

Head Start and BDI-3™ Alignment

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Riverside Insights® shares Head Start’s commitment to elevate the potential of every child and to create opportunities for children to succeed at every stage of their learning journey. Using our portfolio of early childhood assessments, Riverside is proud to partner with state and local Head Start organizations by offering assessment alignments to the Head Start standards with our *Battelle Developmental Inventory, Third Edition*, the most comprehensive early childhood assessment of developmental milestones.



To ensure we are providing the tools for our Head Start educators to create opportunities for all children to succeed, we are proud to offer you an alignment* between the *Battelle Developmental Inventory, Third Edition* and the Head Start Early Learning Outcome Framework: Ages Birth to Five.

This framework was created with the goal of providing support to every child and ensuring they are provided the resources needed to have a successful learning journey:

	CENTRAL DOMAINS				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant / Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The central domains divided into the five domains Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development are indicators of school readiness and inform instruction based on knowledge, skills, and behaviors.

* A full alignment will be available upon purchase of a BDI-3 Subscription

Getting to Know the Battelle Developmental Inventory

Battelle Developmental Inventory, Third Edition

As children grow, they typically attain essential skills and behaviors sequentially, evolving from simple to more complex. Assessment of developmental strengths and needs during this time is critical for early development centers, private clinicians, schools, and others involved in early childhood development seeking to determine the need for educational resources or interventions and build plans accordingly.

The *Battelle® Developmental Inventory, Third Edition™ (BDI-3™)* measures mastery of developmental milestones in the following global domains:



Communication



Social-emotional



Adaptive



Motor



Cognitive



Examiner Qualifications Restriction Level: Low

Testing Time: 5 to 10 minutes per subtest

	SUB-DOMAIN	ACRONYM
Cognitive	Attention and Memory	AM
	Reasoning and Academic Skills	RA
	Perception and Concepts	PC
Motor	Gross Motor	GM
	Fine Motor	FM
	Perceptual Motor	PM
Communication	Receptive Communication	RC
	Expressive Communication	EC
Adaptive Behavior	Self-Care	SC
	Personal Responsibility	PR
Social	Adult Interaction	AI
	Peer Interaction	PI
	Self-Concept and Social Role	SR



Battelle Early Academic Survey

The *Battelle® Early Academic Survey (BEAS™)* is a new academic solution for assessing literacy and mathematics skills in children ages 3 years 6 months to 7 years 11 months. The BEAS contains items targeting early foundational skills in Literacy and Mathematics.

The five literacy sub-domains and the four mathematics sub-domains in BEAS are all key indicators of how the child will do when he or she first enters school. Because the BEAS can be administered to children through 7 years, 11 months, it will also help to monitor these skills as the child continues their path towards early academic success.

● Literacy Domain:

	SUB-DOMAIN	ACRONYM
Print Concepts	Print Concepts	PC
Phonological Awareness	Rhyming Syllables Onset Rime Phoneme Identification Phoneme Blending and Segmenting Phoneme Manipulation	RH SY OR PhID PBS PhM
Phonics and Word Recognition Subdomain	Letter Identification Letter-Sound Correspondence Early Decoding Sight Words Nonsense Words Long Vowel Patterns Inflectional Endings	LI LSC ED SW NW LVP IE
Listening Comprehension	Listening Comprehension	LC
Fluency	Fluency	FLU

● Math Domain:

	SUB-DOMAIN	ACRONYM
Numbers, Counting, and Sets	Numbers, Counting, and Sets	NCS
Geometry	Geometry	GE
Measurement and Data	Measurement and Data	MD
Operations and Algebraic Thinking	Operations and Algebraic Thinking	OAT

Infant/Toddler Domain Alignment

Birth to 9 Months

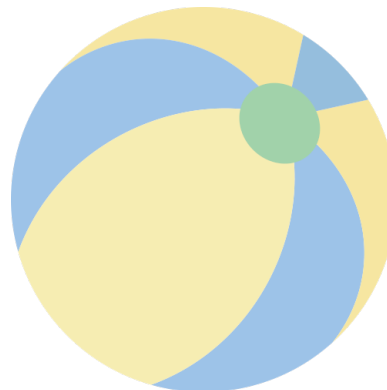
DOMAIN	SUB-DOMAIN	INDICATOR	BDI-3
Approaches to Learning	Emotional and Behavioral Self-Regulation	Engages with familiar adults for calming and comfort to focus attention, and to share joy	<p>SR 1. Smiles or Vocalizes to adult</p> <p>SR 2. Expresses emotions</p> <p>EC 4. Vocalizes feelings</p> <p>PC 1. Responds to Contact</p>
<p>Goal: Child manages feelings and emotions with support of familiar adults</p>			
Social and Emotional Development	Relationship with Adults	Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when help. May avoid or withdraw from unfamiliar adults	<p>AI 3. Responds to familiar voice</p> <p>AI 4. Awareness of familiar adult</p> <p>AI 5. Tracks adult with eyes</p>
<p>Goal: Child uses expectations learned through repeated experiences in primary relationships with other adults</p>			

8 to 18 Months

DOMAIN	SUB-DOMAIN	INDICATOR	BDI-3
Language and Communication	Attending and Understanding	Child follows simple Instructions	<p>RC 7. Responds to “no”</p> <p>AM 9. Knows a person is present</p>
<p>Goal: Child attends to, understands, and responds to communication and language from others</p>			
Cognition	Exploration and Discovery	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	<p>AI 10. Discriminates between people</p> <p>RC 8. Identifies family members</p> <p>AM 10. Finds hidden toy</p> <p>AM 11. Searches for objects</p>
<p>Goal: Child uses understanding of causal relationships to act on social and physical environments.</p>			

16 to 36 Months

DOMAIN	SUB-DOMAIN	INDICATOR	BDI-3
Perceptual, Motor, and Physical Development	Perception	Observes others making things happen to understand the cause-and-effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket	<p>SC 14. Brushes teeth</p> <p>SC 15. Drinks from a cup</p> <p>SC 11. Washes hands</p> <p>SC 13. Unties shoes</p>
<p>Goal: Child uses perceptual information to understand objects, experiences, and interactions</p>			
Cognition	Imitation and Symbolic Representation	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars and trucks	<p>SR 14. Make-believe play</p>
<p>Goal: Child uses objects or symbols to represent something else.</p>			



Preschooler Domains Alignment

36 to 48 Months

DOMAIN	SUB-DOMAIN	INDICATOR	BDI-3
Language and Communication	Vocabulary	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories	FLU 1. Fluency
Goal: Child shows understanding of word categories and relationships among words.			
Scientific Reasoning	Reasoning and Problem-Solving	Asks simple questions. Uses adults as primary resources to gather information about questions	EC 20. Asks “What” questions
Goal: Child uses objects or symbols to represent something else.			
Social and Emotional Development	Sense of Identity and Belonging	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	PI 6. Responds differently to children PI 7. Initiates social contact with peers
Goal: Child has sense of belonging to family, community, and other groups.			

48 to 60 Months

DOMAIN	SUB-DOMAIN	INDICATOR	BDI-3
Approaches to Learning	Emotional and Behavioral Self-Regulation	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside	<p>PR 5. Behaves in public</p> <p>PI 9. Plays with peers</p> <p>PI 10. Plays cooperatively</p>
<p>Goal: Child follows classroom rules and routines with increasing independence</p>			
Literacy	Comprehension and Text Structure	Retells 2-3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	<p>LC 1-6. Listening Comprehension</p> <p>ED 1-10. Early decoding</p>
<p>Goal: Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p>			
Math	Counting and Cardinality	Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	<p>NCS 4-5. Numbers, counting, and sets</p> <p>RA 9. Responds to one and one</p>
<p>Goal: Child recognizes the number of objects in a small set</p>			

