BRIGANCE®

Early Childhood Screen III

3–5 years

III

Curriculum Associates®

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Introduction to the *BRIGANCE® Early Childhood Screen III (3–5 years)*

OVERVIEW

The *BRIGANCE® Early Childhood Screen III (3–5 years)* is a collection of quick, highly accurate assessments and data-gathering tools to use with children three through five years of age.

The years from three to five 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 children who may be developmentally delayed or advanced and, therefore, can support any intervention that might be needed.

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

- Core Assessments—Three-Year-Old Child
- Core Assessments—Four-Year-Old Child
- Core Assessments—Five-Year-Old Child

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 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 childhood teachers and program directors

- satisfy developmental screening requirements.
- initiate referrals for further evaluation or special services.
- evaluate school readiness by assessing a child's mastery of 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.)

Introduction

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

The *BRIGANCE® Early Childhood Screen III (3–5 years)* can help your early childhood program meet screening requirements, determine school readiness, initiate referrals for further evaluation or special services, guide instruction, and monitor progress. Follow the guidelines below when implementing the *Screen III* in your program.
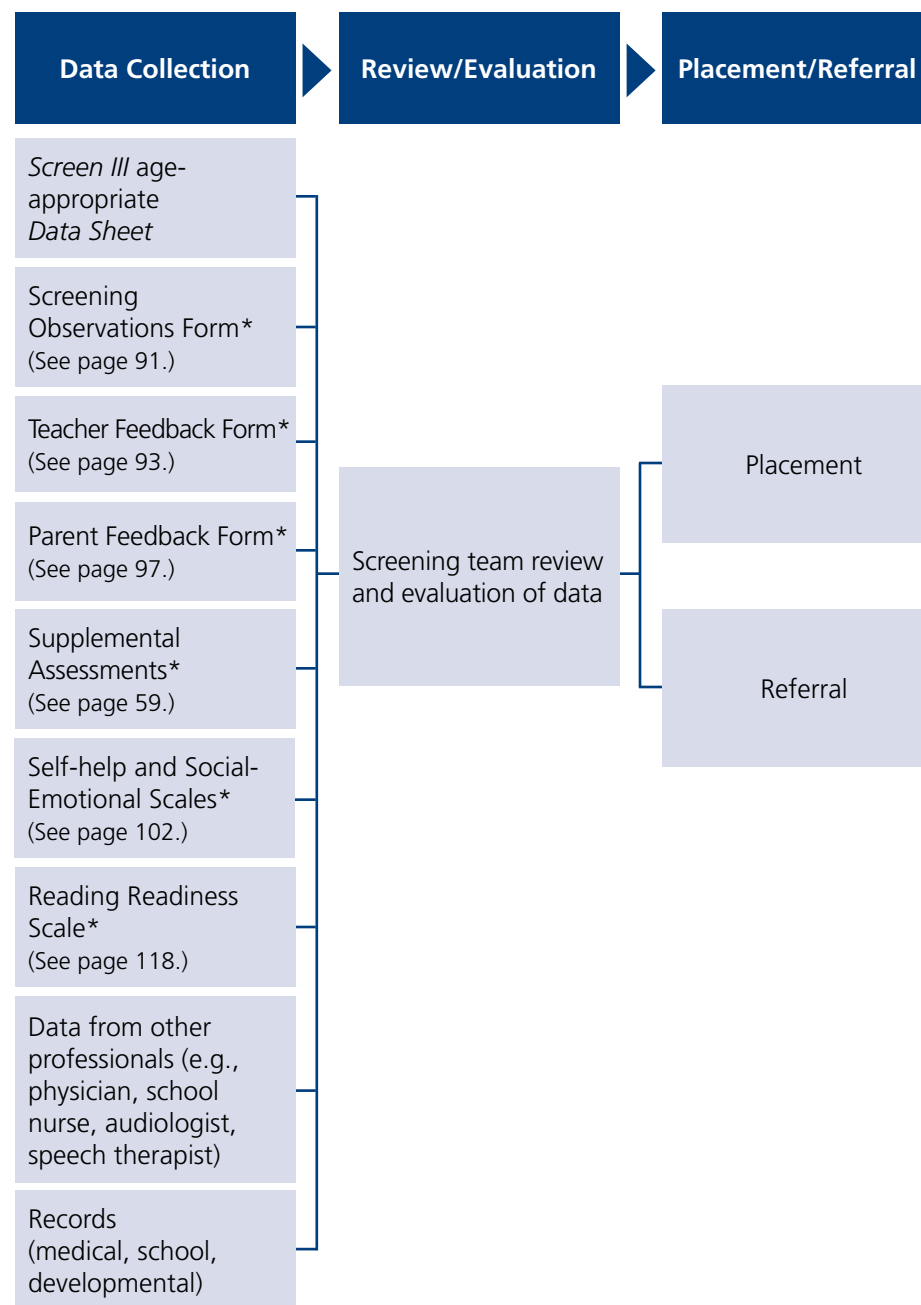
MAKE IMPLEMENTATION DECISIONS

To help meet the screening requirements of your program, determine which methods of data collection offered by the *Screens 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 involving one or more professionals working with a child along with parents/caregivers to obtain the most valid sampling of the child's skills and behaviors (NHSCDI, 2003). 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
- Screening Observations Form—a detailed record of 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 evaluation of the child's skills and behaviors
- Supplemental Assessments—optional assessments for children who are more developmentally advanced
- Self-help and Social-Emotional Scales—optional 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—optional standardized assessment to gather data about 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.

Data Collection ▸	Review/Evaluation ▸	Placement/Referral
Screen III age-appropriate *Data Sheet*		
Screening Observations Form* (See page 91.)		
Teacher Feedback Form* (See page 93.)		
Parent Feedback Form* (See page 97.)	Screening team review and evaluation of data	Placement
Supplemental Assessments* (See page 59.)		
Self-help and Social-Emotional Scales* (See page 102.)		Referral
Reading Readiness Scale* (See page 118.)		
Data from other professionals (e.g., physician, school nurse, audiologist, speech therapist)		
Records (medical, school, developmental)		

*Optional

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Determine When to Screen

Determine how often and when your program will administer the *Screen III*. Use the guidelines below to decide when the initial 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 131 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 xxiv 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

  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 scored 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 xviii for details about when and how to use cutoff scores.

Introduction

PROVIDE ONGOING ASSESSMENT AND MONITOR PROGRESS

The National Association of the Education of Young Children, or NAEYC, recommends ongoing progress monitoring as an important part of early childhood programs in order to plan instruction and better measure each child's progress. As recommended by NAEYC, many early childhood programs provide developmental assessment for all children throughout the year in order to plan instruction and to measure progress.

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 xxiv 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 xxiv 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.)

Introduction

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*.

Introduction

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 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
	12	12 + 2 = 14	30 + 7 = 37
Date of Screening	2013	2 3	7
Birth Date	2009	5	22
Age	3	9	15

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 3 years, 9 months, and 15 days is rounded up to 3 years, 10 months.)

	Year	Month	Day
Age	3	10 9	15

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:

Three-Year-Old Child: 3 years, 0 months through 3 years, 11 months

Four-Year-Old Child: 4 years, 0 months through 4 years, 11 months

Five-Year-Old Child: 5 years, 0 months through 5 years, 11 months

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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 xxvi 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 screens, you will need:
- The *BRIGANCE® Early Childhood Screen III (3–5 years)*
- The age-specific *Data Sheet,* determined by the chronological age of the child (See sample *Data Sheets* on pages xv–xvii.)

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 identical small objects
- 12 one-inch (2.5-cm) colored blocks*
- 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 (3–5 years)*

Optional Materials you may choose to use:
- Supplemental Assessments Data Sheets
- Screening Observations Form
- Teacher Feedback Forms—Three-Year-Old Child, Four-Year-Old Child, and Five-Year-Old Child
- Parent Feedback Forms—Three-Year-Old Child, Four-Year-Old Child, and Five-Year-Old Child
- 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.

- Child
- Table
- Child's Page
- Examiner's Page
- Examiner
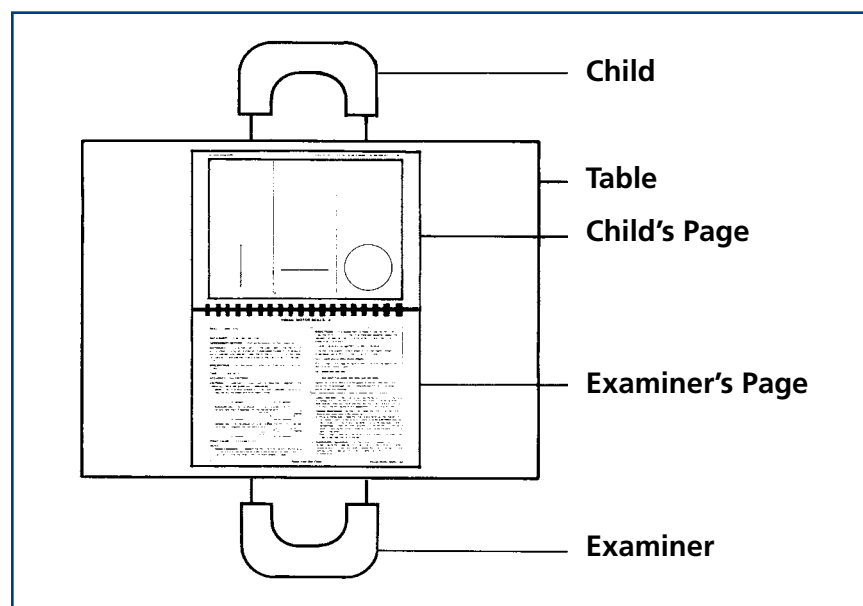
TIPS FOR SCREENING

- **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 and/or parent/caregiver.

- **If a parent/caregiver is present, engage the parent/caregiver first.** Ask a parent how his/her child will be most comfortable during the screening. This makes both the parent and the child comfortable.
- **Create a welcoming screening environment.** Make sure there is ample seating for the child (and parent, if present) 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 look at a book and play with some blocks." Do not ask the child whether he/she would like to participate since any subsequent refusals are challenging.

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- **Incorporate "wiggle breaks."** Because it is unlikely that young children can remain seated throughout screening, "wiggle breaks" should be interspersed among assessment items. It is acceptable to move to the floor, back to the chair, and 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 play with blocks 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.

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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–xvii.

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 establish 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 xviii for more information about cutoff scores.)

BRIGANCE® Screen III   Three-Year-Old Child   Data Sheet

3 year-old

A. Child's Name __Crystal Moore__

Parent(s)/Caregiver(s) __Heather Moore__

Address __322 Flagstaff Rd., Apt. C__

	Year	Month	Day
Date of Screening	2013	9	12
Birth Date	2010	7	7
Age	3	2	5

School/Program __Hammond School__

Teacher __Jake Yarmus__

Examiner __Sarah Goodale__

B. Core Assessments

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. 1̸.

C. Scoring

Page	Domain	Assessment	Discontinue	Number Correct × Point Value for Each	Child's Score
3	Academic/ Cognitive	**1A Knows Personal Information** — Knows: ①First name ②Last name 3̸. Age	Administer all items.	__2__ × 1	__2__ / 3
4	Language Development	**2A Identifies Colors** — Points to: ①red ②blue ③green ④yellow ⑤orange	Stop after 3 incorrect responses in a row.	__5__ × 2	__10__ /10
5	Language Development	**3A Identifies Pictures by Naming** — Names: ①boat ②scissors 3̸. kite ④wagon 5̸. ladder 6̸. fish	Stop after 3 incorrect responses in a row.	__3__ × 2	__6__ /12
6	Language Development	**4A Knows Uses of Objects** — Knows use of: ①book ②scissors 3̸. stove 4̸. pencil	Administer all items.	__2__ × 3	__6__ /12
7	Physical Development	**5A Visual Motor Skills** — Draws: ①a vertical line ②a horizontal line 3̸. a circle 4̸. a plus sign	Stop after 3 skills not demonstrated in a row.	__2__ × 3	__6__ /12
9	Academic/ Cognitive	**6A Understands Number Concepts** — Understands: ①two ②three 3̸. five	Administer all items.	__2__ × 3	__6__ / 9
10	Physical Development	**7A Builds Tower with Blocks** — Builds a tower with: ①six blocks ②seven blocks ③eight blocks 4. nine blocks 5. ten blocks	Stop after 2 attempts.	__3__ × 2	__6__ /10
11	Physical Development	**8A Gross Motor Skills** — ①Stands on one foot for five seconds ②Stands on other foot for five seconds 3̸. Walks forward heel-to-toe four steps	Administer all items.	__2__ × 3	__6__ / 9
13	Language Development	**9A Identifies Parts of the Body** — Points to: ①stomach 2̸. neck ③back ④knees ⑤thumbs 6̸. fingernails	Stop after 3 incorrect responses in a row.	__4__ × 1	__4__ / 6
14	Academic/ Cognitive	**10A Repeats Sentences** — Repeats sentences of: ①four syllables ②six syllables 3̸. eight syllables	Stop after incorrect responses for both *a* and *b* for a single item.	__2__ × 3	__6__ / 9
15	Language Development	**11A Uses Prepositions and Irregular Plural Nouns** — Uses: ①prepositions 2̸. irregular plural nouns	Administer both items.	__1__ × 4	__4__ / 8

Total Score = __62__ /100

EXAMPLE OF COMPLETED DATA SHEET

D. Notes/Observations: __Cooperated and enjoyed talking.__

E. Next Steps: __Within normal limits. No further evaluation needed at this time.__

Introduction

BRIGANCE® Screen III   Four-Year-Old Child   Data Sheet

4 year-old

A. Child's Name ___Corey Martin___

Parent(s)/Caregiver(s) ___Alex and Anne Martin___

Address ___982 Haines Street___

	Year	Month	Day
Date of Screening	2013	8	15
Birth Date	2009	2	10
Age	4	6	5

School/Program ___Ballard School___

Teacher ___Emily Chappell___

Examiner ___Bernard Karcher___

B. Core Assessments			**C. Scoring**	

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. ✗.

Page	Domain	Assessment	Discontinue	Number Correct × Point Value for Each	Child's Score
19	Academic/ Cognitive	**1B Knows Personal Information** Knows: ①First name ②Last name ③Age ✗.Street address	Stop after 3 incorrect responses in a row.	_3_ × 2.5	7.5/10
20	Language Development	**2B Names Colors** Names: ①blue ②green ✗.yellow ④red ✗.orange ✗.pink ✗.black 8.purple 9.white 10.brown	Stop after 3 incorrect responses in a row.	_3_ × 1	3/10
22	Language Development	**3B Identifies Pictures by Naming** Names: ✗.scissors ✗.duck ③snake ④wagon ✗.ladder ⑥leaf ✗.owl ✗.nail	Stop after 3 incorrect responses in a row.	_3_ × 1	3/8
23	Academic/ Cognitive: Literacy	**4B Visual Discrimination—Forms and Uppercase Letters** ✗.○ ②▭ ③○ ④⬡ ✗.⊃ ⑥O ⑦I ✗.P ✗. ✗.X	Stop after 5 incorrect responses in a row.	_5_ × 1	5/10
24	Physical Development	**5B Visual Motor Skills** Draws: ①a circle ②a plus sign ③an X ✗.a square ✗.a rectangle	Stop after 3 skills not demonstrated in a row.	_3_ × 2	6/10
26	Physical Development	**6B Gross Motor Skills** ①Walks forward heel-to-toe five steps ②Hops five hops on preferred foot ③Hops five hops on other foot ④Stands on one foot for ten seconds ⑤Stands on other foot for ten seconds	Administer all items.	_5_ × 1	5/5
28	Language Development	**7B Names Parts of the Body** Names: ①stomach ✗.neck ③back ✗.knees ⑤thumbs ✗.fingernails	Stop after 3 incorrect responses in a row.	_3_ × 2	6/12
29	Language Development	**8B Follows Verbal Directions** Follows: ①two-step directions ✗.three-step directions	Stop after 2 incorrect responses for 1 item.	_1_ × 4	4/8
31	Academic/ Cognitive: Mathematics	**9B Counts by Rote** Counts to: ① ② ③ ④ ⑤ ✗ 7 8 9 10	Stop after the first error.	_5_ × .5	2.5/5
32	Academic/ Cognitive: Mathematics	**10B Recognizes Quantities** Recognizes and names quantities of: ✗.three ✗.five 3.eight	Stop after 2 incorrect responses.	_0_ × 4	0/12
33	Language Development	**11B Verbal Fluency and Articulation** ①Uses sentences of at least three words ②At least 90% of speech is intelligible	Administer both items.	_2_ × 5	10/10

Total Score = __52__/100

D. Notes/Observations: ___Vision and hearing appear normal.___

E. Next Steps: ___Below cutoff of <69. Presence of four risk factors. Academic/Cognitive domain score = 15; below at-risk guidelines of <20. Refer for evaluation.___

EXAMPLE OF COMPLETED DATA SHEET

Introduction

BRIGANCE® Screen III   Five-Year-Old Child   Data Sheet

5 year-old

A. Child's Name __Sofia Ruiz__

Parent(s)/Caregiver(s) __Claudia and Francisco Ruiz__

Address __310 Forest Hills Blvd.__

	Year	Month	Day
Date of Screening	2013	6	15
Birth Date	2008	1	10
Age	5	5	5

School/Program __Vine School__

Teacher __Mary Pavlik__

Examiner __Betty Lowe__

B. Core Assessments | C. Scoring

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. ⑴̸

EXAMPLE OF COMPLETED DATA SHEET

Page	Domain	Assessment	Discontinue	Number Correct × Point Value for Each	Child's Score
38	Academic/ Cognitive	**1C Knows Personal Information** Knows: ①first name ②last name ③age ④birthday (month and day) ⑤telephone number ⑥street address	Stop after 3 incorrect responses in a row.	__6__ × 1.5	__9__ / 9
40	Language Development	**2C Names Parts of the Body** Names: ①thumbs ②fingernails ③chin ④chest ⑤elbows ⑥shoulders	Stop after 3 incorrect responses in a row.	__6__ × 1	__6__ / 6
41	Physical Development	**3C Gross Motor Skills** ①Stands on one foot for ten seconds ④̸ Stands on other foot for one second with eyes closed ②Stands on other foot for ten seconds ⑤̸ Walks backward toe-to-heel four steps ③Stands on one foot for one second with eyes closed	Stop after 3 skills not demonstrated in a row.	__3__ × 1	__3__ / 5
43	Physical Development	**4C Visual Motor Skills** Draws: ①an X ②a square ③a rectangle ④a triangle 5. a diamond	Stop after 3 skills not demonstrated in a row.	__4__ × 1.5	__6__ / 7.5
45	Physical Development	**5C Prints Personal Information** Prints: ①first name ②last name	Administer both items.	__2__ × 3	__6__ / 6
47	Academic/ Cognitive: Literacy	**6C Recites Alphabet** (1 point per group) 1.(a b c d e) 2.(f g h i j) 3.(k l m n o) 4.(p q r s t) 5.(u v) w x y z	Stop after the first error.	__4__ × 1	__4__ / 5
48	Academic/ Cognitive: Mathematics	**7C Sorts Objects (by Size, Color, Shape)** Sorts by: ①size and color ②size and shape	Administer both items.	__2__ × 3	__6__ / 6
49	Academic/ Cognitive: Mathematics	**8C Counts by Rote** (3 points per group) Counts to: (1 2 3 4 5 6 7 8 9 10) (11 12 13 14 15 16 17 18 19 20) (21 22 23 24 25 26 27 28 29 30)	Stop after the first error.	__3__ × 3	__9__ / 9
50	Academic/ Cognitive: Mathematics	**9C Matches Quantities with Numerals** Matches quantity with numeral for: ①2 ②4 ③3 ④̸ 8 ⑤̸ 6	Stop after 2 incorrect responses in a row.	__3__ × 2	__6__ / 10
51	Academic/ Cognitive: Mathematics	**10C Determines Total of Two Sets** Counts two groups of objects for a sum up to ten: ①1 dot + 2 dots = 3 dots ②4 dots + 2 dots = 6 dots ③5 stars + 5 stars = 10 stars	Administer all items.	__3__ × 3	__9__ / 9
52	Academic/ Cognitive: Literacy	**11C Reads Uppercase Letters** O A X E B S C Z D L R T M P W K F N H I Y G U V J Q	*Give credit for only one assessment—Reads Uppercase Letters OR Reads Lowercase Letters.*	Stop after 3 incorrect responses in a row.	___ × .5 **OR**	
53		**11C Alternate—Reads Lowercase Letters** (o)(s)(x)(c)(z)(m)(p)(w)(e)(a)(i)(k)(y)(r)(t)(v̸)(n)(f)(h)(u)(j̸)(g)(l)(b̸)(d)(q̸)	Stop after 3 incorrect responses in a row.	__22__ × .5	__11__ / 13
54	Academic/ Cognitive: Literacy	**12C Experience with Books and Text** ①Knows the front and back of a book ③Understands that text progresses from top to bottom ②Understands that text progresses from left to right	Administer all items.	__3__ × 1.5	__4.5__ / 4.5
56	Language Development	**13C Verbal Fluency and Articulation** ①Uses sentences of at least five words ②At least 90% of speech is intelligible	Administer both items.	__2__ × 5	__10__ / 10
				Total Score =	__89.5__ / 100

D. Notes/Observations: _____

E. Next Steps: *Above gifted/academically talented cutoff of >88. Refer for enrichment classes.*

Introduction

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, 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 (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	>79 >84 >88	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	>83 >87 >92	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	>88 >91	Five-Year-Old Child

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 Likely to Have Developmental or Academic Delays

Age (in years and months)	Cutoff Score	BRIGANCE® Screen III (3–5 years) Core Assessments
3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	<42 <45 <49	Three-Year-Old Child
4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	<42 <69 <71	Four-Year-Old Child
5-0 through 5-5 5-6 through 5-11	<61 <70	Five-Year-Old Child

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.

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 page xix.

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 page xx. Initiate a referral if the child's score is below the appropriate cutoff.

Introduction

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 child's screening results, it is important to take into account the presence of risk factors. Use Table 3 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 page xx to inform next steps.

If four or more psychosocial risk factors are present, it is important for the child to enroll in or remain in a high-quality early learning program. However, if the child has been enrolled for at least six months but scores below the cutoff score in Table 2 on page xviii (even if the child scores above average for at-risk children), developmental disabilities are likely and the child should be referred for further evaluation.

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 (it 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.

Introduction

USING THE AT-RISK CUTOFF SCORES TABLE

For all children scoring below the cutoff scores in Table 2 on page xviii, determine if four or more risk factors are present. (See Table 3 on page xix.) 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 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 E. 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 xxii.

Table 4. At-risk Cutoff Scores

BRIGANCE® Screen Core Assessments	Assessments	Total Possible Score (sum of items)	Child's Age Range (in years and months)	At-risk Cutoff Score
Three-Year-Old Child	Language Development Assessments: 2A Identifies Colors 3A Identifies Pictures by Naming 4A Knows Uses of Objects 9A Identifies Parts of the Body 11A Uses Prepositions and Irregular Plural Nouns	48	3-0 through 3-3 3-4 through 3-7 3-8 through 3-11	< 23 < 25 < 38
Four-Year-Old Child	Academic/Cognitive Assessments: 1B Knows Personal Information 4B Visual Discrimination—Forms and Uppercase Letters 9B Counts by Rote 10B Recognizes Quantities	37	4-0 through 4-3 4-4 through 4-7 4-8 through 4-11	< 18 < 20 < 28
Five-Year-Old Child	Academic/Cognitive Assessments: 1C Knows Personal Information 6C Recites Alphabet 7C Sorts Objects (by Size, Color, Shape) 8C Counts by Rote 9C Matches Quantities with Numerals 10C Determines Total of Two Sets 11C Reads Uppercase Letters Alternate—Reads Lowercase Letters 12C Experience with Books and Text	65.5	5-0 through 5-5 5-6 through 5-11	< 38 < 46

Introduction

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 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 xviii), it is important to determine which factors 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 hyperactive, 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 *Screens III.* Use this booklet with the *Screens III* when screening a Spanish-speaking child. *Data Sheets*, Parent Feedback Forms, and the Parent Report for the Self-help and Social-Emotional Scales and 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 xix 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 xxvi for more information.

Note: Formal screening for vision, hearing, or speech problems is not included in the *Screens 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 92.

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 skill deficits might indicate the need for a physical or occupational therapy evaluation. Expressive or receptive language weakness may indicate the need for a speech-language evaluation. Deficits across multiple domains may suggest the need for evaluation by a developmental psychologist along with 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 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 xix.) Examiner observations about a child's parents'/caregivers' well-being and parenting style should also be considered when determining at-risk status.

Although it is acceptable, and even desirable, to refer for evaluation all children who score below the age-appropriate 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 be adequately served by prevention programs 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. For more information about at-risk factors, see Table 3 on page xix.
- 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.

Introduction

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 (3–5 years) *in our class. The* Screen III *measures language skills and preschool 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.) _____

_____

Introduction

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 xix.)

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 early learning programs or prevention programs, may catch up when given additional exposure and instruction.

In addition to enrollment in a high-quality early childhood program, children with psychosocial risk factors will benefit from the following:

1. **Wait two to three weeks before screening new enrollees in your program.** Children often make tremendous progress when they enter a program. Giving them a chance to learn new skills prior to screening will minimize unnecessary referrals. Some programs prefer to screen upon program entrance and then compare performance on rescreening. In this case, it may be wise to wait to make decisions until having results from rescreening. Nevertheless, children whose difficulties are severe and apparent should be referred promptly.

2. **Monitor academic progress and target instruction** with the *BRIGANCE® Inventory of Early Development III (IED III).* (See page xxiv for details.)

3. **Initiate prompt referrals** for evaluations and services when the child is not making progress.

4. **Provide small-group and one-to-one instruction.** Plan instruction with the *BRIGANCE® Readiness Activities*, a collection of lesson plans and activities linked to the assessments in the *Screen III* and *IED III*. Make use of volunteers and elementary school children to help in the classroom.

5. **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.

6. **Encourage parents to participate in parenting classes.** Many early childhood programs, schools, churches, community centers, YMCAs, and public-health offices offer parenting classes.

7. **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.

8. **Provide information about mental health services** for those parents who appear to be depressed, anxious, or show signs of substance abuse.

9. **Refrain from correcting errors in dialect** either in conversation or in reading when culturally different or at-risk children are learning to read. Children cannot learn Standard English and reading simultaneously.

10. **Encourage participation in recreational activities** such as sports, music, scouting. High achievement in any area increases the likelihood of 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 disabilities and therefore increase the probability that the same target construct is measured for all children. Accommodations provide fairness, not advantage, for children with disabilities, so that the child is assessed on a level playing field with other children. Appropriate accommodations 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® Screens 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 *Screens 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 five seconds), it 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 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 wheel chair), it is important to remember that the gross motor skill 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 *Screens 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.
- 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 (i.e., by pointing to a picture instead of naming what the picture represents).

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 or clinical psychologist, or with 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 earlier.
- 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 (i.e., by pointing to a picture instead of naming what the picture represents).
- Reduce visual distractions by covering additional items on a child page.
- Use tangible or edible reinforcers rather than social ones.
- Because it is difficult for these children to make transitions, trade one toy for another when changing items.
- 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 assessments in the age-appropriate screen, you may wish to administer the age-appropriate Supplemental Assessments. (See page vi 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—THREE-YEAR-OLD CHILD

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of three-year-old children. The items in the assessments coordinate with the skills listed on the *Three-Year-Old Child 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-7 (5A 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."

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All items in the Core Assessments of the **BRIGANCE® Screen III (3–5 years)** *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.**

Core Assessments—Three-Year-Old Child

3A   Identifies Pictures by Naming

Overview

This assessment focuses on the child's ability to tell the names of everyday objects.

DOMAIN

Language Development

SKILL

Names pictures

MATERIALS

- Page C-5
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** Three-Year-Old Child
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after three incorrect responses in a row.

NOTES

- Allow as much time as the child needs or ten seconds per picture.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

Directions

Point to each picture on page C-5 and ask the child to name it. Pause for the child's response. If the child does not respond, ask the alternate question.

Say: **I am going to show you some pictures. I want you to tell me what each picture is.**

Point to each picture and

Ask: **What is this?** or **What do you call this?**

Request the picture names in the following order:

1. **boat**

2. **scissors**

3. **kite**

4. **wagon**

5. **ladder**

6. **fish**
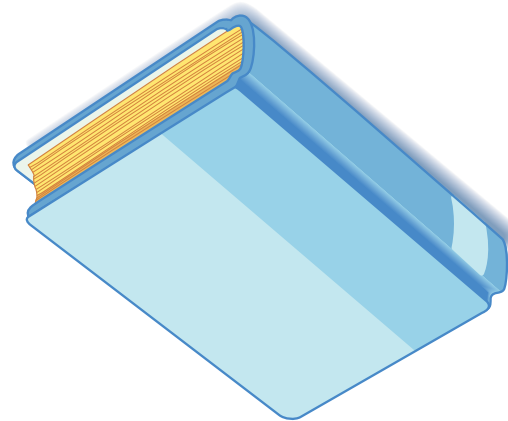
4A   Knows Uses of Objects

Overview

This assessment focuses on the child's ability to communicate his/her knowledge of how everyday objects are used.

DOMAIN

Language Development

SKILL

Explains how common objects are used

MATERIALS

- Page C-6
- Blank sheets of paper if needed

SCORING INFORMATION

- Data Sheet: Three-Year-Old Child
- Scoring: Give credit for each correct response. See the specific Criteria given for each item.
- Discontinue: Administer all items.

NOTES

- Allow as much time as the child needs or ten seconds per picture.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

Directions

Point to each picture on page C-6 and ask the child how the object is used. Pause after each question for the child's response. If the child's response is incomplete,

Say: Tell me more. or **Ask: What else?**

1   Knows use of book

Point to the picture of the book and

Ask: What is a book for? or **What do we do with a book?**

Criteria: Give credit for an appropriate verbal response (e.g., *to read*, *to learn from*; *read it*, *look at pictures*).

2   Knows use of scissors

Point to the picture of the scissors and

Ask: What are scissors for? or **How do we use scissors?**

Criteria: Give credit for an appropriate verbal response (e.g., *cutting*, *to cut*, *to cut paper*).

3   Knows use of stove

Point to the picture of the stove and

Ask: What is a stove for? or
What do we do with a stove?

Criteria: Give credit for an appropriate verbal response (e.g., *cooking, making dinner; cook food, bake cakes*).

4   Knows use of pencil

Point to the picture of the pencil and

Ask: What is a pencil for? or
What do you do with a pencil?

Criteria: Give credit for an appropriate verbal response (e.g., *writing*, *drawing*; *make a picture, write my name*).

Core Assessments—Three-Year-Old Child

3b.

2b.

1b.

3a.

2a.

1a.

10A Repeats Sentences

Overview

This assessment focuses on the child's ability to repeat sentences, using accompanying pictures as stimuli.

DOMAIN

Academic Skills/Cognitive Development

SKILL

Repeats sentences of varying numbers of syllables

MATERIALS

- Page C-14
- Blank sheets of paper if needed

SCORING INFORMATION

- Data Sheet: Three-Year-Old Child
- Scoring: Give credit for a correct response for either *a* or *b*.
- Discontinue: Stop after incorrect responses for both *a* and *b* for a single item.

CRITERIA

If the child repeats a sentence correctly but misarticulates sounds in words, consider this a correct response. Do not give credit if the child omits a syllable or word, substitutes a syllable or word, adds a syllable or word, or changes the word sequence.

NOTE

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

Directions

Point to each picture on page C-14, and ask the child to listen to and repeat what you say about the picture. Pause after each sentence for the child's response.

Say: I want you to say what I say about each picture.

Say: Listen carefully. or Say what I say.

Point to picture 1a and say sentence 1a. If the child correctly repeats sentence 1a, give credit and do not say sentence 1b.

If the child repeats sentence 1a incorrectly, say sentence 1b. Give credit if the child correctly repeats sentence 1b.

Continue until the child is unable to correctly repeat sentence *a* or *b* for a given number of syllables.

1 **Repeats four syllables**

    1a. Say: A bird can fly.

    1b. Say: She flies a kite.

2 **Repeats six syllables**

    2a. Say: He is sailing his boat.

    2b. Say: She pulled the red wagon.

3 **Repeats eight syllables**

    3a. Say: Jill's cat liked to sleep in a chair.

    3b. Say: They run and play around the tree.
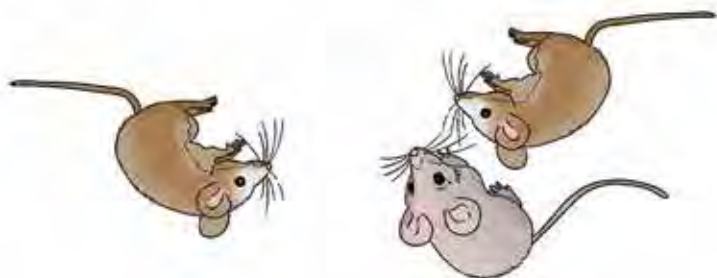
2b.
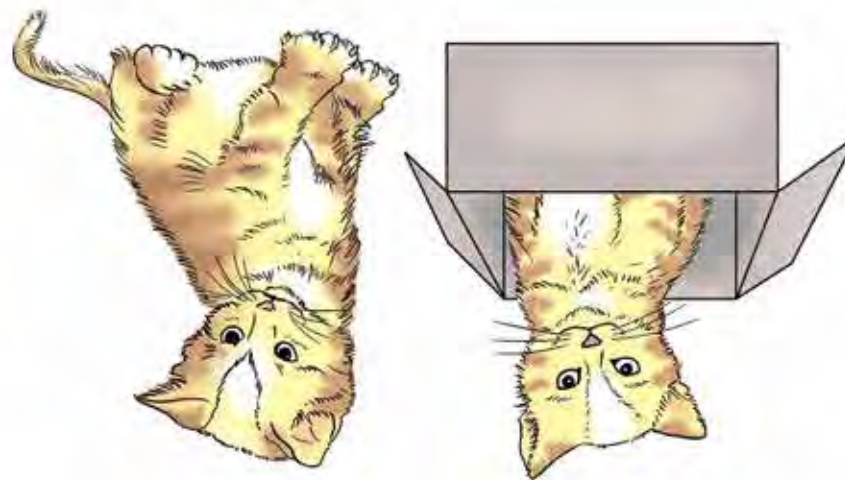
1b.
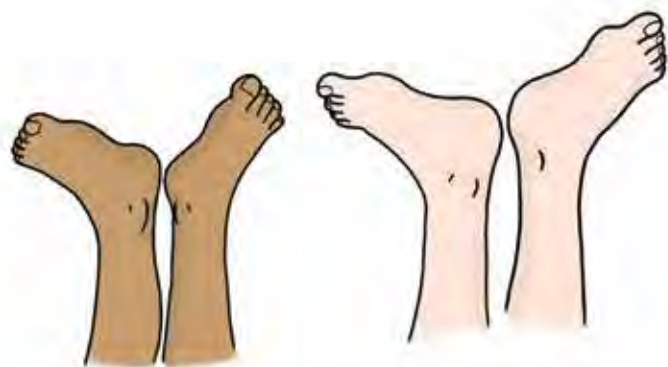
2a.

1a.

11A   Uses Prepositions and Irregular Plural Nouns

Overview

This assessment focuses on the child's use of increasingly complex grammar.

DOMAIN

Language Development

SKILL

Uses prepositions and uses irregular plural nouns to indicate more than one

MATERIALS

- Page C-15
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** Three-Year-Old Child
- **Scoring:** Give credit for a correct response for either *a* or *b*. See the specific Criteria given for each skill.
- **Discontinue:** Administer both items.

NOTE

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

Directions

Have a conversation with the child or observe the child talking with another person and determine whether the child demonstrates the skills when speaking.

Or point to each picture on page C-15, and ask the child the corresponding question. Pause for the child's response. If the child does not respond, repeat the question. Give credit for either *a* or *b*.

---

1 Uses prepositions

a. Point to picture 1a and

Ask: **What is the boy doing?**

Ask: **What is the girl doing?**

Criteria: Give credit for responses that include both of the prepositions *up* and *down*.

If the child responds correctly to 1a, do not administer 1b.

b. If the child responds incorrectly to 1a, point to the kitten inside the box in picture 1b and

Ask: **Where is this kitten?**

Point to the kitten outside the box in picture 1b and

Ask: **Where is this kitten?**

Criteria: Give credit for responses that include at least two appropriate prepositions (e.g., *in, inside, out, outside, beside, near*).

2 Uses an irregular plural noun

a. Point to picture 2a and

Ask: **What are these?**

If the child responds *toes,*

Say: **Your toes are on your _____.**

Criteria: Give credit for *feet*. Do not give credit for *feets.*

If the child responds correctly to 2a, do not administer 2b.

b. If the child responds incorrectly to 2a, point to picture 2b and

Ask: **What are these?**

If the child responds *rats*, point to one mouse and

Say: **This is a mouse.** Point to the group of mice and

Say: **All of these are _____.**

Criteria: Give credit for *mice*. Do not give credit for *mices.*

Core Assessments—Three-Year-Old Child

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of four-year-old children. The items in the assessments coordinate with the skills listed on the *Four-Year-Old Child 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-24 (5B 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 (3–5 years) 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.

Core Assessments—Four-Year-Old Child

3B   Identifies Pictures by Naming

Overview

This assessment focuses on the child's ability to tell the names of everyday objects.

DOMAIN

Language Development

SKILL

Names pictures

MATERIALS

- Page C-22
- Blank sheets of paper if needed

SCORING INFORMATION

- Data Sheet: Four-Year-Old Child
- Scoring: Give credit for each correct response.
- Discontinue: Stop after three incorrect responses in a row.

NOTES

- Allow as much time as you think the child needs or ten seconds per picture.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

Directions

Point to each picture on page C-22 and ask the child to name it. Pause for the child's response. If the child does not respond, ask the alternate question.

Say: I am going to show you some pictures. I want you to tell me what each picture is.

Point to each picture and

Ask: What is this? or What do you call this?

Request the picture names in the following order:

1 scissors

2 duck

3 snake

4 wagon
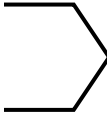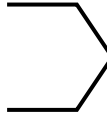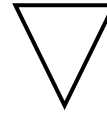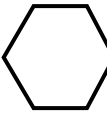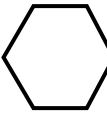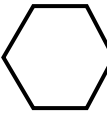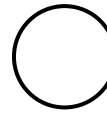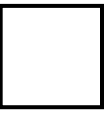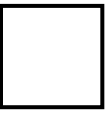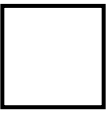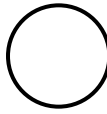
5 ladder

6 leaf

7 owl

8 nail

Left panel (items 6-10):

10. Y Y X Y

9. ∧ ∩ ∩ ∩

8. ᗡ ᗡ ᗡ Ԁ

7. ∀ ∀ I ∀

6. ⊥ O ⊥ ⊥

Right panel (items 1-5 and Example):

5. (shapes)

4. ▽ ▽ ⬡ ▽

3. ⬡ ⬡ ⬡ ○

2. □ □ □ ▭

1. □ ○ □ □

Example (pictures)

Overview

This assessment focuses on the child's ability to identify similarities and differences between forms and between uppercase letters.

DOMAIN

Academic Skills/Cognitive Development: Literacy

SKILLS

Visually discriminates between printed forms and between printed uppercase letters

MATERIALS

- Page C-23
- Blank sheets of paper if needed

SCORING INFORMATION

- **Data Sheet:** Four-Year-Old Child
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after five incorrect responses in a row.

NOTES

- Allow as much time as you think the child needs or ten seconds per item.
- If the child has difficulty focusing on a single item, cover the distracting items with blank sheets of paper.

POSSIBLE OBSERVATIONS

As the child responds to the symbols on page C-23, you may wish to observe and make note of the following:

- Meaning of *Different*: Does it appear that the child is answering incorrectly because he/she doesn't understand the meaning of the word *different*? Do not change the wording of the direction, but do note that the child may be having difficulty understanding the direction.
- Type of Response: Does the child respond by pointing or does he/she respond by saying the name of the form or letter that is different?

Directions

Ask the child to point to the form or letter that is different in each box on page C-23.

Beginning with an example, point to the example box and

Say: One of the pictures in this box is different. Put your finger on the picture that is different.

If the child does not respond correctly, point to the cats and

Say: These are cats.

Point to the bird and

Say: This is a bird. It is different.

Do not give any additional help.

Continue with the other items on the page. For each item, point to the box and

Ask: Which one is different?

CHILD-PAGE FORMAT AND ANSWERS FOR PAGE C-23

10B   Recognizes Quantities

Overview
This assessment focuses on the child's understanding of quantities.

DOMAIN

Academic Skills/Cognitive Development: Mathematics

SKILL

Recognizes and names numerical quantities

MATERIALS

Twelve small identical objects (e.g., blocks*)

* included with the *Early Childhood Screen III (3–5 years)*

SCORING INFORMATION
- **Data Sheet:** Four-Year-Old Child
- **Scoring:** Give credit for each correct response.
- **Discontinue:** Stop after two incorrect responses.

Directions

Ask the child to tell the number names for different quantities of objects. Have the child do this without touching the objects.

Say: I am going to show you some __(name of objects)__ . Without touching them, I want you to tell me how many __(name of objects)__ there are.

❶ Three

Place three objects on the table in front of the child, and

Ask: How many __(name of objects)__ are there?

Pause for the child's response. (*three*)

If necessary, remind the child not to touch the objects.

Say: Use just your eyes, not your fingers.

Once the child has responded, remove the objects.

❷ Five

Place five objects in front of the child, and

Ask: How many __(name of objects)__ are there?

Pause for the child's response. (*five*)

Once the child has responded, remove the objects.

❸ Eight

Place eight objects in front of the child, and

Ask: How many __(name of objects)__ are there?

Pause for the child's response. (*eight*)

Core Assessments—Four-Year-Old Child

Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of five-year-old children. The items in the assessments coordinate with the skills listed on the *Five-Year-Old Child 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-43 (4C 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."

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All items in the Core Assessments of the BRIGANCE® Screen III (3–5 years) 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.

Core Assessments—Five-Year-Old Child

6C   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
1. a b c d e   2. f g h i j   3. k l m n o   4. p q r s t   5. u v w x y z

SCORING INFORMATION

- **Data Sheet:** Five-Year-Old Child
- **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.

Core Assessments—Five-Year-Old Child

7C   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

Sixteen 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 (3–5 years)*

SCORING INFORMATION

- **Data Sheet:** Five-Year-Old Child
- **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.

Sorts by two attributes

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.

12C   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:** Five-Year-Old Child
- **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 or is reported to do so at least most of the time.

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* or is reported to do so.

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 or is reported to do so.

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 3 years 0 months to 6 years 6 months.

RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales—the Parent Report and the Teacher Report and Scoring Form. See pages 105 and 109, respectively, for reproducible versions of these forms.

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

Table of Contents

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 and Social-Emotional Scales

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 105 (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 109

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 103.)

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 106 (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 110

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 103.)

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

The fully updated *BRIGANCE® Early Childhood Screens III* were 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.

Appendices

Appendix B—Acknowledgments

Appendices

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

Appendices

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

Appendices