

Summary Information: The Early Learning Accomplishment Profile, Third Edition (E-LAP, 2002)

Publisher	Kaplan Co. and Chapel Hill Training Outreach Project, Inc.
Website for information	www.chool.org/LAlapsystem.htm , www.redesetgrow.com/ , and www.kaplanco.com
Cost	\$334.95 for the complete assessment kit Software CD-ROM/web-based system and PDA scoring system. Cost varies based on number of users and system selected
Age range	Birth to 36 months of age (developmental age; appropriate for older children with delays as well)
Purpose	“The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development...The results of the Early LAP can be used to generate a complete picture of a child’s developmental progress in the six domains so that individualized, developmentally appropriate activities can be planned and implemented. This assessment can be used with any infant and toddler, including children with disabilities.”
Areas included	<ul style="list-style-type: none"> ▪ Gross Motor ▪ Fine Motor ▪ Cognitive ▪ Language ▪ Self-Help ▪ Social Emotional
Time to administer	45-90 minutes to administer, updates may be on an ongoing basis
Scored	Yes. Scores represent approximations of developmental ages for use in planning developmentally appropriate instruction. These are not age equivalents because the instrument is not norm-referenced
Age norms	No. Normative developmental ages assigned to items vary among reputable research-based sources. The ELAP data reflect documented norms in research, but the manual suggests it is essential that the developmental ages be viewed as <u>approximate</u> in nature
Age ranges given for items	Yes. Age ranges provided for items are approximations of developmental ages and not age equivalents
How frequently it can be given	Administered at specific intervals or for ongoing monitoring. Scoring sheet allows for beginning, mid-year and end-of-year scores
Standardized tasks	Assessment guidelines do provide information about specific materials, procedures, and criteria to use for scoring each item during administration or appropriate observation of the child’s skills

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. We welcome your feedback to staff@the-eco-center.org.

Summary Information (continued): The Early Learning Accomplishment Profile, Third Edition (E-LAP, 2002)

Based on observation in natural settings	Optional. Depending on the components being evaluated, information from natural observation may be used
Instructions related to parental role	Optional to include. Information from parents may be used
Data provided on reliability	Yes. Internal consistency reliability using Cronbach's coefficient alpha, standard error of measurement, test-retest reliability, and interrater reliability
Data provided on validity	Yes. Content validity study results, construct validity with intercorrelations among domains, and criterion-concurrent validity (BSID-II Mental and Motor Scales). Examined correlations between chronological ages and developmental ages. Also assessed children with disabilities and determined that test did discriminate their "skill levels independent of their ages, and that it can be used to assess the developmental skills of children with disabilities."
Web-based data entry	Yes. See www.redesetgrow.com/
Electronic scoring	Yes
Other languages	Spanish
Who administers	Teachers, clinicians, or professionals familiar with child development in conjunction with observational information from others
Training available through the publisher	Yes. Training in administration and scoring available from Kaplan Co. and Red-e-Set Grow

The Early Learning Accomplishment Profile (E-LAP, Birth to 36 Months): Crosswalk to Child Outcomes

<p align="center">Outcome 1 Has positive social relationships</p>	<p align="center">Outcome 2 Acquires and uses knowledge and skills</p>	<p align="center">Outcome 3 Takes appropriate action to meet needs</p>
<p>Cognitive Items 4, 7, 15, 26: 4. Social smile in response to stimulation 7. Looks longer at human face than at objects 15. Vocalizes smiles and reaches for familiar person 26. Holds arms out to be picked up</p> <p>Social/Emotional Items 1-36 (e.g., stops crying or quiets when picked up and held, gives a toy to adult upon request, parallel play predominates, begins associative play activities, joins in nursery rhymes and songs, etc.)</p> <p>Language Items 6, 10: 6. Babbles or coos when talked to 10. Laughs aloud in social play</p>	<p>Cognitive Items 1-105 (e.g., points to pictures in book, scribbles spontaneously, comprehends and asks for 'another,' understands size differences, names 5 pictures on a picture card when asked, 'what is this?' understands 3 prepositions, etc.)</p> <p>Social/Emotional Items 19, 25, 26, 34, 37: 19. Begins to establish meaning of 'no' 25. Imitates grown-up activities 34. Names or points to self in photograph 37. Answers correctly 'Are you a boy or a girl?'</p> <p>Language Items 1-59 (e.g., follows simple instructions, names one picture, comprehends and asks for 'another,' follows 3-step directions, etc.)</p> <p>Fine Motor Items 33, 38, 42, 44, 54, 59-60, 62, 64, 66, 67, 70, 72: 33. Uncovers toy seen hidden 38. Holds crayons, makes marks 43. Marks with pencil 44. Scribbles in imitation 45. Scribbles spontaneously 62. Turns pages of book 66. Holds pencil 70. Copies 72. Adds two parts to incomplete person 59-60, 64, 67, 70. Imitates strokes</p>	<p>Gross Motor Items 1-67, 69-78, 81, 84, 86-90 (e.g., thrusts arms and legs in play, holds head up, sits without support, crawls on belly, stands alone, walks alone, runs, balances on one foot, etc.)*</p> <p>Fine Motor Items 1-45, 47, 49, 55, 57-60, 62-70, 73 (e.g., fisted hands rest near face, picks up spoon, shakes bell, copies circle, etc.)*</p> <p>Self Help Items 1-49 (e.g., lifts cup with handle, finger-feeds self for part of meal, uses spoon with little spilling, takes off clothes with help on buttons, etc.)</p> <p>Social/Emotional Item 29: 29. Begins to claim and defend ownership of personal things</p> <p>Language Item 38: 38. Asks for food when hungry, may ask for toilet or drink also</p>

- Many of the skills in this area are precursors for functional behaviors. Precursor skills may not be appropriate or expected for some children, including those with sensory or motor impairments.

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Areas that are not precursor to or components of, any specific outcome were not included in the crosswalk. For this tool, such items included:

Gross Motor:

- 68. Throws ball standing or sitting
- 79. Throws ball overhand without falling
- 80. Carries large teddy bear or doll while walking
- 82. Walks with one foot on walking board
- 83. Jumps in place
- 85. Jumps from bottom step

Fine Motor:

- 46. Inserts round shape in formboard
- 48. Adapts round shape in formboard
- 56. Completes 3-piece formboard
- 61. Adapts to reversal of formboard in 4 trials
- 71. Adapts to formboard reversal