Battelle® Developmental Inventory, 3rd Edition (BDI-3®)

Product Brochure

Battelle® Developmental Inventory, 3rd Edition (BDI-3®)

As a child ages, they typically attain critical skills and behaviors sequentially from simple to complex. The *Battelle Developmental Inventory, Third Edition* (BDI-3), appropriate for use with children from birth to 7 years, 11 months, measures mastery of those developmental milestones in the following global domains:

Communication   **Social-emotional**   **Adaptive**   **Motor**   **Cognitive**

Each global domain is comprised of subdomains which help measure the child's overall developmental progress as well as their mastery of discrete skill sets.

In addition to the domains above, BDI-3 also offers the all-new *Battelle Early Academic Survey* (BEAS™), with two subdomains specifically designed to measure foundational literacy and mathematics skills in children ages 3 years 6 months to 7 years 11 months.

USE BDI-3 TO

- ✓ Assess developmental milestones for school readiness
- ✓ Help to determine eligibility for special education services
- ✓ Assist in the development of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP's)
- ✓ Provide Examiners with a Complete Assessment, a Screening Assessment, and an Early Academic Survey

BDI-3 administration is easy and flexible, and can begin with any domain the examiner chooses. All test items may be administered using structured observation, and/or interview format, depending on what's most appropriate for a given testing session. An examiner can choose to administer just one domain, all six domains, or any combination as needed.

Key Features

⚙ A comprehensive measurement of all developmental milestones

⚙ New items, up to date artwork, and updated content

⚙ New Battelle Early Academic Survey with literacy and mathematics subdomains

⚙ Fewer manipulatives and presentation cards needed for administration as compared to BDI-2® NU

⚙ Administration via new BDI-3 *Riverside Score* Mobile Data Solution app available on IOS, Android, and Window compatible devices

⚙ Scoring and reporting available through web-based *Riverside Score* system

⚙ Multiple modular reports options all included with your scoring subscription

⚙ Meets federal reporting requirements across Part C, Part B/619, and Head Start Programs

Explore BDI-3 Lesson Plans for each Domain and Subdomain

Interventions designed for review and enrichment of key developmental and academic milestones
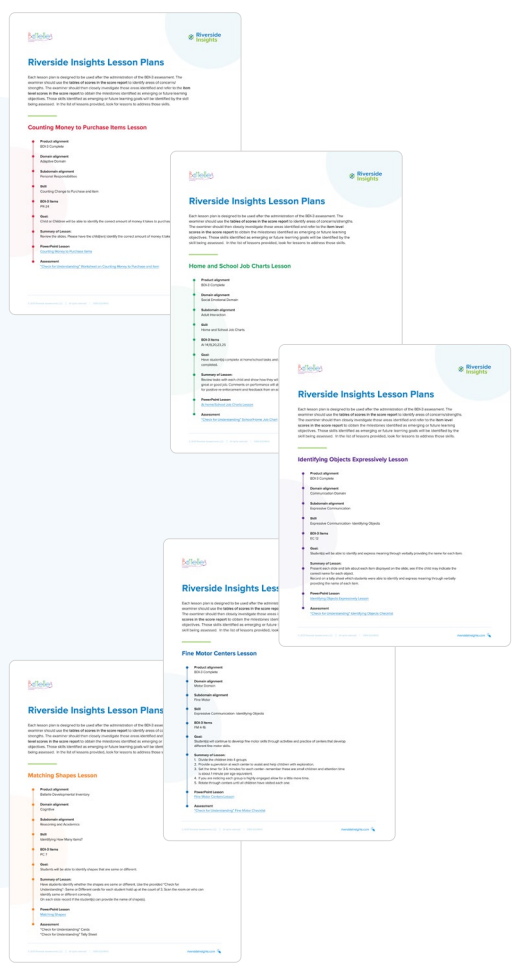
DOMAIN/SUBDOMAIN	ITEM NUMBER	SKILL
ADAPTIVE		
Personal Responsibility	PR 2, 4, 6, 18	Identify Safe Ways to Navigate the World
Personal Responsibility	PR 24	Money to Purchase
Self-Care	SC 11, 13, 14, 16-22, 25-30	At-school and Self-Care Responsibilities
SOCIAL EMOTIONAL		
Adult Interaction	AI 14	At Home/School Job Charts
Peer Interaction	PI 3, 4, 10-14, 16	Counting 1 or 2 More
Self-Concept and Social Role	SR 7, 8, 10, 13, 19, 20	All About Me
COMMUNICATION		
Expressive	EC 12	Identifying Objects
Receptive	RC 16	5 W's and How Questions
MOTOR		
Fine	FM 4, 16	Fine Motor Centers
Gross	GM 24-45	Follow the Leader using Gross Motor
Perceptual	PM 10	Copying Shapes, Letters, Words, and Numbers
COGNITIVE		
Attention and Memory	AM 24	Sorting Shapes
Perception and Concepts	PC 7	Matching Shapes
Reasoning and Academics	RA 9	How Many?
Reasoning and Academics	RA 12	Simple Patterns
Reasoning and Academics	RA 13	Analogies
Reasoning and Academics	RA 14	Logical Questions
Reasoning and Academics	RA 20	Syllables
Reasoning and Academics	RA 21	Add and Subtract Numbers 0-9
Reasoning and Academics	RA 22	Rhyming

Development and Standardization
At-A-Glance (Birth to 7 years, 11 months)

Standardization/Norms
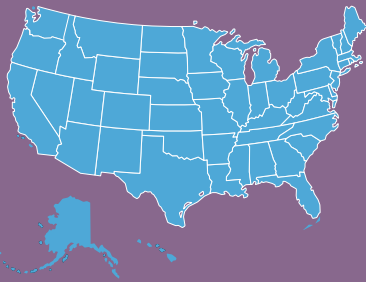
283
examiners

44
participating states

2,500
children took age-appropriate sub-domains in all 5 domains

20
age groups

125
in each age group

Hello — Hola

1,000
bilingual children in BDI-3 Spanish normative sample

20
age groups

50
in each age group

1,000
Battelle Early Academic Survey-Mathmatics and Literacy were tested

9
age groups

100
in each age group

Head to BDI-3.com for details on kit configurations and pricing!

Development and Standardization
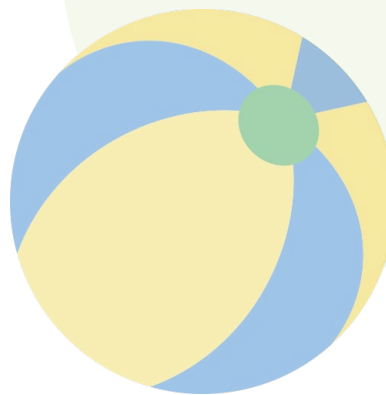## At-A-Glance (Birth to 7 years, 11 months)

Validity

Correlations/Relationships with Other Measures:

- Bayley-III
- WPPSI®–IV
- BDI-2
- CTOPP-2
- ECAD®
- IED
- PLS–5
- WJ IV™ Achievement
- WJ IV™ Oral Language

Special Group Studies:

- Autism
- Cognitive Delay
- Motor Delay
- Premature Birth
- Speech and Language Delay
- Developmental Delay

234
children were included in the study

Reliability

The results from BDI-3 Reliability Evidence indicate a high-level of measurement precision in terms of internal consistency, stability over time for BDI-3 scores, and consistency among scorers. The BDI-3 sub-domain, domain, Total Developmental Quotient (DQ), and Total Screening scores consistently meet or exceed standards for Reliability.

BDI-3	Adaptive Domain	Social Emotional Domain	Communication Domain	Motor Domain	Cognitive Domain
Internal Consistency	.92	.97	.95	.95	.95
Test-Retest	.79	.86	.87	.79	.84
Inter-Rater	-	-	-	.82	.97

Classification Accuracy

Based on extensive data analysis of the standardization and administration of the BDI-3 in special groups, content, criterion, and construct-related evidence of validity has been documented.
A 3-year process of developing and revising individual test items resulted in the selection of high-quality and developmentally relevant items for the final published version of the BDI-3.

Sample Items

SR 10

Behavior The child expresses ownership or possession.

Materials
None

Structured
When the child is engaged with a toy or other possession, comment on the properties of the possession (for example, say, "Look at the curly hair" or "That ball is very big"). Then say, _Whose _____ (doll, ball, etc.) is that?_
If the child does not respond, say, _Is this _____'s (name of another child familiar to the child) _____ (doll, ball, etc.)?_
If the child says no, then say, _Whose _____ (doll, ball, etc.) is that?_
Repeat the questions once.

Observation
Observe the child when he or she is playing with a toy or pet that belongs to him or her, or when the child is in the presence of a person whom he or she knows well. Note whether the child recognizes people or property as his or her own. Behaviors indicating the child is expressing ownership or possession might include:
• saying things like "my," "mine," "my mother," "my cat," "my dog," or "my brother"
• reaching out to retrieve his or her possession when someone takes it away
• gesturing to indicate ownership
• answering yes when asked if something belongs to him or her

Interview
Questions:
• **Does the child consider toys, objects, or people to belong to him/her?**
  If yes, say,
  • **How, or in what ways, does the child show this? For example, does he/she say "my" or "mine," reach out to retrieve the object if someone takes it away, or gesture to indicate ownership?**
  • **How often does this occur?**
  If no, say,
  • **Does the child answer yes when asked if something belongs to him or her**

Scoring: Structured and Observation

Points	Child indicates ownership or possession
2	Expressively, by using gestures or by using words such as _mine_ or _my_
1	Receptively, by accurately responding with a yes when asked if the toy (doll, ball, etc.) is his or hers
0	Does not respond or indicate ownership

Scoring: Interview

Points	Child indicates ownership or possession
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Social-Emotional   **Self-Concept and Social Role**   **SR 10**

Starting Point ▶ 12 months through 17 months

GM 17

Behavior The child creeps or crawls up four steps without assistance.

Materials
Toy, stairs with a standard rise of 7 to 8 inches and a wall or handrail on one side

Structured
Place the child at the bottom of the stairs in either a standing position with support or a crawling position and stand behind the child. Attract the child's attention to the toy by moving it or tapping it against the stairs. Place the toy on a step slightly out of the child's reach and say, _Get the _____ (name of toy); go get it._

As the child moves up the stairs, move the toy up one step at a time. Be ready to catch the child if he or she loses balance and begins to fall backward. Allow three trials, if necessary.
Note: The child may alternate his or her legs in a left-right movement or may place one leg on the next step and pull the other leg up to that step.

Interview
Questions:
• **Does the child go up the stairs?**
  If yes, say,
  • **How does the child climb the stairs? For example, does the child crawl, creep, or walk?**
  • **How many steps does the child climb in this manner?**
  • **How much assistance does the child need to climb the stairs this way?**

Scoring

Points	Child creeps or crawls without assistance up
2	4 steps
1	1 to 3 steps
0	0 steps **or** does not attempt to go up the steps

Motor   **Gross Motor**   **GM 17**

SC 22

Behavior The child puts on shoes independently.

Materials
None

Structured
Say, _I want you to take off your shoes and show them to me._
It is okay to assist the child in taking off the shoes if he or she has trouble.
Have a brief conversation about the shoes, perhaps about why the child likes them. Move the shoes so they are not in the same position as when the child removed them. Say, _Now it's time to put your shoes back on._ Hand the child his or her shoes. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Observation
Observe the child putting on his or her shoes. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Interview
Note: If the parent or caregiver does not allow the child to put on shoes independently, then ask whether the child is capable of putting on shoes independently.
Questions:
• **Does the child put on his/her shoes?**
  If yes, say,
  • **Does he/she put the shoes on without any help?**
  • **How often does the child put on shoes, on the correct feet, independently?**

Scoring
Note: The child does not have to fasten or tie the shoes.

Points	Child puts on shoes independently
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Adaptive   **Self-Care**   **SC 22**

AM 13

Behavior The child looks at, points to, touches, or names pictures in a book.

Materials
Olivia and Heather Are Friends book, magazine, or electronic reading device

Structured
Place the child in a sitting position. Open the picture book or magazine or electronic reading device) and place it in front of the child. Attract the child's attention to at least five different pictures in the book or magazine or electronic reading device) by pointing to each one and saying, _See the _____ (name of picture) or Look at the _____._

Observation
Observe the child as the parent or caregiver reads a familiar book aloud to the child. Note whether the child points to, touches, or names the pictures and about how often. Note whether the parent or caregiver prompts the child to look at or name the pictures.

Interview
Questions:
• **Does the child look at pictures in a book?**
  If yes, say,
  • **How does the child respond when his/her attention is attracted to pictures? For example, does he/she look at, point to, touch, or name the pictures?**
  • **About how many pictures will he/she typically respond to when looking at a familiar book?**

Scoring: Structured

Points	Child looks at, points to, touches, or names
2	5 or more different pictures
1	2 to 4 different pictures
0	Fewer than 2 different pictures

Scoring: Observation and Interview

Points	Child looks at, points to, touches, or names pictures in a book
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Cognitive   **Attention and Memory**   **AM 13**

RC 29

Behavior The child distinguishes between active and passive voice.

Materials
None

Structured
Point to the pictures on the top of the page and say,
1. Point to: The dog was chased by the boy.
Point to the pictures on the bottom of the page and say,
2. Point to: The cat chased the girl.
Correct responses are shown in the diagram below.

Scoring
Note: For each request in the item, record a score of Correct or Incorrect on the Record Form. Assign an item score of 2, 1, or 0 based on the total number of correct responses.

Points	Child correctly responds to
2	2 requests
1	1 request
0	0 requests

Communication   **Receptive Communication**   **RC 29**

Head to BDI-3.com for details on kit configurations and pricing!

The Battelle Early Academic Survey

The *Battelle Early Academic Survey* is a new battery within the BDI-3. Usable as a stand-alone assessment or in conjunction with other BDI-3 material, the *Battelle Early Academic Survey* measures foundational literacy and mathematics skills in children 3 years 6 months to 7 years 11 months.

As a holistic assessment for determining early skill proficiency, the *Battelle Early Academic Survey* is also ideally suited for early childhood progress monitoring as students develop these critical skills.

The Battelle Early Academic Survey subdomains include:

Literacy:

- Print Concepts
- Rhyming
- Phonological Awareness
- Phonics and Word Recognition
- Listening Comprehension
- Fluency

Mathematics:

- Numbers Counting and Sets
- Geometry
- Measurement and Data
- Operations and Algebraic Thinking

Pictured: Sample items from the Battelle Early Academic Survey

BDI-3 Screening

The BDI-3 Screening Test consists of a subset of test items from each domain found in the BDI-3 Developmental item bank. The scoring procedures are similar to those of the full BDI-3 and aid in identifying children who may need additional testing.

Battelle Developmental Inventory 3 (BDI-3) Screening Kit

- **Purpose:** Quickly screen and evaluate early childhood developmental milestones to help identify children that are at risk for developmental delays or disabilities

- **Restriction Level:** Low

- **Ages:** Birth to 7 years, 11 months

- **Administration Time:** Screening Test: 10–30 minutes

Key Features:

- Provides a quick screening of key developmental milestones for school readiness
- Expeditiously evaluate a large number of children
- Incorporates multiple administration formats:
    - **Structured:** Play-based activities using child-friendly manipulatives
    - **Observation:** Occurring in a child's natural setting
    - **Interview:** Scripted questions for a parent or caregiver
- Administration and scoring designed for ease of use by the examiner
    - Easily determine a Cut-Score (cuts are provided at -1.0 SD, -1.5 SDs and -2.0 SD) to indicate children that should be referred for further testing using the full BDI-3 Developmental Battery
    - BDI-3 *Riverside Score* Mobile Data Solution now available for IOS, Android, and Windows

BDI-3 Scoring and Reporting

All BDI-3 scoring is completed through *Riverside Score*: a secure, web-based environment where examiners can easily enter raw scores, assessment data, and test session observations.

Available Modular Reports:

- Demographic Information
- Examinee Information
- Language/Background Information
- Domains Administered
- Test Session Observations
- Table of Scores
- Domain Descriptors
- Score Descriptors
- Tables/Graphs
- Item Level

Scoring and Reporting - Dashboard
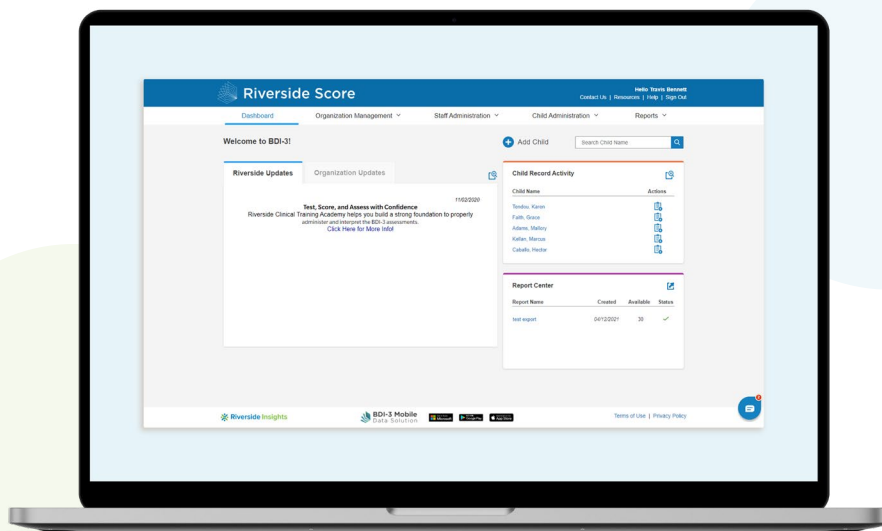
BDI-3 Riverside Score Mobile Data Solution

The BDI-3 *Riverside Score* Mobile Data Solution (BDI-3 MDS) allows examiners to administer the BDI-3 on-the-go using a compatible iOS, Android, or Windows device. This administration option supports any combination of the complete developmental assessment, screening test, or *Battelle Early Academic Survey*.
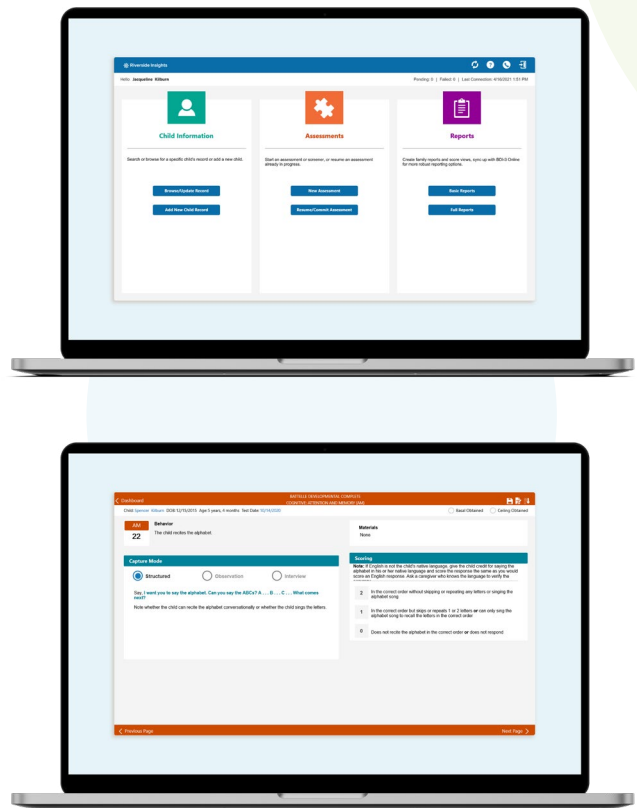
Using the BDI-3 MDS, it only takes a tap to score any item in the administration. Upon completion of a subdomain, the examiner may review standard scores and proficiency indicators within the application. The BDI-3 MDS also supports offline administration, with automatic syncing of results back to the *Riverside Score* system once an internet connection is available.

BDI-3 MDS - Dashboard

- Available on iOS, Android, and Windows devices
- Included with subscription
- Online and offline functionality
- Combines test easel instructions and test record form in one easy-to-use solution
- Responsive design (landscape and portrait mode supported)

BDI-3 MDS - Item Page

- Tally functionality
- Basal and ceiling indicators
- Timing device

Head to BDI-3.com for details on kit configurations and pricing!