Gesell Developmental Assessment Tools

GDO-R/GES

Gesell Institute of Child Development

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Hello from Gesell Institute of Child Development

Dr. Arnold Gesell

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Brief History of Arnold Gesell and Gesell Institute

- Arnold Gesell, PhD, MD, 1880 - 1961

- 1911 founded Yale Child Study Center

- 1950 Gesell Institute was established

- First to systematically document and study child development and discover stages of development

- "Father of Child Development" or "Father of School Psychology"

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Gesell Institute Today

- National LEADership Conference, Oct 2010

- GDO-R is published, Aug 2011

- Early Childhood LEADership E-Kit, Dec 2011

- National ECE Training with US Department of Education, Fall 2011

Dr. Marcy Guddemi;
Dr. Jacqueline Jones,
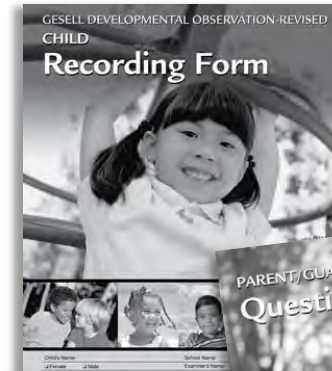US DOE; Linda Calarco,
President of the Board.

"**If we use effective tools, the child reveals himself to all who will stop and listen to what he says, and who, with seeing eyes, will watch what he does.**"
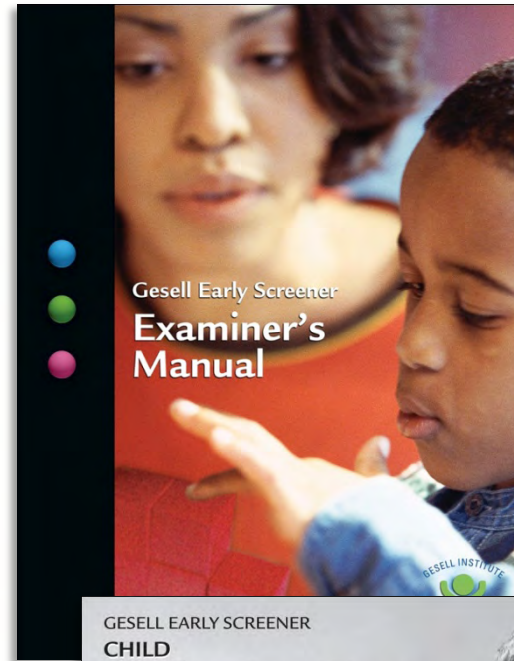
-- *Dr. Arnold Gesell*

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Gesell Developmental Observation

Published —1925, 1940, 1964, 1979, 2011

Introducing
Gesell Early Screener (GES)

Why the Gesell Institute?

- GI has been studying children for over 60 years

- Arnold Gesell's work is more relevant now than ever

- Most current developmental data available on children age 3-6

How Young Children Learn

- Early Childhood is defined as birth to age 8 years

- Young children learn in different ways than do older children

- Learn through shared physical interaction with the environment—both people and things

- Use all of their senses

- Build new knowledge based on old knowledge —"stair-steps" analogy

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Constructing Knowledge

- New knowledge is *connected* to old knowledge

- Happens during exploration and playful learning!

Developmentally Appropriate Practice

- Simply means that activities and instruction are intentionally designed to match the stage of development for each child

- Each child develops at his/her own rate

- Earlier is not better and later is not lesser

- Requires a developmental assessment to reveal each child's profile of development at a point in time

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Gesell Developmental Assessments

Gesell Developmental
Observation-Revised

Gesell Early Screener

- Complementary instruments, designed to be used as a set.

- Each instrument has unique features and benefits to accomplish program assessment goals.

- Both derived from diverse, nation-wide data sample collected for the GDO Study.

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GDO Technical Study

- Sample n=1,287 children age 3-6
  - Approximated US Census distribution
  - Culturally, geographically and socio-economically diverse sample

- Sample n=53 schools in 23 US states
  - Public (55%) and private (45%)

- Examiners trained on standardized administration and data collection procedures for all tasks
  - Mean of 7 years GDO experience

- 101 Examiners
  - 88% had BS or MA

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Data Collection

- Child data on 19 GDO ©2007 tasks

- Child data on 70 new pilot items (to be used later)

- Parent data on Social/Emotional/Adaptive skills and Home/Health/History

- Teacher data on Social/Emotional/Adaptive skills and classroom behavior

- Psychometric support and statistical analysis provided by Mid-Continent Research for Education and Learning (McREL)

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Results Reported in Harvard Education Letter-Online

New Haven teacher Elise Goodhue tries to fit play into the rigors of Kindergarten.

Volume 26, Number 5
September/October 2010

Kids Haven't Changed; Kindergarten Has

New data support a return to "balance" in kindergarten

By LAURA PAPPANO

Top 10 stories of 2010! (ASCD)

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Children Are Not Developing Faster or Sooner

- Results highly consistent with Gesell's original work

- Children still accomplish important developmental milestones at same time; e.g., copying forms:

Form Copied	Solid Expectation
●	3 years
	4 years
■	4 ½ years
▲	5 ½ years

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Gesell Developmental Observation-Revised

- A performance-based, criterion referenced assessment system

- Results provide a Developmental Age

- Results provide a Performance Level Rating for each strand (Age Appropriate, Emerging, or Concern)

- Social/Emotional/Adaptive behavior evaluated with Teacher and Parent/Guardian Questionnaires

- Published in 2011

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Features of GDO-R

- Easy to administer in about **30-45 minutes**

- Guarantees opportunities for **success for all** children by scaffolding tasks and developmental responses

- Easy to understand **Summary Profile Form** to share with parents/guardians

- Current psychometric data compiled in a **Technical Report**

- Provides a **Developmental Age** and overall Performance Level Ratings of Age Appropriate, Emerging, or Concern

- Specialized **training required** for evaluators

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Benefits of GDO-R

- Provides an accurate profile of each child's individual developmental level in five domains/strands (22 measures)
  - Developmental
  - Letters/Numbers
  - Language/Comprehension
  - Visual/Spatial Discrimination
  - Social/Emotional/Adaptive

- Flags children who may need additional diagnostic evaluation

- Helps inform individual instruction for each child

- Meets the federal mandates for initial assessment of each child

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Components

Examiner's Manual

Child Recording Form
Teacher/Parent Questionnaires
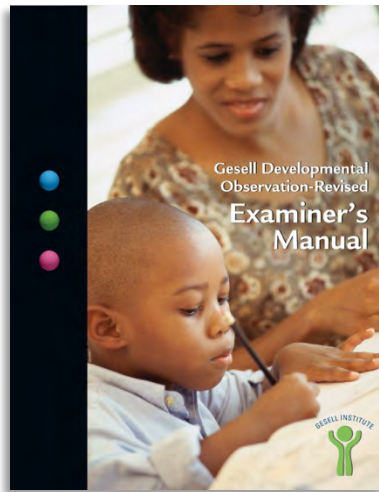
Examiner's Script
(including stimulus cards)

GDO-R Manipulative Kit

GDO-R Tasks and Measures

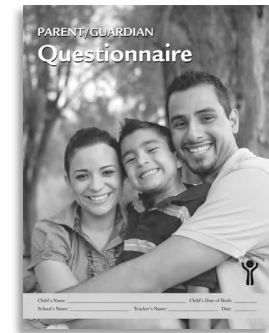|	
Cubes	This set of tasks provides information about horizontal and visual perception, fine motor coordination, attention span, pre-mathematical skills, short-term and visual memory, and spatial judgment.
Interview	Answers to the series of questions in this section reveal a child's speech and language skills, as well as the ability to recall everyday experiences. Responses provide a glimpse of the child's cognitive organizational skills, ability to stay on task, and ability to follow directions.
Name and Numbers/ Copy Forms	This set of tasks examines a child's competence in integrating visual information with motor abilities, visual tracking skills, and discrimination abilities. The size, shape, and organization of the products indicate maturity in fine motor ability, organizational skills, awareness of detail, visual perceptions, ability to execute angles, and overall eye-hand coordination. Skills in the various tasks are associated with handwriting, reading comprehension, and ability to recognize and recall letters and numbers.
Incomplete Man	This task requires a child to add missing symmetrical body parts to a given drawing. It measures fine motor skill, perceptual awareness, balance, symmetry, and spontaneous task completion.
Right and Left (for children ages 6-9)	This task involves the overall understanding of right and left, using a series of commands that requires a child to identify body parts, right/left orientation, and mirror images. It is a developmental task used to check children's spatial orientation, auditory processing, and attention and response patterns.
Visual I	This visual discrimination task measures understanding of left to right directionality, visual discrimination in matching forms, the ability to sustain, to find one's place repeatedly, and to carry out directions. This area relates to pre-reading and reading readiness activities.
Visual III (for children ages 6-9)	This task requires a child to recall a series of abstract designs and then reproduce them on paper. It measures a child's short-term visual memory and may help to provide indicators of academic performance in the areas of spelling, reading, comprehension, and handwriting.
Naming Animals	Responses provide information about a child's level of expressive and receptive language, retrieval skills, and cognitive organization processes. Recall, ability to conceptualize, attention to task, and classification skills are also observed in this 60-second timed task.
Interests	Responses provide information about a child's level of expressive and receptive language, retrieval skills, and cognitive organization processes. Recall, ability to conceptualize and attention to task are also observed.

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GDO-R Tasks and Measures

|	
Prepositions	This task assesses the child's understanding of specific prepositional phrases and his or her ability to apply them to a corresponding action.
Digit Repetition	This task requires the child to repeat a series of digits with increasing length. It measures auditory and short-term memory, as well as listening ability.
Comprehension Questions	A child's performance in this area measures cognitive processes related to problem-solving, personal experience, and knowledge and understanding of specific words and phrases.
Color Forms (for children ages 2^6-<4)	This task measures visual discrimination by asking a child to place cut-out shapes on a corresponding board.
Three-Hole Form Board (for children ages 2^6-<4)	This item uses puzzle-like materials to measure a child's visual discrimination, depth perception, and spatial perceptual accuracy in a variety of orientations.
Action Agents	This task requires the child to produce a word (noun) that could produce the action suggested. Language comprehension skills are measured on this item. It requires a relatively long period of sustained attention and the ability to focus, sustain, and stay on-task.
Identifying Letters and Numbers	This task requires children to identify random capital letters and numerals 1-12 by name. This task is dependent upon prior knowledge.
Numeracy	This task consists of four measures: Counting, One-to-One Correspondence, Conservation, and Calculations. After demonstrating whether or not the child can count, the child is asked to both count 4 sets, using one-to-one correspondence (with increasing quantities), and then to tell how many there are in the set altogether. Calculations are simple items that can either be done by rote memory or by using manipulatives to help figure out the answer.
Motor (fine)	This fine motor task determines hand-eye coordination skills as the child drops one pellet at a time into a small jar using first the dominant hand and then again using the non-dominant hand.
Motor (gross)	These activities offer additional information concerning large motor skills, hand-eye coordination, and visual perception as the child walks on tiptoe, jumps, hops, balances on one foot, skips, throws, and catches.
Overt Behavior	Observed behavioral characteristics related to attention span, approach to task, posture, and verbal responses provide information on child's developmental level.
Social Behavior, Emotional Development and Adaptive Skills	These measures of social and emotional growth assess a child's interactions with peers and adults, ability to self regulate, and self-help skills.

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Examiner's Manual

- Overview and Historical Background--1

- Gesell theory and other relevant theorists--2

- Gesell Ages and Stages--3

- Complete instructions for administering, recording, scoring (with Decision Trees)--4

  – Strand Scoring Worksheet

- Technical information on GDO Study-5
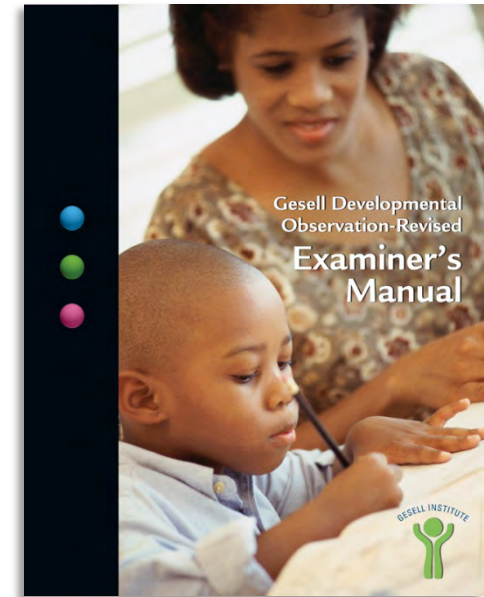
Examiner's Script

- Standardized instructions for GDO-R administration

- Spiral bound

- Sequenced stimuli cards for efficient standardized administration

- Updated Sept 2011
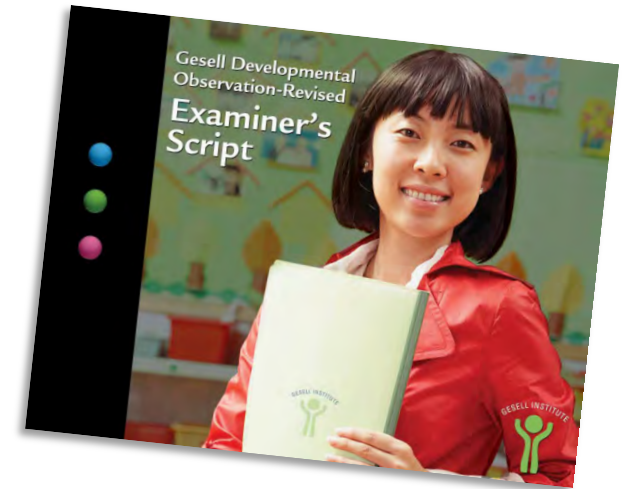
Manipulatives Kit

- 10 one-inch red cubes, one larger red cube and red cylinder

- Form Board with three puzzle pieces

- Small jar with pellets

- Color Forms shapes

- Beanbag

- Right and Left task cards

- Visual III cards

- Copy Forms, Alphabet/Number, Color Forms and Visual I cards contained in Script

- Handy carrying bag for storage and transportation

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Child Recording Form

- Contains all child and examiner recording forms inside

- Perforated pages for the child's work

- Perforated Summary Profile Form

- Updated Sept 2011
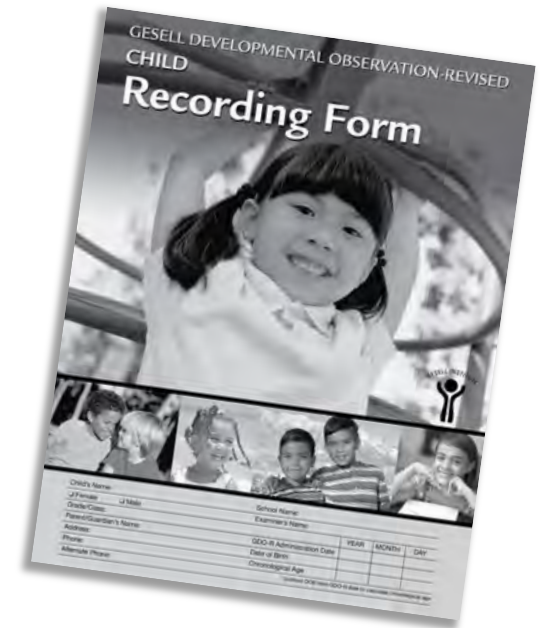
Teacher Questionnaire (TQ)

Observes a child's:

- social, emotional and adaptive development

- classroom activities

- self-expression

Part 1: Social/Emotional Development

Read each item below carefully. Circle the number that indicates the frequency of occurrence *within the last two weeks* for this child. Please answer every item. If you are uncertain about any item, give your best estimate or mark it N/A. Different colored ink could be used for subsequent reviews throughout the year.

	Almost Never	Once in a While	Moderately Often	Most of the Time	Almost Always		Almost Never	Once in a While	Moderately Often	Most of the Time	Almost Always
1. Works/plays well alone	1	2	3	4	5	15. Has poor self-control	1	2	3	4	5
2. Accepts when things do not go his or her way	1	2	3	4	5	16. Appears sad	1	2	3	4	5
						17. Counts to 20 when asked	1	2	3	4	5
3. Difficulty sustaining attention	1	2	3	4	5	18. Follows rules/limits	1	2	3	4	5

Part 2: Classroom Activities

Please circle a number to indicate how often *within the last two weeks* the child selected the following activities in the classroom.

	Almost Never	Once in a While	Moderately Often	Most of the Time	Almost Always	Not Applicable		Almost Never	Once in a While	Moderately Often	Most of the Time	Almost Always	Not Applicable
29. Blocks	1	2	3	4	5	N/A	34. Water play	1	2	3	4	5	N/A
30. Literacy	1	2	3	4	5	N/A	35. Sand play	1	2	3	4	5	N/A
31. Dramatic Play	1	2	3	4	5	N/A	36. Other	1	2	3	4	5	N/A

Part 3: Self-Expression

Please circle a number to indicate how well the child expresses him or herself through the following means.

	Not Well at all	Fairly Well	Well	Very Well	Extremely Well		Not Well at all	Fairly Well	Well	Very Well	Extremely Well
39. Language	1	2	3	4	5	41. Movement	1	2	3	4	5
40. Art	1	2	3	4	5	42. Other (Please specify: _____)	1	2	3	4	5

43. Is the GDO-R being administered to this child due to concern(s)? ❒ Yes ❒ No ❒ Don't Know

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Parent/Guardian Questionnaire (PQ)

Information reported about a child's:

- Family background and demographics

- Medical and educational history

- Home environment

- Adaptive and academic skills/ self expression

- Social and emotional development
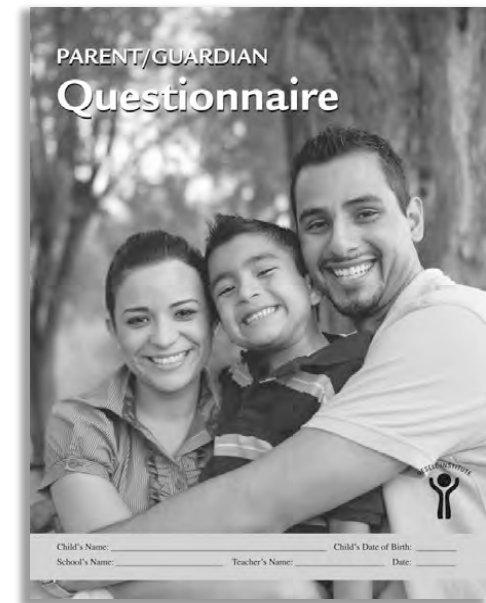
Part 1: Family Background and Demographics

1. Your Name: _____

2. Child's Date of Birth: _____

3. What is your relationship to this child? _____

Part 2: Medical and Educational History

10. Was the child's birth premature?   ❏ Yes   ❏ No   ❏ Don't know

11. If yes, how many weeks early? _____

12. Has the child ever had any health problems or complications?

    ❏ No   ❏ During pregnancy   ❏ At birth

    ❏ First 2 years   ❏ First 3 years   ❏ Presently

Part 3: Home Environment

30. How many adults (including you) live in the child's current primary household? _____

31. Please indicate the relationship of these adults to the child (check all that apply):

    ❏ Mother   ❏ Father   ❏ Grandmother   ❏ Grandfather

    ❏ Step-mother   ❏ Step-father   ❏ Foster parent(s)   ❏ Sibling(s)

    ❏ Other: _____

32. How many other children live in your child's current primary household? _____

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Part 4: Adaptive & Academic Skills and Self-Expression

43. Is the child able to sit still and read or look at a book? ❏ Yes   ❏ No

    a. If yes, for how many minutes? _____

44. Is the child able to sit still and be read to?   ❏ Yes   ❏ No

    a. If yes, for how many minutes?_____

45. Please indicate which of the following the child is able to do independently
    (select all that apply):

❏ Use the toilet	❏ Wash hands	❏ Use silverware appropriately
❏ Get dressed	❏ Put on shoes	❏ Say "please" and "thank you"
❏ Zip or button coat	❏ Bathe/shower	❏ Name all letters of the alphabet
❏ Put toys away	❏ Count to 20	❏ Identify parts of a book (cover, title, where story starts, etc.)

Part 5: Social/Emotional Development

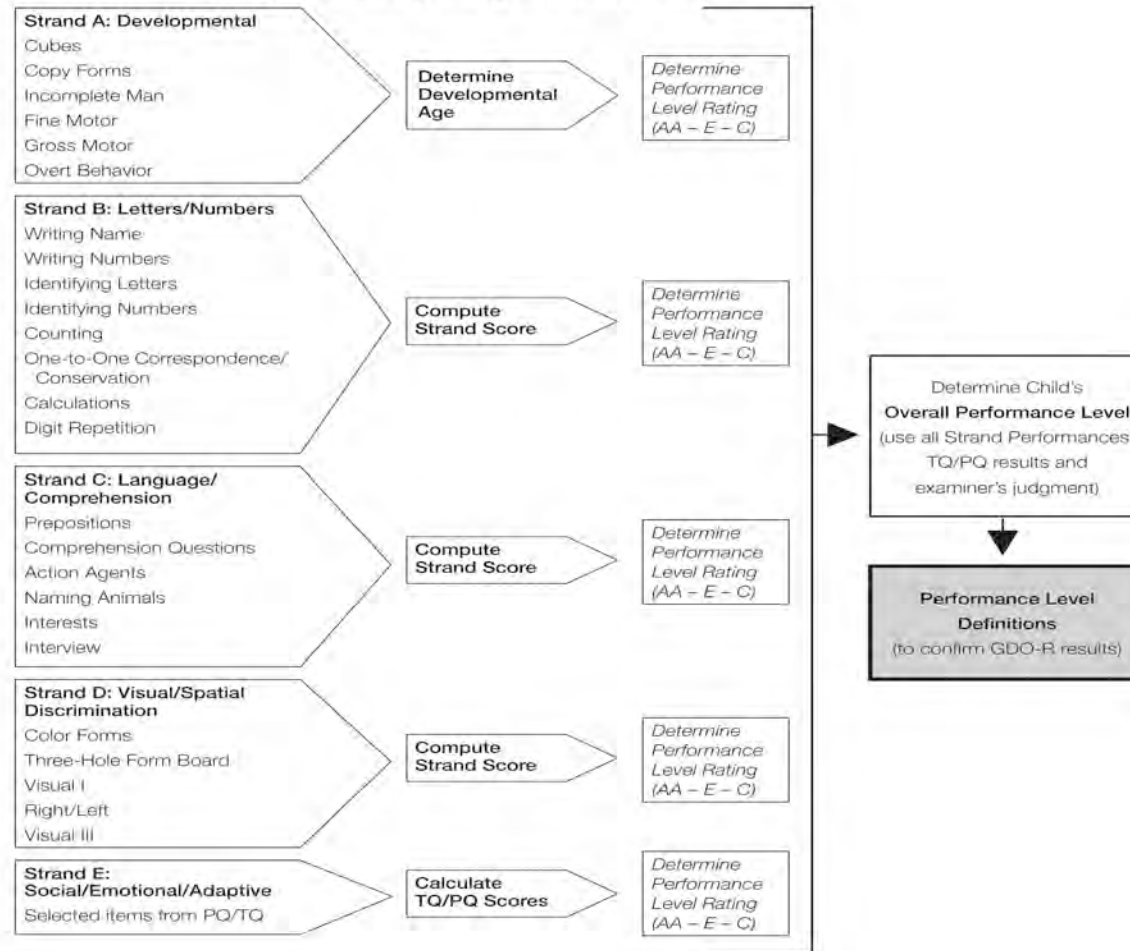|	Almost Never	Once in a While	Moderately Often	Most of the Time	Almost Always
63. Plays well alone	1	2	3	4	5
64. Accepts when things do not go his/her way	1	2	3	4	5
65. Expresses self freely	1	2	3	4	5

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Scoring GDO-R

- Five separate **strands** of development

- **Distinguishing Features Rubrics** to help score Developmental Age

- **Strand Scoring Worksheet--**online version too!

- **Performance Level Rating** for each strand—Age Appropriate, Emerging, Concern

- **PQ/TQ** Recording Charts

- Child's **Summary Profile Form**

- **Overall Performance Level Rati**ng

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Streamlined Scoring

Overview of Scoring and Interpreting the GDO-R tasks

Strand A: Developmental
Cubes
Copy Forms
Incomplete Man
Fine Motor
Gross Motor
Overt Behavior
→ Determine Developmental Age → Determine Performance Level Rating (AA – E – C)

Strand B: Letters/Numbers
Writing Name
Writing Numbers
Identifying Letters
Identifying Numbers
Counting
One-to-One Correspondence/ Conservation
Calculations
Digit Repetition
→ Compute Strand Score → Determine Performance Level Rating (AA – E – C)

Strand C: Language/ Comprehension
Prepositions
Comprehension Questions
Action Agents
Naming Animals
Interests
Interview
→ Compute Strand Score → Determine Performance Level Rating (AA – E – C)

Strand D: Visual/Spatial Discrimination
Color Forms
Three-Hole Form Board
Visual I
Right/Left
Visual III
→ Compute Strand Score → Determine Performance Level Rating (AA – E – C)

Strand E: Social/Emotional/Adaptive
Selected items from PQ/TQ
→ Calculate TQ/PQ Scores → Determine Performance Level Rating (AA – E – C)

Determine Child's **Overall Performance Level** (use all Strand Performances, TQ/PQ results and examiner's judgment)

Performance Level Definitions (to confirm GDO-R results)

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Strands

- **Strand A** Developmental

- **Strand B** Letters/Numbers

- **Strand C** Language/Comprehension

- **Strand D** Visual/Spatial Discrimination

- **Strand E** Social/Emotional/Adaptive Development

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Why Strands?

- To help understand each child's development in five domains of growth

- To help plan curriculum for each child using GDO-R results

- To evaluate performance on developmental items in order to determine Developmental Age

- To evaluate social, emotional, and adaptive behavior as reported by parents and teachers

- To derive a strand score which reduces the error of measurement present when tasks are scored separately

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Developmental Age

- Age which best describes the child's overt behavior and performance on a developmental scale (Strand A)

- Examiners receive training to determine a child's Developmental Age

- Developmental Age may be equal to, older than, or younger than the child's actual chronological age

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Scoring Rubrics

- A set of rules of conduct or procedures, a chart of behaviors for comparison, or a standard for evaluation

- Three sources of information shaped the criterion for the GDO-R rubrics by which a child's performance is evaluated

- Kinds of Rubrics:

    – Data

    – Distinguishing Features

    – Language

    – Motor

    – Social/ Emotional/Adaptive

    – Strand Scoring

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Distinguishing Features Rubric

Incomplete Man

Rubric 2: Distinguishing Features of Developmental Age

	Product	Process	Hallmark Observations
5	Generally draws 7 body parts spontaneously.	May draw up to 8 body parts with age appropriate cues. Controlled Pencil stroke. Solid contact points. Focal vision may affect where child begins task. Often begins by drawing the upper portion of the figure. Begins to have success with producing oblique lines.	May "dress" the figure by drawing clothing.
	Eyes	Eyes tend to be large, low and open circles which start at the top. Are usually matched and evenly placed.	Interprets the given "nose line" as a "literal Eye," and draws another line parallel to it.
	Leg/Foot	Leg is drawn straight down. "Action Leg" becomes less common.	
	Arm/Hand	Arm is often drawn straight out from the midpoint of the body. Child may make 5 fingers (literal interpretation).	
	Hair	Usually draws too few or too many lines for Hair. May omit if he/she makes the Ear or will erase Hair to make room for the Ear.	
	Body Line	Connects the Body Line to the Knot only. Some draw oblique line from "chin" to Body Line (bull neck).	Few draw an "L" Neck Line or curved Neck Line misplaced at the Knot.
	Ear	Draws Ear. Ear is drawn as a circle and placed wherever Hair stops.	

Language Rubric

Language and Comprehension Scoring Rubric (used to score Interview and Interests)

	Age 2-3	Age 3-4
Age Appropriate	Uses typically 3-4 word phrases frequently. Asks and answers variety of simple wh- questions (who, what, where). Fluency can be poor. Jargon mostly gone. Vowel sounds intact. Responds to 2 or more step commands with prepositions. Distinguishes between in and under, one and many, and number concepts of one and two. Appropriate use of at least 2 pronouns. Begins to understand time concepts of soon, later and wait, and color, size and location. Uses regular plurals, possessives, and articles. Maintains topic over several conversational turns when sharing a book or telling a story about a topic related to immediate context. Makes conversational repairs when listener doesn't understand. Holds up fingers to tell age. Listens to a 10-20 minute story. Intelligibility: 50-75%.	Uses predominantly 4-5 word sentences. Pronouns and adjectives are used as well as some adverbs, prepositions, past tense and plurals. Answers what, when and where questions. Recognizes gender differences, plurals, pronouns, adjectives and colors. Responds to command involving 3 actions. Reaches peak of question asking phase: Why? How? Where? When? Includes plurals, possessives and multiple adjectives in sentences when appropriate. Uses final consonants most of the time. Uses compound sentences with "and." Has difficulty with double negatives. Maintains longer, detailed conversations or narratives about topics that are present, remote and imaginary. Expresses ideas and feelings. May stutter temporarily. Participates in rhyming games. Intelligibility: 50-75%.

	Age 4-5	Age 5-6
Age Appropriate	Uses 5-8 word sentences with few grammatical errors. 3-4 syllable words are used. Articles appear. Uses more adjectives, adverbs and conjunctions, and irregular plurals fairly consistently. Fluency improving. Uses p, b, m, w, n, k, g, f, and h sounds correctly. Adds t, d, ing, v and y sounds. Likes to whisper and responds to whispering. Understands if, because, why and when. Follows complex directions. Uses indirect requests, request clarifications, and adjusts speaking styles for listeners of different ages or roles. Tells relatively detailed narratives about own experiences in recent and remote past, and changes subjects often. Narrative development is characterized by unfocused chain stories which have sequence of events but no character or theme. Uses language to resolve disputes with peers. Intelligibility: 75-90%.	Demonstrates vocabulary for almost everything in daily experiences with definitions based on the functions of things. Begins to organize words into hierarchical categories. Announces topic shifts. Begins to use word plays. Uses adjectives for describing. Fluent speech. Uses sh, ch, wh, r and l sounds correctly by 6 yrs. Many multi-syllabic words are used. Names ordinal numbers such as first, second, third. Uses yesterday and tomorrow and adverb concepts backward and forward. Exhibits understanding of figurative language and ambiguous meanings. Understands opposite concepts such as big/little, left/right. Uses subject/verb agreement by 6 yrs. Intelligibility: 90-100%.

	Age 7	Age 8
Age Appropriate	Classification or grouping of words appears. Use of idiom. Likes to pun. Uses two or three sounds like sl, sk, str, br, pr and tr correctly. Uses accent of the geographic area.	Should use all sounds correctly. Use of code words and secret language.

Intelligibility data reference: Pena-Brooks & Hegde (2007)
www.talkingchild.com/chartvocab.aspx
linguisystems.com (Janet Lanza and Lynn Flahive (2008)
Preschool Language Development, Owens (1992)
Speech and Language Milestones: Gard, Gilman
Speech Production: Gorman (1993)
Norm Heimgartner language chart (2005)

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Strand Scoring Worksheet

- Turns raw scores from each individual task into scaled scores

- Scaled scores enable tasks with different numbers of items (e.g., 26 items in Identifying Letters and 5 items in Comprehension Questions) to be compared equally

- Score ranges provide guidance in assigning performance level rating for each strand

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Strand Scoring Worksheet

	RAW SCORE	SCALED SCORE
Strand A Developmental		
Cubes Copy Forms Incomplete Man Fine Motor Gross Motor Overt Behavior	See Chapter 4 in Examiner's Manual for scoring Developmental Age in Task Chapters	
Strand B Letters/Numbers		
Writing Name 0 pts for no letters 1 pt for just letters 2 pts for first name 3 pts for first and last name	_____/3 X 100=	
Writing Numbers Note: must have 2 numbers written to evaluate a sequence	Total # written _____/20 X 100= Total # written in sequence _____/20 X 100=	
Identifying Letters 1 pt for each letter correctly identified	_____/26 X 100=	
Identifying Numbers 1 pt for each number correctly identified	_____/12 X 100=	
Counting How high did the child actually count?	_____/40 X 100=	
One-to-One Correspondence/Conservation 1 pt for each one-to-one (how many?) item correct 1 pt for each conservation (altogether?) item correct	_____/8 X 100=	
Calculations 2 pts for each item correct with no pennies	_____/14 X 100=	

Performance Level Ratings

One of three levels to describe a child's performance on each strand and an overall rating.

- Age Appropriate

- Emerging

- Concern

Strand Scoring Rubric

Scoring Rubric: STRAND B							
Performance Rating STRAND B	Age 3	Age 3[6]	Age 4	Age 4[6]	Age 5	Age 5[6]	Age 6
Concern	0-2	0-4	0-7	0-18	0-38	0-48	0-64
Emerging	3-8	5-10	8-22	19-40	39-63	49-74	65-85
Age Appropriate	9-100	11-100	23-100	41-100	64-100	75-100	86-100

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Scoring the TQ/PQ

Ask teacher and parent/guardian to complete questionnaires. Transfer responses here.

8. Social/Emotional/Adaptive

Use TQ/PQ to complete the following charts.
See Examiner's Manual for Score Interpretation Rubric.

Table to Find Converted Scores
For TQ items (3, 4, 8, 15, 16, 22)
For PQ items (68, 73)
Item score 5 = 1 converted
Item score 4 = 2 converted
Item score 3 = 3 converted
Item score 2 = 4 converted
Item score 1 = 5 converted

Teacher Questionnaire Recording Chart

TQ	Social Behavior (S)									
S subscale	Item 5 +	Item 7 +	Item 12 +	Item 14 +	Item 19 +	Item 21 +	Item 26 +	Item 28	= Sum S	Total S ÷ 8 =

TQ	Emotional Development (E)						
E1 subscale	Item 1 +	Item 2 +	Item 9 +	Item 11 +	Item 20 +	Item 25	= Sum E1	
E2 subscale		Item 3 score: ↓	Item 4 score: ↓	Item 16 score: ↓	Item 22 score: ↓		+
	Use Above Table	Item 3 converted score: +	Item 4 converted score: +	Item 16 converted score: +	Item 22 converted score:	= Sum E2	
						Sum E = (E1+E2)	Total E ÷ 10 =

TQ	Adaptive Skills (A)				
A1 subscale	Item 6 +	Item 13 +	Item 18 +	Item 27	= Sum A1
A2 subscale			Item 8 score: ↓	Item 15 score: ↓	+
	Use Above Table		Item 8 converted score: +	Item 15 converted score:	= Sum A2
				Sum A = (A1+A2)	Total A ÷ 6 =

Parent/Guardian Questionnaire Recording Chart

PQ	Social Behavior (S)					
S subscale	Item 65 +	Item 67 +	Item 72 +	Item 75 +	Item 77	= Sum S	Total S ÷ 5 =

PQ	Emotional Development (E)					
E subscale	Item 63 +	Item 64 +	Item 69 +	Item 76 +	Item 79	= Sum E	Total E ÷ 5 =

PQ	Adaptive Skills (A)			
A1 subscale	Item 71 +	Item 74 +	Item 80	= Sum A1
A2 subscale		Item 68 score: ↓	Item 73 score: ↓	+
	Use Above Table	Item 68 converted score: +	Item 73 converted score:	= Sum A2
			Sum A = (A1+A2)	Total A ÷ 5 =

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Summary Profile Form

- Summarizes a child's performance in five strands

- Provides qualitative comments by examiner

- Facilitates communication between parents and teachers

- Documents a child's developmental functioning

- Descriptions of each task on the back of form

Appendix with Study Data and Supplemental Trends

Gesell Early Screener (GES)

Gesell Early Screener

- A performance-based, criterion referenced screener

- Results provide a Performance Level Rating for each of **four strands** (Age Appropriate, Emerging, or Concern)

- Social/Emotional/Adaptive behavior evaluated with Teacher and Parent/Guardian Questionnaires

- Published in 2011

Gesell Early Screener
Examiner's Manual

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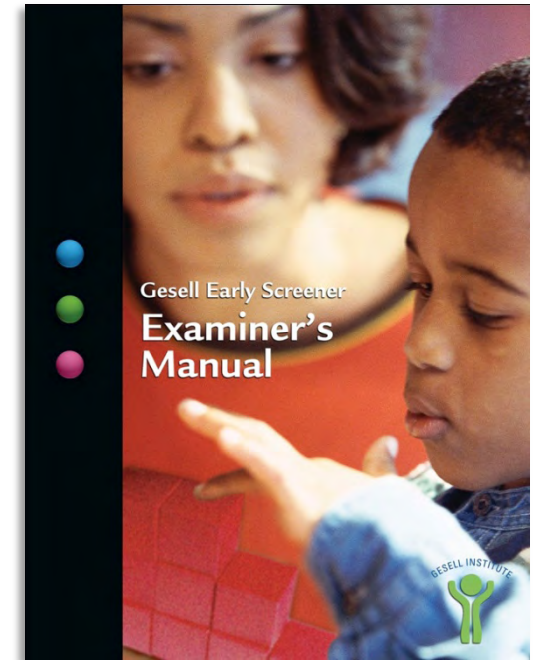
GES Features

- Easy to administer in **15 or less minutes**
- Complete Child Recording Form **(CRF)**
- Standardized **script** In CRF
- Durable, **re-useable manipulatives**
- Teacher and Parent/Guardian Questionnaires for assessing **social/emotional/adaptive development**
- **Affordable** for use in district-wide screening programs.
- Easy to understand **Summary Profile**
- Provides **Performance Level Ratings** of Age Appropriate, Emerging, or Concern for each strand.
- *Technical Report*
- **Handy carrying bag** for storage and transportation

GES Benefits

- Provides an accurate profile of each child's **developmental abilities divided into four strands**

- Meets the **government mandates** for initial assessment of each child

- Provides meaningful parent information in a user-friendly format (**Profile Summary Form**)

- **Flags children** (concerns noted or warranted) who may require further diagnostic assessment

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Components of GES

Gesell Early Screener
Examiner's Manual
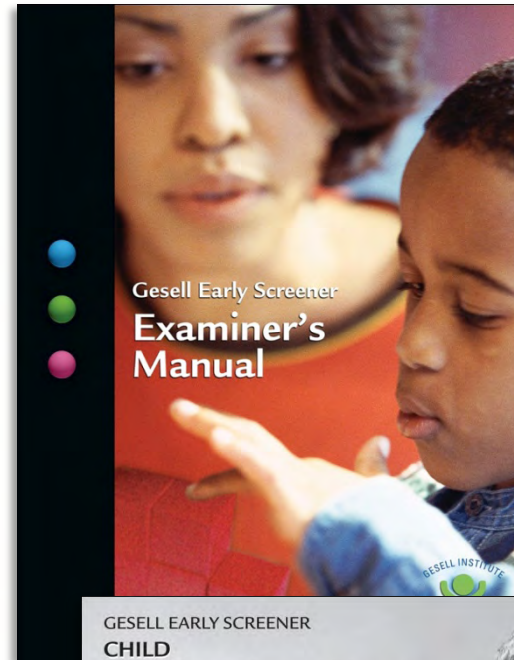
GESELL EARLY SCREENER
CHILD
Recording Form

TEACHER
Questionnaire

PARENT/GUARDIAN
Questionnaire

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GES Tasks and Measures

The GES tasks measure the following areas of development:

Interview	Answers to the series of questions in this section reveal a child's speech and language skills, as well as the ability to recall everyday experiences.
Cubes	This set of tasks provides information about horizontal and visual perception, fine motor coordination, attention span, pre-mathematical skills, short-term and visual memory, and spatial judgment.
Copy Forms	This set of tasks examines a child's competence in integrating visual information with motor abilities, visual tracking skills, and discrimination abilities. Skills in the various tasks are associated with handwriting, reading comprehension, and ability to recognize and recall letters and numbers. Fine motor skills are also evaluated during this task.
Prepositions	This task assesses the child's understanding of specific prepositional phrases and his or her ability to apply them to a corresponding action.
Numeracy	Identifying Numbers consists of a subset of two measures: One-to-One Correspondence and Conservation using 4 pennies and 10 pennies. The child is asked to both count a set of four and a set of ten using one-to-one correspondence and then to tell how many there are in the set altogether.
Identifying Numbers	This task requires children to identify random numerals (1-12) by name. This task is dependent upon prior knowledge and experience.
Motor Tasks	These activities offer additional information concerning large motor skills, hand-eye coordination, and visual perception as the child walks on tiptoe, balances, hops, skips, throws, and catches.

In addition, there are two supplemental measures (TQ, PQ):

Social Behavior, Emotional Development and Adaptive Skills	Three subscales of social, emotional and adaptive growth are measured with the Teacher Questionnaire (TQ) and the Parent/Guardian Questionnaire (PQ). These assess a child's quality and frequency of interactions with peers and adults, ability to self-regulate, and to engage in self-help skills.

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Teacher and Parent/ Guardian Questionnaires

Quick, Simple, Objective Scoring

APPENDIX B   **Strand Scoring Worksheet**

GES Strand Scoring Worksheet (GES-SSW)

Child's Name

Child's Chronological Age (from calculation on CRF-S)	Year	Month	Day

Select child's age band   ☐3   ☐3⁶   ☐4   ☐4⁶   ☐5   ☐5⁶   ☐6

	Tasks	Computation	Task Scores
Cognitive Strand	**Cubes** (out of 5 items) 2 pts for each structure built with NO DEMO 1 pt for each structure built with a DEMO 0 pts for all incorrect	____(no DEMO) x 2 pts = ____(with DEMO) x 1 pt =	
	Copy Forms (out of 4 items) 2 pts for each form copied correctly 0 pts for all incorrect	____ x 2 pts =	
	Prepositions (out of 5 items) 2 pts for each item correct 0 pts for all incorrect	____ x 2 pts =	
	One-to-One Correspondence (out of 2 items) 2 pts for each item correct (4 pennies, 10 pennies) 0 pts for all incorrect	____ x 2 pts =	
	Conservation (out of 2 items) 2 pts for each item correct (4 pennies, 10 pennies) 0 pts for all incorrect	____ x 2 pts =	
	Identifying Numbers (out of 12 items) 1 pt for each number correctly identified 0 pts for all incorrect or not identified	____ x 1 pt =	
		Total Strand Score:	
Language Strand	Interview	See Language Rubric in Chapter 2, page 27	
Motor Strand	Fine Motor Gross Motor	See Motor Rubric in Chapter 2, page 46	
Social/ Emotional/ Adaptive Strand	Social Behavior	Total S from TQ pg 7 CRF-S: ____	See Interpretation Chart in Chapter 2, page 49
	Emotional Development	Total E from TQ pg 7 CRF-S: ____	
	Adaptive Skills	Total A from TQ pg 7 CRF-S: ____	

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Comparison

GDO-R		GES
2 ½ - 9	Age	3-6
YES	Developmental Age	NO
YES	Meets Federal/State Mandates	YES
45 min	Time	15 min
Qualitative & Quantitative	Scoring	Quantitative
22	Tasks	10
Req. every 5 yrs.	Training Workshop	Optional
YES	Performance Level Ratings	YES
YES	Examiner's Script	In CRF
5 strands	Profile Sheet	4 strands
24 pages	Child Recording Form	8 pages
YES	TQ/PQ	YES
YES	Manipulatives	YES

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Components of GDO-R/GES Technical Reports

- Survey of current users
- Focus groups
- Bias review
- Content validity
- Construct validity
- P-values
- Inter-item correlations
- Reliability
- Inter-rater reliability

Call to request a copy!

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Next Steps

To order: A Gesell Assessment Review Kit including a review copy of the GES Examiner's Manual, Child Recording Form and Teacher/Parent Questionnaires

To schedule: A FREE WEBINAR for your district

To find out: About training workshops

Contact: Larry Joyner, Operations Manager
1-800-369-7709 x701
email: larry@gesellinstitute.org

www.gesellinstitute.org

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Pricing

Gesell Developmental Observation-R Pricing

Item	Description	Price
GDO-R Complete Kit	Consumables: 30 GDO-R Child Recording Forms, 30 Parent/Guardian Questionnaires, 30 Teacher Questionnaires. Non-Consumable materials: Examiners Script, Right and Left Assessment Cards, Color Forms, Color Form Cut-Outs, Pellets and Bottle, Bean Bag, Tote Bag.	$279.95
GDO-R Complete Kit (Spanish)	Consumables: 30 GDO-R Child Recording Forms, 30 Parent/Guardian Questionnaires, 30 Teacher Questionnaires. Non-Consumable materials: Examiners Script, Right and Left Assessment Cards, Color Forms, Color Form Cut-Outs, Pellets and Bottle, Bean Bag, Tote Bag.	$286.95
GDO-R Examiner's Manual	A record of training in the last 2 years is required to purchase this item at a special price of $99. 95 (enter coupon code LAST2Y). Call the Institute before ordering to verify training.	$179.95
GDO-R Script	Provides the standardized instructions for administration of the GDO-R. It includes visual stimuli cards, spiral bound and sequenced for efficient administration and enhanced organization.	$89.95
GDO-R Child Recording Form	Pack of 30 consumable, pre-collated student record forms for 30 children, ages 2 ½ to 9.	$59.95
GDO-R Parent/Guardian Questionnaire	The more in-depth PGQ spans three pages and is used to collect information about the child's home environment, family history, and personal health. Pack of 30 consumable questionnaires for 30 families.	$22.95
GDO-R Parent/Guardian Questionnaire (Spanish)	The more in-depth PGQ spans three pages and is used to collect information about the child's home environment, family history, and personal health. Pack of 30 consumable questionnaires for 30 families.	$29.95
GDO-R Teacher Questionnaire	The one page TQ is divided into three main sections easily completed by the teacher. The first section involves social-emotional and adaptive development. The second section is focused on classroom activities, and the third on self-expression. Pack of 30 consumable questionnaires for 30 teachers.	$22.95

Gesell Early Screener Pricing

Item	Description	Price
Screener Complete Kit	Consumables: 30 GES Child Recording Forms, 30 Parent/Guardian Questionnaires, 30 Teacher Questionnaires. Non-consumable materials: Examiner's Manual, Copy Form Cards, Alphabet/Number Card, Cubes, Tote Bag.	$239.95
Screener Complete Kit (Spanish)	Consumables: 30 GES Child Recording Forms, 30 Parent/Guardian Questionnaires, 30 Teacher Questionnaires. Non-consumable materials: Examiner's Manual, Copy Form Cards, Alphabet/Number Card, Cubes, Tote Bag.	$244.95
Screener Manual	Directions for how to administer the Gesell Early Screener	$79.95
Screener Child Recording Forms	Pack of 30 consumable, saddle-stitched student record forms for 30 children, ages 3-6.	$34.95
Screener Parent/Guardian Questionnaire	Reflects an intimate picture of the child's social, emotional, and adaptive behaviors and are essential complements to the GES. Pack of 30 consumable questionnaires for 30 families.	$22.95
Screener Parent/Guardian Questionnaire (Spanish)	Reflects an intimate picture of the child's social, emotional, and adaptive behaviors and are essential complements to the GES. Pack of 30 consumable questionnaires for 30 families.	$29.95
Screener Teacher Questionnaire	Reflects an intimate picture of the child's social, emotional, and adaptive behaviors and are essential complements to the GES.	$22.95

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