

Appendix D
Sample Assessment Model for Lead Poisoning – Preschool children

While criteria referenced, curriculum referenced, and informal assessments can be employed to identify specific deficiencies, a comprehensive assessment is recommended employing norm referenced tests with adequate validity and reliability and preferably yielding scaled scores or standard scores with confidence intervals and percentile scores. The following is a suggested model for a comprehensive evaluation of mental abilities.

FUNCTION/DOMAIN	TEST/SCALE EXAMPLES
Measure of Intelligence	WPPSI-IV, KABC-II, DAS-2
Executive Functioning	BRIEF-P, BASC-2, NEPSY-2
Working Memory Capacity	WPPSI-IV Working Memory, DAS-2 Working Memory Cluster
Processing Speed	WPPSI-IV Processing Speed, DAS-2 Processing Speed Cluster
Attention	BASC-2, NEPSY-2
Memory	WJ-III(NU) Memory for Words, Memory for Sentences, Retrieval Fluency; NEPSY-2, DAS-2
Language - Perception	W/J-III Sound Awareness, CTOPP
Language – Early Reading	W/J-III (NU) (Letter-Word Identification, Passage Comprehension, Word Attack), KTEA-2 Letter and Word Recognition, DAS-2 School Readiness Cluster
Language - Speech Comprehension	PPVT-4, OWLS Listening Comprehension, CASL, CELF-4, KTEA-2 Listening Comprehension, PLS-5, NEPSY-2 Comprehension of Instructions
Language - Expressive Speech	CASL, W/J-III (NU), OWLS Oral Expression, CELF-4, KTEA-2 Oral Expression, KTEA-2 Oral Fluency Composite, PLS-5, EVT-2
Language – Early Writing	OWLS Written Expression, KTEA-2 Written Expression
Perceptual-Motor	NEPSY-2, Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)

Social/Emotional Behavior BASC-2, ITSEA

Adaptive Behavior (optional) VABS- II

The suggested tests are not meant to constitute endorsements for using those methods. Mental processes and domains of cognitive abilities are multi-dimensional. Alternative or additional measures may be employed, particularly when specific deficiencies have been identified.

Suggested tests/subtests are not necessarily appropriate for all ages of the preschool years, and care should be used in selecting tests/subtests that are suitable. In some situations, developmental testing may be preferable.

Key to Test Abbreviations

BASC-2	Behavioral Assessment System for Children - Second Addition
BRIEF-P	Behavioral Rating Inventory of Executive Function – Preschool Version
CASL	Comprehensive Assessment of Speech and Language
CELF-4	Clinical Evaluation of Language Fundamentals - Fourth Edition
CTOPP	Comprehensive Test of Phonological Processing
DAS-2	Differential Abilities Scales – Second Edition
EVT-2	Expressive Vocabulary Test – Second Edition
KABC-II	Kaufman Assessment Battery for Children - Second Edition
KTEA-2	Kaufman Test of Educational Achievement – Second Edition
NEPSY-II	(Not an acronym - “neuropsychological” assessment battery)
OWLS-2	Oral and Written Language Scales
PLS-5	Preschool Language Scales – Fifth Edition
PPVT-4	Peabody Picture Vocabulary Test - Fourth Edition
WPPSI-IV	Wechsler Preschool and Primary Scales - Fourth Edition (As of Fall, 2012)
W/J-III (NU)	Woodcock-Johnson Psychoeducational Battery – third Edition (Norms Updated)
VABS-II	Vineland Adaptive Behavior Scales - Second Edition