Center of Excellence for Infant and Early Childhood Mental Health Consultation

Measures Used to Evaluate Outcomes in IECMHC

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Introduction to the Measures Table

This table summarizes many of the tools that evaluators use to measure the impact of IEMCHC. Most often, these measures are administered when consultation services are initiated at a site or with a child; the tool is then re-administered at the end of consultation (or after a set period). The measures below are divided into two groups: those with well-established psychometric properties, and those with psychometric properties that are in process. More research is needed to validate these measures of other important constructs in IECMHC. Combined, both groups reflect the most commonly used instruments for IECMHC evaluation.

Well-Established Psychometric Properties[1]

Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills				
Ages & Stages Questionnaires: Social-Emotional (ASQ-SE)	A screening tool designed to identify children who may be at risk for social or emotional difficulties, using questions related to a child's behavior and social interactions (Squires & Bricker, 2009).	Parent	http://agesandstages.com/about-asq/faqs/	10–15 minutes to complete, 2–3 minutes to score

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[1] For more information about the reliability and validity testing of a specific measures, please see the publisher, the *Birth to 5: Watch Me Thrive! Compendium of Screening Measures for Young Children* (https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf), and the *Mental Measurements Yearbook* (http://buros.org/).

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills (continued)				
The Behavior Assessment System for Children, Second Edition (BASC-2)	A tool that describes children's observed adaptive and problem behaviors, including internalizing and externalizing problems (Reynolds & Kamphaus, 2004).	Teacher and/or parent	http://www.pearsonclinical.com/education/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html	10–20 minutes for Teacher Rating Scale (TRS) and Parent Rating Scales (PRS), 30 minutes for Self-Report of Personality (SRP)
Child Behavior Checklist (CBCL) and Child Teacher Report Form (CTRF)	Widely used tools that provide standardized descriptions of a child's behavior and functioning. Both Externalizing, Internalizing, and Total problem scores and specific syndrome scores are calculated (Achenbach & Rescorla, 2000).	Teacher and/or parent	http://www.aseba.org/preschool.html	20–30 minutes

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills (continued)				
Devereux Early Childhood Assessment (DECA-P, DECA-I/T, DECA-C)	A series of resilience- and strength-based instruments to measure the social and emotional health of infants (1–18 months), toddlers (18–36 months), and preschoolers (3–5 years) in the areas of initiative, self-regulation/self-control, and attachment/relationships. DECA-P and DECA-I/T are screening and assessment tools to be used with all children. DECA-C is a clinical assessment tool with scales for problem behaviors, including aggression, attention, emotional control, and withdrawal/depression (LeBuffe & Naglieri, 2002, 2012; Mackrain & LeBuffe, 2007).	Teacher and/or parent	http://www.centerforresilientchildren.org/infants/assessments-resources/devereux-early-childhood-assessment-deca-infant-and-toddler-program/ http://www.centerforresilientchildren.org/preschool/assessments-resources/for-conscious-discipline-users-e-deca-2-0-web-based-version-of-the-deca-for-preschoolers-enhanced-with-strategies-from-the-deca-preschool-program-and-conscious-discipline/	10 minutes

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills (continued)				
Infant-Toddler Social Emotional Assessment (ITSEA) and Brief Infant-Toddler Social Emotional Assessment (BITSEA)	A measure of externalizing, internalizing, dysregulation, and competence behaviors in children 12–36 months old (Briggs-Gowan, Carter, Bosson-Heenan, Guyer, & Horwitz 2006; Carter & Briggs-Gowan, 2006).	Teacher and/or parent	BITSEA: http://www.pearsonclinical.com/childhood/products/100000150/brief-infant-toddler-social-emotional-assessment-bitsea.html#tab-details ITSEA: http://www.pearsonclinical.com/childhood/products/100000652/infant-toddler-social-emotional-assessment-itsea.html#tab-details	7–15 minutes for BITSEA, about 30 minutes for ITSEA
Preschool-Kindergarten Behavior Scales (PKBS)	Rating scales assessing problem behaviors and social skills in children ages 3–6. The Social Skills scale has three subscales: Social Cooperation, Social Interaction, and Social Independence. The Problem Behaviors scale has two subscales: Internalizing Behaviors and Externalizing Behaviors (Merrell, 2002).	Teacher	http://www.proedinc.com/customer/productView.aspx?ID=2285	10–15 minutes

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills (continued)				
Social Skills Rating System (SSRS) (now called Social Skills Information System [SSIS])	A rating scale that measures both behavior problems (Externalizing and Internalizing) and social skills (Cooperation, Assertion, and Self-Control) (Gresham & Elliot, 1990).	Teacher and/or parent	http://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html#tab-details	15–20 minutes
Teacher-Child Relationship				
Student Teacher Relationship Scale (STRS)	A self-report tool measuring attitudes and feelings related to the quality of the relationship between teacher and identified child, with two subscales for Closeness and Conflict (Pianta, 2001).	Teacher	http://curry.virginia.edu/about/directory/robert-c.-pianta/measures	5–10 minutes for one teacher, 10–15 minutes for groups

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teachers' Feelings, Emotions, and Beliefs				
Patient Health Questionnaire-2 (PHQ-2)	A depression screening tool that includes questions about the frequency of depressed mood ("feeling down, depressed, or hopeless") and anhedonia ("little interest or pleasure in doing things") over the past two weeks. The PHQ-2 is one of the screening tools recommended by the U.S. Preventive Services Task Force as being efficient and well-validated (Pignone et al., 2002).	Teacher	http://www.cqaimh.org/pdf/tool_phq2.pdf	N/A
Center for Epidemiological Studies Depression Scale (CES-D)	One of the most widely used self-report measures of depressive symptoms in adults. It has high known-group and concurrent validity, and support has been found for its use across groups of different ethnicities (Radloff, 1977).	Teacher	http://cesd-r.com/about-cesdr/	5–10 minutes

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Psychometric Properties Not Yet Fully Established

Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Children's Emotions, Behavior, and Prosocial Skills				
Preschool Social Behavior Scale–Teacher (PSBS-T)	A 19-item teacher-report scale used to measure relational aggression in preschoolers (Crick, Casas, & Mosher, 1997).	Teacher	http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1089&context=psychfacpub	10–15 minutes
Strengths and Difficulties Questionnaire (SDQ)	A brief behavioral screening questionnaire for 3–16 year olds (there is also a version for 3–4 year olds). Subscales address social skills, peer relationships, emotional symptoms, hyperactivity, and conduct problems (Goodman, 1997).	Teacher and/or parent	http://www.sdqinfo.com/a0.html	10 minutes
Sutter-Eyberg Student Behavior Inventory–Revised	A teacher-report measure used to assess conduct problems in youth ages 2–16. Teachers are able to indicate the current frequency of behavior problems and to indicate whether they find the behaviors to be problematic (Eyberg & Pincus, 1999).	Teacher	http://www4.parinc.com/Products/Product.aspx?ProductID=ECBI	5–10 minutes

Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teachers' Feelings, Emotions, and Beliefs				
Child Care Worker Job Stress Inventory (CCWJSI)	A survey that examines a childcare worker's stress, including the worker's perceptions of job demands, job control, and job resources that may help contribute to a worker's job satisfaction or positive feelings about her or his own work (Curbow, Spratt, Ungaretti, McDonnell, & Breckler, 2000).	Teacher	http://www.sciencedirect.com/science/article/pii/S0885200601000680	Less than 10 minutes
Goal Achievement Scale (GAS) (IECMHC version)	In the IECMHC version teacher responds to thirteen items that inquire about behavioral changes in a teacher's ability to manage children (especially with challenging behavior), to work with families and regarding the teacher's sense of changes in center and/or classroom climate due to MH consultation (Alkon, Ramler, & MacLennan, 2003).	Teacher and/or Director	http://escholarship.org/uc/item/7fg1m3sg#page-1	Less than 10 minutes

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teachers' Feelings, Emotions, and Beliefs (continued)				
Consultation Evaluation Form (CEF)	Assesses consultees' perceptions of MHC effectiveness using a questionnaire with a five-point scale (Green, Everhart, Gordon, & Gettman, 2006).	Teacher and/or director	http://npcresearch.com/wp-content/uploads/Characteristics-of-Effective-Mental-Health-Consultation.pdf	N/A
Teacher-Child Interactions and Classroom Climate				
Arnett Caregiver Interaction Scale (CIS)	Rates a caregiver's behavior in interactions with children; examines positive interaction, punitiveness, detachment, and permissiveness (Arnett, 1989).	Trained and certified rater (consultant or research staff)	http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/assessments-and-instruments/SmartStart_Tool6_CIS.pdf	At least 2 hours

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teacher-Child Interactions and Classroom Climate (continued)				
Classroom Assessment Scoring System™ (CLASS™ PreK, 2)	Used to assess teacher-student interactions in early care and education settings; examines teacher sensitivity, emotional support, classroom organization, and instructional support through multiple dimensions, such as positive climate, negative climate, teacher sensitivity, teacher regard for student perspectives, behavior management, productivity, and instructional learning (Pianta, LaParo, & Hamre, 2008).	Trained and certified rater (consultant or research staff)	http://curry.virginia.edu/research/centers/castl/class	Four cycles of 15-minute observations by a certified rater

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teacher-Child Interactions and Classroom Climate (continued)				
Infant Toddler Environment Rating Scale (ITERS) and Early Childhood Environment Rating Scale (ECERS)	Designed to assess process quality in early childcare settings. Measures various classroom interactions between staff and children, staff, parents, and other adults; interactions among the children themselves; and interactions children have with the many materials and activities in the environment, as well as those features (such as space, schedule, and materials) that support these interactions (Harms, Clifford, & Cryer, 2005; Harms, Cryer, & Clifford, 2006).	Trained rater	http://ers.fpg.unc.edu/	2½–3 hours

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teacher-Child Interactions and Classroom Climate (continued)				
Teaching Pyramid Observation Tool (TPOT™) for Preschool Classrooms	An observation tool that measures the implementation of classroom practices specifically related to promoting young children's social and emotional competence and to addressing challenging behavior in the preschool classroom (Hemmeter, Fox, & Snyder, 2014).	Trained observer	http://www.brookespublishing.com/resource-center/screening-and-assessment/tpot/	At least 2 hours
Teaching Pyramid Infant-Toddler Observation Scale (TPI-TOS)– Short Form	Based on the TPI-TOS (Hemmeter, Carta, Hunter, & Strain, 2009), this observation tool is designed to help mental health consultants learn more about how adult behavior and the design of the childcare classroom environment support the social and emotional development of infants and toddlers (ages 0–3).	Trained observer	http://www.ecmhc.org/observation_toolkit.html	At least 2 hours

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Measure	Description	Respondent	Link to More Information on Measure	Time to Complete
Teacher-Child Interactions and Classroom Climate (continued)				
Teaching Pyramid Observation Tool (TPOT)–Short Form	An observation tool designed to help mental health consultants learn more about how well teacher behavior and the design of the preschool classroom environment support the social and emotional development of children ages 2–5 (Hemmeter, Fox, & Snyder, 2014).	Trained observer	http://www.pyramidplus.org/resources/PastConferenceMaterials/documents/Building%20Community%20Capacity%20August/Infant%20Toddler%20Sessions%20August/Session%20I%20-%20Intro%20and%20Reflective%20Inventory/TPITOS_tool_March_06_09.doc	At least 2 hours

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