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# Introduction

## OVERVIEW

The *BRIGANCE® Early Childhood Screen II* is a collection of quick and highly accurate assessments and data-gathering tools to use with children ages 3 to 5 enrolled in early childhood programs.

All assessments in the *Early Childhood Screen II* have been standardised, producing results that are highly reliable, valid and accurate. The *Early Childhood Screen II* includes the following age-specific screens:

- Basic Assessments for the Three-Year-Old Child
- Basic Assessments for the Four-Year-Old Child
- Basic Assessments for the Five-Year-Old Child

Screening can be done quickly, usually within 10-15 minutes, allowing teachers to identify readily children who may be developmentally delayed or advanced.

Assessment items are both criterion-referenced and norm-referenced and cover a broad sampling of a child's skills and behaviours. Key developmental areas include:

- Language Development
- Literacy
- Mathematics and Science
- Physical Health and Development

Other data-gathering tools included with the *Early Childhood Screen II*:

- *Data Sheets* to record screening results providing a one-page review of the child's performance
- *Self-help and Social-Emotional Scales* to gather data on the child's functional independence and play skills
- *Parent's Rating Forms* to record input from parents/caregivers
- *Teacher's Rating Forms* to record input from teachers
- *Screening Observations Forms* to record examiner's observations while screening

The *Early Childhood Screen II* assessments and data-gathering tools help early childhood teachers and program directors:

- satisfy screening requirements.
- produce raw scores, quotients, age equivalents and percentiles for individual or group reports.
- initiate referrals for further evaluation or special services.
- monitor and report progress over time by administering the age-appropriate screen mid-year or end-of-year as a post test.
- guide individualised and group instruction.

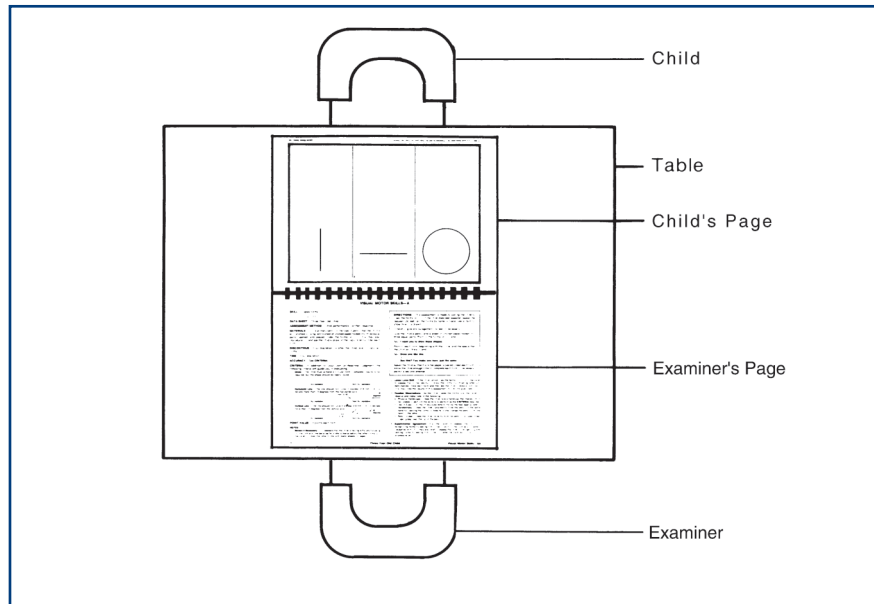
**Note:** Screening for vision, hearing or speech problems is not included. When administering the assessments, however, observe for such problems and report them to the appropriate personnel. See the *Hearing and Vision Observations* on page 90.

## STEP 2: SCREEN THE CHILD

Positioning the *Screen* correctly and reading through the tips provided below will result in a more positive screening experience for the teacher, child and parent/caregiver.

### POSITIONING THE SCREEN

The format of the *Screen* allows the examiner and the child to follow the assessment procedures easily. The *Screen* can be opened to an assessment and placed on a table between the examiner and the child, as shown below.



### TIPS FOR EFFECTIVE ASSESSMENT

- **Read directions and questions in natural manner.** Keep the assessments moving comfortably and informally.
- **If the child page is too visually stimulating,** cover part of the page or cut a copy of the child page so the items can be presented one at a time.
- **Remain objective.** Any subtle clues or extra assistance given to a child during screening may influence the child's performance and invalidate the results.

### TIPS FOR ASSESSING BY OBSERVATION

- **Observe children in classrooms, outdoors or their home environment.** Most gross-motor skills and many fine-motor skills can be scored simply by observing. Some language, social and self-help skills can be scored by observation. Being present with the child in a natural setting can also build rapport and make screening easier.
- **Take cues from the child.** If the child is quiet and withdrawn, approach the child quietly and gently. Too much enthusiasm can be overwhelming or frightening to young children. A relaxed and playful manner works best.

### TIPS FOR ASSESSING BY INTERVIEW

If it is not possible to obtain a response from a child, even on lower-level items, you may interview parents and teachers. Be sure to use the questions printed in the assessment since they are standardised. If a parent or teacher states that a child demonstrates a skill "almost always" or "most of the time", give the child credit for the skill. Since some parents report on emerging but not yet mastered skills (giving answers such as "sometimes", "if I let him", "a little"), you can note these emerging skills for instructional planning but do not give credit.

### TIPS FOR ESTABLISHING RAPPORT

Children are generally slow to warm up to and cooperate with an unfamiliar person. They may refuse to answer questions, attempt to leave the testing area, become tearful or alternately grab for test materials or play with toys they have brought with them. The following suggestions may help when administering the *Early Childhood Screen II*.

### Testing with a Parent/Caregiver Present

Engage the parent first. Ask a parent how their child will be most comfortable during the screening. This makes both the parent and the child comfortable.

# 1B Personal Data Response

## Overview

This assessment focuses on the child's ability to communicate personal information. The child responds orally.

### DOMAIN

Language Development

### SKILL

Gives personal data

1. first name
2. full name
3. age
4. address (street or mailing)

### SCORING INFORMATION

- **Data Sheet:** Four-Year-Old Child
- **Entry:** Start with item 1.
- **Time:** Allow as much time as you think the child needs; however, responses should be automatic.
- **Discontinue:** Stop after the child gives three incorrect responses in a row.
- **Accuracy:** Give credit for each correct response.
- **Criteria:** Check the child's responses by comparing them with the information recorded on his *Data Sheet*. In the Directions, see the comments that accompany items 3 and 4.
- **Point Value:** 2 points for each item

## Directions

Ask the child the questions below. Pause after each question for the child's response. If helpful, gently encourage the child to respond.

### 1 First name

**Ask:** **What is your name?**

If the child gives his nickname,

**Say:** **That is your nickname. Can you tell me your real name?**

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

If the child gives his full name, give credit for items 1 and 2.

Then go to item 3.

### 2 Full name

**Ask:** **What is your full name?**

If the child does not give his middle name,

**Ask:** **Do you have a middle name?**

If the child's answer is yes,

**Say:** **Tell me your middle name.**

### 3 Age

**Ask:** **How old are you?**

Check the child's *Data Sheet* for his date of birth. If he has recently had a birthday, he may show some confusion about his "new" age.

## Overview

This assessment focuses on the child's ability to perform standing, walking and hopping skills.

### DOMAIN

Physical Health and Development

### SKILL

Performs gross-motor skills

Standing:

1. Stands on either foot for ten seconds
2. Stands on one foot momentarily with eyes closed

Walking:

1. Walks backward toe-to-heel four steps

Hopping:

1. Hops a distance of 3 cm on preferred foot
2. Hops a distance of 3 cm on other foot

### MATERIALS

A 2.5 cm wide x 2 m long line, drawn or taped on the floor

### DATA SHEET

Supplemental Assessments (Three-Year-Old Child/Four-Year-Old Child)

### POSSIBLE OBSERVATIONS

As the child performs the skills, you may wish to observe and take note of the following:

- **Physical Condition:** Does the child have any physical condition that makes her unable to perform a skill according to the given Criteria?
- **Type of Prompts to Which the Child Responds Best:** Does the child follow verbal directions well or does she rely on your demonstration of a skill?
- **Foot Dominance:** Does the child consistently favour one foot when performing the skills? (Do *not* designate with which foot to begin. If a skill is to be performed with both feet and the child's foot dominance has been established, it is likely that she will perform with her dominant foot first.)

## Directions

Assess these skills by using one, or any combination, of the following methods:

- Involve the child in a game that will prompt her to perform the skill. (For example, play "Follow the Leader" or "Simon Says".)
- Observe the child informally during play.
- Demonstrate the skill and then ask the child to perform the skill.

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

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

### Standing

#### 1 Stands on either foot for ten seconds

**Say:** **Stand on one foot, like this, for as long as you can.**

or

**Let's see how long you can stand on one foot like this.**

Demonstrate.

Start timing when the child has established a steady standing position. Stop timing after ten seconds or when the child can no longer maintain a steady standing position. Allow the child two attempts.

**Say:** **Now stand on your other foot as long as you can.**

**Criteria:** Give credit if the child stands on either foot for ten seconds. The lifted leg should be suspended freely and should *not* be held against the other leg to maintain balance.