

## OSEP Child Outcomes Crosswalk for Transdisciplinary Play-Based Assessment, Second Edition (TPBA2)

Name	Transdisciplinary Play-Based Assessment, Second Edition (TPBA2)
Publisher	Brookes Publishing Co. (1-800-638-3775; www.brookespublishing.com)
Web site information	www.brookespublishing.com/tpba2
Cost	Administration Guide for TPBA2 & TPBI2 – \$54.95 Transdisciplinary Play-Based Assessment, Second Edition (TPBA2) – \$54.95 Transdisciplinary Play-Based Intervention, Second Edition (TPBI2) – \$59.95 TPBA2 & TPBI2 Forms (package of 5 tablets) – \$39.95 TPBA2 & TPBI2 Forms CD-ROM (master printable PDFs and calculators) – \$229.95
Age range	Birth to 72 months
Purpose	To assess children’s strengths and behaviors of concern, identify strategies that increase learning, provide the foundation for the development of functional goals and objectives for IFSPs/IEPs or other individualized plans, to inform intervention approaches, and to evaluate progress.  TPBA2 can also be used to determine eligibility based on percent delay and/or informed team consensus and to measure progress toward OSEP child outcomes for accountability purposes.
Areas included	Sensorimotor, emotional and social, communication, and cognitive domains; the cognitive domain addresses critical skills from content areas (e.g., reading, math, science, social studies). Each domain is composed of multiple “subcategories” (e.g., attention, gross motor activity, emotional expression, behavioral regulation).
Time to administer	60–90 minutes for a complete TPBA play session  The actual time to complete a play-based assessment varies depending on the team’s familiarity with the TPBA process, the child being assessed, facilitation proficiency, how many team members are participating, and the team’s knowledge of child development.
Scored	Teams rate children on 9-point Goal Attainment Scales and determine age levels for each domain subcategory
Scores provided for	Procedures are provided for using Goal Attainment Scale ratings and age levels for each domain subcategory for intervention planning, progress monitoring, determining eligibility, and measuring progress toward child outcomes
Age norms	No
Age range given for items	Yes

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How frequently can it be given	Can be updated as frequently as desired in any functional environment
Standardized tasks	No
Based on observation in natural settings	Yes
Based on information requested from parents and providers	Yes
Data provided on reliability	Yes; inter-rater reliability for eligibility and areas of concern is high (90%–100%), depending on training. Social validity as measured by parents and professionals is high. See the Administration Guide for TPBA2 & TPBI2 for details.
Data provided on validity	Yes; experts established construct validity across all domains. Concurrent validity with the Battelle Developmental Inventory, Second Edition, was high when matched against social validity for typical performance of the child. See the Administration Guide for TPBA2 & TPBI2 for details.
Web-based data entry	No
Electronic scoring	Microsoft Excel-based calculators for computing OSEP Reporting Categories and making eligibility determinations are available on the TPBA2 & TPBI2 Forms CD-ROM
Other languages	Forms designed to be completed by parents and caregivers are available in English and Spanish; the Spanish forms are included on the TPBA2 & TPBI2 Forms CD-ROM
Who administers	Teachers, home visitors, IFSP/IEP team members, other specialists
Training	Not required but encouraged. On-site training for TPBA2 and TPBI2 is available through Brookes On Location ( <a href="http://www.brookespublishing.com/onlocation">www.brookespublishing.com/onlocation</a> ). Observing Cassandra, a training video, is also available from Brookes Publishing Co.

Transdisciplinary Play-Based System (TPBA2/TPBI2)  
 by Toni Linder.  
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Outcome A: Positive social-emotional skills	Outcome B: Acquisition and use of knowledge and skills	Outcome C: Appropriate behaviors to meet needs
<p><i>Sensorimotor</i> Modulation of sensation and its relationship to emotion, activity level, and attention</p> <p><i>Emotional and Social</i> Emotional style/adaptability Regulation of emotions and arousal states Behavioral regulation Emotional themes in play Social interactions</p> <p><i>Communication</i> Language comprehension Language production Pragmatics Articulation and phonology Voice and fluency Oral mechanism</p> <p><i>Cognitive</i> Attention Memory Problem solving</p>	<p><i>Sensorimotor</i> Functions underlying movement Gross motor activity Arm and hand use Motor planning and coordination</p> <p><i>Emotional and Social</i> Behavioral regulation Sense of self</p> <p><i>Communication</i> Language comprehension Language production Pragmatics</p> <p><i>Cognitive</i> Attention Memory Problem solving Complexity of play Conceptual knowledge Literacy</p>	<p><i>Sensorimotor</i> Functions underlying movement Gross motor activity Arm and hand use Motor planning and coordination Sensorimotor contributions to daily life and self-care</p> <p><i>Emotional and Social</i> Emotional expression Behavioral regulation</p> <p><i>Communication</i> Language production Pragmatics</p> <p><i>Cognitive</i> Attention Memory Problem solving Conceptual knowledge</p>

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