



**Name:** Darnell Lewis  
**Child ID:** 000101  
**Date of Testing:** 06/18/2020  
**Chronological Age:** 3 years, 0 months, 7 days

**Gender:** Male  
**Location:** Jacqueline Kilburn BDI-3  
**Date of Birth:** 06/11/2017  
**Label:**

The *Battelle® Developmental Inventory, Third Edition™ (BDI-3™)* is an early childhood instrument based on the concept of developmental milestones. As a child develops, he or she typically attains critical skills and behaviors sequentially, from simple to complex. The BDI-3 measures a child's progress along this developmental continuum in global domains and discrete skill sets in the following areas: Adaptive, Social-Emotional, Communication, Motor, and Cognitive.

#### Domain(s)/Subdomain(s) Administered

BDI-3 Developmental Record Form

Examiner(s)

Date(s) of Testing

Adaptive		
Self-Care	Jacqueline Kilburn	06/18/2020
Personal Responsibility	Jacqueline Kilburn	06/18/2020
Social-Emotional		
Adult Interaction	Jacqueline Kilburn	06/18/2020
Peer Interaction	Jacqueline Kilburn	06/18/2020
Self-Concept and Social Role	Jacqueline Kilburn	06/16/2020
Communication		
Receptive Communication	Jacqueline Kilburn	06/16/2020
Expressive Communication	Jacqueline Kilburn	06/18/2020
Motor		
Gross Motor	Jacqueline Kilburn	06/16/2020
Fine Motor	Jacqueline Kilburn	06/17/2020
Perceptual Motor	Jacqueline Kilburn	06/16/2020
Cognitive		
Attention and Memory	Jacqueline Kilburn	06/17/2020
Reasoning and Academic Skills	Jacqueline Kilburn	06/17/2020
Perception and Concepts	Jacqueline Kilburn	06/17/2020

## Tables of Scores

Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
Adaptive	19	97	42	90-104
Social-Emotional	29	98	45	94-102
Communication	10	70	2	66-76
Motor	19	76	5	71-83
Cognitive	27	94	34	89-99
Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	90% Confidence Interval
BDI-3 Total	104	86	18	84-88

Domain / Subdomain	RS	SS	PR	Z-Score	AE	RDI	CSS	CSS 90%	T-Score	NCE
<b>Adaptive</b>			<b>42</b>	<b>- 0.20</b>		<b>85/90</b>			<b>48</b>	<b>46</b>
Self-Care	40	9	37	- 0.33	34	82/90	500	494 - 507	47	43
Personal Responsibility	12	10	50	0	36	88/90	500	491 - 508	50	50
<b>Social-Emotional</b>			<b>45</b>	<b>- 0.13</b>		<b>87/90</b>			<b>49</b>	<b>47</b>
Adult Interaction	34	9	37	- 0.33	31	79/90	497	489 - 505	47	43
Peer Interaction	21	11	63	0.33	44	94/90	507	500 - 513	53	57
Self-Concept and Social Role	34	9	37	- 0.33	35	82/90	499	493 - 506	47	43
<b>Communication</b>			<b>2</b>	<b>- 2.00</b>		<b>11/90</b>			<b>30</b>	<b>8</b>
Receptive Communication	21	4	2	- 2.00	18	2/90	450	441 - 460	30	8
Expressive Communication	34	6	9	- 1.33	27	42/90	479	471 - 486	37	22
<b>Motor</b>			<b>5</b>	<b>- 1.60</b>					<b>34</b>	<b>16</b>
Gross Motor	55	7	16	- 1.00	27	47/90	486	477 - 495	40	29
Fine Motor	29	7	16	- 1.00	25	42/90	479	467 - 491	40	29
Perceptual Motor	10	5	5	- 1.67	--	9/90	462	450 - 473	33	15
<b>Cognitive</b>			<b>34</b>	<b>- 0.40</b>					<b>46</b>	<b>42</b>
Attention and Memory	29	8	25	- 0.67	27	63/90	489	480 - 498	43	36
Reasoning and Academic Skills	13	9	37	- 0.33	35	87/90	495	487 - 503	47	43
Perception and Concepts	20	10	50	0	37	88/90	499	491 - 508	50	50

## Score Descriptors

---

**SS - Standard Score or Scale Score** - Domain Standard Scores (SS), also called Developmental Quotients (DQ), have a mean of 100 and standard deviation of 15. A Domain SS of 85 falls at the 16th percentile, 100 at the 50th, and a SS of 115 falls at the 84th percentile. Subdomain scaled scores have a mean of 10 and standard deviation of 3. A scaled score of 7 falls at the 16th percentile, a scaled score of 10 falls at the 50th, and a scaled score of 13 falls at the 84th percentile.

**PR - Percentile Rank** scores reflect a child's relative position within the normative sample for his or her age group.

**Z-Score** - A Z-Score is a score that is measured in terms of standard deviations from the average, or mean, and is expressed as 0, positive numbers, or negative numbers. A Z-score of 0 falls at the mean.

**AE - Age Equivalent** indicates the age at which a specific raw score is equal to the median (50th percentile) obtained by children of a given age.

**CSS - Change Sensitive Score** the CSS represents a discrete point on the developmental milestone continuum underlying each subdomain. The CSS scale is centered so that a score of 500 on each subdomain represents the developmental level of a typical 36-month-old child and is best used to compare two administrations of the BDI-3 in order to assess change over time.

**RDI** - The Relative Developmental Index (RDI) is expressed as a fraction, with the bottom number as 90, or 90% proficiency for the examinee's age group. The numerator is a number ranging from 0 to 100 and expresses the examinee's proficiency.

**T-Score** - A T-Score is a score that has a mean of 50 and a standard deviation of 10.

**NCE** - The Normal Curve Equivalent is another commonly reported type of standard score that has a mean of 50 and a standard deviation of 21.06.

\*Note: No Item Level Scores Available.

## Domain: Subdomain - Adaptive (ADP)

The Adaptive Domain measures the child's ability to use the information and skills acquired in the other domains. The Adaptive Domain is divided into two subdomains: Self-Care (SC) and Personal Responsibility (PR) and consists of 61 items. The primary developmental milestones in the Self-Care Subdomain begin at birth and generally are completed by age 7 years, 11 months. Self-care items consist of a series of activities that demonstrate a child's growth from complete dependence on the parent (as an infant) to a self-sufficient functioning child. The Personal Responsibility milestones are assessed from age 2 years through 7 years, 11 months and examine the child's ability to assume responsibility for his or her actions and to move around his or her environment safely and productively.

---

**Self-Care.** The 37 items in this subdomain assess a child's ability to perform the tasks associated with daily routines with increasing autonomy. The items in this subdomain measure skills in the following broad areas:

- Eating - These items assess a child's ability to eat and drink, use eating utensils, and perform efficiently those tasks that provide him or her with nourishment.
- Dressing - These items assess a child's ability to put on, fasten and unfasten, and remove articles of clothing; choose appropriate clothing; and generally take care of his or her dressing needs.
- Toileting - These items assess a child's ability to establish bladder and bowel control and to care for his or her toileting needs.
- Grooming - These items assess a child's ability to care for and maintain appropriate personal standards of cleanliness through use of a bath or shower, care for teeth and hair, washing hands, and blowing and wiping his or her nose.
- Sleeping - This item assesses a child's ability to sleep through the night without wetting the bed.

**Personal Responsibility.** The 24 items in this subdomain assess a child's ability to perform simple chores such as putting away toys, access an electronic device appropriately, make a phone call, initiate play and other meaningful activities, and carry out tasks with minimal prompting. These items also assess a child's ability to

- engage in responsible behaviors,
- take care of personal belongings, and
- handle money.

## Domain: Subdomain - Social-Emotional (E-S)

The Social-Emotional Domain assesses abilities and characteristics such as self-awareness, self-management, social awareness, positive relationships with adults and children, and decision making. These abilities enable a child to engage in meaningful social interaction with adults and peers and to develop his or her own self-concept and social role. The Social-Emotional Domain consists of 84 items. The behaviors measured in the Social-Emotional Domain are divided into three subdomains: Adult Interaction (AI), Peer Interaction (PI), and Self-Concept and Social Role (SR). Adult Interaction and Self-Concept and Social Role are assessed over the entire age range of the BDI-3, while assessment of Peer Interaction begins at age 2 and has items for children through age 7 years, 11 months.

**Adult Interaction.** The 27 items in this subdomain measure the quality and frequency of a child's interactions with adults. The milestones assessed include behaviors such as infant attachment and interaction with adults, response to and initiation of social contact with adults, and the use of adults as resources to solve problems. Sample milestones include:

- Reacts to positive adult attention and the withdrawal of attention
- Mimics a familiar adult's facial expressions
- Follows adult directions

**Peer Interaction.** The 24 items in this subdomain assess the quality and frequency of a child's interactions with children of a similar age, including the ability to form friendships and personal associations, respond to and initiate social contacts with peers, interact effectively in a small group, and cooperate. Sample milestones include:

- Willingly takes turns and shares
- Engages in highly coordinated pretend play
- Appropriately uses peers as resources

**Self-Concept and Social Role.** The 33 items in this subdomain assess a child's development of self-awareness, personal knowledge, self-worth and pride, moral development, sensitivity to others' needs and feelings, and coping skills. Sample milestones include:

- Expresses emotions
- Transitions from one activity or setting to another
- Makes social comparisons

## Domain: Subdomain - Communication (COM)

The Communication Domain measures how effectively a child receives and expresses information and ideas through verbal and nonverbal means. The Communication Domain consists of 75 items and is divided into two subdomains: Receptive Communication (RC) and Expressive Communication (EC). Both subdomains measure development from birth through age 7 years, 11 months.

---

**Receptive Communication.** The 34 items in this subdomain assess a child's ability to discriminate, recognize, and understand sounds and words as well as information received through gestures and other nonverbal means. These items also assess the child's understanding and use of conversational skills. Sample milestones include:

- Responds to different tones of voice
- Responds to being told "no"
- Follows two-step verbal commands
- Reads nonverbal cues from others

**Expressive Communication.** The 41 items in this subdomain assess a child's production and use of sounds, words, or gestures to relate information to others. They also assess the child's knowledge of and ability to use simple rules of grammar to produce phrases and sentences. In addition, the items measure how the child uses language as a tool for social contact, aside from communicating his or her needs. Sample milestones include:

- Has established lip sounds (/p/, /m/, /b/)
- Uses gestures to indicate wants or needs
- Communicates using simple sentences
- Talks about things that might be

## Domain: Subdomain - Motor

The Motor Domain assesses a child's ability to control and use the large and small muscles of the body. The 99 items in the Motor Domain are divided into three subdomains: Gross Motor (GM), Fine Motor (FM), and Perceptual Motor (PM). The Gross Motor and Fine Motor skills are assessed from birth through age 7 years, 11 months. The Perceptual Motor milestones are assessed from age 2 years through age 7 years, 11 months.

---

**Gross Motor.** The 45 items in this subdomain assess the development of the large muscle systems used in locomotion skills such as walking, running, and jumping and coordinated movements such as throwing. Sample milestones include:

- Brings hands together at the midline
- Walks up and down stairs, alternating feet, without assistance
- Hops forward on one foot without support
- Catches a tennis ball

**Fine Motor.** The 30 items in this subdomain assess the development of a child's fine muscle control and coordination, particularly the small muscles in the arms and hands that allow performance of increasingly complicated tasks. Sample milestones include:

- Picks up a small object with several fingers opposed to the thumb
- Turns pages in a book
- Cuts paper with scissors
- Ties a single overhand knot

**Perceptual Motor.** The 24 items in this subdomain measure the child's ability to integrate fine motor and perceptual skills for tasks such as stacking blocks; putting rings on a post; copying shapes; and eventually drawing, printing, and writing. Sample milestones include:

- Place two objects in a bottle
- Stacks blocks vertically
- Copies letters and words
- Copies numbers

## Domain: Subdomain - Cognitive (COG)

The Cognitive Domain measures those skills and abilities most commonly thought of as “mental” or “intellectual,” with the exception of language and communication skills. The Cognitive milestones involve activities such as attending to, perceiving, and processing information; remembering; thinking; and knowing. The 96 items in the Cognitive Domain are divided into three subdomains: Attention and Memory (AM), Reasoning and Academic Skills (RA), and Perception and Concepts (PC). The skills measured by each of these subdomains are interrelated, with the acquisition of earlier skills providing the foundation for the development of increasingly complex and higher-level cognitive abilities. Achievement of these milestones is related to early success in school-related activities such as reading and mathematics. Attention and Memory and Perception and Concepts milestones are assessed from birth through age 7 years, 11 months. Reasoning and Academic Skills milestones are measured from age 2 years through age 7 years, 11 months.

---

**Attention and Memory.** The 30 items in this subdomain assess a child’s ability to visually and auditorily attend to environmental stimuli for varying lengths of time and to retrieve both short-term and long-term information when given relevant clues to do so. Sample milestones include:

- Follows auditory and visual stimuli
- Looks at, points to, touches, or names pictures in a book
- Locates hidden items in a complex picture
- Sorts by color, shape, and size on command

**Reasoning and Academic Skills.** The 33 items in this subdomain assess the critical thinking skills a child needs to perceive, identify, and solve problems; analyze and appraise the elements of situations; identify missing components, contradictions, and inconsistencies; and judge and evaluate ideas, processes, and products. These items also measure the scholastic abilities necessary for reading, writing, spelling, enumeration, and mathematics. Sample milestones include:

- Names and matches colors
- Demonstrates skills in addition, subtraction, multiplication, and division
- Reads irregularly spelled words
- Identifies letters

**Perception and Concepts.** The early items in this 33-item subdomain assess an infant's active sensorimotor interactions with the immediate environment. Several of these interactions are considered social in nature and provide the child with the experiences that contribute to later development of self-concept and interaction skills.

The latter items in this subdomain assess a child's ability to conceptualize and discriminate object features, such as size and shape, draw relationships among them, and selectively respond to them. Sample activities for the various milestones include:

- Compares objects based on their physical features, such as color, shape, and size
- Identifies soft, rough, and smooth textures
- Knows the right and left sides of the body
- Differentiates present and future social roles



## Record Form Notes

---

The assessment was conducted over 3 days. Darnell attended his local preschool inclusion class for 2 years. In addition, he received occupational and physical therapy to address motor delays, and speech and language therapy to address communication delays. Upon turning 5, Darnell was evaluated again, using the BDI-3 to determine whether he would continue to be eligible for special education and related services.



# Help Your Child Learn and Grow

You can help your baby learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 3-year-old child today.

## What You Can Do for Your 3-Year-Old:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Go to play groups with your child or other places where there are other children, to encourage getting along with others.</li><li>• Work with your child to solve the problem when he is upset.</li><li>• Talk about your child's emotions. For example, say "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.</li><li>• Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."</li><li>• Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.</li><li>• Set rules and limits for your child, and stick to them. If your child breaks a rule, give her a time out for 30 seconds to 1 minutes in a chair or in her room. Praise your child for following the rules.</li><li>• Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.</li></ul> | <ul style="list-style-type: none"><li>• Play matching games. Ask your child to find objects in books or around the house that are the same.</li><li>• Play counting games. Count body parts, stairs, and other things you use or see every day.</li><li>• Hold your child's hand going up and down stairs. When he can go up and down easily, encourage him to use the railing.</li><li>• Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.</li></ul> |
|---|--|

Content source: National Center on Birth Defects and Developmental Disabilities, Center for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

This milestone checklist is not a substitute for a standardized, validated developmental screening tool