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— Features of the *BRIGANCE Early Preschool Screen* —

1. **Screening Can Be Accomplished Quickly:** The essence of screening is its quickness. The basic screening of most children can be completed within fifteen minutes. Screening a child who responds slowly rarely takes more than twenty minutes.
2. **Screening Provides a Sampling of Skills for Key Areas:** The basic assessments provide a sampling of a child's learning, development and skills in a broad range of areas, such as fine-motor skills, body awareness, general knowledge, language development and gross-motor skills. A discussion and demonstration of the domains and factors these skills can be categorised into can be found in the *Technical Report for the BRIGANCE Screens* on pages 6–7 and on pages 29–37.
3. **The Data Sheet Provides a Quick Review:** The *Data Sheets*, one for each age level, allow data to be recorded on one page. Thus, a glance across the *Data Sheet* provides a quick review, and copies of the data can be shared with others and filed as needed. (See *Data Sheet* examples on pages xvii and xviii.)
4. **Screening Will Be a Successful Experience for Most Children:** Each screening assessment is at a skill level that will allow a high degree of success for most children. Thus, most children will feel positive about the screening. The children with learning problems or delayed development may find the *Screen* frustrating.
5. **Optional Supplemental Assessments Are Included:** In addition to the basic assessments for each age level, supplemental assessments of more advanced skills have been included for optional use. These assessments are primarily intended for use with children who score well on the basic assessments. (See pages 20–29.)
6. **Helpful Notes Are Included:** Notes related to possible observations, interpretations, criteria, supplemental assessments and techniques for encouraging the child to perform are included with each assessment.
7. **Related Forms for Optional Use Are Included:** Related screening information forms for examiner's observations, teacher's rating and parent's rating are included as items for optional use. Permission to reproduce these forms for non-profit educational use is granted by the author and the publisher. (See pages 30–38.)
8. **A Score Can Be Calculated for Ranking:** A point value is assigned to each skill in the basic screening assessments to provide a means of calculating a score for each child.
9. **Assessments Are Criterion-Referenced, Curriculum-Referenced and Norm-Referenced:** The criterion-referencing and curriculum referencing of the assessments provide data that can be translated into instructional objectives. Additionally, results of the 1995 restandardisation and validation study (see page 88 of the *Technical Report for the BRIGANCE Screens*) allow norm-referenced interpretation.
10. **No Special Material or Equipment Is Needed:** See page xii for lists of essential materials and optional materials.
11. **Duplication of Assessments Can Be Avoided:** Most of the skills included in the basic assessments are the same as those included in the *BRIGANCE Diagnostic Inventory of Early Development – Revised* (Birth–7 years). Program personnel using the *Inventory* with its accompanying *Developmental Record Book* for the purposes of assessing, record keeping, tracking and instructional planning can frequently avoid duplication of assessment time. Much of the data needed for screening can be taken from the *Developmental Record Book* if the data are current and valid. Likewise, data obtained from the screening assessment can be recorded in the *Developmental Record Book*. (See pages 43–44 for coordination between the assessments in this *Screen* with the *Inventory of Early Development – Revised*. A complete coordination between all the *Screens* and the *Inventory of Early Development – Revised* and the *Comprehensive Inventory of Basic Skills* is included in the *Technical Report for the BRIGANCE Screens* on pages 58–64.

Rationale and History

Rationale for Development: Initially the *BRIGANCE Screens* were developed as criterion-referenced instruments to be a viable alternative to the norm-referenced screens commonly used in many schools. Among the benefits of such screening is the ability to view readiness as a continuous, ever-evolving process that results from normal development and from instruction and exposure to a continuum of various skills and activities. Additionally, results obtained from criterion-referenced screens facilitate the implementation of individualised instruction.

The findings of the restandardisation and validation study conducted in 1995 show that when the assessments are administered and scored *in strict accordance with the directions accompanying each basic assessment*, valid norms will result. Children with difficulties as well as those who are gifted and academically talented can, in combination with teacher or examiner ratings, be identified using the cutoff scores determined by the study, as discussed on page xv. (See the *Technical Report for the BRIGANCE Screens*, pages 22–24.) Thus the same basic assessments are now both criterion-referenced and norm-referenced and should meet the needs of most school systems. Teachers will have information about individual students and administrators will be able to monitor child progress throughout a school year.

History: Personnel from many school systems across the country were informally selecting assessments from the *BRIGANCE Diagnostic Inventory of Early Development* (Birth–7 Years) for screening purposes. The author and the publisher received many requests for the development of an instrument appropriate for early formal schooling years (Kindergarten–Year 1) screening. Those requests led to the development of the *BRIGANCE Prep/Kinder/Year 1 Screen*. While the *P/K/1 Screen* was being developed, the author and the publisher were receiving requests for a preschool screen. Those requests became more numerous after publication of the *P/K/1 Screen* and encouraged development of the *BRIGANCE Preschool Screen* printed in 1985. Similarly, after the publication of the *Preschool Screen*, many requests for a screen for two-year-olds were received. Those requests led to the development and publication of the *BRIGANCE Early Preschool Screen*, first printed in 1990.

Criteria for Selection of Screening Assessments: The following criteria were used to select the skills included in this screening instrument:

1. What skills are of a developmental or difficulty level that will identify children who may not be successful and yet will allow most children to have the degree of success needed to feel positive about the screening?
2. What skills can be assessed expediently with a high degree of validity and objectivity?
3. What skills in the *BRIGANCE Diagnostic Comprehensive Inventory of Early Development* were found to be the most appropriate for screening purposes?
4. What skills can be assessed
 - a. by the use of materials that are usually readily available and inexpensive?
 - b. in facilities or settings in which space may be limited?
 - c. without having the teacher or examiner involved in time-consuming and complicated procedures or in manipulating assessment materials?
5. Which of the skills meeting the above criteria can be validated by critiquing and field-testing as being appropriate to use for screening purposes?

Screening Procedures

Purpose of Screening: The primary purpose of screening is to obtain a broad sampling of a child's skills and behaviours for one or more of the following reasons:

1. To identify any child who should be referred for a more comprehensive evaluation to determine the existence of a disability or the need for special placement
2. To help determine the most appropriate initial placement or grouping of children
3. To assist the teacher in planning a more appropriate program for the child
4. To comply with screening requirements.

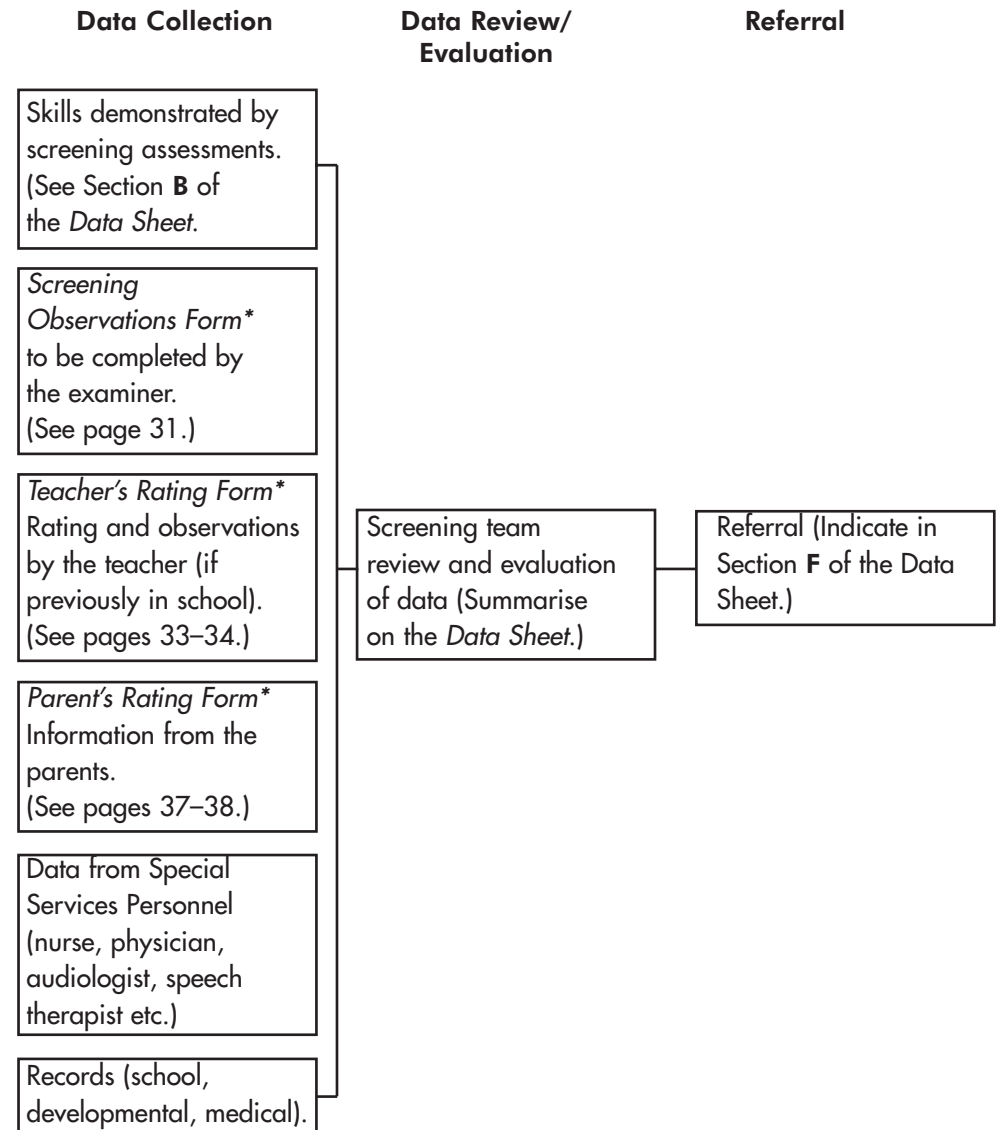
Many schools are now conducting screening procedures for all children entering school (as well as preschoolers).

General Screening Procedures: In most cases, screening involves a team of professionals working with a child and his or her parent(s) to obtain the most valid sampling of the child's skills and behaviour. The screening procedures and materials in this instrument are designed specifically to assist the screening team in the acquisition and evaluation of the data necessary for determining if a child should be referred for a more comprehensive evaluation.

The diagram on the right illustrates a model of the screening program in which the screening procedures can be used. The materials and personnel for each assessment are indicated. Some materials are optional.

It is *not* within the scope of this publication to include procedures for evaluating the child's physiological development. Physical examinations and screening for vision, hearing or speech problems should be performed by appropriately trained personnel. However, the professional using this *Screen* is encouraged to observe for indications of such problems and report the observations to the appropriate member of the screening team or make the appropriate referral.

Diagram of Screening Procedures and Materials



*Optional

2A Visual Motor Skills

Skill: Scribbles with crayon.

Strokes or scribbles are

1. not purposeful or well controlled so frequently lose contact with the paper
2. purposeful or well controlled so seldom lose contact with the paper.

Data Sheet: *Two-Year-Old Child.*

Assessment Method: Child performance – scribbles on paper with crayon.

Materials:

- Jumbo crayon (or type of crayon that the child is accustomed to using).
- Two A4 sheets of unlined paper.

Discontinue: After determining skill level.

Time: Your discretion.

Accuracy: Use your judgement in giving credit for the child's performance. Use the following information in determining the point value that should be assigned the child's level of performance.

Description of Performance	Points/Credit
Strokes or scribbles are	
<ul style="list-style-type: none"> • not controlled and most go off the paper. 	0
<ul style="list-style-type: none"> • not purposeful or well controlled so frequently lose contact with the paper. 	5
<ul style="list-style-type: none"> • purposeful or well controlled so seldom lose contact with the paper. 	10

Point Value: See **Accuracy** above.

Directions

This assessment is made by asking the child to use a crayon to scribble on a sheet of paper.

With the child watching,

Say: **Watch what I do.**

Use the crayon to make some scribbles (circles as well as lines) on a sheet of unlined paper. Then, give the crayon and another sheet of unlined paper to the child and

Say: **Now you do it. Write for me.**

If the child does *not* attempt the task, use one of the alternate methods for presenting the task suggested in **Note 2.**

Notes:

1. **Possible Observations:** As the child responds, you may wish to observe and make note of the following:
 - a. *Physical Conditions:* Does the child have a physical condition that makes him or her unable to perform the skill?
 - b. *Use of Eyes:* Do the child's eyes tend to follow the tasks appropriately?
 - c. *Handedness:* Does the child consistently hold the crayon in the same hand or does he or she change the crayon from one hand to the other?
 - d. *Crayon Grasp:* Does the child hold the crayon in a loose, three-finger grasp or does the child hold the crayon in his or her fist?
2. **Alternate Methods for Presenting the Task:** If the child does not perform the task when presented as indicated in the **Directions**, try either of the following alternate methods for presenting the task.
 - Some children may respond best when asked,
Draw a picture for me. or
Can you draw a picture for me?
 - Others may respond best when asked,
Write your name for me. or
Can you write your name for me?

3A Identifies Body Parts

Skill: Identifies body parts by pointing to or touching.

Sample: *mouth*

- | | | |
|---------|---------|-----------|
| 1. eyes | 3. feet | 5. tongue |
| 2. nose | 4. hair | 6. ears |

Data Sheet: *Two-Year-Old Child.*

Assessment Method: Child performance – identifies by pointing to or touching.

Materials: None.

Discontinue: After the child fails to identify two consecutive body parts.

Time: Your discretion; however, approximately ten seconds per body part is recommended.

Accuracy: Give credit for each body part correctly identified. If the child self-corrects, give credit.

Point Value: 2 points for each body part.

Notes:

1. **Possible Observations:** As the child responds, you may wish to observe and make note of the following:
 - a. *Physical Conditions:* Does the child have a physical condition that makes him or her unable to perform the skill?
 - b. *Attention to Task:* Does the child consistently attend to your requests, or does he or she have difficulty attending for reasons such as a short attention span or distractions?
 - c. *Language Comprehension:* Which verbal direction does the child appear to comprehend best?
 - 'Show me your ...'
 - 'Put your finger on ...'
 - 'Where is your ...'
 - 'Point to your ...'
 - 'Touch your ...'
 - (handing the child a block) 'Put the block on your ...'

Use the direction that the child comprehends best as you continue the assessment.

- d. *General Awareness of Body Parts:* Does the child respond automatically or hesitantly?
- e. *Interest Level:* Does the child volunteer the identification of additional body parts?
- f. *Confidence Level:* Does the child appear relaxed or is he or she anxious about responding?
- g. *Assurance of Response:* Does the child respond automatically or hesitantly?

Directions

This assessment is made by asking the child to point to or touch each body part as you name it. Pause after requesting each body part for the child's response. If the child does not respond, rephrase the request. If helpful, give encouragement.

Initiate the assessment by using the body part 'mouth' as a sample. Determine which verbal direction the child comprehends best.

(See **Note 1c.**)

Say: **Show me your mouth.** or
Put your finger on your mouth.

If the child does *not* respond, demonstrate by pointing to the child's mouth.

Say: **This is your mouth.**

Then, ask: **Where is your mouth? Point to your mouth.**

Following the same procedure and using the direction the child comprehends best, request the body parts in the following order:

- | | | |
|---------|---------|-----------|
| 1. eyes | 3. feet | 5. tongue |
| 2. nose | 4. hair | 6. ears |

2. **Supplemental Assessments:**

- a. *Higher-Level Skill:* The 'Identifies Body Parts' assessment is made by asking the child to point to or touch each body part as you name it (*receptive skill*). You may wish to assess the child's skill of being able to name each body part as you point to it (*expressive skill*).
- b. *Body Awareness:* You may wish to assess the child's awareness of the following:
 - Functions of body parts. ('What do we do with our eyes?')
 - Body parts of a doll, of a person in a picture or of another person.

