Introduction

On March 23, 2010, the President signed into law the Patient Protection and Affordable Care Act of 2010. Through a provision authorizing the creation of the Maternal, Infant, and Early Childhood Home Visiting Program, the Act greatly expands federal funding of evidence-based home visiting programs. These programs are designed to improve maternal and child health and development outcomes for children in at-risk communities. The program is jointly administered by the Health Resources and Services Administration (HRSA) and the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services.

Home visiting programs address an array of issues such as maternal and child health, positive parenting practices, school readiness, and prevention of child abuse and neglect. The purpose of the Design Options for Home Visiting Evaluation (DOHVE) is to provide research and evaluation support for the Maternal, Infant and Early Childhood Home Visiting Program. The project is funded by the Administration for Children and Families in collaboration with the Health Resources and Services Administration. The DOHVE project has a number of aims:

- To develop design options for conducting a national evaluation of the new federal home visiting program;
- To provide technical assistance to grantees of the new federal home visiting program. Technical assistance will be provided for (a) research and evaluation related to promising programs and (b) benchmarks, data systems, and continuous quality improvement; and
- To design and pilot at least one tool that home visiting grantees may use to capture relevant benchmarks for which measurement tools have not yet been fully developed or scaled up for widespread use.

Purpose

Legislatively-mandated requirements\(^1\) state that all programs funded with the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program funds must collect measurable and

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quantifiable data for all eligible families enrolled in the program across six benchmark areas. MIECHV Programs must identify information about their plan to collect, analyze and report each benchmark area listed above, including measurement tool selection.

The legislatively-mandated benchmarks are:

- Improved maternal and newborn health;
- Prevention of child injuries, child abuse, neglect, or maltreatment, and reduction of emergency department visits;
- Improvement in school readiness and achievement;
- Reduction in crime or domestic violence;
- Improvements in family economic self-sufficiency; and,
- Improvements in the coordination and referrals for other community resources and supports.

The intent of this document is to support the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program by providing measurement resources relevant to home visiting programs. This compendium of resources was generated by conducting a scan of the literature on home visiting and compiling a list of measurement tools commonly used to assess maternal, child and family outcomes in home visiting models. This resource compendium was generated from a list of several resources previously completed for measuring outcomes for prevention programs serving families. The inclusion of an instrument in this document does not constitute an endorsement of the instrument by the authors, the publishers, the DOHVE TA team, HRSA, or ACF. It is the intent of the DOHVE team to continue to update this resource as new measurement tools are identified. The following section delineates the process of selecting resources for inclusion in this compendium of home visiting resources.

Process for Selecting Measurement Tools

This section describes the process used in selecting resources for inclusion in the compendium of resources.

Review of Compendia. The first step was to scan the literature of previous compendia related to measurement of outcomes for prevention programs serving families. The following compendia were selected for a thorough review:

1- EBHV Compendium

Mathematica Policy and Research and Chapin Hall at the University of Chicago, funded by the Administration for Children, Youth and Families, identified suggested measurement tools for assessing child and family outcomes for the cross-site evaluation of Evidence-Based Home Visitation (EBHV) Grantees (Koball, H. et. al., 2009)\(^2\). The report presents the

measurement tools by outcome domain and provides a brief description of the measurement tools along with its respective psychometric properties.

2- FRIENDS Compendium of Annotated Tools
The FRIENDS National Resource Center has made available a Compendium of Annotated Tools. This compendium represents over 60 commonly used tools used to measure outcomes in prevention programs. The compendium provides a detailed description of each assessment along with scaling, scoring, and psychometric properties when available.

3- Head Start Compendium
*The Resources for Measuring Services and Outcomes in Head Start Programs Serving Infants and Toddlers* (Kisker, E. et. al., 2004) provides a list of resources to help Head Start programs measure outcomes in home based interventions. Each measurement tool listed includes a brief description of the measurement tool, its psychometric properties, and publishing information.

4- NSCAW Compendium
The National Survey of Child and Adolescent Well Being (NSCAW) is a national longitudinal study funded by the Administration for Children and Families that examines children and families who come in contact with the child welfare system. While the study does not investigate a home visiting intervention per se, the study sample comprises those at risk of child maltreatment and targets similar outcome domains as those often measured across home visiting interventions.

5- Center for Disease Control and Prevention (CDC) Compendium
CDC’s *Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools* presents assessment tools used to measure self-reported incidences and prevalence of intimate partner violence victimization and perpetration. The 20 plus measurement tools included in the compendium have demonstrated reliability and validity.
6- **HIPPY Compendium**

_The Commonly Used Assessments and Screening Instruments_ (Black, M. and Powell, D., 2004)\(^7\) was developed for the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. The document lists commonly used assessments by domain and provides a description of each instrument along with strengths, limitations, and publishing information.

7- **JBA Compendium**

James Bell Associates (JBA) compiled a resource of commonly used measures to assess child, parent, and family outcomes across Early Head Start/Child Welfare service programs\(^8\). The summary document lists commonly used measures across outcome domains along with their respective scoring and administration information and their psychometric properties.

8- **LONGSCAN Compendium**

LONGSCAN is a consortium of research projects, each sharing common assessments measurement tools, similar data collection methods and schedules, and pooled analyses, centered on the study of child maltreatment. With four measurement manuals, each describing measurement tools administered along with their respective psychometric properties and descriptive data, for the purposes of this document, the LONGSCAN Measures Manual Volume 1\(^9\) was reviewed due to its focus on early childhood.

Process of Inclusion/Exclusion. During the review process, it was clear that many of the measurement tools overlapped across compendia, indicating more widespread use across prevention programs serving families. In some cases, not enough information was made available on a measurement tool. Attempts were made to gain information on the measurement tool through other sources. If however, a measure lacked sufficient description it was not included in this compendium. After compiling measurement tools across compendia, eliminating duplicates, and excluding those that lacked sufficient information, 154 measurement tools were included in this resource compendium document.

For each measurement tool, a basic set of information was collected to provide a general description of the measurement tool, including intended use, administration type, number of items, and scale/subscale information when available. Whenever possible, a web address

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\(^7\) Black, M. and Powell, D. (February 2004). “The Commonly Used Assessments and Screening Instruments.” HIPPY USA. The full report can be accessed at the following url: [http://floridahippy.fmhi.usf.edu/grant/Instruments_FinalRevision_206.doc](http://floridahippy.fmhi.usf.edu/grant/Instruments_FinalRevision_206.doc)


providing further information and/or ordering information on the assessment was made available. Measurement tools were classified according to domains grouped by Family, Caregiver, and Child. In many cases, it was possible to fit a measurement tool under multiple domains and/or subdomains. Measurement tools were classified according to the primary domain giving heavy consideration to the intent of the measurement tool.

Given the vast array of measurement tools, this document is not intended to be exhaustive or cover the span of possible measurement tools across domains. Rather, it should be viewed as a resource to provide possible measurement tools commonly used to assess outcomes typical to home visiting programs and to supplement existing information in the field. The DOHVE team will periodically update the compendium of measurement resources as time and resources allow. If your organization is aware of a measurement tool that you feel should be included in this compendium, you may submit a request to the DOHVE team for consideration.
## DOHVE Compendium of Measurement Tools for MIECHV Grantees

The following is a list of domains and respective measurement tools derived from various compendia. While measurement tools are listed according to the domain that best fits the intended use of the measurement tool, some may fit under multiple domains. This list is not exhaustive. Web links are provided to obtain additional information about the assessments, some of which are links to publisher websites. These links are not an endorsement of the publishers, but a resource to obtain additional information.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SUB-DOMAIN</th>
<th>MEASUREMENT TOOL</th>
<th>DESCRIPTION</th>
</tr>
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<tbody>
<tr>
<td>FAMILY</td>
<td>Family well-being</td>
<td>Family Assessment Form (^2)</td>
<td>Standardized observational measurement tools completed by the home visitor; looks at family’s strengths and needs across six domains of family functioning; 6 scales: Living conditions, Financial conditions, Interactions between adult caregivers, Interactions between caregivers and children, Support available to the family and Developmental stimulation available to the children (<a href="http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing">http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing</a>)</td>
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<td></td>
<td>Family well-being</td>
<td>Protective Factors Survey (^2)</td>
<td>Combined observational and self-report measurement tools completed by both the caregiver and the home visitor; 20-items non-standardized assessment; 5 scales: Family functioning/resiliency, social support, concrete support, child development/parenting knowledge, and nurturing and attachment (<a href="http://www.friendsnrc.org/protective-factors-survey">http://www.friendsnrc.org/protective-factors-survey</a>)</td>
</tr>
<tr>
<td></td>
<td>Family well-being</td>
<td>North Carolina Family Assessment Scale-General (2,7)</td>
<td>Standardized observation measurement tool completed by home visitors to assess family functioning across 8 domains (<a href="http://www.nfpn.org/images/stories/files/ncfas-r_scale_defs.pdf">http://www.nfpn.org/images/stories/files/ncfas-r_scale_defs.pdf</a>)</td>
</tr>
<tr>
<td></td>
<td>Family well-being</td>
<td>Measure of Family Well-Being (^2)</td>
<td>Combined observational and self-report measurement tool completed by both the caregiver and the home visitor as a comprehensive measurement tool of family well-being across various domains (<a href="http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing">http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing</a>)</td>
</tr>
<tr>
<td></td>
<td>Family well-being</td>
<td>Life Skills Progression Instrument (LSP)</td>
<td>Describes and tracks individual parent and infant/toddler progress using 43 individualized items of life skills that reflect the array of basic skills needed to live and parent well. 5 scales: Relationships, Education, Mental health/substance abuse and other risks, Basic essentials, and Infant/toddler development (<a href="http://www.brookespublishing.com/store/books/wollesen-8302/">http://www.brookespublishing.com/store/books/wollesen-8302/</a>)</td>
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<thead>
<tr>
<th>Family strengths</th>
<th>Family Functioning Style Scale$^2$</th>
<th>26-item standardized self-report measurement tool assessing family strengths and capabilities; 5 subscales: Interactional Patterns, Family Values, Coping Strategies, Family Commitment, and Resource Mobilization (<a href="http://www.wbpress.com">http://www.wbpress.com</a>)</th>
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</thead>
<tbody>
<tr>
<td>Family needs</td>
<td>Family Resource Scale$^{2,7}$</td>
<td>31-item standardized self-report measurement tool that identifies family resource needs; modified version for adolescent mothers available (<a href="http://www.brooklinebooks.com">www.brooklinebooks.com</a>)</td>
</tr>
<tr>
<td>Family needs</td>
<td>Support Functioning Scale</td>
<td>20-item self-report measurement tool assessing caregiver need for different types of help and assistance (12-item short form available) (<a href="http://www.wbpress.com">www.wbpress.com</a>)</td>
</tr>
<tr>
<td>Family self-sufficiency</td>
<td>Missouri Results Oriented Management and Accountability Family Self Sufficiency Scale</td>
<td>Semi-structured interview format used to assess the progress of families in attaining economic, emotional, and social self-sufficiency; measures a family's status on 12 factors that affect self-sufficiency, including educational attainment, academic skills, income, employment, access to health insurance, physical health, presence of mental health or substance abuse issues, adequacy of housing, adequacy of food resources, access to child care, transportation, and psychosocial and environmental stressors (<a href="http://www.roma1.org/web/module/tr/submit/true/interior.html?dstate=MO">http://www.roma1.org/web/module/tr/submit/true/interior.html?dstate=MO</a>)</td>
</tr>
<tr>
<td>Family coping behaviors</td>
<td>Family Crisis Oriented Personal Scales$^2$</td>
<td>30-items standardized self-report measurement tool to assess coping strategies used by families in times of adversity; 5 factors: Social Support; Reframing; Seeking Spiritual Support; Mobilizing to acquire and accept help; Passive Appraisal (<a href="http://www.familybehavior.com/favorite_links_3.html">http://www.familybehavior.com/favorite_links_3.html</a>)</td>
</tr>
<tr>
<td>Family functioning with chronic illness</td>
<td>Coping Health Inventory for Parents$^2$</td>
<td>45-item standardized self-report measurement tool assessing caregiver perceptions of how they are managing family life with a child with chronic illness; 3 subscales: Maintaining family integration, cooperation, and an optimistic definition of the situation; Maintaining social support, self-esteem, and psychological stability; and Understanding the medical situation through communication with other parents and consultation with medical staff (<a href="http://chipts.ch.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_chip.htm">http://chipts.ch.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_chip.htm</a>)</td>
</tr>
<tr>
<td>Family support</td>
<td>Family Support Scale$^2$</td>
<td>31-item standardized self-report measurement tool assessing adequacy of family resources; the scale covers such resources as food, shelter, financial resources, transportation, health care, time to be with family, child care, and time for self (<a href="http://www.tinyurl.com/familysupport">http://www.tinyurl.com/familysupport</a>)</td>
</tr>
<tr>
<td>Family functioning</td>
<td>Family Development Matrix$^3$</td>
<td>The Family Development Matrix is a tool to help the caseworker or family support or advocate worker with case management and their ability to measure the progress of the families they serve; looks at family functioning across 12 indicators (<a href="http://php.csumb.edu/community/matrix/familymatrix.htm">http://php.csumb.edu/community/matrix/familymatrix.htm</a>)</td>
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</tbody>
</table>

**CAREGIVER**

| Caregiver Physical Health | Physical and mental health | Short-Form Health Survey (SF-36)/(SF-12)$^4$ | Health survey available in 2 short forms: 12-item SF-12 and 36-item SF-36; both self-report assessments consist of 2 scales: physical component and mental component (http://www.sf-36.org/tools/sf12.shtml) (http://www.rand.org/health/surveys_tools/mos/mos_core_36item.html) |

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<thead>
<tr>
<th>Category</th>
<th>Measurement Tool</th>
<th>Description</th>
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<tbody>
<tr>
<td>Overall health: physical, mental, substance use, risk/protective involvement</td>
<td><strong>Global Appraisal of Individual Need</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Structured interview or self-report administration; measures the recency, breadth, and frequency of problems and service utilization related to substance use, physical health, risk/protective involvement, mental health, and environmental and vocational situation; available in full version or shorter screening version (<a href="http://www.chestnut.org/ii/gain/">http://www.chestnut.org/ii/gain/</a>)</td>
</tr>
<tr>
<td>Maternal health</td>
<td><strong>Maternal and Infant Health Assessment</strong></td>
<td>73-item self-report measurement tool of maternal health status, health behavior, knowledge, and experiences before, during and shortly after pregnancy (<a href="http://www.cdph.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment(MIHA)survey.aspx">http://www.cdph.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment(MIHA)survey.aspx</a>)</td>
</tr>
<tr>
<td>Family, caregiver, and child health</td>
<td><strong>National Health Interview Surveys</strong></td>
<td>Multiple interview surveys available across multiple indicators, including health insurance coverage, general health status, and injury/poisoning episodes. (<a href="http://www.ihis.us/ihis/surveys.shtml">http://www.ihis.us/ihis/surveys.shtml</a>)</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td><strong>Conflict Tactics Scale – Revised</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td>78-item non-standardized: administered as either self-report or observational measurement tool to assess domestic violence, specific to partner relationship; 3 subscales: physical aggression, psychological aggression, and sexual coercion (<a href="http://www.wpspublish.com">http://www.wpspublish.com</a>) (<a href="http://www.fasttrackproject.org/techrept/c/cft/cft9tech.pdf">http://www.fasttrackproject.org/techrept/c/cft/cft9tech.pdf</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td><strong>Abusive Behavior Inventory</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td>30-item scale completed by male batter that measures the frequency of perpetration of physical and psychological abusive behaviors (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
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<tr>
<td>Partner violence</td>
<td><strong>Measure of Wife Abuse</strong>&lt;sup&gt;6&lt;/sup&gt;</td>
<td>60-item self-report across 4 factors: physical, verbal, psychological, and sexual abuse (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td><strong>Safe Dates — Physical Violence Victimization</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Measures intimate partner violence and victimization in adolescent dating relationships (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
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<tr>
<td>Partner violence</td>
<td><strong>Safe Dates — Physical Violence Perpetration</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td>16-item scale that measures intimate partner physical perpetration in adolescent dating relationships (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
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<tr>
<td>Partner violence</td>
<td><strong>Severity of Violence Against Women Scale</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td>46-item self-report assessment measures threat of abuse and actual physical violence in order to assess the type and severity of violence against victims by intimate partners (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
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<tr>
<td>Partner violence</td>
<td><strong>Sexual Experiences Survey</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td>11-item self-report measurement tool that assesses sexual aggression and victimization (<a href="http://www.amptoons.com/blog/files/koss_SES.pdf">http://www.amptoons.com/blog/files/koss_SES.pdf</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td><strong>Composite Abuse Scale</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td>30-item assessment of partner abuse across 4 subscales: Severe Combined Abuse, Emotional Abuse, Physical Abuse, and Harassment (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td><strong>Index of Psychological Abuse</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
<td>33-item scale measuring degree of ridicule, harassment, isolation, and control experienced in intimate partner relationship (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/Section%20E.pdf</a>)</td>
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<th>Category</th>
<th>Scale</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Partner violence</td>
<td>Multidimensional Measure of Emotional Abuse²</td>
<td>28-item scale that measures restrictive engulfment, hostile withdrawal, denigration, and dominance/intimidation (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Psychological abuse</td>
<td>Profile of Psychological Abuse³</td>
<td>21-item self-report measurement tool of psychological abuse; 4 subscales (<a href="http://www.ssw.umich.edu/about/profiles/saunddan/PSYAbuseProfile.pdf">www.ssw.umich.edu/about/profiles/saunddan/PSYAbuseProfile.pdf</a>)</td>
</tr>
<tr>
<td>Harassing behavior</td>
<td>Harassment in Abusive Relationships: A Self-Report Scale³</td>
<td>45-item self-report measurement tool; 2 scales: OFTEN and DISTRESS scales measure how often a harassing behavior occurs and how distressing the behavior is perceived by the participant (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Obsessive behavior</td>
<td>Obsessive Relational Intrusion Scale⁴</td>
<td>63-item scale that measures 4 types of obsessive relational intrusion behaviors: pursuit, violation, threat, and hyperintimacy; 28-item short-form also available (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Stalking/harassing</td>
<td>Stalking Behavior Checklist⁵</td>
<td>25-item scale that measures a variety of unwanted harassing and pursuit-oriented behaviors. (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Stalking/harassing</td>
<td>Unwanted Pursuit Behavior Inventory-Victim⁵</td>
<td>26-item scale that measures the presence, impact, and motivation underlying a range of unwanted pursuit behaviors; completed by the victim. (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Stalking/harassing</td>
<td>Unwanted Pursuit Behavior Inventory-Perpetrator⁶</td>
<td>26-item scale that measures the presence, impact, and motivation underlying a range of unwanted pursuit behaviors; completed by the perpetrator. (<a href="http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf">http://www.cdc.gov/ncipc/dvp/Compendium/IPV%20Compendium.pdf</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td>Abuse Within Intimate Relationships Scale⁵</td>
<td>26-item scale that measures perpetration of psychological and physical abuse; 5 subscales: emotional abuse, deception, verbal abuse, overt violence, and restrictive violence (<a href="http://www.parinc.com">www.parinc.com</a>)</td>
</tr>
<tr>
<td>Partner violence</td>
<td>Physical Abuse of Partner Scale⁵</td>
<td>25-item scale that measures the magnitude of physical abuse perpetrated against a spouse or partner (<a href="mailto:walmyr@walmyr.com">walmyr@walmyr.com</a>)</td>
</tr>
<tr>
<td>Caregiver Mental Health</td>
<td>Depression Anxiety Stress Scales</td>
<td>42-item standardized self-report measurement tool assessing caregiver mental health; 3 scales: Depression, Anxiety, Stress (<a href="http://www2.psy.unsw.edu.au/groups/dass/order.htm">http://www2.psy.unsw.edu.au/groups/dass/order.htm</a>)</td>
</tr>
<tr>
<td>Depression</td>
<td>Center for Epidemiological Studies Depression Scale¹,²,³,⁸</td>
<td>Non-standardized 20-item self-report measurement tool assessing depressive symptoms (<a href="http://counsellingresource.com/quizzes/cesd/index.html">http://counsellingresource.com/quizzes/cesd/index.html</a>)</td>
</tr>
<tr>
<td>Depression</td>
<td>Beck Depression Inventory – II³,⁴</td>
<td>21-item self-report measurement tool used to screen for severity of depressive symptoms (<a href="http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8018-370&amp;Mode=summary">http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8018-370&amp;Mode=summary</a>)</td>
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<tr>
<td>Caregiver well-being</td>
<td>Health and Well-Being Index[^2]</td>
<td>5-item standardized self-report measurement tool assessing respondent’s perceived physical and emotional well-being for caregivers raising a child with developmental delays or disabilities (<a href="http://www.wbpress.com">http://www.wbpress.com</a>)</td>
</tr>
<tr>
<td>Emotional well-being</td>
<td>Multi-Problem Screening Questionnaire[^2]</td>
<td>65-item standardized self-report measurement tool assessing degree of problems across 8 areas: Personal adjustment; Partner relationship; Family adjustment; Work adjustment; School adjustment; Social Adjustment; Financial problems; Play and leisure (<a href="http://www.walmyr.com/index.html">http://www.walmyr.com/index.html</a>)</td>
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<tr>
<td>Topic</td>
<td>Instrument</td>
<td>Description</td>
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<tr>
<td>Alcohol abuse</td>
<td>Alcohol Use Disorders Identification Tests</td>
<td>10-item self-report measurement tool assessing frequency of excessive drinking behaviors <a href="http://whqlibdoc.who.int/hq/2001/who_msd_msb_01.6a.pdf">Link</a></td>
</tr>
<tr>
<td>Alcohol and substance abuse</td>
<td>Diagnostic Inventory Schedule - Alcohol and Drug Modules</td>
<td>Interview guided assessment <a href="http://psychservices.psychiatryonline.org/cgi/content/full/57/10/1452">Link</a></td>
</tr>
<tr>
<td>Substance abuse</td>
<td>Drug Abuse Screening Test</td>
<td>20-item self-report measurement tool assessing drug-related problems <a href="http://www.ensuringsolutions.org/usr_doc/DAST.pdf">Link</a></td>
</tr>
<tr>
<td>Substance abuse</td>
<td>Substance Abuse Subtle Screening Inventory</td>
<td>Standardized self-report assessment used to identify potential substance dependence disorders. 5 scales: Attitude toward assessment, Ability to acknowledge problems, Defensiveness, Risk of legal problems, Emotional pain <a href="http://www.sassi.com/">Link</a></td>
</tr>
<tr>
<td>Substance abuse</td>
<td>Drug Use Screening Inventory – Revised</td>
<td>Standardized self-report measurement tool of severity of problems in 10 domains: (1) substance abuse, (2) psychiatric disorder, (3) behavior problems, (4) school adjustment, (5) health status, (6) work adjustment, (7) peer relations, (8) social competency, (9) family adjustment, and (10) leisure/recreation; also contains a lie scale and documents drug and alcohol use, preferred substance, and substance with which they report the greatest problem; 2 scales: (1) a profile indexing absolute severity of disorder (0 to 100 percent); and (2) a relative problem index ranking the order of severity in the 10 domains. <a href="http://pubs.niaaa.nih.gov/publications/assesing%20alcohol/InstrumentPDFs/32_DUSi-R.pdf">Link</a></td>
</tr>
<tr>
<td>Social Support</td>
<td>Inventory of Socially Supportive Behaviors</td>
<td>40-item standardized self-report measurement tool assessing emotional and tangible support <a href="http://chipts.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_issb.htm">Link</a></td>
</tr>
<tr>
<td>Social support</td>
<td>Inventory of Social Support</td>
<td>Standardized self-report measurement tool to identify both the source and type of support available to respondents <a href="http://www.wbpress.com">Link</a></td>
</tr>
<tr>
<td>Social support</td>
<td>Network Survey Form</td>
<td>Self-administered measurement tool assessing both the amount and quality of various types of formal and informal support; component of NCAST Personal Environment Assessment scales. <a href="http://www.ncast.org/p-environment.asp">Link</a></td>
</tr>
<tr>
<td>Social relationships</td>
<td>Social Provisions Scale</td>
<td>24-item self-report measurement tool to assess the extent to which social relationships provide various dimensions of social support; 6 subscales of social support plus a global score <a href="http://my.ilstu.edu/~jhkahn/psy442/sps.pdf">Link</a> <a href="http://www.iprc.unc.edu/longscan/pages/measures/Ages5to11/Social%20Provisions%20Scale.pdf">Link</a></td>
</tr>
<tr>
<td>Community support</td>
<td>Community Life Skills Scale</td>
<td>33-item self-report measurement tool assessing the extent to which respondent uses available community resources and helps identify strengths and needs. The CLSS is a component of NCAST Personal Environment Assessment scales. <a href="http://www.ncast.org/contact.asp">Link</a></td>
</tr>
<tr>
<td>Parenting</td>
<td>Parenting attitudes</td>
<td>32-item standardized self-report measurement tool assessing caregiver attitudes toward parenting and child rearing; used to identify caregivers at risk for inadequate parenting behaviors; 4 scales: Inappropriate Expectations, Lack of Empathy, Parental Value of Corporal Punishment, and Parent-Child Role Reversal <a href="www.nurturingparenting.com">Link</a></td>
</tr>
<tr>
<td>Parenting beliefs</td>
<td>Parental Modernity Scale ¹,³</td>
<td>30-item self-report measurement tool of traditional, authoritarian parental beliefs and progressive, democratic beliefs; 2 scale: Progressive Beliefs and Traditional Beliefs (<a href="http://www.gse.uci.edu/childcare/pdf/instrumental_docs/Parental%20Modernity%20Scale%20ID.pdf">http://www.gse.uci.edu/childcare/pdf/instrumental_docs/Parental%20Modernity%20Scale%20ID.pdf</a>)</td>
</tr>
<tr>
<td>Parenting behavior</td>
<td>HOME Inventory ²,³,⁴,⁷</td>
<td>Observational measurement tool completed by the home visitor; assesses stimulation and support available to the child in the home environment; 4 versions: Infant/Toddler (birth-3), Early childhood (3-6), Middle Childhood (6-10), and Early Adolescence (10-15); Items and scales vary across versions. A short form is also available. (<a href="http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing">http://www.friendsnrc.org/evaluation-toolkit/compendium-of-annotated-tools/tools-by-alphabetical-listing</a>)</td>
</tr>
<tr>
<td>Parenting behavior</td>
<td>Keys to Interactive Parenting Scale ³</td>
<td>12-item non-standardized observational measurement tool of completed by home visitors to assess parenting behaviors (<a href="http://www.ComfortConsults.com/kips">www.ComfortConsults.com/kips</a>)</td>
</tr>
<tr>
<td>Parenting styles</td>
<td>Parenting Practices Inventory ³</td>
<td>17-item self-report measurement tool assessing the parent’s permissiveness of their discipline, the effectiveness of their discipline and the consistency of their discipline efforts (<a href="http://sanford.duke.edu/centers/fasttrack/techrept/p/ppi/">http://sanford.duke.edu/centers/fasttrack/techrept/p/ppi/</a>)</td>
</tr>
<tr>
<td>Parenting behavior</td>
<td>Parent Behavior Checklist</td>
<td>100-item measurement tool of parenting practices of caregivers of children between the ages of one and five years; 3 empirically derived subscales: Expectations, Discipline, and Nurturing (<a href="http://www.childdevelopmentmedia.com/assessment-planning/31626cs.html">http://www.childdevelopmentmedia.com/assessment-planning/31626cs.html</a>)</td>
</tr>
<tr>
<td>Parenting behavior</td>
<td>Maternal Behavior Rating Scale</td>
<td>Observation measurement tool used specifically for children with developmental problems; Mother-child dyads are instructed to play freely while their interactions are videotaped; a trained observer then rates 18 maternal behaviors, including behaviors in the domains of child-orientation, quality of stimulus, and control (<a href="http://deepblue.lib.umich.edu/bitstream/2027.42/68322/2/10.1177_027112148600600205.pdf">http://deepblue.lib.umich.edu/bitstream/2027.42/68322/2/10.1177_027112148600600205.pdf</a>)</td>
</tr>
<tr>
<td>Parenting Environment</td>
<td>Family Map of the Parenting Environment in Early Childhood</td>
<td>Structured interview that allows parents to identify parenting, health, and safety issues in their home environment in a supportive manner. The Family Map is an assessment tool designed to be used with families to improve outcomes for young children 3 to 5 years old and includes 12 sections: Demographics, Routines, School Readiness, Monitoring, Environmental Safety, Family Cohesion, Discipline, Health, Basic Needs, Home and Car Safety, Social Interaction, End of Visit Observations. (<a href="http://www.uams.edu/partners/familymap/INDEX.htm">http://www.uams.edu/partners/familymap/INDEX.htm</a>)</td>
</tr>
<tr>
<td>Parenting Stress</td>
<td>Stress in parenting role</td>
<td>Parenting Stress Index ²,⁷</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Parental Knowledge</th>
<th>Parental knowledge of infant development</th>
<th>Knowledge of Infant Development Inventory(^1,2)</th>
<th>75-item non-standardized self-report measurement tool assessing parental knowledge of infant development across 4 general categories: (1) knowledge on infant norms and milestones, (2) principles of infant development, (3) parenting, and (4) health and safety. (<a href="http://www.ets.org">www.ets.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between Caregivers</td>
<td>Relationship satisfaction</td>
<td>Dyadic Adjustment Scale(^2)</td>
<td>32-item standardized self-report measurement tool assessing caregivers’ relationship; 4 subscales: Dyadic Satisfaction, Consensus, Cohesion, and Affective Expression (<a href="http://www.mhs.com">www.mhs.com</a>)</td>
</tr>
<tr>
<td></td>
<td>Relationship satisfaction</td>
<td>Enrich Couples Scale(^4)</td>
<td>37-item standardized self-report measurement tool of caregivers’ relationship; 4 scales: Marital Satisfaction, Communication, Conflict Resolution, and Idealistic Distortion (<a href="http://www.prepare-enrich.com">www.prepare-enrich.com</a>)</td>
</tr>
<tr>
<td></td>
<td>Relationship satisfaction</td>
<td>Locke-Wallace Marital Adjustment Test(^7)</td>
<td>Self-report assessment of marital satisfaction (<a href="http://quantumchanges.com/couples_basic_quesnaior/Locke-Wallace%20Marital%20Adjustment.pdf">http://quantumchanges.com/couples_basic_quesnaior/Locke-Wallace%20Marital%20Adjustment.pdf</a>)</td>
</tr>
<tr>
<td></td>
<td>Father involvement</td>
<td>Role of the Father Questionnaire(^7)</td>
<td>15-item self-report measurement tool that assesses extent to which caregivers believe the father’s involvement is important to child development; 2 versions – infant and pre-school aged (<a href="http://copland.udel.edu/~robp/downloads/ROFQ_permissions_and_info.pdf">http://copland.udel.edu/~robp/downloads/ROFQ_permissions_and_info.pdf</a>)</td>
</tr>
<tr>
<td><strong>CHILD</strong></td>
<td><strong>Child Physical Health</strong></td>
<td><strong>Pediatric Quality of Life</strong></td>
<td>23-item parent or child report that assesses health-related quality of life in healthy and non-healthy children and adolescents ages 5 to 18 across 4 scales: Physical, Emotional, Social, and School Functioning. Infant scales available for infants 1 to 24 months. (<a href="http://www.pedsqol.org/about_pedsqol.html">http://www.pedsqol.org/about_pedsqol.html</a>)</td>
</tr>
<tr>
<td></td>
<td>Child health</td>
<td>National Survey of Early Childhood Health</td>
<td>Standardized interview that assesses of child health for children ages 19 to 35 months from the caregiver’s perspective. (<a href="http://www.cdc.gov/nchs/data/slaits/survey_sech00.pdf">http://www.cdc.gov/nchs/data/slaits/survey_sech00.pdf</a>)</td>
</tr>
<tr>
<td></td>
<td>Child Behavior</td>
<td>Eyberg Child Behavior Inventory(^1,2,3,4)</td>
<td>36-item standardized self-report measurement tool assessing caregiver report of problem behaviors in children; for children ages 2-16; 2 scales: Problem and Intensity (<a href="http://www.parinc.com">www.parinc.com</a>)</td>
</tr>
<tr>
<td></td>
<td>Problem behavior in children</td>
<td>Child Behavior Checklist (Ages 1(^1)/2-5(^1,2,4,8))</td>
<td>112-item standardized self-report measurement tool assessing caregiver report of child problem behavior and social competence; 3 scales: Internalizing Behaviors, Externalizing Behaviors and Total Problems (<strong>The Language Development Survey can be ordered as a supplement to the Child Behavior Checklist – see language development domain</strong> (<a href="http://www.aesa.org/2007%20Catalog.pdf">http://www.aesa.org/2007%20Catalog.pdf</a>))</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Domain</th>
<th>Measurement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem behavior/pro-social behavior</td>
<td>Brief Infant Toddler Social Emotional Assessment 1,7</td>
<td>60-item standardized self-report; a screening version of longer ITSEA (195 items); screening tool for developmental delays; detects social-emotional behavior problems and competences; for children 12-36 months (ITSEA Project Office at <a href="mailto:itsea@yale.edu">itsea@yale.edu</a>)</td>
</tr>
<tr>
<td>Problem behavior/pro-social behavior</td>
<td>Devereux Early Childhood Assessment 4,6</td>
<td>37-item observational measurement tool that assesses for behavioral problems and protective factors for children 2-5 years (<a href="http://www.kaplanco.com">www.kaplanco.com</a>)</td>
</tr>
<tr>
<td>Child behavior/executive functions</td>
<td>Behavior Rating Inventory of Executive Function-Preschool Version</td>
<td>63-item self-report measurement tool assessing a child’s executive functions within the context of his or her everyday environments—both home and preschool; 3 clinical scales: Inhibitory Self-Control, Flexibility, and Emergent Metacognition, and one global scale: Global Executive Composite (<a href="http://portal.wpspublish.com/portal/page?_pageid=53,69604&amp;_dad=portal&amp;_schema=PORTAL">http://portal.wpspublish.com/portal/page?_pageid=53,69604&amp;_dad=portal&amp;_schema=PORTAL</a>)</td>
</tr>
<tr>
<td>Social skills</td>
<td>Social Skills Rating System 1,6</td>
<td>A series of questionnaires that assess social behavior for children 3 to 18 years of age; ratings completed by parents, teachers, and children (grades 3-12) produce scales in social skills, problem behaviors and academic competence (<a href="http://www.agsnet.com">www.agsnet.com</a>)</td>
</tr>
<tr>
<td>Temperament</td>
<td>Carey Temperament Scale 2,3</td>
<td>Standardized self-report questionnaire completed by the caregiver; up to 100 items per scale; 5 scales: Early Infant Temperament Questionnaire (EITQ) for infants ages 1 to 4 months; the Revised Infant Temperament Questionnaire (RITQ) for infants ages 4 to 8 months (and applicable, but not normed, for ages 9 to 11 months); and the Toddler Temperament Scale (TTS) for children ages 1 to 2 years; the Behavioral Style Questionnaire (BSQ) for children 3 to 12; and Middle Childhood Temperament Questionnaire (MCTQ), for children ages 3 to 12. (<a href="http://www.b-di.com">www.b-di.com</a>)</td>
</tr>
</tbody>
</table>
| Child development               | Language Development Survey | **A supplement to the Child Behavior Checklist**  
Standardized caregiver report measurement tool assessing children’s expressive vocabularies and word combinations, as well as risk factors for language delays; 2 scales: Average length of phrase and vocabulary score (http://www.aseba.org/forms.html) |
<p>| Language development            | Preschool Language Scale 2,4,6 | Standardized direct assessment that identifies language disorders in children ages 2 weeks to 6 years; 2 subscales: auditory comprehension and Expressive Communication (<a href="http://www.psychcorp.com">www.psychcorp.com</a>) |
| Language development            | MacArthur-Bates Communicative Development Inventories 1,2,6,7 | Parent-report forms for assessing early language and communication skills in infants and young children ages 8 to 30 months. (<a href="http://www.brookespublishing.com/cdi">www.brookespublishing.com/cdi</a>) |
| Language development            | Peabody Picture Vocabulary Test-IV 3,6,8 | Standardized observational measurement tool assessing expressive and respective vocabulary in children ages 2 and up (<a href="http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700">http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30700</a>) |
| Language development            | Kaufman Survey of Early Academic and Language Skills 5 | Measure of children’s (ages 3 to 6) language skills (receptive and expressive), pre-academic skills, and articulation; consists of 3 subtests: Vocabulary; Numbers, Letters and Words; and Articulation Survey (<a href="http://www.pearsonassessments.com/pai/ca/RelatedInfo/K-SEALSTechnicalInfo.htm">http://www.pearsonassessments.com/pai/ca/RelatedInfo/K-SEALSTechnicalInfo.htm</a>) |</p>
<table>
<thead>
<tr>
<th>Cognitive development</th>
<th>Kaufman Brief Intelligence Test&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Standardized assessment tool measuring verbal and nonverbal intelligence for children ages 4 and up; comprised of two subsets: Vocabulary (expressive vocabulary and definitions) &amp; Matrices (ability to perceive relationships &amp; complete analogies) (<a href="http://portal.wpspublish.com/portal/page?_pageid=53,69521&amp;_dad=portal&amp;_schema=PORTAL">http://portal.wpspublish.com/portal/page?_pageid=53,69521&amp;_dad=portal&amp;_schema=PORTAL</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive development</td>
<td>Bayley Infant Neurodevelopmental Screener&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Assesses basic brain function, ability to comprehend and express, and intellectual processes in children 0-2 years (<a href="http://www.pearsonassessments.com/">http://www.pearsonassessments.com/</a>)</td>
</tr>
<tr>
<td>Cognitive/physical development</td>
<td>McCarthy Scales of Children’s Abilities&lt;sup&gt;6&lt;/sup&gt;</td>
<td>Assess cognitive development and motor skills of children ages 2 1/2 - 8 1/2 across 5 scales: Verbal, Quantitative, Perceptual-Performance, Memory, and Motor Scales; Parts of this test are included in the McCarthy Screening Test used to assess school readiness in the early grades (<a href="http://www.healthline.com/galecontent/mccarthy-scales-of-childrens-abilities-msca">http://www.healthline.com/galecontent/mccarthy-scales-of-childrens-abilities-msca</a>)</td>
</tr>
<tr>
<td>Temperament</td>
<td>Emotionality, Activity and Sociability Temperament Survey for Children&lt;sup&gt;4&lt;/sup&gt;</td>
<td>Parent-report measurement tool examining child temperament in 3 domains: emotionality, activity and sociability for children ages 18 months and up.</td>
</tr>
<tr>
<td>Social-emotional development</td>
<td>Functional Emotional Assessment Scale&lt;sup&gt;6,7&lt;/sup&gt;</td>
<td>Observational measurement tool of parent-child interactions to screen for delays and social-emotional development; for children 7-48 months (<a href="http://www.icdl.com">www.icdl.com</a>)</td>
</tr>
<tr>
<td>Social-emotional development</td>
<td>Achenbach System of Empirically-Based Assessment&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Standardized multi-report assessment of social-emotional development for children ages 18-60 months; consists of 99 items of the child behavior checklist plus an additional language development survey; data collected from multiple respondents (parents, teachers, child) to capture variations in child functioning from one context to another. (<a href="http://www.aseba.org">www.aseba.org</a>)</td>
</tr>
<tr>
<td>Social-emotional development</td>
<td>AIMS: Developmental Indicators of Emotional Health&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Self-report, observational, and interview format measurement tool that assesses the emotional well-being of young children (ages 0-5) across 4 areas of emotional health: Attachment, Interaction, Mastery (physical, cognitive, linguistic, emotional, social abilities), and Social Support. (<a href="http://www.developingchild.org/">http://www.developingchild.org/</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Assessment, Evaluation, and Programming System (AEPS) Measurement for Birth to Three Years&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Observational and caregiver report measurement tool to assess developmental capabilities of children birth to three years of age; assesses developmental functioning across 6 domains: fine motor, gross motor, adaptive, cognitive, social-communication, and social development (<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Carolina Curriculum for Infant and Toddlers with Special Needs</td>
<td>Observational measurement tool designed for use with infants from birth to 2 years developmental age who have mild to severe special needs; 6 developmental domains (cognition, communication, social/adaptation, fine motor, and gross motor) that are divided into 26 teaching areas (or sequences). (<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>)</td>
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<tr>
<td>Child development</td>
<td>Developmental Profiles</td>
<td>186-item direct observation and/or parent report measurement tool that comprehensively assesses motor, language, personal/self-help, social, and intellectual development for children from birth through 9 years; assesses a child’s functional, developmental age level. (<a href="http://www.wpspublish.com">www.wpspublish.com</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Early Learning Accomplishment Profile</td>
<td>Standardized observational measurement tool assessing development in 6 domains for children birth to 36 months; appropriate for all children, including those with disabilities (<a href="http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17%7CEA1035%7C0&amp;PID=13649">http://www.kaplanco.com/store/trans/productDetailForm.asp?CatID=17%7CEA1035%7C0&amp;PID=13649</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Battelle Development Inventory, 2nd Ed.</td>
<td>Developmental assessment for birth to 8 years; 2 types of assessments: full version and screening test; shorter version is 96 items and results indicate whether administration of full version is advisable; full version includes 5 domains and consists of 341 items (<a href="http://www.riversidepublishing.com/products/bdi2/scoring.html">http://www.riversidepublishing.com/products/bdi2/scoring.html</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Bayley Scales of Infant Development</td>
<td>Standardized direct child assessment for children 1 month – 42 months of age; assessed impairment or delays; 3 scales: Mental Scale, Motor Scale, Behavior Rating Scale (<a href="http://www.psychcorp.com">www.psychcorp.com</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>The Brigance Diagnostic Inventory of Early Development</td>
<td>Criterion-based measurement tool comprised of structured tasks, observations and interviewing to assess multiple domains of child development for children ages 0-7 years; assesses of 200 skills across 1 domains; 4 versions: Infant Toddler; Early Preschool; Preschool; and K &amp; 1st (<a href="http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0">http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Ages and Stages Questionnaires (2nd edition)</td>
<td>30-item standardized caregiver-report measurement tool assessing child development in the first 5 years; 5 domains: communication, gross motor, fine motor, problem-solving, and personal-social (<a href="http://www.brookespublishing.com">www.brookespublishing.com</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>AGS Early Screening Profile</td>
<td>Observational measurement tool that screens the five major developmental areas: cognitive, language, motor, self-help, and social development for children ages 2-6 years (<a href="http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa3500&amp;Mode=summary">http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa3500&amp;Mode=summary</a>)</td>
</tr>
<tr>
<td>Category</td>
<td>Tool Name</td>
<td>Description</td>
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</tr>
<tr>
<td>Child development</td>
<td>Infant and Toddler Development Assessment 3,7</td>
<td>Multi-phase assessment process consisting of 2 or more professionals; uses interviews, parent self-report, and direct observation to screen for developmental delays in children ages 0-42 months (<a href="http://www.riverpub.com/products/ida/index.html">http://www.riverpub.com/products/ida/index.html</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Denver Developmental Screening 2,3,7</td>
<td>125-item self-report measurement tool that assesses developmental development in children birth to 6 years; also includes a Pre-screening Development Questionnaire consisting of 91 items from the full version (<a href="http://www.denverii.com/DenverII.html">http://www.denverii.com/DenverII.html</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Vineland Adaptive Behavior Scale 2,4,6</td>
<td>Assesses personal and social functioning in infants and toddlers through structured interviews with caregivers; standardized; widely used to screen for mental retardation or other handicaps 4 Behavior Domains: Communication, Daily Living Skills, Socialization, and Motor Skills (<a href="http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Vineland-II">http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Vineland-II</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Ounce of Prevention Scale 3,7</td>
<td>Observational functional assessment that enables caregivers and families to understand and enhance young children’s (birth to three years) development, particularly social and emotional development (<a href="http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAaOunce">http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAaOunce</a>)</td>
</tr>
<tr>
<td>Child development</td>
<td>Early Coping Inventory 2</td>
<td>48-item observation instrument used for assessing the coping-related behavior of children whose chronological or developmental age is between 4 and 36 months; 3 coping clusters: Sensorimotor Organization, Reactive Behavior, and Self-Initiated Behavior (<a href="http://ststesting.com/COPI.html">http://ststesting.com/COPI.html</a>)</td>
</tr>
<tr>
<td>Attachment</td>
<td>Toddler Attachment Sort-45 1</td>
<td>Brief observational tool with a software scoring system used for measurement of attachment behaviors of parent/child (18-36 months) (<a href="http://www.ncast.org/index.cfm?category=33">http://www.ncast.org/index.cfm?category=33</a>)</td>
</tr>
<tr>
<td>Child Care</td>
<td>Family day care</td>
<td>Family Day Care Rating Scale 3 40-item assessment, plus 8 additional items for home child care providers enrolling children with disabilities; completed by the family day care provider (<a href="http://ers.fpg.unc.edu/node/111">http://ers.fpg.unc.edu/node/111</a>)</td>
</tr>
<tr>
<td>Child Safety</td>
<td>Child abuse and neglect</td>
<td>Childhood Injuries Scale 2 Self-report measurement tool administered to mothers (ages 17-36) of children (ages 1-3) to assess injury prevention health beliefs and social influence perceptions in mothers of young children; six scales that measure injury susceptibility and seriousness, benefits and barriers of injury prevention, self-efficacy of injury prevention performance, and social influence (email: <a href="mailto:katrusse@iupui.edu">katrusse@iupui.edu</a>)</td>
</tr>
<tr>
<td>Child Safety</td>
<td>Child abuse and neglect</td>
<td>Family Risk Scales 3 Standardized observational measurement tool completed by the home visitor; assesses family’s level of risk of out of home placement; 26 Scales: scales assess family unit (scales 1-5), individual caregivers (scales 6-13), and children in the home (scales 14-26) (<a href="http://www.eonweb.org/EONWeb_Web/HelpSystem/EONHelp.htm?5BE3505E-4D9A-43FC-A91A-C644EE4A7A11.html">http://www.eonweb.org/EONWeb_Web/HelpSystem/EONHelp.htm?5BE3505E-4D9A-43FC-A91A-C644EE4A7A11.html</a>)</td>
</tr>
<tr>
<td>Accident prevention</td>
<td>Home Safety Council Checklist 4</td>
<td>Non-standardized assessment of home safety customized by user to be relevant to individual living situations; intended to prevent accidents in home (<a href="http://www.homesafetycouncil.org/resource_center/resourcecenter.aspx">www.homesafetycouncil.org/resource_center/resourcecenter.aspx</a>)</td>
</tr>
<tr>
<td>Child Well-Being</td>
<td>Parent-to-child interaction</td>
<td>Violence exposure</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Overall child well-being</strong></td>
<td><strong>Conflict Tactics Scale – Parent-Child Version</strong>&lt;sup&gt;1,2,13,4,8&lt;/sup&gt;</td>
<td><strong>Violence Exposure Scale</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Violence exposure</strong></td>
<td><strong>Parenting Interactions Scales</strong></td>
<td><strong>Child Well-Being Scales</strong>&lt;sup&gt;2,7&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Emotional symptoms and pro-social behavior</strong></td>
<td><strong>Parenting Interactions Scales</strong></td>
<td><strong>Parenting Interactions Scales</strong>&lt;sup&gt;2,7&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Well-being</strong></td>
<td><strong>Beliefs Regarding Talking and Reading Scale</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td><strong>Beliefs Regarding Talking and Reading Scale</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Parent-child interaction</strong></td>
<td><strong>Nursing Child Assessment Teaching Scale</strong>&lt;sup&gt;1,2,3,7&lt;/sup&gt;</td>
<td><strong>Parenting Interactions Scales</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Parent-child interaction</strong></td>
<td><strong>Arnett Caregiver Interaction Scale</strong>&lt;sup&gt;1,2,7&lt;/sup&gt;</td>
<td><strong>Emotional Availability Scales</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Parent-child interaction</strong></td>
<td><strong>Parent-Child Interaction Feeding &amp; Teaching Scales</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
<td><strong>Parenting Interactions Scales</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>Parent-child interaction</strong></td>
<td><strong>Emotional Availability Scales</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
<td><strong>Parenting Interactions with Children: Checklist of Observations Linked to Outcomes</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

35-item non-standardized assessment administered as either self-report completed by caregiver or observational measurement tool completed by home visitor to assess parent-to-child violence; 4 scales: Nonviolent Discipline Physical Assault; Neglect; Psychological Aggression; Weekly Discipline; and Sexual Abuse (http://portal.wpspublish.com/portal/page?_pageid=53,70187&_dad=portal&_schema=PORTAL).


47 item short-form and the 97 item full-length parent-report surveys measuring physical, mental and social well-being of infants and toddlers aged 2 months to 5 years. (http://www.healthact.com/survey-itqol.php).

25-item standardized self-report standardized screening questionnaire; 5 scales: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and pro-social behavior (http://www.sdginfo.org/).

22-item parent-report survey assesses parental beliefs about talking and reading to their child (http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_appc.html).

73-item standardized observational measurement tool completed by the home visitor; assesses strengths and weaknesses in the parent-child teaching interaction for children ages birth-3; 6 subscales: four assess the caregiver’s behavior and two the child’s behavior (www.ncast.org).

Assesses caregiver-child interactions; 4 subscales: degree of positive interaction (i.e., warm, enthusiastic, and developmentally appropriate behavior); punitiveness (i.e., hostility, harshness, and use of threat); detachment (i.e., lack of involvement and disinterest); and permissiveness. A copy of the scale can be found in Jaeger and Funk (2001).

Observational measurement tool of parent-child interaction; set of observable behaviors that describe the caregiver-child communication and interaction during either a feeding situation, birth to 12 months of life, or a teaching situation, birth to 36 months (http://www.ncast.org/index.cfm?category=2).

Observational and self-report assessment of the quality of communication and connection between caregivers and child; 2 versions: Infancy/Early Childhood (0-5 years); Middle Childhood/Youth (6-14 years) (http://www.emotionalavailability.com/products/).

Observational measurement tool of parent-child interactions across 4 domains (Affection, Responsiveness, Encouragement, and Teaching); for children ages birth - preschool (http://www.cpdusu.org/projects/piccolo/).

DOHVE TA (http://www.mdrc.org/dohve/dohve_resources.html)
9/22/2011
List of Compendia Referenced in Measurement Table

1. EBHV Compendium
2. FRIENDS Compendium
3. Head Start Compendium
4. NSCAW Compendium
5. Center for Disease Control and Prevention Compendium
6. HIPPY Compendium
7. JBA Compendium
8. University of North Carolina at Chapin Hill – LONGSCAN
1. **Abuse Within Intimate Relationships Scale (AIRS)**
   Contact information: Psychological Assessment Resources, Inc., 16204 N. Florida Avenue, Lutz, FL 33549. Tel: 800-383-6595.
   Web: [www.parinc.com](http://www.parinc.com)

2. **Abusive Behavior Inventory (ABI)**
   Contact information: Sage Publications. Used with permission

3. **Achenback System of Empirically-Based Assessment (ASEBA)**
   Contact information: ASEBA, TEL: (802) 656-8313 or 656-3456.
   Web: [www.ASEBA.org](http://www.ASEBA.org)

   Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
   TEL: 800.627.7271; FAX: 800.232.1223

5. **Adult-Adolescent Parenting Inventory (AAPI-2)**
   Contact information: Family Development Resources, Inc. TEL: 800-688-5822
   Web: [www.nurturingparenting.com](http://www.nurturingparenting.com)

6. **Alcohol Use Disorders Identification Test (AUDIT)**
7. Assessment, Evaluation, and Programming System (AEPS) Measurement for Birth to Three Years
Contact information: Paul H. Brookes Publishing Co. TEL: (800) 638-3775
Web: www.brookespublishing.com

Contact information: Paul H. Brookes Publishing Co., Post Office Box 10624 Baltimore, MD 21285-0624
Web: www.brookespublishing.com

9. AGS Early Screening Profiles
Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
TEL: 800.627.7271; FAX: 800.232.1223

10. AIMS: Developmental Indicators of Emotional Health
Contact information: Edmund S. Muskie Institute of Public Affairs, University of Southern Maine, 96 Falmouth Street, Portland, Maine 04103. TEL:(207) 780-4430

DOHVE TA (http://www.mdrc.org/dohve/dohve_resources.html)
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Web: http://www.developingchild.org/

11. Arnett Caregiver Interaction Scale
Public domain assessment: A copy of the scale can be found in:


13. Autonomy and Relatedness Inventory (ARI)
Contact information: Educational Testing Services, http://www.ets.org/contact

14. Battelle Developmental Inventory Screening Test
Contact information: Riverside Publishing Co. TEL: 800-323-9540.
Web: www.riverpub.com

15. Bayley Infant and Nuerodevelopmental Screener (BINS)
Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
TEL: 800.627.7271; FAX: 800.232.1223
Web: http://www.pearsonassessments.com/

16. Bayley Scale for Infant Development (BSID-II)

DOHVE TA (http://www.mdrc.org/dohve/dohve_resources.html)
9/22/2011
17. Beck Depression Inventory- II (BDI-II)
Contact information: The Psychological Corporation. TEL: (800) 228-0752
Web: [www.psychcorp.com](http://www.psychcorp.com)

18. Behavior Assessment System for Children (BASC)
Contact information: Pearson, 19500 Bulverde Road, San Antonio, TX 78259.
TEL: 800.627.7271, FAX: 800.232.1223

Contact information: Child Trends, 4301 Connecticut Avenue, NW, Suite 100 Washington DC 20008
Web: [www.childtrends.org](http://www.childtrends.org);

20. Behavior Rating Inventory of Executive Function-Preschool Version (BRIEF-PV)
21. Beliefs Regarding Talking and Reading Scale

22. Brief Infant-Toddler Social Emotional Assessment (BITSEA)

23. Brief Symptom Inventory (BSI)

24. Brigance Diagnostic Inventory of Early Development (BDIED)

25. CAGE Questionnaire- Self-report of alcohol use


Contact information: public domain

26. **Carey Temperament Scales (CTS)**

   Contact information: Behavioral-Developmental Initiatives, Tel: 800.405.2313
   Web: www.b-di.com

27. **The Carolina Curriculum for Infant and Toddlers with Special Needs (CCITSN)**

   Contact information: Paul H. Brookes Publishing Co. TEL: 1-800-638-3775
   Web: www.brookespublishing.com

28. **Center for Epidemiological Studies Depression Scales (CES-D)**

   Contact information: National Institute of Mental Health, Bethesda, MD 20892
   Web: www.nimh.nih.gov

29. **Child Abuse Potential Inventory (CAPI)**

   Contact information: Psytec, Inc, P.O. Box 564, DeKalb, IL 60115;
   Tel: 815.758.1415

30. **Children’s Behavior Rating Scale (CBRS)**

31. **Child Behavior Checklists (CBCL)**
   Contact information: 1 South Prospect Street, Room 6436, Burlington, VT 05401-3456; Tel: 802.656.8313, Fax: 802.656.2608;
   Email: mail@ASEBA.org, Web: www.ASEBA.org

32. **Child Well-being Scales**
   Contact information: 1 South Prospect Street, Room 6436, Burlington, VT 05401-3456; Tel: 802.656.8313, Fax: 802.656.2608;
   Web: www.cwla.org

33. **Childhood Injuries Scale (CIS)**
   Contact information: Kathleen M. Russell, D.N.S., R.N., Associate Professor, Indiana University School of Nursing, Department of Environments for Health, Campus address: NU 471. Tel: 317.274.4079.
   Email: katrusse@iupui.edu

34. **Community Life Skills Scale (CLSS)**
   Contact information: NCAST-AVENUW, TEL: 206-543-8528, Fax: 206-685-3284
   Web: http://www.ncast.org/contact.asp

35. **Composite Abuse Scale (CAS)**

Contact information: Dr. Kelsey Hegarty at hegarty@unimelb.edu.au


36. **Composite International Diagnostic Inventories (CIDI) - Short Form - Major Depression, Generalized Anxiety Disorder, Alcohol Dependence, Drug Dependence.**


Contact information: World Health Organization

Web: [www.who.int/msa/cidi/](http://www.who.int/msa/cidi/)

37. **Composite Stalking Scale**


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38. **Conflict Tactics Scales (CTS) - Revised**


Contact information: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025-1251.

Web: [http://www.wpspublish.com](http://www.wpspublish.com)

39. **Coping Health Inventory for Parents**


Contact information: Hamilton I. McCubbin Ph.D.; Professor & Director of Research and Evaluation, School of Social Work, University of Hawaii at Manoa; 1800 East-West Road, 319a Henke Hall; Honolulu, HI 96822.
40. Courtship Persistence Inventory

41. Denver Developmental Screening Test II (DDST)
Contact information: Denver Developmental Materials, Inc. TEL: (800)419-4729
Web: [www.denverii.com](http://www.denverii.com)

42. Depression Anxiety Stress Scales (DASS)
Contact information: DASS Orders, PO Box 6780, UNSW Sydney NSW 1466, Australia; Email: L.Camilleri@unsw.edu.au
Web: [http://www2.psy.unsw.edu.au/groups/dass/order.htm](http://www2.psy.unsw.edu.au/groups/dass/order.htm)

43. Developmental Observation Checklist System (DOCS)
Contact information: Pro-Ed, TEL: (800) 897-3202
Web: www.proedinc.com/index.html

44. Developmental Profiles II
Contact information: Western Psychological Services, TEL: (800) 648-8857
Web: www.wpspublish.com

45. Devereux Early Childhood Assessment (DECA)
Contact information: Kaplan Press, TEL: (800) 334-2014.
Web: www.kaplanco.com

46. Diagnostic Interview Schedule – Alcohol and Drug Modules
Contact information: Department of Psychiatry, Washington University School of Medicine, 40 N. Kingshighway, Suite 4, St. Louis, MO 63108.
TEL: 314-286-2267
E-mail: mccrarysl@epi.wustl.edu

47. Difficult Life Circumstances (DLC)
Contact information: NCAST-AVENUW, TEL: 206-543-8528, FAX: 206-685-3284
Web: http://www.ncast.org/contact.asp

48. Drug Abuse Screening Test (DAST)

49. Drug Use Screening Inventory – Revised (DUSI-R)

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Contact information: Ralph Tarter, Department of Pharmaceutical Sciences University of Pittsburgh, School of Pharmacy, 711 Salk Hall, Pittsburgh, PA 15261

50. Dyadic Adjustment Scale
Web: [www.mhs.com](http://www.mhs.com)

51. Early Childhood Environmental Rating Scale-Revised
Contact information: Teachers College Press; TEL: 1-800-575-6566
Web: [www.teacherscollegepress.com](http://www.teacherscollegepress.com)

52. Early Coping Inventory (ECI)
Contact information: Scholastic Testing Service, Inc. TEL: (800) 642-6787.
Web: [www.ststesting.com](http://www.ststesting.com)

53. Early Learning Accomplishment Profile (E-LAP), Revised Edition
Contact information: Kaplan Press, TEL: (800) 334-2014

54. Edinburgh Postnatal Depression Scale (EPDS)
Murray, L. and Carothers, A.D. (1990). The Validation of the Edinburgh Post-natal

DOHVE TA (http://www.mdrc.org/dohve/dohve_resources.html)
9/22/2011


Additional information: Users may reproduce the scale without further permission providing they respect copyright by quoting the names of the authors, the title, and the source of the paper in all reproduced copies.


55. **Emotional Availability Scale (EAS)**


56. **Emotionality, Activity and Sociability (EAS) Temperament Survey for Children**


57. **Enrich Couples Scale**


Contact information: Life Innovations, 2660 Arthur St., Roseville, MN 55113.

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58. **Eyberg Child Behavior Inventory (ECBI)**  
Web: [www.parinc.com](http://www.parinc.com)

59. **Family Adaptability and Cohesion Evaluation Scales (FACES)**  
Contact information: Life Innovations, Inc., P.O. Box 190, Minneapolis, MN 55440  
Tel: 651.635.0511 or 800.331.1661.  
Web: [www.facesiv.com](http://www.facesiv.com)

60. **Family Assessment Form (FAF)**  
Contact information: Child Welfare League of America, 400 First Street, NW, Third Floor, Washington DC. 20001.  
Web: [www.cwla.org](http://www.cwla.org)

61. **Family Crisis Oriented Personal Scales (F-Copes)**  
Contact information: Family Stress Coping and Health Project, 1300 Linden Drive, University of Wisconsin-Madison, Madison, WI 53706. TEL: (608)262-5070

62. **Family Day Care Rating Scale**  


Contact information: Teachers College Press; TEL: 1-800-575-6566
Web: [www.teacherscollegepress.com](http://www.teacherscollegepress.com)

### 63. Family Development Matrix


Contact information: Jerry Endres, Institute for Community Collaborative Studies, California State University; email: jerry_endres@csumb.edu
Web: [http://php.csumb.edu/community/matrix/familymatrix.htm](http://php.csumb.edu/community/matrix/familymatrix.htm); [http://php.csumb.edu/community/matrix/reports/utfdm.pdf](http://php.csumb.edu/community/matrix/reports/utfdm.pdf)

### 64. Family Environment Scale – 3rd edition (FES)


Contact information: Mindgarden, 855 Oak Grove Avenue, Suite 215, Menlo Park, CA 94025, TEL: 650-322-6300; FAX: 650-322-6398.

### 65. Family Functioning Style Scale (FFSS)


Contact information: Winterberry Press; TEL: 800-824-1182.
Web: [http://www.wbpress.com](http://www.wbpress.com)
66. Family Map of the Parenting Environment in Early Childhood
Contact information: WhitesideMansellLeanne@uams.edu
Web: http://www.uams.edu/partners/familymap/index.htm

67. Family Resource Scale (FRS)
Contact information: Brookline Books; TEL: (800) 666-BOOK
Web: www.brooklinebooks.com/ or http://www.wbpress.com or http://tinyurl.com/familyresource

68. Family Risk Scales

69. Family Stress Checklist (FSC)
Contact information: Healthy Families America, Prevent Child Abuse America, 200. S. Michigan Avenue, 17th Floor, Chicago, IL 60604-2404. Tel: 312.663.3520, Fax: 312.939.8962.
Web: www.healthyfamiliesamerica.org

70. Family Support Scale (FSS)
Contact information: Brookline Books; TEL: (800) 666-BOOK
Web: [www.brooklinebooks.com](http://www.brooklinebooks.com/) or [http://www.wbpress.com](http://www.wbpress.com) or [http://tinyurl.com/familyresource](http://tinyurl.com/familyresource)

71. **Functional Emotional Assessment Scale (FEAS)**
Contact information: The Interdisciplinary Council on Developmental and Learning Disorders
Web: [www.icdl.com](http://www.icdl.com);

72. **Global Appraisal of Individual Need**

73. **Harassment in Abusive Relationships: A Self-Report Scale (HARASS)**

DOHVE TA ([http://www.mdrc.org/dohve/dohve_resources.html](http://www.mdrc.org/dohve/dohve_resources.html))
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74. Hawaii Early Learning Profile (Help) Checklist
Contact information: VORT Corporation, P.O. Box 60132, Palo Alto, CA 94306. TEL: 650.322.8282.
Web: [www.vort.com](http://www.vort.com)

75. Health and Well-Being Index
Contact information: Winterberry Press, TEL: 1-800-824-1182 Email: info@wbpress.com, Web: [http://www.wbpress.com](http://www.wbpress.com)

76. Health Opinion Survey (HOS)

77. Home Observation for Measurement of the Environment (HOME) – Infant/Toddler Inventory, 3rd Ed.
Contact information: Lorraine Coulson HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703. TEL: 715.835.4393, Email: lrcoulson@ualr.edu Web: [www.ualr.edu/crtldept/home4.htm](http://www.ualr.edu/crtldept/home4.htm)

78. Home Observation for Measurement of the Environment-Short Form (HOME-SF)


Contact information: Lorraine Coulson HOME INVENTORY LLC, Distribution Center, 2627 Winsor Drive, Eau Claire, WI 54703. TEL: 715.835.4393 Email: lcoulson@ualr.edu
Web: [www.ualr.edu/crtldept/home4.htm](http://www.ualr.edu/crtldept/home4.htm)

79. Home Safety Council Checklist

Web: [http://www.homesafetycouncil.org/AboutUs/ResourceCenter/au_resourc_center_w001.asp](http://www.homesafetycouncil.org/AboutUs/ResourceCenter/au_resourc_center_w001.asp)

80. Index of Family Relations (IFR)


81. Index of Clinical Stress (ICS)


82. Index of Psychological Abuse (IPA)


DOHVE TA ([http://www.mdrc.org/dohve/dohve_resources.html](http://www.mdrc.org/dohve/dohve_resources.html))
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83. Infant and Toddler Development Assessment (IDA)
   Contact information: Riverside Publishing Co. TEL: 800-323-9540.
   Web: [www.riverpub.com](http://www.riverpub.com)

84. Infant and Toddler Social and Emotional Assessment (ITSEA)
   Contact information: ITSEA project office at ITSEA@yale.edu. Available by request at alice.carter@umb.edu

85. Infant Toddler Quality of Life Questionnaire (ITQOL)
   HealthActCHQ Inc. *Infant Toddler Quality of Life Questionnaire*. (2010). Cambridge, MA: HealthActCHQ.
   Contact information: HealthActCHQ, Inc., Two Canal Park, 5th Floor, Cambridge, MA 02141. TEL: (617) 725-2630; FAX: (617) 725-2631

86. Inventory of Social Support (ISS)
   Contact information: Winterberry Press, TEL: 1-800-824-1182; Email: info@wbpress.com, Web: [http://www.wbpress.com](http://www.wbpress.com)

87. Inventory of Socially Supported Behaviors (ISSB)
   Public domain measure and scoring instructions available at: [http://chipts.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_issb.htm](http://chipts.ucla.edu/assessment/Assessment_Instruments/Assessment_files_new/assess_issb.htm)

88. Kaufman Survey of Early Academic and Language Skills (K-SEALS)

89. **Kaufman Brief Intelligence Test (KBIT)**

90. **Keys to Interactive Parenting Scale (KIPS)**
Contact information: Marilee Comfort, Ph.D., M.P.H. Phil Gordon, Ph.D. Comfort Consults, LLC P.O. Box 82 Cheyney, PA 19319 Tel: 610.455.1463 Email: info@comfortconsults.com, Web: [www.ComfortConsults.com/kips](http://www.ComfortConsults.com/kips)

91. **Knowledge of Infant Development Inventory (KIDI)**
Contact information: Educational Testing Service, David MacPhee, Department of Human Development & Family Studies, Colorado State University, Fort Collins, CO 80523. Tel: 609.734.5689 Web: [www.ets.org](http://www.ets.org)

92. **Life Skills Progression Instrument (LSP)**

93. Locke-Wallace Marital Adjustment Test
Contact information: this is a public domain assessment; no contact information provided
Web: [http://www.rtog.org/LinkClick.aspx?fileticket=fdnQHjWgPb0%3D&tabid=118](http://www.rtog.org/LinkClick.aspx?fileticket=fdnQHjWgPb0%3D&tabid=118) and [http://quantumchanges.com/couples_basic_quesionnaires/Locke-Wallace%20Marital%20Adjustment.pdf](http://quantumchanges.com/couples_basic_quesionnaires/Locke-Wallace%20Marital%20Adjustment.pdf)

94. Macarthur-Bates Communicative Development Inventories (CDI)
Web: [www.brookespublishing.com/cdi](http://www.brookespublishing.com/cdi)

95. Marital Adjustment Scale (MAT)
Web: [http://quantumchanges.com/couples_basic_quesionnaires/Locke-Wallace%20Marital%20Adjustment.pdf](http://quantumchanges.com/couples_basic_quesionnaires/Locke-Wallace%20Marital%20Adjustment.pdf)

96. Maternal Behavior Rating Scale (MBRS)

97. Maternal Developmental Expectation and Childrearing Attitudes Scale (MDECAS)
(last accessed March 2011).
98. Maternal and Infant Health Assessment
Egerter, S., Marchi, K., Cubbin, C, and Braveman, P. (Fall 2004). Disparities In Maternal And Infant Health: Are We Making Progress? Lessons From California. Unpublished report supported by the Henry J. Kaiser Family Foundation and by the Centers for Disease Control and Prevention (Subaward Agreements TS-0842 and TS-521-16/16). Contact information: California Department of Public Health; Maternal, Child & Adolescent Health Program, MS 8305, P.O. Box 997420, Sacramento, CA 95899-7420; TEL: 1-866-241-0395; email: mchinet@cdph.ca.gov; Web: http://www.cdpn.ca.gov/data/surveys/Pages/MaternalandInfantHealthAssessment(MIHA)survey.aspx

99. McCarthy Scales of Children’s Abilities (MSCA)
Contact information: The Psychological Corporation Web: http://www.harcourt.com/index.html

100. Measure of Family Well-being

101. Measure of Wife Abuse

102. Michigan Alcohol Screening Test, Revised

103. Missouri Results Oriented Management and Accountability Family Self Sufficiency Scale
Contact information: Jeanna Machon, Assistant Deputy Director, Department of Social Services, 615 Howerton Court-P.O. Box 2320, Jefferson City, MO 65102-2320. TEL.: 573-522-1137,
E-mail: [jeanna.l.machon@dss.mo.gov](mailto:jeanna.l.machon@dss.mo.gov)

104. Multidimensional Measure of Emotional Abuse

105. Multi-Problem Screening Inventory (MPSI)

106. Multi-Problem Screening Questionnaire (MPSQ)

107. National Health Interview Surveys (NHIS)
Centers for Disease Control and Prevention, U.S. Department of Health and Human Services. (July 13, 2010). *2009 National Health Interview Survey (NHIS) Public*


Contact information: IHIS, Minnesota Population Center, University of Minnesota 50 Willey Hall, 225 19th Avenue South, Minneapolis, MN 55455.
TEL: 612-624-5818; FAX: 612-626-8375; email: IHIS@pop.umn.edu

108. National Survey of Early Childhood Health (NSECH)

Contact information: Marcie Cynamon, Project Director, National Center for Health Statistics, 6525 Belcrest Road, Room 850, Hyattsville, Maryland 20782 TEL: (301) 458-4174; email: MCynamon@cdc.gov
Web: http://www.cdc.gov/nchs/slaits/nsech.htm

109. National Violence Against Women Survey (NVAWS)


Contact information: Psychological Assessment Resources (PAR)

110. **NCAST Nursing Child Assessment Feeding Scale (NCAFS)**


   Contact information: NCAST, Tel: 206.543.8528.

   Web: [www.ncast.org](http://www.ncast.org)

111. **NCAST Nursing Child Assessment Teaching Scale (NCATS)**


   Contact information: NCAST, Tel: 206.543.8528.

   Web: [www.ncast.org](http://www.ncast.org)

112. **Network Survey Form (NET Survey)**


   Contact information: NCAST-AVENUW, TEL: 206-543-8528, FAX: 206-685-3284

   Email: ncast@u.washington.edu, Web: [http://www.ncast.org/contact.asp](http://www.ncast.org/contact.asp)

113. **Non-Physical Abuse of Partner Scale (NPAPS)**


   Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317. TEL: (850) 383-0045.

   Email: walmyr@walmyr.com

DOHVE TA ([http://www.mdrc.org/dohve/dohve_resources.html](http://www.mdrc.org/dohve/dohve_resources.html))

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114. **North Carolina Family Assessment Scale- General (NCFAS-G)**
Contact information: Priscilla Martens, Executive Director, National Family Preservation Network, 3971 North 1400 East Buhl, ID 83316. TEL: 888-498-9047.

115. **Obsessive Relational Intrusion (ORI) Scale**
Contact information: Lawrence Erlbaum Associates, Inc.

116. **Obsessive Relational Intrusion (ORI) Scale- Short Form**
Contact information: Lawrence Erlbaum Associates, Inc.

117. **Oral and Written Language Scales Listening Comprehension and Oral Expression (OWLS)**
Contact information: American Guidance Service, Inc.

118. **Ounce of Prevention Scale**
Contact information: Pearson Early Learning, TEL: (800) 552-2259
Web: [www.pearsonearlylearning.com/index.html](http://www.pearsonearlylearning.com/index.html)

119. **Parental Modernity Scale**
120. **Parent Behavior Checklist (PBC)**  
Contact information: Child Development Media, TEL: 800-405-8942  

121. **Parent-Child Conflict Tactics Scale (CTS-PC)**  
Contact information: Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025-1251  
Web: [http://www.wpspublish.com](http://www.wpspublish.com)

122. **Parent-Child Relationship Inventory (PCRI)**  
Contact information: Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, CA 90025-1251. TEL: (800) 648-8857. FAX: (310) 478-7838  
Web: [http://portal.wpspublish.com/portal/page](http://portal.wpspublish.com/portal/page)

123. **Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)**  
Contact information: Utah State University, Department of Family Consumer & Human Development, 2905 Old Main Hill, Logan, UT 84322-2905  
TEL: (435) 797-1545, FAX: (435) 797-3845  
Email: falori@cc.usu.edu  
Lori Roggman, loriroggman@yahoo.com; Gina Cook, gina.cook@usu.edu; or Mark Innocenti, mark.innocenti@usu.edu  
124. **Parenting Practices Inventory**
Contact information: Fast Track Data Center, Box 90539, Durham, NC 27708
Web: [http://sanford.duke.edu/centers/child/fasttrack/techrept/p/ffi/](http://sanford.duke.edu/centers/child/fasttrack/techrept/p/ffi/)

125. **Parenting Stress Index, 3rd Edition (PSI)**
Contact information: Psychological Assessment Resources, Inc., TEL: 800.331.8378, FAX: 800.727.9329
Web: [www3.parinc.com](http://www3.parinc.com)

126. **Partner Abuse Scale (PAS)**
Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317. TEL: (850) 383-0045.
Email: walmyr@walmyr.com

127. **Peabody Picture Vocabulary Test (PPVT) – Version 4**
Contact information: American Guidance Services Publishing, Tel: 800.328.2560.

128. **Pediatric Quality of Life**
Contact information: cberne@mapi.fr
Web: [http://www.pedsqol.org/index.html](http://www.pedsqol.org/index.html)
129. Perceived Stress Scale (PSS)
Contact information: Ellen Conser or Laurie Nelson, Department of Psychology, Carnegie Mellon University, 5000 Forbes Avenue, Pittsburgh, PA 15213.
Email: conser@andrew.cmu.edu or lanelson@andrew.cmu.edu
Web: http://www.mindgarden.com/
http://www.mindgarden.com/docs/PerceivedStressScale.pdf

130. Physical Abuse of Partner Scale
Contact information: WALMYR Publishing Company, PO Box 12217, Tallahassee, FL 32317. TEL: (850) 383-0045.
Email: walmyr@walmyr.com

131. Preschool and Early Childhood Functional Assessment Scale – PECFAS (CAFAS for preschool children)
Web: www.cafas.com

Contact information: The Psychological Corporation, Tel: 800.872.1726
Web: www.psychcorp.com

133. Profile of Psychological Abuse (PPA)

134. Protective Factors Survey

DOHVE TA (http://www mdrc org/dohve/dohve resources html)
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Contact information: FRIENDS NRC,
Web: http://www.friendsnrc.org/outcome/pfs.htm

135. Relational Pursuit
Contact information: Lawrence Erlbaum Associates, Inc. Used with permission.

136. Role of the Father Questionnaire (ROFQ)
Contact information: Rob Palkovitz, Ph.D., Department of Individual and Family Studies, College of Human Services, Education and Public Policy, University of Delaware, Newark, DE 19716. TEL: (302) 831-8559; FAX: (302) 831-8776;
E-Mail: Robp@udel.edu
Web: http://copland.udel.edu/~robp/downloads/ROFQ_permissions_and_info.pdf

137. Safe Dates—Physical Violence Perpetration

138. Safe Dates—Physical Violence Victimization

DOHVE TA (http://www.mdrc.org/dohve/dohve_resources.html)
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139. Severity of Violence Against Women Scale/Severity of Violence Against Men Scale (SVAWS/SVAMS)

140. Sexual Experiences Survey (SES)—Perpetration Version

141. Sexual Experiences Survey (SES)—Victimization Version

142. Short-Form Health Survey (SF-36/SF-12)
Contact information: Quality Metrics or RAND Health

DOHVE TA ([http://www.mdrc.org/dohve/dohve_resources.html](http://www.mdrc.org/dohve/dohve_resources.html))
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143. Social Provisions Scale
Web: [http://www.psychology.iastate.edu/~ccutrona/socprov.htm](http://www.psychology.iastate.edu/~ccutrona/socprov.htm)

144. Social Skills Rating System (SSRS)
Web: [http://www.pearsonassessments.com/](http://www.pearsonassessments.com/)

145. Stalking Behavior Checklist

146. Strengths and Difficulties Questionaire (SDQ)
Web: [http://www.sdqinfo.org/a0.html](http://www.sdqinfo.org/a0.html)

147. Substance Abuse Subtle Screening Inventory-3 (SASSI-3)

148. Support Functioning Scale (SFS)

149. Toddler Attachment Sort-45

150. Unwanted Pursuit Behavior Inventory—Perpetrator

151. Unwanted Pursuit Behavior Inventory—Victim

152. Vineland Adaptive Behavior Scales (VABS)

153. Vineland Social-Emotional Early Childhood Scales (VSEECS)


**154. Violence Exposure Scale for Children – Revised (VEX-R)**


Contact information: The National Child Traumatic Stress Network
Web: [http://www.nctsnet.org/content/violence-exposure-scale-children-revised-vex-r](http://www.nctsnet.org/content/violence-exposure-scale-children-revised-vex-r)

**155. Woodcock-Johnson III**


Contact information: Riverside Publishing. TEL: (800) 323-9540
Web: [www.woodcock-johnson](http://www.woodcock-johnson)

**156. World Health Organization Quality of Life (WHOQOL) - Brief**


Contact information: World Health Organization