.org/10.1111/j.1467-9450.2012.00937.x

IBQ-R: Infant Behavior Questionnaire (Rothbart Temperament Scales)

AUTHORS:

Nadia Koltcheva, New Bulgarian University
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	IBQ-R: Infant Behavior Questionnaire, Revised (Rothbart Temperament Scales)
Author(s)	United States, English Original: M. A. Gartstein & M. K. Rothbart Portugal, Portuguese Adaptation: R. Costa & B. Figueiredo
Age range	0-3
Age range (text field)	3 to 12 months
Constructs	Self-management
Scales and Subscales	<p>The Infant Behavior Questionnaire (IBQ) and Infant Behavior Questionnaire, Revised version (IBQ-R) have been designed to measure temperament in infants between the ages of 3 and 12 months.</p> <p>IBQ-R has 3 factors, 14 scales:</p> <ul style="list-style-type: none"> • Surgency/Extraversion: <ul style="list-style-type: none"> – Approach – 12 items – Vocal reactivity – 12 items – High intensity pleasure – 11 items – Smile and laughter – 10 items – Activity level – 15 items – Perceptual sensitivity – 12 items • Negative Affectivity: <ul style="list-style-type: none"> – Sadness – 14 items – Distress to limitations – 16 items – Fear – 16 items – Falling reactivity – 13 items • Orienting/Regulation: <ul style="list-style-type: none"> – Low intensity pleasure – 13 items – Cuddliness – 17 items – Duration of orienting – 12 items – Soothability – 11 items <p>IBQ-R Short Form has the 14 scales of IBQ-R with 91 items. IBQ-R Very Short Form has three board scales (Surgency/ Extraversion, Negative Affectivity and Orienting/Regulation) and 37 items. Two of the board scales have 12 items and one has 13.</p>
Sources of information	Parent
Formats for administration	Questionnaire

Administration	<p>Time required:</p> <ul style="list-style-type: none"> • IBQ-R – 20-30 minutes; Short – 30-40 minutes; Very Short – 10-15 minutes; <p>The instrument required the use of only a pen/pencil and paper. It is done individually with the child. Clear type of scores, compatible with SPSS. Currently, the scoring is mostly done manually, but electronically-based versions are being developed.</p>
Scoring	Manual Online scoring
Scoring (text field)	Online scoring (available in autumn 2020)
Psychometric properties	<p>Very good results in reliability and validity. Internal Consistency: 0.67-0.94 Inter-Rater: 0.28-0.71 Test-Retest:</p> <ul style="list-style-type: none"> • Mother: 0.50-0.79 • Father: 0.48-0.76 <p>IBQ-R internal consistency of the three factors (USA version): Surgency/Extraversion $\alpha = .92$ Negative Affectivity and Orienting/Regulation $\alpha = .91$</p> <p>IBQ-R Short and Very Short Forms have reliability above .65</p>
Translation(s) and adaptation(s)	<p>IBQ-R: Infant Behavior Questionnaire, Revised Translated in over 20 languages: https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/the-infant-behavior-questionnaire/</p> <p>The following non-English versions of the IBQ-R are available for download:</p> <ul style="list-style-type: none"> • An Arabic version of the IBQ-R, translated by Andrea Berger at Ben-Gurion University of Negev. • A Bengali version of the IBQ-R Very Short Form, translated by Rita Chatterjee. • Chinese (Taiwan) versions of the IBQ-R Standard and Very Short Forms, translated by Keng-Ling Lay of National Taiwan University • A Chinese (simplified Mainland) version of the IBQ-R Very Short Form, translated by Nadia Abdelouahab, Wang Guanghai, Ouyang Fengxiu and Xu Jian • Czech versions of the IBQ-R Standard and Very Short Forms, translated by Miloň Potměšil and Petra Potměšilová of Palacky of University in Olomouc • A Danish version of the IBQ-R Very Short Form, translated by Katrine Isabella Wendelboe and Johanne Smith-Nielson • Dutch versions of the IBQ-R Standard, Short and Very Short Forms, translated by M. Roest-Zeeuw and K. van Doesum, with minor corrections made by Christina Bergmann, Julia Egger and Cielke Hendriks. • Finnish versions of the IBQ-R standard and short forms, translated by Katri Raikkonen-Talvitie, Kati Heinonen, and the Developmental Psychology Research Group of University of Helsinki

Translation(s) and adaptation(s)

- A French version of the IBQ-R, translated by Thomas Cascales
- A German version of the IBQ, translated by Susanne Kristen, Hannah Eisenbus, Claudia Thoermer, and Beate Sodian
- German versions of the IBQ-R Standard and Very Short Forms, translated by Susanne Kristen, Hannah Eisenbus, Claudia Thoermer, and Beate Sodian
- A Greek version of the IBQ-R Short Form, translated by M Arampatzi and L. Zacharaki
- A Hebrew version of the IBQ, translated by Ariel Knafo
- Hungarian versions of the IBQ, IBQ-R Standard, and IBQ-R Very Short Forms, translated by Krisztina Lakatos
- Italian versions of the IBQ-R Standard, Short, and Very Short Forms, translated by Rosario Montiroso, Patrizia Cozzi, and Sam Putnam
- A Japanese version of the IBQ, translated by Kazuo Miyake, Nobuko Hoshi, and Emiko Kusanagi
- A Japanese version of the IBQ-R, translated by Astuko Nakagawa
- A Kannada (spoken in South Indian state of Karnataka) version of the IBQ, translated by Michelle Fernandes
- A Kiswahili (spoken by Swahili communities in East Africa) version of the IBQ-R, translated by Joy K. Minyenya and Cindy M. Makanga
- A Korean version of the IBQ-R, translated by Keumjoo Kwak and Suchung Kim
- Lithuanian versions of the IBQ-R, translated by Dalia Nasvytienė and Tomas Lazdauskas
- A Maltese version of the IBQ-R, translation arranged by Ingrid Grech Lanfranco
- A Norwegian (Bokmal) version of the IBQ, translated by Anne Mari Torgersen
- Norwegian (Bokmal) translations of short versions of select IBQ-R scales, translated by Harald Janson and Asne Naerde
- A Persian translation of IBQ-R. Translated by Faezeh Hosseini.
- A Polish version of the IBQ-R, translated by Wojciecha Ł. Dragana, Grażyny Kmity and Krzysztofa Fronczyka
- A Portuguese (Brazilian) version of the IBQ-R, translated by Vivian Caroline Klein and Maria Beatriz Martins Linhares; and a Portuguese (Brazilian) version of the IBQ-R Very Short Form compiled by Ana Osorio and Vera Mateus from items translated by Klein and Linhares
- A Portuguese (European) version of the IBQ-R, translated by João Moreira
- A Romanian version of the IBQ, translated by Oana Benga and Elena Geangu
- A Russian version of the IBQ-R, translated by Helena Slobodskaya
- A Serbian-Bosnian version of the IBQ-R Short Form, translated by Olja Borovnica.
- A Spanish (Chilean) version of the IBQ-R, translated by Chamarrita Farkas at The Psychology School of the Pontificia Universidad Católica de Chile
- A Spanish (European) version of the IBQ-R, translated by Carmen Gonzalez and GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain), with Short and Very Short forms derived by Miguel Carrasco.

Translation(s) and adaptation(s)

- A Spanish (Mexican) version of the IBQ, translated by Carmen Gonzalez and GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain)
- A Spanish (Mexican) versions of the IBQ-R Very short and standard forms, translated by Carmen Gonzalez and GIPSE (el Grupo de Investigación en Psicología Evolutiva at the University of Murcia, Spain) and revised by Sally Myers.
- Swedish versions of the IBQ-R Standard, Short and Very Short Forms; translated by Eric Zander
- A Turkish version of the IBQ-R Standard form' translated by Gülsün Ünal Yazar and Sibel Kazak-Berument; and Very Short Form, translated by Müyesser Fazlioglu and Özden Yalçinkaya-Alkar
- A Vietnamese version of the IBQ-R Very Short Form (pdf). Translated by Hien Anh T. Nguyen and Mizuki Takegata.

Training and other requirements for test users

No special training is required, but Level B in Psychological assessment qualification is recommended.

Strengths / Weaknesses

Strengths: The tool is easy to use, good in structure, excellent validity, and it's conveniently translated to many languages. This instrument is validated for many languages and populations.
Weaknesses: It is important to be careful with the parental reports.

Publisher

The instrument is not for sale. Access to it can be requested and granted given a scientific purpose is provided:
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/request-forms/>

Where to find additional information?

English version (United States):
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList>

Other relevant information

Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.

Gartstein, M. A., & Rothbart, M. K. (2003). Studying infant temperament via the Revised Infant Behavior Questionnaire. *Infant Behavior and Development*, 26 (1), 64-86.

Putnam, S. P., Helbig, A. L., Gartstein, M. A., Rothbart, M. K. & Leerkes, E. (2014). Development and Assessment of Short and Very Short Forms of the Infant Behavior Questionnaire-Revised. *Journal of Personality Assessment*, 96, 445-458.

Rothbart, M. K. (1981). Measurement of temperament in infancy. *Child Development*, 52, 569-578.

Mary Rothbart's Temperament Questionnaires
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/instrument-descriptions/>
<https://research.bowdoin.edu/rothbart-temperament-questionnaires/frequently-asked-questions/#QuestionsList>

Every form of this questionnaire has free access at <https://research.bowdoin.edu/rothbart-temperament-questionnaires/>

Investigations with the purpose of studying the validity and reliability of the different translations:

- IBQ-R:
 - German: Vonderlin, E., Ropeter, A., & Pauen, S. (2012). Assessment of temperament with the Infant Behavior Questionnaire Revised (IBQ-R) - the psychometric properties of a German version. *Z kinder Jugendpsychiatr Psychother*, 40(5), 307-314. <https://doi.org/10.1024/1422-4917/a000187>
 - Polish: Dragan, W. L., Kmita, G., & Fronczyk, K. (2011). Psychometric properties of the Polish adaptation of the Infant Behavior Questionnaire-Revised (IBQ-R). *International Journal of Behavioral Development*, 35(6), 542-549. <https://doi.org/10.1177/0165025411422181>
 - Portuguese: Costa, R. & Figueiredo, B. (2018). Infant behaviour questionnaire - revised version: a psychometric study in a Portuguese sample. *Journal of Reproductive and Infant Psychology*, 36(2), 207-218. <https://doi.org/10.1080/02646838.2018.1436752>
 - Russian: Gartstein, M. A., Slobodskaya, H. R., & Kinsht, I. A. (2003). Cross-cultural differences in the first year of life: United States of America (USA) and Russia. *International Journal of Behavioral Development*, 27, 316 – 328. <https://doi.org/10.1080/01650250244000344>

It's important to note that the IBQ-R has two additional versions: (1) short form and (2) very short form and were created by S. Putnam, A. L. Helbig, M. A. Gartstein, M. K. Rothbart and E. Leerkes. Also, the following translations are described on the official website of Bowdoin:

- IBQ-R Short Form:
 - Dutch: M. Roest-Zeeuw and K. van Doesum, with minor corrections made by Christina Bergmann, Julia Egger and Cielke Hendriks
 - Finnish: Katri Räikkönen-Talvitie, Kati Heinonen and the Developmental Psychology Research Group of University of Helsinki
 - Greek: M Arampatzi and L. Zacharaki
 - Italian: Rosario Montiroso, Patrizia Cozzi and Sam Putnam
 - Serbian-Bosnian: Olja Borovnica
 - Swedish: Eric Zander
- IBQ-R Very Short Form:
 - Czech: Miloň Potměšil and Petra Potměšilová of Palacky of University in Olomouc
 - Danish: Katrine Isabella Wendelboe and Johanne Smith-Nielson
 - Dutch: M. Roest-Zeeuw and K. van Doesum with minor corrections made by Christina Bergmann, Julia Egger and Cielke Hendriks.
 - German: Susanne Kristen, Hannah Eisenbus, Claudia Thoermer and Beate Sodian
 - Hungarian: Krisztina Lakatos
 - Italian: Rosario Montiroso, Patrizia Cozzi, and Sam Putnam

Note: Norwegian (Bokmal) translations of short versions of select IBQ-R scales, translated by Harald Janson and Asne Naerde

Other relevant information

ICTI: Integrative Child Temperament Inventory

AUTHOR:
Hogrefe Publishing Group

Name of the measure	ICTI: Integrative Child Temperament Inventory
Author(s)	United Kingdom, English Original: M. Zentner, F. Wang
Age range	0-3 0-7
Age range (text field)	2 to 8 years
Constructs	Self-management Emotional and behavioural problems
Scales and Subscales	Frustration Behavioural Inhibition Activity Level Attention/Persistence Sensory Sensitivity
Sources of information	Parent Teacher
Formats for administration	Direct assessment
Administration	5 minutes
Scoring	Manual Online scoring
Scoring (text field)	Online scoring (available in autumn 2020)
Psychometric properties	Reliability: .69 – .89 (Cronbach's α); test-retest: .73 – .88 Validity: convergent validity with CBQ (TBAQ-R) .68 – .86 and with EAS .74 – .84.
Translation(s) and adaptation(s)	
Training and other requirements for test users	Test user accreditation. Relevant qualifications/experience [certified training and experience in a relevant discipline (e.g. clinical psychology, counseling psychology or speech and language therapy); membership of a professional organization appropriate to the focus of the test; and/or evidence of competence in the use of psychological test].

Strengths / Weaknesses	A short screening test for temperament can be used to determine further treatment or intervention. Provides an overview but not an in-depth profile.
Publisher	United Kingdom: Hogrefe Ltd
Where to find additional information?	English version (United Kingdom): https://www.hogrefe.co.uk/shop/integrative-child-temperament-inventory.html
Other relevant information	

IIES: Emotions and Feelings Identification Awareness Inventory
(*Inventário de Identificação de Emoções e Sentimentos*)

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	IIES: Emotions and Feelings Identification Awareness Inventory (Inventário de Identificação de Emoções e Sentimentos)
Author(s)	Portugal, Portuguese Original: P. Moreira, J. T. Oliveira, L. Crusellas & A. Lima
Age range	3–7
Age range (text field)	6–11 years old
Constructs	Self-awareness
Scales and Subscales	A total of 15 items distributed in three scales: (1) neutral valence (situations that are not associated with any kind of emotional experience): 7 items; (2) negative valence (situations related to with negative emotions): 4 items; (3) positive valence (situations related to positive emotions): 4 items.
Sources of information	Child
Formats for administration	Direct assessment
Administration	Individual or group
Scoring	Manual
Scoring (text field)	
Psychometric properties	Scales internal consistency: (1) neutral valence $\alpha = .85$ (2) negative valence $\alpha = .82$ (3) positive valence $\alpha = .57$
Translation(s) and adaptation(s)	

Training and other requirements for test users

Strengths / Weaknesses

Weaknesses: lower internal consistency of the positive valence scale.

Publisher

Where to find additional information?

Other relevant information

Moreira, P., Oliveira, J. T., Crusellas, L., & Lima, A. (2012). Inventário de identificação de emoções e sentimentos (IIES): Estudo de desenvolvimento e de validação. *Journal of Child and Adolescent Psychology*, 3(1), 39-66.
https://www.researchgate.net/publication/264251102_Inventario_de_identificacao_de_emocoes_e_sentimentos_IIES_Desenvolvimento_e_validacao

INTER-NDA: Intergrowth 21st Neurodevelopment Assessment

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI
Nadia Koltcheva, New Bulgarian University
Margarita Kolcheva

Name of the measure	INTER-NDA: Intergrowth 21st Neurodevelopment Assessment
Author(s)	United Kingdom, English Original: M. Fernandes, A. Stein, C. Newton, F. Giuliani, A. A. Ali, C. Hogue, K. McCormick & K. Srinivasan
Age range	0-3
Age range (text field)	24 months
Constructs	Social and emotional development Emotional and behaviour problems
Scales and Subscales	The INTER-NDA is a comprehensive, rapid assessment of cognition, (fine and gross) motor skills, language, and (positive and negative) behaviour for children aged 22 to 30 months. Part A: cognition, language and motor scale - 30 items • Cognitive: 13 items (1,2,4,5,6,7,8,11,12,13,14,16,18); • Fine motor: 4 items (9,10,15,20); • Gross motor: 3 items (19,21,22); • Overall Language: 12 items (3,5,8,17,23,24,25,26,27,28,29,30); • Receptive Language: 2 items (5,8); • Expressive Language: 10 (3,17,23,24,25,26,27,28,29,30). Part B: child's behaviour - 7 items Part C: a questionnaire with "attention" and "emotional reactivity" subscales of the CBCL - 16 items
Sources of information	Child Parent
Formats for administration	Questionnaire Observation
Administration	Sources of information are: • Part A: children • Part B: researcher • Part C: mother/caregiver For each part is included: • Part A: scale • Part B: observation • Part C: questionnaire 25 minutes Direct administration, concurrent observation and caregiver reports Required materials: Manual, available at www.inter-nda.com Time: 35-45 minutes. It is administered individually.

Scoring	Manual Electronic
Scoring (text field)	Items 1-30 are scored on a five-point scale, and items 31-37 are scored on a three-point scale, raw domain scores are converted to standardized scaled scores (range 0-100). Results are calculated manually.
Psychometric properties	<p>Satisfactory internal consistency (Fernandes et al., 2018). It has demonstrated strong agreement with the BSID, 3rd edition (BSID-III) (intraclass correlation coefficients 0.75 to 0.88. The sensitivity and specificity of INTER-NDA cognitive scores ≤ 1 SD below the mean are 66.7% and 98.6% respectively, with a moderate agreement between INTER-NDA and BSID-III classifications ($\kappa = 0.72$, $p < 0.001$). The sensitivity and specificity of INTER-NDA scores < 2 SD below the mean, in predicting low BSID-III scores (< 70), are 100% each for cognition, and 25% and 100% respectively for language. More than 97% of children who scored in the normal range of the INTER-NDA (< 1SD below mean) also scored in the normal range in the BSID-III (≥ 85). The INTER-NDA demonstrates satisfactory internal consistency and its subscales demonstrate good unidimensionality.</p> <p>Reliability: Test retest reliability ($\kappa = 0.79$; 95%CI: 0.48–0.96).</p> <p>Inter-rater correlations: $\kappa = 0.70$; 95% CI: 0.47–0.88</p> <p>Validity: By evaluating the performance of INTER-NDA in comparison to the Bayley Scales Of Infant and Toddler Development (BSID-II) in children aged from 22-30 months, it was found that INTER-NDA is a valid and reliable measure of child development.</p> <p>International adaptations: <ul style="list-style-type: none"> • Internal/Cronbach's Alpha: 0.56-0.81 • Inter-Rater: 0.70-0.88 • Test-Retest: 0.79-0.96 </p>
Translation(s) and adaptation(s)	Brazilian, Finish, Grenada, Guatemala, Indian, Italian, Indonesian, Kenyan, Mexican, Pakistanian, Russian, Senegal, South African, Slovakian, Thai, Ugandan
Training and other requirements for test users	Does not require training in psychiatry, psychology or related disciplines. It is easy to train midwives and health care workers to administer the tool. Standardization protocol Requires training repeated annually.
Strengths / Weaknesses	The INTER-NDA is easy to be used and it was designed for use across socio-economic groups and populations. Its operation manual, standardization protocol and forms are freely available at www.inter-nda.com . The kit (Figure 1) consists of common household items encountered across the world. In the INTERGROWTH-21st project study sites, the INTER-NDA was translated into the local languages of the sites (Brazil: Brazilian Portuguese, India: Marathi; Italy: Italian; Kenya: Kiswahili), using the WHO Mental Health Initiative translation guidelines, which included processes of cultural customization, translation and back translation.

Strengths / Weaknesses	<p>Strengths: Valuable for screening and identifying children at risk of adverse outcomes. Can be administered by trained non-specialists. Large sample size, the method has been administered across several different populations and cultures.</p> <p>Weaknesses: Restriction to 2-year-olds. INTER-NDA validated only against the BSD-II</p>
Publisher	The International Fetal and Newborn Growth Consortium for the 21st Century - INTERGROWTH-21st THE INTER-NDA NETWORK https://www.inter-nda.com/ https://intergrowth21.tghn.org/
Where to find additional information?	English version (United Kingdom): https://intergrowth21.tghn.org/articles/intergrowth-21st-project-neurodevelopment-package
Other relevant information	<p>INTERGROWTH-21st Infant Development Group. (2014). The INTERGROWTH-21st Neurodevelopment Assessment (INTER-NDA) Manual. Oxford: University of Oxford. https://intergrowth21.tghn.org/training/neurodevelopment/</p> <p>Manual: https://www.inter-nda.com</p> <p>Downloadable Resources: https://intergrowth21.tghn.org/articles/category/methodology/</p> <p>Fernandes, M., Stein, A., Newton, C. R., Cheikh-Ismaïl, L., Kihara, M., et al. (2014). The INTERGROWTH-21st Project Neurodevelopment Package: A Novel Method for the Multi-Dimensional Assessment of Neurodevelopment in Pre-School Age Children. PLoS ONE,9(11): e113360. https://doi.org/10.1371/journal.pone.0113360</p> <p>Fernandes, M., Villar, J., Stein, A., Staines Urias, E., Garza, C., Victora, C. G., ... Kennedy, S. (2020). INTERGROWTH-21st Project international INTER-NDA standards for child development at 2 years of age: an international population-based study. BMJ Open, 10(6), e035258. doi:10.1136/bmjopen-2019-035258</p> <p>Murray, E., Fernandes, M., Newton, C. R. J., Abubakar, A., Kennedy, S. H., Villar, J., et al. (2018). Evaluation of the INTERGROWTH-21st Neurodevelopment Assessment (INTER-NDA) in 2 year-old children. PLoS ONE,13(2): e0193406. https://doi.org/10.1371/journal.pone.0193406</p>

ITSEA: Infant-Toddler Social-Emotional Assessment

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ITSEA: Infant-Toddler Social-Emotional Assessment
Author(s)	United States, English Original: M. J. Briggs-Gowan, & A. S. Carter France, French Adaptation: Z. Bracha, F. Perez-Diaz, P. Gerardin, Y. Perriot, F. Rocque, M. Flament, M. C. Leroux, P. Reinert, P. Mazet, & A. S. Carter Germany, German Adaptation: K. Sarimski, M. Hintermair, & M. Lang
Age range	0-3
Age range (text field)	1 to 3 years
Constructs	Social and emotional development Emotional and behaviour problems
Scales and Subscales	<p>Has a total of 166 items. Domains:</p> <ul style="list-style-type: none"> • Externalizing – 24 items <ul style="list-style-type: none"> – Activity – 6 items; – Aggression/Defiance – 12 items; – Peer aggression – 6 items; • Internalizing – 30 items <ul style="list-style-type: none"> – Depression/ Social Withdrawal – 9 items; – General anxiety – 10 items; – Separation distress – 6 items; – Inhibition to novelty – 5 items; • Dysregulation - 34 items <ul style="list-style-type: none"> – Sleep – 5 items; – Negative emotionality – 13 items; – Eating – 9 items; – Sensory sensibility – 7 items • Competence – 37 items <ul style="list-style-type: none"> – Attention Skills – 5 items – Compliance – 8 items – Imitation/play – 6 items; – Mastery motivation – 6 items (2 years olds only) – Empathy – 7 items – Prosocial peer interactions – 5 items • Maladaptive Index – 13 items • Social Relatedness Index – 10 items • Atypical Index – 8 items • Individual items of clinical significance – 10 items <p>3-point scale: (0) Not true/rarely; (1) Somewhat true/sometimes; (2) Very true/often</p>
Sources of information	Child Parent

Formats for administration	Questionnaire
Administration	30 minutes
Scoring	Manual Online scoring
Scoring (text field)	
Psychometric properties	Reliability of domains and scales was calculated with test-retest coefficients and ranged from .82 to .90 and .69 to .85 respectively. Also, ITSEA has a good internal consistency (Carter, Briggs-Gowan, Jones & Little, 2003).
Translation(s) and adaptation(s)	Spanish, German, French
Training and other requirements for test users	
Strengths / Weaknesses	
Publisher	Mapi Research Trust - https://eprovide.mapi-trust.org/instruments/infant-toddler-social-emotional-assessment#related_instruments
Where to find additional information?	<p>Briggs-Gowan, M. J. & Carter, A. S. (1998). Preliminary acceptability and psychometrics of the Infant-Toddler Social and Emotional Assessment (ITSEA): A new adult-report questionnaire. <i>Infant Mental Health Journal</i>, 14(4), 422-445.</p> <p>Carter, A. S., Briggs-Gowan, M. J., Jones, S. M., & Little, T. D. (2003). The Infant-Toddler Social and Emotional Assessment (ITSEA): Factor structure, reliability, and validity. <i>Journal of Abnormal Child Psychology</i>, 31(5), 495-514.</p> <p>French adaptation: Bracha, Z., Perez-Diaz, F., Gerardin, P., Perriot, Y., Rocque, F., Flament, M., Leroux, M. C., Reinert, P., Mazet, P., & Carter, A. S. (2004). A French adaptation of the Infant-Toddler Social and Emotional Assessment. <i>Infant Mental Health Journal</i>, 25(2), 117-129. https://doi.org/10.1002/imhj.10090</p> <p>German adaptation: Sarimski, K., Hintermair, M., & Lang, M. (2016). Beurteilung sozial-emotionaler Kompetenzen von Kleinkindern mit einer Seh- oder Hörschädigung oder einer drohenden geistigen Behinderung. <i>Praxis der Kinderpsychologie und Kinderpsychiatrie</i>, 65(8), 580-591. https://doi.org/10.13109/prkk.2016.65.8.580</p>
Other relevant information	

MESSY: Matson Evaluation of Social Skills with Youngsters

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure MESSY: Matson Evaluation of Social Skills with Youngsters

Author(s) United States, English Original, Un: J. L. Matson, A. F. Rotatori & W. J. Helsel
 Spain, Spanish Adaptation: F. X. Méndez, M. D. Hidalgo & C. J. Inglés
 Portugal, Portuguese Adaptation: J.B. Rosa, M. Rego & M. Carvalho, 2003

Age range 3–7

Age range (text field) 4 to 18 years

Constructs Relationship Skills

Scales and Subscales
 Self-rating scale – 62 items
 • Appropriate social skills (23 items)
 • Inappropriate assertiveness (16 items)
 • Impulsive/recalcitrant (5 items)
 • Overconfident (5 items)
 • Jealousy/withdrawal (4 items)
 • Miscellaneous items (9 items)
 Parent/Teacher rating scale – 64 items
 • Inappropriate Assertiveness/Impulsiveness (42 items)
 • Appropriate social skills (20 items)
 • Miscellaneous items (2 items)

Sources of information Child
 Parent
 Teacher

Formats for administration Questionnaire

Administration Self-rating scale and a parent/teacher rating scale Individual

Scoring

Scoring (text field)

Reliability was calculated through alpha coefficients and showed high results of internal consistency:

- .84 (2-to 5-years-olds)
- .93 (6-to 9-year-olds and 10-to 16-year-olds)

Cronbach's $\alpha = .84-.93$

Test retest over 2 weeks: $r = .50$ for self-report and $r = .55$ for teacher version.

Psychometric properties

The scale is significantly correlated with several other measures of social skills, $r = [.23,.30]$ (Matson et al., 1983); Multiple evidence of convergent validity was found between the parent/teacher form and the Behaviour Assessment System for Children, Second Edition (BASC-2) subscales and the Autism Spectrum Disorders- Comorbidity for Children (ASD-CC) subscale (Matson et al., 2010)

Translation(s) and adaptation(s) Spanish, Turkish, Dutch, Portuguese, United Kingdom

Training and other requirements for test users

Strengths / Weaknesses

Publisher For free use
 Sociedad Interamericana de Psicología Organismo Internacional

Where to find additional information?

Matson, J. L., Rotatori, A. F., & Helsel, W. J. (1983). Development of a rating scale to measure social skills in children: The Matson Evaluation of Social Skills with Youngsters (MESSY). *Behaviour Research and Therapy*, 21(4), 335–340. [https://doi.org/10.1016/0005-7967\(83\)90001-3](https://doi.org/10.1016/0005-7967(83)90001-3)

Matson, J. L., Neal, D., Fodstad, J. C., Hess, J. A., Mahan, S., & Rivet, T. T. (2010). Reliability and validity of the Matson Evaluation of Social Skills with Youngsters. *Behavior Modification*, 34(6), 539-558. <https://doi.org/10.1177/0145445510384844>

Other relevant information

Spanish translation: Méndez, F. X., Hidalgo, M. D., & Inglés, C. J. (2002). The Matson Evaluation of Social Skills with Youngsters. *European Journal of Psychological Assessment*, 18(1), 30-42. <https://doi.org/10.1027//1015-5759.18.1.30>

NEPSY-II: Neuropsychological Assessment, Second Edition

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	NEPSY-II: Neuropsychological Assessment, Second Edition
Author(s)	United States, English Original: M. Korkman, U. Kirk & S. Kemp Netherlands, Dutch Adaptation: R. Zijlstra, A. Kingma, H. Swaab & W. Brouwer Spain, Spanish Adaptation: Universidad de Sevilla, Centro de Rehabilitación Neurológica
Age range	3-7
Age range (text field)	3-16 years (NEPSY-II has two forms, one for ages of 3 through 4 and the other to ages for 5 through 16).
Constructs	Social and emotional development Self-management
Scales and Subscales	NEPSY-II can assess six domains through 32 subtests: <ul style="list-style-type: none"> • Attention and executive functioning; • Language; • Memory and learning; • Sensorimotor; • Visuospatial processing; • Social perception.
Sources of information	Child
Formats for administration	Direct assessment
Administration	Time required depends on the level of administration: <ul style="list-style-type: none"> • General assessment: <ul style="list-style-type: none"> – preschool ages: 45 minutes; – school-ages: 1 hour; • Diagnostic and selective assessments: time depends; • Comprehensive assessment: <ul style="list-style-type: none"> – preschool ages: 90 minutes; – school-ages: 2-3 hours.
Scoring	Electronic. The NEPSY-II has a scoring assistant and an assessment planner.
Scoring (text field)	
Psychometric properties	Both internal reliability coefficients and test-retest reliability correlations are adequate to very high. Also, NEPSY-II presents a medium to large correlation with other IQ tests, such as WISC - 4th edition and DAS-II, and with other cognitive and neuropsychological tests, like CMS and D-KEFS.

Translation(s) and adaptation(s) French, Dutch, Norwegian, Spanish, Swedish and English

Training and other requirements for test users Must be applied by psychologists.

Strengths / Weaknesses
Strengths: one of the few neuropsychological battery for children and very good psychometric properties.
Weaknesses: complex and requires time to train and only has a few independent studies.

Publisher Pearson assessments

Where to find additional information?

Brooks, B. L., Sherman, E. M. S., & Strauss, E. (2009). NEPSY-II: A Developmental Neuropsychological Assessment, Second Edition. *Child Neuropsychology*, 16(1), 80-101. <https://doi.org/10.1080/09297040903146966>

Korkman, M., Kirk, U., & Kemp, S. (2007). NEPSY-II: A developmental neuropsychological assessment. San Antonio, TX: The Psychological Corporation.

Korkman, M., Kirk, U., & Kemp, S. (2007b). NEPSY-II: Clinical and interpretive manual. San Antonio, TX: The Psychological Corporation.

<https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/nepsy-ii/nepsy-ii-brochure.pdf>

Other relevant information

PANAS: Positive and Negative Affect Scale

AUTHORS:
Margarita Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	PANAS: Positive and Negative Affect Schedule
Author(s)	United States, English Original: David Watson, Lee Anna Clark, & Auke Tellegen Germany, German Adaptation: Heinz Walter Krohne, Boris Egloff, Carl-Walter Kohlmann, & Anja Tausch Tunis, Arabic Adaptation: Sofiane Mandala, Ali Elloumi, Jamel Hajji, & N.L. Bragazzi Estonia, Estonian Adaptation: Jüri Allik & Anu Realo Russia, Russian Adaptation: Galina Balatsky & Ed Diener Spain, Spanish Adaptation: Thomas E. Joiner Jr., Bonifacio Sandin, Paloma Chorot, Lourdes Lostao, & Graciela Marquina Sweden, Swedish Adaptation: Pernilla K. Hilleras, Anthony F. Jorm, Agneta Herlitz, & Bengt Windbald Turkey, Turkish Adaptation: Tülin Gençöz
Age range	3-7
Age range (text field)	preschool and elementary school children
Constructs	Self-management
Scales and Subscales	It measures mood or emotion. This brief scale consists of 20 items, with 10 items measuring positive affect (e.g., excited, inspired) and 10 items measuring negative affect (e.g., upset, afraid). Measures 11 specific affects: Fear, Sadness, Guilt, Hostility, Shyness, Fatigue, Surprise, Joviality, Self-Assurance, Attentiveness, and Serenity. The PANAS thus provides for mood measurement at two different levels.
Sources of information	Child Parent
Formats for administration	Questionnaire
Administration	Individual
Scoring	Each item is rated on a five-point Likert Scale, ranging from 1 = <i>Very Slightly or Not at all</i> to 5 = <i>Extremely</i> , to measure the extent to which the affect has been experienced in a specified time frame.

Scoring (text field)

The PANAS displays a very good internal reliability that is consistent with scores ranging from 0.86 to 0.90 for PA and 0.84 to 0.87 for NA (Magyar-Moe, 2009).

This level of consistency is found no matter what time instruction is utilized. Test-reliability was found to be good, over a timeframe of 8 weeks.

Spanish:

- Internal Consistency: 0.85-0.74
- could not access other articles to confirm psychometric properties (linked below in translations & adaptations)

Psychometric properties

German:

<https://psycnet.apa.org/doiLanding?doi=10.1037%2Ft49650-000>
 Arabic-Tunisian: <https://www.sciencedirect.com/science/article/pii/S2352340917300380>

Italian:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868265/#R1>
 Estonian: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-6494.1997.tb00329.x?casa_token=dILJ0PCwn_

Translation(s) and adaptation(s)

EAAAAA:STAF4isyglE5Tljdhh_wJjHJlaTlJdEOksPIHE3MUKP_XcBh-XGCYI5-pM2M9kf0k2GKEr2oPGYWjg

Russian: <https://link.springer.com/article/10.1007/BF01079019>

Spanish: <https://pubmed.ncbi.nlm.nih.gov/9170299/>

Turkish: <https://avesis.metu.edu.tr/yayin/2323f5bb-2939-4660-90bf-e96ea1917cc4/positive-and-negative-affect-schedule-a-study-of-validity-and-reliability>

Training and other requirements for test users

No training is required

The questionnaire can be found in many places from the American Psychological Association website (toolshero.com) to several academic and psychological sources.

Strengths / Weaknesses

The PANAS was designed to measure affect in various contexts such as at the present moment, the past day, week, or year, or in general (on average). Thus, the scale can be used to measure state affect, dispositional or trait affect, emotional fluctuations throughout a specific period of time, or emotional responses to events.

The PANAS has been found to be sensitive to fluctuations in mood. (Magyar-Moe, J. L. (2009, June 25). Since the scale is self-reported, that can also make it more challenging to accurately assess a person's state of mind because measuring something like this tends to be subjective. A multitude of studies has shown that PANAS has good properties, on a psychometric basis. However, some issues remain.

Additional versions of the PANAS scale have been created over time:

1. PANAS-C
2. PANAS-SF
3. I-PANAS-SF
4. PANAS-X

PANAS-C is the Positive and Negative Affect Schedule for Children. Practitioners who work with school-age children utilize it. (Magyar-Moe, 2009). This test is designed to make it simpler for children to differentiate different emotional expressions and was created as a tool to help gauge children's moods.

Strengths / Weaknesses	<p>PANAS-SF or short form is a more concise version of the original measurement.</p> <p>I-PANAS-SF is a short form and an international version. It is designed for use by different nationalities. The assessment also has fewer ambiguities or less room for misinterpretations.</p> <p>PANAS-X is a much more refined version of the test, developed in 1994 by Watson and Clark. On a positive note, this version of the assessment can be completed in much less time, approximately 10 minutes.</p>
Publisher	Free source
Where to find additional information?	https://positivepsychology.com/positive-and-negative-affect-schedule-panas/
Other relevant information	<p>Laurent, J., Catanzaro, S.J., Joiner, T.E., Rudolph, K.D., Potter, K.I., Lambert, S., et al. (1999). A Measure of Positive and Negative Affect for Children: Scale Development and Preliminary Validation. <i>Psychological Assessment</i>, 11, 326-338.</p> <p>Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: the PANAS scales. <i>Journal of personality and social psychology</i>, 54(6), 1063. DOI: 10.1037/0022-3514.54.6.1063</p> <p>https://www.statisticssolutions.com/free-resources/directory-of-survey-instruments/positive-and-negative-affect-schedule-panas/</p> <p>https://link.springer.com/referenceworkentry/10.1007%2F978-1-4419-1005-9_978</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868265/</p>

PKBS-2: Preschool and Kindergarten Behavior Scales, Second Edition

AUTHORS:
Margarita Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	PKBS-2: Preschool and Kindergarten Behavior Scales
Author(s)	<p>United States, English Original: Kenneth W. Merrell</p> <p>Spain, Spanish Adaptation: Amy G. Carney & Kenneth W. Merrell</p> <p>Portugal, Portuguese Adaptation: Sofia Major & Maria João Seabra-Santos</p> <p>Germany, German Adaptation: Aida Al Awamleh & Alexander Woll</p>
Age range	3-7
Age range (text field)	
Constructs	<p>Self-management</p> <p>Social awareness</p> <p>Relationship skills</p> <p>Emotional and behaviour problems</p>
Scales and Subscales	<p>The Preschool and Kindergarten Behavior Scales (PKBS) is a behavioural rating instrument for use in evaluating social skills and problem behaviour patterns of preschool and kindergarten-aged children (ages 3, 4, 5, and 6). It is a norm-referenced, standardized instrument developed specifically for use in assessing young children in a variety of settings and by a variety of behavioural informants.</p> <p>The Social Skills scale includes 34 items on 3 subscales: Social Cooperation, Social Interaction, and Social Independence. The Problem Behaviour scale includes 42 items on 2 subscales: Externalizing Problems and Internalizing Problems. In addition, 5 supplementary problem behaviour subscales are available for optional use.</p>
Sources of information	<p>Parent</p> <p>Teacher</p>
Formats for administration	Questionnaire
Administration	12 minutes
Scoring	Manual
Scoring (text field)	

The PKBS-2 was standardized with a nationwide sample of ratings of 3,317 children ages 3 through 6. Ethnicity, socioeconomic status, and special education classification of the standardization sample are very similar to those characteristics of the U.S. population, based on the 2000 census. Internal consistency reliability ranges from .96 to .97 for the two scale totals and from .81 to .95 for the subscales. A wide variety of reliability and validity evidence in support of the PKBS-2 is included in the Examiner's Manual.

Psychometric properties

Spanish adaptation:
 • Test-Retest 3 week: 0.58-0.86
 • Test-Retest 3 Month: 0.69-0.78
 • Coefficient Social Skills: 0.93
 • Coefficient Problem Behaviour: 0.94
 • Internal Consistency Social Skills: 0.93
 • Internal Consistency Problem Solving: 0.96

German adaptation:
 • Test-Retest (3 weeks): 0.61
 • Coefficients: 0.83)

Translation(s) and adaptation(s)

English, Spanish, German, Portuguese

Training and other requirements for test users

No

Strengths / Weaknesses

Strengths: Provides an integrated and functional appraisal of social skills and problem behaviours of young children.

Publisher

United States: PRO-Ed
<https://www.proedinc.com/Products/10360/pkbs2-preschool-and-kindergarten-behavior-scalessecond-edition.aspx>
 United States: Stoelting
<https://www.stoeltingco.com/preschool-and-kindergarten-behavior-scales-pbks-2-2421.html>

Where to find additional information?

Spanish version:
<https://www.semanticscholar.org/paper/Reliability-and-comparability-of-a-Spanish-language-Carney-Merrell/7a1a89e194e85c9036ea7fdd8a12705747d5c6a1>
 Portuguese version:
https://www.scielo.br/scielo.php?pid=S0102-79722014000400689&script=sci_abstract
 German version:
<https://www.researchgate.net/publication/328419516>

Other relevant information

PSRA: Preschool Self-Regulation Assessment

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure

PSRA: Preschool Self-Regulation Assessment

Author(s)

United States, English Original: R. Smith-Donald, C. Raver, T. Hayes, & B. Richardson
 United States, Spanish Adaptation: R. Smith-Donald, C. Raver, T. Hayes, B. Richardson

Age range

0-3
 3-7

Age range (text field)

Kindergarten age

Constructs

Self-management
 Social and emotional development
 Emotional and behaviour problems

Scales and Subscales

2 scales:
 • Attentive/Impulse Control Scale
 • Positive Emotion Scale

28 items in total:
 • 15 items from Leiter-R subscales:
 – Attention
 – Impulse Control
 – Activity Level
 – Sociability
 – Energy & Feelings
 • 2 items adapted from Leiter-R, not matching with original items
 • 9 items adapted from DB-DOS coding system, not matching with original items
 • 2 items about anxiety, not matching original items

Sources of information

Child

Formats for administration

Direct assessment

Administration

The clinician performs individual assessment with the child. The child needs to participate in a series of trials focusing on each scoring criteria (7 in total). Each trial takes between 10-30 seconds. Some of the trials are repeated. Based on 7 criteria:
 1. Balance beam;
 2. Pencil tap;
 3. Tower task;
 4. Tower clean-up;
 5. Toy sorting;
 • Toy wrap;
 • Toy wait;
 • Toy return;
 6. Snack delay;
 7. Tongue task.

Scoring	Manual
Scoring (text field)	
Psychometric properties	The results show >0.9 for Attention & Impulse control and >0.8 for Positive emotion. Internal Consistency: <ul style="list-style-type: none"> • Impulse Control: 0.54 • Compliance/Executive Control: 0.58 Test-Retest: 0.61-0.69 https://onlinelibrary.wiley.com/doi/abs/10.1002/icd.1763
Translation(s) and adaptation(s)	English (USA), Spanish (USA) Portuguese (free translation)
Training and other requirements for test users	A training presentation is provided, as well as an assessment training agenda for a seminar at hand (from 9:00 am to 4:30 pm). All test users must have an assessment kit with all necessary props upon starting the assessment.
Strengths / Weaknesses	The tool's strength is measuring impulse control, but it's not as reliable with emotion regulation. It needs only a short training period, however, it requires specific preparations to conduct a session (props and script).
Publisher	NYU - The Institute of Human Development and Social Change (for both English and Spanish kits).
Where to find additional information?	
Other relevant information	General information: https://steinhardt.nyu.edu/ihdsc/projects/csrp/preschool-self-regulation-assessment-psra Toolkit: https://nyu.qualtrics.com/jfe/form/SV_6g8nP7QQTKSQtOR Raver, C., Jones, S., Li-Grining, C., Zhai, F., Bub, K., Pressler, E. (2011). CSRP's impact on low-income preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms. <i>Child Development. Special Issue: Raising Healthy Children</i> , v. 82, issue 1, p.362-378, doi: 10.1111/j.1467-8624.2010.01561.x Smith-Donald, R., Raver, C., Hayes, T., Richardson, B. (2007). Preliminary construct and concurrent validity of the Preschool Self-regulation Assessment (PSRA) for field-based research. <i>Early Childhood Research Quarterly</i> 22, p.173-187. doi.org/10.1016/j.ecresq.2007.01.002

RCMAS-2: Revised Children's Manifest Anxiety Scale, *Second Edition*

AUTHOR:
Nadia Koltcheva,
New Bulgarian University

Name of the measure	RCMAS-2: Revised Children's Manifest Anxiety Scale, Second Edition
Author(s)	United States, English Original: C. R. Reynolds, & B. O. Richmond Italy, Italian Adaptation: C. R. Reynolds, & B. O. Richmond Korea, Korean Adaptation: C. R. Reynolds, & B. O. Richmond Spain, Spanish Adaptation: C. R. Reynolds, & B. O. Richmond Older edition: RCMAS United States, English Original: C. R. Reynolds, & B. O. Richmond Jordan, Arabic Adaptation: M. A. AL Jabery, & Diana H. Arabiat Canada, French-Canadian Adaptation: E. Chartrand, & L. Turgeon Spain, Spanish Adaptation: B. O. Richmond, G. Rodrigo, & M. De Rodrigo Portugal, Portuguese Adaptation: R. Gorayeb, & M. A. M. Gorayeb China, Mandarin Adaptation: S. C. Wang, & L.-M. Wu
Age range	3-7
Age range (text field)	6 to 19 years
Constructs	Emotional and behaviour problems
Scales and Subscales	The Revised Children's Manifest Anxiety Scale (RCMAS; Reynolds & Richmond, 1985, 2000) is a 37-item, self-report instrument designed to assess the level and nature of anxiety. 49 items in five scales: <ul style="list-style-type: none"> • Physiological Anxiety • Defensiveness • Worry • Inconsistent Responding • Social Anxiety
Sources of information	Child
Formats for administration	Questionnaire
Administration	Individual assessment. Requires 10-15 minutes (or 5 minutes for the Short scale). The clinician asks questions and the child answers. The scoring is done manually. The cut-off point to identify clinically significant levels of anxiety is 19 out of 28.
Scoring	Manual

Scoring (text field)

Psychometric properties Reliability and validity are uncertain (ranging from .60 to .88).

Translation(s) and adaptation(s) English (USA), Spanish (USA), Italian, Korean
Old version:
Arabic, French-Canadian, Spanish, Portuguese, Mandarin

Training and other requirements for test users No specific training or requirements.

Strengths / Weaknesses The tool is short, simple, easy to use, convenient - especially with limited time.

Publisher English (US) - WPS Publish
<https://www.wpspublish.com/rcmas-2-revised-childrens-manifest-anxiety-scale-second-edition>
English (US) - PAR Inc.
<https://www.parinc.com/Products/Pkey/356>
Italian - <https://www.giuntipsy.it/catalogo/test/rcmas-2>
Korean - www.inpsy.com
Spanish - www.manualmoderno.com

Where to find additional information?

S Gilroy - Devilly GJ, editor. (2004). The Revised Children's Manifest Anxiety Scale (RCMAS): "What I think and feel."
<http://www.clintools.com/victims/resources/assessment/affect/rcmas.html>
Revised Children's Manifest Anxiety Scale (RCMAS) – Subject Baseline
<https://www.pathwaysstudy.pitt.edu/codebook/rcmas-sb.html>

Arabic:
AL Jabery, M. A., Arabiat, D. H. (2011), Psychometric Properties of the Arabic Translated Version of the RCMAS: Preliminary Indicators from a Jordanian Sample. *Journal for International Counselor Education*, vol.3, p.13-24,
French-Canadian:

Chartrand, E., Turgeon, L. (2003). Reliability and Validity of the Revised Children's Manifest Anxiety Scale in a French-Canadian Sample. *Psychological Assessment* 15(3):378-83, DOI:10.1037/1040-3590.15.3.378

Spanish:
Richmond, B. O, Rodrigo, G., Rodrigo, M. (1988). Factor structure of a Spanish version of the Revised Children's Manifest Anxiety Scale in Uruguay. *J Pers Assess*, 52(1):165-70. doi: 10.1207/s15327752jpa5201_14

Portuguese:
Gorayeb, M. A. M, Goyraeb, R. (2008). Revised Children's Manifest Anxiety Scale (RCMAS) adapt to Portuguese in Brazil. *Temas psicol.*, vol.16, n.1, pp. 35-45. ISSN 1413-389X.

Mandarin:
Sui Ching Wang, Li-Min Wu (2012). The Revised Children's Manifest Anxiety Scale Second Edition (RCMAS-2) for Children with Cancer: Translation and Psychometric Testing. <https://stti.confex.com/stti/congrs12/webprogram/Paper50346.html>

Other relevant information

SCBE-30: Social Competence and Behavior Evaluation

AUTHOR:
Nadia Koltcheva,
New Bulgarian University

Name of the measure SCBE-30: Social Competence and Behavior Evaluation

Author(s) United States, English Original: P. J. LaFreniere & J. E. Dumas
Spain, Spanish Adaptation: J. E. Dumas, A. Martinez, & P. J. Lafreniere

Age range 3-7

Age range (text field) 2.5 to 6.5 years

Constructs Social awareness
Self-management
Relationship skills

Scales and Subscales 3 scales:
• Anger/Aggression (items 1; 4; 7...28)
• Anxiety/Withdrawal (items 2; 5; 8 ...29)
• Cooperation/ Sensitivity (items 3; 6; 9 ...30)
30 items in the short version (80 items in the original tool).

Sources of information Parent
Teacher

Formats for administration Observation

Administration The observation takes 10-15 minutes. The observer needs to have a pen/pencil and paper prepared. The assessment is done when the child is together with other children during group activities.

Scoring Manual

Scoring (text field) A scoring guide needs to be used, as the scores are not directly provided. The scoring is done manually based on the observation and the instructions of the guide. The scores are norm-referenced.

Psychometric properties Inter-rater reliability score is from 0.78 to 0.91, internal consistency reliability - from 0.80 to 0.92, test-retest reliability (within 2 weeks) - from 0.78 to 0.86.

Translation(s) and adaptation(s) English, French, Slovenian, Spanish

Training and other requirements for test users No specific training is required, however qualification level B is recommended.

Strengths / Weaknesses The scale is very advantageous for different approaches to assessing behaviour. No clearly distinguished weaknesses.

Publisher

Fee charged by the developer

Where to find additional information?

Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.

LaFreniere, P. J., & Dumas, J. E. (1996). Social competence and behavior evaluation in children ages 3 to 6 years: The short form (SCBE-30). *Psychological Assessment*, 8(4), 369–377. <https://doi.org/10.1037/1040-3590.8.4.369>

LaFreniere, P. J., & Dumas, J. E. , "Social competence and behavior evaluation: Preschool edition (SCBE)," Los Angeles, CA: Western Psychological Services, 1995.

LaFreniere, P.J. & Dumas, J.E. , "Social Competence and Behavior Evaluation in children aged three to six: The short form (SCBE-30)," *Psychological Assessment*, 8 (4), 1996, pp. 369–377.

Spanish Adaptation: Dumas, J. E., Martinez, A., & LaFreniere, P. J. (1998). The Spanish version of the Social Competence and Behavior Evaluation: Translation and field testing. *Hispanic Journal of Behavioral Development*, 20 (2), 255-269.

Other relevant information

SCBE-80: Social Competence and Behavior Evaluation Scale

AUTHOR:

Nadia Koltcheva,
New Bulgarian University

Name of the measure SCBE-80: Social Competence and Behavior Evaluation Scale

Author(s) United States, English Original: P. J. LaFreniere & J. E. Dumas

Age range 3-7

Age range (text field) 30 months to 78 months.

Constructs Social awareness
Self-management
Relationship skills

Scales and Subscales

80 items
There are eight basic scales:

- Depressive – Joyful
- Anxious – Secure
- Angry – Tolerant
- Isolated – Integrated
- Aggressive – Calm
- Egotistical – Prosocial
- Oppositional – Cooperative
- Dependent – Autonomous

There are four summary scales:

- Social Competence
- Externalizing Problems
- Internalizing Problems
- General Adaptation

Sources of information Teacher

Formats for administration Observation

Administration Required materials: SCBE manual
Time: 15 minutes
Individual administration only.

Scoring Manual

Scoring (text field) Items are scored individually.
Items are scored manually.

Psychometric properties	Reliability: Inter-rater reliability – 0.78 to .91. Test-retest reliability – 0.78-0.86. Validity: Expert opinions are taken into consideration, as well as the use of exploratory and confirmatory factor analysis techniques. Internal consistency coefficients are at a sufficient level for all factors.
Translation(s) and adaptation(s)	English French Slovenian
Training and other requirements for test users	No specific training is required, however qualification level B is recommended.
Strengths / Weaknesses	Strengths: The behaviour of 4-6 year olds are difficult to interpret, however through the use of this measure's subsections, the process can be simplified. It is useful to gauge the behavioural changes that are experienced in children.
Publisher	Fee charged by the developer
Where to find additional information?	
Other relevant information	LaFreniere, P. J., & Dumas, J. E., "Social competence and behavior evaluation: Preschool edition (SCBE)," Los Angeles, CA: Western Psychological Services, 1995. LaFreniere, P.J. & Dumas, J.E., "Social Competence and Behavior Evaluation in children aged three to six: The short form (SCBE-30)," Psychological Assessment, 8 (4), 1996, pp. 369–377.

SDQ: Strengths and Difficulties Questionnaire

AUTHORS:
Margarita Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	SDQ: Strengths and Difficulties Questionnaire
Author(s)	United Kingdom, English Original: R. N. Goodman
Age range	3-7
Age range (text field)	3 to 16 years Version for self-completion (11 to 16 years old)
Constructs	Emotional and behaviour problems
Scales and Subscales	There are currently three versions of the SDQ: a short form, a longer form with an impact supplement (which assesses the impact of difficulties on the child's life) and a follow-up form. The 25 items in the SDQ comprise 5 scales of 5 items each. Five scales: 1) emotional symptoms (5 items) 2) conduct problems (5 items) 3) hyperactivity/inattention (5 items) 4) peer relationship problems (5 items) 5) prosocial behaviour (5 items) 1) to 4) added together to generate a total difficulties score (based on 20 items) A slightly modified informant-rated version for the parents or nursery teachers of 3 (and 4) year olds. 22 items are identical, the item on reflectiveness is softened, and 2 items on antisocial behaviour are replaced by items on oppositionality.
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Short form: 5 minutes Long form: 10 minutes
Scoring	Manual Electronic
Scoring (text field)	

Psychometric properties	The predicted five-factor structure (emotional, conduct, hyperactivity-inattention, peer, prosocial) was confirmed. Internalizing and externalizing scales were relatively “uncontaminated” by one another. Reliability was generally satisfactory, whether judged by internal consistency (mean Cronbach α : .73), cross-informant correlation (mean: 0.34), or retest stability after 4 to 6 months (mean: 0.62). SDQ scores above the 90th percentile predicted a substantially raised probability of independently diagnosed psychiatric disorders (mean odds ratio: 15.7 for parent scales, 15.2 for teacher scales, 6.2 for youth scales).
Translation(s) and adaptation(s)	Translations are available in many languages: https://sdqinfo.org/g0.html Afrikaans, Albanian, ASL (American Sign Language), Amharic, Arabic, Azeri, Basque, Bengali, BSL (British Sign Language), Bulgarian, Catalan, Chichewa, Chinese, Chinese (Simplified), Croatian, Czech, Danish, Dari, Dutch, English (Austral), English (UK), English (USA), Estonian, Farsi, Finnish, French, Gaelic, Gallego, Georgian, German, Greek, Greenlandic, Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong, Hungarian, Icelandic, Igbo, Indonesian, Irish, Italian, Japanese, Kannada, Khmer, Korean, Kurdish, Latvian, Lithuanian, Macedonian, Malay, Malayalam, Maltese, Maori, Mongolian, Nepali, Norwegian (Bokmal), Norwegian (Nynorsk), NSL (Norwegian Sign Language), Pashto, Polish, Portuguese (Brazil), Portuguese (Portugal), Punjabi, Romanian, Russian, Sami, Serbian, Sinhalese, Slovak, Slovene, Somali, Spanish, Spanish (Rio de la Plata), Swahili, Swedish, Tagalog, Tamil, Thai, Turkish, Ukrainian, Urdu, Vietnamese, Welsh, Xhosa, Yoruba, Zulu
Training and other requirements for test users	No
Strengths / Weaknesses	The Strengths and Difficulties Questionnaire (SDQ) is an internationally recognised psychometric and behavioural screening tool.
Publisher	Youth in Mind https://sdqinfo.org/
Where to find additional information?	
Other relevant information	https://www.sdqinfo.org/a0.html https://www.corc.uk.net/outcome-experience-measures/strengths-and-difficulties-questionnaire/ https://www.sciencedirect.com/science/article/abs/pii/S0890856709605438

SDQP: Self-Description Questionnaire for Preschoolers

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	SDQP: Self-Description Questionnaire for Preschoolers
Author(s)	Australia, English Original: H. W. Marsh, L. A. Ellis, & Rhonda G. Craven Turkey, Turkish Adaptation: S. İşitan
Age range	3-7
Age range (text field)	Preschool age: 4/5 years
Constructs	Self-awareness
Scales and Subscales	38 items in 6 scales: physical ability, appearance, peer relations, parent relations, verbal, math.
Sources of information	Parent Teacher
Formats for administration	Direct assessment Interview
Administration	The use of puppets and props is sometimes used. The assessor can ask the child questions in a conversation manner. The assessment is done individually with the child or in a group. The process takes about 15 minutes.
Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	For Math the coefficient is 0.75 and for Physical and Appearance is 0.89. Construct validity is supported, but concurrent validity is weaker with some of the scales (Math and Verbal).
Translation(s) and adaptation(s)	Turkish
Training and other requirements for test users	The assessment can be done by testers who have a background in similar positions, especially with working with small children.
Strengths / Weaknesses	Positively worded questions, better received by children. However, there are issues with the validity of the measure, as well as it provides more accurate assessment for groups of children, rather than for individuals.

Publisher

Where to find additional information?

Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.

Işıtan, S. (2021). Psychometric Properties of the Self Description Questionnaire for Preschoolers in a Sample of 3- to 5-year-old Turkish Children. *International Journal of Progressive Education*, Volume 17 Number 1, DOI: 10.29329/ijpe.2020.329.6

Other relevant information

Marsh, H. W., Smith, I. D., & Barnes, J. (1983). Multitrait-Multimethod Analyses of the Self-description Questionnaire: Student-Teacher Agreement on Multidimensional Ratings of Student Self-concept. *American Educational Research Journal*, 20(3), 333–357. doi.org/10.3102/00028312020003333

Marsh, H. W., Ellis, L. A., & Craven, R. G. (2002). How do preschool children feel about themselves? Unraveling measurement and multidimensional self-concept structure. *Developmental Psychology*, 38(3), 376–393. doi:10.1037/0012-1649.38.3.376

SEAM: Social-Emotional Assessment/Evaluation Measure

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SEAM: Social-Emotional Assessment/Evaluation Measure
Author(s)	United States, English Original: J. Squires, D. Bricker, M. Waddell, K. Funk, & J. Clifford Dania, Danish Adaptation: N. Madsen Sjö, & S. Kreiner
Age range	0-3 3-7
Age range (text field)	2-17 months, 18-35 months, 3 years until the start of school age
Constructs	Self-awareness Self-management Social awareness Relationship skills Social and emotional development
Scales and Subscales	Included items based on age interval. Scored across 10 domains. Each interval assesses 10 child benchmarks critical to social-emotional competence, including empathy, adaptive skills, self-image, emotional responses, and healthy interactions with others. Two indices: Empathy (EM) and Self-regulation and cooperation (SESAM) are calculated for each age interval.
Sources of information	Parent Teacher
Formats for administration	Questionnaires
Administration	Individual Approximately 10 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	US norms are based on 2201 filled-in forms. Danish norms are available for the Educator form (N=9827). Average test-retest reliabilities from 0,62 to 0,84 across indices by age
Translation(s) and adaptation(s)	Danish

Training and other requirements for test users

The assessment can be done by testers who have a background in similar positions, especially with working with small children.

Strengths / Weaknesses**Publisher**

United States: Brookes Publishing
Dania: Hogrefe Psykologisk Forlag

Where to find additional information?

English version: <https://products.brookespublishing.com/Social-Emotional-AssessmentEvaluation-Measure-SEAM-Research-Edition-P717.aspx>
Danish version: <https://www.hogrefe.com/dk/shop/social-emotional-assessment-evaluation-measure.html>

Other relevant information

SEDAL: Social-Emotional Developmental Age Level

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SEDAL: Social-Emotional Developmental Age Level
Author(s)	Netherlands, Dutch Original: J. Hoekman, A. Miedema, B. Otten, & J. Gielen United Kingdom, English Adaptation: J. Hoekman, A. Miedema, B. & Otten, J. Gielen Germany, German Adaptation: J. Hoekman, A. Miedema, B. & Otten, J. Gielen
Age range	0-3 3-7
Age range (text field)	0 - 14 years (developmental age)
Constructs	Self-awareness Self-management Social awareness Social and emotional development
Scales and Subscales	Social Development: <ul style="list-style-type: none"> • Social independence • Initiating contact • Self-awareness in social contexts • Social assessment skills • Social skills • Relating to authority The Emotional Development: <ul style="list-style-type: none"> • Emotional independence • Moral development • Impulse control • Self image • Fears • Regulation of emotions 152 items in total
Sources of information	Parent Teacher
Formats for administration	Direct assessment
Administration	Individual 30-60 minutes
Scoring	Manual Electronic
Scoring (text field)	Manual or electronic (USB) scoring

Psychometric properties	Reliability: inter-rater 0.88 – 0.95 test-retest 0.89 – 0.97 Validity: concurrent $r = 0.89$; with the SRZ scale 0.74 – 0.78; with the Vineland-Z scale 0.74 – 0.81; with the Raven's and PEP-R 0.61 – 0.64.
Translation(s) and adaptation(s)	Dutch, English, German
Training and other requirements for test users	Test user accreditation; relevant qualifications/experience/test-specific training.
Strengths / Weaknesses	By measuring the domains separately, the SEDAL is able to calculate a developmental age level for each domain individually, as well as a global score combining the two domains – reflecting the close relationship of these areas in practice. By focusing on just the preceding three months, test users also have the ability to observe and chart an individual's developmental growth over time.
Publisher	United Kingdom: Hogrefe Ltd Netherlands: Hogrefe Uitgevers Germany: Hogrefe Verlag
Where to find additional information?	Dutch version (ESSEON-R): https://www.hogrefe.com/nl/shop/esseon-r-schaal-voor-het-sociaal-emotioneel-ontwikkelingsniveau.html English version (United Kingdom): https://www.hogrefe.co.uk/shop/social-emotional-developmental-age-level.html German version (SEN): https://www.testzentrale.de/shop/skala-zur-einschaetzung-des-sozial-emotionalen-entwicklungsniveaus.html
Other relevant information	

SEED: Scale of Emotional Development
– Diagnostics (*Skala der Emotionalen
Entwicklung – Diagnostik*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SEED: Scale of Emotional Development – Diagnostics (Skala der Emotionalen Entwicklung – Diagnostik)
Author(s)	Switzerland, German Original: T. Sappok, S. Zepperitz, B. Fergus Barrett, & A. Došen
Age range	0-3 3-7
Age range (text field)	No age range
Constructs	Social and emotional development Emotional and behaviour problems
Scales and Subscales	<ul style="list-style-type: none"> • Domain 1: Treatment of the own body • Domain 2: Interaction with caregivers • Domain 3: Handling of object permanence • Domain 4: Emotional differentiation • Domain 5: Interaction with peers • Domain 6: Interaction with the material world • Domain 7: Communication • Domain 8: Affect regulation
Sources of information	Child
Formats for administration	Interview
Administration	Execution time: approx. 30 to 60 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	Internal consistency $\alpha = .99$ Interrater reliability: $\kappa = 1.0$
Translation(s) and adaptation(s)	
Training and other requirements for test users	The interviewer should have sufficient knowledge of developmental psychology. It is recommended to get to know the procedure through a knowledgeable expert. Training and reliability tests of the user and supervising teams are planned.

Strengths / Weaknesses

Publisher Switzerland: Hogrefe AG**Where to find additional information?** Switzerland, German version:
<https://www.testzentrale.de/shop/skala-der-emotionalen-entwicklung-diagnostik.html>**Other relevant information**

SENA: Child and Adolescent
Assessment System (*Sistema de
Evaluación de Niños y Adolescentes*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SENA: Child and Adolescent Assessment System (Sistema de Evaluación de Niños y Adolescentes)
Author(s)	Spain, Spanish Original: I. Fernández-Pinto, P. Santamaría, F. Sánchez-Sánchez, M. A. Carrasco et. al.
Age range	3-7
Age range (text field)	3-18 years Level 1: Infantile 3-6 years Level 2: Elementary School 6-12 years Level 3: High School: 12-18 years
Constructs	Emotional and behaviour problems
Scales and Subscales	<p>Internalized problems:</p> <ul style="list-style-type: none">• Depression• Anxiety• Social anxiety• Somatic complaints• Obsession-compulsion• Post-traumatic symptoms <p>Externalized problems:</p> <ul style="list-style-type: none">• Hyperactivity and Impulsivity• Attention problems• Aggressiveness• Defiant behaviour• Anger control problems• Antisocial behaviour <p>Specific problems:</p> <ul style="list-style-type: none">• Developmental delay• Eating behaviour problems• Learning disabilities• Schizophrenia• Substance abuse <p>It also allows for the detection of areas of vulnerability that predispose the evaluator to more severe problems. Some of these areas are emotional regulation problems, rigidity, isolation, sensation seeking or attachment difficulties.</p> <p>The presence of various psychological resources that act as protective factors for different problems and that can be used to support the intervention are also being evaluated. Some of these resources evaluated by the SENA are self-esteem, social integration and competence, emotional intelligence or awareness of problems.</p>
Sources of information	Child Parent Teacher

Formats for administration	Direct Assessment Questionnaire
Administration	Questionnaire Parents & Teachers: 15–20 minutes Questionnaire Child: 30–40 minutes
Scoring	Electronic
Scoring (text field)	Online
Psychometric properties	Internal consistency in the global index 0.95 The reliability of the scales was analyzed by Cronbach's alpha and test-retest correlations. Both were higher than .70 in most of the obtained scales. The internal structure was analyzed by confirmatory factor analysis.
Translation(s) and adaptation(s)	
Training and other requirements for test users	
Strengths / Weaknesses	SENA provides three control scales to assess possible biases in the answers, a system of critical items that alerts the examiner to the presence of especially problematic aspects and up to six global indexes that allow summarizing in several general areas the scores obtained in the different scales (e.g., Index of emotional problems, behavioural problems, problems in executive functions... The SENA allows the collection of information from various sources or informants, so that the professional can better understand what problems the child or adolescent presents in different contexts (family and school), in addition to having the information provided by the child or assessed.
Publisher	Spain: TEA Ediciones
Where to find additional information?	Spanish version: http://web.teaediciones.com/SENA-Sistema-de-Evaluacion-de-Ninos-y-Adolescentes.aspx
Other relevant information	

SGS-II: Schedule of Growing Skills –
Second edition (*Escala de Avaliação das Competências no Desenvolvimento Infantil - 2ª Edição*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SGS-II: Schedule of Growing Skills – Second edition (Escala de Avaliação das Competências no Desenvolvimento Infantil – 2ª Edição)
Author(s)	United States, English Original: M. Bellman, S. Lingam, & A. Aukett Portugal, Portuguese Adaptation: M. Machado, & C. Afonso Varajidás
Age range	0–3 3–7
Age range (text field)	0–5 years
Constructs	Social and emotional development
Scales and Subscales	The Schedule of Growing Skills provides a rapid and reliable measure of child development through the assessment of nine key areas. SGS provides a reliable ‘snapshot’ of a child's developmental level, including areas of strength and potential delay. It examines nine key areas, all of which were developed from Mary Sheridan's STYCAR sequences. <ul style="list-style-type: none"> • Passive posture (9 items) • Active posture (12 items) • Locomotor (20 items) • Manipulative (28 items) • Visual (20 items) • Hearing and language (21 items) • Speech and language (22 items) • Interactive social (24 items) • Self-care social (23 items)
Sources of information	Child Parent
Formats for administration	Observation Interview
Administration	Individual 20–30 minutes
Scoring	Manual
Scoring (text field)	

	<p>Reliability</p> <ul style="list-style-type: none"> Internal consistency: between .78 (hearing and language scale) and .93 (interactive social scale) Standard error of measurement: between 1.14 (passive posture scale) and 3.31 (manipulative scale). <p>Validity</p> <ul style="list-style-type: none"> Intercorrelations between scales
Psychometric properties	<p>Study with a sample of children (N=46) with developmental delay.</p> <p>"The internal consistency coefficients ranged from adequate to excellent ($\geq .7$) and similar correlation results among the scale's versions (English and Portuguese) were positive, high, and significant."</p> <ul style="list-style-type: none"> 0.78-0.93 Portuguese https://core.ac.uk/download/pdf/222813064.pdf
Translation(s) and adaptation(s)	Portuguese
Training and other requirements for test users	
Strengths / Weaknesses	<p>Quick and easy to use.</p> <p>Provides a clear graphical representation of a child's developmental level.</p> <p>Provides a separate cognitive score that can be derived from relevant items to aid interpretation.</p>
Publisher	<p>United States: GL assessment</p> <p>Portugal: Editora Hogrefe, Lda.</p> <p>Australia: ACER</p>
Where to find additional information?	<p>English version (United States): https://www.gl-assessment.co.uk/assessments/products/schedule-of-growing-skills/</p> <p>Portuguese version: https://www.hogrefe.com/pt/shop/escala-de-avaliac-o-das-competencias-no-desenvolvimento-infantil-2-edic-o.html</p> <p>Australian version: https://shop.acer.org/schedule-of-growing-skills-ii.html</p>
Other relevant information	Users: Psychologists, pediatricians and pediatric nurses

Sociometric Ratings and Nominations

AUTHOR:
Nadia Koltcheva,
 New Bulgarian University

Name of the measure	Sociometric Ratings and Nominations
Author(s)	N/A
Age range	3-7
Age range (text field)	From preschool age to adolescence
Constructs	Relationship skills
Scales and Subscales	<p>Main scales can be considered social status, aggression and prosocial behaviours.</p> <p>For preschoolers photographs of classmates are used and the children use a 3-point Likert scale to rate their behaviours.</p> <p>For older children, nominations are used.</p>
Sources of information	Child
Formats for administration	Interview
Administration	<p>The interview can take from 10 to 20 minutes. Props are required for the preschoolers' version. The interview is done individually.</p> <p>For older children, the interview can be done in groups.</p>
Scoring	Manual
Scoring (text field)	The scoring is done manually. When the data are gathered with nominations, the frequencies per group are calculated and standardized.
Psychometric properties	Overall strong evidence is reliability and validity.
Translation(s) and adaptation(s)	N/A
Training and other requirements for test users	No special training is required.
Strengths / Weaknesses	The tool provides the most accurate way of recording the actual relationships within a group of children. However, the tool might not be trusted by parents who believe it might result in worsening of peer interaction, which, as proven, is untrue.

Publisher

Where to find additional information?

Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.

Other relevant information

Denham, Susanne A.; McKinley, Marcia (1993). Sociometric Nominations of Preschoolers: A Psychometric Analysis. *Early Education & Development*, 4(2), 109–122. doi:10.1207/s15566935eed0402_3

Del Vecchio T. (2011) Peer Nomination Technique. In: Goldstein S., Naglieri J.A. (eds) *Encyclopedia of Child Behavior and Development*. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-79061-9_2097

SP 2: Sensory Profile 2

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	SP 2: Sensory Profile 2
Author(s)	United States, English Original: W. Dunn Spain, Spanish Adaptation: E. Dean, & W. Dunn
Age range	0-3 3-7
Age range (text field)	Birth to 14 years
Constructs	Emotional and behaviour problems
Scales and Subscales	Questionnaires: <ul style="list-style-type: none">• Infant SP 2: birth to 6 months old – 36 items (25 in short version)• Toddler SP 2: 7 to 35 months old – 125 items• Child SP 2: 3–14 years old – 125 items (86 in short version)• Short SP 2: 3–14 years old• School Companion SP 2 – version for teachers, 3–14 year olds – 62 items (44 in short version) Main scales: <ul style="list-style-type: none">• Sensory System: Auditory, Visual, Touch, Movement, Body Position, Oral• Behaviour: Conduct, Social-Emotional, Attentional• Sensory Pattern: Seeking, Avoiding, Sensitivity, Registration• School Factor scores: School Factor 1 (Supports), School Factor 2 (Awareness), School Factor 3 (Tolerance), School Factor 4 (Availability) (School Companion SP 2 only).
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	The questionnaire takes 10-15 minutes. It could be both Web-based (Q-global), or paper-based. The assessment is done individually. Raw score based cut scores, percentile bands and descriptive categories.
Scoring	Manual Electronic
Scoring (text field)	

Psychometric properties	<p>Good evidence of reliability and validity, within the norm.</p> <p>Infant:</p> <ul style="list-style-type: none"> • Internal Consistency: 0.75 • Test-Retest Reliability: 0.86 <p>Toddler:</p> <ul style="list-style-type: none"> • Internal Consistency: 0.57-0.80 • Test-Retest Reliability: 0.83-0.92 <p>Child:</p> <ul style="list-style-type: none"> • Internal Consistency: 0.60-0.90 • Test-Retest Reliability: 0.87-0.97 • Interrater Reliability: 0.49-0.89 <p>School:</p> <ul style="list-style-type: none"> • Internal Consistency: 0.81-0.92 • Test-Retest Reliability: 0.66-0.93 • Interrater Reliability: 0.53-0.90 <p>Short:</p> <ul style="list-style-type: none"> • Internal Consistency: 0.79-.093 • Test-Retest Reliability: 0.93-0.87
Translation(s) and adaptation(s)	Spanish
Training and other requirements for test users	Qualification level B is required.
Strengths / Weaknesses	Easy to use, updated shorter version, convenient and combined questionnaire and score forms, available both online and on paper, good evidence-based results. No distinguished weaknesses.
Publisher	United States: Pearson United Kingdom: Pearson
Where to find additional information?	Spanish Adaptation: https://ajot.aota.org/article.aspx?articleid=2715076
Other relevant information	<p>Dean, E., Dunn, W., Little, L. (2016). Validity of the Sensory Profile 2: A Confirmatory Factor Analysis. <i>Am J Occup Ther</i>;70(4_Supplement_1):7011500075. https://doi.org/10.5014/ajot.2016.70S1-PO7054</p> <p>Dunn, W. (2014). Sensory Profile 2 users manual. Bloomington, IN: Pearson.</p> <p>Sensory Profile 2 Overview https://www.ilota.org/assets/documents/Conference/2014Presentations/s15%20assessing%20sensory%20strengths%20and%20challenges.pdf</p> <p>https://www.etccconsult.com/catalogue/sensory-profile-2-short-forms-25/</p> <p>Psychometric Properties: http://downloads.pearsonclinical.com/images/Assets/SensoryProfile2/Sensory-Profile-2-Technical-Summary.pdf https://www.pearsonclinical.ca/en/products/product-master.html/item-517</p>

SPECI: Screening for emotional and behavioral problems in children (*Screening de Problemas Emocionales y de Conducta Infantil*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	SPECI: Screening for emotional and behavioral problems in children (Screening de Problemas Emocionales y de Conducta Infantil)
Author(s)	Spain, Spanish Original: M. Garaigordobil, & C. Maganto
Age range	3-7
Age range (text field)	5 to 12 years
Constructs	Emotional and behavioural problems
Scales and Subscales	<ul style="list-style-type: none"> • Withdrawal • Somatization • Anxiety • Child Dependency • Thinking Problems • Attention-Hyperactivity • Disruptive Behaviour • Academic Performance • Depression • Violent Behaviour <p>In addition, it allows for three overall scores:</p> <ul style="list-style-type: none"> • Internalizing problems • Externalizing problems • Total
Sources of information	Child
Formats for administration	Self-Assessment
Administration	Individual Group
Scoring	Electronic
Scoring (text field)	Correction online
Psychometric properties	Cronbach's Alpha = 0.82

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / Weaknesses

Publisher Spain: TEA Ediciones**Where to find additional information?** Spanish version:
<http://web.teaediciones.com/SPECI-Screening-de-Problemas-Emocionales-y-de-Conducta-Infantil.aspx>**Other relevant information**

SSBS-2: School Social Behavior Scales

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	SSBS-2: School Social Behavior Scales
Author(s)	United States, English Original: K. M. Merrell Portugal, Portuguese Adaptation: R. Raimundo, E. Carapito, A. I. Pereira, A. Marques Pinto, M. L. Lima, & M. T. Ribeiro [for the Social Competence Scale] Turkey, Turkish Adaptation: M. Yukay-Yuksel
Age range	3-7
Age range (text field)	5 to 18 years
Constructs	Relationship skills Self-management Emotional and behavioural problems
Scales and Subscales	Social Competence Scale (A) with a total of 32 items Subscales: <ul style="list-style-type: none">• Peer Relations – 14 items• Self-Management/Compliance – 10 items• Academic Behaviour – 8 items Antisocial Behaviour Scale (B) with a total of 32 items Subscales: <ul style="list-style-type: none">• Hostile/Irritable – 14 items• Antisocial/Aggressive – 10 items• Defiant/Disruptive – 8 items
Sources of information	Teacher
Formats for administration	Questionnaire
Administration	8-10 minutes Individual
Scoring	Manual
Scoring (text field)	
Psychometric properties	Original version: internal consistency for overall scales (0.98) and for subscales (ranged from 0.94 to 0.96) Portuguese adaptation: Social Competence Scale internal consistency $\alpha = .94$ Turkish adaptation: internal consistency .91 to .98

Translation(s) and adaptation(s)	English, Portuguese and Turkish
Training and other requirements for test users	The assessment can be applied by teachers. However, the measure should be scored and interpreted by a psychologist, social worker, counselor or SLP.
Strengths / Weaknesses	Strengths: The cost, time and training are lower, as it is a behaviour rating scale.
Publisher	English version: United States – Brookes Publishing
Where to find additional information?	English version: https://products.brookespublishing.com/School-Social-Behavior-Scales-Users-Guide-Second-Edition-P404.aspx
Other relevant information	<p>Merrell, K. (2002). School Social Behavior Scales, Second Edition. Eugene, OR: Assessment-Intervention Resources.</p> <p>Raimundo, R., Carapio, E., Pereira, A. I., Marques Pinto, A., Lima, M. L., & Ribeiro, M. T. (2012). School Social Behavior Scales: An adaptation study of the Portuguese version of the Social Competence Scale from SSBS-2. The Spanish Journal of Psychology, 15(3), 1473-1484. http://dx.doi.org/10.5209/rev_SJOP.2012.V15.N3.39431</p> <p>Yuksel, M. (2009). A Turkish version of the school social behavior scales (SSBS). Educational Sciences: Theory & Practice, 9(3). https://www.rand.org/education-and-labor/projects/assessments/tool/1993/school-social-behavior-scale--2-ssbs-2.html</p> <p>https://journals.sagepub.com/doi/abs/10.1177/073724770302800205</p>

SSIS: Social Skills Improvement System, Rating Scale

AUTHORS:
Nadia Koltcheva, New Bulgarian University

Name of the measure	SSIS: Social Skills Improvement System, Rating Scale
Author(s)	United States, English Original: F. M. Gresham, & S. N. Elliott Spain, Spanish Adaptation: L. L. Vicente
Age range	3-7
Age range (text field)	3 to 18 years
Constructs	Social awareness Social and emotional development Emotional and behaviour problems
Scales and Subscales	<p>3 scales:</p> <ul style="list-style-type: none"> • Social skills, including communication, cooperation, assertion, responsibility, empathy, engagement, self-control • Competing Problem Behaviours, including externalizing, bullying, hyperactivity/inattention, internalizing, autism spectrum • Academic Competence, part of the teacher form, including reading, math, motivation, parental support, and general cognitive functioning. <p>80 - 140 items.</p>
Sources of information	Child Parent Teacher
Formats for administration	Questionnaire
Administration	The completion of the form takes between 10-25 minutes. It is done individually, as it could be both self-report, or the data can be collected by parent/teacher. It requires only the use of a pen/pencil and paper.
Scoring	
Scoring (text field)	The forms can be scored both manually and electronically.
Psychometric properties	The results exceed .70-.80 – the reliability is good.
Translation(s) and adaptation(s)	English, Spanish

Training and other requirements for test users	No special training is required, however qualification level B is recommended.
Strengths / Weaknesses	Strengths: Widely used, conveniently shortened, good psychometric properties, easy to use, wide age range. Weaknesses: It needs to be adapted to newer theories. It is also more expensive.
Publisher	Pearson
Where to find additional information?	Spanish version: https://www.researchgate.net/publication/338682335_Spanish_Adaptation_of_Social_Skills_Improvement_System-Rating_Scales_in_Elementary_Education
Other relevant information	Gresham, F., & Elliott, S. N. (2007). Social skills improvement system (SSIS) rating scales. San Antonio, TX: Pearson Education Inc. https://www.rand.org/education-and-labor/projects/assessments/tool/1990/social-skills-improvement-system-student-ssis.html https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Social-Skills-Improvement-System-SSIS-Rating-Scales/p/100000322.html http://movingahead.psy.unsw.edu.au/documents/research/outcome%20measures/paediatric/Social%20Cognition/Website%20SSIS.pdf

STEP: Southampton Test of Empathy for Preschoolers

AUTHORS:
Nadia Koltcheva, New Bulgarian University

Name of the measure	STEP: Southampton Test of Empathy for Preschoolers
Author(s)	United Kingdom, English Original: A. Howe, I. M. Pit-Ten Cate, A. Brown, & J. A. Hadwin
Age range	3-7
Age range (text field)	Preschool age
Constructs	Social awareness Relationship skills
Scales and Subscales	Children label 5 schematic then choose to hear one from 8 stories (+1 for practice), as their emotions are recorded based on 5 aspects: facial, situation, memory, verbal, desire, with 4 emotions: sad, angry, happy, fear
Sources of information	Child
Formats for administration	Direct assessment
Administration	The assessment is done with the help of software and video recordings. The assessment is done individually.
Scoring	Electronic scores, calculated by the free software
Scoring (text field)	
Psychometric properties	Good results – .70 and .86 for both versions: STEP-UND & STEP-SHA.
Translation(s) and adaptation(s)	
Training and other requirements for test users	No specific training is required.
Strengths / Weaknesses	It is recognized that STEP helps with empathic responsiveness in preschoolers. Still, it is difficult to generalize as testing with bigger samples is not done.

Publisher	Free to use
Where to find additional information?	
Other relevant information	<p>Denham, S.A., Ji, P., & Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. University of Illinois, Chicago.</p> <p>Howe, A., Pit-ten Cate, I. M., Brown, A., & Hadwin, J. A. (2008). Empathy in preschool children: The development of the Southampton Test of Empathy for Preschoolers (STEP). <i>Psychological Assessment</i>, 20(3), 305–309. https://doi.org/10.1037/a0012763</p> <p>https://www.isurvey.soton.ac.uk/814</p>

SCWT: Stroop Color and Word Test: Children's Version

AUTHORS:
Margarita Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	SCWT: Stroop Color and Word Test: Children's Version
Author(s)	United States, English Original: C. Golden, S.Freshwater, & Z.Golden United Kingdom, English Adaptation: C. Golden, S.Freshwater, & Z.Golden
Age range	3-7
Age range (text field)	5 to 14 years
Constructs	Self-management
Scales and Subscales	<p>The children's version of the Stroop was designed to avoid measurement issues that exist in the application of adult scoring procedures to children's data. Covers interpretive strategies for both younger children and older children.</p> <p>The manual details specific administration, scoring, and interpretive strategies for use with younger children (ages 5-10 years) and older children (ages 11-14 years). Examinees read words or name colors on three different pages as quickly as possible. The test yields three scores based on the number of items completed. In addition, an Interference score is derived.</p>
Sources of information	Child
Formats for administration	Direct assessment
Administration	10-15 minutes Individual Stopwatch is required for administration.
Scoring	Manual
Scoring (text field)	
Psychometric properties	

Translation(s) and adaptation(s)

Training and other requirements for test usersQualification level: C

Strengths / Weaknesses

PublisherUnited States: PAR Inc.
United Kingdom: Ann Arbor Publishers

Where to find additional information?English version (United States):
<https://www.parinc.com/products/pkey/436>
English version (United Kingdom): https://www.annarbor.co.uk/index.php?main_page=index&cPath=416_249_549

Other relevant informationGolden, C. J. (1978). The Stroop Color and Word Test: A manual for clinical and experimental uses. Chicago, IL: Stoelting.
Golden, Z., C.J Golden. (2002). Patterns of performance on the Stroop Color and Word Test in children with learning, attentional, and psychiatric disabilities. *Psychology in the Schools*, 39 (5) (2002), pp. 489-495
Scarpina, F., & Tagini, S. (2017). The Stroop Color and Word Test. *Frontiers in Psychology*, 8. <https://www.frontiersin.org/article/10.3389/fpsyg.2017.00557>

TCE: Emotional Contagion Test (*Test Contagio Emotivo*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure TCE: Emotional Contagion Test (Test Contagio Emotivo)

Author(s) Italy, Italian Original: M. Di Renzo, & M. Stinà

Age range 0-3
3-7

Age range (text field) 2 to 18 years

Constructs Self-awareness

Scales and Subscales 4 videos of typical children showing basic emotions (happiness, sadness, fear, anger).

Sources of information Child

Formats for administration Observation

Administration Individual
5 minutes

Scoring Manual

Scoring (text field) Coding protocol during administration

Psychometric properties Internal consistency, Construct validity, Convergent validity, Divergent validity

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / WeaknessesQuick administration and scoring.
TCE results are predictive to ADOS-2 results.

PublisherItaly: Hogrefe Editore

Where to find additional information?

Italian version:
<http://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/tce-test-contagio-emotivo/#scheda-features>

Other relevant information

TEC: Test of Emotion Comprehension

AUTHOR:
Nadia Koltcheva,
New Bulgarian University

Name of the measure	TEC: Test of Emotion Comprehension
Author(s)	United States, English Original: F. Pons, & P. L. Harris
Age range	3-7
Age range (text field)	The test can be used on children ranging from 3 to 11 years.
Constructs	Self-awareness Social awareness
Scales and Subscales	Component 1 (Recognition) – 5 items Component 2 (External Cause) – 5 items Component 3 (Desire) – 1 item Component 4 (Belief) – 1 item Component 5 (Reminder) – 1 item Component 6 (Regulation) – 1 item Component 7 (Hiding) – 1 item Component 8 (Mixed) – 1 item Component 9 (Morality) – 1 item
Sources of information	Child Teacher
Formats for administration	Questionnaire Observation
Administration	Required materials: Laptop computer containing the TEC manual, or an A4 picture book consisting of the simple cartoon scenarios. Time: 15-20 minutes It is administered individually.
Scoring	Manual Electronic
Scoring (text field)	Scoring is electronic, made automatically. In preparation TEC 2.0 (12 components) is scheduled to be released at the end of 2022.
Psychometric properties	Reliability: Test-retest: $r_s = .750$ ($p < .000$) Validity: TEC is originally validated with a sample of 100 children, divided equally by sex according to age groups.

Translation(s) and adaptation(s)	The TEC has already been translated in more than 25 languages so far. Arabic, Catalan, Chinese, Danish, Dutch, English, Fongbé, French, German, Greek, Icelandic, Italian, Norwegian, Portuguese, Quechua, Spanish, Turkish, Polish, Etc.
Training and other requirements for test users	No specialized training is required, can be implemented by teachers.
Strengths / Weaknesses	Strengths: Considers the different developmental periods of children, as well as the different modes of understanding. It allows a further look into the way in which children understand. It is relatively simple to administer, and provides extensive results.
Publisher	Switzerland, English: Francfort Communication & Partenaires
Where to find additional information?	
Other relevant information	Pons, F., Harris, P. L., & de Rosnay, M. (2004). Emotion comprehension between 3 and 11 years: Developmental periods and hierarchical organization. <i>European Journal of Developmental Psychology</i> , 1(2), 127–152. https://doi.org/10.1080/17405620344000022

TOL: Tower of London Task

AUTHOR:
Nadia Koltcheva, New Bulgarian University

Name of the measure	TOL: Tower of London Task
Author(s)	United Kingdom, English Original: T. Shallice
Age range	3-7
Age range (text field)	The test can be used on children from 3 years old and up.
Constructs	Self-management
Scales and Subscales	“There are multiple versions of the tower tasks. The over riding feature of each is the requirement that the individual solves a problem by moving the pieces and arriving at the goal position in the least number of moves. Tower tasks are most commonly used to measure planning ability. Planning refers to the ability to look ahead through a series of possible steps, some of which may be counterintuitive, to reach a desired goal. The ability to plan is an essential part of daily living, and difficulties with this skill may impact on an individual’s autonomy.” (McKinlay, 2011).
Sources of information	Child
Formats for administration	Direct assessment
Administration	Required materials: Three wooden pegs of three different lengths mounted on a strip of wood and three coloured balls (red, green, blue) that are manipulated on pegs to reproduce a pictured end state. Or A computer with the required programming script. Time: The trials can either be timed according to the administrator, or untimed. The time required would vary depending on the implemented conditions. It is administered individually.
Scoring	Manual Electronic
Scoring (text field)	Scoring is electronic, done automatically by the program.
Psychometric properties	

Translation(s) and adaptation(s)

Training and other requirements for test users

Strengths / Weaknesses

Measures planning and problem solving skills in children. It can be used to observe the way in which children's problem solving skills develop over time.

Publisher

Where to find additional information?

Other relevant information

Lezak, M. D. (1995). Neuropsychological assessment (3rd ed.). Oxford: Oxford University Press.
McKinlay, A. (2011). Tower Tasks. In S. Goldstein & J. A. Naglieri (Eds.), Encyclopedia of Child Behavior and Development (pp. 1496–1499). Springer US. https://doi.org/10.1007/978-0-387-79061-9_2932
Shallice, T. (1982). Specific impairments of planning. Philosophical Transactions of the Royal Society of London B: Biological Sciences, 298(1089), 199–209.

VFE: Behavioral questionnaire for developmental disorders (*Verhaltensfragebogen bei Entwicklungsstörungen*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure

VFE: Behavioral questionnaire for developmental disorders (Verhaltensfragebogen bei Entwicklungsstörungen)

Author(s)

Germany, German Original: S. L. Einfeld, B. J. Tonge, & H.-C. Steinhausen

Age range

3-7

Age range (text field)

Mentally handicapped people from 4 years up to adult age

Constructs

Emotional and behavioural problems

Scales and Subscales

Questionnaire for parents: 96 items
Questionnaire for teacher: 94 items
(4 items represent two subscales at the same time)
Subscales:
• disruptive/anti-social behaviour (27 items)
• self-absorption (31 items)
• communication failure (13 items)
• anxiety (9 items)
• social relationships (10 items)
• without Subscale (10 items)

Sources of information

Parent
Teacher

Formats for administration

Observation

Administration

Execution time: approx. 15 minutes

Scoring

Manual
Electronic

Scoring (text field)

Manual, computer-aided evaluation is available;
• Total-behaviour-problems-value is generated through the addition of all scores of each page
Subscale values are generated through addition of all respective items

Psychometric properties

Retest reliability: $.76 < r_{tt} < .83$
Interrater reliability: $\kappa = .60$
Internal consistency:
• disruptive/anti-social behaviour: $\alpha = .89$
• self-absorption: $\alpha = .90$
• communication failure: $\alpha = .69$
• anxiety: $\alpha = .58$
• social relationships: $\alpha = .73$

Translation(s) and adaptation(s)	German Version of the Developmental Behaviour Checklist (DBC)
Training and other requirements for test users	Parents/Primary caregivers should know the patient for at least six months; Teachers should know the patient for at least two months
Strengths / Weaknesses	
Publisher	Germany: Hogrefe Verlag, Göttingen
Where to find additional information?	German version: https://www.testzentrale.de/shop/verhaltensfragebogen-bei-entwicklungsstoerungen.html
Other relevant information	

Vineland-II: Vineland Adaptive Behavior Scales, Second Edition – Survey Interview Form

AUTHORS:
Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	Vineland-II: Vineland Adaptive Behavior Scales Second Edition – Survey Interview Form
Author(s)	United States, English Original: S. S. Sparrow, D. V. Cicchetti, & D. A. Balla Italy, Italian Adaptation: G. Balboni, C. Belacchi, S. Bonichini, & A. Coscarelli
Age range	0-3 3-7
Age range (text field)	from birth to 90 years
Constructs	Relationship skills
Scales and Subscales	There are eleven subscales organized in four main scales: <ul style="list-style-type: none"> • Communication • Activities of daily living • Socialization • Motor Skills. The Socialization scale is organized into three subscales: <ul style="list-style-type: none"> • Interpersonal Relationships • Play and Leisure Time • Coping Skills.
Sources of information	Parent
Formats for administration	Interview
Administration	Individual Completed on paper; 30 to 60 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	Split-half reliability of scales, subscales and composite scales has been investigated for each of the 27 age groups. The split-half reliability coefficients of scales and composite scale are always greater than .90 except for five cases where they range from .80 to .90, and two cases where the coefficient ranges from .70 to .80. Subscale coefficients were in most cases greater than .90 or between .80 and .90.

	Test-retest, interrater, and interviewer reliability have also been calculated.
Psychometric properties	The construct validity has been verified by different methods: comparing groups of individuals who, according to the reference theory, have different levels of adaptive behaviour; detecting the intercorrelations between the scores weighted in scales, subscales and Composite scale (homogeneity of the test); investigating the factorial structure of the instrument; and assessing convergent/divergent validity with respect to construct measurements that, according to the theory, have different relationships with adaptive behaviour.
Translation(s) and adaptation(s)	Italian adaptation is published by Giunti Psychometrics. English edition is published by NCS Pearson, Inc. Portugal
Training and other requirements for test users	N/A
Strengths / Weaknesses	Strengths: It can be used for the measurement of adaptive behaviour in the diagnosis of Intellectual Disability disorder and as a complementary tool in the diagnosis of Autism Spectrum Disorders, Specific Learning Disabilities, ADHD and Neurocognitive Disorders in adults and the elderly. They are also an essential tool for functional diagnosis and the planning of interventions for the enhancement of autonomy across the life span. An updated version of Vineland is available: https://www.pearsonclinical.ca/en/products/productmaster.html/item-541
Publisher	United States: NCS Pearson, Inc. Italy: Giunti Psychometrics
Where to find additional information?	English version (United States): https://www.pearsonclinical.ca/en/products/productmaster/item-36.html Italian version: https://www.giuntios.it/catalogo/test/vineland-ii Portuguese version: https://www.edipsico.pt/files/Vineland-II.pdf
Other relevant information	

VSK: Behavioral scales for the kindergarten age (*Verhaltensskalen für das Kindergartenalter*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	VSK: Behavioral scales for the kindergarten age (Verhaltensskalen für das Kindergartenalter)
Author(s)	Germany, German Original: U. Koglin, & F. Petermann
Age range	3-7
Age range (text field)	3 to 6.6 years
Constructs	Self-awareness Emotional and behavioural problems
Scales and Subscales	Parallel versions for parents (VSK-EL) and pedagogical specialists (VSK-PF) Problem scale: <ul style="list-style-type: none"> • Anxiety (8 items) • Aggressive behaviour (10 items) • Hyperactivity and inattention (5 items) • Emotional dysregulation (8 items) Resources scale: <ul style="list-style-type: none"> • Social competence (6 items) • Emotional knowledge/empathy (7 items) • Self-regulation (5 items) Additional questions regarding the health of the child (12 items)
Sources of information	Parent Teacher
Formats for administration	Observation
Administration	Execution time: approx. 10 to 15 minutes Evaluation time: approx. 5 minutes
Scoring	Manual
Scoring (text field)	Raw values converted to percentile ranks and T-values
Psychometric properties	Internal consistency VSK-EL: $\alpha = .66$ to $.81$ Internal consistency VSK-PF: $\alpha = .78$ to $.92$ Retest-reliability VSK-EL: $.30 < r_{tt} < .74$ Retest-reliability VSK-PF: $.51 < r_{tt} < .82$

Translation(s) and adaptation(s)

Training and other requirements for test users

The person that will evaluate and interpret the VSK needs to possess fundamental test-theoretical knowledge and knowledge about social-emotional development and behavioural problems of children

Strengths / Weaknesses

Publisher

Germany: Hogrefe Verlag

Where to find additional information?

German version:
<https://www.testzentrale.de/shop/verhaltensskalen-fuer-das-kindergartenalter.html>

Other relevant information

It is recommended that the parents and educational staff both assess the VSK

WET: The Vienna Development Test – A method for recording the general level of development in children from 3 to 6 years (*Der Wiener Entwicklungstest – Ein Verfahren zur Erfassung des allgemeinen Entwicklungsstandes bei Kindern von 3 bis 6 Jahren*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	WET: The Vienna Development Test – A method for recording the general level of development in children from 3 to 6 years (Der Wiener Entwicklungstest – Ein Verfahren zur Erfassung des allgemeinen Entwicklungsstandes bei Kindern von 3 bis 6 Jahren)
Author(s)	Germany, German Original: P. Deimann, & U. Kastner-Koller
Age range	3-7
Age range (text field)	3 to 6 years
Constructs	Social and emotional development
Scales and Subscales	Functional area motor function <ul style="list-style-type: none">• Gymnastics (10 items)• Learn-bear (4 items) Functional area eye-hand coordination/visual perception <ul style="list-style-type: none">• Tracing (10 items)• Picture lottery (24 items) Functional area learning and memory <ul style="list-style-type: none">• Memorizing numbers (10 items)• Treasure box (items) Functional area cognitive development <ul style="list-style-type: none">• Placing patterns (10 items)• Colorful Shapes (10 items)• Contrasts (15 items)• Quiz (11 items; long version 21 items) Functional area language <ul style="list-style-type: none">• Contrasts (15 items)• Quiz (11 items; long version 21 items)• Explaining words (10 items)• Puppetry (13 items) Functional area emotional development <ul style="list-style-type: none">• Photo album (9 items)• Parental questionnaire (22 items)
Sources of information	Parent
Formats for administration	Direct assessment
Administration	Execution time with children up to 3;5 years: 90 minutes Execution time with older children: 75 minutes

Scoring	Manual
Scoring (text field)	
Psychometric properties	Internal consistency $\alpha = .66 - .92$.
Translation(s) and adaptation(s)	
Training and other requirements for test users	The researcher should be knowledgeable in terms of executing psychological tests with children and be acquainted with the age-set
Strengths / Weaknesses	
Publisher	Germany: Hogrefe Verlag
Where to find additional information?	German version: https://www.testzentrale.de/shop/der-wiener-entwicklungstest.html
Other relevant information	

Assessment Measures

Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain

Summary Table of Assessment Measures Targeting Overall Childhood Development and Specifically Social and Emotional Developmental Domain

Assessment Measure - Name	SEL Core Competency Assessed					Additional		Age		Rating Type							Country of origin	Countries used		
	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Social and Emotional Development	Emotional And Behavioral Problems	0-3	3-7	Child	Parent	Teacher	Peer	Direct Assessment	Questionnaire	Observational			Performance-based	Other (eg., Interview)
ASQ-3						X		X	X		X	X			X				USA	Spain, France, Italy, Denmark, Norway
BATTELLE	X	X		X				X	X	X	X	X				X			USA	Spain
Bailey-III	X	X		X		X		X	X	X	X	X			X			USA	Italy, United Kingdom, Ireland	
DAWBA						X		X	X	X	X	X			X			United Kingdom	More information at instrument description	
Denver-II						X		X	X	X	X	X			X			USA	Bulgaria, Spain, Turkey	
DESK 3-6				X		X		X	X	X	X	X			X			Germany	Germany, Bulgaria	
DP-3						X		X	X		X			X				USA	Italy, Norway, Sweden, Denmark, Spain, Bulgaria	
DSR	X			X				X		X	X	X			X			Poland	Poland	
ECDI		X		X				X	X		X			X				NA	Portugal, Spain, France	
EDI						X		X	X		X			X				Canada	France, Spain, Italy, Greece, Germany, Sweden, Estonia	

EF-KLV						X		X	X		X			X				Germany	Germany
GMCD				X			X				X							Turkey	Turkey, Ukraine, Italy
Griffith III	X		X			X	X	X	X	X	X			X				United Kingdom	United Kingdom, Italy, Portugal, Sweden
IDS	X	X				X		X	X	X				X				Switzerland	Switzerland, Poland
IDS-2		X				X		X	X	X				X				Switzerland	Switzerland, Netherlands, Poland, United Kingdom
IDS-P		X	X			X		X	X	X				X				Switzerland	Switzerland, Czech Republic, Poland
Indicators of the Social Adaptation Capacity in Developmental Age			X					X	X	X	X			X				Italy	Italy
iPIPS	X	X	X	X				X	X		X			X				United Kingdom	United Kingdom, Eslovenia
M-P-R		X	X			X	X	X	X	X	X			X				USA	Spain, Italy
NBO		X					X		X	X				X				Spain	Spain
PEDICAT	X	X	X	X	X		X	X	X	X	X			X				USA	More information at instrument description
PEDS						X		X	X					X				USA	Free translation in Europe
PEDS-DM						X		X	X	X				X				USA	Portugal, France

ASQ-3: Ages & Stages Questionnaires, *Third edition*

AUTHORS:

Vera Coelho, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ASQ-3: Ages & Stages Questionnaires, Third edition
Author(s)	United States, English Original: J. Squires, & D. Bricker
Age range	0-3 3-7
Age range (text field)	1 to 66 months
Constructs	Social and emotional development
Scales and Subscales	Development in five domains: Communication, gross motor, fine motor, problem solving, and personal-social
Sources of information	Parent Teacher
Formats for administration	Questionnaire
Administration	Parents/caregivers complete questionnaires; early childhood and health care professionals score them
Scoring	Manual
Scoring (text field)	
Psychometric properties	Validity of ASQ-3 has been evaluated extensively. Concurrent validity ranged from 74% for the 42-month ASQ-3 questionnaire to 100% for the 2-month and 54-month questionnaires, with 86% overall agreement. Sensitivity ranged from 75% for the 6-month questionnaire to 100% for the 4-month, 14-month, 54-month, and 60-month questionnaires, with 86% overall agreement. The ability of ASQ-3 to correctly identify typically developing children, ranged from 70% for the 14-month questionnaire to 100% for the 2-month, 16-month, and 54-month questionnaires, with 85% overall agreement.
Translation(s) and adaptation(s)	Spanish French

Training and other requirements for test users	Training available
Strengths / Weaknesses	Cited by several articles as an accurate, cost-effective, and parent-friendly instrument for screening and monitoring of young children.
Publisher	
Where to find additional information?	English version (United States): https://brookespublishing.com/product/asq-3/ Spanish version (United States): https://products.brookespublishing.com/Ages-Stages-Questionnaires-in-Spanish-Third-Edition-ASQ-3-Spanish-P570.aspx?_ga=2.4868723.1509664870.1622213752-1867064490.1613844991 French version: https://products.brookespublishing.com/Ages-Stages-Questionnaires-in-French-Third-Edition-ASQ-3-French-P979.aspx?_ga=2.4868723.1509664870.1622213752-1867064490.1613844991 Danish version: Dansk Psykologisk Forlag Italian version: Hogrefe Editore, Italy\ Norwegian version: R.BUP, Norway. https://agesandstages.com/
Other relevant information	The ASQ has been translated into several languages, such as Spanish, French, Dutch, Chinese, Norwegian, Hindi, Persian, and Turkish. Furthermore, the number of international studies on its psychometric properties in diverse cultural environments is increasing (e. g., Australia, Brazil, Canada, Chile, China, Denmark, Ecuador, France, Ghana, India, Iran, Korea, Lebanon, Netherland, Norway, Republic of Macedonia, Spain, Taiwan, Thailand, Turkey). Although no published versions are available in all listed languages, the ASQ is licensed; please check the available languages here: Translations-of-ASQ_10.2020 (agesandstages.com) Studies on ASQ-3 are currently being conducted in the United States, Canada, and other countries.

BATTELLE: Battelle Developmental Inventory (*Inventario de Desarrollo*)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	BATTELLE: Battelle Developmental Inventory (Inventario de Desarrollo)
Author(s)	United States, English Original: J. Newborg et al. Spain, Spanish Adaptation: M. V. de la Cruz, & M. González
Age range	0-3 3-7
Age range (text field)	0 to 95 months
Constructs	Self-awareness Self-management Relationship skills
Scales and Subscales	5 areas of development: <ul style="list-style-type: none"> • Personal/Social (85 items) • Adaptive (59 items) • Motor (82 items) • Communication (59 items) • Cognitive (56 items) A screening of 96 items evaluates all areas.
Sources of information	Child Parent Teacher
Formats for administration	Observation Interview
Administration	Individual 1-2 hours Screening: 10-30 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	Test retest of 0.99 in the Total Index
Translation(s) and adaptation(s)	Spanish
Training and other requirements for test users	Training available

Strengths / Weaknesses	Screening version saves time, without losing reliability because it allows to detect in which area a complete evaluation should or should not be made.
Publisher	United States: Riverside Insights Spain: TEA Ediciones
Where to find additional information?	English version: https://info.riversideinsights.com/bdi-3 Spanish version: http://web.teaediciones.com/battelle-inventario-de-desarrollo.aspx
Other relevant information	

Bayley-III: Bayley Scales of Infant and Toddler Development, *Third Edition*

AUTHORS:
Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	Bayley-III: Bayley Scales of Infant and Toddler Development, Third Edition
Author(s)	United States, English Original: N. Bayley Italy, Italian Adaptation: R. Ferri, A. Orsini & E. Stoppa United Kingdom, English Adaptation: Psychometrics Centre at Cambridge University Ireland, English Adaptation: Psychometrics Centre at Cambridge University
Age range	0-3 3-7
Age range (text field)	16 days to 42 months
Constructs	Self-awareness Self-management Relationship skills Social and emotional development
Scales and Subscales	<p>Five developmental domains:</p> <ul style="list-style-type: none"> • Cognitive scale (sensorimotor, exploration and manipulation, concept formation, memory, attention, visual preference); • Language scale (including the receptive communication and expressive communication subtests); • Motor scale (including the fine motor and gross motor subtests); • Social-Emotional scale (questionnaire completed by the parent or primary caregiver); • Adaptive behaviour scale (questionnaire completed by the parent or primary caregiver). <p>Each scale includes further subscales.</p> <p>The social-emotional scale evaluates the social and emotional acquisition in children and identifies the most important acquisitions in development that could be achieved at certain ages. Items evaluate:</p> <ul style="list-style-type: none"> • the domination of emotional-functional ability, such as self-regulation and interest in the world; • communication needs; • engaging with others and establishing relationships; • the use of emotions with interactive purpose; • the use of emotional signals or gestures to solve problems.
Sources of information	Child Parent Teacher
Formats for administration	Direct assessment Observation Interview

Administration	Individual, completed on paper 30 to 90 minutes
Scoring	Manual
Scoring (text field)	<p>The psychometric properties for the Italian adaptation: The reliability of the five scales and subscales was calculated for each of the 8 age groups using the split-half method and corrected with the Spearman–Brown formula. The reliability of the Composite Scores of the Language Scale and the Motor Scale was calculated using Mosier's formula. The average reliability was calculated with Fisher Z-transformation.</p> <p>Cognitive Scale = .92 Language scale = .94 Motor scale = .92</p> <p>The reliability of the Social-Emotional Scale and the subscales of the Adaptive Behaviour Scale, for each age group, was calculated with Cronbach's alpha. The average coefficients of the Social-Emotional scale range from .71 to .92. The average coefficients of the subscales of the Adaptive Behaviour Scale range from .80 to .90. The Adaptive General Composite (GAC) score range from .96 to .98 with an average reliability of .97. The following have been calculated:</p> <ul style="list-style-type: none"> • the intercorrelations between the weighted scores of the subscales Receptive Communication, Expressive Communication, Fine-Motor, Gross-Motor, Cognitive scale, Social-Emotional scale and the two Composite Scores of the Language Scale and the Motor Scale for the total sample (average correlations) and for the 8 age groups. For most groups, as was the case for the U.S. sample, the subscales of the Language Scale score have higher correlations between them and with the Cognitive Scale score than with the subscales of the Motor Scale. This may be due to the closer relationship between the area of cognitive and linguistic development; • the intercorrelations between weighted subscale scores and composite scores of the Adaptive Behaviour Scale; • the correlations between Cognitive Scale, Language Scale, Motor Scale and Social-Emotional Scale and Adaptive Behaviour Scale; these correlations are significant but not particularly high.
Psychometric properties	
Translation(s) and adaptation(s)	Italian, English (United Kingdom), English (Ireland)
Training and other requirements for test users	

Strengths / Weaknesses	<p>The Bayley-III is useful to:</p> <ul style="list-style-type: none"> • identify children with developmental delay; • identify infant and toddler strengths and competencies, as well as their weaknesses; • determine the need for further in-depth assessment; • administer one or more domain subtests individually; • plan the intervention and chart intervention progress.
Publisher	<p>United States: Pearson Assessment Italy: Giunti Psychometrics United Kingdom: Pearson Assessment Ireland: Pearson Assessment</p>
Where to find additional information?	<p>English version (United States): https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Adaptive/Bayley-Scales-of-Infant-and-Toddler-Development-%7C-Third-Edition/p/100000123.html Italian version: https://www.giuntios.it/catalogo/test/bayleyiii English version (United Kingdom): https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/BayleyScalesofInfantandToddlerDevelopmentThirdEdition(Bayley-III)/ForThisProduct/Bayley-IIIUKValidation.aspx English version (Ireland): https://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/BayleyScalesofInfantandToddlerDevelopmentThirdEdition(Bayley-III)/ForThisProduct/Bayley-IIIUKValidation.aspx</p>
Other relevant information	

DAWBA: Development and Well-Being Assessment

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	DAWBA: Development and Well-Being Assessment
Author(s)	<p>United Kingdom, English Original: R. Goodman, T. Ford, H. Richards, R. Gatward & H. Meltzer Turkey, Turkish Adaptation: O. B. Dursun, T. Guvenir, S. Aras, C. Ergin, C. Mutlu, H. Baydur, A. Ozbek, H. Ozek, S. Alsen, L. Iscanli, B. I. Karaman & R. Goodman Switzerland, German Adaptation: M. Aebi, C. Kuhn, C. W. Metzke, A. Stringaris, R. Goodman, H. C. Steinhausen Norway, Norwegian Adaptation: A. Goodman, E. Heiervang, S. Collishaw & R. Goodman</p>
Age range	<p>0-3 3-7</p>
Age range (text field)	2 to 17 years
Constructs	Social and emotional development
Scales and Subscales	<p>Parental interview have the following sections (2-4 years):</p> <ul style="list-style-type: none"> • Eating, sleeping and toilet training • Worries about separation from key “attachment figures” • Specific fears • Social fears • Stress after a very frightening event • Worrying a lot about many different things • Depression • Relationships with adults • Hyperactivity and attention problems • Difficult or troublesome behaviour • Development of language, routines, play, and social ability • Tics • Other concerns • More about strengths and good points • Background (medical, family, educational, etc.) <p>Parental interview have the following sections (5-17 years):</p> <ul style="list-style-type: none"> • Worries about separation from key “attachment figures” • Specific fears • Social fears • Panic attacks or fears of crowds, public places, open spaces, etc. • Stress after a very frightening event • Obsessions and compulsions • Worry about physical appearance • Worrying a lot about many different things • Depression

- Irritability, temper and anger control
- Rapidly changing mood; Going abnormally high
- Hyperactivity and attention problems
- Difficult or troublesome behaviour
- Development of language, routines, play, and social ability
- Behaviours sometimes linked to developmental or intellectual disabilities
- Dieting, bingeing and concern about body shape
- Tics
- Other concerns
- More about strengths and good points
- Background (medical, family, educational, etc.)

Teens' interview have the following sections:

- Worries about separation from key "attachment figures"
- Specific fears
- Social fears
- Panic attacks or fears of crowds, public places, open spaces, etc.
- Stress after a very frightening event
- Obsessions and compulsions
- Worry about physical appearance
- Worrying a lot about many different things
- Depression
- Irritability, temper and anger control
- Rapidly changing mood; Going abnormally high
- Hyperactivity and attention problems
- Behaviour that sometimes gets you in trouble
- Cigarettes, alcohol and drugs
- Dieting, bingeing and concern about body shape
- Strange experiences that are surprisingly common
- Other concerns
- More about strengths and good points

Teachers' questionnaire have the following sections:

- Emotional symptoms
- Hyperactivity and attention problems
- Difficult or troublesome behaviour
- Other concerns

Sources of information	Parent Teacher Child
Formats for administration	Questionnaire Interview
Administration	The sources of information are parents, teenagers (11-17 years old) and/or teachers. Information can be collected by interviews with parents and teens with 11-17 years old, but it also can be collected by a teacher questionnaire. The interviews can be administered by humans or by computers. Parents interview - 50 minutes Teens interview - 30 minutes Teaches questionnaire - 10-15 minutes

Scoring

Scoring (text field)

Psychometric properties

According to the official website of youthinmind, the DAWBA is translated to Bulgarian, Croatian, Danish, Dutch, English, Finnish, French, German, Greek, Italian, Lithuanian, Norwegian, Polish, Romanian, Russian, Serbian, Slovenian, Spanish, Swedish, Ukrainian and Turkish. Below are the authors who contribute to translations according to youthinmind:

Croatia, Croatian translation: H. Hamilton and D. Hamilton
Denmark, Danish translation: A. M. Skovgaard, T. Houmann, C. Rask, H. Christensen, J. Mikkelsen, M. L. B. Pold, S. Dalsgaard, C. Obel, J. T. Kraft and P. H. Thomsen

Netherlands, Dutch translation: B. Widenfelt, B. Siebelink, F. Treffers, N. Lang, B. Bruijn, E. Beurs, E. Koning and K. Schepman
Finland, Finnish translation: S. Niemelä, A. Sourander and H. Helin

France, French translation: J. L. Martinot and J Yang

Translation(s) and adaptation(s)

Greece, Greek translation: N. G. Christodoulou, A. Christodoulou, M. Vlassopoulos and D. C. Anagnostopoulos

Italy, Italian translation: A. D. Giacomo, L. Bernardi, A. Frigerio and A. Longhi

Lithuania, Lithuanian translation: S. Lesinskiene, G. Gintiliene, D. Cerniauskaite, D. Puras, S. Girdzijauskiene

Norway, Norwegian translation: E. R. Heiervang, K. Søvik, M. Young, A. K. Ullebø and I. J. Orre

Poland, Polish translation: J. Hernik and J. Giejgo

Russia, Russian translation: H. Slobodskaya and V. Ruchkin

Serbia, Serbian translation: M. Pejovic and H. Hamilton

Spain, Spanish translation: D. Palacio, M. V. Ramallo, M. Parellada, M. Rodado, H. Minnis and R. García

Sweden, Swedish translation: J. O. Larsson and H. Smedje

Ukraine, Ukrainian translation: L. Pidlisetska, D. Ougrin, I. Martsenkovsky and I. Martsenkovska

Training and other requirements for test users

DAWBA interviewers must be trained but do not need to have previous clinical experience.

Strengths / Weaknesses

Strengths: the fact that can be administered by a computer can be convenient for some respondents.

Publisher

Youthinmind

Where to find additional information?

Goodman, R., Ford, T., Richards, H., Gatward, R., & Meltzer, H. (2000). The Development and Well-Being Assessment: Description and initial validation of an integrated assessment of child and adolescent psychopathology. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 41(5), 645-655. <https://doi.org/10.1111/j.1469-7610.2000.tb02345.x>

Other relevant information

Official website of DAWBA: <https://www.dawba.info/>

Turkish version: Dursun, O. B., Guvenir, T., Aras, S., Ergin, C., Mutlu, C., Baydur, H., Ozbek, A., Ozek, H., Alsen, S., Iscanli, L., Karaman, B. I., & Goodman, R. A new diagnostic approach for Turkish speaking populations DAWBA Turkish version. *Epidemiology and Psychiatric Sciences*, 22(3), 275-282. <https://doi.org/10.1017/S2045796012000479>

German version: Aebi, M., Kuhn, C., Metzke, C. W., Stringaris, A., Goodman, R., & Steinhausen, H. C. (2012). The use of the development and well-being assessment (DAWBA) in clinical practice: A randomized trial. *European Child & Adolescent Psychiatry*, 21(10), 559-567. <https://doi.org/10.1007/s00787-012-0293-6>

Norwegian version: Goodman, A., Heiervang, E., Collishaw, S., & Goodman, R. (2011). The "DAWBA band" as an ordered categorical measure of child mental health: Description and validation in British and Norwegian samples. *Social Psychiatry and Psychiatric Epidemiology*, 46(6), 521-532. <https://doi.org/10.1007/s00127-010-0219-x>

Denver II: Developmental Screening Test

AUTHOR:
Kostantin Videv, Hestia Foundation, Prometrics

Name of the measure	Denver II: Developmental Screening Test
Author(s)	United States, English Original: W. Frankenburg, J. Dodds, P.Archer, et al. Bulgaria, Bulgarian Adaptation: S. Eubova
Age range	0-3 3-7
Age range (text field)	0 to 6 years
Constructs	Social and emotional development
Scales and Subscales	Personal-social domain – 25 items Fine motor - Adaptive domain – 29 items Language domain – 39 items Gross motor domain – 32 items Child's behavioural characteristics – 5 items *Number of administered items can vary with the child's age and the goal of the evaluation.
Sources of information	Parent Teacher Child
Formats for administration	Direct assessment Observation Interview
Administration	Some items can be evaluated using information from the parent or guardian. Required materials: Denver II Answer sheet, red yarn tassel (diameter about 10 cm), raisins or round pieces of cereal, rattle with a short handle, 10 colored wooden blocks (2.5x2.5x2.5 cm), a small transparent glass bottle (neck diameter about 2 cm), small bell, tennis ball, pencil, small plastic doll with a feeding bottle, plastic cup with a handle, empty sheet of paper. Time: 20 to 60 minutes depending on the stress tolerance of the child. Individual administration only.
Scoring	Manual
Scoring (text field)	Items are scored individually. Items are scored manually.

Psychometric properties	<p>Bulgarian adaptation: Reliability: Mean test-retest reliability for all items is 0.90 (min = 0.50, max = 1.00, SD=0.12) (7 to 10 days apart, N=38) Mean inter-rater reliability is 0.99 (min = 0.95, max = 1.00, SD=0.016) Validity: Content validity is ensured by agreement about the validity of items between professionals in the area of child development and pediatric screening.</p>
Translation(s) and adaptation(s)	English, Bulgarian, Korean, Sinhalese, Tamil, Spanish, Turkish
Training and other requirements for test users	Required qualification: Level B Requires training with an experienced professional
Strengths / Weaknesses	Strengths: Assesses a broad range of skills and behaviours; Performance on the test is evaluated based on the performance of other children in the same age group.
Publisher	United Kingdom: Hogrefe Ltd, Hogrefe House Bulgaria: Hestia Foundation / Prometriks Ltd.
Where to find additional information?	English version: https://www.hogrefe.com/uk/shop/denver-ii-developmental-screening-test.html Bulgarian version: https://hestiabg.com/bg/tests/denver-ii/
Other relevant information	

DESK 3–6: Dortmund Developmental Screening for Preschools (*Dortmunder Entwicklungsscreening für den Kindergarten*)

AUTHOR:
Kostantin Videv,
Hestia Foundation, Prometrics

Name of the measure	DESK 3–6: Dortmund Developmental Screening for Preschools (Dortmunder Entwicklungsscreening für den Kindergarten)
Author(s)	Germany, German Original: H. Tröster, J. Flender, D. Reineke, & S. Wolf Bulgaria, Bulgarian Adaptation: D. Boyanova
Age range	0-3 3-7
Age range (text field)	3 to 6 years; 11 months
Constructs	Relationship skills Social and emotional development
Scales and Subscales	<p>Fine motor skills (FMO)</p> <ul style="list-style-type: none"> • Form 3 years – 9 items • Form 4 years – 9 items • Form 5-6 years – 8 items <p>Gross motor skills (GMO)</p> <ul style="list-style-type: none"> • Form 3 years – 9 items • Form 4 years – 9 items • Form 5-6 years – 8 items <p>Cognition and Language Scale (KSP)</p> <ul style="list-style-type: none"> • Form 3 years – 12 items <p>Cognition (KOG)</p> <ul style="list-style-type: none"> • Form 4 years – 9 items <p>Language and Communication Scale (SPK)</p> <ul style="list-style-type: none"> • Form 4 years – 10 items, • Form 5-6 years – 10 items <p>Basic skills written language Scale (BKS)</p> <ul style="list-style-type: none"> • Form 5-6 years – 8 items <p>Basic Mathematics competences (BKM)</p> <ul style="list-style-type: none"> • Form 5-6 years – 8 items <p>Attention and concentration (AKN)</p> <ul style="list-style-type: none"> • Form 5-6 years – 8 items <p>Scale social behaviour (SZV)</p> <ul style="list-style-type: none"> • Form 3 years – 9 items, • Form 4 years – 9 items <p>Social Competence (SZK)</p> <ul style="list-style-type: none"> • Form 5-6 years – 8 items <p>Social Interaction (SZI)</p> <ul style="list-style-type: none"> • Form 5-6 years – 8 items
Sources of information	Child Parent Teacher
Formats for administration	Direct assessment Observation Interview

Administration	<p>Required materials: DESK 3-6 R Manual, Instructions for administration and interpretation of DESK 3-6 R Form, Answer Sheet for individual administration, Answer Sheet for group administration (in case of group administration – a sheet of paper A4 for each child, markers, one A5 card with the word COW written on it (about 5 cm width), cards with numbers from 1 to 9, rope, one ball (as big as a football), second ball (diameter about 10-15 cm), hoop, scissors, a sheet with a circle drawn on it (diameter about 10-15 cm).</p> <p>Time: around 1 hour</p> <p>It can be administered individually or in a group.</p>
Scoring	<p>Manual</p> <p>Electronic</p>
Scoring (text field)	<p>Manual and electronic</p> <p>Results are displayed in Sten scores.</p> <p>Results are calculated electronically (with Examinea.com).</p>
Psychometric properties	<p>Bulgarian adaptation:</p> <p>Reliability: Cronbach's alpha for all scales in:</p> <ul style="list-style-type: none"> • Form 3 years – between 0.63 and 0.89 • Form 4 years – between 0.77 and 0.88 • Form 5-6 years – between 0.73 and 0.90 <p>Validity: RATZ-index (relative improvement of the hit rate in comparison to the random hit rate) for all scales in:</p> <ul style="list-style-type: none"> • Form 3 years – between 0.50 and 0.88 • Form 4 years – between 0.63 and 0.81 • Form 5-6 years – between 0.40 and 0.71 <p>Rank correlation (Spearman) of a professional's evaluation and DESK 3-6 R results:</p> <ul style="list-style-type: none"> • Form 3 years – between 0.275 and 0.681 • Form 4 years – between 0.393 and 0.803 • Form 5-6 years – between 0.100 and 0.579
Translation(s) and adaptation(s)	<p>German, Bulgarian</p>
Training and other requirements for test users	<p>Required qualification: Level B</p> <p>Requires training with an experienced professional</p>
Strengths / Weaknesses	<p>Strengths: Specially developed for use in kindergartens; Identifies developmental risks in the "grey zone" (before they are obvious); Tasks are easily observable in the child's everyday life; Can also be administered in the form of a game; Used for assessment of children school readiness; Based on the "landmark principle" - children must master skills which are successfully developed by 90-95% of the children with the same demographic characteristics, in order to successfully move to the next stage of their development.</p>
Publisher	<p>Germany: Hogrefe Verlag GmbH & Co. KG</p> <p>Bulgaria: Hestia Foundation / Prometriks Ltd.</p>
Where to find additional information?	<p>German version: https://www.hogrefe.com/de/shop/dortmunder-entwicklungsscreening-fuer-den-kindergarten-revision.html</p> <p>Bulgarian version: https://hestiabg.com/bg/en/assessment-tools/desk-3-6-r-dortmund-developmental-screening-for-preschools/</p>
Other relevant information	

DP-3: Development profile 3

AUTHORS:
Hogrefe Publishing Group
Diana Gergova, Giunti Psychometrics, Bulgaria

Name of the measure	DP-3: Development profile 3
Author(s)	<p>United States, English Original: G. D. Alpern</p> <p>Italy, Italian Adaptation: S. Lanfranchi, & R. Vianello</p> <p>Norway, Norwegian Adaptation: B. Grov</p> <p>Spain, Spanish Adaptation: F. Sánchez-Sánchez</p> <p>Sweden, Swedish Adaptation: E. Zander, & Ö. Stahl</p> <p>Bulgaria, Bulgarian Adaptation: S. Eyubova, & Z. Kalibatseva</p> <p>Denmark, Danish Adaptation: Hogrefe Psykologisk Forlag</p>
Age range	<p>0-3</p> <p>3-7</p>
Age range (text field)	0 to 12 years
Constructs	Social and emotional development
Scales and Subscales	<p>180 items in both forms</p> <p>Scales:</p> <ul style="list-style-type: none"> • Physical (35 items) • Adaptive behaviour (37 items) • Social-emotional (36 items) • Cognitive (38 items) • Communication (34 items) <p>Physical Large- and small-muscle coordination, strength, stamina, flexibility, and sequential motor skills</p> <p>Adaptive Behaviour Ability to cope independently with the environment to eat, dress, work, use current technology, and take care of self and others</p> <p>Social-Emotional Interpersonal skills, social-emotional understanding, functioning in social situations, manner in which child relates to peers and adults</p> <p>Cognitive Intellectual abilities and skills prerequisite to academic achievement</p> <p>Communication Expressive and receptive communication skills, including written, spoken, and gestural language</p>
Sources of information	Parent
Formats for administration	<p>Questionnaire</p> <p>Interview</p>

Administration	Interview form: individual administration, 20-40 min Questionnaire form: individual/group, 20-40 min
Scoring	Manual Electronic
Scoring (text field)	Yes/No answers. Raw scores are transformed into standardized scores, percentiles, and descriptive ranges; Manual scoring
Psychometric properties	<p>Original version (United States): Internal consistency, Construct validity, Convergent validity, Divergent validity</p> <p>Spanish adaptation: Cronbach's Alpha is between 0.83 and 0.86 for the interview and 0.89 and 0.93 for the questionnaire.</p> <p>Reliability: <ul style="list-style-type: none"> • Medial internal consistency varies between 0.89 and 0.97. • Test-retest correlations indicate 0.81 to 0.92 for all five scales. </p> <p>Validity: <ul style="list-style-type: none"> • Content validity is demonstrated by the expected increase of raw scores as the child's age increases. • Construct validity: correlated at expected levels with Vineland-2, DAYC, PDMS-2, PLS-4 </p> <p>Discriminant validity: differentiates between clinical and general population groups.</p> <p>Bulgarian adaptation: Reliability: <ul style="list-style-type: none"> • Internal consistency (Cronbach's alpha) varies between 0.76 and 0.95 </p> <p>Validity: <ul style="list-style-type: none"> • Positive correlations between the subjects' age and raw score (expected since the tool measures children's development) • Internal structure: correlations between the different scales are relatively high, especially for younger children. This is also the case for the original US version. Factorial analyses show that one single factor (which could be conceptualized as General development) accounts for 95% of the total variance. • Criteria validity: Demonstrated through comparisons with different clinical groups (i.e., children diagnosed with Cerebral palsy, Intellectual disability, ADHD, Autism spectrum disorder, Learning disorders or Language disorders). Results are consistent with the clinical expression of the different disorders. </p>
Translation(s) and adaptation(s)	Danish, Italian, Norwegian, Spanish, Swedish, Bulgarian
Training and other requirements for test users	Licensed psychologist, licensed physician, licensed nurse Level B required (A bachelor's degree (BA, BS) in psychology, school counseling, occupational therapy, speech-language pathology, social work, education, special education, or related field).

Strengths / Weaknesses	<p>Strengths: Quick and easy administration; covers various domains of functioning and a wide age range. Highly informative. Its brevity, flexibility and broad scope make it an excellent screening test for developmental problems and for the follow-up of children at risk, both in clinical and school settings. It provides guidelines for home-based interventions.</p> <p>Weaknesses: Although the instrument is suitable for infants and children aged 0 to 12 years, a ceiling effect is observed at ages 7 to 9 years depending on the scale. Therefore, DP-3 assesses only a potential developmental delay in older children. On the other hand, positive or negative biases and/or deliberate lying are not accounted for.</p>
Publisher	<p>United States: Western Psychological Services (WPS) Italy: Hogrefe Editore Norway: Hogrefe Sweden: Hogrefe Psykologiförlaget Denmark: Hogrefe Psykologisk Forlag Spain: Tea Ediciones Bulgaria: Giunti Psychometrics Bulgaria</p>
Where to find additional information?	<p>Danish version: https://www.hogrefe.com/dk/shop/developmental-profile-3.html Italian version: http://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/dp-3-developmental-profile-3/#scheda-features Norwegian version: https://hogrefe.no/no/kliniske-tester-og-verktoy/utvikling-og-evner/developmental-profile-3-dp-3/ Spanish version: http://web.teaediciones.com/Perfil-de-Desarrollo-DP-3.aspx Swedish version: https://hogrefe.se/Klinisk-psykologi/Utveckling-och-begavningstest/Developmental-Profile-3-DP-3/ Bulgarian version: https://www.giuntipsy.bg/bg/prod-16-reiting-skala-za-ocenka-na-detskoto-razvitie.htm</p>
Other relevant information	The translated forms of the Norwegian and Swedish versions are distributed with the American manual and norms. Alpern, G.D. (2007). Developmental Profile 3: Manual. WPS, USA.

DSR: Children Development Scale (Dziecięca Skala Rozwojowa)

AUTHOR:
Diana Fecenec, Psychological Test
Laboratory of the Polish Psychological

Name of the measure	DSR: Children Development Scale (Dziecięca Skala Rozwojowa)
Author(s)	Poland, Polish Original: A. Matczak, A. Jaworowska, A. Ciechanowicz, D. Fecenec, J. Stańczak, & E. Zalewska
Age range	0-3
Age range (text field)	2 to 37 months
Constructs	Self-awareness Relationship skills
Scales and Subscales	<p>Performance scale consists of 10 sub- tests:</p> <ul style="list-style-type: none"> • Manipulation (psychomotor skills), • Perception (visual and auditory perception, shapes differentiation, object permanence), • Scribbling and Drawing (specific manipulation – use of writing implements), • Blocks (fine motor, visual-motor coordination), • Comparing (classification), • Memory (memory), • Speech (communication, grammar), • Vocabulary (receptive and expressive vocabulary), • Social behaviour (social development, self-awareness), • Gross Motor (psychomotor skills). <p>Observational scale enables one to evaluate a child's temperamental traits by observing its behaviour during the examination: Vigor, Adaptability, Rhythmicity, and Sensitivity.</p>
Sources of information	Child Parent
Formats for administration	Direct assessment Observation Interview
Administration	Individual 30-60 minutes
Scoring	Manual
Scoring (text field)	

Psychometric properties

Reliability of the subtests in different age groups:

- Manipulation: 0.73-0.93
- Perception: 0.36-0.79 (not included in the profile analysis)
- Scribbling and Drawing: 0.80-0.95
- Blocks: 0.58-0.92
- Comparing: 0.76-0.89
- Memory: 0.71-0.86
- Speech: 0.85-0.94
- Vocabulary: 0.90-0.96
- Social behaviour: 0.66-0.86
- Gross Motor: 0.68-0.90

Reliability of the total score in different age groups: 0.70-0.97
Criterion validity: comparing the scores distribution of two groups – clinical sample (32 children aged from 3 to 13 months with suspected neurological disorders) and normalization sample. Conclusion: In case of very young children (about 1 year old) neurodevelopmental problems can be suspected based on very low total scores (delayed development) as well as low results in Gross Motor Test.

Predictive validity (longitudinal study): correlation of Children Development Scale total scores and Colored Progressive Matrices and Columbia Mental Maturity Test total scores collected for group of 47 children aged from 2;5(0) to 2;8(30) and 60 children aged from 2;9(0) to 3;0(30) (as a part of normalization sample). Gap between the I and II study was 18 months. Conclusion: In case of older children (the third year of life) future intelligence level can be predicted based on total score (current level of development) as well as scores of three CDS tests: Comparing, Memory, Speech.

Translation(s) and adaptation(s)

Training and other requirements for test users Master's degree in psychology required. Training is recommended but not obligatory.

Strengths / Weaknesses

Publisher	Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z.o.o. (Psychological Test Laboratory of the Polish Psychological Association)
Where to find additional information?	Polish version: https://www.practest.com.pl/dsr-dziecieca-skala-rozwojowa
Other relevant information	The translated forms of the Norwegian and Swedish versions are distributed with the American manual and norms. Alpern, G.D. (2007). Developmental Profile 3: Manual. WPS, USA.

ECDI: Early Child Development Index

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	ECDI: Early Child Development Index
Author(s)	United States, English Original: D. McCoy, E. Peet, M. Ezzati, G. Danaei, M. Black, C. Sudfeld, W. Fawzi, & G. Fink
Age range	0-3 3-7
Age range (text field)	24 months to 59 months
Constructs	Relationship skills Emotional and behavioural problems Self management
Scales and Subscales	<p>Early Child Development Index has a total of 20 items:</p> <ul style="list-style-type: none"> • Learning: <ul style="list-style-type: none"> – Expressive language; – Numeracy; – Literacy; – Pre-writing; – Executive functioning; • Health: <ul style="list-style-type: none"> – Self-care; – Gross motor; – Fine motor; • Psychosocial well-being: <ul style="list-style-type: none"> – Emotional skills; – Social skills; – Mental health; – Externalizing; – Internalizing.
Sources of information	Parents
Formats for administration	Questionnaire
Administration	Individual, 3 minutes
Scoring	
Scoring (text field)	

Psychometric properties

Translation(s) and adaptation(s) English, Portuguese, Portuguese (Brazilian), French, Spanish, Arabic, Chinese, Russian

Training and other requirements for test users Interviewers must be trained.

Strengths / Weaknesses

Publisher UNICEF

Where to find additional information? <https://data.unicef.org/resources/early-childhood-development-index-2030-ecdi2030/>

Other relevant information <https://mics.unicef.org/>

EDI: Early Development Instrument

AUTHORS:
Margarita Kolcheva, New Bulgarian University
Nadia Koltcheva, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI

Name of the measure	EDI: Early Development Instrument
Author(s)	Canada, English Original: D. Offord, & M. Janust Canada, French Adaptation: W. Measley, & E. Harris-Lorenze
Age range	3-7
Age range (text field)	Between 3.5 and 6.5 years of age
Constructs	Social and emotional development
Scales and Subscales	<p>EDI measures children’s ability to meet age-appropriate developmental expectations in five general domains. Reliably assess the developmental health (skills and behaviour) of children at the age of developmental transition from early development to school age in a holistic manner. The EDI is a holistic assessment because it encompasses five major areas of child development. 103-item questionnaire, three-point Likert-type scale and Yes/No items</p> <ul style="list-style-type: none"> Physical Health and Well-Being Sample EDI question: Would you say that this child is well coordinated (moves without running into things or tripping over things) Social Competence Sample EDI question: Would you say that this child is able to follow one-step instructions Emotional Maturity Sample EDI question: Would you say that this child comforts a child who is crying or upset Language and Cognitive Development Sample EDI question: Would you say that this child is able to read simple words Communication Skills and General Knowledge Sample EDI question: How would you rate this child’s ability to tell a story <p>The EDI data are collected in the second half of the kindergarten year for two important reasons. First, by that time, the teacher will have grown to know their students well and can easily and efficiently complete the instrument. Second, a lot of children who may have shown some weaknesses at the beginning of the school year due to unfamiliarity with the school environment or the language of instruction will be able to catch up with their peers within a few months. This means only the group that still shows weaknesses shortly before the start of grade school is deemed vulnerable.</p>

Sources of information	Teacher
Formats for administration	Questionnaire
Administration	Approximately 20 min. Individual
Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	<p>Reliability: Internal consistency (alpha) ranged from 0.84 to 0.96. Test-retest reliability coefficients ranged from 0.82 to 0.94. Inter-rater reliability (as measured by correlation of school-teacher and daycare teacher scores, as well as parent-teacher scores) ranged from 0.36-0.80 (Janus et al., 2007).</p> <p>Validity: Consistent agreements in parent-teacher, interrater reliabilities, concurrent validity, and convergent validity. These results establish the EDI as a psychometrically adequate indicator of child well-being at school entry (Janus & Offord, 2007).</p> <p>Several studies report the measure validity. Detailed information at https://edi.offordcentre.com/researchers/validity-and-reliability/</p>
Translation(s) and adaptation(s)	English, French, Spanish, Portuguese (Brazil), Italian, Greek, Dutch, German, Swedish, Estonian, Korean
Training and other requirements for test users	A copy of the EDI Guide should be provided to each educator respondent. In addition, a training/information session is suggested.
Strengths / Weaknesses	<p>EDI community benefits:</p> <ul style="list-style-type: none"> Align and strengthen early childhood systems Identify strengths and gaps in early childhood programs and services Tailor supports for young children entering school Complement existing student assessments Shift problem-solving from individual to community solutions Assess community impact of child development over time <p>Disadvantages:</p> <ul style="list-style-type: none"> Does not provide individual data Narrow age application limits longitudinal study Reliance on outside scoring Inappropriate for diagnostic use Limited agreement with other instruments for same purpose
Publisher	Free and publicly available Offord Centre for Child Studies, McMaster University, Canada

Where to find additional information?

Research or pilot project in course in several countries, including the following European countries: Sweden, Italy, Germany, and Netherland
<https://edi.offordcentre.com/about/what-is-the-edi/>
<https://edi.offordcentre.com/researchers/how-to-use-the-edi/>

Other relevant information

Janus, M., & Offord, D. R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. *Canadian Journal of Behavioural Science*, 3, 1–22. doi: 10.1037/cjbs2007001
Janus, M., Brinkman, S., Duku, E., Hertzman, C., Santos, R., Sayers, M., et al. (2007). *The Early Development Instrument: A population-based measure for communities. A handbook on development, properties, and use.* Hamilton, ON: Offord Centre for Child Studies.

A description of the original validity and reliability tests can also be found in the *Early Development Instrument Handbook*.

EF-KLV: Parent questionnaire for children with learning and behavioural problems
(*Elternfragebogen für Kinder mit Lern- und Verhaltensproblemen*)

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	EF-KLV: Parent questionnaire for children with learning and behavioural problems (Elternfragebogen für Kinder mit Lern- und Verhaltensproblemen)
Author(s)	Germany, German Original: P. Pohl, & M. Gottmann
Age range	3-7
Age range (text field)	5 to 17 years old
Constructs	Social and emotional development Emotional and behaviour problems
Scales and Subscales	The questionnaire is a method of pre-clarification of possible causes of learning and behavioural problems. <ul style="list-style-type: none">• physical complains;• family circumstances;• development in the first years of life;• behaviour at school;• dealing with homework;• organization of leisure time;• media consumption
Sources of information	Parents
Formats for administration	Questionnaire
Administration	15-30 minutes
Scoring	
Scoring (text field)	
Psychometric properties	
Translation(s) and adaptation(s)	

Training and other requirements for test users

Professional group of psychologists, school psychologists, psychotherapists and special education teachers.

Strengths / Weaknesses

Publisher

Pearson assessments from Germany: <https://www.pearsonclinical.de/elternfragebogen.html>
Hogrefe
<https://www.testzentrale.de/shop/elternfragebogen-fuer-kinder-mit-lern-und-verhaltensproblemen.html>

Where to find additional information?

Other relevant information

GMCD: Guide for Monitoring Child Development

AUTHORS:

Beatriz Barat, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Ana Pontes, University of Maia – ISMAI

Name of the measure

GMCD: Guide for Monitoring Child Development

Author(s)

Turkey, Turkish Original: I. O. Ertem, D. G. Dogan, C. G. Gok, S. U. Kizilates, A. Caliskan, G. Atay, N. Vatandas, T. Karaaslan, S. G. Baskan, & D. V. Cicchetti
Ukraine, Ukrainian Adaptation: O. O. Riga, M. O. Gonchar, M. K. Uryvayeva, V. I. Samsonenko, & A. A. Shulga
Italy, Italian Adaptation: G. Tamburlini, & I. Ertem

Age range

0-3

Age range (text field)

0 to 24 months

Constructs

Relationship skills

Scales and Subscales

GMCD is an interview with 7 open-ended questions which explores:
1. Parents concerns;
2-7: focus on different development domains:
2. Expressive language and communication;
3. Receptive language;
4. Gross and fine motor;
5. Relationship (socioemotional);
6. Play;
7. Self-help skills (older than 12 months)

Sources of information

Parent

Formats for administration

Interview

Administration

Scoring

Scoring (text field)

Psychometric properties

6 domains: Cronbach's alpha from .80 to .96
GMCD total: Cronbach's alpha = .95

Translation(s) and adaptation(s) Ukrainian, Italian

Training and other requirements for test users

Strengths / Weaknesses

Publisher

Where to find additional information?

Ertem, I. O., Dogan, D. G., Gok, C. G., Kizilates, S. U., Caliskan, A., Atay, G., Vatandas, N., Karaaslan, T., Baskan, S. G., & Cicchetti, D. V. (2008). A Guide for Monitoring Child Development in low-and middle-income countries. *Pediatrics*, 121(3), 581-589. <https://doi.org/10.1542/peds.2007-1771>

Other relevant information

Ukrainian adaptation: Riga, O. O., Gonchar, M. O., Uryvayeva, M. K., Samsonenko, V. I., & Shulga, A. A. (2017). Evaluation of infant development using a Guide for Monitoring Child Development. *Inter Collegas*, 4(2).

Italy adaptation: Tamburlini, G. and Ertem, I. (2019). Guide for Monitoring Child Development - Uno strumento essenziale per le cure primarie pediatriche. *Medico e Bambino*, 38, 91-96.

Griffith III: Griffiths Scale of Child Development, *Third Edition*

AUTHOR:
Hogrefe Publishing Group

Name of the measure	Griffith III: Griffiths Scale of Child Development, Third Edition
Author(s)	United Kingdom, English Original: E. Green, L. Stroud, S. Bloomfield, J. Cronje, C. Foxcroft, K. Hurter et al. Italy, Italian Adaptation: S. Lanfranchi, M. Rea, R. Vianello, & R. Ferri Portugal, Portuguese Adaptation: C. Themudo Ferreira, I. Torres Carvalh�o, I. Campos Gil, & S. Ferreira Fernandes
Age range	0-3 3-7
Age range (text field)	0 to 5:11 years
Constructs	Self-awareness Social awareness Social and emotional development
Scales and Subscales	Scale A: Foundations of Learning – assesses critical aspects of learning during the early childhood years. (63 items) Scale B: Language and Communication – measures overall language development, including expressive language, receptive language and use of language to communicate socially with others. (63 items) Scale C: Eye and Hand Coordination – considers fine motor skills, manual dexterity and visual perception skills. (67 items) Scale D: Personal–Social–Emotional – measures constructs relating to the child’s developing sense of self and growing independence, interactions with others, plus many aspects of emotional development. (65 items) Scale E: Gross Motor – assesses postural control, balance and gross body coordination, among other abilities. (63 items)
Sources of information	Child Parent
Formats for administration	Direct assessment Observation
Administration	Individual 60-90 minutes
Scoring	Manual
Scoring (text field)	

Psychometric properties	Reliability: .81 – .84 (Cronbach's α) For validity, a construct domain delineation and coverage review is given in the manual (Part I). Discriminant validity .44 – .50 (Fisher's z) Measured against GDMS-ER: .64 – .89
Translation(s) and adaptation(s)	Italian, Portuguese, Swedish, Israelite
Training and other requirements for test users	Training courses available. Licensed psychologists only. Level 3 qualification required for test users (Registration with the Health and Care Professions Council as a Practitioner Psychologist and/or is a Chartered Psychologist. Individuals must also have the protected titles of Clinical Psychologist, Forensic Psychologist, Counseling Psychologist or Educational Psychologist. Relevant training certificate or will be checked against a database of qualified users.)
Strengths / Weaknesses	Strengths: The 'gold standard' of child development testing. It is a comprehensive, child-friendly developmental measure for continuous use from birth to 6 years (72 months).
Publisher	United Kingdom: Hogrefe Ltd Italy: Hogrefe Editore Portugal: Editora Hogrefe, Lda. Sweden: Hogrefe Psykologiforlaget AB
Where to find additional information?	English version: https://www.hogrefe.co.uk/shop/griffiths-scales-of-child-development-third-edition.html Italian version: http://www.hogrefe.it/it/catalogo/test/bambini-e-adolescenti/griffiths-iii/#scheda-features Portuguese version: https://www.hogrefe.com/pt/shop/escalas-de-desenvolvimento-mental-de-griffiths-3-edic-o.html Swedish version: https://hogrefe.se/klinisk-psykologi/griffiths-III/
Other relevant information	Users: Psychologists, pediatricians and pediatric nurses Griffiths II is also being used widely.

IDS: Intelligence and Development Scales (*Skale Inteligencji i Rozwoju dla dzieci w Wiek 5-10 lat IDS*)

AUTHOR:
Diana Fecenec, Psychological Test Laboratory of the Polish Psychological Association

Name of the measure	IDS: Intelligence And Development Scales (Skale Inteligencji i Rozwoju dla dzieci w Wiek 5-10 lat IDS)
Author(s)	Switzerland, German Original: Alexander Grob, Christine S. Meyer, & Priska Hagmann-von Arx Poland, Polish Adaptation: A. Jaworowska, A. Matczak, & D. Fecenec
Age range	3-7
Age range (text field)	5 to 10 years
Constructs	Self-awareness Self-management Social and emotional development
Scales and Subscales	The test consists of 19 sub-tests divided into six different spheres of children's development including: cognitive skills (sub-tests: Visual perception, Selective attention, Phonological memory, Visual-spatial memory, Auditory memory, Spatial reasoning, Conceptual reasoning), psycho-motoric skills (sub-tests: Gross motor skills, Fine motor skills, Visual-motor skills), social and emotional competence (sub-test: Emotional recognition, Emotional regulation, Understanding of social situations, Social operation competence), mathematical skills (sub-test: Logical and mathematical reasoning), language skills (sub-tests: Expressive speech, Receptive speech), and achievement motivation (Conscientiousness and Achievement satisfaction).
Sources of information	Child
Formats for administration	Direct assessment Observation
Administration	Administered individually, the test takes about 90 minutes. The standard procedure allows to examine in modules (only some function areas). The observation is for Conscientiousness and Achievement satisfaction sub-tests only.
Scoring	Results were normalized for tests (scale 1-19 with M=10 and SD=3), intelligence scales (Fluid, Crystallized and Full) and development spheres (IQ with M=100 and SD=15); manual scoring.
Scoring (text field)	

Psychometric properties	Poland, Polish adaptation: All IDS Intelligence Scales correlate highly with analogous WISC-R scales (about .80), ensuring interchangeability in intelligence assessment. Numerous correlations of the IDS with other cognitive tests also confirm the validity of the IDS as a tool assessing various cognitive skills. Test results can be seen as a valid predictor of functioning in the area of skills important at school. The IDS Intelligence Scales also permit to make valid predictions about school achievement (correlations with school grades). Comparison of results in clinical groups (dyslexia, ADHD, Asperger Syndrome) has shown that the results differ, as expected, among children from the general population and children from the clinical groups, and that these differences can be observed both in the area of intelligence and in the ability or competency profile. Factor analysis confirmed the theoretical foundation of the original IDS version.
Translation(s) and adaptation(s)	Test translated and adapted for Polish population (from originally German version) by Aleksandra Jaworowska, Anna Matczak, Diana Fecenec
Training and other requirements for test users	Master's degree in psychology required; training recommended but not obligatory
Strengths / Weaknesses	
Publisher	Switzerland: Hogrefe AG Poland: Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z o.o. (Psychological Test Laboratory of the Polish Psychological Association)
Where to find additional information?	Polish version: https://www.practest.com.pl/ids-skale-inteligencji-i-rozwoju-dla-dzieci-w-wieku-5-10-lat
Other relevant information	Skale Inteligencji i Rozwoju dla Dzieci w wieku 5-10 lat IDS. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP, 2012. https://www.practest.com.pl/ids-skale-inteligencji-i-rozwoju-dla-dzieci-w-wieku-5-10-lat Intelligence and Development Scales (Skale Inteligencji i Rozwoju dla Dzieci w wieku 5-10 lat IDS) measures fluid, crystalized and general intelligence and also different spheres of development but only one sphere – social and emotional competence (measured by sub-tests: Emotional recognition, Emotional regulation, Understanding of social situations, Social operation competence) refers to social competencies directly.

IDS-2: Intelligence and Development Scales for Children and Adolescents (Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2)

AUTHORS:
Hogrefe Publishing Group
Diana Fecenec, Psychological Test Laboratory of the Polish Psychological Association

Name of the measure	IDS-2: Intelligence and Development Scales for Children and Adolescents (Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2)
Author(s)	Switzerland, German Original: A. Grob, P. Hagmann-von Arx Netherlands, Dutch adaptation: S. Ruiter, M. Timmerman, & L. Visser Poland, Polish Adaptation: A. Jaworowska, A. Matczak, & D. Fecenec United Kingdom, English Adaptation: A. Barnett, N. Stuart, & S. Vanzan
Age range	3-7
Age range (text field)	5 to 20 years
Constructs	Self-management Social and emotional development
Scales and Subscales	<p>The IDS-2 is a tool designed for a thorough evaluation of skills and competences in persons aged 5-20. The battery includes 30 tests to examine cognitive skills (intelligence, executive functions) and competences (psychomotor, socio-emotional and school competences as well as work attitude). In addition the examiner can rate the subject's behaviour during examination.</p> <p>Intelligence</p> <ul style="list-style-type: none"> • Visual processing • Long-term memory • Processing speed • Short-term memory auditory • Short-term memory spatial-visual • Abstract thinking • Verbal thinking <p>Executive functions</p> <ul style="list-style-type: none"> • Name words • Divide attention • Name animal colors • "Drive" along paths once <p>Psychomotor skills</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Eye-hand coordination <p>Social-emotional skills</p> <ul style="list-style-type: none"> • Recognize emotions • Emotional regulatory strategies • Acting socially competent

Scales and Subscales	<p>School skills</p> <ul style="list-style-type: none"> • Logical-mathematical thinking • Language skills • Reading • Writing <p>Working attitude</p> <ul style="list-style-type: none"> • Conscientiousness • Achievement motivation <p>Cooperation during the test situation</p> <p>Intelligence part 1</p> <ol style="list-style-type: none"> 1. Reproducing shapes (RS) 2. Retelling a story (RTS) 3. Crossing out two features (CTF) 4. Repeating number and letter sequences (RNL) 5. Recognizing figures (RF) 6. Completing matrices (CM) 7. Naming categories (NC) <p>Intelligence part 2</p> <ol style="list-style-type: none"> 8. Placing counters (PC) 9. Describing a picture (DP) 10. Crossing out boxes (CB) 11. Repeating mixed sequences of numbers and letters (RSNL) 12. Recognizing rotated figures (RRF) 13. Identifying the odd one out (IOO) 14. Naming opposites (NO) <p>The function area <i>Executive functions</i></p> <ol style="list-style-type: none"> 15. Listing words (LW) 16. Dividing attention (DA) 17. Saying animal colors (SAC) 18. Traveling routes once (TRO) <p>The function area <i>Psychomotor skills</i></p> <ol style="list-style-type: none"> 19. Gross motor skills (GMS) 20. Fine motor skills (FMS) 21. Visual-motor skills (VMS) <p>The function area <i>Social and emotional competence</i></p> <ol style="list-style-type: none"> 22. Identifying emotions (IE) 23. Regulating emotions (RE) 24. Socially competent behaviour (SCB) <p>The function area <i>Scholastic skills</i></p> <ol style="list-style-type: none"> 25. Logical mathematical reasoning (LMR) 26. Language skills (LS) 27. Reading (REA) 28. Spelling (SP) <p>The function area <i>Attitude to work</i></p> <ol style="list-style-type: none"> 29. Conscientiousness (CO) 30. Achievement motivation (AM)
	Sources of information
Formats for administration	Direct assessment, self-assessment (for Attitude to work area only)

Administration	<p>Individual application.</p> <p>IDS-2 can be used modularly and thus be adapted to individual problems:</p> <ul style="list-style-type: none"> • Intelligence • IQ screening: approx. 10 minutes • IQ: approx. 50 minutes • IQ profile: approx. 90 minutes • Executive functions: about 30 minutes • Psychomotor skills: approx. 20 minutes • Social-Emotional skills: approx. 15 minutes • School skills: depending on age approx. 30-60 minutes • Working attitude: approx. 7 minutes <p>Administered individually: the standard procedure involves modular examination (to examine selected areas of individual functioning). The average examination time: intelligence (14 tests) – about 90 min.; executive functions (4 tests) – about 30 min.; competences: psychomotor skills (3 tests) – about 20 min.; socio-emotional competences (3 tests) – about 15 min.; school competences (4 tests) – 30-60 minutes depending on the subject's age; work attitude (2 tests) – about 7 minutes.</p>
	Scoring
Scoring (text field)	<p>Online scoring program</p> <p>Polish adaptation:</p> <p>Norms were developed for 36 different age groups. For children aged 5-9 the quarter norms were developed, for those aged 10-14 – the semi-annual norms and for persons aged 15-20 – the annual norms. Calculated scores in the tests are defined on a scale of 19 points with an average of 10 and SD of 3. The IQs and factor scores are defined with an average of 100 and SD = 15. The IQs' ranges are between 30 and 170. For children aged 5-14 age equivalents were developed showing their respective ages in which a particular raw score in the test equals an average calculated score (10 points).</p>
	Psychometric properties

Psychometric properties	<p>Validity: Intelligence tests – intelligence structure as measured by the IDS-2 is parallel to the original version. Raw test scores increase with age. IQs and factor scores are significantly correlated with parallel scores on the WAIS-R (PL). There is also significant correlation between the IDS-2 scores in primary and middle schools students and their school grades. Intellectually disabled children have low scores on the IDS-2. The battery allows for valid differentiation of intellectual disability levels (low vs. moderate).</p> <p>Executive functions tests – their scores increase with age. They also show relationships with intelligence, esp. with the scores of the tests measuring information processing and resistance to distractors. They correlate with Children's Color Trails Test CCTT. They are low in children with dyslexia and ADHD.</p> <p>Competences tests – the validity of competences measurement was confirmed by the collected data. The confirmation of the socio-emotional competences tests proved the weakest, whereas that of the school competences tests proved the strongest. The results were significantly correlated with teacher's ratings concerning all different kinds of competences.</p>
Translation(s) and adaptation(s)	Dutch, German, Polish, English
Training and other requirements for test users	<p>Test user accreditation; relevant qualifications/experience/. Training is recommended, not mandatory.</p> <p>Poland: Master's degree in psychology required; training recommended but not mandatory</p>
Strengths / Weaknesses	<p>Strengths: The IDS-2 can be used to identify and diagnose intellectual disabilities and learning disorders, as well as assessing cognitive and motor skills, and emotional strengths and weaknesses.</p> <p>The IDS-2 has a modular design so that each assessment session covers the areas needed in an individual way.</p>
Publisher	<p>Switzerland: Hogrefe AG</p> <p>Netherlands: Hogrefe Uitgevers</p> <p>Poland: Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z.o.o. (Psychological Test Laboratory of the Polish Psychological Association)</p> <p>United Kingdom: Hogrefe Publishing Corp.</p>
Where to find additional information?	<p>https://www.ids-2.com/</p> <p>Polish adaptation:</p> <ul style="list-style-type: none"> • Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2. Podręcznik 1. Podstawy teoretyczne, własności psychometryczne, interpretacja. Warszawa: Pracownia Testów Psychologicznych PTP, 2018. • Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2. Podręcznik 2. Przeprowadzanie badania i obliczanie wyników. Warszawa: Pracownia Testów Psychologicznych PTP, 2018. • Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2. Podręcznik 3. Tabele norm. Warszawa: Pracownia Testów Psychologicznych PTP, 2018. • https://www.practest.com.pl/ids-2-skale-inteligencji-i-rozwoju-dla-dzieci-i-mlodziezy

Other relevant information	<p>The IDS-2 has been standardized on children and adolescents aged 5:0 to 20:11 years in:</p> <ul style="list-style-type: none"> • German: n = 1,672 in Germany, Austria, and Switzerland from 2015 to 2017 • Dutch: n= 1,665 in the Netherlands from 2016 to 2017 • Italian: n=1,111 in Italy from 2017 to 2019 • K.: n = 1,372 in the U.K. from 2018 to 2020 <p>Development is in progress in Czech, Danish, Finnish, Norwegian, Portuguese, Spanish, and Swedish.</p> <p>Polish adaptation: Intelligence and Development Scales for Children and Adolescents IDS-2 (Skale Inteligencji i Rozwoju dla Dzieci i Młodzieży IDS-2) measures fluid, crystalized and general intelligence and also different spheres of development but only one sphere – social and emotional competence (measured by sub-tests: Emotional recognition, Emotional regulation, Social operation competence) refers to social competence directly.</p>
-----------------------------------	--

IDS-P: Intelligence and Development Scales – Preschool (*Skale Inteligencji i Rozwoju dla dzieci w Wiekach Przedszkolnym*)

AUTHORS:
Hogrefe Publishing Group
Diana Fecenec, Psychological Test
 Laboratory of the Polish Psychological
 Association

Name of the measure	IDS-P: Intelligence and Development Scales – Preschool (Skale Inteligencji i Rozwoju dla dzieci w Wiekach Przedszkolnym)
Author(s)	Switzerland, German Original: A. Grob, G. Reimann, J. Gut, M.-C. Frischknecht-Brunner Czech Republic, Czech Adaptation: D. Krejčířová Poland, Polish Adaptation: D. Fecenec, A. Jaworowska, & A. Matczak
Age range	3-7
Age range (text field)	3 to 5 years; 11 months
Constructs	Self-management Social awareness Social and emotional development
	The test consists of 18 sub-tests to explore six different spheres of children's behaviour including: cognitive skills (measured by the sub-tests Visual perception, Selective attention, Phonological memory, Visual-spatial memory, Spatial reasoning, Conceptual reasoning, and Auditory memory), psycho-motoric skills (measured by the sub-tests Motorics, Manipulation, Visual and auditory co-ordination), social and emotional competence (measured by the sub-test Social and emotional competence), mathematical skills (measured by the sub-test Logical and mathematical reasoning), language skills (measured by the subtests Expressive speech, Vocabulary, and Receptive speech), and motivation (measured by the sub-test Gratification delay and by the scales Persistence and Achievement satisfaction)
Scales and Subscales	<p>Cognition</p> <ul style="list-style-type: none"> • Visual perception • Attention selective • Memory phonological • Memory spatial-visual • Memory auditory • Thinking figuratively • Thinking conceptually <p>Psychomotor skills</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Eye-hand coordination <p>Social-Emotional Competence</p> <ul style="list-style-type: none"> • Recognizing the emotions of children by their facial expressions; understanding and explaining social situations <p>Thinking Logical-Mathematical</p> <ul style="list-style-type: none"> • Solve logical-mathematical comprehension exercises

Language

- Language expressive
- Vocabulary
- Language receptive

Handling of the test situation

- Theory of Mind
- Delayed gratification

Willingness to achieve

Scales and Subscales

Sources of information

Child

Formats for administration

Direct assessment
 Observation

Administration

Individual application
 IDS-P can be used modularly
 Processing time total test: 60-90 minutes
 Cognition: approx. 40 minutes
 Psychomotor skills: approx. 15 minutes
 Social-emotional competence: approx. 5 minutes
 Thinking logical-mathematical: approx. 5 minutes
 Language: approx. 10 minutes
 Handling of the test situation: approx. 10 minutes

Scoring

Manual
 Electronic

Scoring (text field)

Raw value sums are converted into value points that are standardized with M = 10 and SD = 3. Age standard as a reference.

Results were normalized for tests (scale 1-19 with M=10 and SD=3), intelligence scales and development spheres (IQ with M=100 and SD=15); manual scoring.

Psychometric properties

Reliability

Internal consistency of the functional areas: Cognition (intelligence) $\alpha = .91$, psychomotor skills $\alpha = .92$, social-emotional competence $\alpha = .72$, thinking Logical-mathematical $\alpha = .84$, language $\alpha = .85$; retest reliability of the functional areas after 5 months: Cognition (intelligence) rtt = .90, psychomotor skills rtt = .85, social-emotional competence rtt = .53, logical-mathematical thinking rtt = .80, language rtt = .69.

Validity

A confirmatory factor analysis confirms the expected structure of the functional areas. The performance of foreign-language children, children with trisomy 21, children with language developmental problems, children with general developmental problems and prematurely born children differs from the performance of inconspicuous children, which is evidence of the differential validity.

The IDS-P was standardized with 700 children from Germany, German-speaking Switzerland and Austria.

Polish adaptation:

Reliability: internal coherence for the Fluid Intelligence Scale estimated separately for each particular normalization groups took a value between 0,90 and 0,96. For the Crystallized Intelligence Scale the value was between 0,85 and 0,90, and for the General Intelligence Scale it was between 0,90 and 0,96.

Psychometric properties	<p>These are high values that allow for the IDS-P to be used in individual diagnosis. Reliability of results in spheres for each group does not fall below 0,80, whereas internal coherence of tests takes diverse values. The absolute stability of the results is satisfactory: it takes the highest value in the case of each intelligence scale (from 0,87 to 0,92), and slightly lower value in the case of tests and spheres (from 0,61 to 0,87).</p> <p><u>Validity:</u> confirmatory factor analysis confirmed that the original version and the Polish adaptation of IDS-P are strictly parallel. Correlations between IDS-P and such tests as Leiter International Performance Scale, Vocabulary Test for Children (TDS), or Rapid Naming Test: Version for Younger Children (TNS-M) prove its validity as a tool to assess various cognitive skills. High validity of the competence tests was proved, in turn, by the coherence of their results with teachers' and parents' assessments. Compared with the results in clinical groups (with Down syndrome, FASD, specific disorders of speech and language development) the results of children in the general population were different as expected. It also turned out that in the case of children with speech and language disorders it is possible to define a profile of IDS-P results specific for each disorder.</p>
Translation(s) and adaptation(s)	German, Czech, Polish
Training and other requirements for test users	<p>Eligibility: Psychologists and psychiatrists. Training recommended but not mandatory. Poland: Master's degree in psychology required; training recommended but not mandatory</p>
Strengths / Weaknesses	<p>Strengths: Area-specific strengths and weaknesses of the child can be related to the individual development profile and to that of the age group. In the scoring, a distinction is made between cognitive and general levels of development. An intelligence value can be calculated. Flexible and individually adapted testing thanks to modular test design. Predominantly language-free intelligence assessment.</p>
Publisher	<p>Switzerland: Hogrefe AG Czech Republic: Hogrefe – Testcentrum Poland: Pracownia Testów Psychologicznych Polskiego Towarzystwa Psychologicznego Sp. z.o.o. (Psychological Test Laboratory of the Polish Psychological Association)</p>
Where to find additional information?	<p>German version: https://www.testzentrale.de/shop/intelligence-and-development-scales-preschool-70048.html Czech version: http://www.testcentrum.com/testy/ids-p Polish version: https://www.practest.com.pl/ids-p-skale-inteligencji-i-rozwoju-dla-dzieci-w-wieku-przedzkolnym</p>

Other relevant information	<p>Polish adaptation: Skale Inteligencji i Rozwoju dla dzieci w Wiekach Przeszkolnym IDS-P. Podręcznik. Warszawa: Pracownia Testów Psychologicznych PTP, 2015.</p> <p>Intelligence and Development Scales - Preschool (Skale Inteligencji i Rozwoju dla Dzieci w Wiekach Przeszkolnym IDS-P) measures fluid, crystallized and general intelligence and also different spheres of development but only one sphere – social and emotional competence (measured by the sub-test Social and emotional competence) refers to social competencies directly.</p>
-----------------------------------	---

Indicators of the Social Adaptation Capacity in Developmental Age
(Indicatori della Capacità di Adattamento Sociale in Etá Evolutiva)

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	Indicators of the Social Adaptation Capacity in Developmental Age (Indicatori della Capacità di Adattamento Sociale in Etá Evolutiva)
Author(s)	Italy, Italian Original: G. V. Caprara, C. Pastorelli, C. Barbaranelli, & R. Vallone
Age range	3-7
Age range (text field)	7 to 10 years
Constructs	Social awareness Emotional and behaviour problems
Scales and Subscales	Has 3 scales – total of 41 items: <ul style="list-style-type: none"> • Emotional instability – 13 items <ul style="list-style-type: none"> – Discomfort; – Inadequacy; – Vulnerability; • Aggression – 14 items <ul style="list-style-type: none"> – Physical; – Verbal; • Prosocial behaviour – 13 items <ul style="list-style-type: none"> – Helping behaviours; – Promote other-oriented initiatives; – Share objects and experiences.
Sources of information	Child Parent Teacher
Formats for administration	Questionnaire Interview
Administration	Has two versions: self-evaluation – children hetero-evaluation – parents, teachers and others. 15 minutes Paper and pencil Individual or group
Scoring	
Scoring (text field)	

Psychometric properties

Translation(s) and adaptation(s)

Training and other requirements for test users

Qualification Required: B

Strengths / Weaknesses

Publisher

Giunti Psychometrics: <https://www.giuntipsy.it/catalogo/test/indicatori-della-capacita-di-adattamento-sociale-in-eta-evolutiva>

Where to find additional information?

Other relevant information

Caprara, G. V., Pastorelli, C., Barbaranelli, C., & Vallone, R. (1992). Indicatori della capacità di adattamento sociale in età evolutiva [Indices of social adjustment ability in school-age children]. Firenze: Organizzazioni Speciali.

Name of the measure	iPIPS: International Performance Indicators in Primary Schools
Author(s)	United Kingdom, English Original: P. Tymms Slovenian Adaptation: M. Vidmar, & P. Tymms
Age range	3-7
Age range (text field)	
Constructs	Self-awareness Self-management Social awareness Relationship skills
Scales and Subscales	<p>The iPIPS assessment uses a series of fun, interactive and adaptive assessments to assess children's cognitive development and physical development during their first few weeks of formal schooling. Their personal, social and emotional development is measured through teacher ratings. This establishes a baseline against which their progress can be monitored through their first year at school as the assessment is repeated at the end of this first year.</p> <p>There are five components to the iPIPS assessments:</p> <ol style="list-style-type: none"> 1. Cognitive development 2. Personal, social and emotional development 3. Physical development 4. Behaviour 5. Contextual information <p>Assesses the relative progress of a new entrant over their first 12 months at school in reading, mathematics and phonics. Allows monitoring of student progress over time. The assessment is responsive in that it progresses to the next section after a student answers three incorrect responses consecutively, or four in a section. May also be appropriate for students in years 1 to 3 who have had limited or disrupted exposure to their first few years of formal education.</p>
Sources of information	Teacher
Formats for administration	Direct assessment
Administration	The iPIPS assessment is administered using an App which functions on a smartphone or tablet alongside a picture booklet. The child is shown the picture booklet and an adult administers the assessment and collects the data using the App.

Administration	The App makes the administration of the assessment and collection of data very simple and efficient. There is no need for constant internet connectivity or manual data entry on paper forms. The whole assessment takes approximately 20 minutes per child.
Scoring	Electronic
Scoring (text field)	
Psychometric properties	<p>Rasch Model: 0.93</p> <ul style="list-style-type: none"> • Early Mathematics: 0.90 • Early Reading: 0.84 • Picture Vocabulary: 0.78 • Phonological Awareness: 0.73 <p>Test-Retest: 0.98</p> <ul style="list-style-type: none"> • Mathematics: 0.90 • Reading: 0.97
Translation(s) and adaptation(s)	English Slovakian
Training and other requirements for test users	
Strengths / Weaknesses	<p>Strengths identified by teachers include:</p> <ul style="list-style-type: none"> • the assessment is user friendly with clear instructions • comprehensive user manual • clear images, colorful graphics, that are attractive and popular amongst students • provides information on students' knowledge and future learning foci • data easy to interpret • opportunities for teachers to observe student learning during the assessment. <p>Importantly, the assessment can also be used to measure progress over that first year of school, and provides a solid platform for documenting key information for parents and colleagues. It can also inform school improvement planning and give a whole school picture of performance related to national averages.</p>
Publisher	Professor Peter Tymms, CEM, University of Durham https://www.ipips.org/introduction
Where to find additional information?	
Other relevant information	<p>Tymms, P., Narayanan, A., Mathot, G., Mokokoane, T., Matsau, M., Sekoala, V., Lekholoane, M., Pasa, D., Malimabe, M., Mathibeli, M. and Ntsoebea, M. (2022) Report on the end of 2021 MTM assessment</p> <p>Tymms, P., Howie, S., Merrell, C., Combrinck, C. and Copping, L. (2017) The First Year at School in the Western Cape: Growth, Development and Progress: Nuffield Foundation, report http://www.cem.org/attachments/Tymms-41637-SouthAfricaFinalReport-Oct-2017.pdf</p>

M-P-R: Merrill-Palmer-Revised – Scales of Development

AUTHORS:
Hogrefe Publishing Group
Claudia Scalise, Giunti Psychometrics, Italy
Ilaria Pettenà, Giunti Psychometrics, Italy

Name of the measure	M-P-R: Merrill-Palmer-Revised – Scales of Development
Author(s)	United States, English Original: G. H. Roid, J. L. Sampers Spain, Spanish Adaptation: F. Sánchez-Sánchez, P. Santamaría, I. Fernández, & D. Arribas Italy, Italian Adaptation: Francesca M. Battaglia, & M. Viganò
Age range	0-3 3-7
Age range (text field)	0 to 6.5 years 1 to 78 months
Constructs	Self-management Social awareness Social and emotional development Emotional and behavioural problems
Scales and Subscales	Cognitive development <ul style="list-style-type: none"> • Global Index • cognition, • Fine motor • Receptive language • Memory • Processing speed • Visual-motor coordination Gross Motor Expressive Language and Total Language Index Socio-Emotional Development, composed by four Social-Emotional subscales , including: <ul style="list-style-type: none"> • Examiner Observation Form for testing child's behaviours during the test 2. • Social-Emotional/Developmental Scale for parents (Parent Report) • Social-Emotional/Temperament Style for parents (Parent Report) • Social-Emotional Problem Indicators (interviews for parents). The Social-Emotional Scale analyzes: <ul style="list-style-type: none"> • how the child interacts with others; • how the child develops friendly relationships; • how the child's social skills evolve; • how the child expresses emotions; and • how the child addresses and manages the daily challenges of life. Adaptive and Self-Care Conduct Italian adaptation: Using toy-based activities, the M-P-R provides a comprehensive developmental evaluation. It assesses Cognitive Development, Language/Communication, Motor Development, Social-Emotional Behaviour and Self-Help/Adaptive Behaviour.

M-P-R is organized into four major assessment batteries:

1. Cognitive Battery (and resulting Developmental Index) – Cognitive, Fine Motor, Receptive Language scales, along with supplementary scores for Memory, Speed and Visual-Motor ability;
2. Gross Motor Development;
3. Parent Rating Forms, (questionnaires) completed by parents or caregivers;
4. Examiner's Scales, completed by the examiner – Supplemental scales, Examiner Expressive Language, and examiner rating forms.

There is a **Social-Emotional Scale**, composed by four **Social-Emotional subscales**, including:

1. Examiner Observation Form for testing child's behaviours during the test
2. Social-Emotional/Developmental Scale for parents (Parent Report)
3. Social-Emotional/Temperament Style for parents (Parent Report)
4. Social-Emotional Problem Indicators (interviews for parents).

The Social-Emotional Scale analyzes:

- how the child interacts with others;
- how the child develops friendly relationships;
- how the child's social skills evolve;
- how the child expresses emotions;
- and how the child addresses and manages the daily challenges of life.

Scales and Subscales

Sources of information	Child Parent Teacher
Formats for administration	Observation Direct assessment Interview
Administration	There is also a parent's report. Individual 30 - 60 minutes
Scoring	Manual
Scoring (text field)	
Psychometric properties	The Spanish version psychometric properties: Reliability (alpha) Global index 0.97 Average reliability values for the Cognitive battery scales: Developmental index = .97 Cognitive = .94 Receptive language = .91 Fine Motor = .91 Memory = .86 Speed = .80 Visual-Motor ability = .91 Average reliability values for the other developmental scales of M-P-R: Gross Motor Development = .90

	<p>Social-Emotional Scale = .78 Adaptive behaviour = .80 Language = .88 Expressive Language = .87 Validity data includes extensive content related, criterion related and consequential validity analysis.</p> <p>Italian adaptation: The reliability of the test was evaluated by the KR-20 index for dichotomous scores and Cronbach's alpha index for the other scales.</p> <p>Average reliability values for the Cognitive battery scales: Developmental index = .97 Cognitive = .94 Receptive language = .91 Fine Motor = .91 Memory = .86 Speed = .80 Visual-Motor ability = .91 Average reliability values for the other developmental scales of M-P-R: Gross Motor Development = .90 Social-Emotional Scale = .78 Adaptive behaviour = .80 Language = .88 Expressive Language = .87 Validity data includes extensive content related, criterion related and consequential validity analysis.</p>
Psychometric properties	
Translation(s) and adaptation(s)	Spanish Italian
Training and other requirements for test users	
Strengths / Weaknesses	<p>Strengths: A complete and accurate picture of the child's developmental level is provided as well as possible developmental delays and achievements, and assess progression and changes in each developmental area are being identified.</p> <p>Italian adaptation: It's useful for evaluating:</p> <ul style="list-style-type: none"> • subjects with potential psychomotor delay • children with mild to severe intellectual disabilities • subjects with autism spectrum disorder • preterm babies • children with difficulties in the language area.
Publisher	English version: Stoelting Co. Spain: TEA Ediciones Italy: Giunti Psychometrics

Where to find additional information?	English version: https://www.stoeltingco.com/psychologicaltesting/intellectual-cognitive/developmental/merrill-palmer-revised-scales-of-development-mpr.html Spanish version: http://web.teaediciones.com/MP-R--ESCALAS-DE-DESARROLLO-MERRILL-PALMER-REVISADAS.aspx Italian version: https://www.giuntipsy.it/catalogo/test/mpr-merrill-palmer-revised-scales-of-development
Other relevant information	This scale allows one to obtain a complete and precise vision of the level of development of the child, to identify the possible delays and achievements reached and to evaluate the progression and the changes in each one of the areas.

NBO: Guide to Understanding Newborn Behavior and Early Relationships
(Guía para comprender el comportamiento y las relaciones tempranas del recién nacido)

AUTHOR:
Hogrefe Publishing Group

Name of the measure	NBO: Guide to Understanding Newborn Behavior and Early Relationships (Guía para comprender el comportamiento y las relaciones tempranas del recién nacido)
Author(s)	Spain, Spanish Original: J. K. Nugent, C. H. Keefer, S. Minear, L. C. Johnson, & Y. Blanchard
Age range	0-3
Age range (text field)	0 to 3 months
Constructs	Self-management
Scales and Subscales	Habituation to light, sound, muscle tone, search reflex response, sucking response, hand holding, neck and shoulder muscle tone, crawling reaction, face and voice reaction, visual reaction, voice and sound orientation, visual tracking, crying, ability to calm down, state regulation, stress reaction and activity level
Sources of information	Child
Formats for administration	Direct assessment Observation
Administration	Variable, usually includes 18 behavioural observations applicable from birth to the third month of life.
Scoring	Manual
Scoring (text field)	
Psychometric properties	The NBO is a book and therefore does not have any psychometric properties.
Translation(s) and adaptation(s)	Spanish Italian
Training and other requirements for test users	

Strengths / Weaknesses

Strengths: It is a flexible system that is easy to integrate into daily practice. It consists of 18 behavioural observations applicable from birth to the third month of life. During the sessions, the practitioner, accompanied by the parents of the newborn, guides the observation, discusses the baby's skills and behaviours, encourages them to ask questions and suggests tasks and ways to support and encourage the child's development.

Publisher

Spain: Tea Ediciones

Where to find additional information?

<https://web.teaediciones.com/guia-para-comprender-el-comportamiento-y-las-relaciones-tempranas-del-recien-nacido.aspx>

Other relevant information

PEDICAT: Pediatric Evaluation of Disability Inventory, Computer Adaptive Test

AUTHOR:
Nadia Koltcheva,
 New Bulgarian University

Name of the measure	PEDICAT: Pediatric Evaluation of Disability Inventory, Computer Adaptive Test
Author(s)	United States, English Original: S. M. Haley, W. J. Coster, H. M. Dumas, M. A. Fragala-Pinkham, & R. Moed Spain, Spanish Adaptation: M. E. Gannotti, & C Cruz Brazil, Portuguese Adaptation: M. C. Mancini, W. J. Coster, M. F. Amaral, B. S. Avelar, R. Freitas, & R. F. Sampaio Italy, Italian Adaptation: C. Sarno, S. Barsaglini, M. Baccini, L. Roberti, & L. Mocciaro Belgium, Dutch Adaptation: J. Wassenberg-Severijnen, J. Custers, A. Dallmeijer, M-A. Kuijper, J. Voorman, G. Verkerk, H. Gorter, K. Desloovere, C. Huenaerts, N. Bos, M. F. Engel, N. J. van Rijswijk, J. Verheijen, W. Coster, R. Moed, & M. Ketelaar Dania, Danish Adaptation: M. Stahlhut, L. Bolvig Laursen, E. K. Mikkelsen, & J. Christensen Norway, Norwegian Adaptation: I. Wigernaes, R. Jahnsen, A-S. Dolva, & M. Berg Sweden, Swedish Adaptation: E. Nordmar, L. Krumlinde-Sundholm, & K. Orban Switzerland, German Adaptation: C. Kocher, C. Schulze, J. Page, B. Brändli, P. Marsico, R. Amann, & M. Häussler
Age range	0-3 3-7
Age range (text field)	0 to 20 years
Constructs	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making
Scales and Subscales	Domains: Daily Activities 68 items in four content areas including Getting Dressed, Keeping Clean, Home Tasks, and Eating & Mealtime. Mobility 75 items in four content areas including Basic Movement & Transfers, Standing & Walking, Steps & Inclines, and Running & Playing. There are an additional 10 items specifically for children who use mobility devices such as walking aids (canes, crutches, walkers) and a Wheelchair subdomain with 12 items. Social/Cognitive 60 items in four content areas of Interaction, Communication, Everyday Cognition, and Self Management.

Responsibility

51 items that assess the extent to which a young person is managing life tasks that enable independent living in four content areas of Organization & Planning, Taking Care of Daily Needs, Health Management, and Staying Safe. The items in the Responsibility Scale require children to use several functional skills in combination to carry out life tasks. For this reason, this is a more difficult domain and is estimated to assess children and youth beginning at the age of 3 years and extending up to the age of 21 years.

Response Scales

For the three Functional Skills domains of Daily Activities, Mobility, and Social/Cognitive, children's ability is rated on a 4 point Difficulty Scale with responses ranging from "Unable" to "Easy." The Responsibility domain has its own 5 point Responsibility Scale with responses ranging from 'Adult/caregiver has full responsibility; the child does not take any responsibility' to 'Child takes full responsibility without any direction, supervision or guidance from an adult/caregiver'.

Scales and Subscales

Sources of information

Child
 Parent

Formats for administration

Direct assessment
 Questionnaire

Administration

No additional specific conditions are required. The questionnaire is filled by the child's caregiver/clinician assessing the present moment. The scale can be used more than once on the same child at different times. The questionnaire can be filled in on a smart device. It takes a different amount of time, depending on which version is chosen. Mostly, it's around 60 minutes.

Scoring

After completion, the scores show instantly. A Detailed Score Report and a Summary Score Report are also presented.

Scoring (text field)

English & Spanish: The results go over the threshold (>0.9).
 Brazilian-Portuguese:
 • Inter-Examiner: 0.83-0.89
 • Test-Retest: 0.96-0.97
 • Internal Consistency: 0.99
 Italian:
 • Inter-Rater: >0.54
 • Test-Retest: >0.943

Psychometric properties

Translation(s) and adaptation(s)

The scale is available in English, Spanish (USA), French-Canadian, German, Brazilian-Portuguese, Italian, Dutch, Belgian, Danish, Norwegian, Swedish.

Training and other requirements for test users

Qualification Level B
 PEDI-CAT Manual is available and recommended for users so they can familiarize themselves with the scale before using it.

Strengths / Weaknesses	<p>Strengths: Its availability for different ages, the possibility to use it more than once, the scaled scoring, the independence of each domain, easily accessible, available in many languages.</p> <p>Weaknesses: Its length (apprx. 60 mins), the positioning of the skills (at the end), difficulties with the standardization.</p>
Publisher	Pearson Publishing
Where to find additional information?	<p>https://www.pedicat.com/ https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Pediatric-Evaluation-of-Disability-Inventory-Computer-Adaptive-Test/p/100002037.html?tab=product-details https://www.pearsonassessments.com/content/dam/school/global/clinical/us/assets/pedi-cat/pedicat-flyer.pdf</p>
Other relevant information	<p>Adaptations:</p> <ul style="list-style-type: none"> Spanish: https://europepmc.org/article/med/11382207 Brazilian-Portuguese: https://www.scielo.br/j/rbfis/a/7nKT6CM5V6rFRsgfBmJpTMs/abstract/?lang=en Belgian, Danish, German, Dutch, Swedish, Norwegian: https://www.kcrutrecht.nl/wp-content/uploads/2018/09/Poster-PEDI-CAT-EACD-2015.pdf (German/Swedish/Norwegian, Danish/Dutch)

PEDS: Parents' Evaluation of Developmental Status

AUTHORS:
Margarita Kolcheva
Nadia Koltcheva, New Bulgarian University

Name of the measure	PEDS: Parents' Evaluation of Developmental Status
Author(s)	<p>United States, English Original: F. P. Glascoe Spain, Spanish Adaptation: N. Huntington, K. Horan, A. Epee-Bounya, & A. Schonwald Vietnam, Vietnamese Adaptation: X. T. Thanh Le, S. McLeod, & B. Phan China, Chinese Adaptation: T-H. Toh, B-C. Lim, M. A. Bin Bujang, J. Haniff, S-C. Wong, & M. R. Abdullah Taiwan, Thai Adaptation: I. Chunsuwan, T. Hansakunachai, & S. Pornsamrit</p>
Age range	0-3 3-7
Age range (text field)	0 to 8 years old
Constructs	Social and emotional development
Scales and Subscales	<p>Parents' Evaluation of Developmental Status (PEDS) is the only evidence-based screen that elicits and addresses parents' concerns about children's language, motor, self-help, early academic skills, behaviour and social-emotional/mental health. PEDS tells you when parents' concerns suggest problems requiring referral and which concerns are best responded to with advice or reassurance. PEDS also reduces 'oh by the way' concerns, focuses visits, ensures a 'teachable moment', and is known to improve attendance at well-visits.</p> <p>It measures different developmental domains: fine motor, gross motor, expressive language, receptive language, self-help, social-emotional, and for older children, reading and math.</p>
Sources of information	Parent
Formats for administration	Questionnaire
Administration	<p>Is available online. PEDS Online has automated scoring, offers PEDS plus the optional M-CHAT-R, as well as the 6 - 8 item PEDS:DM that replaces milestones checklists with evidence. Please click on the "PEDS Tools Online" menu bar to take a free, 10-patient trial of the PEDS Online site!</p> <ul style="list-style-type: none"> Parents complete in 5 minutes (written at 4th to 5th grade level) Clinicians score in 2 minutes

Scoring	Manual Electronic
Scoring (text field)	
Psychometric properties	Using PEDS as a screening tool has been validated against standard psychometric tests in a series of studies in the USA. Information published by Glascoe et al (2013) highlighted the sensitivity (91–97 per cent) and specificity (73–86 per cent) of the PEDS screening tool. It also has the advantage of involving parents in the process. The sensitivity of PEDS in relation to the identification of disabilities i.e. learning, intellectual, language, mental health, autism spectrum and motor disorders was noted to be between 71 and 87 per cent. (Parents' Evaluation of Developmental Status (PEDS) https://www.rch.org.au/ccch/peds/For_clinicians/)
Translation(s) and adaptation(s)	Translations available in many languages: Albanian, Amharic, Arabic, Armenian, Bengali, Bulgarian, Burmese, Cambodian, Chinese (Traditional and Simplified characters), Congolese Swahili, Danish, Dutch, Dzongkha, Farsi, Filipino Tagalog, French, Galician, German, Greek, Gujarati, Haitian-Creole, Hebrew, Hindi, Hmong, Icelandic, Indonesian, Isixhosa, Karen, Korean, Laotian, Malay, Nepali, Pashto, Polish, Portuguese and Cape Verdean, Punjabi, Quechua, Russian, Serbian (Cyrillic and Latin), Samoan, Somali, Sotho, Swahili, Swedish, Tagalog, Taiwanese, Tamil, Thai, Turkish, Urdu, Vietnamese, Visayan, Yoruba and Zulu
Training and other requirements for test users	PEDS workshop (3 hours session) & PEDS Train the trainer (2 h 3 hours sessions) https://www.rch.org.au/ccch/peds/training/
Strengths / Weaknesses	Complies with recommendations for early detection from the American Academy of Pediatrics, the National Association for the Education of Young Children, the American Nurses' Association, the Bright Futures Guidelines, the Council for Exceptional Children, Head Start, the Royal College of Pediatrics and Community Child Health, the Australian College of Pediatrics, etc. <ul style="list-style-type: none"> • Is effective with parents regardless of parents' level of education, income, race, marital status, or children's ages or birth order. • Saves time by eliminating "oh by the way" concerns, focuses visits, enhances teachable moments, and improves office flow. • Encourages use of professional observations and history in the decision-making process
Publisher	Ellsworth and Vandermeer Press (Test Publisher) https://www.pedstestshop.com/product-category/peds-products/
Where to find additional information?	English version (United States): http://www.pedstest.com

Other relevant information	https://fpnotebook.com/peds/neuro/PrntsEvltNOfDvlpmntlSts.htm Glascoe FP. Collaborating with Parents: Using Parents' Evaluation of Developmental Status (PEDS) to Detect and Address Developmental and Behavioral Problems. Nolensville, TN: PEDStest.com, LLC, 2013. www.pedstest.com Glascoe FP, Robertshaw NS. PEDS Developmental Milestones: A Tool for Surveillance and Screening (Professionals' Manual). Nolensville, TN: PEDStest.com, LLC, 2008. www.pedstest.com Squires J, Bricker D, Twombly E. Ages & Stages Questionnaires: Social-Emotional (ASQ-SE). Baltimore: Paul H. Brookes Publishing Company, 2002. www.pbrookes.com Squires, J., & Bricker, D. Ages & Stages Questionnaires, Third Edition (ASQ-3). Baltimore, MD: Brookes Publishing, 2009. www.agesandstages.com
	Some Adaptation Information: <ul style="list-style-type: none"> • Spanish: https://pubmed.ncbi.nlm.nih.gov/26116349/ • Vietnamese: https://www.tandfonline.com/doi/abs/10.1080/2050571X.2021.1888195 • Chinese: https://onlinelibrary.wiley.com/doi/abs/10.1111/ped.13325 • Thai: https://onlinelibrary.wiley.com/doi/abs/10.1111/ped.13055

PEDS-DM: Parents' Evaluation of Developmental Status – Developmental Milestones

AUTHORS:

Ana Pontes, University of Maia – ISMAI
Carla Peixoto, University of Maia – ISMAI
Vera Coelho, University of Maia – ISMAI
Beatriz Barat, University of Maia – ISMAI

Name of the measure	PEDS-DM: Parents' Evaluation of Developmental Status – Developmental Milestones
Author(s)	United States, English Original: F. P. Glascoe, & N. S. Robertshaw Portugal, Portuguese Adaptation: I. S. C. Sargaço France, French Adaptation: T. M. Luu, M. Beaulieu-Genest, M. Jaworski, M. C. Roussy, & D. Buch
Age range	0-3 3-7
Age range (text field)	0-8 years; includes additional measures for older children/adolescents.
Constructs	Social and emotional development
Scales and Subscales	<p>PEDS-DM has only 6 or 8 items that are applied depending on age. Each item addresses a different global development domain:</p> <ul style="list-style-type: none"> • fine motor; • gross motor; • expressive language; • receptive language; • self-help; • social-emotional; • reading (only to older children); • math (only to older children).
Sources of information	Child Parent
Formats for administration	Direct assessment Questionnaire
Administration	Parents or children if they have scholar-age Individual Less than 5 minutes Paper and marker
Scoring	Manual or electronic
Scoring (text field)	
Psychometric properties	Standardized on 1619 children across the US, with high reliability (test-retest .98 to .99).

Translation(s) and adaptation(s)	English and Spanish (from PEDStest) Portuguese, French PEDSteste notes there are online and print translations of the Response Form in the following European languages: Danish, Dutch, German, Greek, Polish, Portuguese and Swedish.
Training and other requirements for test users	Technicians or clinicians
Strengths / Weaknesses	Strengths: short and fast
Publisher	PEDStest, Nolensville, USA
Where to find additional information?	<p>Brothers, K. B., Glascoe, F. P., and Robertshaw, N. S. (2008). PEDS: Developmental Milestones - An accurate brief tool for surveillance and screening. <i>Clinical Pediatrics</i>, 47(3), 271-279.</p> <p>Glascoe, F. P., & Robertshaw, N. S. (2008). PEDS: Developmental Milestones: A tool for surveillance and screening - Professionals' Manual. Nolensville: Ellsworth & Vandermeer Press, LLC.</p> <p>Luu, T. M., Beaulieu-Genet, M., Jaworski, M., Roussy, M. C., & Bunch, D. (2017). PEDS:DM - Un outil de dépistage développemental. Canada: Chu Sainte-Justine.</p> <p>Portuguese adaptation: Sargaço, I. S. C. (2012). Tradução e adaptação do Parents' Evaluation of Developmental Status: Developmental Milestones (PEDS:DM): Estudo exploratório [Master's thesis, Universidade Técnica de Lisboa]. Universidade de Lisboa Repository. https://www.repository.utl.pt/handle/10400.5/5498</p>
Other relevant information	<p>https://doi.org/10.1177/0009922807309419 https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/ https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/IntroductionToPEDSDM.html https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/UsingPEDSDM/WhyUsePEDSDM.html https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/PEDSDMComponents.html https://pedstest.com/AboutOurTools/LearnAboutPEDSDM/UsingPEDSDM/HowToImplementPEDSDM.html</p>

