

Inventory of Measures of Social and Emotional Development in Early Childhood

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This document presents descriptive information, in tabular format, about prominent measures of social and emotional development. The measures that were ultimately included in this Inventory were selected based upon reviews previous work by the Forum's Research and Innovation Committee, Child Trends' expertise on extant measures included in both small- and large-scale data sets, and suggestions and additional resources shared by academic advisors and federal stakeholders.*

A set of inclusion and exclusion criteria were applied to all suggested measures. Measures that were included in the inventory addressed one or more aspects of social-emotional well-being; were designed to be used with children ages birth to 5 (including measures that cover part of or overlapped with that age span); utilized a mode of administration that would be feasible for a national data collection; or were currently being used in national surveys, or showed promise for such use. Measures that were excluded failed to meet the above criteria. In addition, physiological/biological measures such as sleep regulation were excluded, as were measures designed exclusively to screen for behavior problems or developmental delays.

Descriptive information about the characteristics of the measures was collected from a variety of sources, including developer's websites and manuals, validation studies, published compendia of social-emotional measures, literature reviews, journal articles, and information from technical/psychometric reports produced for particular national surveys. The information was used as the basis for the paper "*Characteristics of Existing Measures of Social and Emotional Development in Early Childhood: Applications for Federal Reporting and Data Collection*" (Federal Interagency Forum on Child and Family Statistics, 2015).

What's in this spreadsheet:

There are 4 tabs in this document. The first lists all the reviewed measures and provides detailed information about their specific characteristics. The second tab, *Measures in Federal Surveys*, provides a snapshot of information about measures previously used as part of federal data collections. The third and fourth tabs show the ratings for the measures across the 10 priority criteria -- Tab 3 shows all of the measures and Tab 4 shows only those measures rated as promising or strong (i.e. all the measures discussed in the paper described above); both tabs are presented alphabetically but may be sorted various ways using the Filter function.

Please note:

The document is formatted to use legal size paper, with a landscape view.

In the first tab, information for each measure spans two pages.

**This inventory is not exhaustive. Additional measures will undoubtedly be identified by researchers subsequent to the publication of this document. Please submit any comments or questions to Kristen Darling-Churchill at kchurchill@childtrends.org.*

Suggested citation: Federal Interagency Forum on Child and Family Statistics. (2015). *Inventory of existing measures of social and emotional development in early childhood*. Washington, D.C.: Author.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure								
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)
1	Adaptive Social Behavior Inventory (ASBI)	Hogan, A. E., Scott, K. G., & Bauer, C. (1992). The Adaptive Social Behavior Inventory (Asbi): A new assessment of social competence in high-risk three-year-olds. <i>Journal of Psychoeducational Assessment, 10</i> , 230-239. doi: 10.1177/073428299201000303 The NICHD Early Child Care Research Network. (1998). Early child care and self-control, compliance, and problem behavior at twenty-four and thirty-six months. <i>Child Development, 69</i> , 1145-1170. doi: 10.1111/j.1467-8624.1998.tb06165.x	X	X	X	X		1992	Yes	NICHD SECCYD	"young high-risk children" Used in NICHD SECCYD at 24 and 36 months	30	Express - sociability and empathy (13), Comply - prosocial engagement and cooperation (10), and Disrupt - resistant and agonistic behavior (7) Express + Comply = prosocial composite	3 point scale: 1 = rarely or never, 2 = sometimes, and 3 = almost always	"Understands others' feelings, like when they are happy, sad or mad." "Is helpful to other children." "Gets upset when you don't pay enough attention."	No
2	Adjustment Scales for Preschool Intervention (ASPI)	http://psycnet.apa.org/index.cfm?fA=search.displayRecord&uid=2002-11659-006	X	X	X	X	X	2002	No	Not identified in large survey	Preschool (3-6 years)	73	Aggressive (22 items), withdrawn-low energy (18 items), socially reticent (12 items), oppositional (11 items), and inattentive/hyperactive (10 items)	Each question has different possible responses.	How does this child cope with new learning tasks? Has a happy-go-lucky attitude to every problem. Charges in without taking time to think or follow instructions. Approaches new tasks with caution, but tries. Won't even attempt it if he/she senses a difficulty. Likes the challenge of something difficult. Cannot work up the energy to face anything new.	Spanish version currently under development
3	Affect Knowledge Test (AKT)	Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casel.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures http://www.jstor.org/stable/1130651		X				1986	No	Not identified in large survey	30-60 months	27	None, but consists of the following parts: affective labeling, affective perspective-taking, cognitive perspective-taking	Correct/incorrect; happy/sad/angry/afraid	NANCY/JOHNNY: "We are walking home." Sibling: "I am going to push you down!!" NANCY/JOHNNY: "Ow!! It hurts!! OWW!!" (child is asked to point to the emotion the character feels).	Spanish
4	Approaches to Learning Scale from ECLS-K	http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010070 http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf http://www.first5la.org/files/UPCOSTechMemoSpringPilotReportFINAL.pdf			See note under Sample Items.	X	See note under Sample Items.	1998	Yes	ECLS-K: 1998; ECLS-K:2011; The First 5 LA Universal Preschool Child Outcomes Study	Kindergarten - 5th grade	6 (for parents); 7 (for teachers)	None	4 point scale: 1 = never, 4 = very often	ECLS-K teacher items: 11. Keeps belongings organized. 14. Shows eagerness to learn new things. 15. Works independently. 21. Easily adapts to changes in routine. 23. Persists in completing tasks. 24. Pays attention well. 26. Following classroom rules. (3rd and 5th grades only) ECLS-K parent items: 10. Keep working at something until (he/she) is finished? 13. Show interest in a variety of things? 15. Concentrate on a task and ignore distractions? 18. Help with chores? 22. Eager to learn new things? 24. Creative in work or in play? NOTE: For the purpose of this review, we consider multiple items above to be measures of self-regulation; however, while the scale as a whole is a report of how often students/children exhibit a selected set of learning behaviors, these items also capture aspects of the behavior problems subdomain as well as executive function.	Spanish
5	Approaches to Learning - shortened version tested by the FACES team	http://www.acf.hhs.gov/sites/default/files/opre/faces_2009.pdf A. Kopack Klein, L. Malone, J. West, N. Aikens, L. Tarullo, and S. Lukashanets. (in production). Data Tables for FACES 2009 Report: Head Start Family and Classroom Supports for Kindergarten Achievement. OPRE Report 2015-49. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Personal Communication with the FACES team			See note under Sample Items.	X	See note under Sample Items.	See Approaches to Learning	Yes	FACES	3-5 years	6	None	See Approaches to Learning; contact FACES research team	See Approaches to Learning Scale from ECLS-K; contact FACES research team	Spanish (see Approaches to Learning)

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
1	Adaptive Social Behavior Inventory (ASBI)	N/A	Time estimate not available	Information not available	Information not available	No	Parent/ teacher	Internal consistency: acceptable for Express and Comply subscales = .79 (prosocial composite = .84); internal consistency for the Disrupt subscale was "lower." In NICHD sample, internal consistency at 24/36 months was acceptable for the Express subscale (.77/.76) and the Comply subscale (.82/.82), and low/weak for the Disrupt subscale (.60/.62).	Construct validity: weak/low to moderate with express and Comply subscales were correlated at .46; Express and Disrupt subscales were negatively correlated at -.21; Comply and Disrupt were negatively correlated at -.44. Predictive Validity: Ranged from no predictive validity to high. Express subscale was correlated with IQ (.46), Externalizing problems (-.28), and internalizing problems (-.47); Comply subscale was correlated with IQ (.33), Externalizing problems (-.61), and internalizing problems (-.43); Disrupt subscale was correlated with IQ (-.24), Externalizing problems (.49), and internalizing problems (.63), all ps < .001.	Validated with sample of 545 high risk 3-year-olds (50% girls) in which parents completed the survey - from a larger study of premature infants (age in this study was adjusted to account for level of prematurity). Sampling sites were selected to across the US to yield a "demographically and geographically diverse sample."
2	Adjustment Scales for Preschool Intervention (ASPI)	N/A	Time estimate not available; measure contains 73 items	Yes	Information not available	No	Teacher	Internal consistency: acceptable (.78 - .92) No other type of reliability is reported.	Convergent/concurrent validity: "significantly correlated," according to source, with the Penn Interactive Peer Play Scale (PIPPS) and Conners Teacher Rating Scale (CTRS); no further info is available. No additional information identified.	Developed and validated on 829 urban Head Start preschool children of mostly African American descent within one city; 48% male and 52% female.
3	Affect Knowledge Test (AKT)	Information not available	20 minutes	No	None	No	Clinician/trained observer and parent component	Internal consistency: low/weak to acceptable (.60 - .85) Test-retest reliability: low/weak to acceptable (.60 - .85) No other type of reliability is reported.	Convergent/concurrent validity: ranges from low/weak to strong/high. AKT is related to security of attachment to mother (r = .36; Denham et al., 2002); oppositional behavior (r = -.35; Denham et al., 2002); prosocial behavior (r = .51; Denham, 1986); peer ratings of likability (partial r = .31; Denham et al., 1990); moral sensibility in kindergarten (r = .30; Dunn et al., 1995); and kindergarten adjustment and success (r = .10-.39; Denham et al., 2012); also, happier and less angry children have higher scores (r = .62; Denham, 1986).	27 2- to 3-year olds in a rural setting of heterogeneous SES. For more information on samples for which this measure has been used, see the Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures (CASEL), which lists 17 studies.
4	Approaches to Learning Scale from ECLS-K	Information not available	5 minutes	No	No cost	No	Parent/teacher	Internal consistency: ranges from low/weak to acceptable (.65 to .80) in the ECLS-B. No other type of reliability is reported.	Convergent/concurrent validity: strong/high (.50-.69) with teacher report of academic performance. No additional information identified.	Validity studies conducted using the ECLS-K sample, a nationally representative sample of children from diverse socioeconomic and racial/ethnic backgrounds. Validity studies also conducted with teacher reports on 383 children from the First 5 LA Universal Preschool Child Outcomes Study sample.
5	Approaches to Learning - shortened version tested by the FACES team	Information not available	5 minutes	See Approaches to Learning; contact FACES research team	See Approaches to Learning; contact FACES research team	No	Teacher	Internal consistency: acceptable (.91-.93) No other type of reliability is reported.	Construct validity: For the teacher report of approaches to learning: Low/weak correlations with Pencil Tap (.26 to .35); moderate to strong correlations with teacher reports of behavior problems (-.61 to -.74), aggressive behavior (-.52 to -.59), hyperactive behavior (-.62 to -.73), and withdrawn behavior (-.30 to -.47); low/weak correlations with parent reports of social skills/approaches to learning (.14 to .26) and behavior problems (-.11 to -.22), and weak to moderate correlations with the Lieter Cognitive/Social Standard Score (.23 to .26), assessor ratings of attention (.29 to .30), impulse control (.27 to .28), activity (.23 to .26), and sociability (.19 to .23).	Validity information comes from FACES cohorts from fall 2009 and spring 2010, 2011, and 2012. Reliability information comes from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
6	Assessment Behavior Scale	FACES 1997 Technical Report and FACES 2003 Technical Report		X		X	X	Information not available, but it appears to be designed for FACES (starting with the 1997 cohort)	Yes	FACES	Information not available, but used in FACES, which includes ages 3-5	8	None	4-point scales with descriptive anchors at each point (anchors vary by item); for example: persists with task (4), attempts task briefly (3), attempts task after much encouragement (2), and refuses (1)	Task persistence, attention span, body movement, attention to directions, comprehension of directions, verbalization, ease of relationship, and level of confidence.	Not applicable (completed by trained administrator)	
7	Behavior Assessment System for Children, Second Edition (BASC-2)	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAa30000 http://www.ecasd.k12.wi.us/student_services/assessments/BASC-2.pdf	X		X	X	X	2004	No	Not identified in large survey	Preschool version: 2-5 years Child version: 6-11 years	Teacher Rating Scale: 100-139; Parent Rating Scale: 134-160	Anger control, bullying, developmental social disorders, emotional self-control, executive functioning, negative emotionality, and resiliency	4 point scale ranging from never to almost always	Information not available	Spanish (parent scale only)	
8	Behavior Problems Index (BPI)	https://www.nlsinfo.org/content/cohort/nlsy79-children/topical-guide/assessments/behavior-problems-index-bpi http://www.childtrends.org/wp-content/uploads/2013/11/1991-03BehaviorProblemIndex.pdf NYLS Child Handbook 1990 Part 1: https://www.nlsinfo.org/sites/nlsinfo.org/files/attachments/121214/ChildHandbook1990%20part%201.pdf Part 2: https://www.nlsinfo.org/sites/nlsinfo.org/files/attachments/121214/ChildHandbook1990%20part%202.pdf			X			1986	Yes	National Longitudinal Survey of Youth 1979 (Children of the NLSY); FACES	4 and older	28	Antisocial behavior, anxiousness/depression, headstrongness, hyperactivity, immaturity, dependency, and peer conflict/social withdrawal	3 point scale ranging from often true to not true	Argues too much. Is not liked by other children. Demands a lot of attention.	No	
9	Behavior Rating Inventory of Executive Function -Preschool Version (BRIEF-P)	Personal communication with the FACES research team Gioia, G. A., Espy, K. A., & Isquith, P. K. (2003). <i>The Behavior Rating Inventory of Executive Function-Preschool version (BRIEF-P)</i> . Odessa, FL: Psychological Assessment http://www4.parinc.com/Products/Product.aspx?ProductID=BRIEF-P				X	X	2003	No	Not identified in large survey	2-5 years	63	Inhibit (16), shift (10), emotional control (10), working memory (17), and plan/organize (10)	3 point scale: never, sometimes, always	Information not available	Yes (Arabic, Brazilian Portuguese, Chinese, Dutch, Finnish, German, Hebrew, Hungarian, Japadholia, Kannada, Korean, Latvian, Luganda, Lusogo, Norwegian, Polish, Portuguese, Russian, Spanish, Swahili, Teso, Thai, and Turkish)	
10	Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II)	http://www.psy.miami.edu/faculty/dmessenger/c_c/rsrscs/rdgs/coke/Behavior_Predicts_Performance_JE_InPress.pdf Compendium of Screening Tools for Early Childhood Social-Emotional Development User's Manual for the ECLS-B Longitudinal 9-month to 2-year Data File and Electronic Codebook		X		X		1993	Yes	ECLS-B (short-form used); National Early Head Start Research and Evaluation Project	2 months-2.5 years	30	Emotion regulation, motor quality, and orientation/engagement	5 point scale	No positive affect to prolonged displays of positive affect. Consistently resists relinquishing materials and/or refuses to accept new materials to consistently relinquishes materials and accepts new materials. Consistently lacks persistence to consistently persistent.	No	
11	Behavioral Style Questionnaire (BSQ), (part of the Carey Temperament Scales)	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8040-015&Mode=summary http://www.celf.ucla.edu/2010_conference_articles/Super_et_al_2008.pdf	X			X	X	1978	No	New York Longitudinal Study (NYLS)	3-7 years	100	Activity, regularity, approach, adaptability, intensity, mood, persistence, distractibility, and threshold	6 point scale ranging from almost never to almost always	The child enjoys games that involve running or jumping. The child sits calmly while watching TV or listening to music.	No	
12	Berkeley Puppet Interview (BPI)	Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casei.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures http://pages.uoregon.edu/dslab/BPI_files/1998%20Child%20Devo%20Measell%20et%20al.pdf	X		X			1998	Yes	NICHD SECCYD	Preschool and early primary	42	Self-perception scales: academic competence, achievement motivation, social competence, peer acceptance, depression/anxiety, and aggression/hostility. The measure also includes other subscales unrelated to social-emotional development	7-point scale ranging from very negative to very positive	Iggy: I have lots of friends. Ziggy: My parents' fights are about me. Ziggy: I don't have lots of friends. Iggy: My parents' fights are not about me. Iggy: How about you? Ziggy: How about your parents?	Spanish	

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		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
6	Assessment Behavior Scale	N/A	Time estimate not available; measure contains 8 items	Information not available.	Information not available	No	Clinician/trained observer	Internal consistency: acceptable (ranges from .72 to .84). No other type of reliability is reported.	Information not available.	Reliability information was computed using FACES cohorts. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
7	Behavior Assessment System for Children, Second Edition (BASC-2)	Information not available	10-20 minutes	Yes, Pearson	\$139 for starter set, then \$1.50 per scale form	No	Parent/teacher	Internal consistency: acceptable for composites (.80s - .90s); ranges from low/weak to acceptable for individual scales (.60s - .90s). Inter-rater reliability: "acceptable" according to source, between Teacher and Parent forms; no further info is available. Test-retest reliability: acceptable (.70s - .90s)	Construct validity: "good evidence" according to source; no further info is available. Convergent/concurrent validity: "good evidence" according to source, with the Achenbach Child Behavior Checklist (CBCL) and the Conners Comprehensive Behavior Rating Scales; no further info is available. No additional information identified.	The BASC-2 was standardized on a sample that included over 13,000 teacher report forms, parent rating scales, and self-report of personality forms, from children ages 2-18. It was normed based on current U.S. Census population characteristics. The sample included specific "special groups" for clinical comparisons (LD, Speech-Language, Cognitive Disability, EBD, Hearing Impairment, ADHD, Pervasive Developmental Disorder, and "other").
8	Behavior Problems Index (BPI)	N/A	Time estimate not available; measure contains 28 items	No	No cost	No	Parent	Internal consistency: ranges from low/weak to acceptable (.57 - .88). In FACES study, acceptable (.74 - .90). Test-retest reliability: low/weak (.63) No other type of reliability is reported.	Convergent/concurrent validity: "associated" according to source, with Peabody Individual Achievement Test scores. Construct validity: evidence comes from significant associations (exact figures not reported) between scores and sociodemographic characteristics (income, poverty, maternal education). No additional information identified.	Validated in the National Longitudinal Survey of Youth: Children of the NLSY (n = 8,500), with a nationally representative sample, diverse with respect to race/ethnicity and SES. Reliability information also came from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
9	Behavior Rating Inventory of Executive Function -Preschool Version (BRIEF-P)	Information not available	10-15 minutes to administer, 15-20 minutes to score	Yes, Psychological Assessment Resources, Inc. (PAR)	\$150 for introductory kit (includes 25 rating and scoring forms), then \$56/25rating forms and \$40/25 scoring forms	No	Parent/teacher/caregiver	Internal consistency: acceptable (.80-.90 for parents and .90-.97 for teachers). Test-retest reliability: acceptable for parents (.78-.90), low/weak to acceptable for teachers (.64-.94). NOTE: Would rate parent form strong; teacher form moderate.	No validity statistics reported in publically available technical information on publisher website - only noted that the BRIEF-P "demonstrates convergent and discriminant validity with other measures of inattention, hyperactivity-impulsivity, depression, atypicality, anxiety, and somatic complaints."	"Normative data are based on child ratings from 460 parents and 302 teachers from urban, suburban, and rural areas, reflecting 1999 U.S. Census estimates for race/ethnicity, gender, socioeconomic status, and age. Clinical samples included children with ADHD, prematurity, language disorders, and autism spectrum disorders and a mixed clinical group."
10	Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II)	N/A	15-60 minutes for the full battery, depending on the child's age	Yes, Psychological Assessment Resources, Inc. (PAR)	\$1,100 for kit	No	Clinician/trained observer	Internal consistency: acceptable (.73-.90) Inter-rater reliability: "acceptably high to strong results (above .60)" according to source, no further info is available. Test-retest reliability: low/weak to acceptable (.61-.71 for children 24 months of age).	Construct validity: ranges from weak/low to strong/high for correlation with the Bayley Mental Scale and the Bayley Psychomotor scale (.32 - .63). Predictive validity: demonstrates predictive validity with the Bayley Mental Scale and the Bayley Psychomotor scale (.42 - .61). No additional information identified.	Validated on a sample of 539 children who were admitted to Neonatal Intensive Care Units at birth. The sample was diverse with respect to race/ethnicity and SES.
11	Behavioral Style Questionnaire (BSQ), (part of the Carey Temperament Scales)	N/A	20 minutes	Yes, Pearson	\$141.85 for starter kit, then \$54.65/25 forms	No	Parent	Information specific to this part of the Carey Temperament Scales is not available.	Information specific to this part of the Carey Temperament Scales is not available.	Information not available
12	Berkeley Puppet Interview (BPI)	None	40 minutes	Yes	No cost for using the tool, but cost for training and certification	No	Clinician/trained observer	Internal consistency: acceptable for entire scale (.71), and subscales academic competence (.76), achievement motivation (.72), peer acceptance (.71), depression-anxiety (.77), and aggression-hostility (.70). Low/weak for social competence (.63). Test-retest reliability: low/weak, correlations between pre-K and grade 1 scores ranged from .24 - .58. No other type of reliability is reported.	Construct validity: scores for achievement motivation, social competence, and peer acceptance increased over time. Also, girls scored higher than boys in the depression-anxiety scale and boys scored higher than girls on the aggression-hostility scale. Convergent/concurrent validity: ranges from moderate to weak/low for correlations with teacher and parent ratings of the child (.09 to .30). No additional information identified.	97 two-parent families from the Greater San Francisco Bay area, 21% of whom were African American, Hispanic American, or Asian American. The sample consisted of 44 girls and 53 boys.

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13	Brief Scale of Temperament (BST)	http://www.ncbi.nlm.nih.gov/pubmed/10705582		X		X		2000	No	Not identified in large survey	Not age-bound, but validated with 4-7 year old children	5	None	6 point scale ranging from virtually never to almost always	Enjoyed or approached new situations or people. Adapted quickly to new events in environment. Showed relatively mild emotional reactions. Had mainly pleasant moods. Showed fairly regular bodily rhythms (such as when he/she gets hungry or sleepy).	No
14	Brown IDS Self-Concept Referents Test	http://www.eric.ed.gov:80/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED081815&ERICExtSearch_SearchType_0=no&accno=ED081815 http://www.eric.ed.gov:80/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED034808&ERICExtSearch_SearchType_0=no&accno=ED034808 http://repositories.tdl.org/ttu-ir/bitstream/handle/2346/21912/31295002194172.pdf?sequence=1		X				1966	No	Not identified in large survey	Preschool (age not specified, but one study used the measure on children 3-5 years)	60 (15 items, each asked through 4 "referents" described under "subscales")	Child describes self using 4 "referents": Self as Seen by Self; Self as Seen by Mother; Self as seen by Teacher; Self as Seen by Peers	Dichotomous polar opposites (e.g., smart vs. stupid, clean vs. dirty)	Now can you tell me, is ____ smart or is he stupid? Does ____'s mother think ____ is good looking or ugly? Does ____'s teacher think ____ is clean or dirty? Do other kids think ____ likes to play with them or does not like to play with them?	No
15	Challenging Situations Task (CST)	Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casel.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures http://denhamlab.gmu.edu/Publications%20PDFs/Denham,%20Bouril%20%20Belouad%201994.htm Denham et al 1991. http://files.eric.ed.gov/fulltext/ED337251.pdf	X	X				1994	No	Not identified in large survey	Preschool	6	None	Four categories of affective responses (i.e., happy, sad, angry, and neutral or "just okay"), and four categories of behavioral responses (i.e., prosocial, aggressive, manipulative, and avoidant)	The three situations chosen for inclusion in the CST were: (a) a peer knocking down a tower of blocks which the child was building; (b) being hit by a peer on the playground; and (c) entering a group of peers playing a game. The child was instructed to pretend that he or she was in that situation and to respond to questions as if it were a real situation for them.	No
16	Child Behavior Checklist (CBCL)	http://www.icpsr.umich.edu/icpsrweb/PHDCN/descriptions/cbcl-w1-w2-w3.jsp http://pluto.rhbs.rutgers.edu/vini/vaid/TestReport.asp?Code=CBCA Compendium of Screening Tools for Early Childhood Social-Emotional Development http://www.aseba.org/ordering/ASEBA%20Reliability%20and%20Validity-School%20Age.pdf			X	X		1991	Yes (for abbreviated form)	Project on Human Development in Chicago Neighborhoods; NICHD SECCYD. An abbreviated version of the CBCL - the Mental Health Indicator - is used in the NHIS. The MHI for 4-17 year olds was in the NHIS during the years 1997-2000. The MHI for 2-3 year olds has been in the NHIS since 1997. There are no validation studies for the abbreviated version of the MHI used in the NHIS.	2-3 and 4-18 years	100 (ages 2-3), 113 (ages 4-18)	Aggressive behavior, anxious/depressed, attention problems, delinquent rule-breaking behavior, social problems, somatic complaints, thought problems, withdrawn, externalizing, and internalizing	3 point scale ranging from not true to very true	Argues a lot. Behaves like the opposite sex. Demands a lot of attention. Disobedient at home.	Spanish
17	Child Behavior Scale (CBS)	http://psycnet.apa.org/journals/dev/32/6/1008/	X		X	X		1996	Yes	NICHD SECCYD	5-6 years	59	Aggressive with peers (7 items), prosocial with peers (10 items), asocial with peers (7 items), anxious-fearful (9 items), excluded by peers (7 items), and hyperactive-distractible (4 items)	3 point scale ranging from doesn't apply to certainly applies	Information not available	No
18	Child Development Inventory (CDI)	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Pa9670&Mode=summary http://www.fpnotebook.com/peds/neuro/ChildDvlpmntInvntry.htm http://www.childdevrev.com/page11/page59/files/cdi-manual.pdf	X					1992	No	Not identified in large survey	15 months-6 years	300 total, but number administered varies depending on child's age	Social (40 items), self help (40 items), gross motor (30 items), fine motor (30 items), expressive language (50 items), language comprehension (50 items), letters (15 items), numbers (15 items), general development (70 items)	Dichotomous scale (yes or no)	Greets people with "Hi" or similar expression. Makes or builds things with other children. Plays games that involve taking turns and usually waits for his(her) turn.	Spanish

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
13	Brief Scale of Temperament (BST)	N/A	Less than 5 minutes	No	No cost	No	Parent	Internal consistency: acceptable (ranges from .71 to .79). No other type of reliability is reported.	Convergent/Concurrent validity: correlations with the Behavioral Styles Questionnaire (BSQ) and BSQ-5 range from not significant to strong/high (strongest correlation is -.68). No additional information identified.	Validated with 46 children aged 4-7 years.
14	Brown IDS Self-Concept Referents Test	N/A	Time estimate not available; measure contains 60 items	Information not available.	Information not available	Information not available	Clinician/trained observer	Internal consistency: acceptable (.72 in one study; .82 in another). Test-retest reliability: low/weak to acceptable (.71 in one study; .76 in another; .55 in follow-up study). No other type or reliability is reported.	Construct validity: higher maternal life stress is related to lower self-concept in the child; exact value of association is in manuscript, not publicly available; black kids scored lower than white kids.	Reliability information came from sample of 38 lower socioeconomic status Black and 36 upper-middle socioeconomic status white four-year-old children. Validity information came from sample of Black mothers from lower-income families and their 186 children (aged 3 yrs 6 mo to 4 yrs 10 mo).
15	Challenging Situations Task (CST)	N/A	15 minutes	No	None	No	Clinician/trained observer	Internal consistency: for emotion response and behavioral response, low/weak (.43 and .54, respectively); inter-item average correlations ranged from .20 to .28. No other type of reliability is reported.	Convergent/concurrent validity: "related to academic competence, behavior problems, emotion knowledge (as measured by Denham's Affect Knowledge Test), and teacher ratings of classroom social behavior," according to source, no further info is available. No additional information identified.	28 preschool children, 27 of whom were Caucasian. 50% male.
16	Child Behavior Checklist (CBCL)	Information not available	15 minutes	Yes, ASEBA	\$160 for starter kit, then \$25/50 forms	No	Parent/teacher	Internal consistency: acceptable (.78-.97) Inter-rater reliability: acceptable (.93-.96) Test-retest reliability: acceptable (.95-1.00)	Convergent/Concurrent validity: "acceptably high to strong results (above .60)" according to source; no further info is available. Predictive validity: "acceptably high to strong results (above .60)" according to source; no further info is available. Content Validity: all items "discriminate significantly (p < .01) between demographically similar referred and nonreferred children;" referred children have higher odds of borderline/clinical CBCL scores than nonreferred children on scales of empirically-based and DSM-oriented problems, from the lowest odds for DSM somatic complaints (OR = 4) to the highest for DSM conduct problems (OR = 17); other scales include withdrawn/depression (OR = 10), thought and attention problems (ORs = 12), aggressive behavior (OR = 16), and affective problems (OR = 13). Additionally, the California Evidence-Based Clearinghouse for Child Welfare gives a validity rating of "A" to the CBCL. An "A" rating means 2 or more published, peer-reviewed studies have demonstrated that the measure is reliable and valid. No additional information identified.	Validated on a sample of 1,753 children from diverse backgrounds (from Manual). Validated on sample of 128 preschool children with Autism Spectrum Disorder. Validated on sample of 707 adopted female children from China, aged 1.5-6 years. Validated on 19,106 children, age 18-71 months, in 23 societies in Asia, Australasia, Europe, the Middle East, and South America.
17	Child Behavior Scale (CBS)	N/A	20 minutes	Information not available	Information not available	No	Teacher	Internal consistency: low/weak to acceptable (.54-.83). No other type of reliability is reported.	Convergent/Concurrent validity: "moderately correlated to observational ratings of classroom behavior" according to source; no further info is given. No additional information identified.	Developed and validated on a sample of 412 kindergarten children from the Midwest.
18	Child Development Inventory (CDI)	Information not available	30-50 minutes	Yes, Pearson and Behavior Science Systems, Inc.	\$85.45 for kit	No, but a screener version is available	Parent	Internal consistency: low/weak to acceptable (.48-.89 for subscale and self help subscales across ages 1 to 6) No other type of reliability is reported.	Construct validity: strong/high correlation between social subscale and age (.81), and between self help subscale and age (.84). Predictive validity: No evidence of predictive validity for social and self help subscales with end-of-kindergarten math and reading skills achievement tests (non-significant relations). Sensitivity: moderate (.80) Specificity: moderate (.70) No additional information identified.	Norming sample was 568 children ages 1-6 from South Saint Paul, Minnesota, a 95% white working class community.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
19	Child-Parent Relationship Scale (CPRS) (Note: measure is no longer used or supported in Planta's (the developer) research)	http://curry.virginia.edu/academics/directory/robert-c.-pianta/measures	X					1992	Yes	NICHD SECCYD	3-12 years	15	Conflict (8 items) and closeness (7 items)	5 point scale ranging from definitely does not apply to definitely applies	I share an affectionate, warm relationship with my child. My child values his/her relationship with me. My child is overly dependent on me.	No	
20	Childhood Executive Function Inventory (CHEXI)	http://www.chexi.se/ Thorell, L. B., & Nyberg, L. (2008). The Childhood Executive Functioning Inventory (CHEXI): A new rating instrument for parents and teachers. <i>Developmental Neuropsychology</i> , 33(4), 536-552				X	X	2008	No	Not identified in large survey	4-15 years	24 (+2 optional questions)	Working memory (9), planning (4), inhibition (6), regulation (5) Factor analysis revealed only two factors, called working memory (13) and inhibition (11)	5 point scale: 1 = definitely not true, 2 = not true, 3 = partially true, 4 = true, and 5 = definitely true	Has difficulty understanding verbal instructions unless he/she is shown how to do something. Has difficulty with task or activities that involve several steps. Has difficulty holding back his/her activity despite being told to do so. Seldom seems able to motivate him-/herself to do something that he/she doesn't want to do.	Yes, Swedish, Spanish, Galican, Persian, and French	
21	Children's Self-Social Constructs Test: Preschool Form-Self-Esteem Subtest	Social Development Measures - 0 to 5 years old		X				1974	No	Not identified in large survey	Preschool	Information not available	Information not available	Child points to pictures	Information not available	No	
22	Colorado Childhood Temperament Inventory (CCTI)	http://psych.colorado.edu/~carey/Courses/PSYC5112/Readings/temperament_Rowe.pdf http://libres.uncg.edu/ir/uncg/f/umi-uncg-1235.pdf http://www.rubin-lab.umd.edu/pubs/Downloadable%20pdfs/kenneth_rubin/Conflict%20and%20aggression/jonesharden.pdf http://www.sciencedirect.com/science/article/pii/S0885200603000450	X	X		X	X	1977	No	Not identified in large survey	1-6 years	30	Sociability, emotionality, activity, attention-span persistence, reaction to food, and soothability	5 point scale ranging from strongly agree to strongly disagree	Child makes friends easily. Child gets upset easily. Child is very energetic. Plays with single toy for long periods of time.	No	
23	Cooper Farran Behavioral Rating Scale (CFBRS)	http://books.google.com/books?id=dYhRU_dOoAc&pg=PA319&lpg=PA319&dq=Cooper+Farran+Behavioral+Rating+Scale&source=bl&ots=3Ew24FVFI&sig=TwPK3Lc2XNTw-zoX9Pn80_AQ5zI&hl=en&sa=X&ei=8Qx_UIGUIOc9QTu74HwAg&ved=0CC8Q6AEwAw#v=onepage&q=Cooper%20Farran%20Behavioral%20Rating%20Scale&f=false	X					1991	Yes	Head Start CARES	Kindergarten-2nd grade	37	Interpersonal social skills and work-related skills	7 point scale specific to each item	Response to helpful criticism from teacher. Performance of daily nonacademic tasks. Conformity to noise level of classroom.	Spanish	
24	Devereux Early Childhood Assessment-Clinical Form (DECA-C)	http://www.devereux.org/site/PageServer?pagename=ces_index http://www.devereux.org/site/DocServer/DECA-C-Monograph.pdf?docID=3721 http://ectacenter.org/~pdfs/pubs/screening.pdf http://www.tandfonline.com/doi/abs/10.1080/10409289.2011.565722	X	X	X	X		2003	No	Not identified in large survey	2-5 years	62	Initiative, self-control, attachment, attention problems, aggression, withdrawal/depression, and emotional control problems	5 point scale ranging from never to very frequently	Do things for himself/herself. Control his/her anger. Show affection for familiar adults. Have difficulty following a routine. Withdraw from or avoid children/adults.	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
19	Child-Parent Relationship Scale (CPRS) (Note: measure is no longer used or supported in Planta's (the developer) research)	N/A	10 minutes	No	No cost	Yes	Parent	Internal consistency: ranges from low/weak to acceptable (.64 - .84) Inter-rater reliability: acceptable (exceeded .83) No other type of reliability is reported.	Convergent/concurrent validity: "significantly correlated," according to source, with the externalizing and total problems subscales of the Child Behavior Checklist for both mothers and fathers; no further info is available. No additional information identified.	499 children at 54 months and first grade.
20	Childhood Executive Function Inventory (CHEXI)	Information not available	5-10 minutes (estimate)	Information not available	Free	No	Parent/ teacher	Test-retest reliability: acceptable; .89 for total measure (ranged from .75 to .86 for individual subscales).	Construct validity assessed with lab measures of EF ranges from weak/low to moderate (.07-.39) depending on rater and factor. Convergent/concurrent validity- Relations to ADHD symptoms weak/low to moderate: working memory and inhibition factors were significantly correlated with hyperactivity/impulsivity (ranging from .28 to .36 depending on rater and factor) and inattention (ranging from .21 to .27 with parent reported working memory not correlated). Relations to early academic skills weak/low to moderate: working memory and inhibition factors were significantly correlate early language (ranging from -.16 to -.46) and math skills (ranging from -.24 to .42 with parent reported inhibition not correlated) All associations held after controlling for lab measures of EF.	162 (55% boys) 4- to 7-year-old children recruited from Swedish preschools and kindergartens. Moms and teachers completed questionnaires.
21	Children's Self-Social Constructs Test: Preschool Form-Self-Esteem Subtest	N/A	Information not available	Information not available	Information not available	No	Clinician/trained observer	Internal consistency: ranges from low/weak to acceptable (type of internal consistency cited here is split-half reliability, and ranges from .65 to .77). More information is available in the following report for purchase: Design for a National Evaluation of Social Competence in Head Start Children. No other type of reliability is reported.	Information not available. More information is available in the following report for purchase: Design for a National Evaluation of Social Competence in Head Start Children.	Information not available. More information is available in the following report for purchase: Design for a National Evaluation of Social Competence in Head Start Children.
22	Colorado Childhood Temperament Inventory (CCTI)	N/A	Time estimate not available; measure contains 30 items	No	No cost	No	Parent	Internal consistency: acceptable (.73-.88). Test-retest reliability: low/weak to moderate (.43-.80). No other type of reliability is reported.	Convergent/concurrent validity: ranges from low/weak to strong/high. In Harden et al. (2000), CBCL externalizing symptoms were correlated with CCTI negative emotionality (.55), (emotionality - soothability, r = .49), attention (-.23), and soothability (-.17). In Coplan et al. (2003), parent report of challenging behaviors was correlated with negative affect (r = .22) and inattention (.21); social competence was negatively correlated with negative affect (-.24), inattention (-.21), and shyness (-.19); internalizing behaviors were positively correlated with shyness (.28); externalizing behaviors were correlated with inattention (.24) and shyness (-.24).	Reliability information came from a sample of 182 twins (91 mothers), recruited via twin clubs. Most of the mothers were white and middle or upper class.
23	Cooper Farran Behavioral Rating Scale (CFBRS)	Information not available	10-15 minutes	Yes, Clinical Psychology Company, Inc	Information not available	No	Teacher	Internal consistency: acceptable (.94 or higher) Inter-rater reliability: low/weak (.31-.68); additionally, .78 for interpersonal skills subscale; .79 for work-related skills subscale. No other type of reliability is reported.	Convergent/Concurrent validity: strong/high (.53). Specificity: "work-related skills subscale is more predictive of referral to special ed than other characteristics," according to source; no other info available. No additional information identified.	67% (650 children) of the kindergartners in 2 large school districts in NC during 1982-83 school year. All reporters (teachers) were female and had an average of 6.6 years of experience teaching K. Standardized on 1490 kindergartners in NC and Hawaii in 1982-3 and 1985-6.
24	Devereux Early Childhood Assessment-Clinical Form (DECA-C)	N/A	15 minutes	Yes, Kaplan Early Learning Company	\$125.95 for kit	No	Parent/teacher	Internal consistency: low/weak to acceptable (.66-.78) for parent raters; acceptable (.80-.90) for teacher raters. In a study of ethnically diverse children living in poverty (Crane et al., 2011), internal consistency was acceptable for parents (.71-.94) and teachers (.80-.94); correlations between parent and teacher ratings ranged from .18-.30. Inter-rater reliability: low/weak (.59-.77) Test-retest reliability: ranges from low/weak to acceptable (.55-.91)	Predictive validity: "moderate (below .60)" according to source; no further info is available. Construct validity: strong/high (.65) Specificity/sensitivity: children with a clinical diagnosis scores significantly higher than children without a clinical diagnosis. No additional information identified.	Standardized on 1,108 preschool children, aged 2-5. The sample approximated the population of preschoolers in the United States with respect to race, ethnicity, region of residence, and family income.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
25	Dimensional Change Card Sort (DCCS)	http://www.nihtoolbox.org/WhatAndWhy/Cognition/ExecutiveFunction/Pages/NIH-Toolbox-Dimensional-Change-Card-Sort-Test.aspx http://www.ncbi.nlm.nih.gov/pubmed/17406248 http://www.sciencedirect.com/science/article/pii/S0885201495900241					X	1995	Yes	ECLS-K: 2011; Head Start REDI; National Children's Study; NIH Toolbox	Different versions may be used across the lifespan - the standard version is appropriate for children with a mental age of 2.5-5 and the border version for children 5-7)	In early childhood, game includes 2 demo trials, 6 pre-switch trials, 6 post-switch trials, and if appropriate, 12 border version trials	N/A	Requires sorting cards into one of two sorting trays	"Say, 'Here's a blue rabbit and here's a red boat.' Then say, 'Now, we're going to play a card game. This is the color game. In the color game, all the blue ones go here [pointing to the tray on the left], and all the red ones go there [pointing to the tray on the right].'"	Spanish available (note: materials do not require translation, but script could be easily translated)	
26	Early Development Instrument (EDI)	http://www.offordcentre.com/readiness/pubs/2007_12_FINAL.EDI.HANDBOOK.pdf http://www.tandfonline.com/toc/heed20/18/3# .Uqn4D6WQz1o	X	X				2004	Yes	National Longitudinal Survey of Children and Youth; also widely used in Canada and the US	4-6 years	104	Physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge, special skills, and special problems	3 point scale ranging from often or very true to never or not true, including an option for don't know	Respects the property of others. Is able to play with various children. Follows rules and instructions.	French	
27	Emotion Regulation Checklist	Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casel.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures http://psycnet.apa.org/journals/dev/33/6/906/ http://www.tandfonline.com/doi/abs/10.1207/s15566935eed1201_5		X	X	X		1997	No	Not identified in large survey	Preschool and early primary	24	Liberty/negativity and emotion regulation	4 point Likert scale: rarely/never, sometimes, often, almost never	Exhibits wide mood swings. Is easily frustrated. Is a cheerful child. Responds positively to neutral or friendly overtures by adults. Can say when s/he is feeling sad, angry or mad, fearful or afraid.	No	
28	Emotion Recognition Questionnaire (ERQ)	http://www.tandfonline.com/doi/abs/10.1207/s15374424jccp1704_4# .UqticnCsJpY http://www.fasttrackproject.org/technical-reports.php#erq http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2791964/		X				1988	No	Fast Track Project, Head Start REDI	Not identified, but developed with 5 to 6-year-old children	30 vignettes (adapted to 16 in Fast Track)	Recognition of the following emotions are assessed in 5 vignettes each for a total of 30 vignettes: happy, sad, surprised, disgusted, afraid, and angry	Examiner reads three feeling words after each vignette and the child states which feeling best describes the story. In Fast Track and Head Start REDI, the interviewer used drawings rather than verbal descriptions of feelings.	Johnny wanted his friends to come over to play. So he asked them, and they came to play with him at his house. Susie and her little sister have a pet dog. The dog is sick and going to die.	No	
29	Family Life Project - Executive Functioning Battery: Animal Go No-Go (GNG)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHDPdf					X	2003	No	Family Life Project (FLP)	3-5 years	7	None	Correct/Incorrect	Children are presented with a large button that makes a clicking sound when it is pressed. Children are instructed to click their button every time that they see an animal, except when that animal is a pig.	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
25	Dimensional Change Card Sort (DCCS)	Spanish version not yet validated - will happen in upcoming NIH Toolbox norming study	5 minutes for standard version + 5 minutes for border version if appropriate	No	No cost	Yes	Trained administrator	Test-retest ICC in NIH Toolbox validation study: acceptable for children ages 3-15 (.92).	Convergent/concurrent validity: low/weak to high with performance on DCCS is significantly positively correlated with theory of mind tasks across children 3- to 4-years-old (.25-.53 in Frye et al., 1995; .27-.40 in Carlson & Moses, 2001). NIH Toolbox validation study: Convergent validity (measured with D-KEFS Inhibition) -.51 and discriminant validity (measured with PPVT-4) .14 for ages 8-85.	Zelazo first published with 3- to 5-year-old children. NIH Toolbox: "A sample of 4,859 participants, ages 3-85 – representative of the U.S. population based on gender, ethnicity, race, and socioeconomic status – was administered all of the NIH Toolbox measures at sites around the country (n = 2,917 English-speaking children, ages 3-17; n = 496 Spanish-speaking children, ages 3-7; n = 1,038 English-speaking adults, ages 18-85; n = 408 Spanish-speaking adults, ages 18-85).
26	Early Development Instrument (EDI)	Information not available	20 minutes	Yes, Offord Centre for Child Studies, (OCCS), McMaster University	No cost	No	Teacher	Internal consistency: acceptable (.84 - .96) Test-retest reliability: acceptable (.82 - .94) Inter-rater reliability: low/weak to acceptable (.53 - .80) for school teacher-day care teacher; low/weak (.36 - .64) for parent-teacher. No other type of reliability is reported.	Convergent/concurrent validity: strong/high (.52 - .73) with FirstSTEP (a screening test for preschoolers); ranges from low/weak to strong/high (.05 - .57) with the Peabody Picture Vocabulary Test of receptive language. Predictive validity: There is little evidence of predictive validity for the social and emotional areas on the EDI (correlations with the Strengths and Difficulties Questionnaire were -.19 and -.20; in Forget-Dubois et al 2007, the social competence and emotional maturity scales did not significantly predict school achievement). Construct validity: low/weak in Janus & Duka, significant correlations with socioeconomic predictors, range -.05-.23.	Validated with a sample of 122 children, measuring concurrent validity with FirstSTEP. Validated with a sample of 1700 children, measuring concurrent validity with Peabody Picture Vocabulary Test of receptive vocabulary. Validated in Australia with 4,319 children aged 4-5. Validated in Jamaica with sample of 151 children from 18 schools across rural/urban and small/medium/large schools.
27	Emotion Regulation Checklist	N/A	10 minutes	Yes, Educational Testing Services	\$25 for the "ebook" (unclear what is contained in the ebook)	No	Parent/teacher	Internal consistency: acceptable (.83) for emotion regulation and (.96) for lability/negativity subscales. No other type of reliability is reported.	Convergent/Concurrent validity: strong/high (.68 for emotion regulation subscale and -.79 with lability/negativity subscale) with Emotion Regulation Q-Scale. Predictive validity: "Overall emotion regulation at the start of the preschool year was associated with school adjustment at year's end, whereas early emotional lability/negativity predicted poorer outcomes" according to source; no further info is available. Sensitivity/specificity: "distinguishes well regulated from dysregulated children" according to source; no further info is available. No additional information identified.	The participants in the validation study were 143 maltreated children (52 girls and 91 boys) and 80 non maltreated comparison children (29 girls and 51 boys), aged 6 to 12 years (Avg. = 9 years 11 months). Groups were equivalent on age, sex, and minority status: Sixty-nine percent of the maltreated children and 75% of the non maltreated children were Hispanic, African American, or biracial; the remainder of each group was Caucasian. The two groups also were matched on socioeconomic status in that both maltreating and non maltreating families were impoverished: Total yearly income, which included public assistance payments, averaged \$18,200.00 for maltreating families, whereas non maltreating families' incomes averaged \$ 15,700.00.
28	Emotion Recognition Questionnaire (ERQ)	N/A	Time estimate not available; original measure contains 30 vignettes	No	Free (contact Dr. Shella Ribordy at sribordy@wppost.depaul.edu)	Yes. Fast Track used 16 items assessing only happy, sad, angry, and afraid	Trained observer	Internal consistency estimates range from low/weak to acceptable across years 1-3 (range = .05-.70) (Fast Track study).	In Fast Track, kindergarten emotion knowledge significantly predicted third grade academic grades (beta = 0.39).	45 5- and 6-year-old kindergarten children from a racially mixed, predominantly lower- and middle-class backgrounds.
29	Family Life Project - Executive Functioning Battery: Animal Go No-Go (GNG)	N/A	Time estimate not available; measure contains 7 items	No	Information not available	No	Clinician/trained observer	Test-retest reliability: low/weak (.58) Age 5: Items hold together well as one factor (determined by model fit indices only). No other type of reliability is reported. ***** Reliability for the entire Executive Functioning Battery (all 6 tasks) Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64. Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95). Age 5: Items hold together well as one factor (as determined by model fit indices only).	Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .20 to .28 (weak/low). No other type of validity is reported. ***** Validity for the entire Executive Functioning Battery (all 6 tasks) Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94). Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).	Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
30	Family Life Project - Executive Functioning Battery: Pick the Picture (PTP)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHd.pdf					X	2003	No	Family Life Project (FLP)	3-5 years	8	None	Each picture set is scored as a single ordinal item that reflects the number of consecutive correct responses beginning at the second picture of any given set (because the first picture in any set serves as a reference picture against which all responses are judged).	Children are presented with a set of pictures. For each set, they are instructed to pick each picture so that all of the pictures "get a turn." For example, in the two-picture condition, they might see a page with pictures of an apple and a dog. On the first page, they pick (touch) either of the two pictures (child preference). On the second page, the same two pictures are presented but in a different order. Children are instructed to pick a different picture so that each picture gets a turn. Children received two-, three-, four-, and six-picture sets.	No	
31	Family Life Project - Executive Functioning Battery: Silly Sound Stroop (SSS)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHd.pdf					X	2003	No	Family Life Project (FLP)	3-5 years	15	None	Correct/Incorrect	Children are instructed to make the sound of a dog when shown a line drawing of a cat and to make the sound of a cat when shown a line drawing of a dog.	No	
32	Family Life Project - Executive Functioning Battery: Something's the Same (STS)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHd.pdf					X	2003	No	Family Life Project (FLP)	3-5 years	16	None	Correct/Incorrect	Children are first presented with a page on which there are two line-drawn items that are similar in terms of shape, size, or color. The examiner draws the child's attention to the dimension along which the items are similar, stating "See, here are two pictures. These pictures are the same, they are both (cats, blue, big, etc.)." The examiner then flips a page, which presents the same two items again, to the right of which is a dashed vertical line and a picture of a third item. The new third item is similar to one of the first two items along a second dimension that is different from the similarity of the first two items. For example, if the first two items were similar in terms of shape, the third item would be similar to one of the first two items in terms of either size or color. When presenting the new, third item to the child the examiner states to the child, "See, here is a new picture. The new picture is the same as one of these two pictures. Show me which of these two pictures is the same as this new picture?"	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
30	Family Life Project - Executive Functioning Battery: Pick the Picture (PTP)	N/A	Time estimate not available; measure contains 8 items	No	Information not available	No	Clinician/trained observer	<p>Test-retest reliability: low/weak (.61)</p> <p>Age 5: Items hold together well as one factor (determined by model fit indices only).</p> <p>No other type of reliability is reported. *****</p> <p>Reliability for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64.</p> <p>Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95).</p>	<p>Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .24 to .37 (weak/low to moderate).</p> <p>*****</p> <p>Validity for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94).</p> <p>Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).</p>	<p>Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.</p>
31	Family Life Project - Executive Functioning Battery: Silly Sound Stroop (SSS)	N/A	Time estimate not available; measure contains 15 items	No	Information not available	No	Clinician/trained observer	<p>Test-retest reliability: low/weak (.52)</p> <p>Age 5: Items hold together well as two orthogonal factors (determined by model fit indices only).</p> <p>No other type of reliability is reported. *****</p> <p>Reliability for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64.</p> <p>Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95).</p> <p>Age 5: Items hold together well as two orthogonal factors (as determined by model fit indices only).</p>	<p>Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .14 to .25 (weak/low).</p> <p>No other type of validity is reported. *****</p> <p>Validity for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94).</p> <p>Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).</p>	<p>Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.</p>
32	Family Life Project - Executive Functioning Battery: Something's the Same (STS)	N/A	Time estimate not available; measure contains 16 items	No	Information not available	No	Clinician/trained observer	<p>Test-retest reliability: low/weak (.65)</p> <p>Age 5: Items hold together well as three orthogonal factors (as determined by model fit indices only).</p> <p>No other type of reliability is reported. *****</p> <p>Reliability for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64.</p> <p>Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95).</p>	<p>Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .22 to .38 (weak/low to moderate).</p> <p>No other type of validity is reported. *****</p> <p>Validity for the entire Executive Functioning Battery (all 6 tasks)</p> <p>Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94).</p> <p>Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).</p>	<p>Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.</p>

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
33	Family Life Project - Executive Functioning Battery: Spatial Conflict Arrows (SCA)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHd.pdf					X	2003	No	Family Life Project (FLP)	3-5 years	11	None	Correct/Incorrect	A response card, which has two side-by-side black circles that are referred to as "buttons," is placed in front of the child. The administrator turns pages that depict either a left-pointing or right-pointing arrow. The child is instructed to touch the leftmost button with his or her left hand when the arrow points to the left and to touch the rightmost button with his or her right hand when the arrow points to the right. Across the first eight trials, arrows are depicted centrally (in the center of the page). For items 9-22, left- and right-pointing arrows are depicted laterally, with left-pointing arrows always appearing on the left side of the flip book page (left arrows appear "above" the left button) and right-pointing arrows always appearing on the right side of the flip book page (right arrows appear above the right button). For items 23-35, left- and right-pointing arrows begin to be depicted contra-laterally, with left-pointing arrows usually (though not exclusively) appearing on the right side of the flip book page ("above" the right button of the response card) and right-pointing arrows appearing on the left side of the flip book page (above the left button of the response card).	No	
34	Family Life Project - Executive Functioning Battery: Working Memory Span (WM)	http://www.researchgate.net/publication/44653915_The_measurement_of_executive_function_at_age_3_years_psychometric_properties_and_criterion_validity_of_a_new_battery_of_tasks http://harrisschool.uchicago.edu/sites/default/files/Executive%20Function%20in%20Early%20Childhood.pdf http://www.nichd.nih.gov/about/meetings/2010/Documents/Willoughby_EF_NICHd.pdf					X	2003	No	Family Life Project (FLP)	3-5 years	7	None	Correct/Incorrect	Children are presented with a line drawing of an animal figure above which is a colored dot. Both the animal and the colored dot are located within the outline of a house. The examiner asks the child to name the animal and then to name the color. The examiner then turns the page, which only shows the outline of the house from the previous page. The examiner then asks the child which animal was/lived in the house.	No	
35	Head Toes Knees Shoulder Task (HTKS; more complex version of Head-to-Toes [HTT] task)	http://ies.ed.gov/ncer/projects/grant.asp?ProgID=7&grantId=1028 http://www.eurekalert.org/pub_releases/2009-06/osu-sgp060809.php https://my.vanderbilt.edu/toolsofthemindevaluation/files/2012/01/HTKS.pdf http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/10409/Pretext_pages_%26_Dissertation_final-REVISED.pdf?sequence=1					X	2008	No	Not identified in large survey	3-7 years	20	Head-Toes task (10 items), knees-shoulder task (10 items)	2 points for responding correctly, 1 point for self-correcting (initial movement to the incorrect response but ending with the correct respond), and 0 points for responding incorrectly	Structured observation requiring children to perform the opposite of a response to four different oral commands. For example, children were instructed to touch their toes if told to touch their head, and vice versa.	Spanish, French, Mandarin Chinese	
36	Individualized Classroom Assessment Scoring System (inCLASS)	http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3501735/	X	X	X					Not identified in large survey	3-5 years	9	Teacher Interactions: positive engagement with the teacher, teacher communication, teacher conflict Peer interactions: peer sociability, peer assertiveness, peer communication, peer conflict Task orientation: engagement within tasks, self-reliance	7 point scale ranging from low (1) to high (7)	Positive Engagement with Teacher measures the degree to which the child is emotionally connected to the teacher(s) and adults, including seeking and enjoying interactions with them, and using them as a secure base. Peer Sociability measures the degree to which the child experiences positive emotions and behaviors with other children, including the tendency to seek peer interactions, show social awareness and respond in a manner that peers react positively to.	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
33	Family Life Project - Executive Functioning Battery: Spatial Conflict Arrows (SCA)	N/A	Time estimate not available; measure contains 11 items	No	Information not available	No	Clinician/trained observer	Test-retest reliability: low/weak (.66) Age 5: Items hold together well as one factor using only 10 of the 11 items (as determined by model fit indices only). No other type of reliability is reported. ***** Reliability for the entire Executive Functioning Battery (all 6 tasks) Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64. Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95).	Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .14 to .24 (weak/low). No other type of validity is reported. ***** Validity for the entire Executive Functioning Battery (all 6 tasks) Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94). Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).	Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.
34	Family Life Project - Executive Functioning Battery: Working Memory Span (WM)	N/A	Time estimate not available; measure contains 7 items	No	Information not available	No	Clinician/trained observer	Test-retest reliability: low/weak (.57) Age 5: Items hold together well as one factor (determined by model fit indices only). No other type of reliability is reported. ***** Reliability for the entire Executive Functioning Battery (all 6 tasks) Ages 3 & 5: All 6 tasks hold together well as one factor (one factor at age 3 and one factor at age 5); model fit is good; factor loadings ranging from .43 to .64. Test-retest reliability of the latent factor from age 3 to 5: acceptable (.95).	Convergent/Concurrent Validity: Age 5: Correlations with academic/cognitive assessments (ECLS-K math, Woodcock-Johnson, and Test of Preschool Early Literacy) ranged from .06 to .20 (weak/low). No other type of validity is reported. ***** Validity for the entire Executive Functioning Battery (all 6 tasks) Convergent/Concurrent Validity: the EF Battery latent factor is strongly/highly associated with the following: an academic achievement latent factor (.70); an ADHD factor (-.71); and an IQ factor (.94). Construct validity: correlation of the EF Battery with age is strong/high (.55 to .66).	Young children and their families were recruited from three counties in Eastern North Carolina and three counties in Central Pennsylvania, selected to be indicative of the Black South and Appalachia, respectively; all counties had high poverty rates. Sampling procedures were employed to recruit a representative sample of 1,292 children whose families resided in one of the six counties at the time of the child's birth. Low-income families in both states and African American families in North Carolina were oversampled (African American families were not oversampled in Pennsylvania because the target communities were at least 95% non-African American). Children were assessed at age 3 and again at age 5.
35	Head Toes Knees Shoulder Task (HTKS; more complex version of Head-to-Toes [HTT] task)	Information not available	10 minutes	No	No cost	Yes (Head-Toes Task)	Clinician/trained observer	University of Oregon currently conducting validation study.	University of Oregon currently conducting validation study.	The Phase I study will involve 624 children from five existing datasets in Oregon, Michigan, and Virginia, and a pilot sample of 100 children and 30 teachers in Oregon. The combined samples are socioeconomically diverse and include a subgroup of Spanish-speaking children. The Phase II study participants will include a new sample of 340 children and their teachers from preschool classrooms in Oregon. The sample of children will be 50 percent minority (30 percent Spanish-speaking) and 60 percent low-income.
36	Individualized Classroom Assessment Scoring System (inCLASS)	N/A	15 min observation + 5 min scoring (4 observation cycles over 2 visits were completed in the validation study)	Yes, inclassobservation.com	\$1,000 for all materials + \$1,000 for training (not including cost of travel and other accommodations for the trainer)	no	Trained observer	Inter-rater reliability: acceptable; double-coders were within 1 point of one another 87% of the time (range 71-99%); ICC: .42 - .83.	Construct validity: weak/low to moderate; did not pick up on gender differences, but did pick up on age differences with age positively related to peer interactions (r = .48) and task orientation (r = .22). Convergent/concurrent validity with teacher ratings was weak/low to high. <u>Teacher interactions domain:</u> r = .25 with closeness, r = .23 with assertiveness <u>Peer interactions domain:</u> r = .41 with assertiveness, r = .23 with social communication, .31 with language and literacy skills, r = .19 with teacher conflict, r = -.24 with frustration tolerance <u>Task orientation domain:</u> r = .26 with task orientation, r = .30 with language and literacy, r = -.28 with problem behavior, <u>Conflict interactions domain:</u> r = .53 with conflict, r = .41 with problem behaviors, r = -.50 with frustration tolerance, r = .17 with assertiveness	145 mostly Caucasian children, aged 3-5, similar in SES

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Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
37	Infant Toddler Social Emotional Assessment (ITSEA)	http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8007-352 Assessment Instruments for Measuring Young Children's Social-Emotional Behavioral Development: http://cs.oxfordjournals.org/content/30/2/103.abstract The Infant-Toddler Social and Emotional Assessment (ITSEA): Factor Structure, Reliability, and Validity: http://link.springer.com/article/10.1023/A%3A1025449031360	X	X	X	X		2006	No	Not identified in large survey	12-36 months	166	4 domains divided into 17 scales: Externalizing (activity/impulsivity, aggression/defiance, peer aggression) Internalizing (depression/withdrawal, general anxiety, separation distress, inhibition to novelty) Dysregulation (sleep, negative emotionality, eating, sensory sensitivity) Competence (compliance, attention, imitation/play, mastery, motivation, empathy, and pro-social peer relations)	3 point scale: (0) Not true/rarely, (1) Somewhat true/sometimes, and (2) Very true/often.	Acts aggressive when frustrated. Is shy with new adults. Wakes up from scary dreams or nightmares.	Spanish	
38	Iowa Social Competency Scale - Preschool (ISCS-P)	http://epm.sagepub.com/content/41/3/851.extract	X					1981	No	Not identified in large survey	Preschool (3-5 years)	19	Social activator (11 items), hypersensitivity (3 items), and reassurance (5 items)	5 point scale ranging from behavior is almost never seen to behavior is almost always seen	Give directions to other during play. Get upset when teased by children. Join in play with unknown child.	No	
39	Leiter International Performance Scale-Revised (LEITER-R) - Examiner Rating Scale	http://portal.wpspublish.com/portal/page?_pageid=53,1146018,_dad=portal&_schema=PORTAL http://www.scribd.com/doc/95525052/131/Leiter-International-Performance-Scale-Revised-LEITER-R-1997 http://www.stoeltingco.com/leiter-r.html http://www.acl.hhs.gov/sites/default/files/opre/faces00_4thprogress.pdf A Guide to Assessment in Early Childhood (Washington State) http://archive.acl.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdiz.html Personal communication with FACES research team	X	X	X	X	X	1997	Yes	FACES (Attention Sustained Subtest only)	2-20 years	27	Attention (10 items), Organization/Impulse Control (8 items), Activity Level (4 items), and Sociability (5 items)	4 point scale ranging from rarely/never to usually/always	Not available (copyrighted).	No	
40	Matson Evaluation of Social Skills with Youngsters (MESSY)	http://bmo.sagepub.com/content/34/6/539.abstract	X		X	X		1983	No	Not identified in large survey	2-18 years	64	Inappropriate assertiveness/impulsiveness and appropriate social skills	5 point scale ranging from not at all to very much	Interrupts others when speaking. Bossy. Feels lonely.	Spanish, Chinese, Hebrew, French, Turkish, Slovakian, Japanese, Dutch, and Hindi	
41	Minnesota Preschool Affect Checklist-Revised/Shortened (MPAC-R/S)	Observing Preschoolers' Social-Emotional Behavior: Structure, Foundations, and Prediction of Early School Success. http://www.tandfonline.com/doi/pdf/10.1080/00221325.2011.597457 MPAC-R/S Training Manual (personal communication with Susanne Denham)	X	X	X	X		2012	No	Not identified in large survey	Preschool (3-4 years)	18	Positive affect (3), Negative affect (2), Involvement: Productive use of focused energy (2), Involvement: Unproductive use of unfocused energy (2), Lapses in impulse control and negative responses to frustration (2), Positive reactions to frustration (2), Unusual behavior (1), Skills in leading and joining (1)	0-1 time sampling method check item if it appears during the observation period	The child <u>directs positive affect specifically at a particular person</u> when already in contact with them. Affect is directed at a specific person. This behavior does not have to be in response to someone, but someone must be the target of the child's positive affect. The child displays context-related interpersonal aggression (verbal or physical). Someone does something to which the child responds with aggression. An emotionally arousing preceding event must be observed.	No	
42	Motor & Social Development Scale (MSD) Note: Given the information we had about this measure (subscales and sample items), this measure did not fit into any of the five sub domains.	https://www.nlsinfo.org/content/cohorts/nlsy79-children/topical-guide/assessments/motor-and-social-development-msd NLSY Child Handbook: Revised Edition						1986	Yes	National Longitudinal Survey of Youth 1979; National Health Interview Survey; National Health and Nutrition Examination Survey (NHANES II; 1988-94)	Birth-47 months	48 total items; mothers answer 15 items, which vary depending on child's age	None	Dichotomous scale	Smiled spontaneously. Washed hands by self. Gone to toilet alone.	Spanish	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
37	Infant Toddler Social Emotional Assessment (ITSEA)	Information not available	25-30 minutes	Yes, Pearson	\$226.70 for kit	Yes (BITSEA)	Parent/teacher	Internal consistency: ranges from low/weak and acceptable (.59 - .84) for the 17 scales; most scales are acceptable (above .70). Inter-rater reliability: ranges from low/weak to acceptable between the mother and father (.43 -.78) for the 17 scales (mean is .64). Test-retest reliability: ranges from low/weak to acceptable (.69 - .90) for the 17 scales and domains.	Construct validity: ranged from weak/low to strong/high (-.13 to .54). Convergent/concurrent validity: domains are correlated with the CBCL ranging from weak/low to strong/high (-.21 to .73); correlated with the Colorado Child Temperament Inventory ranging from weak/low to strong/high (-.18 to .57); weak/low with the Beck Anxiety Inventory (-.12 to .27); and weak/low with the Center for Epidemiology Scale for Depression (-.20 to .29). No additional information identified.	Validated and nationally standardized on a sample of 600 children based on the 2002 U.S. Census. Clinical groups include language delayed, premature, developmental delay, and autism spectrum disorder. Also normed on a sample of 1,235 children from 12-36 months, with 66% white, 17% black, 8% Hispanic, 2% Asian, 7% other. 18% of the sample were living below the poverty line and 16% were living in borderline poverty.
38	Iowa Social Competency Scale - Preschool (ISCS-P)	N/A	Time estimate not available; measure contains 19 items	Information not available	Information not available	No	Parent	Information not available. Authors reported factor analysis statistics from analysis of longer scales, but also reported that further research is needed to establish reliability and validity.	Information not available	Reliability calculated using a sample of 436 parents of preschool children in 7 states in the Midwest.
39	Leiter International Performance Scale-Revised (LEITER-R) - Examiner Rating Scale	N/A	5 minutes	Yes - Stoelting Co.	\$1,095 starter kit, then \$33/20 forms	No	Clinician/trained observer	Internal consistency: acceptable (.71-.98) No other type of reliability is reported.	Convergent/Concurrent validity: strong/high (.85) with WISC-III Full Scale IQ; strong/high (.85) with the original Leiter IQ scale. No additional information identified.	Normed on 1,792 typical and 692 atypical children and teens of varied backgrounds. Reliability information for the Attention Sustained subscale of the Leiter was computed a FACES sample. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
40	Matson Evaluation of Social Skills with Youngsters (MESSY)	Information not available	Time estimate not available; measure contains 64 items	Information not available	Information not available	No	Parent/teacher	Internal consistency: acceptable (.84) Test-retest reliability for teacher rating scale: low/weak to acceptable (.60-.80). No other type of reliability is reported.	Convergent/Concurrent validity: ranges from weak/low to strong/high with the Behavior Assessment System for Children, Second Edition (BASC-2) (-.24 to -.67); also, moderate for correlation with the Autism Spectrum Disorder-Comorbidity for Children (ASD-CC) (.38 and .43 for different subscales). No additional information identified.	Validated (in a validation study) on a large, diverse typically developing sample as well as multiple samples of atypically developing children (n = 885). Also validated on a sample of 286 2- to 5-year olds, with 51% boys and 49% girls, 78% White, 12% African American, and 7% Other descent.
41	Minnesota Preschool Affect Checklist-Revised/Shortened (MPAC-R/S)	N/A	5 minute observations across 4 different days	No	Free	This is the short form	Trained observer	Internal consistency: low/weak to acceptable, .22-.81 Inter-rater reliability (ICC): acceptable .84-.97 Test-retest reliability: low/weak, .17-.24 (significant for all items except emotion regulation: .04)	Construct validity: Strong/high. Captured marginal age differences (partial eta squared = .028 and .024 for the two time points tested), captured significant gender differences (partial eta squared = .028 and .040), captured significant differences related to risk status (partial eta squared = .075 and .049). Predictive validity: low/weak with some significant relations between concurrent and future school functioning found; in particular, emotionally negative/aggressive behavior was negatively related to concurrent and kindergarten school adjustment (r = -.17 to -.36) and preschool fall emotionally negative/aggressive behavior was negatively related to kindergarten academic success (r = -.19).	352 3- and 4-year-old children from diverse backgrounds (recruited approximately equally from Head Start and private daycare centers, 42.3% Caucasian, 37.2% African American).
42	Motor & Social Development Scale (MSD) Note: Given the information we had about this measure (subscales and sample items), this measure did not fit into any of the five sub domains.	Information not available	Time estimate not available; measure contains 48 items	No	No cost	No	Parent	Test-retest reliability: low/weak (.29) No other type of reliability is reported.	Content validity: "The items were derived from standard measures of child development (Bayley Scales of Infant Development, the Gesell Scale, Denver Developmental Screening Test), which have high reliability and validity" according to source; no further info is available. Convergent/concurrent validity: "only modest within-year correlations with other assessments," including the Behavior Problem Scale and the Peabody Individual Achievement Test Reading and Math scales (correlation coefficients not reported). Predictive validity: "only modest cross-year correlations with other assessments," including the Behavior Problem Scale (correlation coefficient not reported) and the Peabody Individual Achievement Test Reading and Math scales (.21-.22). No additional information identified.	Normed on a sample of 2,714 children for a large health survey (name of survey not provided). Reliability and validity information also came from the National Longitudinal Survey of Youth: Children of the NLSY (n = 8,500), which is a nationally representative sample that is diverse with respect to race/ethnicity and SES.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
43	National Household Education Survey (NHES)	http://nces.ed.gov/nhes/pdf/sr/07_sr.pdf http://nces.ed.gov/nhes/pdf/userman/NHES_2007_Vol_1.pdf				X		2005	Yes	National Household Education Survey	0-4 years	1	None	5 point scale ranging from never to very often	Compared to other children (his/her) age, how often is (he/she) overly active, or unable to sit still?	No	
44	Nursing Child Assessment Teaching Scale (NCATS)	http://www.dhs.state.il.us/page.aspx?item=36653 http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CEUQFJAG&url=http%3A%2F%2Ffriendsonline.org%2Fstate-resources%2Ffarfp%2Fdoc_download%2F230-nursing-child-assessment-annot&ei=EQ2AUNC8Hcnl0gGBkYD4Ag&usq=AFQJCNHJgcYbcbpZ8qQxc4MQdwwaYmuXg&sig2=kx1z7f7X5f5mVXHB8mvg User's Manual for the ECLS-B 9-month Data File and Electronic Codebook	X	X				1994	Yes	ECLS-B	Birth-3 years	23	Clarity of cues and responsiveness to caregiver (an additional 4 subscales describe the parent's behavior)	Dichotomous scale (yes or no) Child grimaces or frowns during the teaching episode. Child vocalizes or babbles within 5 seconds after caregiver's verbalization.	No		
45	Parent Daily Report (PDR)	Fast Track Project Technical Report: http://fasttrackproject.org/techrept/p/pdr/ Social Development Measures- 0 to 5 years old: http://stopyouthviolence.ucr.edu/website_pages/zerotofive.pdf	X	X	X			1987	No	Fast Track Project	4-10 years (in Chamberlain & Reid, 1987 study - original study in which this measure was used)	30	Overt aggression, oppositional behavior, hyperactivity, depression, and covert antisocial behavior	Dichotomous scale (behavior is present or behavior is absent) Negative Arguing, talking back to parent(s) or other adults. Bedwetting, wetting pants, soiling. Being competitive. Complaining, being irritable or negative. Positive Accepting disappointment well. Offering gifts to others. Complying with all requests (minding). Saying something to make another person feel good.	Spanish		
46	Parent Proxy Emotion Battery	http://www.nihtoolbox.org/WhatAndWhy/Assessments/NIH%20Toolbox%20Brochure-2012.pdf	X	X	X			2006	No	Not identified in large survey	3-12 years	Information not available	Positive affect, general life satisfaction, positive peer interaction, social withdrawal, peer rejection, empathic behaviors, self-efficacy, fear, perceived stress, and sadness and anger	Information not available	Information not available	No	
47	Peer Play Observation Scale	http://www.researchconnections.org/childcare/resources/10244	X	X				1986	Yes	FACES	11-30 months	N/A (observational coding)	None	5 point scale	Rates the degree of complexity in peer play: parallel play with no mutual awareness; simple social play that has a turn-taking structure; complementary and reciprocal play that has an action-reversal structure.	No	
48	Penn Interactive Preschool Play Scales (PIPPS)	Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casel.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures http://www.gse.upenn.edu/child/products/pipps http://www.imaginationplayground.com/images/content/2/9/2992/Preschool-Peer-Interactions-and-Readiness-To-Learn.pdf http://libres.uncg.edu/ir/uncg/lj/1/Mendez_Context_1998.pdf	X		X			1995	No	Not identified in large survey	Preschool and kindergarten	32	Play interaction (how creative, cooperative, and helpful children are during play), play disruption (how aggressively and antisocially they behave during play), play disconnection (how withdrawn or avoidant children are in contexts where engaged play is more normative)	4 point Likert scale: never, seldom, often, or always	Information not available	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
43	National Household Education Survey (NHES)	N/A	Time estimate not available; measure contains 1 item	Information not available.	Information not available.	No	Parent	Information on single item not available.	Information on single item not available.	This item was used in the NHES sample, a randomized national telephone survey (diverse with respect to race/ethnicity and SES) that included 2,633 preschoolers.
44	Nursing Child Assessment Teaching Scale (NCATS)	N/A	1-6 minutes	Information not available	Information not available	Information not available	Clinician/trained observer	Internal consistency: ranges from low/weak to acceptable (.62 - .80) Test-retest reliability: low/weak (.55) Inter-rater reliability: acceptable (.86) for the entire scale, which includes the Child scale and also a Parent scale, not described here.	Convergent/concurrent validity: moderate with Home Observation for Measurement of the Environment (HOME) (.41 - .44); low/weak to moderate with the Bayley Scales of Infant Development (.28 - .34). Predictive validity: correlations with the Bayley Mental score ranging from .23 - .34 does not provide evidence of predictive validity; source cites "stronger and more consistent" correlations between the NCATS score and the following measures: the Bayley mental scale, Preschool Language, and Wechsler Preschool and Primary Scale of Intelligence; no further info is provided. No other type of validity is reported.	Reliability was calculated using the ECLS-B sample (n = 10,588), which is a nationally representative sample of children from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Chinese children, other Asian and Pacific Islander children, American Indian and Alaska Native children, twins, and children born with low and very low birth weight. Information on validation sample not available.
45	Parent Daily Report (PDR)	Information not available	5-10 minutes	Yes, Oregon Social Learning Center	Information not available	No	Parent	Internal consistency: low/weak (.33 - .67) Inter-rater reliability: low/weak (.51) Test-retest reliability: low/weak (.60)	Construct validity: correlations between subscales range from not significant to moderate (.42 is the strongest correlations between two subscales). No additional information identified.	Recently validated with sample of 700 children between the ages of 5 and 12 who were placed in foster care. The sample included both English and Spanish speaking children. Validity and reliability information is contained within the dissertation referenced in this link (the dissertation itself is not publicly available): http://udini.proquest.com/view/psychometric-properties-of-the-goid:304761029/ .
46	Parent Proxy Emotion Battery	N/A	15 minutes	Information not available	Information not available	No	Parent	Information not available	Information not available	Information not available
47	Peer Play Observation Scale	N/A	10 minutes (1-2 hours are needed to observe 3-8 children on a rotating basis)	Yes, Carolle Howes	Information not available	No	Clinician/trained observer	Test-retest reliability: acceptable (.91) over a 4-week period and low/weak (.34) over a 1-year period Interrater reliability: acceptable (ranges from .88 to .94) No other type of reliability is reported.	Convergent/concurrent validity: weak/low to strong: higher quality play was found in children from families that are more "nurturing and supported" (.21 to .34); families that are less "restrictive and stressed" (-.65 to -.33); and children in higher quality care as measured by the Family Day Care Rating Scale (.33). Additionally, the Peer Play Scale scores are associated with preschool sociometric status; exact statistics are not provided in source, and cited document is not publicly available. No additional information identified.	Validity information comes from 55 children (30 girls), ranging in age from 11 to 30 months. Sixty-one percent of the children were only children and 82% were living in two-parent families. All of the children were enrolled full time in a family day-care home. Reliability information comes from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
48	Penn Interactive Preschool Play Scales (PIPPS)	N/A	15 minutes	Yes, Penn Child Research team	measurement manual is \$50; cost per form is not specified	No	Parent/teacher	Internal consistency: acceptable (.90 for play interaction subscale; .91 for play disruption subscale; .87 for play disconnection subscale) Inter-rater reliability: acceptable (.85) between lead and assistant teachers No other type of reliability is reported.	Construct validity: strong/high (.91) Convergent/Concurrent validity: weak/low to moderate with peer play observation ratings (.41 for play interaction subscale; .23 for play disruption subscale; .24 for play disconnection subscale); moderate to strong/high with Social Skills Rating System (.30-.76). No additional information identified.	The validation sample included 523 preschool children enrolled in a large central-city Head Start program. All children were African American and ranged in age from 37 to 64 months (M = 51.24, SD = 6.84). Gender was evenly distributed (48.5% boys, 51.5% girls). Demographic data for the sample showed that 65.4% of the children resided in single female-headed households, 24.5% resided in two-parent households, and 10% resided in blended family households. The participants were recruited from representative Head Start centers across a major metropolitan area in the Northeast.

Inventory of Measures of Early Childhood Social and Emotional Development

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			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)
49	Personal Maturity Scale	http://www.jstor.org/stable/1166081?origin=crossref	X	X	X	X		1976	Yes	FACES (selected items only); National Survey of Children	Information not available, but was used in the FACES 2006 cohort, which includes ages 3-5	13	Temperament, personality, behavior	6 point scale ranging from exactly like to not at all like	Very enthusiastic, interested in a lot of different things, likes to express his or her ideas. Usually in a happy mood, very cheerful.	No
50	Pictorial Self Concept Scale (PSC)	http://onlinelibrary.wiley.com/doi/10.1111/j.1745-3984.1971.tb00930.x/abstract http://stopyouthviolence.ucr.edu/website_pages/zerotofive.pdf		X				1971	No	Not identified in large survey	Kindergarten-4th grade	50	None	Like me; sometimes like me, not like me at all	The subject sorts the cards into three piles according to whether the figure designated by a star on his shirt is like him, sometimes like him, and not like him at all.	No

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
49	Personal Maturity Scale	N/A	Time estimate not available; measure contains 14 items	No	No cost	No	Teacher	Internal consistency: acceptable (.90 for the full scale); internal consistency from FACES was also acceptable (ranged from .74 to .90). Test-retest reliability: low/weak (.48) No other type of reliability is reported.	Information not available	Reliability information came from a stratified random sample of 792 students attending 20 Baltimore schools, including first and second grade students. The sample was primarily black (55%) and white, and was diverse with regard to parental education levels. Reliability information also came from the National Survey of Children, which was a multi-stage stratified probability sample of households in the continental U.S. containing at least one child in the age range of 7 through 11 years (born between 1964 and 1969). Black households were oversampled. Data were gathered on 2,301 children, which represented 1,747 households. Reliability information also came from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
50	Pictorial Self Concept Scale (PSC)	N/A	Time estimate not available; child sorts 50 cards into 3 piles	Information not available.	Information not available	No	Clinician/trained observer	Internal consistency (split half reliability): acceptable (.85) No other type of reliability is reported.	Convergent/Concurrent validity: moderate (.42) with the Piers-Harris self-concept measure. Construct validity: children designated by teachers and principals as having positive versus negative self-concepts (measurement instrument used by teachers and principals not reported in source) had significantly different self-concept scores as measured by the Pictorial Self-Concept Scale. No additional information identified.	Reliability and validity was based on 1,813 children in grades kindergarten through 4th grades. No demographic information was available on the sample.

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Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
51	Piers Preschool Pictorial Self-Concept Scale	http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&ERICExtSearch_SearchValue_0=EJ278400&ERICExtSearch_SearchType_0=no&ccno=EJ278400 http://stopyouthviolence.ucr.edu/website_pages/zerotofive.pdf	X	X				1983	No	Not identified in large survey	Preschool	30	Social, physical, and academic competence and adequacy	Child is asked to indicate which of two pictures is more like him/herself	N/A	No	
52	Preschool Learning Behaviors Scale (PLBS)	FACES: 2003 Cohort User's Guide: http://www.icpsr.umich.edu/icpsrweb/CPSR/studies/22580 http://onlinelibrary.wiley.com/doi/10.1002/pits.10036/abstract http://cjs.sagepub.com/content/24/4/318.abstract Personal communication with FACES research team, 2014.				X	X	2000	Yes	FACES; Also, 2 items used in Head Start Impact Study	3 - 5.5 years	29	Attitude Toward Learning (7 PLBS items), Competence Motivation (11 PLBS items), and Attention/Persistence (9 PLBS items) (2 additional items are not part of any subscales)	3 point scale ranging from not true to very true or often true	Shows a lively interest in the activities. Has enterprising ideas which often don't work out. Follows peculiar and inflexible procedures in tackling activities.	Spanish	
53	Pre-school and Primary Self-Concept Scale (PPSC)	http://www.ncbi.nlm.nih.gov/pubmed/16367637		X				1982	No	Not identified in large survey	4-9 years	7	Happy-sad; strong-weak; good-bad; big-small; liked by other people-not liked by other people; fast-slow; busy doing something-not busy doing something	4 point scale	Example: The subject is shown a pictorial stimulus of a good child and a bad child and asked, "Most of the time are you good or most of the time are you bad?" The subject's response is followed with a second question, "Most of the time are you very good (bad) or just a little bit good (bad)?"	No	
54	Preschool Social Behavior Scale	http://www.ncbi.nlm.nih.gov/pubmed/9232373 http://vinst.umdj.edu/VAID/TestReport.asp?Code=PSBCT	X		X			1997	No	Not identified in large survey	3-5 years	19	Relational aggression (6 items), overt aggression (6 items), prosocial behavior (4 items), and depressed affect (3 items)	5 point scale ranging from 1 (never or almost never true of this child) to 5 (always or almost always true of this child)	Tells a peer that he or she won't play with that peer or be that peer's friend unless he or she does what this child asks. Tells others not to play with or be a peer's friend. When mad at a peer, this child keeps that peer from being in the play group.	No	
55	Problem Behaviors (composed of 2 Personal Maturity Scale items, 5 Behavior Problems Index items, 2 Social Skills Rating System (SSRS) items, and 3 Preschool Learning Behaviors Scale (PLBS) items)	Personal communication with FACES research team			X			Information not available	Yes	FACES	Information not available, but used in FACES, which includes ages 3-5	12 (2 Personal Maturity Scale items, 5 Behavior Problems Index items, 2 Social Skills Rating System (SSRS) items, and 3 Preschool Learning Behaviors Scale (PLBS) items)	Hyperactive behavior (2 PMS items, 1 BPI item, and 1 PLBS item), aggressive behavior (1 SSRS and 1 BPI item), and withdrawn behavior (3 BPI items)	See Personal Maturity Scale, Behavior Problems Index, Social Skills Rating System (SSRS) and Preschool Learning Behaviors Scale (PLBS)	See Personal Maturity Scale, Behavior Problems Index, Social Skills Rating System (SSRS) and Preschool Learning Behaviors Scale (PLBS)	Yes, Spanish	
56	Purdue Self-Concept Scale for Preschool Children (PSCS)	Social Development Measures - 0 to 5 years old http://stopyouthviolence.ucr.edu/website_pages/zerotofive.pdf		X				1974	No	Not identified in large survey	Preschool	40	None	Dichotomous scale (yes or no)	Information not available	No	

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
51	Piers Preschool Pictorial Self-Concept Scale	N/A	Time estimate not available; measure contains 30 items	Information not available	Information not available	No	Clinician/trained observer	Internal consistency: acceptable (.85) Test-retest reliability: acceptable (.84) No other type of reliability is reported.	Convergent/concurrent validity: ranges from low/weak to strong/high for correlations with teacher rankings of self-construct (-.11 to .52). Construct validity: low/weak: correlations between self-concept scores and the variables of age, gender, and family structure were weak, ranging from .03 - .17. No additional information identified.	Tested for reliability and validity on sample of 51 boys and 41 girls averaging 4.6 years of age.
52	Preschool Learning Behaviors Scale (PLBS)	328 children ages 2-6 years enrolled in public and private preschools in Peru	8 minutes	Yes, Edumetric and Clinical Science	\$250	No	Teacher	Internal consistency: acceptable, ranging from .72 to .92 Test-retest reliability: low/weak to acceptable, ranging from .57 to .73 Inter-rater reliability: acceptable, ranging from .80 to .94	Construct validity: correlations between subscales range from moderate to strong/high (.37, .59, and .61). Convergent/concurrent validity: Correlations with the Differential Ability Scales (DAS) Cognitive Ability Measures range from weak/low to moderate (.15 to .34). Correlations with the Social Skills Rating System (SSRS) range from moderate to strong/high (-.32 to .76). No additional information identified.	Normed and validated on 50 boys and 50 girls, 20 children at each 6-month age interval between 36-66 months. Based on census parameters, the sample consisted of 67% White children, 16% Latino, 12% African American, and 5% other ethnic minorities. A national validation sample (N=170) consisted of 88 boys and 82 girls aged 27-72 months with approximately 68% being White, 29% African American, and 3% Latino. Approximately 8% of sample children had parents without high school diplomas, 33% with high school diplomas, 30% with some postsecondary education, and 29% with four or more years of postsecondary education. The local sample (N=52) held 26 boys and 26 girls ranging in age from 41 to 62 months. The majority (92%) of children were African American, with 63% having parents without a high school diploma, 23% with a diploma, 12% with some postsecondary schooling, and 2% with college diplomas. All children were enrolled in Head Start. Reliability information also comes from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.
53	Pre-school and Primary Self-Concept Scale (PPSC)	N/A	Time estimate not available; measure contains 7 items	Information not available.	Information not available	No	Clinician/trained observer	Internal consistency: acceptable (.72) Test-retest reliability: low/weak to acceptable (.55 to .79) No other type of reliability is reported.	Construct validity: older children view themselves as "more busy doing something" than younger children; boys scored significantly higher than girls when asked how strong and big they are, whereas girls scored significantly higher than boys when asked how good they are. Convergent/Concurrent validity: weak/low (.29) with the Inferred Self-Concept Judgment Scale; not significant with the Toy Preference Test or Play Behavior. No additional information identified.	Subjects of the standardization sample were 109 boys and 127 girls, ages 4 to 9, enrolled in preschool and primary educational programs.
54	Preschool Social Behavior Scale	N/A	Time estimate not available; measure contains 19 items	Yes, crick001@tc.umn.edu	Information not available	No	Teacher	Internal consistency: acceptable (.87-.96) No other type of reliability is reported.	Construct validity: strong/high for relation between overt and relational aggression (.76 and .73). Convergent/concurrent validity: moderate with peer assessments of aggression (.31 and .32); strong with teacher ratings of prosocial behavior (-.45 to -.58). No additional information identified.	Validated during development on a sample of 129 diverse preschoolers in the Midwest. Also validated on a sample of 65 preschoolers in the Midwest. Approximately 73% of the children were European American, 16% were Asian American, 5% were African American, 5% were Latino, and 2% were American Indian.
55	Problem Behaviors (composed of 2 Personal Maturity Scale items, 5 Behavior Problems Index items, 2 Social Skills Rating System (SSRS) items, and 3 Preschool Learning Behaviors Scale (PLBS) items)	None	3 minutes	See Personal Maturity Scale, Behavior Problems Index, Social Skills Rating System (SSRS) and Preschool Learning Behaviors Scale (PLBS)	See Personal Maturity Scale, Behavior Problems Index, Social Skills Rating System (SSRS) and Preschool Learning Behaviors Scale (PLBS)	No	Parent	Internal consistency: acceptable for the entire measure (.70 - .80); individual subscales are low/weak (hyperactive behavior = .53 - .63, aggressive behavior = .43 - .45), and withdrawn behavior = .43 - .60). No other type of reliability is reported.	Predictive validity: low/weak (correlation between teacher rating at end of Head Start and teacher rating of cooperative classroom behavior at end of kindergarten = .33, and correlation between teacher rating at end of Head Start and teacher rating of total problem behaviors at end of kindergarten .41). No additional information identified.	2,508 children attending Head Start
56	Purdue Self-Concept Scale for Preschool Children (PSCS)	N/A	Time estimate not available; measure contains 40 items	Information not available	Information not available	No	Clinician/trained observer	Internal consistency: acceptable (.86) Test-retest reliability: acceptable (.70) No other type of reliability is reported.	Information not available. More information is available in published (but not publicly available) journal articles that have used this scale, alongside other scales.	Information not available. More information is available in published (but not publicly available) journal articles that have used this scale.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure								
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)
57	Rothbart's Temperament Questionnaires - Children's Behavior Questionnaire (CBQ)	http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/childrens-behavior-questionnaire.html		X	X	X	X	2001	Yes	ECLS-K:2011	3-7 years	195	15 scales that comprise three factors: Surgency/Extraversion (scales = impulsivity, high intensity pleasure, activity level, shyness, positive anticipation, and smiling/laughter) Negative Affectivity (scales = discomfort, sadness, fear, anger/frustration, soothability) Effortful control (scales = low intensity pleasure, smiling/laughter, inhibitory control, perceptual sensitivity, and attentional control)	7 point scale ranging from extremely untrue to extremely true	Seems always in a hurry to get from one place to another. Cries sadly when a favorite toy gets lost or broken. Seems to be at ease with almost any person.	Arabic, Catalan, Chinese (Standard and Taiwan), Dutch, Finnish, French, German, Greek, Hebrew, Italian, Japanese, Lithuanian, Norwegian, Portuguese, Romanian, Spanish, Syrian, Turkish
58	Rothbart's Children's Behavior Questionnaire - Very Short Form (CBQ-VSF)	http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/childrens-behavior-questionnaire.html http://www.ncbi.nlm.nih.gov/pubmed/22489386 http://www.sciencedirect.com/science/article/pii/S0885200612000774		X	X	X	X	2006	No	Executive function subscale was adapted and shortened for the National Children's Study	3-7 years	36	3 factors: Surgency/Extraversion (12 items), Negative Affectivity (12 items), and Effortful Control (12 items)	7 point scale ranging from extremely untrue to extremely true	Seems always in a hurry to get from one place to another. Gets quite frustrated when prevented from doing something s/he wants to do. When drawing or coloring in a book, shows strong concentration.	Dutch, French, German, Greek, Hebrew, Norwegian, Portuguese, Spanish
59	Rothbart's Temperament Questionnaires - Early Childhood Behavior Questionnaire (ECBQ)	http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/early-childhood-behavior.html	X	X	X	X	X	2006	No	Not identified in large survey	18-36 months	201	18 scales that comprise three factors: Surgency/Extraversion (scales = impulsivity, activity level, high-intensity pleasure, sociability, and positive anticipation) Negative Affectivity (scales = discomfort, fear, sadness, frustration, soothability, motor activation, perceptual sensitivity, and shyness) Inhibitory Control (scales = inhibitory control, attention shifting, low-intensity pleasure, cuddliness, and attentional focusing)	7 point scale ranging from never to always, including an option for does not apply	When told that it was time for bed or a nap, how often did your child react with anger? When offered a choice of activities, how often did your child decide what to do very quickly and go after it? When s/he was carried, how often did your child like to be held?	Chinese, Dutch, Finnish, French, German, Hebrew, Italian, Japanese, Norwegian, Persian, Portuguese, Spanish, Swedish
60	Rothbart's Temperament Questionnaires - Infant Behavior Questionnaire Revised (IBQ-R)	http://www.bowdoin.edu/~sputnam/rothbart-temperament-questionnaires/instrument-descriptions/infant-behavior-questionnaire.html	X	X	X	X	X	2003	No	Not identified in large survey	3-12 months	191	14 scales that comprise three broad factors: Surgency/Extraversion (scales = approach, vocal reactivity, high intensity pleasure, smiling and laughter, activity level, and perceptual sensitivity) Negative affectivity (scales = sadness, distress to limitations, fear, and falling reactivity) Orienting/Regulation (scales = low intensity pleasure, cuddliness/affiliation, duration of orienting, and soothability)	7 point scale ranging from never to always, including an option for does not apply	How often during the last week did the baby startle to a sudden or loud noise? When frustrated with something, how often did the baby calm down within 5 min? When playing quietly with one of his/her favorite toys, how often did the baby show pleasure?	Chinese, Dutch, Finnish, French, German, Hebrew, Italian, Japanese, Kannada, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
57	Rothbart's Temperament Questionnaires - Children's Behavior Questionnaire (CBQ)	Information not available	1 hour	Yes, Mary Rothbart Temperament Lab	No cost, but permission must be granted	Short (15 scales, 94 items) Very short (3 scales, 36 items)	Parent Teacher version of very short form	Internal consistency: low/weak to acceptable (.64-.92) Inter-rater reliability: low/weak (.51) mean parent agreement across scales. Test-retest reliability: acceptable (.69 for scores from 5 to 7 years of age)	Construct validity: "good" according to source; no further info is available. Convergent/concurrent validity: weak/low to high with factors significantly correlated with "parent-reported socialization-relevant traits" – Surgency significantly correlated with aggression (.54) and guilt (-.24); Negative Affect with aggression (.35), guilt (.22), help seeking (.36), and negativity (.56); Effortful control with aggression (-.38), empathy (.48), guilt (.36), and negativity (-.36). No additional information identified.	Validated (during original measure development) on a sample of 497 children of diverse backgrounds in Oregon.
58	Rothbart's Children's Behavior Questionnaire-Very Short Form (CBQ-VSF)	Information not available	< 15 minutes	Yes, Mary Rothbart Temperament Lab	No cost, but permission must be granted	This is the short form (standard form = 15 scales, 195 items; short form = 15 scales, 94 items)	Parent. Teacher version also available	Internal consistency: acceptable for all factors, range .72-.75 Inter-rater reliability: weak/low correlations between maternal and paternal raters ranged from .22-.57 Sleddens, et al., 2012: Internal consistency: Surgency = .78, Negative affectivity = .74, Effortful control = .69 Allan, Lonigan, & Wilson, 2013: Factor analysis found that "three-factor model did not provide a good fit from either the teacher ratings or parent ratings." Internal consistency: Teachers (Surgency = .82, Negative affectivity = .75, Effortful control = .81); Parents (Surgency = .82, Negative affectivity = .58, Effortful control = .68). "These and other alpha values ... should be interpreted with caution because the scales and calculated factors indicated that the dimensions of the CBQ-VSF were not unidimensional."	Convergent/concurrent validity: strong/high with CBQ Standard Form (r = .75-.83 for factor scores) Construct validity: strong/high with maternal stability correlations ranging from .63-.73 and paternal stability correlations ranging from .61-.64.	Three samples of differing age, 486 children in total ranging from 21-101 months. Mostly white, range of SES. Sleddens, et al., 2012: Sample: 237 (mostly female) caregivers, children ages 3-5, about 40% white, 24% black, and 25% Hispanic, mostly from TX, over 50% made more than \$40,000/year. Allan, Lonigan, & Wilson, 2013: Sample: 277 children in FL, 36.6-74 months, about 60% white and 29% black, parent and/or teacher reports, income ranged from \$5,000 - \$187,500.
59	Rothbart's Temperament Questionnaires - Early Childhood Behavior Questionnaire (ECBQ)	Information not available	1 hour	Yes, Mary Rothbart Temperament Lab	No cost, but permission must be granted	Short (18 scales, 107 items) Very short (3 scales, 36 items)	Parent	Internal consistency estimates were similar across samples 1 and 2, but reported in detail only for sample 2 (ranged from low/weak to acceptable): ranged from .57 to .90 at 18 months, .60-.89 at 24 months, .67-.90 at 30 months, and .70-.90 at 36 months. Inter-rater reliability values for primary and secondary caregivers were low/weak - ranged from non-significant correlations to significant correlations of up to .60. Combined across the ages, there were significant correlations between primary and secondary caregiver ratings in all but one dimension (low-intensity pleasure).	Construct validity: similar factor structure to CBQ and IBQ with three uncorrelated factors (Surgency, Negative Affect, and Effortful Control). Construct validity was also demonstrated via age and gender differences on some subscales and factors, e.g., factor scores increased as children got older; girls were rated as higher in fear and high intensity pleasure and lower on activity level.	Validated on two samples: Sample 1: 317 children from primarily middle class Caucasian backgrounds, 103 18-22 month-olds, 110 22-26 month-olds, and 104 27-32 month-olds - parents were given a preliminary version of the questionnaire. Sample 2: 104 primarily children whose parents completed the questionnaire when they were 18, 24, 30, and 36 months.
60	Rothbart's Temperament Questionnaires - Infant Behavior Questionnaire Revised (IBQ-R)	Information not available	1 hour	Yes, Mary Rothbart Temperament Lab	No cost, but permission must be granted	Short (14 scales, 91 items) Very short (3 scales, 37 items)	Parent	Internal consistency: acceptable (.70 - .90) Inter-rater reliability: low/weak (.31-.70) between primary and secondary caregivers. No other type of reliability is reported.	Construct validity: ranges from weak/low to strong/high (correlations between subscales ranged from not significant to -.68). Construct validity was demonstrated via gender differences on some subscales: males, compared to females, demonstrated higher intensity pleasure, higher activity levels, and lower fear. Construct validity was demonstrated via age differences on some scales: older infants, compared to younger infants, demonstrated higher surgency/extraversion and negative emotionality. "The scope of this study did not allow for an evaluation of important psychometric properties of this instrument. Specifically, establishing convergent and predictive validity of the IBQ-R will require further research." (Gartstein & Rothbart, 2003) No additional information identified.	The revised version of the Infant Behavior Questionnaire was originally validated on a sample of 361 parents of 3, 6, and 9 month old infants. Participants were socioeconomically mixed but racially homogeneous (White) from Eugene-Springfield, Oregon.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure								
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)
61	Social Competence and Behavior Evaluation Scale: The Short Form (SCBE-30)	<p>http://psycnet.apa.org/journals/pas/8/4/369/</p> <p>http://books.google.com/books?id=TdWzrxQSPMgC&pg=PA194&lpg=PA194&dq=Social+Competence+and+Behavior+Evaluation+Scale:+The+Short+Form+so+urce=bl&ots=4DKkbW01E&sig=2Gh1W12Raw3GP2l_Hm20g09vbUo&hl=en#v=onepage&q=Social%20Competence%20and%20Behavior%20Evaluation%20Scale%3A%20The%20Short%20Form&f=false</p> <p>http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/527815bbe4b057bffd8adb2e/1383601595064/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf</p> <p>Personal communication with Dr. Peter LaFreniere for time estimate</p>	X		X			1995	No	Not identified in large survey	3-6 years	30 (reduced from 80 in long form)	Social competence, anger-aggression, and anxiety-withdrawal (10 items per scale)	6 point scale ranging from never to always	<p>Gets into conflicts with other children.</p> <p>Doesn't talk or interact during group activities.</p> <p>Cooperates with other children.</p>	Spanish
62	Social Problem Solving Measure	<p>http://vinst.umdnj.edu/VAID/TestReport.asp?Code=SPS</p> <p>Measures of Socio-Emotional Development in Middle Childhood (ECLS-K white paper)</p> <p>http://fasttrackproject.org/techrept/s/sps/sps1tech.pdf</p>	X	X	X			1988	No (Evaluated for ECLS-K:1998 but not used in the final survey.)	Not identified in large survey	4-8 years	8	Open-ended responses are coded and grouped into the following "subscales": aggressive, competent, authority-punish, authority-intervene, passive-inept, irrelevant/other	Open-ended response are coded as follows: aggressive, competent, authority-punish, authority-intervene, passive/inept, irrelevant/other	<p>Pretend that this is YOU and this is KATHY/DANNY. KATHY/DANNY is the same age as you, ____ years old. KATHY/DANNY has been on the swing for a long, long time and doesn't seem to want to share the swing with you. YOU would really like to play on the swing. What could you say or do so that YOU could play on the swing?</p> <p>PROMPT 1: What's another thing YOU could do or say so that YOU could play on the swing?</p> <p>PROMPT 2: Can you think of anything else that YOU could do or say so that YOU could play on the swing?</p>	No
63	Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items)	<p>Child Care & Early Education Research Connections. (2010). FACES Instrument Matrix. Available from http://www.researchconnections.org/childcare/resources/18961/pdf.</p> <p>A. Kopack Klein, L. Malone, J. West, N. Aikens, L. Tarullo, and S. Lukashanets. (2014). Data Tables for FACES 2009 Report: Head Start Family and Classroom Supports for Kindergarten Achievement. OPRE Report 2014-24b. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.</p> <p>Personal Communication with the FACES team March 2014 and April 2015.</p>	X					See SSRS and PLBS	Yes	FACES; this measure was also adapted and used the Head Start Impact Study with children in preschool-first grade	3-5 years	8 (6 from SSRS and 2 from PLBS)	None	See SSRS and PLBS	See SSRS and PLBS	Spanish
64	Social Skills Improvement System-Rating Scales (SSIS-RS) Note: This is an updated version of the SSRS.	<p>http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Paa3400</p> <p>Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures: http://www.casel.org/library/2013/11/4/compendium-of-preschool-through-elementary-school-socialemotional-learning-and-associated-assessment-measures</p> <p>http://www.lionsquest.org/pdfs/SocialEmotionalLearningAssessmentMiddleSchoolYouth.pdf</p> <p>http://www.cup.ualberta.ca/wp-content/uploads/2012/06/FINAL_SSRS_May-2012.pdf</p> <p>http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ918019&ERICExtSearch_SearchType_0=no&accno=EJ918019</p>	X		X			2011	Yes	ECLS-K: 2011	3-18 years	140 (number used is dependent on child's age)	Social skills and problem behaviors	4 point scale ranging from never to almost always	<p>Saying please.</p> <p>Responding when others start a conversation.</p> <p>Making eye contact when talking.</p>	Spanish

Inventory of Measures of Early Childhood Social and Emotional Development

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		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
61	Social Competence and Behavior Evaluation Scale: The Short Form (SCBE-30)	Information not available	10-15 minutes	Yes, Western Psychological Services	Cost for long form: \$99 for starter set, then \$47/25 forms	Yes, this is the short form	Teacher	Internal consistency: acceptable (.80 - .92) Inter-rater reliability: low/weak to acceptable (.78 -.91) Test-retest reliability: acceptable (.78-.86) No other type of reliability is reported.	Construct validity: strong/high (.92 -.97) between original SCBE and the short form (between corresponding scales for the original measure and the short form); strong/high (.67 - .87) compared with teacher ratings of conduct disorder and anxiety withdrawal measures derived from the Revised Behavior Problem Checklist. No additional information identified.	Validated on multiple samples of 3-6 year old children for a total of 2,464 children from the Midwest, west, northeast, and Canada.
62	Social Problem Solving Measure	N/A	Time estimate not available; measure contains 8 story items; please note that scoring requires coding of open-ended responses, which requires additional time and training of coders	No	No cost	No	Clinician/trained observer	Internal consistency: low-weak to acceptable (.40-.71 across six subscales); aggressive and competent subscales are acceptable (.71 and .70, respectively). No other type of reliability is reported.	Construct validity: strong/high, association between aggressive and competent subscale is -.61. No additional information identified.	Developed on a sample of 585 children from Nashville, TN (medium-sized, mid-South urban community, with approximately one-fourth of the sample living in federally subsidized housing); Knoxville, TN (Appalachian rural and small urban, mixed SES); and Bloomington, IN (small semirural Midwestern city with much of the sample from working-class backgrounds).
63	Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items)	None	2 minutes	See SSRS and PLBS	See SSRS and PLBS	No	Parent	Internal consistency: ranged from low/weak to acceptable (.68- .72) No other type of reliability is reported.	Convergent/concurrent validity: Low/weak correlations with Pencil Tap (.12 to .18) and with teacher reports of: social skills (.13 to .17), behavior problems (-.17 to .26), aggressive behavior (-.17 to -.27), hyperactive behavior (.08 to -.25), withdrawn behavior (-.08 to -.14), and approaches to learning (-.11 to .26); strong/high correlations with parent reports of behavior problems (-.31 to -.34); and low/weak correlations with the Lieter Cognitive/Social Standard Score (.09 to .20), assessor ratings of attention (.11 to .21), impulse control (.12 to .22), activity (.09 to .20), and sociability (.09 to .18). Construct validity: Parents rate 4-year-olds as having significantly more social skills than 3-year-olds, boys as having fewer social skills than girls, and parents of African American children report more social skills than parents of Latino/White children. No additional information identified.	FACES 2009 cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year (fall 2009 n = 3,349). Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia.
64	Social Skills Improvement System-Rating Scales (SSIS-RS) Note: This is an updated version of the SSRS.	Information not available	10-25 minutes	Yes, Pearson	\$251.95 for starter kit, then \$43.75/25 forms	No	Parent/teacher	Internal consistency: acceptable (.70 -.90s) Inter-rater reliability: low/weak (.36- .69) Test-retest reliability: acceptable (.72-.87)	Convergent/Concurrent validity: "modest support for convergent validity" according to source; no other info is available. Also, "low or moderate correlations with Home and Community Social Behavior Scale (HCSBS) and the Behavioral Assessment System for Children (BASC-2)" according to source; no further info is available. No additional information identified.	Normative sample included 4700 students aged 3 through 18. Additionally, conducted a national standardization sample aligned with the demographic results of the 2006 US Census. Norm sample consisted of approximately 5,000 teachers, parents and students. Validity was acceptable for testing on special populations (Student's with Autism, ADHD, Learning Disabilities and Speech/Language Impairments). Has an Autism Spectrum subscale.

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65	Social Skills Rating System (SSRS)	http://psychcorp.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAassrs&Mode=summary Personal communication with FACES research team	X	X	X			1990	Yes	ECLS-K: 1998 and FACES	3-18 years	Teacher report: 57. Parent report: 58.	Social skills (cooperation, assertion, responsibility, empathy, and self-control) and problem behaviors (externalizing, internalizing, and hyperactivity)	3 point scale ranging from never to very often	Information not available	No
66	Social Skills Rating System (SSRS) - shortened version tested by the FACES team	http://www.acf.hhs.gov/sites/default/files/opre/faces_2009.pdf A. Kopack Klein, L. Malone, J. West, N. Aikens, L. Tarullo, and S. Lukashanets. (2014). Data Tables for FACES 2009 Report: Head Start Family and Classroom Supports for Kindergarten Achievement. OPRE Report 2014-24b. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Personal Communicate with the FACES team	X					See SSRS	Yes	FACES	3-5 years	12	Social skills	See SSRS; contact FACES research team	See SSRS; contact FACES research team	No
67	Teacher Temperament Questionnaire (TTQ) - short form	http://www.jstor.org/stable/1435005			X	X	X	1982	No	Not identified in large survey	Kindergarten-3rd grade	23	Activity level, adaptability, approach/withdrawal, distractibility, intensity, persistence, quality of mood, and threshold of response	6 point scale ranging from hardly ever to almost always	Child seems to have difficulty sitting still, may wriggle a lot or get out of seat. Child enjoys going on errands for the teacher.	No
68	Toddler Attachment Sort (TAS-45)	http://archive.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdiqq.html http://nces.ed.gov/pubs2007/2007084_c8.pdf http://www.ncbi.nlm.nih.gov/pubmed/21240695 User's Manual for the ECLS-B Longitudinal 9-month to 2-year Data File and Electronic Codebook	X		X			2004	Yes	ECLS-B	12-36 months	30 sets of 3 statements each (90 total statements); 45 unique statements	Warm and cuddly, cooperative, sociable, independent, attention seeking, upset by separation, avoids others, demanding or angry, and moody, unsure and unusual	For each item (i.e., set of three statements), the observer indicates which statement is "most true" of the toddler and which statement is "least true." This forced ranking among the three statements is termed a trilemma.	Child actively seeks and enjoys physical affection with the parent. Child is sociable and enjoys the company of others. Child prefers inanimate objects; avoids people. "Slow to warm up" to strangers.	No
69	Toddler Behavior Assessment Questionnaire (TBAQ)	http://www.ncbi.nlm.nih.gov/pubmed/8605830 Social Development Measures - 0 to 5 years old	X	X	X	X		1996	Yes	NICHD SECCYD	16-36 months	108	Activity level (20 items), tendency to express pleasure (19 items), social fearfulness (19 items), anger proneness (28 items), and interest/persistence (22 items)	7 point scale ranging from never to always	When in the bathtub, how often did your child babble or talk happily? When you did not allow your child to do something for him/herself, for example, dressing or getting into the car seat, how often did your child try to push you away?	French

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
65	Social Skills Rating System (SSRS)	N/A	Time estimate not available; measure contains 57 or 58 items	Yes, Pearson	\$116 for manual, \$65.60/25 sheets	No	Parent/teacher	<p>Full original SSRS: Internal consistency: acceptable (.74-.95) for different subscales and for teacher and parent forms (across FACES, Merrell 2011, and C.U.P. Tool Review 2011)</p> <p>Inter-rater reliability was measured, but no statistics are reported.</p> <p>Test-retest reliability: Acceptable for teacher forms (.75-.93 correlations across the three scales) Per C.U.P. Tool Review (2011), test-retest reliability scores were not obtained for the preschool population but were acceptable for elementary (.84-.93).</p> <p>Modified SSRS used in ECLS-K: Split-half reliability ranges from low/weak to acceptable(.46 to .90).</p> <p>No other type of reliability is reported.</p>	<p>Full original SSRS: Concurrent/Convergent validity: Teacher Form: strong/high in elementary samples, correlations with the Child Behavior Checklist-Teacher Report Form (CBCL-TRF) and Social Behavior Assessment (SBA) in the .50s to .60s; $r = .75$ with Walker-McConnell Scale of Social Competence and School Adjustment and the tryout version of the SSRS. Parent form: in elementary samples, correlations with the Child Behavior Checklist- Parent Report Form were weak for the social skills subscales (.20s to .30s) to moderate-to-strong for problem behaviors subscales (.40s to .70s).</p> <p>Modified SSRS used in ECLS-K: Construct validity: correlations between subscales range from strong/high (.65 or higher) to weak/low (.20s or lower).</p> <p>No additional information identified.</p>	Norming sample for full, original SSRS: 4,170 children who self-rated, 1,027 parents who rated their children, and 259 teachers who rated their students . 27% were minority.
66	Social Skills Rating System (SSRS) - shortened version tested by the FACES team	N/A	Time estimate not available; measure contains 12 items	See SSRS; contact FACES research team	See SSRS; contact FACES research team	No	Teacher	<p>Internal consistency: acceptable (.88-.90)</p> <p>No other type of reliability is reported.</p>	<p>Construct validity: Weak to moderate correlations with Pencil Tap (.22 to .28); moderate to strong correlations with teacher reports of behavior problems (-.63 to -.76), aggressive behavior (-.57 to -.68), hyperactive behavior (-.56 to -.66), withdrawn behavior (-.36 to -.50), and approaches to learning (.73 to .76); low/weak correlations with parent reports of social skills/positive approaches to learning (.13 to .25) and behavior problems (-.12 to -.22); and weak to moderate correlations with the Lister Cognitive/Social Standard Score (.22 to .25), assessor ratings of attention (.23 to .32), impulse control (.23 to .30), activity (.21 to .25), and sociability (.16 to .26).</p>	<p>Validity information comes from FACES cohorts from fall 2009 and spring 2010, 2011, and 2012.</p> <p>Reliability information comes from a FACES cohort. Each FACES cohort includes a nationally representative sample of 3- to 4-year-old children entering Head Start for the first time in the fall of the program year. Children are sampled from Head Start programs and centers from across the 50 states and the District of Columbia. Samples size varies from cohort to cohort, but range from approximately 2,000 to approximately 4,000.</p>
67	Teacher Temperament Questionnaire (TTQ) - short form	N/A	Time estimate not available; measure contains 23 items	Information not available	Information not available	Yes, this is the short form	Teacher	<p>Internal consistency: ranges from low/weak to acceptable (.62 - .94)</p> <p>No other type of reliability is reported.</p>	<p>Construct validity: evidence of construct validity comes from gender and age differences (e.g., boys were rated higher than girls on activity and distractibility; persistence increased with age).</p> <p>No additional information identified.</p>	Developed and validated on over 300 children in the Los Angeles area, mostly White but diverse with respect to SES.
68	Toddler Attachment Sort (TAS-45)	N/A	60 to 90 minutes for observation, ratings conducted afterwards (10 to 20 minutes)	Information not available	Information not available	No	Clinician/trained observer	<p>Inter-rater reliability: low/weak to acceptable (.57-.92)</p> <p>Test-retest reliability: low/weak to acceptable (.54 - .84)</p> <p>No other type of reliability is reported.</p>	<p>Convergent/Concurrent validity: strong/high with the Brief Infant-Toddler Social and Emotional Assessment (BITSEA) (-.55 to .59); weak/low to moderate with the Preschool Language Scale, Fourth Edition (PLS-4) (-.27 to 0.43).</p> <p>Content validity: Yes, reviewed and developed by experts.</p> <p>Construct validity: descriptive data from ECLS-B suggest that the TAS-45 yields similar patterns of attachment across attachment classifications-avoidant (A), secure (B), ambivalent (C), and disorganized (D)-as that found in the attachment literature (Andreasson et al. 2007). For example, the TAS-45 classified 16 percent of toddlers as A, and the attachment literature suggests approximately 15 to 20 percent of children may be classified as A.</p> <p>No additional information identified.</p>	<p>Developed and validated on a sample of 59 18- to 36-month-old recipients of EHS; no further info available (journal article is not publicly available).</p> <p>Validity information also comes from use in the ECLS-B (n = 10,588), which uses a nationally representative sample of children from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Chinese children, other Asian and Pacific Islander children, American Indian and Alaska Native children, twins, and children born with low and very low birth weight.</p>
69	Toddler Behavior Assessment Questionnaire (TBAQ)	Information not available (journal article published in French)	Time estimate not available; measure contains 108 items	Yes, H. Hill Goldsmith	Information not available	Yes	Parent	<p>Internal consistency: acceptable (.78-.83)</p> <p>Inter-rater reliability: low/weak (.29-.54) between mother and father.</p> <p>Test-retest reliability: low/weak (ranges from not significant to .54, from 18 months to 4 years).</p>	<p>Content validity: was reviewed by expert(s).</p> <p>Convergent/Concurrent: low/weak to strong/high for correlation with the Bates Infant Characteristics Questionnaires (not significant to .64); and low/weak to strong high for correlation with the Socialization-Relevant Trait Scales (not significant to -.32).</p> <p>Predictive validity: evidence unclear: correlations between 18 month scores and 4 year scores of the Socialization-Relevant Trait Scales ranges from not significant to .58.</p> <p>No additional information identified.</p>	Validated on 11 samples of infants ages 18-48 months. The sum of all samples included almost 900 children. Each of the samples is a broad working/middle socioeconomic class, mixed-gender sample, with the proportion of Caucasians ranging from approximately 85% to 95% and minimal representations of Hispanics, Asian-Americans, and African-Americans.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	References (URL for publication, measure, or survey documentation; or name of report)	Subdomains					Description of Measure									
			Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Year developed	History of use in a federal survey or study?	Large surveys or studies in which measure is used (if applicable)	Target age range	Number of Items	Subscales (number of items included if that information was available)	Response Categories	Sample Item(s)	Translated into a language other than English (if yes, list all languages)	
70	Toddler Temperament Scale (TTS; part of the Carey Temperament Scales)	http://www.ncbi.nlm.nih.gov/pubmed/2314969 http://www.readbag.com/headstartmt-health-socialdevelopmentmeasureslist http://www.ncbi.nlm.nih.gov/pubmed/3558539 Compendium of Screening Tools for Early Childhood Social-Emotional Development	X			X		1984	No	Not identified in large survey	1-3 years	97	Temperament-activity level, rhythmicity of body functions, approach, adaptability, intensity, mood, persistence, distractibility, and sensory threshold	6 point scale ranging from almost never to almost always	The child practices physical activities (climbing, jumping, pushing objects) for under 5 minutes. The child enjoys games with running and jumping over games done sitting down. The child sits quietly in the bath.	No	
71	Two Bags Task (this is a shortened version of the Three Bags Task; information here is for Two Bags)	http://nces.ed.gov/pubs2010/2010009.pdf http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ685646&ERICExtSearch_SearchType_0=no&ccno=EJ685646 http://nces.ed.gov/pubs2007/2007084_C6.pdf http://www.ncbi.nlm.nih.gov/pubmed/2377714	X		X	X		2002	Yes	ECLS-B; Note: Three Bags Task was used in Early Head Start Research and Evaluation Project and NICHD SECCYD	2 years-preschool	9 total: 6 parent-ratings (and one parent composite, at 2 years only), and 3 child behavior-ratings	Child engagement of parent, child sustained attention, and child negativity toward parent	7 point scale ranging from very low to very high	In the ECLS-B study, the 18-month bags contained a set of dishes and a picture book (Good Night, Gorilla).	Yes, coders who speak the parent & child's language have been used	
72	Young Children's Empathy Measure	http://www.ncbi.nlm.nih.gov/pubmed/2377714		X				1990	No	Not identified in large survey	3-6 years	4 vignettes	None	Open response; 4 = exact match to the intended emotion; 3 = similar emotion; 2 = some emotion; 1 = nonemotional response; and, 0 = no response	1. Sadness-"A child has just lost its best friend." 2. Fear-"A child is chased by a big, nasty monster." 3. Anger-"A child really wants to go out but is not allowed." 4. Happiness-"A child is going to its most favorite park to play."	No	

* For the purpose of this study and ratings of measures, executive function is NOT considered a subdomain of social and emotional development, however it is included in this review as it is a crucial contributor to the development of both cognitive and social capacities.

Inventory of Measures of Early Childhood Social and Emotional Development

Row #	Name of Measure	Description of Measures (continued)						Psychometric Properties		
		Spanish & Chinese Versions Only: Sample Used for Validation	Time needed for administration	Copyrighted (yes/no) and copyright holder	Cost of use (flat fee vs. per use?)	Short form available (yes/no)	Parent report, teacher report, clinician/ trained observer	Reliability (Types of reliability considered include: internal consistency; inter-rater reliability; test-retest reliability) (Note: language in quotes is reported verbatim from source document)	Validity (Types of validity considered include: construct validity; content validity; convergent/concurrent validity; predictive validity; sensitivity; specificity) (Note: language in quotes is reported verbatim from source document)	Sample on which this measure (English version) has been validated or normed
70	Toddler Temperament Scale (TTS; part of the Carey Temperament Scales)	N/A	20 minutes	Yes	\$10 for a sample copy, scoring sheet, and profile sheet	No	Parent	Internal consistency: low/weak to acceptable (.53-.86) Test-retest reliability: low/weak to acceptable (.69-.89 with a median of .81) No other type of reliability is reported.	"Concurrent and predictive validity have been found through several studies" according to source; no further info is available. No additional information identified.	340 toddlers who attended two private pediatric practices in Philadelphia. In another study, a sample of Australian toddlers.
71	Two Bags Task (this is a shortened version of the Three Bags Task; information here is for Two Bags)	Information not available	10 minutes for task, then coded later	No	No cost	No	Clinician/trained observer	Inter-rater reliability: acceptable (.93-.97) overall agreement. Test-retest reliability: low/weak (.09 to .23 across two waves of the ECLS-B). No other type of reliability is reported.	Convergent/concurrent validity: weak/low with the Nursing Child Assessment Teaching Scale (NCATS) child scale (correlations ranged from .01 to .05). No additional information identified.	Reliability and validity was calculated using the ECLS-B sample (n = 10,588), which is a nationally representative sample of children from diverse socioeconomic and racial/ethnic backgrounds with oversamples of Chinese children, other Asian and Pacific Islander children, American Indian and Alaska Native children, twins, and children born with low and very low birth weight.
72	Young Children's Empathy Measure	N/A	Time estimate not available; measure contains 4 vignettes	Information not available	Information not available	No	Clinician/trained observer	Internal consistency: low/weak, .69 for the entire scale; for subscales, ranges from .59 to .68. Inter-rater reliability: acceptable (.93 to .99) No other type of reliability is reported.	Convergent/Concurrent validity: moderately correlated with mother's ratings of reassurance and cooperation (.39 and .32); and with home visitor ratings of cooperation (.31 and .33). Construct validity: moderate (.41) with child age. No additional information identified.	Validation sample included 38 children from families involved in a study of the effects of a companion animal. The sample was drawn from volunteers who were contacted through local child-care centers, newspaper birth announcements, and media coverage. The children's ages ranged from 3 to 6 yr. Forty-five percent of the children were boys. Ninety-one percent of the fathers had at least a bachelor's degree as did 76% of the mothers. The families' incomes ranged from \$11,000 through \$80,000 and 97% were Caucasian.
* For the purpose of this study and rating										

Inventory of Measures of Social and Emotional Development in Early Childhood

Measures in Federal Surveys included in Inventory				
Federal Survey	Measures Used	Frequency	Regular (Cross-sec) or One-Time (Long) Indicator?	Hyperlink to survey information page
Early Childhood Longitudinal Studies, Kindergarten and Birth Cohorts (ECLS-K, ECLS-B)	Approaches to Learning Scale from ECLS-K, Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II) , Children's Behavior Questionnaire (CBQ), Nursing Child Assessment Teaching Scale (NCATS), Social Skills Improvement System-Rating Scales (SSIS-RS), Social Skills Rating System (SSRS) , Toddler Attachment Sort (TAS-45), Two Bags Task	ECLS-K: Children are evaluated in Kindergarten, 1st grade, 3rd grade, 5th grade, and 8th grade ECLS-B: 9 months old (2001-02), 2 years old (2003-04), 4 years old/preschool age (2005-06), Kindergarten (2006-07 and 2007-08) NEXT ADMINISTRATION: ECLS-K: second grade data collected in spring 2013. ECLS-B: N/A	One time	http://nces.ed.gov/ecls/kindergarten.asp http://nces.ed.gov/ecls/birth.asp
Family and Community Experiences Survey (FACES)	Assessment Behavior Scale, Behavior Problems , Leiter International Performance Scale Revised - Examiner Rating Scale , Peer Play Observation Scale , Personal Maturation Scale, Preschool Learning Behaviors Scale (PLBS), Problem Behaviors (composed of 2 Personal Maturity Scale items, 5 Behavior Problems Index items, 2 Social Skills Rating System (SSRS) items, and 3 Preschool Learning Behaviors Scale (PLBS) items), Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items), Social Skills Rating System (SSRS)	5 tri-annual cohorts to date (1997, 2000, 2003, 2006 and 2009), each followed for 2-3 years. Data collection is expected to continue through 2018 NEXT ADMINISTRATION: N/A	One time	http://www.acf.hhs.gov/programs/opre/research/project/head-start-family-and-child-experiences-survey-faces-1997-2013
Head Start CARES	Cooper Farran Behavioral Rating Scale	Data collection began in the Spring of 2009 and kindergarten follow up data collection was completed in Spring of 2012 NEXT ADMINISTRATION: N/A	One time	http://www.mdrc.org/project/head-start-cares-project#featured_content
Head Start Impact Study	Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items)	Headstart through 1st grade (fall of 2002 and ended in spring 2006) with a 3rd grade follow-up (spring 2007 and spring 2008) NEXT ADMINISTRATION: N/A	One time	http://www.acf.hhs.gov/programs/opre/research/project/head-start-impact-study-and-follow-up-2000-2012
National Early Head Start Research and Evaluation Project	Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II), Three Bags Task	3 phases: Birth to Three Phase (1996-2001 with 3 data collection points on child); Pre-Kindergarten Follow-up Phase (2001-2004); Elementary School Follow-up Phase (2005-2010) NEXT ADMINISTRATION: N/A	One time	http://www.acf.hhs.gov/programs/opre/research/project/early-head-start-research-and-evaluation-project-ehsre-1996-2010
National Health and Nutrition Examination Survey (NHANES)	Motor & Social Development Scale	The survey began in the early 1960s as a series of surveys. In 1999, it became a continuous survey. The survey which includes both interviews and examinations covers a nationally representative sample of about 5,000 persons each year. NEXT ADMINISTRATION: ongoing	Cross-sec	http://www.cdc.gov/nchs/nhanes.htm
National Health Interview Study (NHIS)	Mental Health Indicator (brief version of the Child Behavior Checklist (CBCL))	The survey has been conducted since 1957. It is a continuous survey with sampling and interviews occurring throughout the year. NEXT ADMINISTRATION: ongoing	Cross-sec	http://www.cdc.gov/nchs/nhis.htm

Inventory of Measures of Social and Emotional Development in Early Childhood

Federal Survey	Measures Used	Frequency	Regular (Cross-sec) or One-Time (Long) Indicator?	Hyperlink to survey information page
National Household Education Survey (NHES)	NHES	Multiple components. Considering all components, survey was administered in: 1991, 93, 95, 96, 99, 2001, 03, 05, 07 then switched to mail survey in 2012 NEXT ADMINISTRATION: N/A	Cross-sec	http://nces.ed.gov/nhes/
NICHD Study of Early Child Care and Youth Development (SECCYD)	Adaptive Social Behavior Inventory (ASBI), Child Behavior Checklist (CBCL)	4 phases: Phase 1, ages 0-3 (1991-94); Phase 2, through 1st grade (1995-99), Phase 3, through 6th grade (2000-04), Phase 4, through 9th grade (2005-07) NEXT ADMINISTRATION: N/A	One time	http://www.nichd.nih.gov/research/supported/Pages/seccyd.aspx
National Longitudinal Study of Youth (NLSY)	Behavior Problems Index, Motor & Social Development Scale	2 cohorts (1979 and 1997) with surveys annually (1997 cohort) or biannually (1979 cohort is now biannual, was annual for first 16 years) NEXT ADMINISTRATION: N/A	One time	http://www.bls.gov/nls/

Inventory of Early Childhood Social and Emotional Development
All Measures-Rated

ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
1	Adaptive Social Behavior Inventory (ASBI)	Yes	X	X	X	X		Moderate	Strong	Moderate	Moderate	Strong	Strong Parent & teacher	Strong	Strong 30 items	No info	Moderate Young high-risk children	5 Strong. PROMISING	"Understands others' feelings, like when they are happy, sad or mad." "Is helpful to other children." "Gets upset when you don't pay enough attention."
2	Adjustment Scales for Preschool Intervention	No	X	X	X	X	X	Moderate	Moderate	Moderate	Moderate	Strong	Moderate Teacher	Strong	73 items Time information not available	No info	Strong 3-6 years	3 Strong. WEAK.	How does this child cope with new learning tasks? Has a happy-go-lucky attitude to every problem. Charges in without taking time to think or follow instructions. Approaches new tasks with caution, but tries. Won't even attempt it if he/she senses a difficulty. Likes the challenge of something difficult. Cannot work up the energy to face anything new.
3	Affect Knowledge Test (AKT)	No		X				Strong	Moderate	Moderate	Strong	Weak	NA	Moderate	Moderate 20 minutes (27 items)	Strong	Strong 30-60 months	4 Strong. WEAK.	NANCY/JOHNNY: "We are walking home." Sibling: "I am going to push you down!!" NANCY/JOHNNY: "Ow!! It hurts!! OW!!!" (child is asked to point to the emotion the character feels).
4	Approaches to Learning Scale from ECLS-K	Yes			See note under Sample Items.	X	See note under Sample Items.	Moderate	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Moderate	Strong 5 min (6-7 items)	Strong	Strong K-5th grade	7 Strong. STRONG.	ECLS-K teacher items: 11. Keeps belongings organized. 14. Shows eagerness to learn new things. 15. Works independently. 21. Easily adapts to changes in routine. 23. Persists in completing tasks. 24. Pays attention well. 26. Following classroom rules. (3rd and 5th grades only) ECLS-K parent items: 10. Keep working at something until [he/she] is finished? 13. Show interest in a variety of things? 15. Concentrate on a task and ignore distractions? 18. Help with chores? 22. Eager to learn new things? 24. Creative in work or in play? NOTE: For the purpose of this review, we consider multiple items above to be measures of self-regulation; however, while the scale as a whole is a report of how often students/children exhibit a selected set of learning behaviors, these items also capture aspects of the behavior problems subdomain as well as executive function.
5	Approaches to Learning - shortened version tested by the FACES team	Yes			See note under Sample Items.	X	See note under Sample Items.	Moderate	Moderate	Strong	Strong	Strong	Moderate Teacher	Moderate	Strong 5 min (6 items)	Strong	Moderate 3-5 years	5 Strong. PROMISING.	See Approaches to Learning Scale from ECLS-K; contact FACES research team
6	Assessment behavior scale	Yes		X		X	X	Moderate	No info	Strong	N/A	Weak	NA	Strong	8 items Time information not available	No info	Moderate Info not available; used in FACES, which includes ages 3-5	2 Strong. WEAK.	Task persistence, attention span, body movement, attention to directions, comprehension of directions, verbalization, ease of relationship, and level of confidence.

Inventory of Early Childhood Social and Emotional Development
All Measures-Rated

ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
7	Behavior Assessment System for Children, Second Addition (BASC-2)	No	X		X	X	X	Strong	Strong	Strong	Strong	Strong	Strong Parent & teacher	Strong	Moderate 10-20 minutes (100-160 items)	Moderate	Strong Preschool (2-5 yrs) and 6-11 years	8 Strong. STRONG.	Information not available
8	Behavior Problems Index	Yes			X			Moderate	Moderate	Strong	Moderate	Strong	Strong Parent	Moderate	28 items Time information not available	Strong	Moderate 4 and older	4 Strong. WEAK.	Argues too much. Is not liked by other children. Demands a lot of attention.
9	Behavior Rating Inventory of Executive Function –Preschool Version (BRIEF-P)	No				X	X	Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Moderate	Moderate 10-15 minutes (63 items)	Moderate	Strong 2-5 years	6 Strong. STRONG.	Information not available
10	Behavior Rating Scale (BRS) of the Bayley Scales of Infant Development, Second Edition (BSID-II)	Yes		X		X		Strong	Strong	Strong	Moderate	Weak	NA	Strong	Weak 30 items	Moderate	Moderate 2 months-2.5 years	4 Strong. WEAK. Not for preK-Kg aged children.	No positive affect to prolonged displays of positive affect. Consistently resists relinquishing materials and/or refuses to accept new materials to consistently relinquishes materials and accepts new materials. Consistently lacks persistence to consistently persistent.
11	Behavioral Style Questionnaire (BSQ), (part of the Carey Temperament Scales)	No	X			X	X	No info	No info	No info	Moderate	Strong	Strong Parent	Strong	Moderate 20 minutes (100 items)	Moderate	Strong 3-7 years	4 Strong. WEAK.	The child enjoys games that involve running or jumping. The child sits calmly while watching TV or listening to music.
12	Berkeley Puppet Interview (BPI)	Yes	X		X			Moderate	Moderate	Moderate	Strong	Weak	NA	Strong	Weak 40 minutes (42 items)	Moderate	Moderate Preschool and early primary	2 Strong. WEAK.	Iggy: I have lots of friends. Ziggy: My parents' fights are about me. Ziggy: I don't have lots of friends. Iggy: My parents' fights are not about me. Iggy: How about you? Ziggy: How about your parents? Enjoyed or approached new situations or people.
13	Brief Scale of Temperament (BST)	No		X		X		Moderate	Moderate	Weak	Moderate	Strong	Strong Parent	Strong	Strong < 5 minutes (5 items)	Strong	Strong Validated with 4-7 year olds	6 Strong. STRONG <i>Note that rel/val/norm are NOT Strong.</i>	Adapted quickly to new events in environment. Showed relatively mild emotional reactions. Had mainly pleasant moods. Showed fairly regular bodily rhythms (such as when he/she gets hungry or sleepy).
14	Brown IDS Self-Concept Referents Test	No		X				Strong	Moderate	Weak	Moderate	Weak	NA	Moderate	60 items Time information not available	No info	Moderate Preschool (3-5 years)	1 Strong. WEAK.	Now can you tell me, is ___ smart or is he stupid? Does ___'s mother think ___ is good looking or ugly? Does ___'s teacher think ___ is clean or dirty? Do other kids think ___ likes to play with them or does not like to play with them?

Inventory of Early Childhood Social and Emotional Development
All Measures-Rated

ROW #	Name of Measure	Used in a federal survey	Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
15	Challenging Situations Task (CST)	No	X	X				Weak	Moderate	Weak	Moderate	Weak	NA	Strong	Moderate 15 minutes (6 items)	Strong	Moderate Preschool	2 Strong. WEAK.	The three situations chosen for inclusion in the CST were: (a) a peer knocking down a tower of blocks which the child was building; (b) being hit by a peer on the playground; and (c) entering a group of peers playing a game. The child was instructed to pretend that he or she was in that situation and to respond to questions as if it were a real situation for them.
16	Child Behavior Checklist (CBCL)	Yes			X	X		Strong	Strong	Strong	Strong	Strong	Strong Parent & teacher	Strong	Moderate 15 minutes (113 items)	Moderate	Strong 2-3 & 4-18 years	8 Strong. STRONG. Note: All items are negative, thus, not recommended.	Argues a lot. Behaves like the opposite sex. Demands a lot of attention. Disobedient at home. Information not available
17	Child Behavior Scale (CBS)	Yes	X		X	X		Moderate	Moderate	Moderate	Moderate	Strong	Moderate Teacher	Strong	Moderate 20 minutes (59 items)		Moderate 5-6 years	2 Strong. WEAK.	Information not available
18	Child Development Inventory (CDI)	No	X					Moderate	Moderate	Moderate	Strong	Strong	Strong Parent	Moderate	Weak 30-50minutes 300 items max (varies by child's age) Weak	Moderate	Strong 15 months-6 years	4 Strong. WEAK.	Greets people with "Hi" or similar expression. Makes or builds things with other children. Plays games that involve taking turns and usually waits for his(her) turn.
19	Child-Parent Relationship Scale (CPRS)	Yes	X					Strong	Moderate	Moderate	Moderate	Strong	Strong Parent	Moderate	Moderate 10 minutes (15 items)	Strong	Strong 3-12 years	5 Strong. PROMISING. However, the measure is no longer used or supported in Planta's (the developer) research. Thus, not recommended.	I share an affectionate, warm relationship with my child. My child values his/her relationship with me. My child is overly dependent on me.
20	Childhood Executive Function Inventory (CHEXI)	No				X	X	Moderate	Moderate	Weak	Strong	Strong	Strong Parent & teacher	Moderate	Strong 5-10 minutes (24 items)	Strong	Strong 4-15 years	6 Strong. STRONG Note that rel/val/norm are NOT Strong.	Has difficulty understanding verbal instructions unless he/she is shown how to do something. Has difficulty with task or activities that involve several steps. Has difficulty holding back his/her activity despite being told to do so. Seldom seems able to motivate him-/herself to do something that he/she doesn't want to do.
21	Children's Self-Social Constructs Test: Preschool Form-Self-Esteem Subtest	No		X				Moderate	No info	No info	Moderate	Weak	NA	Moderate	Information not available	No info	Moderate Preschool	0 Strong. WEAK.	Information not available
22	Colorado Childhood Temperament Inventory (CCTI)	No	X	X		X	X	Moderate	Moderate	Weak	Moderate	Strong	Strong Parent	Strong	Strong 30 items	Strong	Strong 1-6 years	6 Strong. STRONG. Note that rel/val/norm are NOT Strong.	Child makes friends easily. Child gets upset easily. Child is very energetic. Plays with single toy for long periods of time.

Inventory of Early Childhood Social and Emotional Development
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ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
23	Cooper Farran Behavioral Rating Scale	Yes	X					Moderate	Strong	Moderate	Strong	Strong	Moderate Teacher	Moderate	Moderate 10-15 minutes (37 items)	No info	Moderate K-2nd grade	3 Strong. WEAK.	Response to helpful criticism from teacher. Performance of daily nonacademic tasks. Conformity to noise level of classroom.
24	Devereux Early Childhood Assessment Clinical Form (DECA-C)	No	X	X	X	X		Strong	Strong	Strong	Moderate	Strong	Strong Parent & teacher	Strong	Moderate 15 minutes (62 items)	Moderate	Strong 2-5 years	7 Strong. STRONG.	Do things for himself/herself. Control his/her anger. Show affection for familiar adults. Have difficulty following a routine. Withdraw from or avoid children/adults.
25	Dimensional Change Card Sort (DCCS)	Yes					X	Moderate	Moderate	Strong	Strong	Weak	NA	Moderate	Strong 5-10 minutes 12 (+ 12 more border trials if child advances)	Strong	Strong 2.5 - 5 (border version ages 5-7)	5 Strong. PROMISING.	"Say, 'Here's a blue rabbit and here's a red boat.' Then say, 'Now, we're going to play a card game. This is the color game. In the color game, all the blue ones go here [pointing to the tray on the left], and all the red ones go there [pointing to the tray on the right].'"
26	Early Development Instrument (EDI)	Yes	X	X				Strong	Moderate	Moderate	Strong	Strong	Moderate Teacher	Strong	Moderate 20 minutes (104 items)	Strong	Moderate 4-6 years	5 Strong. PROMISING.	Respects the property of others. Is able to play with various children. Follows rules and instructions.
27	Emotion Regulation Checklist	No		X	X	X		Moderate	Strong	Moderate	Moderate	Strong	Strong Parent & teacher	Strong	Moderate 10minutes (24 items)	Moderate	Moderate Preschool and early primary	4 Strong. WEAK.	Exhibits wide mood swings. Is easily frustrated. Is a cheerful child. Responds positively to neutral or friendly overtures by adults. Can say when s/he is feeling sad, angry or mad, fearful or afraid.
28	Emotion Regulation Questionnaire (ERQ)	No		X				Moderate	Moderate	Moderate	Moderate	Weak	NA	Moderate	30 vignettes Time information not available	Strong	Moderate Developed with 5-6 y.o.	1 Strong, 6 Moderate. WEAK.	Johnny wanted his friends to come over to play. So he asked them, and they came to play with him at his house. Susie and her little sister have a pet dog. The dog is sick and going to die.
29	Family Life Project - Executive Functioning Battery: Animal Go No-Go (GNG)	No					X	Moderate	Weak	Strong	Moderate	Weak	NA	Moderate	7 items Time information not available	No info	Moderate 3-5 years	1 Strong. 4 Moderate. WEAK.	Children are presented with a large button that makes a clicking sound when it is pressed. Children are instructed to click their button every time that they see an animal, except when that animal is a pig.
30	Family Life Project - Executive Functioning Battery: Pick the Picture (PTP)	No					X	Moderate	Moderate	Strong	Moderate	Weak	NA	Moderate	8 items Time information not available	No info	Moderate 3-5 years	1 Strong. WEAK.	Children are presented with a set of pictures. For each set, they are instructed to pick each picture so that all of the pictures "get a turn." For example, in the two-picture condition, they might see a page with pictures of an apple and a dog. On the first page, they pick (touch) either of the two pictures (child preference). On the second page, the same two pictures are presented but in a different order. Children are instructed to pick a different picture so that each picture gets a turn. Children received two-, three-, four-, and six-picture sets.

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ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
31	Family Life Project - Executive Functioning Battery: Silly Sound Stroop (SSS)	No					X	Moderate	Weak	Strong	Moderate	Weak	NA	Moderate	15 Items Time information not available	No info	Moderate 3-5 years	1 Strong. WEAK.	Children are instructed to make the sound of a dog when shown a line drawing of a cat and to make the sound of a cat when shown a line drawing of a dog.
32	Family Life Project - Executive Functioning Battery: Something's the Same (STS)	No					X	Moderate	Moderate	Strong	Moderate	Weak	NA	Moderate	16 Items Time information not available	No info	Moderate 3-5 years	1 Strong. WEAK.	Children are first presented with a page on which there are two line-drawn items that are similar in terms of shape, size, or color. The examiner draws the child's attention to the dimension along which the items are similar, stating "See, here are two pictures. These pictures are the same, they are both (cats, blue, big, etc.)" The examiner then flips a page, which presents the same two items again, to the right of which is a dashed vertical line and a picture of a third item. The new third item is similar to one of the first two items along a second dimension that is different from the similarity of the first two items. For example, if the first two items were similar in terms of shape, the third item would be similar to one of the first two items in terms of either size or color. When presenting the new, third item to the child the examiner states to the child, "See, here is a new picture. The new picture is the same as one of these two pictures. Show me which of these two pictures is the same as this new picture?"
33	Family Life Project - Executive Functioning Battery: Spatial Conflict Arrows (SCA)	No					X	Moderate	Weak	Strong	Moderate	Weak	NA	Moderate	11 Items Time information not available	No info	Moderate 3-5 years	1 Strong. WEAK.	A response card, which has two side-by-side black circles that are referred to as "buttons," is placed in front of the child. The administrator turns pages that depict either a left-pointing or right-pointing arrow. The child is instructed to touch the leftmost button with his or her left hand when the arrow points to the left and to touch the right-most button with his or her right hand when the arrow points to the right. Across the first eight trials, arrows are depicted centrally (in the center of the page). For Items 9-22, left- and right-pointing arrows are depicted laterally, with left-pointing arrows always appearing on the left side of the flip book page (left arrows appear "above" the left
34	Family Life Project - Executive Functioning Battery: Working Memory Span (WM)	No					X	Moderate	Weak	Strong	Moderate	Weak	NA	Moderate	7 Items Time information not available	No info	Moderate 3-5 years	1 Strong. WEAK.	Children are presented with a line drawing of an animal figure above which is a colored dot. Both the animal and the colored dot are located within the outline of a house. The examiner asks the child to name the animal and then to name the color. The examiner then turns the page, which only shows the outline of the house from the previous page. The examiner then asks the child which animal was/lived in the house.
35	Head Toes Knees Shoulder Task (HTKS, more complex version of Head-to-toes task)	No					X	No info	No info	Strong	Strong	Weak	NA	Moderate	Moderate 10 minutes (20 items)	Strong	Strong 3-7 years	4 Strong. WEAK.	Structured observation requiring children to perform the opposite of a response to four different oral commands. For example, children were instructed to touch their toes if told to touch their head, and vice versa.
36	Individualized Classroom Assessment Scoring System (inCLASS)	No	X	X	X			Moderate	Strong	Weak	Moderate	Weak	NA	Strong	Weak 9 items	Moderate	Moderate 3-5 years	2 Strong. WEAK.	Positive Engagement with Teacher measures the degree to which the child is emotionally connected to the teacher(s) and adults, including seeking and enjoying interactions with them, and using them as a secure base. Peer Sociability measures the degree to which the child experiences positive emotions and behaviors with other children, including the tendency to seek peer interactions, show social awareness and respond in a manner that peers react positively to.
37	Infant Toddler Social Emotional Assessment (ITSEA)	No	X	X	X	X		Strong	Strong	Strong	Strong	Strong	Strong Parent & teacher	Strong	Weak 25-30 minutes (166 items)	Moderate	Moderate 12-36 months	7 Strong. STRONG. Not for prek-Kg aged children.	Acts aggressive when frustrated. Is shy with new adults. Wakes up from scary dreams or nightmares.

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ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
38	Iowa Social Competency Scale	No	X					No info	No info	Moderate	Moderate	Strong	Strong Parent	Moderate	19 Items Time information not available	No info	Moderate Preschool (3-5 years)	2 Strong. WEAK.	Give directions to other during play. Get upset when teased by children. Join in play with unknown child.
39	Leiter International Performance Scale Revised - Examiner Rating Scale	Yes	X	X	X	X	X	Moderate	Moderate	Strong	Moderate	Weak	NA	Strong	Strong 5 minutes (27 items)	Moderate	Strong 2-20 years	4 Strong. WEAK.	Not available (copyrighted).
40	Matson Evaluation of Social Skills with Youngsters (MESSY)	No	X		X	X		Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Strong	64 Items Time information not available	No info	Strong 2-18 years	7 Strong. STRONG.	Interrupts others when speaking. Bossy. Feels lonely.
41	Minnesota Preschool Affect Checklist-Revised/Shortened (MPAC-R/S)	No	X	X	X	X		Strong	Strong	Strong	Moderate	Weak	NA	Strong	Weak 5-minute observations across 4 different days	Strong	Moderate Preschool (3-4 years)	5 Strong PROMISING. Age group does not include kindergarten. The child directs positive affect specifically at a particular person when already in contact with them. Affect is directed at a specific person. This behavior does not have to be in response to someone, but someone must be the target of the child's positive affect. The child displays context-related interpersonal aggression (verbal or physical). Someone does something to which the child responds with aggression. An emotionally arousing preceding event must be observed.	
42	Motor & Social Development Scale*	Yes						Weak	Moderate	Strong	Strong	Strong	Strong Parent	No info	48 Max (varies by child's age) Time information not available	Strong	Strong Birth-47 months	6 Strong. STRONG. Not for preK-Kg aged children.	Smiled spontaneously. Washed hands by self. Gone to toilet alone.
43	National Household Education Survey	Yes				X		No info	No info	Strong	Moderate	Strong	Strong Parent	Moderate	1 item Time information not available	No info	Strong 0-4	4 Strong. WEAK.	Compared to other children (his/her) age, how often is (he/she) overly active, or unable to sit still?
44	Nursing Child Assessment Teaching Scale (NCATS) - Child Scale	Yes	X	X				Strong	Moderate	Strong	Moderate	Weak	NA	Strong	Strong 1-6 minutes (23 items)	No info	Strong Birth-3 years	5 Strong. PROMISING. Not for preK-Kg aged children.	Child grimaces or frowns during the teaching episode. Child vocalizes or babbles within 5 seconds after caregiver's verbalization.
45	Parent Daily Report (PDR)	No	X	X	X			Weak	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Strong 5-10 minutes (30 items)	No info	Strong 4-10 years	6 Strong. STRONG. Note that rel/val/norm are NOT Strong.	Negative Arguing, talking back to parent(s) or other adults. Bedwetting, wetting pants, soiling. Being competitive. Complaining, being irritable or negative. Positive
46	Parent Proxy Emotion Battery	No	X	X	X			No info	No info	No info	Moderate	Strong	Strong Parent	Strong	Moderate Information not available	No info	Strong 3-12 years	4 Strong. WEAK.	Information not available
47	Peer Play Observation Scale	Yes	X	X				Strong	Moderate	Strong	Moderate	Weak	NA	Strong	Moderate N/A (observational coding)	No info	Moderate 11-30 months	3 Strong. WEAK. Not for preK-Kg aged children.	Rates the degree of complexity in peer play: parallel play with no mutual awareness; simple social play that has a turn-taking structure; complementary and reciprocal play that has an action-reversal structure.

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ROW #	Name of Measure	Used in a federal survey	Social Competence	Emotional Competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
48	Penn Interactive Preschool Play Scales (PIPPS)	No	X		X			Strong	Strong	Moderate	Moderate	Strong	Strong Parent & teacher	Strong	Moderate 15 minutes (32 items)	Moderate	Moderate Preschool and K	5 Strong. PROMISING.	Information not available
49	Personal Maturity Scale	Yes	X	X	X	X		Moderate	No info	Strong	Moderate	Strong	Moderate Teacher	Moderate	13 items Time information not available	Strong	Moderate 3-5 years	3 Strong. WEAK.	Very enthusiastic, interested in a lot of different things, likes to express his or her ideas. Usually in a happy mood, very cheerful.
50	Pictorial Self Concept Scale (PSC)	No		X				Moderate	Moderate	Moderate	Moderate	Weak	NA	Moderate	50 items Time information not available	No info	Moderate Kindergarten - 4th grade	0 Strong. WEAK.	The subject sorts the cards into three piles according to whether the figure designated by a star on his shirt is like him, sometimes like him, and not like him at all.
51	Piers Preschool Pictorial Self-Concept Scale	No	X	X				Strong	Moderate	Weak	Moderate	Weak	NA	Strong	30 items Time information not available	No info	Moderate Preschool	2 Strong. WEAK.	N/A
52	Preschool Learning Behaviors Scale (PLBS)	Yes				X	X	Strong	Strong	Strong	Strong	Strong	Moderate Teacher	Moderate	Strong 8 minutes (29 items)	Moderate	Moderate 3 - 5.5 years	6 Strong. STRONG.	Shows a lively interest in the activities. Has enterprising ideas which often don't work out. Follows peculiar and inflexible procedures in tackling activities.
53	Pre-school and Primary Self-Concept Scale, The	No		X				Strong	Moderate	Weak	Moderate	Weak	NA	Moderate	7 items Time information not available	No info	Moderate 4-9 years	1 Strong. WEAK.	Example: The subject is shown a pictorial stimulus of a good child and a bad child and asked, "Most of the time are you good or most of the time are you bad?" The subject's response is followed with a second question, "Most of the time are you very good (bad) or just a little bit good (bad)?"
54	Preschool Social Behavior Scale	No	X		X			Moderate	Strong	Moderate	Moderate	Strong	Moderate Teacher	Strong	19 items Time information not available	No info	Moderate 3-5 years	3 Strong. WEAK.	Tells a peer that he or she won't play with that peer or be that peer's friend unless he or she does what this child asks. Tells others not to play with or be a peer's friend. When mad at a peer, this child keeps that peer from being in the play group.
55	Problem Behaviors (composed of 2 Personal Maturity Scale items, 5 Behavior Problems Index items, 2 Social Skills Rating System (SSRS) items, and 3 Preschool Learning Behaviors Scale (PLBS) items)	Yes			X			Moderate	Weak	Strong	Strong	Strong	Strong Parent	Moderate	Strong 3 minutes (12 items)	Moderate	Info not available; used in FACES, which includes ages 3-5	5 Strong ratings, however, measure was removed from consideration based on feedback from academic expert panel, citing that the evidence regarding whether it works was not strong enough.	See Personal Maturity Scale, Behavior Problems Index, Social Skills Rating System (SSRS) and Preschool Learning Behaviors Scale (PLBS)
56	Purdue Self-Concept Scale for Preschool Children	No		X				Strong	No info	No info	Moderate	Weak	NA	Moderate	40 items Time information not available	No info	Moderate Preschool	1 Strong. WEAK.	Information not available
57	Rothbart's Temperament Questionnaires - Children's Behavior Questionnaire (CBQ)	Yes		X	X	X	X	Moderate	Strong	Strong	Strong	Strong	Strong Parent	Strong	Weak 1 hour (195 items)	Strong	Strong 3-7 years	8 Strong. STRONG.	Seems always in a hurry to get from one place to another. Cries sadly when a favorite toy gets lost or broken. Seems to be at ease with almost any person.

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ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
58	Rothbart's Children's Behavior Questionnaire-Very Short Form (CBQ-VSF)	No		X	X	X	X	Moderate	Strong	Moderate	Strong	Strong	Strong Parent & teacher	Strong	Moderate < 15 minutes (36 items)	Strong	Strong 3-7 years	7 Strong. STRONG.	Seems always in a hurry to get from one place to another. Gets quite frustrated when prevented from doing something s/he wants to do. When drawing or coloring in a book, shows strong concentration.
59	Rothbart's Temperament Questionnaires - Early Childhood Behavior Questionnaire (ECBQ)	No	X	X	X	X	X	Moderate	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Weak 1 hour (201 items)	Strong	Moderate 18-36 months	5 Strong. PROMISING. Not for preK-Kg aged children.	When told that it was time for bed or a nap, how often did your child react with anger? When offered a choice of activities, how often did your child decide what to do very quickly and go after it? When s/he was carried, how often did your child like to be held?
60	Rothbart's Temperament Questionnaires - Infant Behavior Questionnaire Revised (IBQ-R)	No	X	X	X	X	X	Moderate	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Weak 1 hour (191 items)	Strong	Moderate 3-12 months	5 Strong. PROMISING. Note that rel/val are all NOT Strong. Not for preK-Kg aged children.	How often during the last week did the baby startle to a sudden or loud noise? When frustrated with something, how often did the baby calm down within 5 min? When playing quietly with one of his/her favorite toys, how often did the baby show pleasure?
61	Social Competence and Behavior Evaluation Scale: The Short Form (SCBE-30)	No	X		X			Strong	Moderate	Moderate	Strong	Strong	Moderate Teacher	Strong	Moderate 10-15 minutes (30 items reduced from 80 in long form)	Moderate	Strong 3-6 years	5 Strong. PROMISING.	Gets into conflicts with other children. Doesn't talk or interact during group activities. Cooperates with other children.
62	Social Problem Solving Measure	No	X	X	X			Moderate	Moderate	Moderate	Moderate	Weak	NA	Strong	8 items Time information not available	Strong	Moderate 4-8 years	2 Strong. WEAK.	Pretend that this is YOU and this is KATHY/DANNY. KATHY/DANNY is the same age as you, ____ years old. KATHY/DANNY has been on the swing for a long, long time and doesn't seem to want to share the swing with you. YOU would really like to play on the swing. What could you say or do so that YOU could play on the swing? PROMPT 1: What's another thing YOU could do or say so that YOU could play on the swing? PROMPT 2: Can you think of anything else that YOU could do or say so that YOU could play on the swing?
63	Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items)	Yes	X					Moderate	Strong	Strong	Strong	Strong	Strong Parent	Moderate	Strong 2 minutes (8 items: 6 from SSRS and 2 from PLBS)	Moderate	Moderate 3-5 years	6 Strong. STRONG.	See SSRS and PLBS
64	Social Skills Improvement System-Rating Scales (SSIS-RS) Note: This is an updated version of the SSRS.	Yes	X		X			Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Strong	Moderate 10-25 minutes (up to 140 items dependent on child's age – appropriate for 3-18 years)	Moderate	Strong	7 Strong. STRONG.	Saying please. Responding when others start a conversation. Making eye contact when talking.
65	Social Skills Rating System (SSRS)	Yes	X	X	X			Strong	Strong	Strong	Moderate	Strong	Strong Parent & teacher	Strong	57- 58 items Time information not available	Moderate	Strong 3 to 18 years	7 Strong. STRONG.	Information not available
66	Social Skills Rating System (SSRS) - shortened version tested by the FACES team	Yes	X					Moderate	Moderate	Strong	Moderate	Strong	Moderate Teacher	Moderate	Strong 12 items	Moderate	Moderate 3-5 years	3 Strong. WEAK. Note: Final ratings reflect clarifications provided by FACES team.	See SSRS; contact FACES research team

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ROW #	Name of Measure	Used in a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement trained administrator	Parent/ teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
67	Teacher Temperament Questionnaire (TTQ) (short form)	No			X	X	X	Moderate	Moderate	Moderate	Moderate	Strong	Moderate Teacher	Strong	23 items Time information not available	No info	Moderate K - 3rd grade	2 Strong. WEAK.	Child seems to have difficulty sitting still, may wriggle a lot or get out of seat. Child enjoys going on errands for the teacher.
68	Toddler Attachment Sort (TAS-45)	Yes	X		X			Strong	Strong	Strong	Moderate	Weak	NA	Strong	Weak 60-90 minutes for observations (30 sets of 3 statements each (90 total statements); 45 unique statements)	No info	Moderate 12-36 months	4 Strong. WEAK. Not for preK-Kg aged children.	Child actively seeks and enjoys physical affection with the parent. Child is sociable and enjoys the company of others. Child prefers inanimate objects; avoids people. "Slow to warm up" to strangers.
69	Toddler Behavior Assessment Questionnaire (TBAQ)	Yes	X	X	X	X		Moderate	Strong	Moderate	Strong	Strong	Strong Parent	Strong	108 items Time information not available	No info	Moderate 16-36 months	5 Strong. PROMISING. Not for preK-Kg aged children.	When in the bathtub, how often did your child babble or talk happily? When you did not allow your child to do something for him/herself, for example, dressing or getting into the car seat, how often did your child try to push you away?
70	Toddler Temperament Scale (TTS; part of the Carey Temperament Scales)	No	X			X		Strong	Moderate	Moderate	Moderate	Strong	Strong Parent	Strong	Moderate 20 minutes (97 items)	Moderate	Moderate 1-3 years	4 Strong. WEAK. Not for preK-Kg aged children.	The child practices physical activities (climbing, jumping, pushing objects) for under 5 minutes. The child enjoys games with running and jumping over games done sitting down. The child sits quietly in the bath.
71	Two Bags Task (this is a shortened version of the Three Bags Task; information here is for Two Bags)	Yes	X		X	X		Moderate	Weak	Strong	Strong	Weak	NA	Strong	Moderate 10 minutes for task, then coded later (9 total: 6 parent-ratings; 3 child behavior-ratings)	Strong	Strong 2 years-preschool	5 Strong. PROMISING. Note that rel/val are all NOT Strong. Not for preK-Kg aged children.	In the ECLS-B study, the 18-month bags contained a set of dishes and a picture book (Good Night, Gorilla).
72	Young Children's Empathy Measure	No		X				Moderate	Moderate	Weak	Moderate	Weak	NA	Moderate	4 vignettes Time information not available	No info	Strong 3 to 6 years	1 Strong. WEAK.	1. Sadness-"A child has just lost its best friend." 2. Fear-"A child is chased by a big, nasty monster." 3. Anger-"A child really wants to go out but is not allowed." 4. Happiness-"A child is going to its most favorite park to play."
			39	35	32	31	22												

* For the purpose of this study and ratings of measures, executive function is NOT considered a subdomain of social and emotional development, however it is included in this review as it is a crucial contributor to the development of both cognitive and social capacities.

Recommended Measures of Early Childhood Social and Emotional Development

ROW #	Name of Measure	Used In a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement for trained administrator	Parent / teacher form	Covers 2 or more subdomains	Short time of administration / # of Items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
1	Adaptive Social Behavior Inventory (ASBI)	Yes	X	X	X	X		Moderate	Strong	Moderate	Moderate	Strong	Strong Parent & teacher	Strong	Strong 30 Items	No info	Moderate Young high-risk children	5 Strong. PROMISING	Understands others' feelings, like when they are happy, sad or mad. Is helpful to other children. Gets upset when you don't pay enough attention.
2	Approaches to Learning Scale from ECLS-K	Yes			See note under Sample Items.	X	See note under Sample Items.	Moderate	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Moderate	Strong 5 min (6-7 Items)	Strong	Strong K-5th grade	7 Strong. STRONG.	ECLS-K teacher items: 11. Keeps belongings organized. 14. Shows eagerness to learn new things. 15. Works independently. 21. Easily adapts to changes in routine. 23. Persists in completing tasks. 24. Pays attention well. 26. Following classroom rules. (3rd and 5th grades only) ECLS-K parent items: 10. Keep working at something until (he/she) is finished? 13. Show interest in a variety of things? 15. Concentrate on a task and ignore distractions? 18. Help with chores? 22. Eager to learn new things? 24. Creative in work or in play? NOTE: For the purpose of this review, we consider multiple items above to be measures of self-regulation; however, while the scale as a whole is a report of how often students/children exhibit a selected set of learning behaviors, these items also capture aspects of the behavior problems subdomain as well as executive function.
3	Approaches to Learning - shortened version tested by the FACES team	Yes			See note under Sample Items.	X	See note under Sample Items.	Moderate	Moderate	Strong	Strong	Strong	Moderate Teacher	Moderate	Strong 5 min (6 Items)	Strong	Moderate 3-5 years	5 Strong. PROMISING.	See Approaches to Learning scale from ECLS:K study; contact FACES research team
4	Behavior Assessment System for Children, Second Edition (BASC-2)	No	X		X	X	X	Strong	Strong	Strong	Strong	Strong	Strong Parent & teacher	Strong	Moderate 10-20 minutes (100-160 Items)	Moderate	Strong Preschool (2-5 yrs) and 6-11 years	8 Strong. STRONG.	Information not available
5	Behavior Rating Inventory of Executive Function—Preschool Version (BRIEF-P)	No				X	X	Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Moderate	Moderate 10-15 minutes (63 Items)	Moderate	Strong 2-5 years	6 Strong. STRONG.	Information not available
6	Brief Scale of Temperament (BST)	No		X		X		Moderate	Moderate	Weak	Moderate	Strong	Strong Parent	Strong	Strong < 5 minutes (5 Items)	Strong	Strong Validated with 4-7 year olds	6 Strong. STRONG Note that rel/val/norm are NOT Strong.	Enjoyed or approached new situations or people. Adapted quickly to new events in environment.
7	Childhood Executive Function Inventory (CHEXI)	No				X	X	Moderate	Moderate	Weak	Strong	Strong	Strong Parent & teacher	Moderate	Strong 5-10 minutes (24 Items)	Strong	Strong 4-15 years	6 Strong. STRONG Note that rel/val/norm are NOT Strong.	Has difficulty understanding verbal instructions unless he/she is shown how to do something. Has difficulty with task or activities that involve several steps.
8	Colorado Childhood Temperament Inventory (CCTI)	No	X	X		X	X	Moderate	Moderate	Weak	Moderate	Strong	Strong Parent	Strong	Strong 30 Items	Strong	Strong 1-6 years	6 Strong. STRONG. Note that rel/val/norm are NOT Strong.	Has difficulty holding back his/her activities or desires when told to do so. Child makes friends easily. Child gets upset easily.
9	Devereux Early Childhood Assessment Clinical Form (DECCA-C)	No	X	X	X	X		Strong	Strong	Strong	Moderate	Strong	Strong Parent & teacher	Strong	Moderate 15 minutes (62 Items)	Moderate	Strong 2-5 years	7 Strong. STRONG.	Available upon request
10	Dimensional Change Card Sort (DCCS)	Yes					X	Moderate	Moderate	Strong	Strong	Weak	NA	Moderate	Moderate 5-10 minutes 12 (+ 12 more border trials if child advances) Strong	Strong	Strong 2.5 - 5 (border version ages 5-7)	5 Strong. PROMISING.	Direct assessment in which children sort picture cards according to different dimensions (e.g., shape, color, presence of border)
11	Early Development Instrument (EDI)	Yes	X	X				Strong	Moderate	Moderate	Strong	Strong	Moderate Teacher	Strong	Moderate 20 minutes (104 Items)	Strong	Moderate 4-6 years	5 Strong. PROMISING.	Available upon request
12	Infant Toddler Social Emotional Assessment (ITSEA)	No	X	X	X	X		Strong	Strong	Strong	Strong	Strong	Strong Parent & teacher	Strong	Weak 25-30 minutes (166 Items)	Moderate	Moderate 12-36 months	7 Strong. STRONG. Not for pre-K-Kg aged children.	
13	Matson Evaluation of Social Skills with Youngsters (MESSY)	No	X		X	X		Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Strong	64 Items Time information not available	No info	Strong 2-18 years	7 Strong. STRONG.	Available upon request
14	Minnesota Preschool Affect Checklist-Revised/Shortened (MPAC-R/S)	No	X	X	X	X		Strong	Strong	Strong	Moderate	Weak	NA	Strong	Weak 5-minute observations across 4 different days	Strong	Moderate Preschool (3-4 years)	5 Strong PROMISING. Age group does not include kindergarten.	

Recommended Measures of Early Childhood Social and Emotional Development

ROW #	Name of Measure	Used In a federal survey	Social competence	Emotional competence	Behavior Problems	Self-regulation	Executive Function*	Reliability	Validity	Norming/ validation sample	Availability in languages other than English	Requirement for trained administrator	Parent / teacher form	Covers 2 or more subdomains	Short time of administration / # of items	Low cost	Covers a wide age range	Conclusion / Action	Sample Items
15	Nursing Child Assessment Teaching Scale (NCATS) - Child Scale	Yes	X	X				Strong	Moderate	Strong	Moderate	Weak	NA	Strong	Strong 1-6 minutes (23 items)	No info	Strong Birth-3 years	5 Strong. PROMISING. Not for preK-Kg aged children.	
16	Parent Daily Report (PDR)	No	X	X	X			Weak	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Strong 5-10 minutes (30 items)	No info	Strong 4-10 years	6 Strong. STRONG. (But note that rel/val/norm are NOT Strong).	Negative Arguing, talking back to parent(s) or other adults. Bedwetting, wetting pants, soiling. Being competitive. Complaining, being irritable or negative.
17	Penn Interactive Preschool Play Scales (PIPPS)	No	X		X			Strong	Strong	Moderate	Moderate	Strong	Strong Parent & teacher	Strong	Moderate 15 minutes (32 items)	Moderate	Moderate Preschool and K	5 Strong. PROMISING.	Information not available
18	Preschool Learning Behaviors Scale (PLBS)	Yes				X	X	Strong	Strong	Strong	Strong	Strong	Moderate Teacher	Moderate	Strong 8 minutes (29 items)	Moderate	Moderate 3 - 5.5 years	6 Strong. STRONG.	Shows a lively interest in the activities. Has enterprising ideas which often don't work out. Follows peculiar and inflexible procedures in tackling activities. Seems always in a hurry to get from one place to another.
19	Rothbart's Children's Behavior Questionnaire-Very Short Form (CBQ-VSF)	No		X	X	X	X	Moderate	Strong	Moderate	Strong	Strong	Strong Parent & teacher	Strong	Moderate < 15 minutes (36 items)	Strong	Strong 3-7 years	7 Strong. STRONG.	Gets quite frustrated when prevented from doing something s/he wants to do. When drawing or coloring in a book, shows strong concentration.
20	Rothbart's Temperament Questionnaires - Children's Behavior Questionnaire (CBQ)	Yes		X	X	X	X	Moderate	Strong	Strong	Strong	Strong	Strong Parent	Strong	Weak 1 hour (195 items)	Strong	Strong 3-7 years	8 Strong. STRONG.	Available upon request
21	Rothbart's Temperament Questionnaires - Early Childhood Behavior Questionnaire (ECBQ)	No	X	X	X	X	X	Moderate	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Weak 1 hour (201 items)	Strong	Moderate 18-36 months	5 Strong. PROMISING. Not for preK-Kg aged children.	
22	Rothbart's Temperament Questionnaires - Infant Behavior Questionnaire Revised (IBQ-R)	No	X	X	X	X	X	Moderate	Moderate	Moderate	Strong	Strong	Strong Parent	Strong	Weak 1 hour (191 items)	Strong	Moderate 3-12 months	5 Strong. PROMISING. Note that rel/val are all NOT Strong. Not for preK-Kg aged children.	
23	Social Competence and Behavior Evaluation Scale: The Short Form (SCBE-30)	No	X		X			Strong	Moderate	Moderate	Strong	Strong	Moderate Teacher	Strong	Moderate 10-15 minutes (30 items reduced from 80 in long form)	Moderate	Strong 3-6 years	5 Strong. PROMISING.	Gets into conflicts with other children. Doesn't talk or interact during group activities. Cooperates with other children.
63	Social Skills and Positive Approaches to Learning (composed of 6 Social Skills Rating System (SSRS) items and 2 Preschool Learning Behaviors Scale (PLBS) items)	Yes	X					Moderate	Strong	Strong	Strong	Strong	Strong Parent	Moderate	Strong 2 minutes (8 items: 6 from SSRS and 2 from PLBS)	Moderate	Moderate 3-5 years	6 Strong. STRONG.	See SSRS and PLBS
25	Social Skills Improvement System-Rating Scales (SSIS-RS) Note: This is an updated version of the SSRS.	Yes	X		X			Strong	Moderate	Strong	Strong	Strong	Strong Parent & teacher	Strong	Moderate 10-25 minutes (up to 140 items dependent on child's age - appropriate for 3-18 years)	Moderate	Strong	7 Strong. STRONG.	Available upon request
26	Social Skills Rating System (SSRS)	Yes	X	X	X			Strong	Strong	Strong	Moderate	Strong	Strong Parent & teacher	Strong	57- 58 items Time information not available	Moderate	Strong 3 to 18 years	7 Strong. STRONG,	Information not available
27	Toddler Behavior Assessment Questionnaire (TBAQ)	Yes	X	X	X	X		Moderate	Strong	Moderate	Strong	Strong	Strong Parent	Strong	108 items Time information not available	No info	Moderate 16-36 months	5 Strong. PROMISING. Not for preK-Kg aged children.	
28	Two Bags Task (this is a shortened version of the Three Bags Task; information here is for Two Bags)	Yes	X		X	X		Moderate	Weak	Strong	Strong	Weak	NA	Strong	Moderate 10 minutes for task, then coded later (9 total: 6 parent-ratings; 3 child behavior-ratings)	Strong	Strong 2 years-preschool	5 Strong. PROMISING. Note that rel/val are all NOT Strong. Not for preK-Kg aged children.	

* For the purpose of this study and ratings of measures, executive function is NOT considered a subdomain of social and emotional development, however it is included in this review as it is a crucial contributor to the development of both cognitive and social capacities.