



Screening Test

101: Participant Guide

Agenda:

- Introduction/Overview/Video Re-cap
- What's New with BDI-3
- Domain Overview
- General Administration procedures

Overview

BDI-3 is:

- Standardized, _____ administered
- Research-evidenced measure of developmental milestones
- Ages _____
- Effective in measuring the _____ abilities of infants and young children
- Measures all 5 major developmental domains
 - Adaptive (ADP)
 - Social Emotional (SE)
 - Communication (COM)
 - Motor (MOT)
 - Cognitive (COG)
- Sensitive to race/ethnicity, socioeconomic status and gender

The BDI-3 suite of products includes the **Battelle Developmental Inventory 3rd Edition (BDI-3)**, **BDI-3 Screening Test** and **Battelle Early Academic Survey**

Reliability and Validity

Summarize (in your own words)	
Reliability	
Validity	

BDI-3 Purposes/Uses:

- Primarily used to evaluate for Special Education services
- Screens infants, toddlers, preschool, and kindergarten children
- Identifies specific domain delays
- Data assists in determining eligibility
- Supports IFSP and IEP Development

BDI -3 Domains and Subdomains

Adaptive Doman	Social-Emotional Domain	Communication Domain	Motor Domain	Cognitive Domain
BDI-3 Screening Test contains 100 items from each of these 5 domains/13 subdomains:				

Notes:

General Administration Procedures

Administration Time:

Screening test (10-30 minutes)

- 10-15 minutes for children <2 or >5
- 20-30 minutes for children 2-5 years old

Test Administration Best Practices

- Provide a distraction free environment
- Consider brief play with child prior to testing
- Allow parent/caregiver to sit nearby
- Begin with a domain that is easiest for child
- Adjust testing pace to child
- Take frequent play breaks between tests
- Use 'edible reinforcers' if needed

Assessing Special Populations

- See Examiner's Manual page 47

Basal and Ceiling Rules

- **Basal:** a score of **2** on 3 consecutive lowest-numbered items administered
 - Begin at age start point (can start lower)
 - Basal = a score of **2** on each of the **first three items** administered
 - If yes, continue testing _____ to obtain a ceiling
 - If no, THEN test in _____ order until the basal is established
 - OR until first item is administered (Item 1 then becomes the _____)
 - Full credit (2 points) given for all items _____
- **Ceiling:** a score of **0** on 3 consecutive highest-numbered items administered
 - ONCE a basal is established
 - THEN test forward until child earns a score of **0 on three consecutive items**
 - OR until _____ item is administered then stop
 - _____ credit given for any items above the ceiling

Administration Procedures:

1. Structured
 - Most preferred
 - Direct, most reliable
2. Observation
 - Observation _____
3. Interview
 - Scripted questions w/ key adults
 - Least preferred

NOTES: