

TABLE OF CONTENTS

	Page
List of Tables and Figures	iv
CHAPTER 1. Introduction.....	1
CHAPTER 2. General Administration Procedures for the <i>BRIGANCE</i> [®] Screens.....	13
CHAPTER 3. Specific Administration Procedures for the <i>BRIGANCE</i> [®] Screens.....	29
CHAPTER 4. Interpreting the <i>BRIGANCE</i> [®] Screens	41
CHAPTER 5. Using the <i>BRIGANCE</i> [®] Screens with Children at Risk	55
CHAPTER 6. Using the <i>BRIGANCE</i> [®] Screens in Teaching and Monitoring Progress.....	68
CHAPTER 7. Standardisation of the <i>BRIGANCE</i> [®] Screens.....	100
CHAPTER 8. Reliability of the <i>BRIGANCE</i> [®] Screens.....	119
CHAPTER 9. Validity of the <i>BRIGANCE</i> [®] Screens.....	124
CHAPTER 10. The Accuracy of the <i>BRIGANCE</i> [®] Screens in Detecting Children with Delays or Probable Giftedness	136
APPENDIX A. Sample <i>Data Sheets</i>	141
APPENDIX B. Registration and Background Information Form.....	151
APPENDIX C. Information Sheet for Parents.....	155
APPENDIX D. Comparing the <i>BRIGANCE</i> [®] Screens with Other Screening Tests.....	169
APPENDIX E. Quotients, Percentiles and Age Equivalents for Total Scores.....	173
APPENDIX F. Quotients, Age Equivalents, Percentages of Delay and Standard Deviations by Skill Area ...	195
APPENDIX G. Quotients, Percentiles, Age Equivalents, Percentages of Delay and Standard Deviations for Self-help and Social-Emotional Scales.....	227
REFERENCES	239

CHAPTER 1. Introduction

Purpose

The *BRIGANCE® Screens* include the

- Early Childhood Screen II (0–35 months)—includes Infant, Toddler, Two-Year-Old Child and Two-and-a-Half-Year-Old Child screens
- Early Childhood Screen II (3–5 years)—includes Three-Year-Old Child, Four-Year-Old Child and Five-Year-Old Child screens
- Early Childhood Screen II (P & 1)—includes Prep and Year One screens

Designed for children from birth to the end of Year One (seven years, six months), the *BRIGANCE Screens* identify quickly and accurately those who may have developmental problems such as language impairments, learning disabilities or cognitive delays. Children who perform poorly on a *BRIGANCE Screen* are typically referred for further testing to determine their eligibility for special education and related services, observation and educational planning. Because the *BRIGANCE Screens* sample all developmental domains, they can be used by school systems and agencies to provide services to children with special learning needs.

Unlike many other measures, the *BRIGANCE Screens* also identify children who may have academic talent or intellectual giftedness. Such children are recognised by exceptionally high performance on the *BRIGANCE Screens*. They are typically referred for further evaluation to determine eligibility for enrichment and other accelerated programs.

The *BRIGANCE Screens* have many other unique properties that make them ideal instruments for use in school settings.

- 1) Items are criterion-referenced which means they sample thoroughly a well-defined set of skills. For example, Preps are expected to know the lowercase alphabet. Consequently the skill, recognition of lowercase letters, is assessed using the Prep Basic Assessments. Accordingly, the *BRIGANCE Screens* can help teachers create instructional goals that help ensure student mastery of critical school tasks.
- 2) The *BRIGANCE Screens* can be used as pretest and post-test evaluations to screen growth and learning over time. This enables professionals to monitor how well individual children, classrooms or entire school systems are progressing.
- 3) The *BRIGANCE Screens* are also norm-referenced and allow comparisons of individual and group performance with that of other children in the sample.

Highlights of the *BRIGANCE® Screens*

- ☞ Are designed for children from birth to the end of Year One (seven years, six months).
- ☞ Can be administered and scored in about fifteen minutes.
- ☞ Sample children's skills in a broad range of areas including physical health and development, mathematics and science, language development and literacy, and social and emotional skills
- ☞ Use a criterion-referenced approach to screening in that, for most items, a complete sample of skills is measured (e.g. knowledge of all letters in the alphabet, shapes, colours, etc).
- ☞ Produce results that can be easily translated into instructional objectives. *BRIGANCE® Screens* items can be linked to items on the *BRIGANCE® Early Childhood Developmental Inventories* and the *Inventory of Early Development II (IED II)* for further assessment and programming.
- ☞ Can be used to identify a child's strengths and weaknesses in order to determine what kinds of additional evaluations are needed (e.g. psycho-educational, speech-language, occupational/physical therapy, etc).
- ☞ Include teacher's, examiner's and parent's rating forms that, combined with direct assessment, can provide broad background information, which is important when making focused referrals.
- ☞ Offer norm-referenced interpretation by enabling children's performance to be compared with that of other children across the sample group.
- ☞ Are easily scored by assigning a point value to each skill assessed. Total points for skills demonstrated can be compared with a cutoff score.
- ☞ Identify children with possible language and learning difficulties.
- ☞ Identify children with possible academic talent and intellectual giftedness.
- ☞ Include *BRIGANCE Screens* Growth Indicators for pre- and post testing, to monitor growth and learning across school years, and to monitor individual, class and system-wide progress.
- ☞ Have separate scoring sheets for each six-to-twelve-month age/year level interval. These *Data Sheets* are provided in triplicate for ease of record keeping and sharing results with school administrators.
- ☞ Include optional behavioural observations and supplemental rating forms for parents and teachers to assist in holistic screening of children's development.
- ☞ Have a high degree of accuracy in detecting children with difficulties: More than 80% of children with difficulties can be identified while more than 80% of children without difficulties perform above the cutoff. These clearly approach standards for screening tests (Squires et al. 1996).

Table 3-5. Cutoff Scores for Detecting Children Who May Be Gifted or Academically Talented (Two-Year-Old Child and Higher)

Because the *BRIGANCE*® Screens are designed to provide teachers with information about a range of student skills, the majority of children succeed on at least 80% or more of *BRIGANCE* Screen tasks. Accordingly, detection of children with giftedness and academic talent is challenging because there are few highly advanced tasks on the age-appropriate level of the *BRIGANCE* Screens. However, using the following cutoffs, the majority of gifted and talented children can be identified.

Age (in years and months)	Scores Above Cutoff	Basic Assessments
2-0 to 2-2 2-3 to 2-5	≥ 71 ≥ 95	Two-Year-Old Child
2-6 to 2-8 2-9 to 2-11	≥ 83 ≥ 83	Two-and-a-Half-Year-Old Child
3-0 to 3-2 3-3 to 3-5 3-6 to 3-8 3-9 to 3-11	≥ 80 ≥ 80 ≥ 84 ≥ 90	Three-Year-Old Child
4-0 to 4-3 4-4 to 4-7 4-8 to 4-11	≥ 85 ≥ 89 ≥ 89	Four-Year-Old Child
5-0 to 5-5 5-6 to 5-11	≥ 80 ≥ 88	Five-Year-Old Child/Prep
6-0 to 6-5 6-6+	≥ 79 ≥ 82	Year One

Below are examples of completed recommendations sections of the *Data Sheets*. For more guidance in making recommendations and referrals, see Chapter 4.

Child A scores above cutoffs for developmental difficulties but below cutoffs for giftedness and academic talent and is viewed as performing averagely.

F. Recommendations
Within normal limits
No further assessment is needed

NORMATIVE DATA: PERFORMANCE BY BASIC ASSESSMENT AND AGE.

The range of scores obtained by the 1366 participating students is shown in Table 7-5.

Table 7-5. Ranges, Median Total Scores and Standard Deviations of the BRIGANCE® Screens Assessments

Age (in years and months)	0-0 to 0-11	1-0 to 1-11	2-0 to 2-5	2-6 to 2-11	3-0 to 3-11	4-0 to 4-11	5-0 to 5-11	6-0+
Basic Assessments	Infant	Toddler	Two- Year-Old Child	Two-and- a-Half- Year-Old Child	Three- Year-Old Child	Four- Year-Old Child	Five- Year-Old Child/ Prep	Year One
Range	6-97	16-100	8-100	13-95	9-97	4-100	13-96	0-94
Median	38	72	54	68	67	73	75	63
Standard Deviation	21.5	24.0	24.5	23.3	17.3	17.3	21.2	19.1

NORMATIVE DATA BY PSYCHOSOCIAL RISK. School personnel often need to consider the different variables that may have a bearing on children’s risk for academic difficulties, such as parents’ level of education, children’s prior exposure to academic tasks and ethnicity, although it should be noted that minority status per se is not an indicator of performance differences. However, when it is considered in combination with parents’ level of education, income and cultural background, ethnicity is correlated with variations in achievement. While it may seem thoughtful to adjust for socioeconomic and cultural differences, it should be noted that minority children who are also impoverished still compete academically against children who are not and are generally held to the same performance standards in the classroom. Over-correction for risk factors may lead to under-identification of children in need of special assistance. The following table illustrates the performance of children with and without risk factors for school difficulties. This illustrates the responsiveness of the *BRIGANCE® Screens* to risk factors and to the prediction of subsequent academic performance.