

## Mid-level Developmental Assessment

### Measures Review<sup>12</sup>

The MLDA results in the determination of specific area(s) and level of developmental and behavioral delays in each domain, and develops strategies for intervention that most likely will help a child make fullest use of his or her developmental potential.

MLDA measures:

- chosen after extensive measure review and key informant interviews with experts in developmental assessment of young children (see MLDA Framework Appendix I)
- reliable and valid, designed for specified purposes and are appropriate for specific cultural/ethnic groups and specific ages. MLDA purpose is to determine:
  - domain(s) of developmental and/or behavioral concerns
  - level of concern
  - variance and salience to developmental process
  - play-based versus items administered in standard order
- comprehensive play-based developmental assessment measures that encompass the full range of developmental, behavioral, and psychosocial health across all domains:
  - Gross and Fine motor
  - Cognition
  - Adaptive/self help
  - Language/communication
  - Psycho-social development and behavior:
    - relatedness
    - social skills
    - emotional
    - behavior
- Incorporate scoring parent report of skills and behavior
- Assessment findings determine area(s) and levels of delay or concern in the developmental domains
- Result in a plan for services and supports.

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<sup>1</sup> Literature review and Key Informant interviews

<sup>2</sup> Meisels and Fenichel, *New Visions for the Developmental Assessment of Infants and Young Children* (Foundational reference), 1997

## MEASURES

### Infant Toddler Developmental Assessment, Provence Profile

Reliable/valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play-based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Standardized Criterion Referenced	Yes	Yes	NA		Yes	Yes	Yes	Yes	

### Developmental Assessment of Young Children (DAYC)

Reliable/valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play-based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	Yes	Yes	NA	Psychosocial areas need to incorporate clinical exploration	Yes	Yes	Yes	Yes	

**Bayley**

Reliable/ valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play- based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	Yes	Cognitive  Motor  Behavior	Language/ Communication Adaptive Psychosocial		No	No	No	Optional	

**Battelle**

Reliable/ valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play- based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	Yes	Yes	NA		No	Yes	Yes	Yes but primarily for curriculum planning	

**Devereux**

Reliable/ valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play- based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	NA	Only one domain:  Resilience	All others						

**HELP**

Reliable/ valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play- based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	Yes	Yes	NA	Psychosocial areas need to incorporate clinical exploration	Yes	Yes	Yes	Yes but primarily for curriculum planning	

**Carolina**

Reliable/ valid	Determines area(s) and level of delay or concern	Covers full range of developmental domains	Domains not covered	Note(s)	Play- based	Allows range of assessment providers (e.g., unlicensed)	Allows Parent Report	Results in plan for service(s) and supports	NOTE
Yes	Yes	Yes	Need to add clinical exploration for relationships		Yes	Yes	Yes	Yes but primarily for curriculum planning	Numerous items; more than needed at the mid level