New! Online Management System

BRIGANCE

Early Childhood Sampler
Prepare every child for school success

1. Quickly and Accurately Screen with Early Childhood Screens

2. Easily Monitor Individual Progress and Plan Instruction with Early Childhood Developmental Inventory

3. Build School Readiness Skills with Fun, Developmentally Appropriate Readiness Activities

Also available:
- CA11819: Early Childhood Screen II: 3-5 Years $125.00
- CA11968: Early Childhood Screen II: P & 1 $99.00
- CA11854: Early Childhood Developmental Inventory $200.00

www.hbe.com.au
New for 2013!

BRIGANCE® Online Management System
Generate user-friendly reports and simplify your data management

Manage your program and meet reporting requirements with one easy-to-access and easy-to-use system.

• Simple navigation makes it easy to enter data and locate essential resources
• Helpful guidance ensures consistent and accurate data and reports
• Easily accessible via tablet or other mobile device

Use the Online Management System to report the results from the Early Childhood Screens II and the Inventory of Early Development II and inform instruction.

The BRIGANCE® Early Childhood System prepares every child for success

For more than 30 years, early childhood programs have trusted BRIGANCE products to help children develop the skills they need to succeed at school. The BRIGANCE Early Childhood System was customised specifically to meet the needs of early learning programs and to work as an integrated program, from screening and assessment through to instruction. Used as a whole program, BRIGANCE Early Childhood makes it simple to chart the way for every child’s success at school.

1. Efficient & Accurate Screening
   Quickly and easily screen children to identify potential learning delays and giftedness, as well as strengths and weaknesses in language, motor, self-help, social-emotional and cognitive skills.
   0-35 months: CA11818 • $125.00
   3-5 years: CA11819 • $125.00
   P & 1: CA11968 • $99.00

2. Ongoing Assessment & Instructional Planning
   Monitor individual progress toward early learning standards and outcomes and plan developmentally appropriate, individualised instruction, including objectives for IEPs/IFSPs.
   CA11815 • $195.00
   CA11816 • $145.00

3. Developmentally Appropriate Instruction
   Build early learning skills with fun, easy-to-plan instruction targeted to each child’s specific needs.
   CA11854 • $200.00
Three age-grouped screens to meet your program’s needs

- Normed and standardised to a large sample population with strong reliability and validity data

- Easy to use (just 10-15 minutes per child)
- Highly sensitive and accurate

**ALSO AVAILABLE AS:**

1. **CA11111** • $299.00
   Brigance Screen: Early Childhood Bundle
2. **CA22222** • $250.00
   Brigance Screen Early Pre-School Bundle
3. **CA33333** • $199.00
   Brigance Screen P & 1 Bundle

**CA11818** • $125.00
Early Childhood Screen II
0–35 months

**CA11819** • $125.00
Early Childhood Screen II
3–5 years

**CA11968** • $95.00
Early Childhood Screen II
P & 1

**CA8652** • $49.95
Box of Materials
Early Childhood Screen II 0-35 Months
CA11818 • $125.00

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Data sheets also available:
CA11801 Data Sheet: Infant • $49.95
CA11803 Data Sheet: Toddler • $49.95
CA11805 Data Sheet: 2-year-old Child • $49.95
CA11807 Data Sheet: 2 1/2-year-old Child • $49.95

TODDLER (12 – 23 months)

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2-YEAR-OLD CHILD (2yrs 0mths – 2yrs 5mths)

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2-AND-½-YEAR-OLD CHILD (2yrs 6mths – 2yrs 11mths)

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1B Fine-Motor Skills

Overview
This assessment focuses on the development of the child’s manipulative skills. These skills require eye-hand coordination.

DOMAIN
Physical Health and Development

SKILL
Demonstrates manipulative skills requiring eye/ finger/hand coordination
1. Uses a neat pincer grasp
2. Squeaks toy with hand
3. Puts blocks into box
4. Takes blocks from box
5. Grasps and releases
6. Unwraps objects
7. Deliberately pours or dumps
8. Builds five-block tower
9. Imitates scribble
10. Builds six-block tower

MATERIALS
• Coloured blocks*
• Untlined paper
• Crackers
• Tissue* or paper
• Squeaking toy*
• Crayon*
• Box*
• Cup*  
*These materials are available in the Screening Accessories.  
(See Introduction, page xii.)

SCORING INFORMATION
• Data Sheet: Toddler (12–23 months)
• Entry: For 12–14 months, start with skill 3; for 15–18 months, start with skill 5; and for 19–21 months, start with skill 7. Once the child has received credit for three skills in a row, give credit for all lower-level skills.
• Time: Allow as much time as you think the child needs.
• Discontinue: Stop after the child is unable to perform three skills in a row.
• Accuracy: See the Criteria for each skill in the Directions.
• Point Value: 1 point for each skill

Directions
Assess these skills by using one, or a combination, of the following methods:
• Observe the child demonstrating a skill, formally or informally.
• Ask the child to demonstrate a skill.
• Ask the parent or caregiver if the child demonstrates the skill.

1. Uses a neat pincer grasp
Ask the parent if you may give the child a bit of cracker, or
Ask: Can your child pick up small things, like cereal or raisins, using only his thumb against the tip of the first finger?
Criteria: Give credit if the child picks up the food using a neat pincer grasp (thumb against tip, not side, of index finger) or is reported to do so most of the time. If the child puts the cracker into his mouth, give credit for Self-help, skill 1.

2. Squeaks toy with hand
Demonstrate by squeezing the toy several times. Then give the toy to the child, and say You do it. Or
Ask: Can your child pick up small things, like cereal or raisins, using only his thumb against the tip of the first finger?
Criteria: Give credit if the child squeezes toy or is reported to do so most of the time.

3. Puts blocks into box
Demonstrate by dropping blocks into the box. Then give the child the blocks, and say Put the blocks in the box. Or
Ask: Can your child drop toys into a cup, can or box?
Criteria: Give credit if the child puts at least one block into the box using a good grasp and voluntary release or is reported to do so most of the time.
Observation Forms help teachers organise important observations, and Parent's rating and Report Forms help parents provide input on their child's skills.

**Bundle available:**

**CA1111: Brigance Screen Early Childhood Bundle**

$299.00

**Bundle includes:**

- CA11818 Screen Early Childhood II 0-35th
- CA1801 Data Sheet: Infant (50)
- CA1803 Data Sheet: Toddler (50)
- CA1805 Data Sheet: 2-yr (50)
- CA1807 Data Sheet: 2½-yr (50)
- B1000 Testing Blocks

Rating and Report Forms help parents provide input on their child's skills. Observation Forms help teachers organise important observations, and Parent's rating and Report Forms help parents provide input on their child's skills.

### Appendix A

**Screening Observations Form—Two-Year-Old Child and Two-and-a-Half-Year-Old Child**

**Purpose and Directions:** We recognize that parents can provide valuable information that can be helpful in planning a better program for their child. You can supply this information by responding to the items listed below.

**Directions:** Based on observations made during the screening, tick any significant observations that you believe are suggestive of a problem and warrant referral for additional screening or treatment.

### D. Self-Reliance

- **lost confidence**
- **was overly confident**
- **was careless**
- **needed encouragement in order to perform**
- **needed praise in order to perform**
- **needed continuous individual attention in order to perform**
- **was overly concerned about failure**

### E. Emotional Functioning

1. Does your child get the TV set too loud or too soft?

2. Does your child try to help put things away such as his/her toys?

3. Does your child use a spoon?

4. Does your child use a fork with his or her fingers (not in a fist)?

5. How many minutes will your child usually play with a toy?

6. Does your child try to help put things away such as his/her toys?

7. Does your child have a best friend—another child to whom he/she is drawn?

8. Does your child use the side of a fork to cut soft foods?

9. Does your child use a spoon?

10. Can your child put his/her shoes on?

11. Can your child take off and put on a coat, shirt, dress or pants?

12. Can your child put his/her shoes on?

13. Can your child take off and put on a coat, shirt, dress or pants?

14. Can your child take off and put on a coat, shirt, dress or pants?

15. Does your child usually watch TV without your help?

16. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

17. Can your child make a game or call out something he/she was looking forward to, and then be upset about something if he/she had to?

18. Can your child say “mama” or “papa” when he/she wants someone?

19. Can your child make a game or call out something he/she was looking forward to, and then be upset about something?

20. Does your child usually watch TV without your help?

21. Does your child usually watch TV without your help?

22. Does your child use a fork with his or her fingers (not in a fist)?

23. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

24. Does your child use a fork with his or her fingers (not in a fist)?

25. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

26. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

27. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

28. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

29. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

30. Does your child lose a game or can't do something he/she was looking forward to, does he/she behave OK about this?

31. When your child has done something well, does he/she tell you about it?

32. If your child loses a game or can't do something he/she was looking forward to, does he/she behave OK about this?

### Early Childhood Screens are correlated to the Early Childhood Developmental Inventory

Results help identify areas in which to focus developmental assessment and instruction.

**Early Childhood Screens II 0-35 Months: Additional Tools and Resources Included in All Screens**

- **Appendix A**
- **Appendix B**
- **Appendix C**
- **Appendix D**
- **Appendix E**

**Early Childhood Developmental Inventory**

- **Appendices and References**
- **Screening Information Forms**
- **Self-help and Social-Emotional Scales**
- **Parent's Report Form—Self-help and Social-Emotional Scales**

**Early Childhood Screens II 0-35 Months**

- **CA1801 Data Sheet: Infant (50)**
- **CA1803 Data Sheet: Toddler (50)**
- **CA1805 Data Sheet: 2-yr (50)**
- **CA1807 Data Sheet: 2½-yr (50)**
- **B1000 Testing Blocks**

**Rating and Report Forms help parents provide input on their child’s skills.**
3-YEAR-OLD CHILD (3yrs 0mths – 3yrs 11mths)

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<td>6A</td>
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4-YEAR-OLD CHILD (4yrs 0mths – 4yrs 11mths)

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<td>4B</td>
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<td>5B</td>
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<td>6B</td>
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<td>7B</td>
<td>Rote Counting</td>
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<td>8B</td>
<td>Identifies Body Parts</td>
<td>29</td>
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<td>9B</td>
<td>Follows Verbal Directions</td>
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<td>10B</td>
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5-YEAR-OLD CHILD (5yrs 0mths – 5yrs 11mths)

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<td>6C</td>
<td>Draws a Person (Body Image)</td>
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<td>7C</td>
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<td>8C</td>
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<td>13C</td>
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2B Colour Recognition

Overview
This assessment focuses on the child’s knowledge of colours. The child responds by pointing to a colour as it is named.

DOMAIN
Language Development

SKILL
Identifies colours
1. red 6. purple
2. blue 7. brown
3. green 8. black
4. yellow 9. pink
5. orange 10. grey

MATERIALS
• Page C-20 or five of the coloured blocks (red, blue, green, yellow, orange) that accompany the Screen to assess items 1–5
• Page C-21 or five coloured objects (purple, brown, black, pink, grey) to assess items 6–10

SCORING INFORMATION
• Data Sheet: Four-Year-Old Child
• Entry: Start with item 1.
• Time: Allow as much time as you think the child needs, or five seconds per colour.
• Discontinue: Stop after the child gives three incorrect responses in a row.
• Accuracy: Give credit for each correct response. If the child gives an incorrect response but then self-corrects, give credit for the second response.
• Point Value: 1 point for each colour

POSSIBLE OBSERVATION
As the child identifies colours, observe and take note of the following:
Colour Blindness: Boys who confuse red and green or blue and yellow should be referred to a medical professional for evaluation of possible colour blindness.

Directions
Ask the child to point to each colour on page C-20 as you name it. After saying a colour name, pause for the child’s response. If the child does not respond, repeat the request. If helpful, gently encourage the child to respond.

Point to page C-20, and
Say: Look at these blocks and balls.
Show me the (name of colour) ones.
or
Find the (name of colour) ones.

Request the colours in the following order:
1. red
2. blue
3. green
4. yellow
5. orange

(continues)

1B Personal Data Response

Overview
This assessment focuses on the child’s ability to communicate personal information. The child responds orally.

DOMAIN
Language Development

SKILL
Gives personal data
1. first name
2. full name
3. age
4. address (street or mailing)

SCORING INFORMATION
• Data Sheet: Four-Year-Old Child
• Entry: Start with item 1.
• Time: Allow as much time as you think the child needs; however, responses should be automatic.
• Discontinue: Stop after the child gives three incorrect responses in a row.
• Accuracy: Give credit for each correct response.
• Criteria: Check the child’s responses by comparing them with the information recorded on his Data Sheet. In the Directions, see the comments that accompany items 3 and 4.
• Point Value: 2 points for each item

Directions
Ask the child the questions below. Pause after each question for the child’s response. If helpful, gently encourage the child to respond.

1
First name
Ask: What is your name?
If the child gives his nickname,
Say: That is your nickname. Can you tell me your real name?
It is recommended that you do not give credit for a nickname.
If the child gives his full name, give credit for items 1 and 2.
Then go to item 3.

2
Full name
Ask: What is your full name?
If the child does not give his middle name,
Ask: Do you have a middle name?
If the child’s answer is yes,
Say: Tell me your middle name.

3
Age
Ask: How old are you?
Check the child’s Data Sheet for his date of birth. If he has recently had a birthday, he may show some confusion about his “new” age.
**Introduction**

**Example of Completed Four-Year-Old Child Data Sheet**

**BRIGANCE® Screen Four-Year-Old Child Data Sheet**

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<th>Skill</th>
<th>Personal Data Response: Only give: (must be in a row)</th>
<th>Discontinue after (must be in a row)</th>
<th>Number Correct</th>
<th>Point Value for Each</th>
<th>Child’s Score</th>
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<td>Language Development</td>
<td></td>
<td>Personal Data Response: Only give: First name, Last name, Age, address (street or mailing)</td>
<td>3 incorrect</td>
<td>3</td>
<td>2</td>
<td>6.6</td>
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<tr>
<td>20</td>
<td>2B</td>
<td>Language Development</td>
<td></td>
<td>Colour Recognition: Points to red, blue, green, yellow, orange, purple, 7, brown, 8, black, 9, pink, 10, grey</td>
<td>3 incorrect</td>
<td>6</td>
<td>1</td>
<td>6.10</td>
</tr>
<tr>
<td>22</td>
<td>3B</td>
<td>Language Development</td>
<td></td>
<td>Picture Vocabulary: Names pictures of ladder, scissors, leaf, 4, nail, 5, duck, 6, fish, 7, tractor, snake</td>
<td>3 incorrect</td>
<td>3</td>
<td>1</td>
<td>3.8</td>
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<tr>
<td>23</td>
<td>4B</td>
<td>Literacy</td>
<td>Visual Discrimination—Forms and Uppercase Letters: Visually discriminates which one of four symbols is different: O, I, P, V, X</td>
<td>5 incorrect</td>
<td>4</td>
<td>1</td>
<td>4.10</td>
<td></td>
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<tr>
<td>24</td>
<td>5B</td>
<td>Literacy</td>
<td>Visual Motor Skills: Copies</td>
<td>3 incorrect</td>
<td>4</td>
<td>2</td>
<td>8.10</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>6B</td>
<td>Physical Health &amp; Development</td>
<td>Gross-Motor Skills: Hops on other foot five hops</td>
<td>2 incorrect</td>
<td>3</td>
<td>1</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>7B</td>
<td>Maths</td>
<td>Rote Counting: Counts by rote to</td>
<td>6 incorrect</td>
<td>6</td>
<td>5</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>8B</td>
<td>Science</td>
<td>Identifies Body Parts: Names body parts when pointed to: chest, back, knees, shin, 5, fingers, 6, heels, 7, ankles, 8, jaw</td>
<td>3 incorrect</td>
<td>4</td>
<td>2</td>
<td>8.16</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>9B</td>
<td>Language Development</td>
<td>Follows Verbal Directions: listens to, remembers and follows: 2 two-step directions, 3 three-step directions</td>
<td>2 incorrect</td>
<td>1</td>
<td>3</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>10B</td>
<td>Maths</td>
<td>Number Concepts: Demonstrates by giving: 5 five, 2 seven, 3 nine</td>
<td>2 incorrect</td>
<td>1</td>
<td>4</td>
<td>4.12</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>11B</td>
<td>Language Development</td>
<td>Syntax and Fluency: Speech is understandable, speaks in complete sentences of at least 3 words</td>
<td>1 incorrect</td>
<td>1</td>
<td>5</td>
<td>5.10</td>
<td></td>
</tr>
</tbody>
</table>

**D. Observations**

1. Handedness: Right, Left, Uncertain
2. Grasps pencil with: Fist, Fingers, Thumb
3. Hearing appears normal: Yes, No, Uncertain
4. Vision appears normal: Yes, No, Uncertain
5. Record other observations below or on another sheet.

**E. Summary**

<table>
<thead>
<tr>
<th>Child Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. this child scored</td>
<td>53 /100</td>
</tr>
<tr>
<td>2. this child is age</td>
<td>6</td>
</tr>
<tr>
<td>3. the teacher rates this child</td>
<td>Lower</td>
</tr>
<tr>
<td>4. the examiner rates this child</td>
<td>Lower</td>
</tr>
</tbody>
</table>

**F. Recommendations**


Simple and easy-to-use carbonless-copy Data Sheets ensure quick recording and filing.

**Bundle available:**

- **CA22222: Brigance Screen Early Pre-School Bundle**
  - $250.00

**Bundle includes:**

- **CA11819 Screen 3-5 w blocks** $125.00
- **CA11809 Data Sheet: 3 (50)** $49.95
- **CA11811 Data Sheet: 4 (50)** $49.95
- **CA11813 Data Sheet: 5 (50)** $49.95

**Total: $274.85**

---

**Example of Completed Four-Year-Old Child Data Sheet**

**Susan Otis**

- **Date of Screening: 2008 8 15**
- **School/Program: Hammond**
- **Teacher: Ben Haywood**
- **Address: 322 Flagstaff Drive**
- **Parent(s)/Guardian: Fred and Maria Otis**
- **Birth Date: 2004 2 10**
- **Age: 4 6 5**
- **Examiner: Ruth Yokaus**

**Total Score = /100**

1. this child scored Lower, Average, Higher
2. this child’s age is Younger, Average, Older
3. the teacher rates this child Lower, Average, Higher
4. the examiner rates this child Lower, Average, Higher

---

**Simple and easy-to-use carbonless-copy Data Sheets ensure quick recording and filing.**
Early Childhood Screen II P & 1
CA11968 • $99.00

Data sheets also available:
CA11700 Data Sheet: Prep • $49.95
CA11811 Data Sheet: Year One • $49.95

PREP: (5yrs 0mths – 5yrs 11mths)

<table>
<thead>
<tr>
<th>Number</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Personal Data Response</td>
<td>2</td>
</tr>
<tr>
<td>2A</td>
<td>Identifies Body Parts</td>
<td>5</td>
</tr>
<tr>
<td>3A</td>
<td>Gross-Motor Skills</td>
<td>6</td>
</tr>
<tr>
<td>4A</td>
<td>Colour Recognition</td>
<td>8</td>
</tr>
<tr>
<td>5A</td>
<td>Visual Motor Skills</td>
<td>10</td>
</tr>
<tr>
<td>6A</td>
<td>Draws a Person (Body Image)</td>
<td>12</td>
</tr>
<tr>
<td>7A</td>
<td>Prints Personal Data</td>
<td>14</td>
</tr>
<tr>
<td>8A</td>
<td>Rote Counting</td>
<td>16</td>
</tr>
<tr>
<td>9A</td>
<td>Numeral Comprehension</td>
<td>17</td>
</tr>
<tr>
<td>10A</td>
<td>Number Readiness</td>
<td>18</td>
</tr>
<tr>
<td>11A</td>
<td>Reads Uppercase Letters</td>
<td>19</td>
</tr>
<tr>
<td>12A</td>
<td>Alternate – Reads Lowercase Letters</td>
<td>20</td>
</tr>
<tr>
<td>12B</td>
<td>Syntax and Fluency</td>
<td>22</td>
</tr>
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</table>

YEAR ONE: (6yrs 0mths – 6yrs 11mths)

<table>
<thead>
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<tr>
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<td>Personal Data Response</td>
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<td>2B</td>
<td>Recites Alphabet</td>
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<td>Visual Discrimination – Lowercase Letters and Words</td>
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<td>4B</td>
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<td>8B</td>
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<tr>
<td>9B</td>
<td>Draws a Person (Body Image)</td>
<td>35</td>
</tr>
<tr>
<td>10B</td>
<td>Prints Personal Data</td>
<td>36</td>
</tr>
<tr>
<td>11B</td>
<td>Computation</td>
<td>38</td>
</tr>
<tr>
<td>12B</td>
<td>Numerals in Sequence</td>
<td>39</td>
</tr>
</tbody>
</table>
Child pages are included in the Screens and are positioned to face the child for easy administration.

**8B  Word Recognition**

**Overview**
This assessment focuses on the child's ability to read words that are commonly introduced by the end of year one. The child responds orally.

**Skill**
Reads words at year level (pre-primer to year one)

**Materials**
Page C-33

**Scoring Information**
- Data Sheet: Year one
- Entry: Start with item 1.
- Time: Allow three seconds per word.
- Discontinue: Stop after the child gives three incorrect responses in a row.
- Accuracy: Give credit for each word the child reads correctly. If the child gives an incorrect response but then self-corrects, give credit for the second response.
- Point Value: .5 of a point for each word

**Directions**
Ask the child to read the words on page C-33. Point to the first word list on page C-33.

Say: Read the words aloud as quickly as you can. Start with the first word in this list.

On the child's Data Sheet, circle the number of each word as it is read by the child. Do not give any help sounding out the words.

If the child misreads the word,

Say: Try this one again. Point to the word.

**Bundle available:**

CA33333: Brigance Screen P & 1 Bundle
$199.00

Bundle includes:

CA11968 Screen P & 1 $99.00
CA11700 Data Sheet: Prep (50) $49.95
CA11702 Data Sheet: Yr 1 (50) $49.95
CA8652 Box of Materials $49.95

$248.85
Early Childhood IED-II Standardised Assessments

CA10348: Brigance: Standardised & Validation Manual with Scoring CD
$110.00

CA9567: Brigance Standardised Assessment Testing Accessories Kit
$75.00

CA10920: Brigance: Early Childhood: Tote Bag
$30.00

CA2929: Brigance: Self-Help and Social-Emotional Scales, 2 years - 5 years 11 months
$29.95

CA10919: Brigance: IED-II Standardised Assessments Examiner’s Book with Self-Help & Social-Emotional Scales
$110.00

CA11343: Brigance: IED-II – Getting Started with the IED-II
$24.95

CA10918: Brigance: Standardised Assessments Exam Kit
$325.00

Bundle includes:
- CA10919 Examiner’s Book
  $110.00
- CA10348 Validation Manual (with Scoring CD)
  $110.00
- CA9567 Testing Accessories Kit
  $75.00
- CA10920 Tote Bag
  $30.00
- CA9601 Assessments Record Book (set of 10)
  $29.95

$354.95

CA9601: Brigance: IED-II – Standardised Assessments Record Book (set of 10)
$29.95

CA10918: Brigance: Standardised Assessments Exam Kit
$325.00
Monitor individual progress toward early learning standards

Easy-to-use, reliable, ongoing criterion-referenced assessment.

• For developmental ages birth to 7 years
• Valid and reliable criterion-referenced assessments
• Correlated to the BRIGANCE® Screens and Readiness Activities
• Identifies present level of performance, sets goals and measures progress
Organised by domains that align to common early learning standards.

- Language Development
- Literacy
- Maths and Science
- Social and Emotional Development
- Physical Health and Development

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## Bundle available:

**CA44444: Early Childhood Development IED Bundle**

**$320.00**

## Bundle includes:

- CA11815 Inventory                              | $195.00 |
- CA11816 Record Book (10)                       | $49.95  |
- CA9567 Testing Accessories Kit                 | $75.00  |
- CA10920 Tote Bag                                | $30.00  |

**$349.95**
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### Comprehensive Skill Sequences

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### Comprehensive Skill Sequences

### Supplemental Skill Sequences
A-5 General Speech and Language Development

Overview
This assessment focuses on the child’s vocabulary development, complexity of speech and ability to speak in phrases and sentences.

DOMAIN
Language Development: Speaking and Communicating

SKILL
Uses words and combines them into phrases and sentences to communicate

ASSESSMENT METHODS
Observation, Child Performance, Interview

MATERIALS
Toys, pictures and puzzles may be helpful in eliciting responses from the child.

SCORING INFORMATION
• Record Book: Page 4
• Accuracy: Give credit for each skill demonstrated or each yes response. See Criteria given for specific skills.
• Discontinue: Stop after two incorrect or no responses in a row.

BEFORE ASSESSING
Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
• To write an IEP/IFSP: Use the Objective for Writing IEPs/IFSPs at the end of this assessment.
• To find related instructional activities: See the BRIGANCE Readiness Activities.

Directions for Assessment:
Observation
Observe the child in a social situation appropriate for assessing language development. Use the interview question that follows each skill as a guide for assessing mastery of the skill.

Directions for Assessment: Child Performance
Engage the child in a conversation that will allow you to assess the child’s language development. Use the interview question that follows each skill as a guide for assessing mastery of the skill.

Directions for Assessment: Interview
Interview the parent/caregiver to assess the child’s speech and language development. To begin the interview, say: ‘Tell me about ______’s speech. What sentences he/she uses well? To elicit additional information about specific skills, use the interview question that follows each skill. Note: For credit, the child should use both words accurately.

4. response to "when" questions
Ask: Does ______ answer "when" questions such as When are you going? or When did that happen?

Notes
Some behaviours are present only at the early stages of development and disappear during later stages. “Disappearing” behaviours are noted by an asterisk (*) in the Inventory and in the Record Book.

Tools, pictures and puzzles may be helpful in eliciting responses from the child.

Use assessment results to plan individualised, developmentally appropriate instruction, including writing IEPs.

Flexible administration allows for assessment through observation of a child in the natural setting, parent/caregiver interview and child performance.

Easy-to-follow directions and item numbering ensure quick and accurate administration.

Notes
• Disappearing Behaviours: Some behaviours are present only at the early stages of development and disappear during later stages. “Disappearing” behaviours are noted by an asterisk (*) in the Inventory and in the Record Book.
• Comprehensive Skill Sequence: The Comprehensive Skill Sequence on page 75 includes primary (milestone) skills found in the Inventory as well as secondary (intermediate) skills to help assess and track progress.

Objective for Writing IEPs/IFSPs
By ______ (date) ______ when provided with the appropriate stimuli, ______ (child’s name) ______ will
1. say at least one word other than mama or dada.
2. have an expressive vocabulary of at least ten words.
3. call at least one person by name.
4. respond to yes or no questions regarding wants and needs.
5. have an expressive vocabulary of at least twenty-five words.
6. name cup or any other object not including people or pet names.
7. name spoon or any other object not including people or pet names.
8. name box or any other object not including people or pet names.
9. name block or any other object not including people or pet names.
10. name crayon or any other object not including people or pet names.
11. name toy or any other object not including people or pet names.
12. name chair or any other object not including people or pet names.
13. name light or any other object not including people or pet names.
14. use the words tomorrow and yesterday accurately.
15. use subject-predicate phrases.
16. ask for food when hungry.

(continues)
Sturdy child pages are specially coated to ensure long wear and are positioned to face the child for easy administration.

Overview
This assessment focuses on the child’s ability to identify rhymes.

**DOMAIN:**
Literacy: Phonological Awareness

**SKILL:**
Identifies pictures of words that rhyme with pictures of other words

**ASSESSMENT METHOD:**
Child Performance

**MATERIALS:**
- Pages C-103, C-104, C-105, and C-106
- Blank sheets of paper, if needed

**SCORING INFORMATION:**
- **Accuracy:** Give credit for each correct response.
- **Discontinue:** Stop after three incorrect responses in a row.

**BEFORE ASSESSING:**
Review the Notes at the end of this assessment for additional information.

**AFTER ASSESSING:**
- To write an IEPT/IFSP: Use the Objective for Writing IEPT/IFSPs at the end of the assessment.
- To find related instructional activities: See the BRIGANCE Readiness Activities.

**Directions for Assessment: Child Performance**

Say: *We are going to find some words that rhyme like fill, will, ill, chill, /ppp/ …*
Pause for the child to say *pill* If the child does not say *pill* or responds incorrectly,

Say: */ppp/ … pill. Pill rhymes with fill, will, ill, chill, /ppp/ … pill. Now you say them—fill, will, ill, chill, /ppp/ …*
Pause again for the child to repeat the words and to include *pill.* If the child does not say *pill* or responds incorrectly,

Say: */ppp/ … pill. (Pause)
Try this rhyme: hat, mat, pat, sat, /kkk/ …
Pause for the child to say *cat.* If the child does not respond or responds incorrectly,

Say: */kkk/ … cat. Hat, mat, pat, pat, all rhyme. Now you say them—hat, mat, pat, sat, /kkk/ …
Pause again for the child to repeat the words and to include *cat.* If the child does not say *cat* or responds incorrectly,

Say: */kkk/ … cat.
Point to the picture of the *cat* on page C-103 and
Ask: *What’s this?* (cat)
Say: *Yes, it is a cat. Cat rhymes with … mat, pat, sat. Now it’s your turn. Say cat, mat, pat, sat.*
Pause for the child to respond. Then point to each of the next three pictures in the row,

Say: *This is fan … hat … cup.*
Ask: *What are these pictures?* (fan, hat, cup) Point to the one that rhymes with *cat.* (Pause for the child to respond.) (hat)
Early Childhood Developmental Inventory: Assessment from Physical Health and Development Domain
Developmental age notations help teachers select the most appropriate starting point for assessments.

<table>
<thead>
<tr>
<th>5-6</th>
<th>Deep/shallow</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Tell me something that may be very deep. (Some acceptable responses: a well, the ocean, a river)</td>
<td></td>
</tr>
<tr>
<td>b. Say: The small stream is not deep. It is ______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>Thick/thin</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Which piece of bread/meat is thick?</td>
<td></td>
</tr>
<tr>
<td>b. Say: Which piece of bread/meat is thin?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>Wide/narrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: The big river is not narrow. It is very ______.</td>
<td></td>
</tr>
<tr>
<td>b. Say: The little door is not wide. It is ______.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>More/less</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Which bag/box/pile has more in it?</td>
<td></td>
</tr>
<tr>
<td>b. Say: Which bag/box/pile has less in it than this one?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>Many/few</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Which tree has many leaves/apples/cherries on it?</td>
<td></td>
</tr>
<tr>
<td>b. Say: Give me a few cherries/pencils/cards.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>Huge/tiny</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Tell me something that is huge. (Some acceptable responses: mountain, tree, elephant)</td>
<td></td>
</tr>
<tr>
<td>b. Say: Tell me something that is tiny. (Some acceptable responses: flea, mouse, my baby sister)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-6</th>
<th>Most/least*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Say: Show me the sheep with the most in it.</td>
<td></td>
</tr>
<tr>
<td>b. Say: In which hand do I have the least?</td>
<td></td>
</tr>
</tbody>
</table>
Comprehensive Skill Sequences

Child's Name:  ___________________________________________ Date: ____________________

See page 22 for explanations and uses.

A-1C PRE-SPEECH RECEPTIVE LANGUAGE
See pages 30–32 for assessment procedures for skills in bold print ("milestone" skills). The numeral in parentheses indicates the skill number for this assessment in this Inventory and in the Record Book. The additional skills listed below are considered "intermediate" and, combined with the "milestone" skills, can be used to conduct a more comprehensive assessment.

**1.** Stares at loud noise. (1)
2. Quiets motor activity in response to sound.
3. Notices faces of others. (2)
4. Stops crying when someone enters the room. (3)
5. Responds with a smile or coo to friendly speech and fondling. (4)
6. Anticipates feeding at sight of food (bottle, breast, solid food). (5)
7. Looks at named objects. (6)
8. Responds differently to different sounds (telephone, barking dog, car horn).
9. Responds to show that he/she understands (spoon/food, comb/hair).
10. Responds to request for play actions.
11. Anticipates feeding at sight of food (bottle, breast, solid food). (5)
12. Listens to tick of watch. (6)
13. Listens selectively to familiar words. (7)
14. Understands concept of "more" by responding (spoon/food, comb/hair).
15. Listens to tick of watch. (6)
16. Understands the word "no".
17. Understands the word "yes".
18. Understands simple questions. (13)
19. Understands forty words.
20. Understands the word "give" (with gesture).
21. Refers to self by name. (17)*
22. Refers to self by name. (17)*
23. Understands the word "dada".
24. Pretend talks. (16)
25. Pretend talks with some real words. (17)*
26. Pretend talks in combination. (18)*
27. Pretend talks in combination. (18)*
28. Pretend talks with some real words. (17)*
29. Pretend talks in combination. (18)*
30. Makes multiple syllables. (12)
31. Imitates non-speech sounds. (14)
32. Imitates non-speech sounds. (14)
33. Calls at least one person by name. (3)
34. Uses abbreviated or telescopic sentences. (4)
35. Average sentence length of two words.
36. Twenty-five per cent of speech is intelligible. (18)
37. Has an expressive vocabulary of twenty-six to fifty words.
38. Uses personal pronouns / and me. (19)
39. Imitates sounds or words (echolalia). (13)*
40. Has an expressive vocabulary of at least six words.
41. Has an expressive vocabulary of at least six words.
42. Has an expressive vocabulary of at least ten words. (2)
43. Related sounds and words (echolalia). (13)*
44. Related sounds and words (echolalia). (13)*
45. Has an expressive vocabulary of at least twenty-five words. (5)
46. Has an expressive vocabulary of at least twenty-five words. (5)
47. Has an expressive vocabulary of at least twenty-five words. (5)
48. Has an expressive vocabulary of at least twenty-five words. (5)
49. Has an expressive vocabulary of at least twenty-five words. (5)
50. Has an expressive vocabulary of at least twenty-five words. (5)
51. Has an expressive vocabulary of at least twenty-five words. (5)
52. Has an expressive vocabulary of at least twenty-five words. (5)
53. Has an expressive vocabulary of at least twenty-five words. (5)
54. Has an expressive vocabulary of at least twenty-five words. (5)
55. Has an expressive vocabulary of at least twenty-five words. (5)
56. Has an expressive vocabulary of at least twenty-five words. (5)
57. Has an expressive vocabulary of at least twenty-five words. (5)
58. Has an expressive vocabulary of at least twenty-five words. (5)
59. Has an expressive vocabulary of at least twenty-five words. (5)
60. Has an expressive vocabulary of at least twenty-five words. (5)
61. Has an expressive vocabulary of at least twenty-five words. (5)
62. Has an expressive vocabulary of at least twenty-five words. (5)
63. Has an expressive vocabulary of at least twenty-five words. (5)
64. Has an expressive vocabulary of at least twenty-five words. (5)
65. Has an expressive vocabulary of at least twenty-five words. (5)
66. Has an expressive vocabulary of at least twenty-five words. (5)
67. Has an expressive vocabulary of at least twenty-five words. (5)
68. Has an expressive vocabulary of at least twenty-five words. (5)
69. Has an expressive vocabulary of at least twenty-five words. (5)
70. Has an expressive vocabulary of at least twenty-five words. (5)
71. Has an expressive vocabulary of at least twenty-five words. (5)
72. Has an expressive vocabulary of at least twenty-five words. (5)
73. Has an expressive vocabulary of at least twenty-five words. (5)
74. Has an expressive vocabulary of at least twenty-five words. (5)
75. Has an expressive vocabulary of at least twenty-five words. (5)

Helpful Comprehensive Skill Sequences further break down the assessed skills to help teachers and parents know which skills to look for and support.

Comprehensive Skill Sequences

Language Development

Early Childhood Developmental Inventory: Comprehensive Skill Sequences

21
Build school readiness with fun, easy-to-plan activities that prepare children for school

**BRIGANCE Readiness Activities**

Based on BRIGANCE® Early Childhood Developmental Inventory results, use correlated Readiness Activities to build school readiness skills.

**Readiness Activities that Correlate to Assessments Found in the Early Childhood Developmental Inventories**

<table>
<thead>
<tr>
<th>Early Childhood Developmental Inventories</th>
<th>Readiness Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section</strong></td>
<td><strong>Assessment Number</strong></td>
</tr>
<tr>
<td>Language Development</td>
<td>A 1</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 2</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 3</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 4</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 5</td>
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<tr>
<td>Language Development</td>
<td>A 6</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 7</td>
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<tr>
<td>Language Development</td>
<td>A 8</td>
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<tr>
<td>Language Development</td>
<td>A 9</td>
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<tr>
<td>Language Development</td>
<td>A 10</td>
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<tr>
<td>Language Development</td>
<td>A 11</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 12</td>
</tr>
<tr>
<td>Language Development</td>
<td>A 13</td>
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<td>Language Development</td>
<td>A 14</td>
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<tr>
<td>Language Development</td>
<td>A 15</td>
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<tr>
<td>Language Development</td>
<td>A 16</td>
</tr>
</tbody>
</table>

CA11854 • $200.00

View sample pages online at www.hbe.com.au
Organised by Domains that align to common early learning standards.

### Readiness Activities Domains and Skills Areas Included

<table>
<thead>
<tr>
<th>LANGUAGE DEVELOPMENT</th>
<th>SOCIAL AND EMOTIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Parts</td>
<td>General Social and Emotional Development</td>
</tr>
<tr>
<td>Colours</td>
<td>Play Skills and Behaviours</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Initiative and Engagement Skills and Behaviours</td>
</tr>
<tr>
<td>Response to and Experience with Books</td>
<td>Self-Regulation Skills and Behaviours</td>
</tr>
<tr>
<td>Pre-handwriting</td>
<td>Personal Data</td>
</tr>
<tr>
<td>Copies Forms</td>
<td></td>
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<tr>
<td>Visual Discrimination</td>
<td></td>
</tr>
<tr>
<td>Print Awareness and Concepts</td>
<td></td>
</tr>
<tr>
<td>Print Uppercase and Lowercase Letters in Sequence</td>
<td></td>
</tr>
<tr>
<td>Prints Personal Data</td>
<td></td>
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<tr>
<td>Phonological Awareness Skills</td>
<td></td>
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<tr>
<td>MATHEMATICS</td>
<td>GROSS MOTOR SKILLS</td>
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<tr>
<td>Number Concepts</td>
<td>Standing</td>
</tr>
<tr>
<td>Counting</td>
<td>Walking</td>
</tr>
<tr>
<td>Reads Numerals</td>
<td>Jumping and Hopping</td>
</tr>
<tr>
<td>Numerical Comprehension</td>
<td>Running (Skipping and Galloping)</td>
</tr>
<tr>
<td>Numerals in Sequence</td>
<td>Ball Skills (Kicking, Catching, Rolling and Throwing)</td>
</tr>
<tr>
<td>Quantitative Concepts</td>
<td>FINE MOTOR SKILLS</td>
</tr>
<tr>
<td>Shape Concepts</td>
<td>Holding and Manipulating Objects</td>
</tr>
<tr>
<td>Joins Sets</td>
<td>Cuts with Scissors</td>
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<tr>
<td>Directional/Positional Concepts</td>
<td>FINE MOTOR SKILLS</td>
</tr>
<tr>
<td>Concepts of Time and Reading a Clock</td>
<td>Self-Help Skills</td>
</tr>
</tbody>
</table>

Every domain section also includes valuable resources and reproducibles:

- References
- Read-to-Me books
- Letters to Families
- My Learning Plans

Each skill section includes more than a dozen fun and easy-to-plan activities, as well as helpful instructional guidance and resources for that skill, such as:

- Objective
- Domain
- Rationale
- Sequence
- Recommendations for Effective Teaching
- Factors that Impact Development
- Reproducibles for Teaching Activities

7. Read and Make a Picture Book

**Materials:**
- An informational picture book that is illustrated with photographs.
- Response Activity Material:
  - Photographs: photos the children have brought from home, photos from classroom activities and excursions or photos cut from old magazines.
  - Scissors.
  - Glue sticks.
  - Sheets of drawing paper (at least one for each child).

**Group Size:** Individual, small group or class.

**Preparation:** A few days before you plan to do this activity, make sure you have a collection of photos that the children can use. Then divide the group into small groups of two or three children. Each child will receive a different set of photos to work with.

**Procedure:** Have the children sit comfortably in a circle on the floor around you. Make sure that each child can see the book and the book will be visible to everyone.

- Read the title and ask children what they think the book is about. Have them share what they know about the topic. Ask about books they read on the same topic.
- Introduce important words from the book that they will need to know. Discuss the meaning and provide examples.
- Read the book and ask the children to make predictions about the story. For example, “What do you think will happen next?” or “What do you think the character will do?”
- Read the book and encourage children to identify important words and phrases.
- Read the book and discuss the pictures and illustrations as you read. Prompt children to use context clues and inference to understand the story.

**SUGGESTED BOOKS:**
- **No Roses for Harry** by Paul Galdone
- **The Little Red Hen** by Paul Galdone
- **Panda Bear, Panda Bear, What Do You See?** by Eric Carle
- **Goodnight Moon** by Margaret Wise Brown
- **Time for Bed** by Mem Fox
- **The Moon Was the Best** by Shelley Rotner
- **Is It Rough?** by Tana Hoban

8. Share a Fun Informational Book

**Materials:**
- An informational picture book about a specific concept.
- Response Activity Material:
  - Photographs: photos the children have brought from home, photos from classroom activities and excursions or photos cut from old magazines.

**Group Size:** Individual, small group or class.

**Preparation:** Choose an informational book that is about a specific topic or concept that the children are learning. Select 5 to 10 vocabulary words from the book that are key to learning about the topic. Gather objects or pictures of objects that appear in the book. For example, if the children are learning about butterflies, you will choose a book about the life cycle of a butterfly, a book about different kinds of butterflies or a book that tells where to find butterflies. You might want to bring in a butterfly cocoon, a collection of butterflies or flowers that butterflies are attracted to. Put them on display in the room.

**Procedure:** Gather children on the floor around you. Make sure that each child can see the book. Do the following:

- Read the title. Discuss the photo on the cover and what the book might be about. Have children share what they know about the topic and what they would like to learn.
- Read one page of the book. Point out some of the text features, such as date or chapter and talk about the information provided.
- As you read, pause briefly to provide short explanations of a word’s definition or explanation of an unfamiliar word, or point to an illustration to help clarify word meaning.
- Encourage children to ask questions about the topic and use text features to help them.
- Read the book and discuss the pictures and illustrations as you read. Prompt children to use context clues and inference to understand the story.
- If children are interested, bring in other books on the same topic and read them with children.

**RESPONSE TO THE BOOK:**
- Place informational books in the reading area so children can select one during choice time. Organise the informational books by topic.
- Small groups of children might read books on a topic and then work together to create a poster about information they learned.

**SUGGESTED AUTHORS OF INFORMATIONAL PICTURE BOOKS:**

9. We’re a Part of the Story!

**Materials:**
- A predictable book or narrative picture book.
- Response Activity Material:
  - Photographs: the decorated characters and objects in the story.
  - Craft or icy-pole sticks.
  - Glue or glue-sticks.
  - A box to hold the stick puppets.

**Group Size:** Individual, small group or class.

**Preparation:**
- Photographs of characters and objects that appear in the book. Make sure that the children can identify and describe each character and object.
- Glue the character or object high enough on the stick so that the children can see it. Make sure that each child can see the book and the book is visible to everyone.
- Read the book and ask the children to make predictions about the story. For example, “What do you think will happen next?” or “What do you think the character will do?”
- Read the book and encourage children to identify important words and phrases.
- Read the book and discuss the pictures and illustrations as you read. Prompt children to use context clues and inference to understand the story.
- If children are interested, bring in other books on the same topic and read them with children.

**Procedure:** Have children at a comfortable distance from the book on the floor around you. Make sure that each child can see the book and the book will be visible to everyone.

- Read the title, author and illustrator. Talk about the cover illustration. Ask, “What do you think the book is about?”
- Read a page in the book and encourage children to describe what they see and what they think might happen.
- Read a page in the book and encourage children to make predictions about the story. For example, “What do you think the character will do?”
- Read a page in the book and encourage children to identify important words and phrases.
- Read the book and discuss the pictures and illustrations as you read. Prompt children to use context clues and inference to understand the story.
- If children are interested, bring in other books on the same topic and read them with children.

**RESPONSE TO THE BOOK:**
- Have children use the stick puppets to dramatise the story and retell it in their own words. Encourage them to use the new words in their retellings.
- Invite children to create original stories with the stick puppets.

**RESPONSE ACTIVITY MATERIALS:**
- Photographs: the decorated characters and objects in the story.
- Craft or icy-pole sticks.
- Glue or glue-sticks.
- A box to hold the stick puppets.

**SUGGESTED BOOKS:**
- **How to Build a Bear** by Paul Galdone
- **No Roses for Harry** by Paul Galdone
- **The Little Red Hen** by Paul Galdone
- **Panda Bear, Panda Bear, What Do You See?** by Eric Carle
- **Goodnight Moon** by Margaret Wise Brown
- **Time for Bed** by Mem Fox
- **The Moon Was the Best** by Shelley Rotner
- **Is It Rough?** by Tana Hoban

10. Every Puppet Tells a Story

**Materials:**
- A narrative picture book with several characters.
- Response Activity Material:
  - Predictions: the decorated characters and objects in the story.
  - Craft or icy-pole sticks.
  - Glue or glue-sticks.
  - A box to hold the stick puppets.

**Group Size:** Individual, small group or class.

**Preparation:**
- Photographs of characters and objects that appear in the book. Make sure that the children can identify and describe each character and object.
- Glue the character or object high enough on the stick so that the children can see it. Make sure that each child can see the book and the book is visible to everyone.
- Read the book and ask the children to make predictions about the story. For example, “What do you think the character will do?”
- Read the book and encourage children to identify important words and phrases.
- Read the book and discuss the pictures and illustrations as you read. Prompt children to use context clues and inference to understand the story.
- If children are interested, bring in other books on the same topic and read them with children.

**Procedure:** Have children at a comfortable distance from the book on the floor around you. Make sure that each child can see the book and the book will be visible to everyone.

- Read the title of the book. Provide a short introduction that states the main problem of the story.
- You might look at a few pictures in the book and think aloud to demonstrate how to make predictions about the story. For example: “Look at the picture. This story must be about …” “I wonder if the character is going to …”
- Read the story aloud with expression. At several points in the story, pause to comment on characters’ actions and feelings. Offer a short definition or explanation of an unfamiliar word, or point to an illustration to help clarify word meaning as you read the word.
- After reading ask “why” questions to encourage children to make inferences about the story. Model how to answer a “why” question. Help children think about what the character did, read specific events and use illustrations to support their thinking.

**RESPONSE TO THE BOOK:**
- Have children use their puppets to dramatise the story and retell it in their own words. Encourage them to use the new words in their retellings.
- Invite children to create original stories with the stick puppets.

**SUGGESTED BOOKS:**
- **No Roses for Harry** by Paul Galdone
- **The Little Red Hen** by Paul Galdone
- **How to Build a Bear** by Paul Galdone
- **Panda Bear, Panda Bear, What Do You See?** by Eric Carle
- **Goodnight Moon** by Margaret Wise Brown
- **Time for Bed** by Mem Fox
- **The Moon Was the Best** by Shelley Rotner

Easy-to-follow directions list the materials needed, preparation (if any), procedure and extension opportunities.

Easy-to-read and easy-to-plan activities are listed in order of difficulty and accommodate all types of learning styles: visual, aural, tactile, kinesthetic.

Over 300 developmentally appropriate activities.
Each skill area includes a wealth of helpful information for teachers.

Readiness Activities

These skills can be used to support children’s literacy development, too. Teaching activities for ideas on how these books might be used. These books can be used to support children's literacy development. See page 155 for a sample letter for this activity.


References


Teaching Activities for ideas on how these books might be used. These books can be used to support children's literacy development. See page 155 for a sample letter for this activity.


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Teaching Activities for ideas on how these books might be used. These books can be used to support children's literacy development. See page 155 for a sample letter for this activity.


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Teaching Activities for ideas on how these books might be used. These books can be used to support children's literacy development. See page 155 for a sample letter for this activity.


References


Teaching Activities for ideas on how these books might be used. These books can be used to support children's literacy development. See page 155 for a sample letter for this activity.


Cuts with Scissors

**Objective**

Cuts out items such as paper dolls or pictures of animals.

**Materials**

- A pair of scissors for each child and one for you.
- A copy of page 378 for each child and one for you: reproduced on page 431.

**Group Size**

Small group or class.

**Procedure**

- Give each child a pair of scissors and a copy of page 378.
- Explain to children that they are going to cut around the outside of the picture of scissors on the page.
- Remind children to begin cutting at the picture of scissors on the horizontal line.
- Have them show you their scissors to make sure that they are comfortable using them.
- Ask children to cut around the outside of the pictures of scissors on the page.
- Have children cut out one of the triangles. Remind them that the picture of scissors indicates where to begin cutting.
- Have children cut out the circles. Remind them to cut around the outside of the circles, not the inside.
- As they cut out their pictures, have children glue the pictures onto paper that is easy to cut.
- Have them cut their paper on one of the dashed lines between two solid lines. Encourage children to keep their scissors on the dashed line as they cut. Demonstrate again if necessary.
- Have children continue to practice cutting until they have cut all their dashed lines.

**RELATED SKILLS**

- Visual Discrimination
- Hand-eye coordination

**Sequence**

Before teaching children to cut paper, give them plenty of practice in the thumbs and forefinger movements necessary for cutting. Ask the children to pretend they are cutting the air into pieces. Encourage them to use their thumbs and forefingers to make the cutting motion in the air.

1. Teach “Thumbs Up!”

As children practice cutting with scissors, remind them to keep their thumbs up in the air.

2. Teach Safety

Tell the children about how to handle scissors safely for example, not to hold the scissors pointed at the person.

3. Teach “Thumbs Up!”

As children practice cutting with scissors, remind them to keep their thumbs up in the air.

4. Ask children to cut using scissors.

Helpful instructional guidance, including objective and skill sequences, assists teachers at all experience levels.

Reproducible pages for activities included where needed.
Encourage parent involvement with Take-Home Activity Books

Easy-to-read and easy-to-use, English and maths activity booklets give families the opportunity to partner in their child’s learning.

Take-Home Activity Books include:

**Reading English**
- Recites Alphabet: CA11370
- Reads Letters: CA11371
- Prints Personal Information: CA11372
- Prints Letters in Order: CA11373
- Prints Letters: CA11374

**Mathematics**
- Counts in Order: CA11375
- Counts Objects: CA11376
- Reads Numbers: CA11377
- Understands Numbers: CA11378
- Writes Numbers in Order: CA11379

### Pricelist

<table>
<thead>
<tr>
<th>CODE</th>
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<th>PRICE</th>
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<tbody>
<tr>
<td>CA11818</td>
<td>Screen II (0-35 months)</td>
<td>$125.00</td>
</tr>
<tr>
<td>CA11819</td>
<td>Screen II (3-5 years) with blocks</td>
<td>$125.00</td>
</tr>
<tr>
<td>CA11906</td>
<td>Screen II (P &amp; 1)</td>
<td>$99.00</td>
</tr>
<tr>
<td>CA11801</td>
<td>Infant Data Sheets (50 pack)</td>
<td>$49.95</td>
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<td>CA11803</td>
<td>Toddler Data Sheets (50 pack)</td>
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<tr>
<td>CA11805</td>
<td>2 Year Old Data Sheets (50 pack)</td>
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<td>2 1/2 Year Old Data Sheets (50 pack)</td>
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<td>Prep Data Sheets (50 pack)</td>
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<td>Year 1 Data Sheets (50 pack)</td>
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<td>B1000</td>
<td>Screen Testing Blocks set of 10 (2 x 5 colours)</td>
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<td>CA8652</td>
<td>Box of Materials</td>
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<tr>
<td>CA12225</td>
<td>Early Childhood Screens II Technical Report</td>
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<tr>
<td>CA11854</td>
<td>Brigance: Readiness Activities Inventory</td>
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<tr>
<td>CA11380</td>
<td>Take-Home Activity Book Collection (Set of 100 - ten of each title)</td>
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<td>Take-Home Activity Book Collection (Set of 10 - one of each title)</td>
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<td>Take-Home Activity Book: Counts Objects (10 Pack)</td>
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<td>CA11372</td>
<td>Take-Home Activity Book: Prints Personal Information (10 Pack)</td>
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**Early Childhood Developmental Inventory**

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<td>CA11815</td>
<td>Developmental Inventory (2 Volume Assessment Set)</td>
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<td>CA11816</td>
<td>Developmental Inventory Record Books (10 Pack)</td>
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<td>CA9567</td>
<td>Testing Accessories Kit</td>
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<td>CA10920</td>
<td>Tote Bag</td>
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**Early Childhood IED-II Standardised Assessments**

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<td>CA10919</td>
<td>Brigance: IED-II Standardised Assessments Examiner’s Book with Self-Help &amp; Social-Emotional Scales</td>
<td>$110.00</td>
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<td>CA10348</td>
<td>Brigance: Standardised &amp; Validation Manual with Scoring CD</td>
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<td>Brigance: IED-II: Standardised Assessments Record Book (set of 10)</td>
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<td>Brigance: Self-Help and Social-Emotional Scales, 2 years - 5 years 11 months</td>
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<td>CA11343</td>
<td>Brigance: IED-II: Getting Started with the IED-II</td>
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**Bundles**

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<td>Brigance Screen: Early Childhood Bundle</td>
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<td>CA10918</td>
<td>Brigance: Standardised Assessments Exam Kit</td>
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Hawker Brownlow Education

P.O. Box 580, Moorabbin, Victoria 3189
Website: http://www.hbe.com.au
Email: orders@hbe.com.au
Ph: (03) 8558 2444 Fax: (03) 8558 2400

Take-Home Activity Books

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