

Communication And Symbolic Behavior Scales Developmental Profile

Ph.D., CCC-SLP, Amy Wetherby, Ph.D., CCC-SLP, Barry Prizant

Communication and Symbolic Behavior Scales Developmental Profile Amy Wetherby, Barry Prizant, 2002-03 CSBS DP™ is an easy-to-use, norm-referenced screening and evaluation tool that measures the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of children with a functional communication age of 6 to 24 months and a chronological age of 6 months to 6 years. Derived from the popular, norm-referenced CSBS™, CSBS DP™ is shorter and faster and lets early intervention professionals begin identification earlier. CSBS DP™ is an ideal starting point for planning IFSPs, determining the efficacy of interventions, documenting changes in a child's behavior over time, and identifying areas for further assessment. The Complete CSBS DP™ Kit includes: Infant-Toddler Checklist: In 5-10 minutes, caregivers answer 24 multiple-choice questions grouped into seven language predictor clusters: Emotion and Eye Gaze, Communication, Gestures, Sounds, Words, Understanding, and Object Use. Then, a professional combines the clusters to yield scores in three composite categories: social, speech, and symbolic. The Checklist can also be used to monitor development every 3 months between the ages of 6 and 24 months. Caregiver Questionnaire: If the Checklist indicates a need for further evaluation, caregivers complete this easy-to-read four-page questionnaire, which measures in more detail the same seven clusters. It takes approximately 15-25 minutes and is designed to be given or mailed to the caregiver before the child is brought in for the Behavior Sample. Behavior Sample: This face-to-face sampling procedure takes 30 minutes to conduct and simultaneously score. Professionals lead a brief warm-up with the child and then sample behavior in various contexts: communicative temptations, book sharing, symbolic play probes, language comprehension probes, and constructive play probes. The Behavior Sample measures 20 scales that comprise the social, speech, and symbolic composites, and professionals record the presence or absence of 20 types of behavior on a scoring worksheet. Caregiver Perception Rating: This one-page form asks caregivers to compare the child's behavior during the assessment to the child's typical behavior. CSBS DP™ Manual: The Manual includes instructions for administering and scoring the profile, technical data on standardization and norming, and guidelines for interpreting a child's CSBS DP™ for screening and evaluation. CSBS DP™ Toy Kit: This kit includes familiar toys, books, and other play materials that entice spontaneous communication and put

children at ease so they can perform to their best ability. (Owners of CSBS™: All the toys needed to implement CSBS DP™ are included in the CSBS™ Toy Kit.) Instructional Videos: These two videos demonstrate how to collect a Behavior Sample and complete the scoring worksheets as well as explain key developmental terms. Reliability and validity for CSBS DP™ are high. Norms include standard scores and percentiles based on 2,188 children for the Infant-Toddler Checklist, 790 children for the Caregiver Questionnaire, and 337 children for the Behavior Sample. This complete kit is part of CSBS DP™, an easy-to-use, norm-referenced screening and evaluation tool that helps determine the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of young children. CSBS DP is an ideal starting point for IFSP planning and can be used as a guide to indicate areas that need further assessment. Learn more about the whole CSBS DP system.

CSBS DP Manual Amy M. Wetherby, Barry M. Prizant, 2002 A manual and self-tutorial on the standardized tool for evaluating communication and symbolic abilities of children whose functional communication age is between six months and two years. The test can be administered by a certified speech-language pathologist, early interventionist, psychologist, and other professionals trained to evaluate developmentally young children. No one mentions the earlier, presumably abnormal, edition or editions, and there was some fear that they were locked in a dark closet somewhere to be forgotten. Fortunately it is the test itself rather than the manual that has now been normed. Annotation copyrighted by Book News, Inc., Portland, OR

Communication and Symbolic Behaviour Scales Developmental Profile Amy M. Wetherby, Barry M.

Prizant, 2002-08 The CSBS DP™ Caregiver Questionnaires, sold in packages for easy re-ordering, are forms for the Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP™), an easy-to-use, norm-referenced screening and evaluation tool that measures the communicative competence of children with a functional communication age of 6 to 24 months and a chronological age of 6 months to 6 years. Derived from the popular, norm-referenced CSBS™, CSBS DP™ is shorter and faster and lets early intervention professionals begin identification earlier. CSBS DP™ is an ideal starting point for planning IFSPs, determining the efficacy of interventions, documenting changes in a child's behavior over time, and identifying areas for further assessment. A package of CSBS DP™ Caregiver Questionnaires includes 50 of these easy-to-read four-page questionnaires, which are used when the initial screening indicates a need for further evaluation. It takes approximately 15-25 minutes and is designed to be given or mailed to the caregiver before the child is brought in for the CSBS DP™ Behavior Sample. Available separately or as part of the CSBS DP™ Complete Kit are the other materials required to conduct a CSBS DP™ assessment. These forms are part of CSBS DP™, an easy-to-use, norm-referenced screening and evaluation tool that helps determine the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of young children. CSBS DP is an ideal starting point for IFSP planning and can be used as a guide to indicate areas that need further assessment. This product is sold in a package of 50. Learn more about the whole CSBS DP system

Communication and Symbolic Behaviour Scales Amy M. Wetherby, Barry M. Prizant, 2003 The CSBS™ Record Forms and Caregiver Questionnaires, sold in packages for easy re-ordering, are assessment forms for the Communication and Symbolic Behavior Scales (CSBS™), one of the best measures of early communication in children 8-24 months (or up to 72 months if developmental delays are present). The norm-referenced, standardized CSBS™ uses parent interviews and naturalistic sampling procedures to collect crucial information — not just on language skills but also on often-overlooked communicative behaviors like communicative functions, gestures, rate of communicating, positive affect, and gaze shifts. CSBS™ takes just 50-75 minutes for child assessment and 60-75 minutes for in-depth scoring. Backed by technical data, CSBS™ is compatible with most developmental curricula in use today. A package of CSBS™ Record Forms and Caregiver Questionnaires includes: 25 Caregiver Questionnaires: Caregivers complete this 15-minute qualitative questionnaire to provide background information. Their responses provide a baseline that helps professionals evaluate a child's performance. 25 Behavior Sample Record Forms: Data from the CSBS™ behavior sample is tallied on this form and converted to scores on 22 five-point scales. 2 Outline Cards: These reference cards outline sampling procedures step by step and give directions for scoring. Available separately or as part of the CSBS™ Complete Kit are the other materials required to conduct a CSBS™ assessment. These forms are part of CSBS™, a norm-referenced, standardized tool that uses parent interview and direct observation to assess infants, toddlers, and preschoolers at risk for communication delays and impairments. With 22 rating scales that accurately survey children's language skills and symbolic development, CSBS is backed by technical data and compatible with most developmental curricula in use today. This product is sold in a package of 25. Learn more about the whole CSBS system.

Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP) Infant-Toddler Checklist

Ph.D., CCC-SLP, Amy Wetherby, Ph.D., CCC-SLP, Barry Prizant, 1999-01-31

Infant-Toddler Checklist and Easy-Score User's Guide Amy M. Wetherby, Barry M. Prizant, 2003 This scoring CD-ROM includes a complete copy of the Checklist and a User's Guide, allowing busy clinicians to use the Checklist by itself as a quick, valid screening system. Users input responses from the completed Checklist and the program calculates composite percentiles and standard scores based on the embedded norms. This program also makes correspondence and recordkeeping easier. It automatically generates a screening report for clinicians to add to the child's health record. Then, the clinician can select from a menu of three letters to share personalized results and recommendations with the family.

CSBS Manual Amy M. Wetherby, Barry M. Prizant, 2003 This user-friendly manual guides professionals through the process of administering, scoring, and interpreting the Communication and Symbolic Behavior Scales (CSBS™), one of the best measures of early communication in children 8-24 months (or up to 72 months if developmental delays are present). The manual includes: a concise question-and-answer introduction to CSBS™ informative summaries that reveal how the communication and symbolic behavior scales were developed detailed, easy-to-follow instructions on how to administer the

Caregiver Questionnaire, conduct each part of the videotaped Behavior Sample, and interpret the behaviors on the videotape clear guidelines on rating, summarizing, and interpreting scores technical data about CSBS™, including information about standardization, scaling and norming, reliability, and validity helpful tips on planning individualized interventions Filled with tables, charts, and checklists that summarize key points, clarify technical data, and help users organize the information and material they need, this manual will make it easier for professionals to use CSBS™ effectively with the children and families they serve. This manual is part of CSBS™, a norm-referenced, standardized tool that uses parent interview and direct observation to assess infants, toddlers, and preschoolers at risk for communication delays and impairments. With 22 rating scales that accurately survey children's language skills and symbolic development, CSBS is backed by technical data and compatible with most developmental curricula in use today. Learn more about the whole CSBS system.

Communication and Symbolic Behavior Scales Developmental Profile Barry Prizant, Wetherby, 2002-07 The CSBS DP™ Test Kit contains the testing and scoring materials for the Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP™), an easy-to-use, norm-referenced screening and evaluation tool that measures the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of children with a functional communication age of 6 to 24 months and a chronological age of 6 months to 6 years. Derived from the popular, norm-referenced CSBS™, CSBS DP™ is shorter and faster and lets early intervention professionals begin identification earlier. CSBS DP™ is an ideal starting point for planning IFSPs, determining the efficacy of interventions, documenting changes in a child's behavior over time, and identifying areas for further assessment. The CSBS DP™ Test Kit includes: Infant-Toddler Checklist: In 5-10 minutes, caregivers answer 24 multiple-choice questions grouped into seven language predictor clusters: Emotion and Eye Gaze, Communication, Gestures, Sounds, Words, Understanding, and Object Use. Then, a professional combines the clusters to yield scores in three composite categories: social, speech, and symbolic. The Checklist can also be used to monitor development every 3 months between the ages of 6 and 24 months. Caregiver Questionnaire: If the Checklist indicates a need for further evaluation, caregivers complete this easy-to-read four-page questionnaire, which measures in more detail the same seven clusters. It takes approximately 15-25 minutes and is designed to be given or mailed to the caregiver before the child is brought in for the Behavior Sample. Behavior Sample: This face-to-face sampling procedure takes 30 minutes to conduct and simultaneously score. Professionals lead a brief warm-up with the child and then sample behavior in various contexts: communicative temptations, book sharing, symbolic play probes, language comprehension probes, and constructive play probes. The Behavior Sample measures 20 scales that comprise the social, speech, and symbolic composites, and professionals record the presence or absence of 20 types of behavior on a scoring worksheet. Caregiver Perception Rating: This one-page form asks caregivers to compare the child's behavior during the assessment to the child's typical behavior. CSBS DP™ Manual: The Manual includes instructions for administering and scoring the profile, technical data on

standardization and norming, and guidelines for interpreting a child's CSBS DP™ for screening and evaluation. Instructional Videos: These two videos demonstrate how to collect a Behavior Sample and complete the scoring worksheets as well as explain key developmental terms. Available separately or as part of the CSBS DP™ Complete Kit is the CSBS DP™ Toy Kit. It contains the familiar, action-based play materials used to entice spontaneous communication during the Behavior Sample. (Owners of CSBS™: All the toys needed to implement CSBS DP™ are included in the CSBS™ Toy Kit.) This test kit is part of CSBS DP™, an easy-to-use, norm-referenced screening and evaluation tool that helps determine the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of young children. CSBS DP is an ideal starting point for IFSP planning and can be used as a guide to indicate areas that need further assessment. Learn more about the whole CSBS DP system.

The Capute Scales Pasquale J. Accardo, Arnold J. Capute, 2005 Created for use in clinical settings, The Capute Scales are effective both as a screener for general practitioners and as an assessment tool for specialists such as developmental pediatricians, speech-language pathologists, and occupational therapists. With its high correlation with the Bayley Scales of Infant Development, this standardized instrument will assist clinicians in making developmental diagnoses, counseling families, and guiding them to appropriate intervention services. The Capute Scales Manual includes an explanation of the scales' development, guidelines on administration and scoring, an overview of clinical and research use, and information on standardization of the scales and their use in other languages. Available in other languages! Spanish and Russian translations of The Capute Scales are included in the manual, and work on other translations is ongoing. This manual is part of The Capute Scales, a norm-referenced, 100-item screening and assessment tool that helps experienced practitioners identify developmental delays in children from 1-36 months of age. Developed by Arnold J. Capute, the founding father of neurodevelopmental pediatrics, this reliable, easy-to-administer tool was tested and refined at the Kennedy Krieger Institute for more than 30 years. Learn more about The Capute Scales.

Dynamic Evaluation of Motor Speech Skill (Demss) Manual Edythe A. Strand, Rebecca Joan McCauley, 2018-11 Developed by one of the leading experts on childhood apraxia of speech (CAS) and an expert on test development, the DEMSS tool is an efficient way to assess children who have significant speech impairment, especially reduced phonemic and/or phonetic inventories, vowel or prosodic errors, poor speech intelligibility, and/or little to no verbal communication.

Encyclopedia of Autism Spectrum Disorders Fred R. Volkmar, 2016

Bayley-III Clinical Use and Interpretation Lawrence G. Weiss, Thomas Oakland, Glen P. Aylward, 2010-07-19 One of the most widely used assessments of infants and toddlers, the BAYLEY-III measures the major areas of development including cognitive, language, motor, social-emotional, and adaptive functioning. This book provides an introduction into use of the BAYLEY-III in each of these five areas. For each of these areas, individual chapters cover the relevant test content,

administration, scoring, interpretation, strengths / concerns, and uses in clinical populations. Each chapter also includes a real life case study demonstrating typical performance of a child with delays one of the five areas of development. The book concludes with a special chapter on procedures for brief neurodevelopmental screening of infants in pediatric settings. Covering all major areas of development, the book is informative for a wide range of professionals who use the BAYLEY-III to evaluate development of infants and toddlers from multiple perspectives including psychology, speech and language, and occupational/physical therapy. Provides an overview of the theoretical background and structure of BAYLEY-III written by the lead Research Director Introduces practitioners to the test content in each of the five major areas of child development covered by the BAYLEY-III: cognitive, language, motor, social-emotional, and adaptive functioning Readers will learn how to competently administer, score, and interpret each of the five scales in the BAYLEY-III Explains the strengths and limitations of the test in each of the five areas it measures Instructs readers on uses of the test in specific clinical populations Includes five case studies showing typical patterns of children delayed in one of the five areas of development Concludes with a special chapter on neurodevelopmental screening procedures in pediatric settings

Early Childhood Assessment National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children, 2008-12-21 The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

Autism Spectrum Disorders Amy M. Wetherby, Barry M. Prizant, 2000 This cross-disciplinary reference offers a thorough overview of the communication, language, social, and behavioral issues characteristic of autism spectrum disorders (ASD). Based on meticulous research of the core areas of ASD--communication, socialization, emotional regulation, and symbolic development--the authors offer practical guidelines for intervention designed for children with autism and their families. In this comprehensive book, speech-language pathologists, clinicians, early interventionists, psychologists, and

educators learn how to understand and address the social and communication challenges experienced by children with autism enhance assessment and intervention methods support families in their efforts to facilitate their children's development Chapters in this volume, written by leading clinical and research authorities in ASD, will allow readers to understand the principles and philosophies behind clinical and educational practices implemented with children with autism. Readers will also encounter guidelines to use when making critical assessment and intervention decisions to create more natural, child-centered supports. All professionals will learn how to improve their educational and developmental supports for young children with autism. Autism Spectrum Disorders is a part of the Communication and Language Intervention Series

Autism Spectrum Disorders in Infants and Toddlers Katarzyna Chawarska, Ami Klin, Fred R. Volkmar, 2010-05-19 A review of the current science of identifying and treating autism spectrum disorders in young children examines research issues, approaches to assessment, and developmental, behavioral, and medical intervention models.

California Infant/toddler Learning & Development Foundations ,2009

The Emergence of Symbols Elizabeth Bates, 2014-05-10 The Emergence of Symbols: Cognition and Communication in Infancy provides information pertinent to the nature and origin of symbols, the interdependence of language and thought, and the parallels between phylogeny and ontogeny. This book clarifies some of the conceptual and methodological issues involved in the search for prerequisites to language. Organized into seven chapters, this book begins with an overview of the distinction between homology and analogy in the study of linguistic and nonlinguistic developments. This text then explains the conceptual and operational definitions for such controversial terms as intention, convention, and symbolic behavior. Other chapters consider the limits and advantages of the correlational method as applied in the research. This book discusses as well the structure and content of early symbol use, both in language and in play. The final chapter examines the processes that underlie imitation and tool use, as they contribute to the child's analysis of his culture. This book is a valuable resource for neural biologists, psychologists, and social scientists.

Prelinguistic and Minimally Verbal Communicators on the Autism Spectrum Deb Keen, Hedda Meadan, Nancy C. Brady, James W. Halle, 2016-05-05 This book draws on contemporary theory and recent findings to provide researchers, professionals, undergraduate and graduate students with essential resources, allowing them to better understand and support children, youth and adults with autism and significant communication impairments. The book consists of 11 chapters organized into 3 sections detailing typical and atypical prelinguistic development for individuals on the autism spectrum, together with a range of assessment and intervention approaches that clinicians and educators can draw on in practice. The book adopts a lifespan perspective, recognizing that there is an important and particularly challenging sub-group of children on the spectrum who remain minimally verbal beyond the age of 8 years. Each chapter summarizes current research on a selected topic, identifies key challenges faced by researchers, educators and clinicians, and considers the implications for

research and practice. The concluding chapter considers issues of research translation and how educators and clinicians can encourage the use of evidence-based practices for prelinguistic and minimally verbal individuals.

New Visions for the Developmental Assessment of Infants and Young Children Samuel J. Meisels, 1996 This collection of 18 papers on assessing infants and toddlers includes the views of parents, clinicians, researchers, and policymakers. The following papers are included: (1) Toward a New Vision for the Developmental Assessment of Infants and Young Children (Stanley I. Greenspan and Samuel J. Meisels); (2) Charting the Continuum of Assessment and Intervention (Samuel J. Meisels); (3) Toward Shared Commitment and Shared Responsibility: A Parent's Vision of Developmental Assessment (Susan Rocco); (4) Achieving Change in Assessment Practices: A Parent's Perspective (Barbara K. Popper); (5) Thoughts on the Assessment of Young Children whose Sociocultural Background is Unfamiliar to the Assessor (Isaura Barrera); (6) History-Making, not History-Taking: Clinical Interviews with Infants and Their Families (Laurence M. Hirshberg); (7) A Window on the Newborn's World: More than Two Decades of Experience with the Neonatal Behavioral Assessment Scale (T. Berry Brazelton); (8) The Infant-Toddler Developmental Assessment (IDA): A Family-Centered Transdisciplinary Assessment Process (Joanna Erikson); (9) Assessment for IFSP Development and Intervention Planning (Diane Bricker); (10) Assessment of Adaptive Competence (G. Gordon Williamson); (11) Nonstructured Play Observations: Guidelines, Benefits, and Caveats (Marilyn Segal and Noreen T. Webber); (12) Assessing the Emotional and Social Functioning of Infants and Young Children (Stanley I. Greenspan); (13) Climbing the 'Symbolic Ladder': Assessing Young Children's Symbolic and Representational Capacities through Observation of Free Play Interaction (Serena Wieder); (14) Toward Earlier Identification of Communication and Language Problems in Infants and Young Children (Amy M. Wetherby and Barry M. Prizant); (15) Strategies for Meaningful Assessment of Infants and Toddlers with Significant Physical and Sensory Disabilities (Lucy Jane Miller and Cordelia C. Robinson); (16) Neurodevelopmental Evaluation of Newborns and Infants with Genetic Disorders (Carole Samango-Sprouse); (17) A Values-Based Model of Infant and Toddler Assessment (Lucy Jane Miller and Brian A. McNulty); and (18) Family-Directed Child Evaluation and Assessment under the Individuals with Disabilities Education Act (IDEA) (Carol Berman and Evelyn Shaw). (Individual papers contain references.) (DB)

Variability in Early Communicative Development Larry Fenson, 2000-05-18

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