

Collection Development Policy

All items added to the collection of the Early Childhood Resource Center after July 1, 2005 must meet the guidelines set out by this policy. You may request a copy of a review for a particular item by emailing: resourcecenter@ku.edu

Purchasing Criteria for Professional Development/Instructional Strategies Resources

The following criteria for selection have been established for use when identifying materials to add to the collection of KITS Early Childhood Resource Center.

1. **Scientifically Based:** Items in this category are based on research in which the environment, treatment and assignment to control groups has been controlled by the researcher. Products meeting these criteria will have scientifically based (experimental) research that includes information on implementation and replicability and/or student achievement.
2. **Quasi-Experimental Research:** Items in this category are based on research in which either the environment, the treatment or the assignment to control groups has not been controlled by the researcher. Products meeting this criteria will link to theory taken from prior, relevant research, extend what is already known; and/or include tools that are reliable and valid according to current educational standards.
3. **Supplemental Research:** Items in this category are descriptive studies that report the way things are. Used to summarize, organize, and simplify data, this type of research method does not directly report effectiveness/change of the intervention/program/practice. Products meeting this criteria are descriptive; summarize, organize and simplify information for a consumer; detail case studies or synthesize research from organizations and professionals that examine the latest empirical research in the field.

Purchasing Criteria for Assessment Resources

These standards for purchasing materials for the purpose of on-going assessment, evaluation or screening are based on the, "Standards for Educational and Psychological Tests," from the American Psychological Association. They apply to, "...any assessment procedure, assessment device, or assessment aid; that is, to any systematic basis for making inferences about characteristics of people."

1. **The Test Manual**
 - Does the test have a manual or readily available information that makes every reasonable effort to follow the recommendations of the APA standards and, in particular, to provide the information required to substantiate any claim that has been made for its use?
 - Is the test and its manual current and based on the best available data? (p. 12)
2. **Interpretation**
 - Does the test, manual, record forms and accompanying materials help the user make correct interpretations of the test results and warn against common misuses?
 - Does the test manual state explicitly the purposes and applications for which the test is recommended?
 - Does the test manual describe clearly the psychological, educational, or other reasoning underlying the test and nature of the characteristics it is intended to measure?

- Does the test manual identify any special qualifications required to administer the test and to interpret it properly?
- Is evidence of validity and reliability, along with other relevant research data, presented in support of any claims being made?
- Are directions for administration and scoring included in the manual?

3. Reliability & Validity

- Are norms published in the test manual and do they state the population for which the test is constructed?
- If the test has been updated or revised, does the manual reflect these changes?
- Are the procedures and samples used to determine reliability reported?

Purchasing Criteria for Other Materials

Recognizing that some materials have informational utility but do not have a research base specific to its content and the application of that content, these informational/resource materials will be judged on the criteria below. This criteria is adapted from the KUMC Medical Library's collection development policy available online at <http://library.kumc.edu/policy/policy3.htm> These types of materials will be purchased on a very limited basis as much of this type of information is now available on reputable websites.

1. Does the material have a purpose other than application of specific instructional strategies, assessment tools, service delivery models, etc. Examples: resource information on congenital malformations, disabilities, or medical information, dictionary of developmental disability terminology
2. Does the material make reference to research-based information?
3. Is the author established & respected in the field?
4. Is the material peer-reviewed?
5. Does the material have a base in accepted best practices and DEC's Recommended Practices for early childhood special education?
6. Does the material support the goals of KITS or its funding agencies?
7. Does the material present information that is new or vital to the field of early intervention or early childhood special education?

Other General Considerations

1. **Relevance:** Only materials that support best practices or aligned with DEC's recommended practices in early intervention or early childhood special education will be selected for purchase.
2. **Potential use:** Only materials that have the potential for use will be selected. Related items will be checked for use and a determination will be based on this evidence.
3. **Cost:** Expensive materials will be selected if they meet the three criteria above. However, if an overly expensive item precludes the purchase of other, necessary items, cost will be considered as a negative factor.
4. **Existing Coverage:** We will not acquire an item if the topic is sufficiently covered by the Library's collection.

Availability at other libraries: We will not acquire an item that is readily available at other libraries unless the item supports a material that is in our collection.