

# Csbs DP Caregiver Questionnaires, Normed Edition (Package of 50)

Amy Wetherby "Ph.D. CCC-SLP", Barry Prizant "Ph.D. CCC-SLP"

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**CSBS DP** CSBS DP Caregiver Questionnaire

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_ Date filled out: \_\_\_\_\_  
Was birth premature? \_\_\_\_\_ If yes, how many weeks premature? \_\_\_\_\_  
Filled out by: \_\_\_\_\_ Relationship to child: \_\_\_\_\_

**Instructions for caregivers:** The following questions are about how your child communicates and plays. The questions have to do with how your child expresses him- or herself using actions, gestures, sounds, or words. We would like you to fill this out over a weekend or at a time when you can observe your child and notice the behaviors listed. Please check all the choices that best describe your child's behavior. If you are not sure, please choose the closest response based on your experience. Children at your child's age are not necessarily expected to be able to do all the behaviors listed.

**Emotion and Eye Gaze**

1. When your child is happy, does he/she smile or laugh and look at you at the same time?  Not yet  Sometimes  Often
2. When your child is playing with a toy, does he/she look at you and then back at the toy?  Not yet  Sometimes  Often
3. If you look at and point to a toy out of your child's reach, does your child look at the toy?  Not yet  Sometimes  Often
4. When your child is upset or frustrated, does he/she express this clearly with facial expression, sounds, or words?  Not yet  Sometimes  Often
5. How often does your child get upset or frustrated each day?  Rarely  Sometimes  Often
6. When your child is upset, does he/she calm down easily (within a few minutes)?  Rarely  Sometimes  Usually
7. When you are with your child, is your child comfortable interacting with unfamiliar people or new situations?  Rarely  Sometimes  Usually
8. When your child is afraid, does he/she seek comfort from you?  Not yet  Sometimes  Often

**Communication**

9. Does your child clearly let you know when he/she needs help (for example, wants you to open a container)?  Not yet  Sometimes  Often
10. Does your child clearly let you know when he/she wants an object that is out of reach?  Not yet  Sometimes  Often
11. Does your child let you know that he/she does not want something that you are offering him/her?  Not yet  Sometimes  Often
12. Does your child greet you when you come in the room or leave?  Not yet  Sometimes  Often
13. Does your child reach out to give you a hug or kiss?  Not yet  Sometimes  Often
14. Does your child try to get your attention when you are busy doing something, such as when you are talking with an adult or preparing a meal?  Not yet  Sometimes  Often
15. If your child does something that is funny and you laugh, does your child do it again for the attention?  Not yet  Sometimes  Often
16. Does your child try to get you to notice interesting objects, not to get you to do anything with them, but just to get you to look at them (for example, show you an object or point to a picture in a book)?  Not yet  Sometimes  Often
17. Does your child try to draw your attention to exciting or unexpected things, such as a pop-up toy or something falling down?  Not yet  Sometimes  Often
18. If you can't figure out what your child is trying to communicate, does your child try again or use a different way to get his/her meaning across?  Not yet  Sometimes  Often

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Amy Wetherby "Ph.D. CCC-SLP", Barry Prizant "Ph.D. CCC-SLP" : Csbs DP Caregiver Questionnaires, Normed Edition (Package of 50) before purchasing it in order to gage whether or not it would be worth my time, and all praised Csbs DP Caregiver Questionnaires, Normed Edition (Package of 50):

The CSBS DP Caregiver Questionnaires, sold in packages for easy re-ordering, are forms for the Communication and Symbolic Behavior Scales Developmental Profile (CSBS DP), an easy-to-use, norm-referenced screening and evaluation tool that measures the communicative competence of children with a functional communication age of 6 to 24 months and a chronological age of 6 months to 6 years. Derived from the popular, norm-referenced CSBS, CSBS DP is shorter and faster and lets early intervention professionals begin identification earlier. CSBS DP is an ideal starting point for planning IFSPs, determining the efficacy of interventions, documenting changes in a child's behavior

over time, and identifying areas for further assessment. A package of CSBS DP Caregiver Questionnaires includes 50 of these easy-to-read four-page questionnaires, which are used when the initial screening indicates a need for further evaluation. It takes approximately 1525 minutes and is designed to be given or mailed to the caregiver before the child is brought in for the CSBS DP Behavior Sample. Available separately or as part of the CSBS DP Complete Kit are the other materials required to conduct a CSBS DP assessment. These forms are part of CSBS DP, an easy-to-use, norm-referenced screening and evaluation tool that helps determine the communicative competence (use of eye gaze, gestures, sounds, words, understanding, and play) of young children. CSBS DP is an ideal starting point for IFSP planning and can be used as a guide to indicate areas that need further assessment. This product is sold in a package of 50. Learn more about the whole CSBS DP system

About the Author Amy M. Wetherby, Ph.D., is Professor and former Chair of the Department of Communication Disorders at Florida State University. She received her doctorate from the University of California-San Francisco/Santa Barbara in 1982. She has had more than 20 years of clinical experience in the design and implementation of communication programs for children with autism and severe communication impairments and is an American Speech-Language-Hearing Association fellow. Dr. Wetherby's research has focused on communicative and social-cognitive aspects of language difficulties in children with autism and, more recently, on the early identification of children with communicative impairments. She has published extensively on these topics and presents regularly at national conventions. She is a co-author of the Communication and Symbolic Behavior Scales (with Barry M. Prizant [Applied Symbolix, 1993]). She is the Executive Director of the Florida State University Center for Autism and Related Disabilities and is Project Director of U.S. Department of Education Model Demonstration Grant No. H324M980173 on early identification of communication disorders in infants and toddlers and Personnel Preparation Training Grant No. H029A10066 specializing in autism. Barry M. Prizant, Ph.D., has more than 25 years experience as a clinical scholar, researcher, and consultant to young children with autism spectrum disorders (ASD) and related communication disabilities and their families. He is an American Speech-Language-Hearing Association fellow and is a member of the Interdisciplinary Council on Developmental and Learning Disabilities. Formerly, he was Associate Professor of Psychiatry in the Brown University Program in Medicine, Professor in the School of Communication Sciences and Disorders at Emerson College, and Advanced Post-Doctoral Fellow in Early Intervention at University of North Carolina at Chapel Hill. He has developed family-centered programs for newly diagnosed toddlers with ASD and their families in hospital and university clinic environments. He has been an invited presenter at two State of the Science Conferences on ASD at the National Institutes of Health (NIH) and has contributed to the NIH Clinical Practice Guidelines for early identification and diagnosis of ASD. Dr. Prizant's current research and clinical interests include identification and family-centered treatment of infants, toddlers, and young children who have or are at risk for sociocommunicative difficulties, including ASD.