

Rockford Infant Developmental Evaluation Scales

RIDES

Author: Project RHISE

Children's Development Center
Rockford, Illinois

Level: Ages birth to 4 years

Working Time: Approximately one week

Rockford Infant Developmental Evaluation Scales (RIDES) offers an informal developmental evaluation for special education professionals involved in early intervention and preschool programs.

RIDES examines five major skills:

- Personal-Social/Self-Help
- Fine Motor/Adaptive
- Receptive Language
- Expressive Language
- Gross Motor

It helps early childhood educators determine which behaviors are present, emerging, or absent in a child from birth to four years of age. In addition, educators receive a skill-by-skill picture of a child's developmental/behavioral repertoire.

The eight-page **RIDES Checklist** outlines 308 developmental behaviors that make up the five skill areas listed above and includes a progress chart on the back page. The manual explains how to use the checklist and how to interpret results.

Other professionals, including day care and preschool staff, can use **RIDES** for observing specific children and developmental patterns.

Coping, Developmental, and Visual Screening Tools

Coping Inventories

Rockford Infant Developmental Evaluation Scales (RIDES)

Washer Visual Acuity Screening Technique (WVAST)

Comprehensive Identification Process (CIP)

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Scholastic Testing Service, Inc.
Bensenville, IL 60106-1617

Early Coping Inventory

A Measure of Adaptive Behavior

Authors: Shirley Zeitlin
G. Gordon Williamson
Margery Szczepanski

Level: Ages 4-36 months

Working Time: Varies

The **Early Coping Inventory** is an observation instrument used for assessing the coping-related behavior of children who function developmentally from **4 to 36 months**. The forty-eight items in this inventory are divided into three categories:

- **Sensorimotor Organization** refers to behaviors used to regulate psycho-physiological functions as well as to integrate sensory and motor processes.
- **Reactive Behaviors** refers to actions used to respond to the demands of physical and social environments.
- **Self-Initiated Behaviors** refers to autonomously generated, self-directed actions used to meet personal needs and to interact with objects and people.

Professionals and nonprofessionals can rate and score the **Early Coping Inventory**. However, professional support is recommended in scoring and interpretation to ensure that the instrument is used in a constructive manner.

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The **COPING, RIDES, WVAST** and **CIP** are all available for purchase online at:
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Coping Inventory

A Measure of Adaptive Behavior (Observation and Self-Rated Forms)

Author: Shirley Zeitlin

Level: Ages 3-16 (Observation Form)
Ages 15-Adult (Self-Rated Form)

Working Time: Varies

The **Observation Form** of the **Coping Inventory** assesses the behavior patterns and skills used by children **ages 3 to 16** to meet personal needs and adapt to the demands of their environment. This form considers two categories of coping behavior: Self and Environment. In addition, it measures three continua of coping styles:

- Productive ↔ Nonproductive
- Active ↔ Passive
- Flexible ↔ Rigid

Designed for individuals **age 15 to adult**, the **Self-Rated Form** of the **Coping Inventory** provides an Adaptive Behavior Index, a profile of coping styles, and a list of those behaviors that facilitate or interfere with adaptive coping. This form can be self-administered and profiled, while professionals assist in scoring and interpreting the scales and coping styles.





Authors: R. Reid Zehrbach
Joan Good Erickson

Level: Ages 2–6½ years

Working Time: Varies

The **Comprehensive Identification Process (CIP)** is a screening program which identifies children between **2 and 6½ years** of age who may need special medical, psychological, or educational assistance to function at their highest possible level upon entering school. It offers an efficient means of identifying these children and helps meet the Child Find Requirements of PL99-457.

CIP is built on research which indicates that early detection and treatment of developmental disorders can prevent small challenges from becoming major ones.

CIP targets eight areas of development:

- Cognitive-Verbal
- Perceptual Motor
- Gross Motor
- Speech and Expressive Language
- Hearing
- Vision
- Social/Affective Behavior
- Medical History



Children do not receive numerical scores when a **CIP** screening is completed. The screening is designed to generate results that lead to alternative recommendations, such as a vision test or a complete medical examination. By making alternative recommendations, **CIP**:

- prevents the labeling of a child before a complete evaluation
- prevents the comparison of children's scores
- permits the consideration of overall behavior rather than the consideration of one or two scores

CIP may be administered in the home or at a central location. Screenings can be done by trained paraprofessionals as long as early childhood professionals provide supervision.

Suggestions for dealing with diverse populations are included (administration time varies).



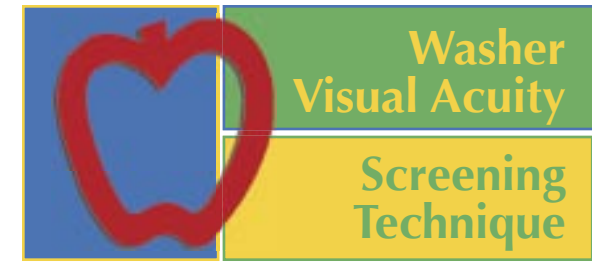
A complete **CIP** Screening Kit includes the following:

Manuals & Forms

- 1 Administrator's Manual
- 1 Interviewer's Manual
- 1 Screening Booklet
- 1 Symbol Booklet
- 35 Parent Interview Forms
- 35 Observation of Behavior Forms
- 35 Speech and Expressive Language Forms
- 35 Child Record Folders
- 1 Circle Pad (40 sheets)

Materials

- 1 carrying case
- 1 10-inch cloth doll
- 1 die-cut manipulation board
- 1 children's book with thick pages
- 1 primary pencil
- 1 spool of thread
- 1 nut and bolt
- 1 soft sponge
- 1 set of small toys
- 1 set of cutout shapes
- 1 small plastic cup
- 1 pair of child safety scissors
- 12 blocks (6 green, 2 red, 2 yellow, 2 blue)
- 1 large foam rubber ball
- 1 small rubber ball
- 10 beads with 2 laces for stringing
- 12 buttons (6 black, 6 white)
- 1 covered box for buttons
- 1 piece of cloth with a button and buttonhole
- 1 toy table
- 1 key
- 1 spoon
- 2 dowel rods (different lengths)
- 1 box of crayons



Author: Rhonda Wiczer Washer, M.S.

Level: 2½ years mental age to Adult

Working Time: Varies

The **Washer Visual Acuity Screening Technique (WVAST)** assesses the vision of very young children and severely mentally challenged and/or low-functioning populations. It provides for near and far vision screening and can be administered by trained volunteers. The **WVAST** does not require many perceptual, motor or verbal skills. A conditioning process is outlined for familiarizing test subjects with the symbols, matching skills, and eye occlusion used in the screening. With conditioning and reinforcement, the **WVAST** has successfully screened children as young as eighteen months of age.

WVAST Screening Materials

- 3 matching sets of 3 large symbol cards (apple, house, and umbrella)
- 1 set of 12 stimulus symbol cards
- 1 small piece of black poster board
- 1 wooden stand for symbol cards
- 1 nearpoint panel with stimulus wheel and distance line
- 2 occluders
- 1 10-ft. cord with 5-ft. indicator bead