

**STANDARDISED ASSESSMENTS EXAMINER'S BOOK**

BRIGANCE® Diagnostic

# **INVENTORY OF EARLY DEVELOPMENT**

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# **II**

**by Albert H. Brigance**

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## ASSESSMENTS and COMPREHENSIVE SKILL SEQUENCES

❖ Assessment with all items being validated. The same symbol is also used to identify the individual items that must be administered (and responses recorded in the *Standardised Assessments Record Book*) when deriving standard scores, percentiles, age equivalents or instructional ranges. You must adhere strictly to the **DIRECTIONS** for the assessment and any instructions given in the accompanying *Standardised Assessments Record Book*. In addition, there are standard methods for scoring—meaning when you start and stop administering items. This information is provided in the *Standardised Assessments Record Book* for each assessment.

In addition to the *IED–II Standardisation and Validation Manual*, there are two optional methods for automatically deriving quotients, percentile ranks and age-equivalent scores.

- *IED–II Online Management System*
- *IED–II Standardised Scoring Conversion CD*

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### PURPOSE OF THE IED–II

The *BRIGANCE® Diagnostic Inventory of Early Development–II (IED–II)* was designed to be used in programs for infants and children below the developmental level of seven years.

The *IED–II* serves

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 individualised education program (IEP)** that best meets the needs of the child.
5. **as a resource for training parents/caretakers and professionals** in child growth and development.
6. **as a standardised testing instrument when needed.**

**For norm-referenced assessment**, use the *IED–II Standardised Assessments Examiner’s Book* and the accompanying *Standardised Assessments Record Book*.

**For criterion-referenced assessment**, use the *IED–II* and the accompanying *Developmental Record Book*.

In summary, the *IED–II*

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

### STANDARDISATION OF THE IED–II

The standardised assessments in the *IED–II* were included in a national standardisation study conducted by Dr. Frances P. Glascoe in 2003.

**STANDARDISATION** means:

- The directions for scoring and administration have been field-tested and are clear enough that the test can be administered in exactly the same way by different examiners.
- The test has been administered to hundreds of children, who represent different geographic regions and the demographic characteristics of the population as a whole.
- The parents of children in the standardisation sample represent the population in terms of educational attainment, income levels and other demographic characteristics.
- The pooled scores generate normative results or “norms” that are truly reflective of average and they also capture the range of performance. Thus standardisation enables *IED–II* users to confidently compare each child tested to the sample.

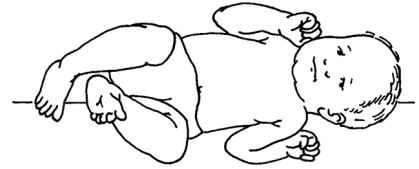
For more detailed information on the validation study, see Chapter 6 of the *IED–II Standardisation and Validation Manual*.

### RELIABILITY OF THE IED–II

**RELIABILITY** refers to the consistency of children’s scores when tested by different people or at different times. Because no instrument is perfect, information about reliability reveals whether differences in scores are due to true differences in child performance versus chance error.

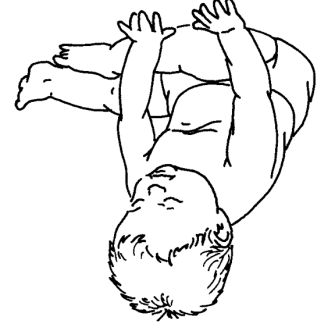
- **Internal consistency** tells how well assessments on the *IED–II* relate to total composite, subdomain or domain. This information supports the contention that specific types of assessments cluster into measures of unique aspects of child development.
- **Standard error of measurement** indicates how much scores are likely to differ if the test were readministered within a short time frame. This accounts for measurement error and provides a safeguard against placing undue emphasis on a single numerical score.

**ILLUSTRATIONS OF EARLY GROSS-MOTOR SKILLS**



**SKILL 1**  
Rolls part way to side.

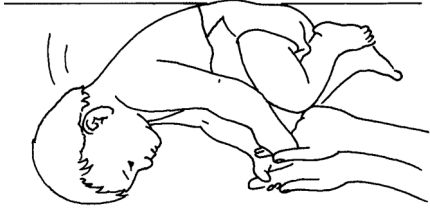
**SKILL 4**  
Sits briefly unsupported, may lean forward on hands.



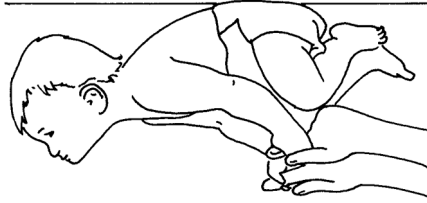
**SKILL 8**  
Transfers objects from one hand to the other.



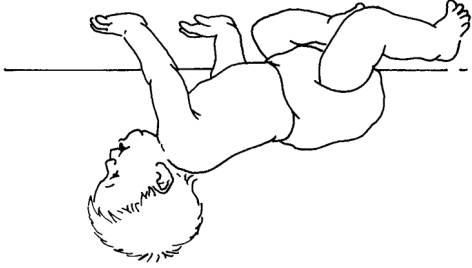
**SKILL 5**  
No head lag.



Head lag.



**SKILL 10**  
Creeps on hands and knees.



Evaluate the responses to the lead questions. If information about specific skills is lacking, ask the appropriate criterion questions (CQs). Rephrase and adapt the questions if needed.

**Entry: birth**

- ❖1. Rolls part way to side.  
**CQ: Does \_\_\_\_\_ roll part way to side?**



**Note:** See illustration of this skill here and on facing page. Watch for this skill during the assessment.

- ❖2. Turns head in both directions.  
**CQ: Does \_\_\_\_\_ turn his/her head from one side to the other?**

**Note:** Watch for this skill during the assessment. Attempt to observe the child turning his/her head in both directions.

- ❖3. Steadies head (when held on shoulder).  
**CQ: Does \_\_\_\_\_ try to keep his/her head steady even if he/she cannot hold it up for long?**

- ❖4. Sits briefly unsupported, may lean forward on hands.  
**CQ: Does \_\_\_\_\_ sit briefly, leaning forward on his/her hands for support?**



**Entry: 3 months**

- ❖5. No head lag when pulled to sitting.  
**CQ: Does \_\_\_\_\_'s head stay in line with torso or does it lag behind a bit when you pull him/her to sit.**



- ❖6. Rolls from back to stomach.  
**CQ: Does \_\_\_\_\_ roll from his/her back to his/her stomach?**

- ❖7. Pivots/Turns on stomach.  
**CQ: Does \_\_\_\_\_ turn on his/her stomach so his/her body is facing a different direction?**

- ❖8. Transfers objects from one hand to the other.\*  
**CQ: Does \_\_\_\_\_ hold an object in one hand and then transfer it to the other?**

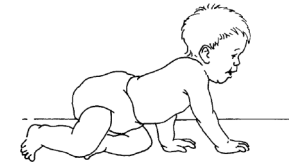


**Entry: 7 months**

- ❖9. Sits erect and unsupported for five minutes.  
**CQ: Does \_\_\_\_\_ sit erect and unsupported for five minutes?**



- ❖10. Creeps\*\* on hands and knees or scoots on buttocks.  
**CQ: Does \_\_\_\_\_ creep or scoot?**



**Note:** If the answer is yes, ask the parent/caretaker to describe the position and the type of movement. Some children do not creep but become just as mobile by scooting on their buttocks at about the same age. Thus, it is recommended credit be granted for scooting.

\*This skill may be assessed in the sitting position.

\*\***Crawling and Creeping:** Creeping differs from crawling in that the legs and arms are used in opposition to one another.

### Entry: birth

- ❖1. Makes small, throaty sounds.  
**CQ: Does \_\_\_\_\_ make small, throaty sounds?**
- ❖2. Makes different sounds.  
**CQ: Does \_\_\_\_\_ make sounds of discomfort when he/she is hungry or uncomfortable and a different sound when he/she is happy (such as *ah*)?**
- ❖3. Coos and gurgles when talked to.\*  
**CQ: Does \_\_\_\_\_ make coos and gurgling sounds?**
- ❖4. Squeals.\*  
**CQ: Does \_\_\_\_\_ make squealing sounds?**
- ❖5. Babbles, using several consonants.\*  
**CQ: Does \_\_\_\_\_ babble simple sounds such as *ma* or *da*?**
- ❖6. Vocalises at others.  
**CQ: Does \_\_\_\_\_ look at you and make sounds as if trying to talk?**
- ❖7. “Talks” to toy or pet.\*  
**CQ: Does \_\_\_\_\_ “talk” or make sounds when he/she holds a toy or a pet?**
- ❖8. Makes multiple syllables.  
**CQ: Does \_\_\_\_\_ put sounds together such as *bababa*, *mama* or *dada*?**
- ❖9. Shakes head for “no” or points.  
**CQ: Does \_\_\_\_\_ shake his/her head from one side to the other for no, indicating understanding of a simple question for which the answer is no or does he/she point to indicate which object he/she prefers?**
- ❖10. Imitates sounds or words (echolalia).\*  
**CQ: Does \_\_\_\_\_ imitate words or sounds made by others?**

\*This is a “disappearing” behaviour. (See NOTE 2 on page 50.)

- ❖11. Pretend talks.  
**CQ: Does \_\_\_\_\_ babble or jabber as if talking?**  
**Note:** In order to receive credit, the babbling or jabbering should suggest an attempt to talk or imitate talking.
- ❖12. Says at least one word other than *mama* or *dada*.  
**CQ: Does \_\_\_\_\_ say *mama* or *dada*?**  
If the response is affirmative,  
Ask: **What are some other words \_\_\_\_\_ says?**
- ❖13. Nods head for “yes”.  
**CQ: Does \_\_\_\_\_ nod his/her head up and down for yes, indicating understanding of a simple question for which the answer is yes?**
- ❖14. Pretend talks with some real words.  
**CQ: Are some of the words \_\_\_\_\_ uses when he/she jabbles understandable?**
- ❖15. Holds up objects for attention.  
**CQ: Does \_\_\_\_\_ try to get attention by holding up a toy to show another person?**
- ❖16. Points to something for attention.  
**CQ: Does \_\_\_\_\_ point to something to get your attention?**
- ❖17. Names cup or any other object not including people or pet names.  
**CQ: Does \_\_\_\_\_ correctly name the object when you point to or hold it up and ask “What’s this?” or “What is it?”**
- ❖18. Names spoon or any other object not including people or pet names.  
**CQ: Does \_\_\_\_\_ correctly name the object when you point to or hold it up and ask “What’s this?” or “What is it?”**

(continues)