

Test

Adjustment Scale for Pre-School Interventions (ASPI)
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Description

The ASPI was created in partnership with early childhood professionals within a large, urban Head Start program. These professionals selected both routine classroom situations and adaptive and maladaptive behaviors associated with these situations. Next, they helped script the language of the items so that children's behavior is described in the language of classroom teachers rather than clinical psychologists. Therefore, the ASPI includes behavior that is readily observable over a one- or two-month period within routine classroom situations, thus reducing the need for teachers to make inferences regarding children's internal mediating psychological processes. Moreover, the ASPI defines children's emotional and behavioral problems by the pervasiveness of problem behavior across classroom situations, rather than by the frequency or intensity of psychiatric symptoms (Lutz, 1999).

Subscale

ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS
ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS
ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS
ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS
ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS
ASPI: AGGRESSIVE ADJUSTMENT PROBLEMS T-SCORE
ASPI: INATTENTIVE/HYPERACTIVE ADJUSTMENT PROBLEMS T-SCORE
ASPI: WITHDRAWN/LOW ENERGY ADJUSTMENT PROBLEMS T-SCORE
ASPI: OPPOSITIONAL ADJUSTMENT PROBLEMS T-SCORE
ASPI: SHY/SOCIALLY RETICENT ADJUSTMENT PROBLEMS TSCORE

Source: *ADJUSTMENT SCALES FOR PRESCHOOL INTERVENTION: EXTENDING VALIDITY AND RELEVANCE ACROSS MULTIPLE PERSPECTIVES*,
REBECCA BULOTSKY-SHEARER AND JOHN FANTUZZO, 2004