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## STANDARDISATION AND VALIDATION

Built on more than twenty years of research and experience in early childhood development, the *Early Childhood Screen II* is a highly accurate, reliable and valid screening tool. Assessments were standardised and validated on a representative geographic, demographic and socioeconomic sample. Teachers can confidently compare any child to the sample to help set goals that focus on success in the early childhood program.

The assessments in the *Early Childhood Screen II* were standardised in 2005 on a geographically diverse sample of 1366 children whose families were representative of the wider population in terms of ethnicity, gender, parental level of education and psychosocial risk status.

The *Early Childhood Screen II* reliably identifies those children with delays, those who are advanced in development and those who are developing at a typical rate.

- For over 20 years, the validity of the assessments in the *Early Childhood Screen II* has enjoyed positive professional scrutiny from researchers.
- The assessments were validated on 907 children who were given other measures for comparison and were found to correlate highly with assessments of similar content.
- Validation studies have shown the assessments in the *Early Childhood Screen II* to have substantial content and construct validity, excellent concurrent validity and a high degree of discriminant validity.
- The *Early Childhood Screen II* is a highly reliable tool. The overall scores have
  - a high degree of internal consistency (.81–.99).
  - excellent test/retest reliability (.84–.99).
  - outstanding inter-examiner reliability (.90–.99).
- The *Early Childhood Screen II* is highly accurate and a single screening will identify
  - 81% of children with disabilities.
  - 84% of children with advanced development.
  - 84% of children with typical development.

For detailed information on the 2005 Standardisation and Validation Study, see Chapters 7–9 of the *Technical Report of the BRIGANCE® Screens*.

### 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 demographic characteristics of the broader population as a whole.
- The parents of children in the standardisation sample represent the wider 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 those who use the *BRIGANCE® Screens* to confidently compare each child tested to the wider sample.

# 1A 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. Places fist in mouth         | 8. Pokes objects            |
| 2. Glances at hands briefly     | 9. Uses a neat pincer grasp |
| 3. Plays with hands and fingers | 10. Squeaks toy with hand   |
| 4. Has hands predominantly open | 11. Puts blocks into box    |
| 5. Reaches for objects          | 12. Takes blocks from box   |
| 6. Reaches with one hand        | 13. Grasps and releases     |
| 7. Holds bottle independently   | 14. Unwraps objects         |

### MATERIALS

- |                    |                    |
|--------------------|--------------------|
| • Coloured blocks* | • Box*             |
| • Crackers         | • Child's bottle   |
| • Squeaking toy*   | • Tissue* or paper |

\*These materials are available in the Screening Accessories. (See Introduction, page xii.)

### SCORING INFORMATION

- **Data Sheet:** Infant (birth–11 months)
- **Entry:** For birth–3 months, start with skill 1; for 4–7 months, start with skill 3; and for 8–11 months, start with skill 5. 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 demonstrate three skills in a row.
- **Accuracy:** See the Criteria accompanying each skill in the Directions.
- **Point Value:** 1 point for each skill

## Directions

Assess these skills by using one, or any 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 Places fist in mouth

Observe the child during the assessment, or

**Ask:** Does your child place his fist in his mouth?

**Criteria:** Give credit if the child puts his fist in his mouth or is reported to do so most of the time.

### 2 Glances at hands briefly

Observe the child during the assessment, or

**Ask:** Does your child look at, even briefly, his hands?

**Criteria:** Give credit if the child, even briefly, glances at his hands or is reported to do so most of the time.



### 3 Plays with hands and fingers

Place the child on his back and observe, or

**Ask:** Does your child play with his hands and fingers?

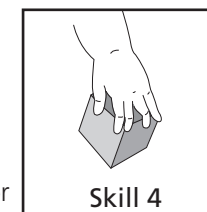
**Criteria:** Give credit if the child plays with his hands and fingers or is reported to do so most of the time.

### 4 Has hands predominantly open

Observe the child during the assessment, or

**Ask:** Are your child's hands open—not in a fist—most of the time?

**Criteria:** Give credit if both of the child's hands are open or are reported to be so most of the time. (It is typical for a child's hands to be fisted at earlier ages.)



# 5A Self-help Skills

## Overview

This assessment focuses on the development of the child's ability to take care of his own needs independently.

### DOMAIN

Physical Health and Development

### SKILL

Independently performs self-help skills

- |                               |                            |
|-------------------------------|----------------------------|
| 1. Sucks well                 | 8. Feeds self cracker      |
| 2. Brings hands to mouth      | 9. Drinks from cup         |
| 3. Opens mouth                | 10. Chews and swallows     |
| 4. Munches or mouths food     | 11. Works to reach toy     |
| 5. Reaches for food or toy    | 12. Cooperates in dressing |
| 6. Refuses excess food        | 13. Holds cup and drinks   |
| 7. Holds bottle independently | 14. Assists in dressing    |

### MATERIALS

- Coloured block
- Cup\* of water, juice or milk
- Child's bottle or dummy
- Squeaking toy\*
- Crackers

\*These materials are available in the Screening Accessories. (See Introduction, page xii.)

### SCORING INFORMATION

- **Data Sheet:** Infant (birth–11 months)
- **Entry:** For birth–3 months, start with skill 1; for 4–7 months, start with skill 3; and for 8–11 months, start with skill 5. 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 demonstrate three skills in a row.
- **Accuracy:** See the Criteria accompanying each skill in the Directions.
- **Point Value:** 1 point for each skill

## Directions

Assess these skills by using one, or any 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 Sucks well

Observe the child feeding or using a dummy or ask if you may give the child a dummy. Or

**Ask:** Does your child use his lips and tongue to form a tight seal around the nipple?

**Criteria:** Give credit if, when sucking, the child forms a tight seal around the nipple by using lips and tongue or is reported to do so most of the time.

### 2 Brings hands to mouth

Observe during feeding, or

**Ask:** When feeding, does your child bring his hands toward his mouth?

**Criteria:** Give credit if the child brings his hands toward his mouth or is reported to do so most of the time.

### 3 Opens mouth

Observe the child feeding or using a dummy or ask to feed the child or ask to give the child a dummy. Or

**Ask:** Does your child open his mouth when he sees the bottle, breast or dummy?

**Criteria:** Give credit if the child opens his mouth when he sees the bottle, breast or dummy, or is reported to do so most of the time.

# 10B Self-help Skills

## Overview

This assessment focuses on the development of the child's ability to take care of his own needs independently.

### DOMAIN

Physical Health and Development

### SKILL

Independently performs self-help skills

- |                           |   |
|---------------------------|---|
| 1. Feeds self cracker     | 6. Holds cup and drinks                   |
| 2. Drinks from cup        | 7. Assists in dressing                    |
| 3. Chews and swallows     | 8. Drinks with one hand                   |
| 4. Works to reach toy     | 9. Removes shoes                          |
| 5. Cooperates in dressing | 10. Begins to communicate toileting needs |

### MATERIALS

- Coloured blocks\*
- Squeaking toy\*
- Cup\* of water, juice or milk
- Crackers

\*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; for 19–21 months, start with skill 7; and for 22–23 months, start with skill 9. 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 any 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 Feeds self cracker

Ask the parent if you may give the child a bit of cracker to see how she is learning to eat. Or

**Ask:** **Can your child feed himself a cracker or snack?**

**Criteria:** Give credit if the child gets the food to her mouth or is reported to do so most of the time. *Give credit for Fine-Motor, skill 1 if the child picks up the cracker with a neat pincer grasp (tip of index finger to thumb). Give credit for Self-help, skill 3 if the child chews and appears to swallow the cracker. (If the child is not eating solid food, do not give credit.)*

### 2 Drinks from cup

Ask the parent if you may give the child a cup of (water, juice, milk) to see how she is learning to drink. If the parent agrees, hold the cup to the child's mouth. Or

**Ask:** **If you hold a cup to your child's lips, can she drink from it?**

**Criteria:** Give credit if the child drinks from the cup or is reported to do so most of the time. *Give credit for Self-help, skill 6 if the child drinks, holding the cup with both hands and for Self-help, skill 8 if the child drinks with one hand, with very little spilling.*