

◆ ◆ ◆
Table of Contents

Introduction

Purpose	iv
Features	v
General Directions for Conducting an Assessment	vi
Model of Format for an Assessment Procedure with a Child Page	vii
Directions for Recording Results and Identifying Objectives	viii
Illustration of the Record-Keeping System ...	ix
Option of Two Record-Keeping Systems for Developmental Skills	x
The Class Record Book—An Optional Item	xi
Methods of Presenting the Visual Materials ...	xii
Kit of Materials	xiii
Recommendations for More Effective Use ...	xiv
Questions Frequently Asked About the Inventory	xvi

Test Title Page

A. Preambulatory Motor Skills and Behaviors

Introduction	1
Assessment Procedures and Objectives	
A-1: Supine Position Skills & Behaviors	3
A-2: Prone Position Skills & Behaviors	7
A-3: Sitting Position Skills & Behaviors	11
A-4: Standing Position Skills & Behaviors ...	15
Comprehensive Skill Sequences	
A-1: Supine Position Skills & Behaviors	19
A-2: Prone Position Skills & Behaviors	19
A-3: Sitting Position Skills & Behaviors	20
A-4: Standing Position Skills & Behaviors ...	20

B. Gross-Motor Skills and Behaviors

Introduction	21
Assessment Procedures and Objectives	
B-1: Standing	23
B-2: Walking	25
B-3: Stairs and Climbing	27

Test Title Page	
B-4: Running	29
B-5: Jumping	31
B-6: Hopping	33
B-7: Kicking	35
B-8: Balance Beam	37
B-9: Catching	38
B-10: Rolling and Throwing	40
Comprehensive Skill Sequences	
B-1: Standing	42
B-2: Walking	42
B-3: Stairs and Climbing	42
B-4: Running	43
B-5: Jumping	43
B-8: Balance Beam	43
B-10: Rolling and Throwing	43
Supplemental Skill Sequences	
B-11: Ball Bouncing	44
B-12: Rhythm	44
B-13: Wheel Toys	44
B-14: Miscellaneous Gross-Motor Skills	44

C. Fine-Motor Skills and Behaviors

Introduction	45
Assessment Procedures and Objectives	
C-1: General Eye/Finger/Hand Manipulative Skills	47
C-2: Block Tower Building	53
C-3: Prehandwriting	55
C-4: Draw a Person	57
C-5: Forms	59
C-6: Cutting with Scissors	62
Comprehensive Skill Sequences	
C-1: General Eye/Finger/Hand Manipulative Skills	65
C-2: Block Tower Building	67
C-3: Prehandwriting	67
C-5: Forms	68
C-6: Cutting with Scissors	68
Supplemental Skill Sequences	
C-7: Puzzles	69
C-8: Painting with Brush	69
C-9: Playdough.	69

Test Title Page

D. Self-Help Skills

Introduction	70
Assessment Procedures and Objectives	
D-1: Feeding/Eating	73
D-2: Undressing	77
D-3: Dressing	79
D-4: Unfastening	81
D-5: Fastening	82
D-6: Toileting	83
D-7: Bathing	85
D-8: Grooming	87
Comprehensive Skill Sequences	
D-1: Feeding/Eating	89
D-2: Undressing	90
D-3: Dressing	90
D-5: Fastening	90
D-6: Toileting	91
D-7: Bathing	91
Supplemental Skill Sequences	
D-9: Household Tasks	92
D-10: Classroom Tasks	92
D-11: Safety	92

E. Speech and Language Skills

Introduction	94
Assessment Procedures and Objectives	
E-1: Prespeech Receptive Language	97
E-2: Prespeech Gestures	99
E-3: Prespeech Vocalization	101
E-4: General Speech and Language Development	103
E-5: Length of Sentences	108
E-6: Personal Data Response	109
E-7: Verbal Directions	111
E-8: Picture Vocabulary	115
E-9: Repeats Numbers	117
E-10: Sentence Memory	118
Comprehensive Skill Sequences	
E-1: Prespeech Receptive Language	120
E-2: Prespeech Gestures	120
E-3: Prespeech Vocalization	120
E-4: General Speech and Language Development	121

<i>Test Title</i>	<i>Page</i>
E-6: Personal Data Response	122
E-7: Verbal Directions	123
Supplemental Skill Sequence	
E-11: Singing	123
F. General Knowledge and Comprehension	
Introduction	124
Assessment Procedures and Objectives	
F-1: Response to and Experience with Books	127
F-2: Body Parts	
a. Receptive	129
b. Expressive	131
F-3: Colors	133
F-4: Shape Concepts	135
F-5: Quantitative Concepts	138
F-6: Directional/Positional Concepts	141
F-7: Classifying	145
F-8: Knows What to Do in Different Situations	149
F-9: Knows Use of Objects	151
F-10: Knows Function of Community Helpers	153
F-11: Knows Where to Go for Services	155
Comprehensive Skill Sequences	
F-1: Response to and Experience with Books	158
F-2: Body Parts	
a. Receptive	158
b. Expressive	158
F-5: Quantitative Concepts	159
F-6: Directional/Positional Concepts	159
F-9: Knows Use of Objects	159
G. Social and Emotional Development	
Introduction	160
Assessment Procedures and Objectives	
G-1: General Social and Emotional Development	162
G-2: Play Skills and Behaviors	168
G-3: Work-Related Skills and Behaviors ..	173
Comprehensive Skill Sequences	
G-1: General Social and Emotional Development	176

<i>Test Title</i>	<i>Page</i>
G-2: Play Skills and Behaviors	178
G-3: Work-Related Skills and Behaviors ..	179
H. Readiness	
Introduction	180
H-1: Visual Discrimination	
a. Two Symbols	183
b. Three Symbols	184
H-2: Recites Alphabet	187
H-3: Uppercase Letters	188
H-4: Lowercase Letters	190
Supplementary Information for Assessing Readiness Skills	192
I. Basic Reading Skills	
Introduction	193
I-1: Word Recognition Grade Placement	
Form A	196
Form B	197
I-2: Reads Color Words	198
I-3: Reads Number Words	199
I-4: Reads Common Signs	200
I-5: Reads Orally at What Grade Level?	
a. Reads Orally at Lower Prep Level ..	201
b. Reads Orally at Upper Prep Level ..	202
c. Reads Orally at First-Grade Level	203
d. Reads Orally at Second-Grade Level	204
I-6: Auditory Discrimination	205
I-7: Matches Initial Consonants with Pictures	207
I-8: Substitutes Initial Consonant Sounds	210
I-9: Substitutes Short-Vowel Sounds	214
I-10: Substitutes Long-Vowel Sounds	217
Assessments Referenced to Basic Reading Vocabularies	219
J. Manuscript Writing	
Introduction	222
J-1: Prints Personal Data	223
J-2: Prints Lowercase Letters in Sequence	225

<i>Test Title</i>	<i>Page</i>
J-3: Prints Uppercase Letters in Sequence	226
J-4: Prints Lowercase Letters Dictated	227
J-5: Prints Uppercase Letters Dictated	228
J-6: Prints Simple Sentences	229
J-7: Quality of Printing	231
K. Basic Maths	
Introduction	234
K-1: Number Concepts	235
K-2: Rote Counting	236
K-3: Reads Numerals	237
K-4: Numeral Comprehension	238
K-5: Ordinal Position	239
K-6: Numerals in Sequence	240
K-7: Writes Following and Preceding Numerals	242
K-8: Writes Numerals Dictated	243
K-9: Addition Combinations	245
K-10: Subtraction Combinations	247
K-11: Recognition of Money	248
K-12: Time	249
Bibliography	255
Appendix A	
History, Field Testing, Critiquing, and Acknowledgments	258
Appendix B	
Sequencing and Referencing of Skills and Behaviors	260
Appendix C	
Using the Inventory in P.L. 94-142 and P.L. 99-457 Programs	262
Appendix D	
Lists of Milestone Skills by Developmental Age Level	265

Introduction



Purpose

The ***BRIGANCE® Diagnostic Inventory of Early Development—Revised*** was designed to be used in programs for infants and children below the developmental level of seven years.

The *Inventory* and the accompanying *Developmental Record Book* serve

1. ***as an assessment instrument to***
 - a. determine the developmental or performance level of the infant or child.
 - b. identify areas of strength and weakness.
 - c. identify instructional objectives at the child's level of development in order to plan a developmentally appropriate program.
 - d. obtain assessment data that can be used with other data to support a referral or diagnosis.
2. ***as an instructional guide*** with objectives stated in functional and measurable terms.
3. ***as a recordkeeping tracking system*** that is ongoing, specific, graphic, and easily interpreted.
4. ***as a tool for developing and communicating an individualized education program*** that best meets the needs of the child.
5. ***as a resource for training parents and professionals*** in child growth and development.

In summary, the *Inventory*

- brings together child growth, child development, early childhood curriculum, and assessment.
- simplifies and combines the process of assessing, diagnosing, record-keeping, and instructional planning.

◆◆◆
Features

The **BRIGANCE® Diagnostic Inventory of Early Development—Revised**

1. **Is Comprehensive.** The *Inventory* includes many assessments for skills from birth through the developmental age of six years. (See the Table of Contents or the *Developmental Record Book*.) Its comprehensiveness provides you with a wealth of assessments from which to choose those you anticipate will best meet your needs in each setting or situation.
2. **Is Criterion-Referenced.** The assessments are based on developmental skills and behaviors and curriculum objectives. Thus, the results can be applied directly to planning and individualizing instruction.
3. **Is Normative-Referenced.** Although primarily a criterion-referenced assessment instrument, norms have not been ignored. Developmental age notations derived from norms found in the references listed in the *Bibliography* have been included in the skill sequences.
4. **Is Well Researched and Referenced.** Skill sequences of a developmental nature, which include most of the preschool skills, were developed and validated by researching the references listed in the *Bibliography*. Skill Sequences of an academic nature were developed and validated by using curriculum practices and student texts.
5. **Has a Format That Is Easy to Follow.** When the *Inventory* is opened to an assessment procedure, the printed material for the examiner is in the correct position for reading and the visual material for the child is in the correct position for the child to view.
6. **Is an Assessment Instrument That Does Not Require Rigid Administration Procedures.** Many of the assessments can be adapted and used to accommodate different testing situations.
7. **Does Not Require Specialized Training in Testing.** The *Inventory* uses a direct approach to assessment. It does not require complex statistical procedures for deriving and interpreting results. The assessment procedures are simple; many of them can be administered by a paraprofessional with professional supervision.
8. **Does Not Require Specialized Materials.** The materials needed for conducting the assessments can be found in most settings serving infants and children. An inexpensive Kit of Materials is available for purchase from the publisher.
9. **Simplifies and Integrates the Processes of Assessing/Diagnosing, Record-Keeping, and Instructional Planning.** (See pages viii and ix.)
10. **Offers a Record-Keeping System That Is Efficient, Specific, and Easily Interpreted.** (See *Directions for Recording Results and Identifying Objectives*, page viii, and *Illustration of the Record-Keeping System*, page ix.)
11. **Was Designed to Meet P.L. 94-142 and P.L. 99-457 Requirements.** The *Inventory* assesses skills in all areas required by P.L. 94-142 and P.L. 99-457. It identifies the present level of performance, yields results easily interpreted to parents, and lists objectives for the IEP or IFSP. (See **Appendix C**, pages 262–263.)
12. **Offers a Choice of Two Record-Keeping Systems for Developmental Skills.** The skill sequences found in the *Developmental Record Book* include the primary or “milestone” skills and will be adequate for meeting the needs of most children and programs. However, if more comprehensive skill sequences that include both the primary and secondary skills are needed for the developmental skills found in Sections A–G, you may wish to use the Comprehensive Skill Sequences found at the end of each section. See pages viii–xi for examples and illustrations of these two record-keeping systems.
13. **Offers List of “Milestone” Skills by Developmental Age Levels.** An additional option is the listing of all the “milestone” skills by developmental age levels in **Appendix D**. These milestone skills are separated into seven developmental age levels, one month to one year (0-1 to 1-0), one year to two years (1-0 to 2-0), and so on to seven years of age. (See **Appendix D** on pages 265–279.)

◆◆◆

Cutting with Scissors

Skill: Uses scissors to cut various patterns and materials.

Developmental Record Book: Page 6.

Comprehensive Skill Sequence: Page 68.

Class Record Book: Page 9.

Assessment Method: Observing the child performing the skill, formally or informally.

- Materials:**
- Scissors appropriate for the child.*
(Scissors should be of the correct size, in good condition, and of the preferred handedness. Many left-handed children, however, learn to use right-handed scissors, and will have less dexterity with left-handed scissors.)
 - Half sheets of unlined paper (skills 3, 4, and 5)*
 - Reproduced copies of C-63 and C-64—preferably with the patterns cut so they can be presented individually.

*These materials are available in the Kit of Materials. (See Introduction, page xiii.)

Discontinue: After two consecutive failures.

Time: Your discretion.

Note: Training Aids

- a. **Double-Handed Scissors:** Double-handed scissors permit the teacher to place his/her fingers over the child's in the outer set of handles and supply the necessary placement, guidance, and force for cutting. They can be ordered from most suppliers of early childhood or special education materials. These scissors come in two sizes, they are pointed or blunt, and they are available for the left or right hand.
- b. **For the Disabled:** The child disabled with poorly developed fine-motor control or strength may experience more success with easy-grip scissors. These scissors are designed with continuous-loop handles that supply the "opening action."

Accuracy: See criteria listed for skills.

Correlation with BRIGANCE® Prescriptive Readiness:

Strategies and Practice: Pages 147–162.

References: The following references were used to sequence the cutting with scissors skills and behaviors and to validate the developmental ages. (See Bibliography, pages 255–256.)

4:113–114	30:268–270
7:172, 232	47:9
14:258	55:134
26:295	

◆◆◆

Directions

Make this assessment by any one or a combination of the methods listed below.

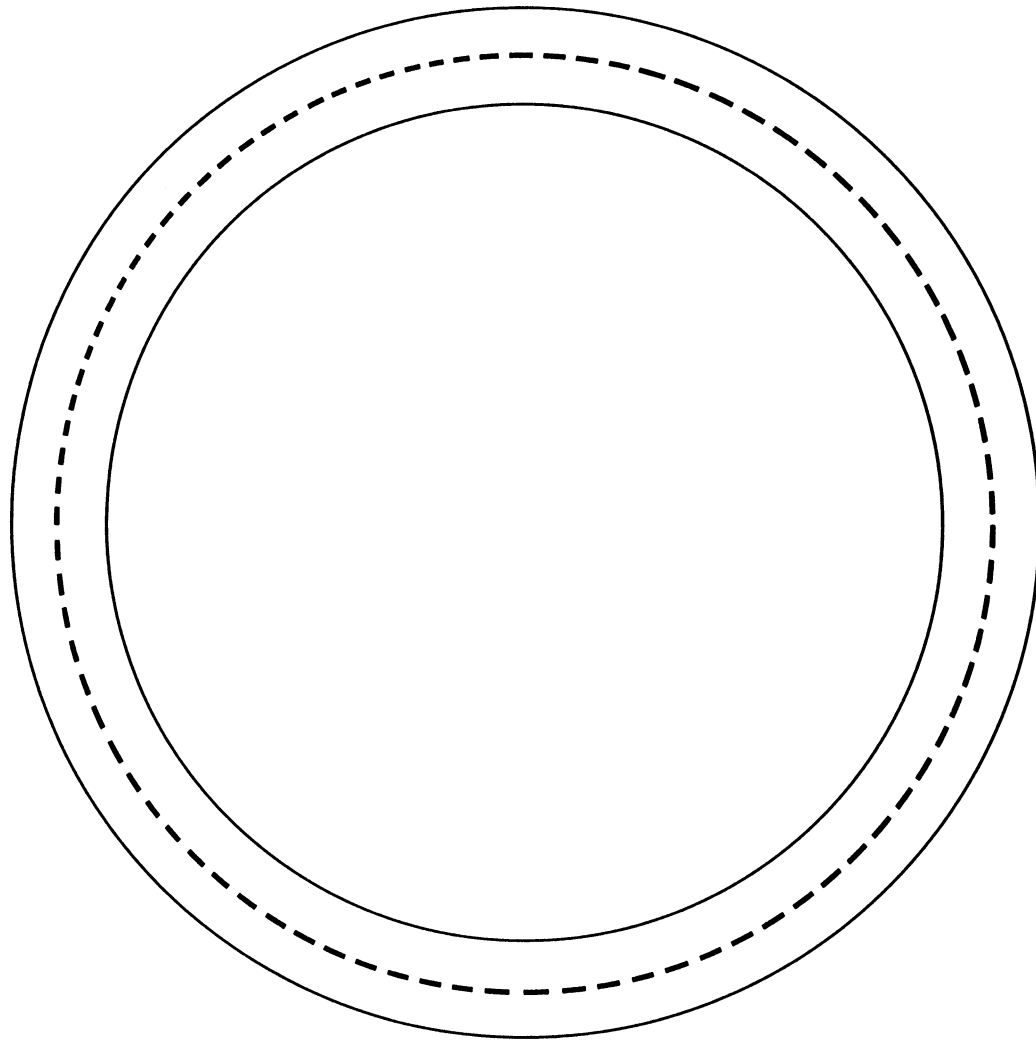
- a. Observe the child's use of scissors and different materials during instruction or crafts period.
- b. Evaluate samples of items cut with scissors.
- c. Give the child scissors and materials and ask the child to perform the required skill.

Skills 1–5 can be assessed by providing scissors and a piece of paper 12.5 cm square.

The child's performance should indicate the level for continuing the assessment.

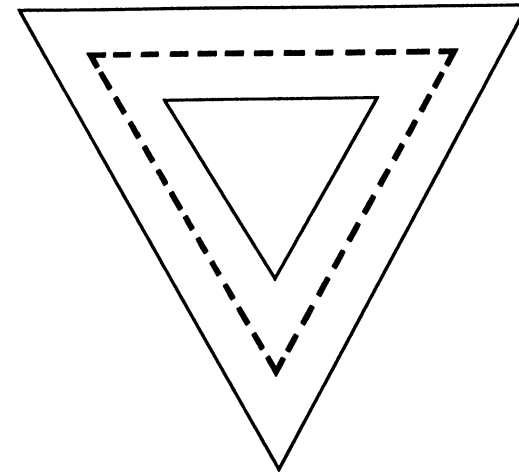
- 2-0
1. Places scissors on fingers and holds comfortably and correctly.
 2. Opens and closes scissors.
 3. Snips or makes small cuts in paper.
 4. Holds paper for cutting.

(continued)



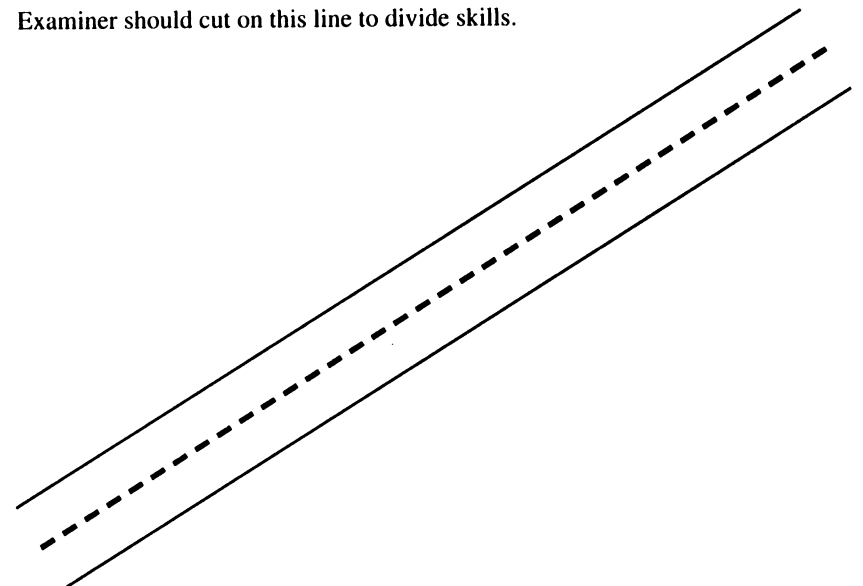
Skill 9 : Cuts 12.5-cm circle within 12 mm.

Examiner should cut on this line to divide skills.



Skill 7: Cuts triangle with 5-cm sides within 12 mm.

Examiner should cut on this line to divide skills.



Skill 6: Cuts 12.5-cm line within 12 mm.