



BDI-3 Screening Test Record Form

Name _____
Last First MI

Sex M F ID# _____

Examiner _____

School/Program _____

Teacher _____ Classroom/Grade _____

	Year	Month	Day
Date of Testing			
Date of Birth			
Chronological Age	*	**	
Age in Months***			

***Number of years (*) x 12 + number of months (**). Ignore all days.

Screening Score Summary

Domain	Raw Score	Standard Deviation (-2.0, -1.5, -1.0)	Cut Score	Pass/Refer
Adaptive (ADP)				
Social-Emotional (S-E)				
Communication (COM)				
Motor (MOT)				
Cognitive (COG)				
Total Screening Score				
Age Equivalent:			Date of Report:	

Test Session Validity

Notes and Observations (developmental/physical/biological/medical/environmental)


Recommendations

Adaptive (ADP) Domain

Basal: A score of **2** on the *three consecutive* lowest-numbered items administered or the first item in the domain if a basal cannot be established.

Ceiling: A score of **0** on the *three consecutive* highest-numbered items administered or the last item in the domain if a ceiling cannot be established.

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
ST 1	The child sucks with smooth, coordinated movements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
ST 2	The child closes his or her lips when swallowing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
12–17 months								
ST 3	The child eats semisolid food when it is placed in his or her mouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
ST 4	The child bites through soft food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
18–23 months								
ST 5	The child participates in dressing by holding out his or her arms or legs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
ST 6	The child communicates the need or desire for food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
2 years								
ST 7	The child removes his or her shoes by untying or unfastening them without assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
ST 8	The child participates in brushing his or her teeth with assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
3 years								
ST 9	The child washes and dries his or her hands independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	
ST 10	The child understands that hot is dangerous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	
4 years								
ST 11	The child sleeps through the night without wetting the bed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	
ST 12	The child dresses and undresses independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	
5 years								
ST 13	The child puts on clothing right-side out and front-side forward and puts shoes on the correct feet without assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
ST 14	The child responds to instructions given in a small group and begins the task without being reminded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
6–7 years								
ST 15	The child cuts soft foods with the side of a fork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
ST 16	The child takes a bath or shower independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>

Domain continues on next page 

Adaptive (ADP) Domain (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
ST 17	<p>The child answers “what-to-do-if” questions involving personal responsibility.</p> <p><i>What would you do if you saw smoke and fire coming from a house?</i></p> <p><input type="radio"/> Correct <input type="radio"/> Incorrect</p> <p><i>What would you do if you were playing at the park and someone you did not know asked if you wanted to go for a ride in his or her car?</i></p> <p><input type="radio"/> Correct <input type="radio"/> Incorrect</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 18	The child goes to bed without assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	
ST 19	The child uses emergency phone numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 20	The child knows his or her own home phone number or the phone number of a parent or caregiver.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>			

For Training Purposes

+ = Adaptive (ADP) Domain
 Sum Cdn Raw Score Total
 2s 1s

Social-Emotional (S-E) Domain

Basal: A score of 2 on the *three consecutive* lowest-numbered items administered or the first item in the domain if a basal cannot be established.

Ceiling: A score of 0 on the *three consecutive* highest-numbered items administered or the last item in the domain if a ceiling cannot be established.

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
ST 21	The child shows awareness of other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 22	The child smiles or vocalizes in response to adult attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12–17 months								
ST 23	The child expresses enjoyment of or preference for certain things, activities, or situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 24	The child shows awareness of his or her feet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18–23 months								
ST 25	The child discriminates between familiar and unfamiliar people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 26	The child self-soothes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 years								
ST 27	The child shows appropriate affection toward people, pets, or possessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 28	The child shows awareness of the presence of other children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 years								
ST 29	The child responds positively when familiar adults or adults in authority initiate social contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 30	The child initiates social contact with peers during play.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4 years								
ST 31	The child recognizes an adult's happy or sad emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 32	The child engages in adult role-playing and imitation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5 years								
ST 33	The child plays cooperatively with peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 34	The child states his or her first <i>and</i> last names.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6–7 years								
ST 35	The child seeks help from adults other than his or her parents or caregiver.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 36	The child plays cooperatively in rule-regulated games with peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 37	The child respects the property and rights of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 38	The child follows adult directions with little or no resistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 39	The child waits patiently for a desired item or event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 40	The child waits patiently for a teacher's or other adult's attention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

+ = Social-Emotional (S-E) Domain
 Sum Sum Raw Score Total
 2s 1s

Communication (COM) Domain

Basal: A score of **2** on the *three consecutive* lowest-numbered items administered or the first item in the domain if a basal cannot be established.

Ceiling: A score of **0** on the *three consecutive* highest-numbered items administered or the last item in the domain if a ceiling cannot be established.

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
ST 41	The child quiets or smiles when spoken to by a familiar voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 42	The child vocalizes to express his or her feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12–17 months								
ST 43	The child responds to his or her name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 44	The child babbles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18–23 months								
ST 45	The child responds to being told no.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 46	The child uses meaningful one-word utterances to express wants or needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 years								
ST 47	The child points to body parts when named.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 48	The child communicates using simple sentences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 years								
ST 49	The child understands simple action verbs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 50	The child repeats familiar words with clear articulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<i>cut</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>make</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>wipe</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>home</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>buy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>team</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>pot</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>man</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>foot</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/> Correct <input type="radio"/> Incorrect							

For Training Purposes

Communication (COM) Domain (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
4 years								
ST 51	The child understands <i>what</i> and <i>who</i> questions. <i>what</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>who</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
ST 52	The child responds yes or no appropriately. <i>dogs</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>building</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>chair</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<i>elephant</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
5 years								
ST 53	The child follows two-step verbal commands. <i>Command 1</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>Command 2</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>Command 3</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
ST 54	The child engages in meaningful dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6–7 years								
ST 55	The child follows three-step verbal commands. <i>Command 1</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>Command 2</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	ST 56	The child communicates his or her feelings. <i>outside</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>present</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>sick</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	ST 57	The child distinguishes between active and passive voice. <i>was chased</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>chased</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							

Domain continues on next page

Communication (COM) Domain (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
ST 58	The child describes what is happening in a picture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 59	The child associates pictures with words. <i>life cycle</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>temperature</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>precipitation</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 60	The child provides synonyms and antonyms without visual cues. <i>nervous</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>strange</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>clean</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>finish</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

For Training Purposes

+ = Communication (COM) Domain
 Sum Sum Raw Score Total
 2s 1s

Motor (MOT) Domain

Basal: A score of 2 on the *three consecutive* lowest-numbered items administered or the first item in the domain if a basal cannot be established.

Ceiling: A score of 0 on the *three consecutive* highest-numbered items administered or the last item in the domain if a ceiling cannot be established.

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
ST 61	The child holds his or her head erect for 1 minute when placed in a seated position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
ST 62	The child holds his or her hands in an open, loose-fisted position when not grasping an object.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		
12–17 months								
ST 63	The child moves from a sitting position to a standing position without support or assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 64	The child retrieves a small object by raking it with his or her fingers and pulling it into the palm of the hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
18–23 months								
ST 65	The child walks without support for 10 feet while maintaining balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 66	The child transfers an object from one hand to the other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
2 years								
ST 67	The child picks up a small object with the ends of the thumb and index finger in an overhand approach (neat pincer grasp).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 68	The child dumps an object from a bottle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
3 years								
ST 69	The child uses his or her fingertips to grasp a pencil or crayon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
ST 70	The child jumps forward with both feet together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
4 years								
ST 71	The child imitates the bilateral movements of an adult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 72	The child stacks four blocks vertically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5 years								
ST 73	The child folds a sheet of paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 74	The child writes his or her first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6–7 years								
ST 75	The child stands on each foot alternately with his or her eyes closed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 76	The child rotates a pencil in one hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 77	The child copies numerals 1 through 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 78	The child touches the fingertips of each hand successively with the thumb of the same hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 79	The child catches a tennis ball, tossed from 5 feet away, with two hands.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 80	The child walks forward 6 feet, heel-to-toe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

+ = Motor (MOT) Domain Raw Score Total
 Sum 2s Sum 1s

Cognitive (COG) Domain

Basal: A score of **2** on the *three consecutive* lowest-numbered items administered or the first item in the domain if a basal cannot be established.

Ceiling: A score of **0** on the *three consecutive* highest-numbered items administered or the last item in the domain if a ceiling cannot be established.

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
ST 81	The child visually attends to a light source moving in a 180-degree arc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 82	The child turns his or her eyes toward a light source moving from the side to the midline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
12–17 months								
ST 83	The child attends to an ongoing activity for 15 or more seconds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 84	The child feels and explores objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
18–23 months								
ST 85	The child recognizes that a person still exists when out of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 86	The child uncovers a hidden toy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
2 years								
ST 87	The child reaches around a barrier to obtain a toy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 88	The child imitates simple facial gestures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
3 years								
ST 89	The child looks at, points to, touches, or names pictures in a book.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ST 90	The child matches colors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<i>red</i>							
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>yellow</i>							
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>green</i>							
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>blue</i>							
	<input type="radio"/> Correct <input type="radio"/> Incorrect							

For Training Purposes

Domain continues on next page →

Cognitive (COG) Domain (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
4 years								
ST 91	The child locates hidden items in a picture scene. Time: _____ sec. Items found within 60 seconds: <input type="radio"/> <i>blue bird</i> <input type="radio"/> <i>garden hose</i> <input type="radio"/> <i>ladder</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 92	The child identifies sources of common actions. <i>flies</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>barks</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>sleeps</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
5 years								
ST 93	The child repeats three-digit sequences in order. <i>4, 2, 8</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>3, 7, 6</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 94	The child identifies soft, rough, and smooth textures. <i>soft</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>rough</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>smooth</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
6–7 years								
ST 95	The child repeats two-digit sequences backward. <i>4, 1</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>2, 5</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 96	The child counts by rote from 1 to 40.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>
ST 97	The child groups objects by shape and color. <i>shape</i> <input type="radio"/> Correct <input type="radio"/> Incorrect <i>color</i> <input type="radio"/> Correct <input type="radio"/> Incorrect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

Domain continues on next page

Cognitive (COG) Domain (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
ST 98	The child reads decodable one-syllable, short vowel words. <i>tap</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>lot</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
	<i>fed</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	<input type="radio"/> Correct <input type="radio"/> Incorrect							
ST 99	The child knows the right and left sides of his or her body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
ST 100	The child compares and contrasts two things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

+ = Cognitive (COG) Domain Raw Score Total
 Sum 2s Sum 1s

For Training Purposes

For Training Purposes

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