

BRIGANCE®

Early Childhood Screen III

K & 1

III

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Introduction to the *BRIGANCE® Early Childhood Screen III (K & 1)*

OVERVIEW

The *BRIGANCE® Early Childhood Screen III (K & 1)* is a collection of quick, highly accurate assessments and data-gathering tools to use with kindergarten and first-grade children.

The kindergarten and first-grade years are a time of rapid growth and learning, and screening can provide an important understanding of the child's development at a particular point in time. Screening can serve as the first step in assessing a child's school readiness, providing a snapshot of a child's mastery of early developmental and academic skills.

Screening also enables educators to readily identify those children who may have developmental delays and those children who may be advanced as early as possible to ensure these children receive appropriate intervention and support services.

The *Screen III* includes the following age-specific screens (each of which can be conducted quickly, usually within 10–15 minutes):

- Core Assessments—Kindergarten
- Core Assessments—First Grade

All assessments in the *Screen III* have been nationally standardized, producing scores that are highly reliable, valid, and accurate. Assessment items in the age-specific screens are norm-referenced as well as criterion-referenced and cover a broad sampling of a child's skills and behaviors.

Key developmental areas include:

- Physical Development
- Language Development
- Academic Skills/Cognitive Development (Literacy and Mathematics)

Data-gathering tools available for the *Screen III* include:

- Age-specific *Data Sheets* to record screening results, providing a one-page review of the child's screening performance
- Self-help and Social-Emotional Scales to gather data about the child's eating, dressing, and toileting skills as well as about the child's relationships with adults and peers, play skills, self-confidence, and self-regulatory skills
- Reading Readiness Scale to gather data about the child's emergent literacy skills and readiness to engage in formal reading instruction
- Screening Observations Forms to record observations captured during screening
- Parent Feedback Forms to record input about the child's skills and behaviors from parents/caregivers
- Teacher Feedback Forms to record input about the child's skills and behaviors from teachers

The assessments and data-gathering tools in the *Screen III* help early elementary teachers and program directors

- satisfy early identification and screening requirements.
- initiate referrals for further evaluation or special services.
- determine kindergarten readiness by assessing a child's mastery of key skills that are predictors of school success.
- guide individualized and group instruction.
- communicate a child's development to parents/caregivers.
- monitor and report progress over time, using the *BRIGANCE® Online Management System*. (Annual subscription rates apply.)

USING THE *EARLY CHILDHOOD SCREEN III* TO SUPPORT YOUR PROGRAM

The *BRIGANCE® Early Childhood Screen III (K & 1)* can help your program meet screening requirements, determine school readiness, initiate referrals for further evaluation or special services, monitor progress, and guide instruction. Follow the guidelines below when implementing the *Screen III* in your program.

MAKE IMPLEMENTATION DECISIONS FOR SCREENING

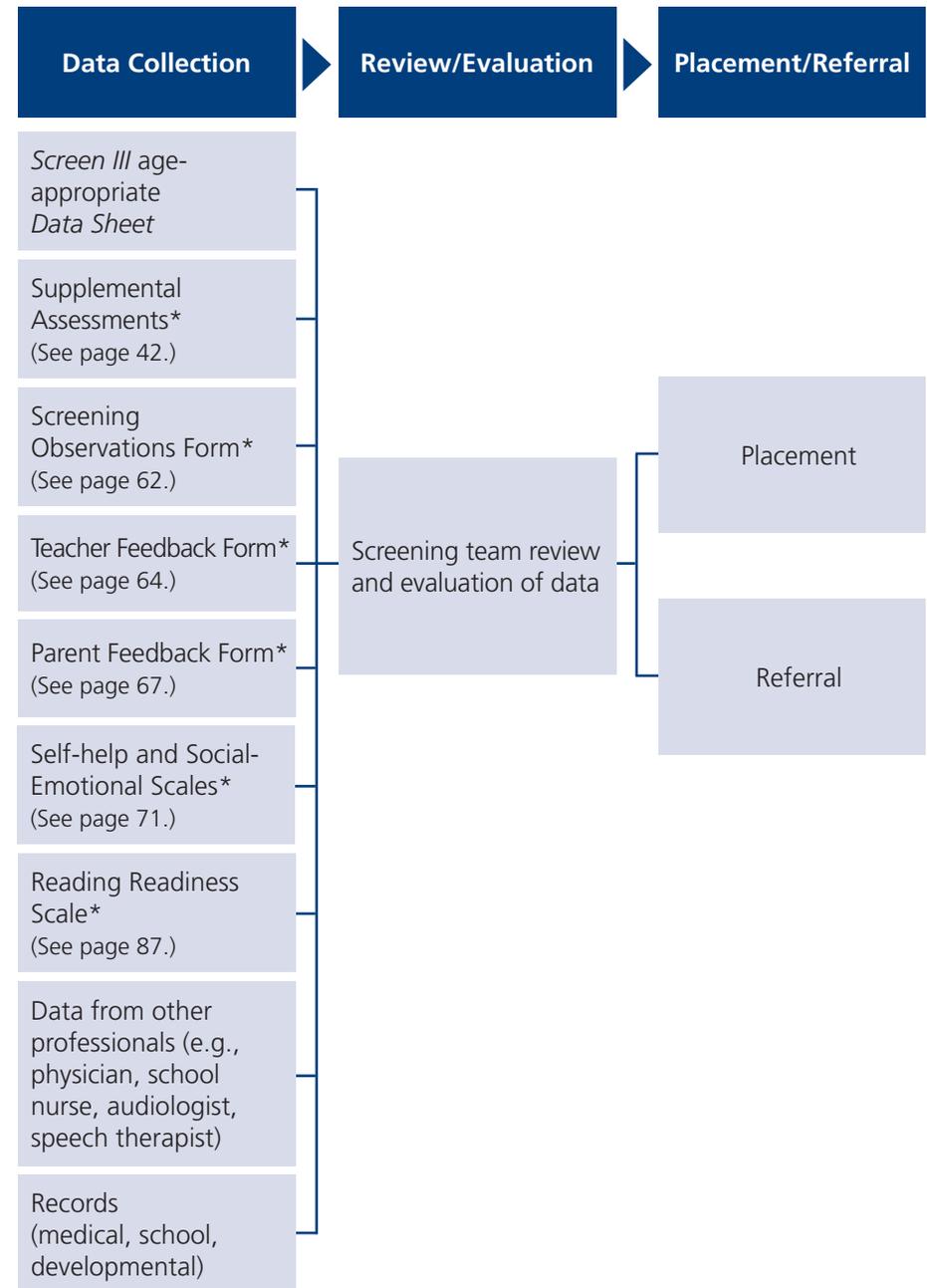
To help meet the screening requirements of your program, determine which methods of data collection offered by the *Screen III* to use, when children in the program will be screened, and what, if any, cutoff scores will be used.

Determine Tools for Data Collection

Screening is a process in which one or more professionals work with a child to obtain the most valid sampling of the child's skills and behaviors. Screening of early developmental and academic skills helps to identify those children with delayed or advanced development and, therefore, allows appropriate professionals to address those issues as soon as possible. The following *Screen III* data-gathering tools can be used to provide data from multiple sources:

- *Data Sheet* for each age-specific screen, providing an at-a-glance record of the child's performance for each screening assessment
- Supplemental Assessments—assessments for children who are more developmentally advanced
- Screening Observations Form—a detailed record of the examiner's observations while screening
- Teacher Feedback Form—a record of the teacher's view of the child's skills and behaviors
- Parent Feedback Form—a take-home parent/caregiver evaluation of the child's skills and behaviors
- Self-help and Social-Emotional Scales—standardized assessments to gather data on the child's eating, dressing, and toileting skills and self-confidence, independence, relationships with adults and peers, and play skills
- Reading Readiness Scale—standardized assessment to gather data on the child's emergent literacy skills

When implementing the *Screen III*, determine which sources of data to use in your program. The diagram to the right shows how the *Screen III* can be used as a model for data collection, review/evaluation, and placement/referral.



*Optional

Determine When to Screen

Determine when and how often your program will administer the *Screen III*. Use the guidelines below to decide when the initial screening and follow-up screening should take place.

- **Initial Screening**

To begin, determine when a child's initial screening should take place. The initial screening can serve as a baseline indicator of performance. If your program is interested in screening multiple children at one time, see Appendix D on page 100 for information about the Station Method of Screening.

- **Follow-up Screening**

- **Rescreening** is recommended for children who score low in the first screening. The second screening should be done four to six weeks after the first screening or after remedial activities have been implemented. For those children who score lower than expected due to screening on a “bad day” (or on a day just prior to the onset of an illness or just after an illness), rescreen at a more appropriate time. This second screening can be conducted closer to the initial screening date.
- **Midyear or end-of-year screening** serves as a means to measure growth and to help identify progress children are making during the program year. (See page xxii for information about using the screen as a post test.)

Determine Which Cutoff Scores to Use

To accommodate the needs of your program, you may wish to use cutoff scores. A child's individual score can be compared to cutoff scores to quickly determine if a child may have developmental disabilities or delays or if the child is likely to be developmentally advanced. Your program may choose to use the BRIGANCE® Cutoff Scores or to customize cutoff scores for your specific program.

- **BRIGANCE Cutoff Scores**

The *Screen III* includes three sets of cutoff scores, each based on results from the national standardization study.

- Cutoff scores for detecting children who potentially have developmental disabilities or delays
- Cutoff scores for detecting children who may be developmentally advanced or gifted
- Cutoff scores for at-risk children (for kindergarten children)

If you plan to use any of these cutoff scores, it is important that the child is administered all assessments in the age-appropriate screen.

- **Customized Cutoff Scores**

Your program may choose to customize cutoff scores. For example, your program may decide that children who score in the lower 20th percentile of the group will be referred for additional assessment. A child who scores below your program's customized cutoff score may be further evaluated by screening personnel and considered for more comprehensive assessment.

See STEP 4 of the Step-by-Step Screening Procedures on page xvii for details about when and how to use cutoff scores.

DETERMINE SCHOOL READINESS

The *Screen III (K & 1)* provides a consistent means of determining the school readiness of children entering kindergarten. Screening kindergarten-age children with the Kindergarten Core Assessments (and the optional Self-help and Social-Emotional Scales and Reading Readiness Scale) offers a quick, yet comprehensive snapshot of a child's mastery of skills across key school readiness domains.

PROVIDE ONGOING ASSESSMENT AND MONITOR PROGRESS

Both the National Council of Teachers of Mathematics (NCTM) and the National Council of Teachers of English (NCTE) stress the importance of ongoing assessment. Monitoring progress during kindergarten and first grade helps educators and parents/caregivers build a foundation of early developmental and academic skills, supporting the child's future school success.

The BRIGANCE® Early Childhood family of products offers multiple ways to provide ongoing assessment and to monitor progress.

- The *Screen III* can be used to measure and report progress during the year. After the initial screening, a second screening can take place at midyear or end of year to measure progress over time. (See page xxii for further information about using the *Screen III* to monitor progress.)
- The Early Childhood family also includes the *BRIGANCE Inventory of Early Development III (IED III)*, a comprehensive inventory of criterion-referenced developmental assessments that correlate directly with the assessments in the *Screen III*. Following an initial screening, the assessments in the *IED III* can be used for ongoing assessment as well as for progress monitoring over multiple evaluation periods.

PROVIDE DEVELOPMENTALLY APPROPRIATE INSTRUCTION

Using the information gathered from administering the *Screen III*, educators can then plan appropriate individual and group instruction. Screening results from administering the Core Assessments demonstrate initial areas of strength and weakness; results from administering the Supplemental Assessments can determine mastery of other, often more advanced skills. Additional assessment with the comprehensive *IED III* will further support instructional planning. (See page xxii for more information about using the *IED III*.) Together, results from administering these assessments can be used to plan targeted instruction to address each child's needs.

Based on these assessment results, the *BRIGANCE® Readiness Activities* can be used to deliver developmentally appropriate instruction. The *Readiness Activities* is a collection of activities correlated with the skills in the *Screen III* and *IED III*. Objectives and recommendations for effective teaching are included in the *Readiness Activities*. In addition, the *BRIGANCE® Online Management System* provides instructional recommendations tied to the *Readiness Activities*. (Annual subscription rates apply.)

Standardization and Validation

Built on more than 30 years of research and experience in child development, the *BRIGANCE® Early Childhood Screens III* are highly accurate, reliable, and valid assessment tools. Selected assessments from the criterion-referenced *BRIGANCE® Inventory of Early Development III* were standardized and validated in 2012 on a nationally representative geographic, demographic, and socioeconomic sample. Items from these standardized and validated assessments were selected to create the age-specific screens in the *Screens III*. Teachers can confidently compare a child's screening performance to the national sample to determine if a child has potential developmental delays or giftedness.

The standardization study was conducted on a large, geographically diverse sample of 1,929 children who are representative of the population of the United States (U.S.) in terms of ethnicity, gender, and family socioeconomic status. Due to this strong research base, results from administered *Screens III* reliably identify those children who have delays, those who are advanced in development, and those who are developing at a typical rate.

For over 30 years, the validity of the assessments in the *Screens III* has enjoyed positive professional scrutiny from researchers.

- Validation studies have shown the assessments in the *Early Childhood Screens III* to have substantial content and construct validity, excellent concurrent validity, and a high degree of discriminant validity.
- The *Screens III* are highly reliable tools. The overall scores for the Core Assessments have
 - outstanding internal consistency (.94 –.98).
 - excellent test/retest reliability (.92–.99).
 - outstanding inter-examiner reliability (.93–.96).
- The *Screens III* are highly accurate, and a single screening will identify
 - 91% of children with disabilities.
 - 87% of children with advanced development.

Standardization means that

- the directions for administration and for scoring have been field-tested and are explicitly stated so that the test can be administered in exactly the same way by different examiners.
- the nearly 2,000 children to whom the test was administered represent the geographic regions of the United States and the demographic characteristics of the U.S. population as a whole.
- the scores can be compared to the established standardized cutoff scores to determine a child's need for additional evaluation.

For detailed information on the 2012 Standardization and Validation Study, see Chapters 7–10 of the *BRIGANCE® Screens III Technical Manual*.

Step-by-Step Screening Procedures

STEP 1: GET READY TO SCREEN

PLAN AHEAD

To administer the *BRIGANCE® Early Childhood Screen III* effectively and efficiently, it is important that teachers

- spend time becoming familiar with the directions and scoring procedures before screening a child.
- practice administration several times before screening a child.
- administer the assessments within the age-appropriate screen in strict accordance with the directions given for each assessment.

The following suggestions can help you plan ahead for successful assessment.

Become familiar with the assessment procedures so that you can conduct the assessment in a natural manner and can focus your attention on the child. If helpful, mark pages you will use so that you can quickly locate the information you will need.

Schedule screening early in the day, reducing the chance that the child will be hungry or tired.

Eliminate distractions. Conduct the screening in an environment free of background noises or disturbances and remove any materials that may distract the child.

DETERMINE THE CHILD'S ROUNDED CHRONOLOGICAL AGE

In order to compare a child's results to cutoff scores and derive standardized scores, you must first determine the child's rounded chronological age. Use the free chronological age calculator at www.BRIGANCE.com or follow the instructions below.

Compute chronological age: On the child's *Data Sheet*, write the Date of Screening in the top row and the child's Birth Date in the second row. Subtract the Birth Date from the Date of Screening, borrowing months and years as needed. If a number for the Date of Screening is smaller than the number below it for the Birth Date, you will need to borrow.

Begin with the Day column. If you need to borrow, convert 1 month to 30 days, add 30 to the number of days, and then subtract from this revised figure. Next, subtract the numbers in the Month column. If you need to borrow, convert 1 year to 12 months, add 12 to the number of months, and then subtract.

(In the example below, $30 + 7 = 37$ days, $12 + 2 = 14$ months.)

	Year	Month	Day
Date of Screening	$\begin{array}{r} 12 \\ 2013 \end{array}$	$\begin{array}{r} 12 + 2 = 14 \\ 2 \\ 2 \end{array}$	$\begin{array}{r} 30 + 7 = 37 \\ 7 \end{array}$
Birth Date	$\begin{array}{r} 2007 \\ \end{array}$	$\begin{array}{r} 5 \\ \end{array}$	$\begin{array}{r} 22 \\ \end{array}$
Age	$\begin{array}{r} 5 \\ \end{array}$	$\begin{array}{r} 9 \\ \end{array}$	$\begin{array}{r} 15 \\ \end{array}$

Round chronological age: Once you have computed the child's chronological age in years, months, and days, round the number of days. *If there are fewer than 15 days*, simply ignore the days and use the years and months as the child's chronological age. *If there are 15 days or more*, round the month up by 1.

(In the example below, the chronological age 5 years, 9 months, and 15 days is rounded up to 5 years, 10 months.)

	Year	Month	Day
Age	$\begin{array}{r} 5 \\ \end{array}$	$\begin{array}{r} 10 \\ 9 \end{array}$	$\begin{array}{r} 15 \\ \end{array}$

SELECT THE AGE-APPROPRIATE SCREEN AND DATA SHEET

There is one screen and one *Data Sheet* for each age level. After determining the child's chronological age, be sure that you have selected the appropriate screen and *Data Sheet* from the following:

- Kindergarten: 5 years, 0 months through 5 years, 11 months
- First Grade: 6 years, 0 months and older

RECORD CHILD INFORMATION ON THE DATA SHEET

Before you screen, write the child's personal information in Section A of the *Data Sheet*. Completing this section of the *Data Sheet* before screening allows you to focus your attention on the child and on the administration of the assessments during the screening session. (If English is not the child's primary language, note the child's primary language in Section D of the *Data Sheet*.) Use official records or information from parents/caregivers to confirm the accuracy of the child's information.

IDENTIFY ACCOMMODATIONS

Before you screen, be aware of any physical conditions or cultural and language differences that may affect the child's score. Make adjustments in the sequencing of skills or in the screening procedures to accommodate the needs of the child. Consider accommodations when you think the child will not perform well due to

- speech difficulties.
- language differences or difficulties.
- difficulty in understanding directions.
- hearing problems.
- vision problems.

See *Screening Children with Special Considerations* on page xxiv for more about screening bilingual or non-English-speaking children and screening children with exceptionalities.

When accommodations are necessary, consider the following:

- Use information from families to identify what may act as a motivator to facilitate the child's optimal performance.
- Become familiar with the screening items and the way certain accommodations may impact performance and scoring.
- Keep a record of the accommodations implemented.

Note: If you are using the *Screen III* as a standardized instrument, it is critical to use the age-appropriate screen and to follow the directions explicitly.

ORGANIZE MATERIALS

Gather and organize all materials required for the assessments you are administering. This will allow you to focus your attention on the child and on administering the assessments.

To administer the *Screen III (K & 1)*, you will need:

- The *BRIGANCE® Early Childhood Screen III (K & 1)*
- The age-specific *Data Sheet*, determined by the chronological age of the child (See sample *Data Sheets* on pages xv–xvi.)

Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. The materials needed are common items readily available in most early childhood settings:

- A pencil (the type commonly used by the child)
- 12 small identical objects for counting*
- 16 shapes (circles and squares) of two colors for sorting*
- A timer or a watch with a second hand
- A copy of each age-appropriate child page
(Some assessments include child pages for the child's written responses. For these assessments, provide the child with a copy of the child page.)
- Blank sheets of paper for covering distracting items on a child page

*packaged with the *Early Childhood Screen III (K & 1)*

Optional Materials you may choose to use:

- Supplemental Assessments Data Sheets
- Screening Observations Form
- Teacher Feedback Forms—Kindergarten and First Grade
- Parent Feedback Forms—Kindergarten and First Grade
- Teacher Report and Scoring Form—Self-help and Social-Emotional Scales
- Parent Report—Self-help and Social-Emotional Scales
- Teacher Report and Scoring Form—Reading Readiness Scale
- Parent Report—Reading Readiness Scale

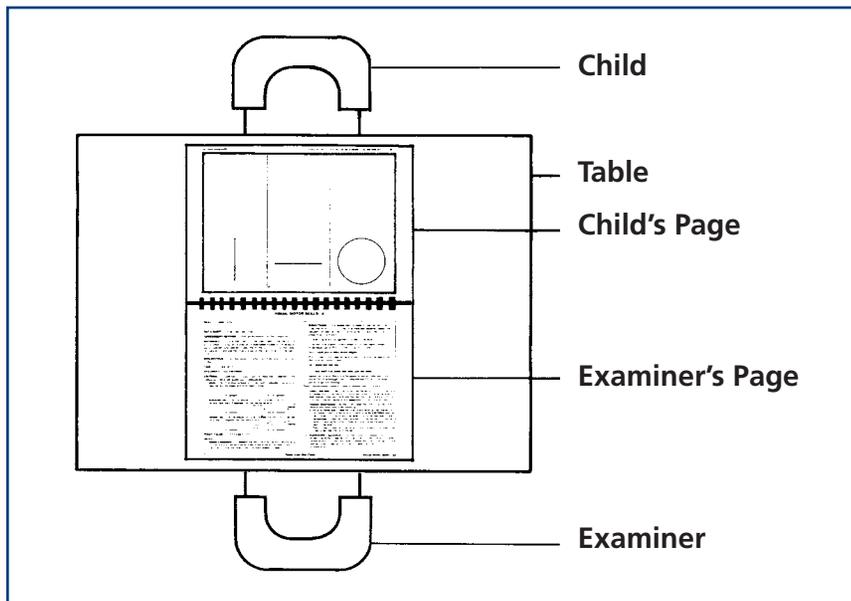
STEP 2: SCREEN THE CHILD

SCREENING PROCEDURES

Before screening a child, read all the information on the first page of each age-appropriate assessment. Make special note of the Scoring Information. Then follow the specific Directions given for each assessment. Many assessments include specific language to use as you administer the assessment. To guide your determination of skill mastery, some assessments provide criteria for determining whether a child should receive credit for a skill. *If the child's skill mastery is marginal, emerging, or inconsistent, do not give credit.*

POSITIONING THE SCREEN III CORRECTLY

The format of the *Screen III* allows both you and the child to follow the assessment procedures easily. The *Screen III* can be opened to an assessment and placed on a table between you and the child, as shown below.



TIPS FOR SCREENING

- **Read directions and questions in a natural manner.** Keep the assessments moving comfortably and informally.
- **Remain objective.** Extra assistance given to a child during screening may influence the child's performance and could invalidate the results.
- **If the child has difficulty focusing on a single item** on a child page, cover the other items with blank sheets of paper.

TIPS FOR ESTABLISHING RAPPORT

Children are generally slow to warm up to and cooperate with an unfamiliar person. They may refuse to answer questions, attempt to leave the screening area, become tearful, or alternately grab for test materials or play with toys they brought with them. To establish rapport with the child during screening, consider the suggestions in this section.

Guiding Desirable Behavior

The following suggestions may help make the assessment process more comfortable, enjoyable, and even fun for both you and the child.

- **Create a welcoming screening environment.** Make sure there is ample seating for the child and that the space is quiet and well lit. Thank the child beforehand for participating. Explain that you will be presenting several different kinds of games and tasks. Ask the child to do the best that he/she can.
- **Use clear but pleasant requests** such as "Come with me. We are going to draw and play with some shapes." Do not ask the child whether he/she would like to participate since any subsequent refusals are challenging.
- **Incorporate "wigggle breaks."** Because it is unlikely that young children can remain seated throughout screening, "wigggle breaks" should be interspersed among assessment items. It is acceptable to move to the floor, back to the chair, and even under the table!
- **Introduce tasks as "games"** rather than as tests.

- **Use verbal reinforcement** and show interest and enthusiasm in the child's effort but do not indicate whether the child's response was correct or incorrect. Be objective. Do not show feelings of disappointment when the child gives an incorrect response or feelings of satisfaction when the child is doing well.
- **Use stickers to reinforce the child's effort.** You may wish to give a sticker between assessments. Give stickers throughout the screening to reward effort, not only when the child has success.
- **Set time expectations for the child.** To help the child understand how long the assessment session will be, you may wish to have the child turn the dial of a timer to a predetermined point. Explain to the child that when the timer goes off, he/she will have a chance to play.

Handling Undesirable Behavior

The following suggestions may help if the child becomes upset or refuses to participate.

- **Take a break or stop the screening and reschedule** if the child becomes upset or cries and cannot be soothed.
- **Offer choices** if the child refuses to participate in the assessment process. For example, say, "Would you like to count for me or draw some shapes first?"
- **Switch to another task** if the child refuses to engage in a particular assessment in the screen. After the child feels more secure, return to the earlier assessment.

PRECAUTIONS WHEN SCREENING

- Prompting, giving unnecessary encouragement, or providing unscripted demonstrations can mask the child's actual strengths and needs and can invalidate the child's screening results, making it challenging to detect a child's delayed or advanced development.
- Do not give the child reminders. It can be tempting for an examiner or teacher to provide reminders as a form of encouragement, such as "You know this. We did it yesterday." Reminders may cause the child to give a response that is not representative of his/her knowledge or abilities, potentially invalidating the child's screening results.
- Avoid gazing at the correct choice. Occasionally, a child is alert to where the examiner is looking and will use this as a cue to responding. If the child gives a correct response based on where the examiner is looking, performance may be inflated.
- You may wish to place the child's *Data Sheet* out of the child's line of vision. Some children feel anxious when they see an examiner recording performance.

STEP 3: COMPLETE THE *DATA SHEET*

Follow the instructions below to fill in each section of the *Data Sheet*. Sample completed *Data Sheets* can be found on pages xv–xvi.

A. Child's Information: This information should be current and should clearly identify the child. Use official records or information from parents/ caregivers to confirm the accuracy of the child's information. If you plan to derive standardized scores, you must compute the child's chronological age. Go to www.BRIGANCE.com for a free age calculator or to page x for instructions on computing chronological age.

B. Core Assessments: Core Assessment information and page numbers on the *Data Sheet* correspond to those in the screen. To keep testing time as short as possible, each assessment provides a specific discontinue point. Once this point is reached, discontinue the assessment. Because the skills within each assessment are in developmental order, you can assume that the higher-level items (those beyond the discontinue point) are too hard and you should not administer them. The exact number of incorrect responses in a row that establishes the discontinue point for an assessment is shown on the *Data Sheet* in the **Discontinue** column.

Circle the item number of a skill for which the child gives a correct response; slash through the item number of a skill for which the child offers an incorrect response or does not demonstrate the skill requested.

To guide your determination of skill mastery, some assessments provide criteria for determining whether a child should receive credit for a skill. If the child's skill mastery is marginal, emerging, or inconsistent, *do not give credit* for the skill on the child's *Data Sheet*.

If probing above the discontinue point, mark all items for which the child gives a correct response with a Δ ; *do not give credit* for any skill above the discontinue point when scoring.

C. Scoring: In order to focus your attention on the child during screening, do not calculate the score until after the screening is completed. An examiner who is calculating scores while the child is responding to items may miss revealing observations.

Point values assigned to each assessment in the screen allow a Total Score of 100. To derive a child's Total Score:

1. Record the number of correct responses for each assessment in the **Number Correct** column. Do *not* count any correct responses above the discontinue point.
2. Multiply the **Number Correct** by the assigned **Point Value**. Record this number in the **Child's Score** column.
3. Calculate the **Total Score** by adding the numbers in the **Child's Score** column.

D. Notes/Observations: Make notes and record any significant observations made during screening. You may wish to record observations or conclusions regarding the child's hearing, vision, health, behavior, and emotional well-being. If English is not the child's primary language, record the child's primary language and other notes and observations in the Notes section or on the back of the *Data Sheet*.

E. Next Steps: Record any next steps or recommendations regarding placement and referral here. You may also wish to record if the child scored above or below cutoff scores.

Note: When using cutoff scores, it is necessary to administer all assessments within the age-specific screen. (See page xvii for more information about cutoff scores.)

BRIGANCE® Screen III Kindergarten Data Sheet



A. Child's Name Will Zimmer Date of Screening 2013 9 9 School/Program Sycamore Park Elementary
 Parent(s)/Caregiver(s) Pamela Zimmer Birth Date 2007 11 28 Teacher Susan Bowles
 Address 4618 Kensington Ave. Raleigh, NC Age 5 9 11 Examiner Sonya Min

B. Core Assessments		C. Scoring			
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. ✗.	Discontinue	Number Correct × Point Value for Each	Child's Score
3	Academic/Cognitive	1A Knows Personal Information Knows: ① first name ② last name ③ age ④ birthday (month and day) ✗ telephone number ✗ street address	Stop after 3 incorrect responses in a row.	<u>4</u> × 1.5	<u>6</u> / 9
5	Language Development	2A Names Parts of the Body Names: ① thumbs ✗ fingernails ③ chin ④ chest ✗ elbows ✗ shoulders	Stop after 3 incorrect responses in a row.	<u>3</u> × 1	<u>3</u> / 6
6	Physical Development	3A Gross Motor Skills ① Stands on one foot for ten seconds ④ Stands on other foot for one second with eyes closed ✗ Stands on other foot for ten seconds ✗ Walks backward toe-to-heel four steps ③ Stands on one foot for one second with eyes closed	Stop after 3 skills not demonstrated in a row.	<u>3</u> × 1	<u>3</u> / 5
8	Physical Development	4A Visual Motor Skills Draws: ① an X ② a square ✗ a rectangle ④ a triangle ✗ a diamond	Stop after 3 skills not demonstrated in a row.	<u>3</u> × 1.5	<u>4.5</u> / 7.5
10	Physical Development	5A Prints Personal Information Prints: ① first name ② last name	Administer both items.	<u>2</u> × 3	<u>6</u> / 6
12	Academic/Cognitive: Literacy	6A Recites Alphabet (1 point per group) a b c d e f g h i j k l m n o p q r s t u v w x y z	Stop after the first error.	<u>5</u> × 1	<u>5</u> / 5
13	Academic/Cognitive: Mathematics	7A Sorts Objects (by Size, Color, Shape) Sorts by: ① size and color ✗ size and shape	Administer both items.	<u>1</u> × 3	<u>3</u> / 6
14	Academic/Cognitive: Mathematics	8A Counts by Rote (3 points per group) Counts to: <u>1 2 3 4 5 6 7 8 9 10</u> <u>11 12 13 14 15 16 17 18 19 20</u> 21 22 23 24 25 26 27 28 29 30	Stop after the first error.	<u>2</u> × 3	<u>6</u> / 9
15	Academic/Cognitive: Mathematics	9A Matches Quantities with Numerals Matches quantity with numeral for: ① 2 ✗ 4 ③ 3 ✗ 8 ✗ 6	Stop after 2 incorrect responses in a row.	<u>2</u> × 2	<u>4</u> / 10
16	Academic/Cognitive: Mathematics	10A Determines Total of Two Sets Counts two groups of objects for a sum up to ten: ① 1 dot + 2 dots = 3 dots ② 4 dots + 2 dots = 6 dots ✗ 5 stars + 5 stars = 10 stars	Administer all items.	<u>2</u> × 3	<u>6</u> / 9
17	Academic/Cognitive: Literacy	11A Reads Uppercase Letters ⓪ A ✗ E B S C Z D L ✗ T M P W ✗ F N H I ✗ U ✗ J ✗	Give credit for only <i>one</i> assessment—Reads Uppercase Letters <i>OR</i> Reads Lowercase Letters.	Stop after 3 incorrect responses in a row.	<u>16</u> × 0.5
18		11A Alternate—Reads Lowercase Letters o s x c z m p w e a i k y r t v n f h u j g l b d q		Stop after 3 incorrect responses in a row.	<u>8</u> / 13
19	Academic/Cognitive: Literacy	12A Experience with Books and Text ① Knows the front and back of a book ✗ Understands that text progresses from top to bottom ✗ Understands that text progresses from left to right	Administer all items.	<u>1</u> × 1.5	<u>1.5</u> / 4.5
21	Language Development	13A Verbal Fluency and Articulation ① Uses sentences of at least five words ② At least 90% of speech is intelligible	Administer both items.	<u>2</u> × 5	<u>10</u> / 10
Total Score =				<u>66</u> / 100	
D. Notes/Observations: _____			E. Next Steps: <u>Below cutoff of <70. (4 risk factors identified) Score on Acad/Cog assessments = 39.5; below at-risk cutoff — Refer for evaluation.</u>		

EXAMPLE OF COMPLETED DATA SHEET

BRIGANCE® Screen III First Grade Data Sheet



A. Child's Name Juanita Forrest Date of Screening 2013 9 18 School/Program Palmetto Elementary
 Parent(s)/Caregiver(s) Russell and Joan Forrest Birth Date 2007 5 2 Teacher Brindley Lowe
 Address 3503 Monument Ave. Apt. #219 Age 6 4 16 Examiner Martha Johann

B. Core Assessments			C. Scoring		
Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. ✗.	Discontinue	Number Correct × Point Value for Each	Child's Score
26	Academic/Cognitive	1B Knows Personal Information Knows: ① Telephone number ② Street address ③ Complete address ④ Birthday (month and day) ✗ Year of birth	Administer all items.	<u>4</u> × 1.5	<u>6</u> / 7.5
28	Language Development	2B Auditory Discrimination Discriminates beginning sounds: ① job—job (the same) ② go—so (not the same) ③ pig—big (not the same) Discriminates ending sounds: ④ red—red (the same) ⑤ bus—buzz (not the same)	Administer all items.	<u>5</u> × 1.5	<u>7.5</u> / 7.5
29	Academic/Cognitive: Literacy	3B Visual Discrimination—Lowercase Letters and Words ① o ② c ③ c ④ b ⑤ n ⑥ on ⑦ men ⑧ can ⑨ that ⑩ was	Stop after 3 incorrect responses in a row.	<u>10</u> × 1	<u>10</u> / 10
30	Academic/Cognitive: Literacy	4B Reads Lowercase Letters <u>o s x c z m p w e a i k y r t v n f h u j g l b d q</u>	Stop after 3 incorrect responses in a row.	<u>26</u> × 0.5	<u>13</u> / 13
31	Language Development	5B Identifies Initial Letters ① mat, men, mud – m ② heel, hood, hut – h ③ date, deck, dog – d	Administer all items.	<u>3</u> × 3	<u>9</u> / 9
32	Academic/Cognitive: Mathematics	6B Sorts Objects (by Size, Color, Shape) Sorts by Two Attributes: ① Sorts by size and color ② Sorts by size and shape Sorts by Three Attributes: ③ Sorts by size, color, and shape ④ Sorts by size, color, and shape	Stop after 2 incorrect responses in a row.	<u>4</u> × 2.5	<u>10</u> / 10
34	Language Development	7B Listening Vocabulary Comprehension ① hand ② duck ③ fish ④ brush ✗ scissors	Stop after 3 incorrect responses in a row.	<u>4</u> × 2	<u>8</u> / 10
35	Academic/Cognitive: Literacy	8B Word Recognition ① a ② go ③ is ④ my ⑤ run ⑥ do ⑦ can ⑧ down ⑨ come ⑩ yes ⑪ so ⑫ of ⑬ green ⑭ eat ⑮ fast ⑯ friend ⑰ picture ⑱ never ⑳ long	Stop after 3 incorrect responses in a row.	<u>18</u> × 0.5	<u>9</u> / 10
36	Physical Development	9B Prints Personal Information Prints: ① first name ② last name	Administer both items.	<u>2</u> × 2	<u>4</u> / 4
37	Physical Development	10B Writes Numerals in Sequence <u>1 2 3 4 5 6 7 8 9 10</u>	Stop after the first error.	<u>10</u> × 0.5	<u>5</u> / 5
38	Academic/Cognitive: Mathematics	11B Adds and Subtracts ① 5 + 1 = 6 ② $\begin{array}{r} 3 \\ +4 \\ \hline 7 \end{array}$ ③ $\begin{array}{r} 3 \\ -2 \\ \hline 1 \end{array}$ ④ 5 - 2 = 3	Administer all items.	<u>4</u> × 2	<u>8</u> / 8
40	Academic/Cognitive: Mathematics	12B Solves Word Problems ① (no) ✗ (3) ③ (yes) ④ (yes)	Administer all items.	<u>3</u> × 1.5	<u>4.5</u> / 6

EXAMPLE OF COMPLETED DATA SHEET

Total Score = 94 / 100

D. Notes/Observations: Very sociable - seemed to enjoy screening process.

E. Next Steps: Score is above gifted/academically talented cutoff of >88. Refer for enrichment classes.

STEP 4: ANALYZE RESULTS

After the *Data Sheet* has been completed, all screening personnel should meet to review the screening data and to discuss appropriate next steps and recommendations. Data from other personnel, such as the child's physician, school nurse, speech therapist, or social worker, should also be discussed.

COMPARING A CHILD'S SCORE WITH CUTOFF SCORES

Compare the child's Total Score with the BRIGANCE® cutoff scores below or with your program's customized cutoff scores.

If you are using the BRIGANCE cutoff scores, compare the child's Total Score

- to the cutoff scores for detecting children who may be gifted or academically talented,
- to the cutoff scores for detecting children likely to have developmental or academic delays,
- and then to the At-risk Cutoff Scores (for kindergarten children only), if applicable.

Note: When using cutoff scores, it is necessary that *all* assessments within an age-specific screen be administered.

Table 1. Cutoff Scores for Detecting Children Who May Be Gifted or Academically Talented

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (K & 1) Core Assessments
5-0 through 5-5 5-6 through 5-11	>88 >91	Kindergarten
6-0 through 6-5 6-6+	>88 >96	First Grade

Children who score at or above the cutoff scores shown in Table 1 may be gifted or academically talented. Consider referring these children for further assessment for giftedness.

Table 2. Cutoff Scores for Detecting Children Who Are Likely to Have Developmental or Academic Delays

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (K & 1) Core Assessments
5-0 through 5-5 5-6 through 5-11	<61 <70	Kindergarten
6-0 through 6-5 6-6+	<68 <86	First Grade

Children who score below the cutoff scores shown in Table 2 may be experiencing delays due to developmental difficulties or possibly due to psychosocial risk factors. Consider referring these children for further assessment.

For a kindergarten child, if the child scores below the cutoff score in Table 2, do the following:

1. Determine whether psychosocial risk factors are present. See Table 3 on the next page.
2. If fewer than four risk factors are present, there is a high probability of developmental disabilities. Refer the child for further evaluation.
3. If four or more risk factors are present, determine if the child's score is below the age-appropriate At-risk Cutoff Score in Table 4 on the next page. Initiate a referral if the child's score is below the appropriate cutoff.

DETERMINING PRESENCE OF PSYCHOSOCIAL RISK FACTORS

The presence of psychosocial risk factors in a child's life can greatly affect the child's development. The greater the number of psychosocial risk factors, the more likely the child is to perform poorly in school or have delayed development. No one single factor, however, predicts risk or delay, but multiple factors compound the potential effect on a child. The presence of four or more risk factors is associated with steep declines in school achievement and higher probabilities for children to develop difficulties.

When analyzing a kindergarten child's screening results, it is important to take into account the presence of risk factors. Use Table 3 on the next page to determine if four or more risk factors are present. If four or more risk factors are present, use the At-risk Cutoff Scores in Table 4 on the next page to inform next steps.

Table 3. Psychosocial Risk Factors

(A child is considered at-risk if four or more factors are present.)

- ___ Child lives in a home where English is not the primary language.
- ___ Child lives in a single-caregiver household.
- ___ Four or more children live in the home.
- ___ Child has changed schools frequently (may be helpful to view school records of older siblings), or family has moved more than twice in the past 12 months.
- ___ Child has no prior participation in structured early prevention programs.
- ___ Child has a history of being abused or exposed to domestic or neighborhood violence.
- ___ Child or siblings participate in free lunch program and/or Medicaid.
- ___ Parent(s) have less than a high-school education.
- ___ Parent(s) have limited literacy.
- ___ Parent(s) are fewer than 18 years older than the oldest child in the family.
- ___ Parent(s) are unemployed.
- ___ Parent reports rarely or never reading to child.
- ___ Parent reports being or appears to be distressed, sad, lonely, angry, depressed, helpless, numb, substance abusing, or lacking in self-esteem. Flattened affect (e.g., rarely smiles or interacts with child) is a likely indicator.
- ___ Parent reports a single concern about child’s behavior, social, self-help, or gross motor skills.
- ___ Parent reports limited social support (e.g., no one else to help care for child or children).
- ___ Parent reports high levels of anxiety (e.g., feeling pressured, stressed, or can’t relax).
- ___ Parent is not observed to teach child new things, to talk to child about toys and objects, or to play games with child.

USING THE AT-RISK CUTOFF SCORES TABLE

For kindergarten children scoring below the cutoff scores in Table 2 on page xvii, determine if four or more risk factors are present. (See Table 3 to the left.) If risk factors are present, use the *BRIGANCE® Online Management System* to compute scores for the specific assessments listed in Table 4 below. (Annual subscription rates apply.) Alternately, to hand score, use the assessment information in Table 4 to find the appropriate assessments on the child’s age-specific *Data Sheet* and total the child’s scores for these assessments.

Compare the child’s score on the select assessments with the age-appropriate At-risk Cutoff Score in Table 4. Initiate a referral if the child’s score is below the At-risk Cutoff Score. Note this in the Next Steps section of the child’s *Data Sheet* (e.g., Scores below At-risk Cutoff Score—Needs referral).

For more information about referral decisions with at-risk children, see page xx.

Table 4. At-risk Cutoff Scores for Kindergarten Core Assessments

Assessments	Total Possible Score (sum of items)	Child’s Age Range (in years and months)	At-risk Cutoff Score
Academic/Cognitive Assessments:	65.5	5-0 through 5-5	<38
1A Knows Personal Information		5-6 through 5-11	<46
6A Recites Alphabet			
7A Sorts Objects (by Size, Color, Shape)			
8A Counts by Rote			
9A Matches Quantities with Numerals			
10A Determines Total of Two Sets			
11A Reads Uppercase Letters Alternate—Reads Lowercase Letters			
12A Experience with Books and Text			

IDENTIFYING STRENGTHS AND WEAKNESSES

A child's developmental strengths and needs can be identified by administering the *Screen III* and analyzing domain-level results. Specific assessments grouped by developmental domain can inform necessary referrals as well as instructional planning. Domain-level information is especially useful when reporting information to parents.

To view a child's assessment results by domain—Physical Development, Language Development, and Academic Skills/Cognitive Development—see the *BRIGANCE® Online Management System*. (Annual subscription rates apply.) Alternately, domain scores can be calculated by hand, using the *BRIGANCE® Screens III Technical Manual*. (See Chapter 4 for more on interpreting screening results and for sample case studies.)

FACTORS THAT MAY IMPACT PERFORMANCE

The development of a child is never a straight line. Each child will experience periods of rapid growth and leveling plateaus. This is normal and should be taken into consideration when evaluating screening results. If, however, the child's score is below the cutoff score for developmental delays (Table 2 on page xvii), it is important to determine factors that may have affected the child's performance, identify areas of need, and make appropriate follow-up decisions. Consider the following factors when identifying skill areas of apparent need and when making appropriate follow-up decisions.

- **Physical Limitations**

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some skills, which can impact performance. A child screened just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a child to be lethargic or overactive, resulting in poor performance.

- **Poor Testing Conditions**

Uncomfortable room temperature, noise, visual distractions, or poor lighting may prevent a child from performing well. In addition, if a child finds the screening atmosphere uncomfortable, feels discouraged or unmotivated, or is tired, the child's performance may suffer. If screening conditions were not optimal, rescreen the child at a later date.

- **Language or Cultural Barriers**

A child from a home in which English is not the primary language may not understand what responses are expected. Whenever possible, screening should be conducted by personnel fluent in the primary language of the child and knowledgeable about the child's cultural background.

The *BRIGANCE® Spanish Directions Booklet* provides direction lines in Spanish for the Core Assessments and the Supplemental Assessments of the *Screen III*. Use this booklet with the *Screen III* when screening a Spanish-speaking child. *Data Sheets*, Parent Feedback Forms, the Parent Report for the Self-help and Social-Emotional Scales, and the Parent Report for the Reading Readiness Scale also are provided in Spanish.

- **Undiagnosed Disabilities or Psychosocial Risk**

Common reasons for poor performance are undiagnosed disabilities or substantial psychosocial risk factors. (See Table 3 on page xviii for more information about psychosocial risk factors.) Record and report relevant observations regarding these concerns and make appropriate referrals for services or additional testing. Questionable or invalid scores should not be recorded in the child's permanent record.

A second screening may be required if a more valid score can be obtained on another day or in another testing situation. See Screening Children with Special Considerations on page xxiv for more information.

Note: Formal screening for vision, hearing, or speech problems is not included in the *Screen III*. However, when screening the child, observe for such problems and report them to the appropriate personnel. See the Hearing and Vision Observations on page 63.

STEP 5: IDENTIFY NEXT STEPS

After the screening has been completed, you may choose to do one of the following:

- Screen the child again at a later date if the results seem invalid.
- Refer the child for a more comprehensive assessment if screening results or observations indicate a possible developmental delay or disability or potential academic giftedness.

Once follow-up screening and referral decisions are made, it is important to

- communicate screening results to parents/caregivers.
- monitor progress throughout the year with the *BRIGANCE® Early Childhood Screen III* and/or the *BRIGANCE® Inventory of Early Development III (IED III)*.
- provide targeted instruction with the *IED III* and the *BRIGANCE® Readiness Activities*.
- promote development, especially for those children at risk.

FOLLOW-UP SCREENING

Rescreening is recommended for children who scored low in the first screening. The second screening can be conducted after a period of four to six weeks or after remedial activities have been implemented. Also, children who score significantly lower than expected, possibly due to a “bad day” or illness, can be rescreened at a more appropriate time (possibly sooner than four weeks).

MAKE REFERRALS

Recommendations for referrals may be made based on cutoff scores and on an analysis of the child’s areas of strength or weakness. For example, fine motor or gross motor deficits might indicate the need for an occupational or physical therapy evaluation. Language weakness may indicate the need for a speech-language evaluation. Deficits across multiple domains may suggest the need for an evaluation by a developmental psychologist as well as other professionals. See Chapter 4 of the *BRIGANCE® Screens III Technical Manual* for additional information on analyzing domain scores.

Referral Decisions with At-risk Children

In making referral decisions for kindergarten children based on scores below *BRIGANCE®* cutoff scores, it is helpful to consider psychosocial risk factors. The presence of four or more risk factors shown in Table 3 is strongly associated with school difficulties. (See Table 3 on page xviii.)

Although it is acceptable, and even desirable, to refer for evaluation all children who score below the age-appropriate at-risk cutoff score, for teachers and diagnosticians working with large groups of at-risk children, it may be helpful to attempt to distinguish those children who may benefit from a structured learning environment and enrichment experiences from those children who most likely have true disabilities.

Referral Decisions with Bilingual Children

It is important for those making referral decisions to recognize that

- bilingualism often contributes positively to cognitive development.
- bilingualism can cause mild delays in language acquisition in both languages. If, however, acquisition is substantially delayed in both languages, a language disorder should be suspected. Testing in both languages would be necessary to discern the presence of disorder or substantive delay.
- bilingualism does not contribute to native language difficulties in receptive language or articulation. Difficulties in these areas may indicate cognitive delays or language disorders.
- below-cutoff-score performance is rarely due to bilingualism alone. A bilingual child may have the same psychosocial risk factors as English-speaking children.
- because the standardization of the *Screens III* included bilingual children, bilingual children who were screened in their native language and perform below average should be referred for further evaluation.

COMMUNICATE SCREENING RESULTS

Because of the significant role parents/caregivers play in their child's development (as well as the fact that referrals for evaluations require parental consent), parents/caregivers need to be informed of their child's screening.

Explaining screening results to parents requires careful handling. Poorly conducted conferences can produce much ill will and unwillingness to follow through on recommendations. Well-conducted conferences help parents adjust to difficult news and promote an optimistic attitude toward exploring possible reasons for low screening results and seeking effective interventions.

There are two pitfalls in explaining screening test results:

- Overstating the meaning by making a diagnosis
- Understating the meaning by downplaying the potential importance of the results

To avoid these pitfalls, consider these tips.

Tips on Explaining Screening Results

- Talk with parents face-to-face when discussing screening results. Giving results over the phone often leads to distress and denial by parents.
- Before discussing the screening results, ask parents if they have concerns about their child's learning or behavior. Begin the conference by acknowledging the parents' observations. For example, you might say, "I am impressed with how carefully you have observed Mario's development and by your sense that he may be having some difficulties. In screening him today, I also thought he had more trouble with certain tasks than other children. I want to recommend that he receive more in-depth assessment to see if he really is having trouble and what we can do to help him."
- When parents have not raised concerns, pause after presenting the results but before making recommendations. Ask questions such as "Have you ever noticed him/her having difficulties with ____?" and "Have you been able to watch him/her do ____ and watch how other children do ____?" It is also helpful to invite parents into the classroom so that they can observe their child's performance in comparison with others.
- Explain the need for further evaluation in a positive way. For example, you might say, "We need to explore the way Sharon learns so that we can better plan for her educational needs."

- Using phrases like "may be behind other kids," "seems to be learning more slowly," and "could be having difficulty learning" is effective but not devastating. Avoid using phrases such as "positive results" or "negative results."
- Acknowledge emotions. When parents appear anxious, it may be helpful to say, "This is hard to hear, isn't it?" This can enable them to express their fears, move beyond them, and follow through with recommendations.
- Avoid false assurances. It is natural to want to comfort parents and assure them that most likely nothing is the matter. However, if screening results reflect a true problem, false assurances may make adjustment more difficult. Simply say something like, "We need to look further to decide if Laurie actually needs more help with learning."
- Provide contact information, descriptions of services, and the purpose of the recommendations. Families who have the necessary information are more likely to follow through with next steps or recommendations. Describe potential services so that parents can visualize their child and themselves participating.
- Put recommendations in writing. Written information affirms the findings and recommendations and allows parents to share with other family members. Many programs use a form letter like the following example.

Dear (name of Parent[s]/Caregiver[s]),

This week, we administered the BRIGANCE® Early Childhood Screen III (K & 1) in our class. The Screen III measures language skills and early academic skills and also how well your child draws, writes, and uses his/her arms and legs to do things. Because (child's name) seemed to have trouble in some areas, we feel that further testing would be helpful in educational planning for (child's name). We recommend further testing to discover the best ways we can be of help to your child.

Specifically, we recommend the following evaluations: (Write referrals below.)

We would also like to know if you could: (Write referrals that parents/caregivers must seek on their own.) _____

MONITOR PROGRESS

Monitoring a child's progress is critical within and across the early years. Use one or both methods below to measure and report progress during the year.

Administer the age-appropriate screen at midyear or end of year as a post test to measure progress over time. (Be sure to recalculate the rounded chronological age when rescreening to determine the correct screen to use.) Once a follow-up screening is complete, age equivalents can be used to track progress.

Age equivalent scores (AEs) are often reported to give an indication of a child's performance compared to that of same-age children in the standardization sample. To monitor progress with AEs, first derive the AE for each skill area of interest (e.g., Total Score, Physical Development Domain) for at least two points in time (e.g., the child's initial screening and follow-up screening). Then plot the AEs on a graph to see if the child's progress is age appropriate.

See Chapter 3 of the *BRIGANCE® Screens III Technical Manual* for detailed directions on how to derive age equivalent scores and Chapter 6 of the *Technical Manual* for information on monitoring progress with AEs. A graph for plotting progress is provided in Appendix H of the *Technical Manual*.

Use the *Inventory of Early Development III (IED III)* to provide more comprehensive ongoing assessment throughout the year. Once initial screening has been conducted with the *Screen III*, you can use the *IED III* to monitor the child's progress and to support more in-depth and targeted assessment at appropriate intervals throughout the program year. The assessments in the *Screen III* correlate directly with the assessments in the *IED III*, allowing the teacher to pinpoint areas of strength and weakness, optimize instructional planning, and measure developmental progress.

A correlation table between the *Screen III* and the *IED III* is available at www.BRIGANCE.com.

To use the *IED III* to show progress in areas of developmental weakness:

1. Identify broad areas of weakness, using the assessments in the *Screen III*.
2. Next, identify specific skills in need of further evaluation.
3. Administer the correlating assessments of prerequisite skills and related tasks from the *IED III*.
4. Use the assessment items to plan developmentally appropriate instruction and to show progress.

To use the *IED III* to show progress in areas of developmental strength:

1. Identify broad areas of strength, using the assessments in the *Screen III*.
2. Next, identify specific skills in need of further evaluation.
3. Administer the correlating assessments of higher-level skills from the *IED III*.
4. Use the assessment items to plan developmentally appropriate instruction and to show progress.

The *BRIGANCE® Online Management System* supports progress monitoring, using results from the *Screen III* and *IED III*. (Annual subscription rates apply.)

PROVIDE TARGETED INSTRUCTION

Screening results can be used in conjunction with the *Inventory of Early Development III (IED III)*. The *IED III* is a comprehensive set of developmental assessments that are designed to support instructional planning. Each assessment includes instructional objectives that may be customized for each child.

Once instructional objectives have been set, the *BRIGANCE® Readiness Activities* can provide targeted, individualized instruction that is correlated to relevant assessments in the *IED III*. The *Readiness Activities* also includes helpful objectives, effective teaching strategies, suggested reading lists, and reproducible letters to families.

PROMOTE DEVELOPMENT IN AT-RISK CHILDREN

Typical child development is influenced by many factors. One of the greatest factors affecting child development is the evidence of psychosocial disadvantages or risk factors. (For more information about psychosocial risk, see Table 3 on page xviii.)

Kindergarten children who are considered “at risk” tend to score below the *Screen III* age-appropriate cutoff scores. Although most children who score below these cutoff scores have undetected disabilities or significant developmental delays, some children, particularly those with multiple psychosocial risk factors who have recently been enrolled in elementary school, may catch up when given additional exposure and instruction.

In addition to supporting these children in the classroom, children with psychosocial risk factors will also benefit from the following:

1. **Monitor academic progress and target instruction** with the *BRIGANCE® Inventory of Early Development III (IED III)*. (See page xxii for details.)
2. **Initiate prompt referrals** for evaluations and services when the child is not making progress.
3. **Encourage parents to read to their children.** The greatest predictor of parental reading is the presence of books in the home. Send home lists of age-appropriate books that can be found at a local library. If possible, provide books for families who need them.
4. **Encourage parents to participate in classroom activities.** Inviting parents to read to the class, tell stories, or sing songs and giving them guidance on how to do this can help parents learn to respond appropriately to children’s conversations.
5. **Encourage participation in recreational activities** such as sports, music, scouting. High achievement in any area increases the likelihood of a child continuing in school and improves self-concept.

Screening Children with Special Considerations

It is often necessary to screen children who are bilingual or children who have known exceptionalities to determine their skill levels, especially in areas of development that may not be affected by any of these conditions. For example, screening results may reveal that a child with motor impairment has delays in language development.

When assessing children with special considerations, accommodations may be necessary. It is important for administrators to recognize the difference between accommodations and modifications and how to use accommodations appropriately when administering assessments. This is particularly important when considering standardized assessment to avoid invalidating the results.

Accommodations are alterations for administering the assessments that enable children to more accurately demonstrate their knowledge.

Accommodations

- permit alternate test settings, testing formats, timing and test scheduling, and means of responding in order to demonstrate a child's true mastery of a skill.
- are *not* methods to bypass standardized scoring principles.

Accommodations are designed to reduce the effect of language limitations and other disabilities and, therefore, increase the probability that the same target construct is measured for all children. Accommodations provide fairness, not advantage, for children who have disabilities, so that the child is assessed on a level playing field with other children. Appropriate accommodations used should always be recorded in the Notes section of the child's *Data Sheet*.

In contrast, **modifications** are changes to the actual content of the assessment (for instance, changing the phrasing of a question). Modifications **cannot be used** under any circumstances when standardized scores are required. Modifying the assessment content undermines the standardization process and comparability of performance, thereby invalidating normative scores for a child.

When evaluating children with special considerations, use the following general strategies (in addition to the specific strategies that follow).

- Keep a record of the accommodations implemented.
- Be aware of the test items and the way certain accommodations may impact performance and scoring.
- Be aware of the child's strengths that will support reliable responses or those behaviors that may hinder reliable responses.
- Use information from families to identify what may act as a motivator to facilitate the child's optimal performance.

BILINGUAL AND NON-ENGLISH-SPEAKING CHILDREN

The following accommodations are designed to help bilingual children demonstrate skills they have mastered.

- Administer assessments to children who are bilingual or non-English speaking in their primary language—the language spoken most at home. Even children who speak some English perform best when assessments are administered in the child's native tongue.
- If the examiner is not fluent in the child's language, an interpreter will be needed during the assessment, for gathering parent information and for interpreting results.
- A professional interpreter should evaluate a child's articulation and syntax skills in the child's native language.
- When interviewing parents/caregivers, consider their possibly limited ability to understand and communicate in English.

When screening a Spanish-speaking child, use the *Spanish Directions Booklet*, which provides direction lines in Spanish for the Core Assessments and the Supplemental Assessments of the *BRIGANCE® Early Childhood Screen III. Data Sheets*, the Parent Feedback Form, and the Parent Reports also are provided in Spanish.

CHILDREN WITH EXCEPTIONALITIES

The following accommodations are appropriate when administering the *Screen III* and may be considered, as needed, for children with exceptionalities.

GENERAL ACCOMMODATIONS

- **Allow Extended Time:** The assessments in the *Screen III* are untimed. A child should be allowed to use as much time as necessary to complete the assessment. If a time limit is provided for a specific item (e.g., Stands on one foot for ten seconds), the time limit should be followed. Otherwise, allow as much time as needed.
- **Organize Appropriate Screening Session(s):**
 - Separate Space: Conduct the screening in a separate, quiet room.
 - Frequent Breaks: Although conducting an age-appropriate screen should take only 10–15 minutes, allow break times, if necessary, for the child to maintain focus and sufficient energy.

If there is any doubt about how an accommodation might affect the validity of the assessment results, consult with a specialist in the child's area of exceptionality or with someone experienced in administering standardized assessments, such as a school psychologist or clinical psychologist.

STRATEGIES FOR ASSESSING SKILL MASTERY OF CHILDREN WITH SPECIFIC EXCEPTIONALITIES

The general accommodations described earlier may be helpful for assessing children with a variety of exceptionalities and should be considered as needed. Additional accommodations that are relevant for children with specific exceptionalities are included below.

Children with Motor Impairment

Possible strategies:

- Allow the child to use adaptive seating or other adaptive devices unless the assessment is explicitly testing gross motor or fine motor skills.
- Allow the child to formulate a verbal response *before* requiring a written response, whenever possible.
- Allow the use of different writing products (not just a #2 pencil).
- Allow the use of scratch paper.

Although it is tempting to want to give credit for gross motor skills to a child who is compensating effectively for motor impairment (e.g., uses a wheelchair), it is important to remember that the gross motor assessments are designed to measure actual motor skills. Because such children may still be involved in physical therapy, examiners will need to rely on results from the unadapted administration of the *Screen III* in order to monitor progress.

Children with Vision Impairment or Blindness

Possible strategies:

- Read items to the child (with the exception of any items that require the child to demonstrate specified reading skills).
- Provide magnification devices for visual stimuli, such as pictures.
- Provide additional lighting, as needed.
- Reduce visual distractions by covering additional items on a child page.

Children with Hearing Impairment or Deafness

Possible strategies:

- Allow the child to use a communication system or assistive technology if used in regular classroom work. (NOTE: Before screening, become familiar with the way the child communicates and receives information to ensure the most effective strategies are put in place.)
- Provide a sign language interpreter, if needed.

Children with Severe Speech Impairment

Possible strategies:

- Enlist the assistance of someone who is familiar with the child's speech patterns (e.g., a parent/caregiver) to help interpret the child's communication.
- Allow the child to use a communication system or assistive technology if used in regular classroom work. (NOTE: Before screening, become familiar with the way the child communicates and receives information to ensure the most effective strategies are put in place.)
- Allow alternate response methods, such as pointing or drawing, when acceptable and when these alternatives will not compromise the construction of an assessment item. For instance, if the assessment specifically requires that the child respond using expressive language, it would invalidate the standardization to have the child respond receptively (e.g., by holding up the correct number of fingers instead of stating the number when asked how old he/she is).

Children with Emotional Disturbance and Behavior Issues

Possible strategies:

- Consult with someone who has experience with children with emotional disturbance, such as a school psychologist, clinical psychologist, or someone who has worked with the child. Ask specifically about the duration and intensity of the child's behaviors and solicit suggestions for working with the child to ensure optimum outcomes.
- Before screening, prepare the child for the assessment process. Answer any questions and attempt to dispel any anxiety that the child may have.
- Foster an assessment environment that will support positive and appropriate behaviors.

Children with Autism Spectrum Disorders (ASD) and Developmental Disorders

Possible strategies:

- Before screening, let the child know about the upcoming assessment session so that the child is aware of the change in his/her usual schedule. Tell the child what the assessment session will entail. If the child has questions, answer them and attempt to dispel any anxiety that the child may have about the assessment process.
- If the child has limited verbal skills or is nonverbal, determine the child's method of communication, and consider using the accommodations for children with hearing or speech impairments described on the previous page.
- Provide a list or pictorial representation of the assessments to be administered (then cross them off as you go), particularly for a child who is used to using a visual schedule.
- Allow alternate response methods, such as pointing or drawing, when these alternatives will not compromise the construction of an assessment item. For instance, if the assessment specifically requires that the child respond using expressive language, it would invalidate the standardization to have the child respond receptively (e.g., by holding up the correct number of fingers instead of stating the number when asked how old he/she is).
- Reduce visual distractions by covering additional items on a child page.
- Use tangible or edible reinforcers rather than social ones.
- Arrange seating that will discourage the child from leaving the work area.
- Avoid making assumptions about one skill area based on another. Children with developmental disorders often have unexpected areas of strength or weakness.

Children with Traumatic Brain Injury, Significant Health Problems, or Multiple Disabilities

The use of any strategy for the specific disabilities listed as well as the general accommodations in the previous section can be used for a child with traumatic brain injury, health problems, or multiple disabilities as needed.

Children with Possible Giftedness and Academic Talent

Possible strategies:

- Cover the examiner's directions (even though upside down) to prevent the child from reading answers. Children with academic talent often have well-developed reading skills.
- Consider asking additional questions (e.g., "What else do we call this?") if the child gives a creative, but pertinent, response to an item. (The high degree of creativity exhibited by some gifted children may lead them to produce a range of alternative responses to items.)
- After administering the age-appropriate Core Assessments, you may wish to administer the age-appropriate Supplemental Assessments. (See page 42 for more information about the Supplemental Assessments.)

Although the *Screen III* provides accommodation strategies for children with exceptionalities, use professional judgment when determining which strategies are appropriate for an individual child while ensuring the validity of the assessment is not compromised.

CORE ASSESSMENTS—KINDERGARTEN

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of kindergarten children. The items in the assessments coordinate with the skills listed on the *Kindergarten Data Sheet*.

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarize yourself with the Core Assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. Make a copy of page C-8 (4A Visual Motor Skills) for the child's written response.

During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

(continues)

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All items in the Core Assessments of the BRIGANCE® Screen III (K & 1) have been standardized and validated. Standard scores, percentiles, and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

3A Gross Motor Skills

Overview

This assessment focuses on the child's balancing and walking skills.

DOMAIN

Physical Development

SKILL

Demonstrates various gross motor skills

MATERIALS

A stopwatch or a watch with a second hand

SCORING INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each skill demonstrated. See the specific Criteria given for each skill.
- **Discontinue:** Stop after three skills not demonstrated in a row.

POSSIBLE OBSERVATIONS

As the child performs the skills, observe and make note of the following:

- **Physical Condition:** Does the child have any physical condition that makes him/her unable to perform a skill according to the given Criteria?
- **Type of Prompts to Which the Child Responds Best:** Does the child follow verbal directions well or does he/she rely on your demonstration of a skill?
- **Foot Dominance:** Does the child consistently favor one foot when performing the skills? (Do not designate with which foot to begin. If foot dominance has been established, the child may perform skills 1 and 3 with his/her dominant foot and skills 2 and 4 with his/her other foot.)

Directions

Ask the child to perform the skills.

1 Stands on one foot for ten seconds

Say: Stand on one foot like this.

Demonstrate.

If the child stands on one foot for fewer than ten seconds,

Say: Stand on one foot by yourself, as long as you can.

Note: Do not designate on which foot the child is to stand; let it be his/her choice.

Start timing when the child has established a steady standing position. Stop timing when the child can no longer maintain a steady standing position, or after ten seconds.

Allow the child two attempts if needed.

Criteria: For skills 1 and 2, give credit if the child can establish a fixed, stable position and maintain it for ten seconds. Do not give credit if the child never establishes a fixed, stable position or can perform the skill only by waving his/her arms for balance or by bracing one leg against the other.

2 Stands on other foot for ten seconds

Say: Stand on your other foot by yourself, as long as you can.

Start timing when the child has established a steady standing position. Stop timing when the child can no longer maintain a steady standing position, or after ten seconds.

Allow the child two attempts if needed.

6A Recites Alphabet

Overview

This assessment focuses on the child's ability to recite the alphabet.

DOMAIN

Academic Skills/Cognitive Development: Literacy

SKILL

Recites the alphabet

a b c d e f g h i j k l m n o p q r s t u v w x y z

SCORING INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each group of letters recited correctly. Do not give credit if there are any incorrect or missing letters in the group. Do not give credit if the child sings "The ABC Song."
- **Discontinue:** Stop after the first error.

POSSIBLE OBSERVATION

As the child recites the alphabet, you may wish to observe and make note of the following:

Different Ways a Child May Recite: In general, the way a child recites the alphabet reflects how well he/she knows the alphabet. (For example, many children initially "sing" the alphabet and slur together the letters *l*, *m*, *n*, and *o*.) A child's recitation usually follows the progression below.

- The child sings "The ABC Song."
- The child recites the letters quickly, seeming to have only rote memorization of the letters.
- The child's spacing of the letters suggests he/she knows that the alphabet is made up of 26 individual letters.

Directions

Ask the child to recite the alphabet.

Say: I want you to say the ABCs.

If the child does not respond or does not appear to understand,

Ask: Can you say the ABCs? A . . . B . . . C . . . ?

If the child begins singing "The ABC Song,"

Say: I want you to say the letters and not sing them.

7A Sorts Objects (by Size, Color, Shape)

Overview

This assessment focuses on the child's ability to sort objects by size, color, and shape.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Sorts objects by two attributes

MATERIALS

16 simple objects, varying by size, color, and shape

- 2 small red circles*
- 2 small blue circles*
- 2 small red squares*
- 2 small blue squares*
- 2 large red circles*
- 2 large blue circles*
- 2 large red squares*
- 2 large blue squares*

* included with the *Early Childhood Screen III (K & 1)*

SCORING INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer both items.

Directions

Arrange the 16 objects in a random array on the table in front of the child.

Say: I want you to sort these (name of objects) **for me.**

1 Sorts by size and color

Say: Put all the large blue ones in a group.

Pause for the child's response.

Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

2 Sorts by size and shape

Say: This time put all the small circles in a group.

Pause for the child's response.

12A Experience with Books and Text

Overview

This assessment focuses on the child's awareness of the conventions of text and print, such as left-to-right and top-to-bottom directionality.

DOMAIN

Academic Skills/Cognitive Development: Literacy

SKILL

Demonstrates an understanding of text and print conventions

MATERIALS

A picture book that has at least three lines of text on each page

SCORING INFORMATION

- **Data Sheet:** Kindergarten
- **Scoring:** Give credit for each correct or yes response. See the Criteria that follows each item.
- **Discontinue:** Administer all items.

Directions

For each item, observe the child in a setting that is appropriate for assessing the child's response to books, such as circle time or story time, and ask yourself the question that follows the skill. Additional instructions are included to support child performance.

Give credit if the child demonstrates the skill.

1 Knows the front and back of a book

Ask: Can _____ point to the front and back of a book?

Or, with the picture book in a vertical position and with the spine of the book facing the child, hand the book to the child and

Say: Show me the front of this book.

Pause for the child's response. Then

Say: Show me the back of the book.

Pause for the child's response.

Criteria: Give credit if the child knows both *front* and *back*.

2 Understands that text progresses from left to right

Ask: If, when you are reading a book to _____, you point to a word (any word except the last word) in a line of text and ask _____, "Which word do I read after this word?", would he/she point to the next word to the right?

Or open a picture book to a page with lines of text. Point to a word in a line of text (any word in a line except the last word in the line) and

Ask: Which word do I read after I read this word?

Pause for the child's response.

Criteria: Give credit if the child points to the next word in the line of text.

CORE ASSESSMENTS—FIRST GRADE

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of first-grade children. The items in the assessments coordinate with the skills listed on the *First Grade Data Sheet*.

DIRECTIONS FOR ADMINISTERING ASSESSMENTS

Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarize yourself with the Core Assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment. Make a copy of pages C-38 and C-39 (11B Adds and Subtracts) for the child's written response.

During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

(continues)

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All items in the Core Assessments of the BRIGANCE® Screen III (K & 1) have been standardized and validated. Standard scores, percentiles, and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

6B Sorts Objects (by Size, Color, Shape)

Overview

This assessment focuses on the child's ability to sort objects by two and three attributes.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Sorts objects by two and three attributes

MATERIALS

16 simple objects, varying by size, color, and shape

- 2 small red circles*
- 2 small blue circles*
- 2 small red squares*
- 2 small blue squares*
- 2 large red circles*
- 2 large blue circles*
- 2 large red squares*
- 2 large blue squares*

* included with the *Early Childhood Screen III (K & 1)*

SCORING INFORMATION

- **Data Sheet:** First Grade
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after two incorrect responses in a row.

Directions

Arrange the 16 objects in a random array on the table in front of the child.

Sorts by two attributes

1 Sorts by size and color

Say: Put all the large blue ones in a group.

Pause for the child's response. Return the objects to the group and arrange the 16 objects in a random array in front of the child.

2 Sorts by size and shape

Say: This time put all the small circles in a group.

Pause for the child's response. Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

Sorts by three attributes

3 Sorts by size, color, and shape

Say: Put all the large red circles in a group.

Pause for the child's response. Return the objects to the group and again arrange the 16 objects in a random array in front of the child.

4 Sorts by size, color, and shape

Say: This time put all the small blue squares in a group.

Pause for the child's response.

$\begin{array}{r} 4 \\ + \\ 3 \\ \hline \end{array}$ <p>2.</p>	$\underline{\quad} = 1 + 5$ <p>1.</p>
--	---------------------------------------

11B Adds and Subtracts

Overview

This assessment focuses on the child's ability to add numbers with sums to ten and to subtract numbers with minuends to seven.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILLS

- Adds numbers with sums to ten
- Subtracts numbers with minuends to seven

MATERIALS

Written Response

- A copy of pages C-38 and C-39
- A pencil (the type commonly used by the child)

Oral Response

- Pages C-38 and C-39
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** First Grade
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer all items.

NOTE

If the child is responding orally and has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

POSSIBLE OBSERVATIONS

If the child writes his/her responses, you may wish to observe and make note of the following:

- **Handedness:** Does the child hold the pencil with his/her right hand or his/her left hand, or does he/she change from one hand to the other?
- **Pencil Grasp:** Does the child hold the pencil correctly in a loose, three-finger grasp near the tip of the pencil or incorrectly in a tight fist?
- **Reversals, Transversions, or Inversions:** Which, if any, numerals are backward, sideways, or upside down?

Directions

Begin with addition items 1 and 2 on page C-38. Continue with subtraction items 3 and 4 on page C-39.

Adds

Written Response

Give the child a copy of page C-38 and a pencil. Ask the child to compute and write the answer to each addition problem.

Say: Here are two addition problems. Look at each problem carefully and write down your answer.

Point to item 1 on the child's copy of page C-38 and

Say: Start here.

When the child has completed items 1 and 2, give him/her a copy of page C-39.

Oral Response

If you think the child's response will be hindered by his/her writing skills, have the child respond orally. Point to page C-38 and

Say: Here are two addition problems. Look at each problem carefully and tell me your answer.

When the child has completed items 1 and 2, turn to page 39.

CHILD-PAGE FORMAT AND ANSWERS FOR PAGE C-38

1.	2.
$5 + 1 = \underline{6}$	$\begin{array}{r} 3 \\ + 4 \\ \hline 7 \end{array}$



2.



1.

12B Solves Word Problems

Overview

This assessment focuses on the child's ability to solve simple addition and subtraction oral word problems that are accompanied by pictures.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Solves simple oral word problems that are accompanied by pictures

MATERIALS

- Page C-40
- A blank sheet of paper if needed

SCORING INFORMATION

- **Data Sheet:** First Grade
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Administer all items.

NOTE

If the child has difficulty focusing on a single row, cover the other row with a blank sheet of paper.

Directions

Point to the row of pictures for each item on page C-40 and ask the corresponding questions. For an item, ask the first question and pause for the child's response. If the child answers correctly, ask the second question.

6 children and 3 caps ($6 = 3 + 3$)

Point to the box with pictures of children and baseball caps on page C-40 and

Say: Look at these pictures. Suppose each child wants to wear a cap.

1 Ask: Will every child have a cap?

Pause for the child's response. (no)
If the child responds correctly, ask the next question.

2 Ask: How many more caps do we need so each child can have a cap?

Pause for the child's response. (3)

3 children and 7 bikes ($7 - 3 = 4$)

Point to the box with pictures of children and bikes on page C-40 and

Say: Look at these pictures. Suppose all of the children want to ride a bike.

3 Ask: Will everyone get a bike?

Pause for the child's response. (yes)
If the child responds correctly, ask the next question.

4 Ask: Will there be any bikes left over?

Pause for the child's response. (yes)

SELF-HELP AND SOCIAL-EMOTIONAL SCALES

Overview

The Self-help and Social-Emotional Scales provide a standardized measure of self-help skills in eating, dressing, and toileting as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child's developmental level and, if needed, to derive standardized scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

AGE RANGE

Standardized scores can be obtained for children within the age range of 5 years, 0 months through 6 years, 6 months and older.

RECORDING AND SCORING RESPONSES

Two reproducible forms can be used to administer these scales. The reproducible Parent Report can be found on pages 74 and 75; the reproducible Teacher Report and Scoring Form can be found on pages 78 and 79.

The publisher grants permission to reproduce these forms in quantities as needed for nonprofit educational use.

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All items in the Self-help and Social-Emotional Scales have been standardized and validated. Standard scores, percentiles, and age equivalents can be determined. You must adhere to the Directions and Scoring Information if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.

Self-help Scale (Items 1–12)

Overview

The Self-help Scale focuses on the development of the child's eating skills, dressing skills, and toileting skills.

DOMAIN

Adaptive Behavior: Self-help Skills

SKILLS

- Eats with as much independence as is age-appropriate
- Removes and puts on clothing with as much independence as is age-appropriate
- Cares for toileting needs with as much independence as is age-appropriate

FORMS

- Copy of the Parent Report on page 74 (if the parent will be providing information about the child's skill levels and behaviors)
- Copy of the Teacher Report and Scoring Form on page 78

SCORING INFORMATION

- For each skill, circle the response on the Teacher Report and Scoring Form that best reflects the child's skill level or behavior.
- A point value is given for each response. Enter the point value for the circled response to the right of the item.
- Total the number of points for each skill area and enter the Total for each skill area.
- Next, total the number of points for all skill areas within the Self-help Scale and enter the TOTAL FOR SELF-HELP.

Directions

Assess the child's mastery of these skills and behaviors by one of the following methods:

- The parent completes the Parent Report.
- The teacher completes the Teacher Report and Scoring Form.
- The teacher interviews the parent and records the parent's responses on the Teacher Report and Scoring Form.

(See Administration Methods on page 72.)

A. Eating Skills

- 1 Inserts spoon in mouth without turning it upside down, with little or no spilling**

Ask: Does _____ place the spoon in his/her mouth without turning the spoon upside down and with little or no spilling of food?

- 2 Uses side of fork for cutting soft food**

Ask: Does _____ use the side of the fork for cutting soft food, such as a piece of baked potato or a piece of cake?

- 3 Holds fork in fingers (not in fist)**

Ask: Does _____ hold a fork in his/her fingers, not in his/her fist?

Social-Emotional Scale (Items 13–28)

Overview

The Social-Emotional Scale focuses on the child's interpersonal and self-regulatory skills that are necessary for positive interactions and relationships with people.

DOMAIN

Social and Emotional Development

SKILLS

- Demonstrates skills and behaviors that promote positive relationships with people
- Demonstrates skills and behaviors that promote self-esteem, pride, and resilience
- Demonstrates compassion, empathy, and concern for other people

FORMS

- Copy of the Parent Report on page 75 (if the parent will be providing information about the child's skill levels and behaviors)
- Copy of the Teacher Report and Scoring Form on page 79

SCORING INFORMATION

- For each skill, circle the response on the Teacher Report and Scoring Form that best reflects the child's skill level or behavior.
- A point value is given for each response. Enter the point value for the circled response to the right of the item.
- Total the number of points for each skill area and enter the Total for each skill area.
- Total the number of points for all skill areas within the Social-Emotional Scale and enter the TOTAL FOR SOCIAL-EMOTIONAL.

Directions

Assess the child's mastery of these skills and behaviors by one of the following methods:

- The parent completes the Parent Report.
- The teacher completes the Teacher Report and Scoring Form.
- The teacher interviews the parent and records the parent's responses on the Teacher Report and Scoring Form.

(See Administration Methods on page 72.)

D. Relationships with Adults

13 Demonstrates pride in response to praise

Ask: Does _____ respond with feelings of pride and enthusiasm when he/she earns positive feedback?

14 Shares feelings with adults when happy

Ask: Does _____ look forward to sharing his/her feelings with you when he/she is happy?

15 Enjoys sharing information about self with adult

Ask: Does _____ enjoy sharing information with you about himself/herself, such as things he/she likes, names of his/her family members or pets, or what he/she did over the weekend?

16 Shares thoughts and ideas

Ask: Does _____ share his/her thoughts and ideas with you?

Appendix A—History of BRIGANCE®

HISTORY

As a school psychologist in the 1970s, the author, Albert H. Brigance, recognized the need for a criterion-referenced instrument with an ongoing record-keeping system. He also saw, from his work with students, the need for an assessment tool that would be a positive experience for both the examiner and child. This led (in 1978) to the creation of the first edition of the *BRIGANCE® Inventory of Early Development (IED)*, a criterion-referenced collection of approximately 200 assessments. Mr. Brigance pioneered a system that would support an easy assessment process for both educators and students while measuring the full range of a student's skills and knowledge.

Between 1978 and 1982, many school systems across the country were selecting and using assessments from the *BRIGANCE® Inventory of Early Development* for screening purposes. During those years, the author and the publisher received many requests to develop a screening instrument, using those assessments from the *Inventory* that would be the most appropriate for screening three-year-old and four-year-old children. Those requests were reiterated after the publication of the *BRIGANCE® K & 1 Screen* in 1982. The first *BRIGANCE® Preschool Screen* was published in 1985 and was followed by publication of the *BRIGANCE® Early Preschool Screen* in 1990 and the *BRIGANCE® Infant and Toddler Screen* in 2002.

In 2005, a new edition of the *BRIGANCE® Screens* incorporated the results of standardization and validation studies conducted by Frances Page Glascoe, Ph.D., of Vanderbilt University, Nashville, Tennessee. Based on this effort, the skill sequences were revised and assessment age ranges were updated to reflect more recent data on the development of children.

In 2010, the *Screens* benefited from an update to formatting and organization. Teacher pages were redesigned to include easier-to-follow directions and color enhancement.

DEVELOPMENT OF THE 2013 EDITION

Each of the fully updated *BRIGANCE® Early Childhood Screens III* was published in 2013. Revisions and content additions were informed by current research and by input from leading experts in the field of early childhood (including current users of the *BRIGANCE® Screens*). The structure of the *Screens III* was streamlined to better represent current philosophy and practices of early learning programs. Coverage for preliteracy and early literacy skills was broadened and early mathematics concepts expanded with new assessments. The revision of the existing product was guided by a desire to continue offering a system of assessments that honors the ideals set by Albert Brigance.

The current content for the *Screens III* was included in the 2012 national standardization study conducted by Brian French, Ph.D., of Washington State University. This study was designed to ensure the validity and reliability of the screening measure while also offering normative data to support users in need of standardized scores.

Appendix B—Acknowledgments

The *Early Childhood Screens III* were shaped by a number of individuals who supported the strength of the content and research base.

Special thanks to Brian French, Ph.D., for spearheading the standardization process and to Chad Gotch, Ph.D., for his technical assistance and leadership on many aspects of the project. Thanks are also extended to the members of the psychometric laboratory in the Learning and Performance Research Center at Washington State University for their careful assistance with data coding, entry, and analysis.

Many thanks to the members of our Technical Advisory Committee, Kathleen T. Williams, Ph.D., Gale H. Roid, Ph.D., Carla A. Mazefsky, Ph.D., and Mark Pomplun, Ph.D., who provided detailed feedback throughout the process. Their assistance in thinking through the steps in the assessment process, the accuracy of that process, and the manner in which the technical research is presented was invaluable.

Content expertise in a number of domains was brought to the project by Diane Arnell, M.Ed., Youli Mantzicopoulos, Ph.D., Shelby Miller, M.A., and Paula Sable, Ed.D. Thanks to these experts for their thorough research and in-depth understanding of child development. Their contributions informed key content revisions and additions to the *Early Childhood Screens III*.

The content of the *Early Childhood Screens III* was shaped at its earliest stages by a group of individuals who reviewed previous editions of the assessments and offered comprehensive feedback on specific content areas in need of revision. Thanks to Susan Curtis, M.S., Shirley Leew, Ph.D., Franklin Trimm, Ph.D., and Nancy Wiseman, the members of the Content Review Board.

And finally, thanks are extended to the participants of the pilot study at the Plains Elementary School in South Hadley, MA, with special thanks to Jillayne Flanders, Andrea Hearn, and Kathy Goodale for their contributions.

Appendix C—Standardization Study Sites

To gather standardization data, many examiners administered assessments to nearly 2000 children. We deeply thank the sites and personnel who assisted in the national standardization study. Below is a list of participating sites and independent examiners.

Arizona

Chandler

- ◆ Mannie Gardson
- ◆ Lindsay Hiatt

Paradise Valley

- ◆ Phoenix Country Day School

Sanders (Navajo Nation)

- ◆ Sanders Elementary School (Sanders Unified School District #18)

California

Alameda

- ◆ Janice Kim

Daly City

- ◆ Sa Rang Childcare Center

Marysville

- ◆ Fusion Schools

Olivehurst

- ◆ Fusion Schools

Ridgecrest

- ◆ High Desert Leapin' Lizards (Sierra Sands Unified School District)

Riverside

- ◆ Sunshine Early Childhood Center (Riverside Unified School District)

Sacramento

- ◆ Sacramento City USD-Child Development, Partners for School Readiness

San Francisco

- ◆ St. Mary's Chinese Day School

Tarzana

- ◆ Nicole Goodson

Yuba City

- ◆ Fusion Schools

Colorado

Boulder

- ◆ Boulder Community Hospital Breastfeeding Club

Denver

- ◆ Children's Corner Learning Center
- ◆ Highland Mommies
- ◆ Irene Bueno
- ◆ Tessa Gardner

Edgewater

- ◆ Lightway at Sloans
- ◆ Mamie Goodson

Golden

- ◆ Lindsay Hiatt

Louisville

- ◆ Lindsay Hiatt

Lyons

- ◆ Katie Zalzal
- ◆ Mamie Goodson

Telluride

- ◆ Domes Fernald

Westminster

- ◆ Lindsay Hiatt
- ◆ Mamie Goodson

Connecticut

Westport

- ◆ Children's Community Development Center

Florida

Fort Myers

- ◆ Child Care of Southwest Florida
- ◆ Lee County Early Childhood Learning Services (School District of Lee County)

Lake City

- ◆ Eastside Elementary School (Columbia County Schools)

Miami

- ◆ Alliance for Early Care & Education

Naples

- ◆ Nicaea Academy

Punta Gorda

- ◆ Baker Center Early Education Program (Charlotte County Public Schools)

Georgia

Augusta

- ◆ Nicole Goodson

Clarkston

- ◆ Partnership for Community Action

Lilburn

- ◆ Five Forks Academy

Hawaii

Kahului

- ◆ Lihikai Elementary (Maui School District)

Kailua-Kona

- ◆ Kealakehe Elementary (Hawaii School District)

Hilo

- ◆ Chiefess Kapi'olani Elementary (Hawaii School District)
- ◆ Joyland Preschool

Honolulu

- ◆ Aliamanu Elementary (Central School District)

Pukalani

- ◆ Pukalani Elementary (Maui School District)

Illinois

Allendale

- ◆ Mary Goodson

Chicago

- ◆ Neil Elementary School (Chicago Public Schools)

Manteno

- ◆ Manteno Community Unit School District No. 5

Mt. Zion

- ◆ Mamie Goodson
- ◆ Mary Goodson

Park Forest

- ◆ The Children's House

Indiana

Avon

- ◆ Nicole Goodson

Bloomington

- ◆ Bloomington Area Birth Services
- ◆ Kelly Nelson
- ◆ Mary Goodson
- ◆ Parents' Day Out

Cedar Lake

- ◆ Ruth Linz-Wietecha

Evansville

- ◆ Mary Goodson
- ◆ Emily Goodson

Fort Wayne

- ◆ Emily Goodson

French Lick

- ◆ Mary Goodson

Indianapolis

- ◆ Nicole Goodson

Jasper

- ◆ Mary Goodson
- ◆ Emily Goodson

Lowell

- ◆ Mary Goodson
- ◆ Emily Goodson

Newburgh

- ◆ Mary Goodson
- ◆ Emily Goodson

West Lafayette

- ◆ Purdue Baby Labs

Zionsville

- ◆ Mary Goodson

Iowa

Iowa City

- ◆ Mary Goodson
- ◆ Emily Goodson

Kansas

Kansas City

- ◆ Mary Goodson

Kentucky

Lexington

- ◆ Nicole Goodson

Louisville

- ◆ Leslie Jenkins

Maysville

- ◆ Mason County School District

Monticello

- ◆ Walker Elementary School
(Wayne County Schools)

Louisiana

Alexandria

- ◆ Tiny Tots Skool

Lafayette

- ◆ St. Mary's Early Learning Center

New Orleans

- ◆ Mamie Goodson
- ◆ Mary Goodson

Scott

- ◆ Sts. Peter and Paul Catholic School

Shreveport

- ◆ Learning Rx

Massachusetts

Boston

- ◆ BNY Mellon Early Learning Center,
Ellis Infant-Toddler Program

Kingston

- ◆ Jennifer Gilligan

Lowell

- ◆ St. Louis School
- ◆ St. Margaret School

Needham

- ◆ Isis Parenting

Quincy

- ◆ Kai Tan

Michigan

Eagle

- ◆ Nicole Goodson

Rockford

- ◆ Rockford Preschool Childcare Center
(Rockford Public Schools)

Minnesota

St. Louis Park

- ◆ Morning Star Women's Health &
Birth Center
- ◆ Torah Academy

Missouri

Kirksville

- ◆ Mary Goodson

Nevada

Las Vegas

- ◆ Myrtle Tate Elementary School
(Clark County School District)
- ◆ Ruby Thomas Elementary School
(Clark County School District)
- ◆ Ruth Fyfe Elementary School
(Clark County School District)

New Hampshire

Amherst

- ◆ Sunrise Children's Center (Regional
Services & Education Center, Inc.)

New Jersey

Morristown

- ◆ Maryann Clementi Jones

Old Bridge

- ◆ John Glenn Elementary School
(Old Bridge Township Public Schools)

New Mexico

Santa Fe

- ◆ Mannie Gardson
- ◆ Michelle Berte
- ◆ Amberleigh Rodriguez

New York

Albany

- ◆ Boys & Girls Club of Albany
- ◆ Eagle Point Elementary School
(City School District of Albany)
- ◆ Thomas O'Brien Academy
of Science & Technology
(City School District of Albany)

Grand Island

- ◆ St. Stephen School

North Carolina

Charlotte

- ◆ Mamie Goodson

Shelby

- ◆ La Petite Academy

Winston-Salem

- ◆ Our Lady of Mercy School

Ohio

Centerville

- ◆ Mary Goodson
- ◆ Emily Goodson

Cincinnati

- ◆ Mary Goodson
- ◆ Emily Goodson

Columbus

- ◆ Mary Goodson
- ◆ Emily Goodson

Madison

- ◆ Stepping Stones
Child Development Center

Marion

- ◆ St. Mary's Elementary School

Oklahoma

Oklahoma City

- ◆ Mary Goodson
- ◆ Emily Goodson

Tulsa

- ◆ Christ the Redeemer Lutheran
Preschool

Pennsylvania

Alexandria

- ◆ Juniata Valley Elementary School
(Juniata Valley School District)

Allison Park

- ◆ St. Ursula School

McDonald

- ◆ South Fayette Elementary School
(South Fayette Township District)

South Carolina

Georgetown

- ◆ Miss Ruby's Kids Early Literacy Program

Tennessee

Knoxville

- ◆ Early Learning Center for Research
and Practice/University of Tennessee-
Knoxville

Memphis

- ◆ Mary Goodson
- ◆ Emily Goodson

Murfreesboro

- ◆ Mary Goodson
- ◆ Emily Goodson

Nashville

- ◆ Lindsay Hiatt

Ooltewah

- ◆ Nicole Goodson

Texas

Austin

- ◆ St. Luke Infant Care Center

Mt. Pleasant

- ◆ Region 8 Education Service Center

Utah

Riverton

- ◆ St. Andrew School

Salt Lake City

- ◆ J.E. Cosgriff Memorial Catholic School
- ◆ Our Lady of Lourdes School

Virginia

Annandale

- ◆ St. Michael's School

Big Stone Gap

- ◆ Happy Hearts Childcare Center

Washington

Okanogan

- ◆ Forest Friends Early Learning Center

Wisconsin

Menomonie

- ◆ Morning Star Women's Health &
Birth Center

Newfoundland (Canada)

Corner Brook

- ◆ Western Health Center Corner Brook