

# TABLE OF CONTENTS

	Page		Page
<b>Introduction</b> .....	iv	<b>Self-help and Social Emotional Scales</b> .....	59
Overview .....	iv	How to Administer the Self-help and Social-Emotional Scales .....	60
Standardisation and Validation.....	v	Parent’s Report Form.....	62
BRIGANCE® Early Childhood System .....	vi	Teacher’s Report and Scoring Form .....	65
<b>Program Decisions</b> .....	vii	Self-help Scale .....	67
<b>Step-by-Step Screening Procedures</b> .....	x	Social-Emotional Scale .....	71
Step 1: Get Ready to Screen .....	x	<b>Readiness for Reading Scale</b> .....	73
Step 2: Screen the Child .....	xii	How to Administer the Readiness for Reading Scale.....	74
Step 3: Complete the <i>Data Sheet</i> .....	xiv	Parent’s Report Form.....	76
Step 4: Analyse Results .....	xvii	Teacher’s Report and Scoring Form .....	78
Step 5: Identify Next Steps.....	xx	Readiness for Reading Scale.....	79
<b>Screening Children with Special Considerations</b> .....	xxvi	<b>Appendices and References</b> .....	81
Bilingual and Non-English-Speaking Children .....	xxvi	<b>Appendix A</b>	
Children At-risk .....	xxvii	Planning for More Comprehensive Assessment .....	82
Children with Exceptionalities .....	xx	<b>Appendix B</b>	
<b>Basic Assessments for Prep</b> .....	1	Station Method for Screening .....	86
<b>Basic Assessments for Year One</b> .....	24	<b>Appendix C</b>	
<b>Supplemental Assessments</b> .....	40	History and Acknowledgments .....	87
<b>Screening Information Forms</b> .....	49	<b>References</b> .....	90
Screening Observations Form.....	50		
Teacher’s Rating Forms.....	51		
Parent’s Rating Forms.....	54		
Hearing and Vision Observations .....	58		

## IDENTIFYING STRENGTHS AND WEAKNESSES

A child's developmental strengths and weaknesses can be identified by administering assessments from the *Early Childhood Screen II*. Specific assessments grouped by developmental area can reveal areas of strength or weakness and thus can determine the kind of referrals that need to be made. See Chapter 4 of the *Technical Report for the BRIGANCE Screens* for more on interpreting screening results and sample case studies.

## REASONS FOR LOW SCORES

If the child's screening results in a score that is below the cutoff score for academic delays, the examiner should decide on the most likely reason for poor performance, identify domains of apparent weakness and make appropriate follow-up decisions. There are three main categories of reasons for poor performance—potentially unreliable performance, destabilised performance and likely deficits or disabilities.

### Unreliable Performance

#### *Reluctance or Refusal to Perform*

Even when screening is conducted in an ideal environment, it may be a threatening experience to a child. A child's reluctance or refusal to perform can present a delicate and challenging situation. While this behaviour may be a sign of developmental or emotional problems, it may be helpful to have an experienced diagnostician repeat the screening.

#### *Poor Testing Conditions*

Environmental factors, such as uncomfortable room temperature, noise, visual distractions or poor lighting, may prevent a child from performing at his or her best. In addition, a child may not perform well in an emotionally uncomfortable atmosphere, when tired or in a situation in which encouragement and motivation are lacking. Rescreen under better conditions within one to two weeks.

### Destabilised Performance

#### *Physical Problems*

Physical problems, such as poor vision or hearing, can cause a delay in the development of some of the skills. A child screened just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a child to be lethargic or hyperactive, resulting in low scores.

#### *Language and Cultural Barriers*

A child from a home in which English is not the primary language may not understand what responses are expected of him or her. Discretion should always be exercised with a child who does not speak English or with a child who is from a different cultural background. Whenever possible, screening should be conducted by personnel who are fluent in the primary language of the child or who understand the child's cultural background. Professional judgment should be used in determining to what degree the child's performance is affected by language and cultural differences.

### Undiagnosed Disabilities or Psychosocial Risks

The most likely reason for low scores is undiagnosed disabilities or substantial psychosocial risks. Record and report these observations and make appropriate referrals for services or additional testing. Questionable or invalid scores should not be recorded in the child's permanent record. A second screening may be required if a more valid score can be obtained on another day or in another testing situation. See *Screening Children with Special Considerations* on page xxvi for more information.

## 8A Rote Counting

### Overview

This assessment focuses on the child's ability to count in sequence to thirty. The child responds orally.

#### SKILL

Counts by rote to thirty

#### SCORING INFORMATION

- **Data Sheet:** Prep
- **Time:** Allow as much time as you think the child needs.
- **Discontinue:** Stop after the child's first mistake.
- **Accuracy:** Give credit for each group of ten counted correctly. Do not give credit if there is any incorrect or missing number in the group. On the child's *Data Sheet*, circle each of the numbers that the child says correctly before her first mistake.
- **Point Value:** 5 points for each group of ten numbers in sequence to thirty

#### POSSIBLE OBSERVATION

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

**Connection between Number and Quantity:** Does the child recite the numbers quickly as she counts (rote counting) or does she appear to understand that each number represents a quantity? Using her fingers to count suggests she is making this connection.

### Directions

Ask the child to count to the highest number she can.

**Say:** **I want you to count for me. I want you to count as far as you can.**

If the child does not appear to understand,

**Say:** **Can you say the numbers for me—one ... two ... ?**

You may wish to stop the child when she has counted to thirty or, if time permits, allow the child to continue counting as far as she can and take note of this on her *Data Sheet*.

## 2B Recites Alphabet

### Overview

This assessment focuses on the child's ability to recite the alphabet. The child responds orally.

#### SKILL

Recites the alphabet

#### SCORING INFORMATION

- **Data Sheet:** Year one
- **Time:** Allow as much time as you think the child needs.
- **Discontinue:** Stop after the child's first mistake.
- **Accuracy:** Give credit for each group of five letters recited correctly. Do *not* give credit if there is any incorrect or missing letter in the group. On the child's *Data Sheet*, circle each of the letters that the child says correctly before her first mistake.
- **Point Value:** 1 point for each group of five letters in sequence

#### POSSIBLE OBSERVATION

As the child recites the alphabet, you may wish to observe and take note of the following:

**Different Ways a Child May Recite:** In general, the way a child recites the alphabet reflects how well she knows the alphabet. (For example, many children initially "sing" the alphabet and slur together the letters *l*, *m*, *n* and *o*.) A child's recitation usually follows the progression below.

- The child sings "The ABC Song".
- The child recites the letters quickly, seeming to have only rote memorisation of the letters.
- The child's spacing of the letters suggests she knows that the alphabet is made up of twenty-six individual letters.

### Directions

Ask the child to recite the alphabet.

**Say: I want you to say the ABCs.**

If the child does *not* respond or does *not* appear to understand,

**Ask: Can you say the ABCs? A ... B ... C ...?**

If the child begins singing "The ABC Song",

**Say: I want you to say the letters and not sing them.**

For screening purposes, do not give credit if the child merely sings the song.

# 11B Computation

## Overview

This assessment focuses on the child's knowledge of simple addition and subtraction facts. The child responds orally or by writing. This assessment can be given to a group of children.

### SKILLS

1. Knows addition facts with sums up to 6
2. Knows subtraction facts with minuends up to 8

### MATERIALS

- Page C-38 or
- A copy of page C-38 for each child (Reproducing page C-38 will make group administration possible.)
- A primary pencil (or type of pencil the child is accustomed to using) for each child

### SCORING INFORMATION

- **Data Sheet:** Year one
- **Entry:** Start with the addition facts.
- **Time:** Allow as much time as the child needs.
- **Discontinue:** Stop after the child has responded to or attempted all four facts.
- **Accuracy:** Give credit for each skill.
- **Criteria:** Give credit for a skill only if the child gives correct responses for *both* facts.
- **Point Value:** 5 points for each skill

### POSSIBLE OBSERVATIONS

If the child writes his responses, you may wish to observe and take note of the following:

- **Handedness:** Does the child hold the pencil with his right hand or his left hand, or does he change from one hand to the other?
- **Pencil Grasp:** Does the child hold the pencil correctly in a loose, three-finger grasp near the tip of the pencil or incorrectly in a tight fist?
- **Correct Position of Paper:** Is the paper maintained in the correct position for writing?
- **Reversals, Transversions or Inversions:** Which, if any, numerals are backward, sideward or upside down?

## Directions

Ask the child to compute the answers for the four facts on page C-38.

If you choose to have the child respond **orally**, point to page C-38, and

**Say: I want you to work the two addition facts and two subtraction facts in these two boxes. Tell me the answer for each fact.**

Pause for the child's response for each fact. If the child inadvertently gives answers that suggest he is adding the numerals in the subtraction box,

**Say: These are subtraction facts.**

If you choose to have the child give a **written response**, give the child a copy of page C-38 and a pencil.

**Say: I want you to work the two addition facts and two subtraction facts in these two boxes. Write your answer for each fact on or under the line. Keep working until you are finished or I tell you to stop.**

If the child appears to be confused by terms used in the directions (such as "facts" for "problems"), repeat the directions using alternate terms (such as terms used in the child's instructional program).

### CHILD-PAGE FORMAT FOR PAGE C-38

**Skill: Addition facts  
with sums up to 6.**

$$\begin{array}{r} 5 + 1 = \underline{\quad 6 \quad} \\ 3 \\ + 2 \\ \hline 5 \end{array}$$

**Skill: Subtraction facts  
with minuends up to 8.**

$$\begin{array}{r} 7 - 5 = \underline{\quad 2 \quad} \\ 8 \\ - 2 \\ \hline 6 \end{array}$$