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# Features of the *BRIGANCE*<sup>®</sup> *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 ten to twelve 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 key areas, such as language, motor ability, number skills, body awareness, and visual discrimination. A discussion and demonstration of the domains and factors these skills can be categorized into can be found in the *Technical Report for the BRIGANCE*<sup>®</sup> *Screens* in chapters 1 and 4.
3. **The *Data Sheet* Provides a Quick Review:** The *Data Sheets*, one for each age level, allow data to be recorded on one page in a triplicate copy. 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 xviii, and xix.)
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.
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 25–37.)
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 nonprofit educational use is granted by the author and the publisher. (See pages 39–47.)
8. **A Score Can Be Calculated for Ranking and Grouping Purposes:** 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 restandardization and validation study allow norm-referenced interpretation.
10. **No Special Material or Equipment Is Needed:** (See page xiii for lists of essential materials and optional materials.)
11. **Duplication of Assessments Can Be Avoided:** With the exception of **Skill 1, Uses Prepositions**, in the "Prepositions and Irregular Plural Nouns" assessment for a four-year-old child, 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 54–55 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* in chapter 6.)

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# Rationale and History

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**Rationale for Development:** Initially, the *BRIGANCE*<sup>®</sup> 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 individualized instruction.

The findings of the restandardization 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/examiner ratings, be identified using the cutoff scores determined by the study, as discussed on page xvi. (See the *Technical Report for the BRIGANCE Screens*, chapter 3.) 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 kindergarten and first-grade screening. Those requests led to the development of the *BRIGANCE K & 1 Screen*. While the *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 *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. (See page 50 for additional history and acknowledgments.)

**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 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/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?

# 1A Personal Data Response

**Skill:** Gives personal data.

1. first name
2. last name
3. age

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

**Assessment Method:** Child performance—oral response.

**Materials:** None.

**Discontinue:** Your discretion.

**Time:** Your discretion; however, the child's responses should be automatic.

**Accuracy:** Give credit for each correct response. See **Criteria**.

**Criteria:** In addition to your own professional judgment, the comments accompanying each skill in the **Directions** will guide you in evaluating. Verify the correctness of the child's responses by comparing them with the information recorded on his/her *Data Sheet*.

**Point Value:** 2 points for each item.

**Notes:**

1. **Possible Observations:** As the child responds to the questions, you may wish to observe and make note of the following:
  - a. *Physical Conditions:* Does the child have a physical condition that makes him/her unable to respond?
  - b. *Comprehension:* Do the child's responses suggest that he/she understands the meaning of the data, or do they reflect rote memory only?
  - c. *Articulation Development:* Do the child's articulation skills appear typical for his/her age, or is there evidence of an articulation problem, such as omitting, substituting, adding, or distorting sounds?
  - d. *Attention to Task:* Does the child consistently attend to your requests, or does he/she have difficulty attending for reasons such as a short attention span or distractions?
  - e. *Interest Level:* Does the child volunteer additional personal data, such as his/her sex, address (street or mail), or date of birth (month and day)?
  - f. *Confidence Level:* Does the child appear relaxed, or is he/she anxious about responding?
  - g. *Assurance of Response:* Does the child respond automatically or hesitantly?

**Directions**

This assessment is made by asking the child the questions below. Pause after each question for the child's response. If the child does not respond, repeat the question. Give encouragement, if necessary.

**Skill 1:** First name.

Ask: **What is your name?**

If the child gives his/her nickname,

Say: **That is your nickname.**

Ask: **Can you tell me your real name?**

It is recommended that you do *not* give credit for a nickname.

If the child gives his/her full name, give credit for **Skill 1** and **Skill 2** and go to **Skill 3**.

**Skill 2:** Last name.

Ask: **What is your last name? or  
Your name is (first name) what?**

If the child also gives his/her middle name, you may wish to make note of it.

**Skill 3:** Age.

Ask: **How old are you?**

If the child does not respond,

Say: **Can you show me how old you are?**

If the child holds up the correct number of fingers,

Ask: **How many is that?**

Give credit if the child says or counts correctly or if the child says his/her age correctly but shows the wrong number of fingers.

2. **Supplemental Assessment:** You may wish to ask the child to give additional personal data, such as his/her sex, address (street or mail), date of birth (month and day), siblings' names, and parents' or guardians' names.

# 2A Identifies Body Parts

**Skill:** Identifies body parts.

- |         |            |            |
|---------|------------|------------|
| 1. ears | 4. arms    | 7. toes    |
| 2. head | 5. fingers | 8. neck    |
| 3. legs | 6. thumbs  | 9. stomach |

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

**Assessment Method:** Child performance—pointing or touching.

**Materials:** None.

**Discontinue:** Your discretion, or after the child fails to identify two consecutive body parts.

**Time:** Your discretion; however, the child's responses should be automatic.

**Accuracy:** Give credit for each body part correctly identified and if the child self-corrects.

**Point Value:** 1 point for each body part.

**Notes:**

1. **Possible Observations:** As the child responds to the items, you may wish to observe and make note of the following:
  - a. *Physical Conditions:* Does the child have a physical condition that makes him/her unable to perform the skill?
  - b. *Attention to Task:* Does the child consistently attend to your requests, or does he/she have difficulty attending for reasons such as a short attention span or distractions?
  - c. *Interest Level:* Does the child volunteer the identification of additional body parts?
  - d. *Confidence Level:* Does the child appear relaxed, or is he/she anxious about responding?
  - e. *Assurance of Response:* Does the child perform 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, repeat the request. Give encouragement, if necessary, and praise correct responses. Give credit if the child makes an error but corrects it.

Say: **I am going to ask you to show me something. Show me your (*name of body part*).**

*or*

**Touch your (*name of body part*).**

If the child does not respond,

Ask: **Where is your (*name of body part*)? Show me.**

Request the body parts in the following order:

- |         |         |            |         |            |
|---------|---------|------------|---------|------------|
| 1. ears | 3. legs | 5. fingers | 7. toes | 9. stomach |
| 2. head | 4. arms | 6. thumbs  | 8. neck |            |

## 2. **Supplemental Assessments:**

- a. **Higher-Level Skill:** This 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.
  - Positions of specific body parts as the whole body assumes different positions.
  - Range of movements possible for different body parts.
  - Body parts of a doll, of a person in a photograph, or of another person.
  - Right and left sides of the body, such as the right hand or the left hand.

# 3A Gross-Motor Skills

**Skill:** Performs gross-motor skills.

1. Stands on one foot one second.
2. Walks tiptoe three steps.
3. Walks forward heel-and-toe three steps.

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

**Assessment Methods:**

1. Child performance.
2. Observation of child at play.
3. Initiation of a play situation.

**Materials:** None.

**Discontinue:** Your discretion, or after the child fails to perform two skills.

**Time:** Your discretion. See **Criteria, Skill 1** in the **Directions**.

**Accuracy:** Give credit for each skill performed. (See **Criteria** given after each skill in the **Directions**.)

**Criteria:** In addition to your own professional judgment, the **Criteria** accompanying each skill in the **Directions** will guide you in evaluating.

**Point Value:** 3 points for each skill.

**Notes:**

1. **Possible Observations:** As the child performs the skills, you may wish to observe and make note of the following:
  - a. **Foot Dominance:** Does the child consistently perform the skills on the same foot? When making this assessment, do *not* designate the foot on which a skill is to be performed. In most instances, the child will perform the skill on his/her dominant foot if foot dominance has been established.)
  - b. **Physical Conditions:** Does the child have a physical condition that makes him/her unable to perform any skill according to the **Criteria**?
  - c. **Use of Eyes:** Do the child's eyes tend to follow the tasks appropriately?
  - d. **Type of Directions to Which the Child Responds Best:** Does the child follow oral directions well, or does he/she rely on demonstration?
  - e. **Attention to Task:** Does the child consistently attend to your requests, or does he/she have difficulty attending for reasons such as a short attention span or distractions?
  - f. **Interest Level:** Does the child volunteer to demonstrate additional gross-motor skills?

**Directions**

This assessment is made by using one, or any combination, of the following methods:

- a. Administration of the "Gross-Motor Skills" assessment.
- b. Observation of the child at play.
- c. Initiation of a situation that will prompt the child to demonstrate the skill. (For example, have the child participate in the game of "Follow the Leader" or "Simon Says.")

This assessment can be accomplished more quickly and with more validity if you demonstrate the skills as you give the directions. If the child does *not* respond, repeat the request.

Say: **Let's stand up.**

**Skill 1:** Stands on one foot one second.

Say: **Stand on one foot like this.** Demonstrate.

**Criteria:** Give credit if the child establishes and maintains a steady standing position on one foot for one second.

**Skill 2:** Walks tiptoe three steps.

Say: **Walk on your tiptoes like this.** Demonstrate.

**Criteria:** Give credit if the child remains on his/her tiptoes while walking three steps.

**Skill 3:** Walks forward heel-and-toe three steps.

Say: **Walk like this, one foot right in front of the other foot.** Demonstrate.

**Criteria:** Give credit if the child walks three steps without waving his/her arms excessively and without stumbling.

2. **Supplemental Assessments:** If the assessment situation permits, you may wish to assess the following gross-motor skills:
  - Stands on either foot five seconds.
  - Walks tiptoe a distance of 6 ft 8 in. (2 m).
  - Walks forward on line heel-and-toe a distance of 6 ft 8 in. (2 m).
  - Walks forward with scissor steps across a 1 in. (2.5 cm) wide line a distance of 6 ft 8 in. (2 m).
  - Hops on either foot.

