

# TABLE OF CONTENTS

<b>Introduction</b>	<b>Page</b>
Purpose .....	vi
Part of the BRIGANCE® System .....	vi
Features .....	vii
General Directions for Conducting an Assessment .....	viii
Format for an Assessment Procedure with a Child Page .....	ix
Directions for Recording Results and Identifying Objectives .....	x
Illustration of the Recordkeeping System .....	xi
Option of Two Recordkeeping Systems for Developmental Skills— the <i>Development Record Book</i> or the Comprehensive Skill Sequences .....	xii
The <i>Class Record Book</i> —an Optional Item .....	xiv
Methods of Presenting the Visual Materials.....	xv
Testing Accessories Kit .....	xvi
Using Parts of the <i>Inventory of Early Development–II (IED–II)</i> to Meet Standardised Testing Requirements .....	xvii
Recommendations for More Effective Use of the <i>Inventory of Early Development–II (IED–II)</i> .....	xviii
Questions Frequently Asked About the <i>Inventory of Early Development–II (IED–II)</i> .....	xx

## ASSESSMENTS and COMPREHENSIVE AND SUPPLEMENTAL SKILL SEQUENCES

❖ Assessment with some or 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* if you want to compare the child to the norms found in the *IED–II Standardisation and Validation Manual*. 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.

### METHODS OF ASSESSMENT

Codes: C—Comprehensive Skill Sequence  
S—Supplemental Skill Sequence

<b>A. PREAMBULATORY MOTOR SKILLS AND BEHAVIOURS</b>	<b>Page</b>
Introduction .....	1
Assessment Procedures and Objectives	
❖ A-1 Supine Position Skills and Behaviours .....	3
❖ A-2 Prone Position Skills and Behaviours .....	6
❖ A-3 Sitting Position Skills and Behaviours .....	9
❖ A-4 Standing Position Skills and Behaviours .....	12
Comprehensive Skill Sequences	
A-1C Supine Position Skills and Behaviours .....	15
A-2C Prone Position Skills and Behaviours .....	15
A-3C Sitting Position Skills and Behaviours .....	16
A-4C Standing Position Skills and Behaviours .....	16
 <b>B. GROSS-MOTOR SKILLS AND BEHAVIOURS</b>	
Introduction .....	17
Assessment Procedures and Objectives	
❖ B-1 Standing.....	19
❖ B-2 Walking .....	21
❖ B-3 Stairs and Climbing .....	24
❖ B-4 Running .....	26
❖ B-5 Jumping .....	28
❖ B-6 Hopping.....	31
B-7 Kicking .....	33
B-8 Balance Beam .....	35
B-9 Catching .....	37
B-10 Rolling and Throwing.....	39
Comprehensive Skill Sequences	
B-1C Standing.....	41
B-2C Walking.....	41
B-3C Stairs and Climbing .....	41
B-4C Running .....	42
B-5C Jumping .....	42
B-8C Balance Beam .....	42
B-10C Rolling and Throwing .....	43



<b>F. GENERAL KNOWLEDGE AND COMPREHENSION</b>	<b>Page</b>
Introduction .....	137
Assessment Procedures and Objectives	
F-1 Response to and Experience with Books .....	139
❖ F-2a Body Parts—Receptive .....	142
F-2b Body Parts—Expressive .....	144
❖ F-3 Colours .....	146
F-4 Shape Concepts .....	148
❖ F-5 Quantitative Concepts .....	151
❖ F-6 Directional/Positional Concepts .....	154
F-7 Classifying .....	158
F-8 Knows What to Do in Different Situations .....	162
❖ F-9 Knows Use of Objects .....	164
❖ F-10 Knows Function of Community Helpers .....	166
F-11 Knows Where to Go for Services .....	168
Comprehensive Skill Sequences	
F-1C Response to and Experience with Books .....	170
F-2aC Body Parts—Receptive .....	170
F-2bC Body Parts—Expressive .....	170
F-5C Quantitative Concepts .....	171
F-6C Directional/Positional Concepts .....	171
F-9C Knows Use of Objects .....	171

## **G. SOCIAL AND EMOTIONAL DEVELOPMENT**

Introduction .....	173
Assessment Procedures and Objectives	
❖ G-1 General Social and Emotional Development .....	175
❖ G-2 Play Skills and Behaviours .....	181
❖ G-3 Initiative and Engagement Skills and Behaviours .....	186
Comprehensive Skill Sequences	
G-1C General Social and Emotional Development .....	190
G-2C Play Skills and Behaviours .....	192
G-3C Initiative and Engagement Skills and Behaviours .....	193

<b>H. READINESS</b>	<b>Page</b>
Introduction .....	195
❖ H-1a Visual Discrimination—Forms and Uppercase Letters .....	196
❖ H-1b Visual Discrimination—Lowercase Letters and Words .....	197
❖ H-2 Recites Alphabet .....	198
H-3 Uppercase Letters .....	200
H-4 Lowercase Letters .....	202
❖ H-5 Lowercase Letter Knowledge (standard scores only) .....	204
H-6 Teacher's/Observer's Rating Form for Academic Readiness .....	205

## **I. BASIC READING SKILLS**

Introduction .....	206
❖ I-1 Basic Preprimer Vocabulary (standard scores only) .....	207
I-2 Word Recognition Year Level Placement Test	
Form A .....	208
Form B .....	209
I-3 Reads Colour Words .....	210
I-4 Reads Number Words .....	211
❖ I-5 Reads Common Signs .....	212
I-6a Reads Orally at Preprimer Level (Forms A & B) .....	213
I-6b Reads Orally at Primer Level (Forms A & B) .....	214
I-6c Reads Orally at Year One Level (Forms A & B) .....	215
I-6d Reads Orally at Year Two Level (Forms A & B) .....	216
❖ I-7 Auditory Discrimination .....	217
I-8 Matches Initial Consonants with Pictures .....	218
I-9 Substitutes Initial Consonant Sounds .....	222
I-10 Substitutes Short-Vowel Sounds .....	225
I-11 Substitutes Long-Vowel Sounds .....	228
Assessments Referenced to <i>Basic Reading Vocabularies</i> and Basal Reading Programs .....	230

## **J. MANUSCRIPT WRITING**

Introduction .....	232
❖ J-1 Prints Personal Data .....	233
❖ J-2 Prints Uppercase Letters in Sequence .....	235
J-3 Prints Lowercase Letters in Sequence .....	236
J-4 Prints Uppercase Letters Dictated .....	237
J-5 Prints Lowercase Letters Dictated .....	238
J-6 Prints Simple Sentences .....	239
❖ J-7 Quality of Printing .....	240
Manuscript Alphabet .....	241
Criteria for Evaluation .....	242

<b>K. BASIC MATHS</b>	<b>Page</b>
Introduction .....	244
❖ K-1 Number Concepts.....	245
❖ K-2 Rote Counting .....	246
K-3 Reads Numerals .....	247
❖ K-4 Numeral Comprehension .....	248
❖ K-5 Ordinal Position .....	249
❖ K-6 Numerals in Sequence .....	251
K-7 Writes Following and Preceding Numerals .....	252
K-8 Writes Numerals Dictated.....	253
K-9 Addition Combinations .....	254
K-10 Subtraction Combinations.....	256
❖ K-11 Recognition of Money (Coins) .....	259
K-12 Time .....	260
 <b>APPENDIX A</b>	
History, Field Testing, Critiquing and Acknowledgments.....	266
 <b>APPENDIX B</b>	
Sequencing and Referencing of Skills and Behaviours.....	272
 <b>APPENDIX C</b>	
Using the <i>Inventory of Early Development–II</i> in Special Needs Programs .....	274
 <b>APPENDIX D</b>	
Lists of Milestone Skills by Developmental Age Level .....	276
 <b>BIBLIOGRAPHY</b> .....	291



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## INTRODUCTION

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### PURPOSE

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* and the accompanying *Developmental Record Book* serve

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** 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** using the *Standardised Assessments 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.

### PART OF THE BRIGANCE® SYSTEM

This *IED–II* is part of the BRIGANCE assessment system—the infant, toddler and early childhood component. Other components of the BRIGANCE system and the population for which they were developed are as follows:

1. The *BRIGANCE Screens* were developed as quick screening assessments (12–15 minutes) for children from birth to Year One. They include the following.
  - a. *Infant and Toddler Screen* with assessments for infants and toddlers.
  - b. *Early Preschool Screen* with assessments for two-year-old and two-and-a-half-year-old children.
  - c. *Preschool Screen* with assessments for three-year-old and four-year-old children.
  - d. *P & 1 Screen* with assessments for children ending preschool/entering prep, ending prep/entering year one, and those ending year one/entering year two.

Also available for use with the *Screens* the *Technical Report for the BRIGANCE Screens*, detailing norming, standardisation, reliability and validity data, as well as additional guidelines for effective use of the *Screens*.

Another option for *BRIGANCE Screens* users is the *BRIGANCE Screens Scoring Software* that allows examiners to administer the individual *Screens* and enter the children's data onscreen enabling them to view a wide variety of reports useful both in the classroom and for communicating results with parents.

2. The *Comprehensive Inventory of Basic Skills–Revised* was developed for use with primary and middle years students.
3. The *Inventory of Essential Skills* was developed for use with secondary-level students or adult learners with special needs.
4. The *Life Skills Inventory* was developed for use in vocational, secondary special education, ESL and adult education programs.

## FEATURES

The *BRIGANCE® Diagnostic Inventory of Early Development–II (IED–II)*

1. **Is Comprehensive.** The *IED–II* includes many assessments for skills from birth to the developmental age of six years. (See the Table of Contents or the *Developmental Record Book*.) Its comprehensiveness provides you with a wealth of assessments from which to choose those you anticipate will best meet your needs in each setting or situation.
2. **Is Criterion-Referenced.** The assessments are based on developmental skills and behaviours and curricular objectives. Thus, the results can be applied directly to planning and individualising instruction.
3. **Is Normative-Referenced.** Although primarily a criterion-referenced assessment instrument, norms have not been ignored. Developmental age notations derived from norms found in the references listed in the Bibliography have been included in the developmental skill sequences.
4. **Is Well Researched and Referenced.** Skill sequences of a developmental nature, which include most of the pre-academic skills, were developed and validated by researching the references listed in the Bibliography. Skill Sequences of an academic nature were developed and validated by using curricular practices and student texts.
5. **Has a Format That Is Easy to Follow.** When the *IED–II* is opened to an assessment procedure, the printed material for the examiner is in the correct position for reading and the visual material for the child is in the correct position for the child to view.
6. **Is an Assessment Instrument That Does Not Require Rigid Administration Procedures.** When the purpose of the assessment is to derive data for planning instruction, rigid administration procedures are not required. Adapting the procedures to accommodate different testing situations and individual differences may be helpful in obtaining results needed for instructional planning.  
  
If the purpose of the assessment is to derive or obtain valid standardised data, following the same procedures used in standardising the assessment is crucial. See Feature 13 in right column.
7. **Does Not Require Specialised Training in Testing.** The *IED–II* uses a direct approach to assessment. It does **not** require complex statistical procedures for deriving and interpreting results. The assessment

procedures are simple; many of them can be administered by a paraprofessional, such as a teacher's aide, with professional supervision.

8. **Does Not Require Specialised Materials.** The materials needed for conducting the assessments can be found in most settings serving infants and children. An inexpensive Testing Accessories Kit can be easily put together using readily available items.
9. **Simplifies and Integrates the Processes of Assessing/Diagnosing, Recordkeeping and Instructional Planning.** (See pages x and xi.)
10. **Offers a Recordkeeping System That Is Efficient, Specific and Easily Interpreted.** (See **Directions for Recording Results and Identifying Objectives**, page x, and **Illustration of the Recordkeeping System**, page xi.)
11. **Was Designed to Meet Early Intervention and Special Needs Requirements.** The *IED–II* assesses skills in areas required by Early Intervention programs. It identifies the present level of performance, yields results easily interpreted to parents/caretakers, and lists objectives for the IEP. (See **Appendix C**, pages 275–276.)
12. **Offers a Choice of Two Recordkeeping Systems for Developmental Skills.** The skill sequences found in the *Developmental Record Book* include the primary or “milestone” skills and will be adequate for meeting the needs of most children and programs. However, if more comprehensive skill sequences that include both the primary and secondary skills are needed for the developmental skills found in Sections A–G, you may wish to use the Comprehensive Skill Sequences found at the end of each section. See pages x–xiii for examples and illustrations of these two recordkeeping systems.
13. **Key Assessments Have Been Validated.** Key assessments in the *IED–II* were included in a national validation study conducted by Frances Page Glascoe, PhD of Vanderbilt University. Assessments with all or some of the items validated in this study have been identified by placing a ♦ next to the title of the assessment. When using these assessments to derive standardised data, the **DIRECTIONS** given on the assessment page and any additional instructions contained in the accompanying *Standardised Assessments Record Book* should be adhered to strictly. The accompanying *IED–II Standardisation and Validation Manual* includes tables for converting scores according to the age of the child. Detailed information about the validation research and additional information can be found in the *Manual*. *Standardised Scoring Conversion Software* is also available.

## GENERAL DIRECTIONS FOR CONDUCTING AN ASSESSMENT

1. **Decide What Skill Areas Need to Be Assessed.** The *Inventory of Early Development–II (IED–II)* is much too extensive to administer in its entirety. Thus, personnel using the instrument will need to use their judgment as to which assessments will be used. To do so, keep the following questions in mind.
  - a. Which assessments are more relevant to the immediate concern or reason for referral?
  - b. Which assessments will be more likely to yield the most valuable data within the time allowed for conducting the assessment?
  - c. Which assessments can best be conducted in a particular setting?

2. **Select the Most Appropriate Skill Level Within the Sequence.** First, evaluate data you have about the child such as age, appearance, statements from parents/caretakers or others, to determine the approximate developmental age level.

If the referral information suggests the developmental age is approximately . . .	plan to initiate the assessment by assessing skills at the . . .
---	--

6 months	3-month level
9 months	6-month level
12 months	9-month level
18 months	12-month level
2 years	18-month level
2½ years	2-year level
3 years	2-year or 2½-year level
4 years	3-year or 3½-year level
5 years	4-year or 4½-year level
6 years	5-year level

3. **Select the Best Assessment Method.** Different assessment methods may be used to accommodate different situations. The *IED–II* offers a variety of possibilities: parent/caretaker interview, teacher observation, group administration, informal appraisal of the child’s performance in the school setting. For the best use of assessment time and the most valuable results, select the assessment method you believe will be the best for each particular situation. (See pages xviii and xix for **RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE INVENTORY OF EARLY DEVELOPMENT–II (IED–II)**.)

4. **Organise Materials.** Have available the *IED–II*, the *Developmental Record Book* (or reproduced Comprehensive Skill Sequences), and a pencil or pen of the colour to be used for recording. The accompanying Testing Accessories Kit available from the publisher includes the basic materials you will need for conducting most of the assessments. (See page xvi for a description of the Testing Accessories Kit.) However, if the Testing Accessories Kit is not available, the basic materials needed to conduct the assessments are usually readily available in most school programs. Check the examiner’s page of each assessment you plan to administer to determine what **MATERIALS** are needed and if you have them available.

For assessing some skills such as those found in Section D, **SELF-HELP SKILLS**, you may need the child’s personal items. For example, you may need a bottle or cup for assessing feeding skills. Personal articles of clothing will be needed if dressing skills are to be assessed. However, these assessments are made more frequently by parent/caretaker interview or observations in a natural setting where the material is available.

5. **Follow the Assessment Procedures** (but adapt if appropriate): The *IED–II* has an easy-to-use format. When it is opened to an assessment and placed between the examiner and the child (as illustrated on page ix), the printed material is in the proper position for use.

Directions for conducting the assessment are given on the examiner’s page. (See pages xviii and xix for **RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE INVENTORY OF EARLY DEVELOPMENT–II (IED–II)**.)

For a number of reasons unrelated to the skill being assessed, a child may fail an assessment. Adaptations are recommended when the examiner feels a child has not performed a task because of lack of confidence, difficulty in understanding directions or speech or language problems. However, when adaptations are made, they should not include coaching. You may wish to record what adaptations were made in the *Developmental Record Book* (or on a reproduced copy of the Comprehensive Skill Sequence).

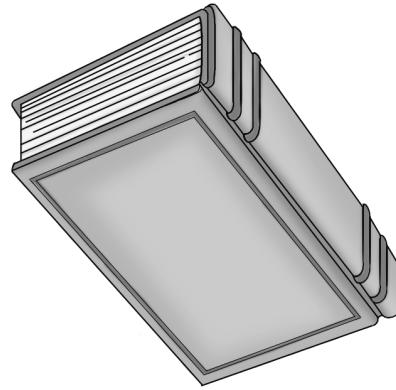
6. **Record the Assessment Data.** As you obtain information regarding the skill the child has mastered, record it in the *Developmental Record Book* (or on a reproduced copy of the Comprehensive Skill Sequence).

See pages x and xi for illustrations and explanations of recording procedures.

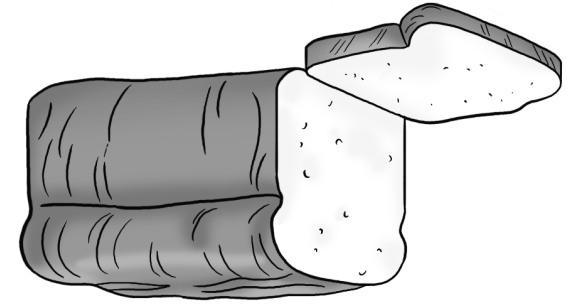
See pages xii and xiii regarding the option of using the *Developmental Record Book* or the Comprehensive Skill Sequences.



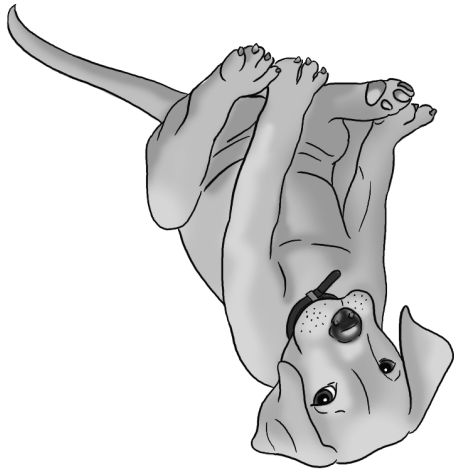
3b., 6b.



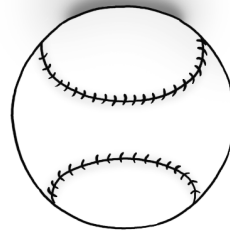
2b., 5b.



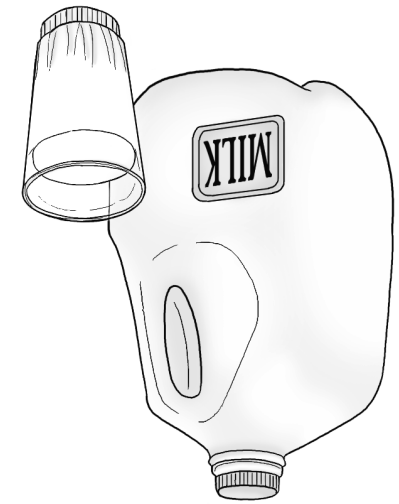
1b., 4b., 7b.



3a., 6a.



2a., 5a.



1a., 4a., 7a.



## ❖E-10a SENTENCE MEMORY (with picture stimuli)

This standardised assessment will not be found in the Developmental Record Book or in the Class Record Book. This assessment is included here expressly for use by examiners who wish to derive standard scores in the Expressive Repeats Sentences/Isolated Skills/Expressive Language subdomain. It is a lower-level skill than that assessed in E-10b.

**SKILL:** Repeats sentences of varying numbers of syllables.

- |                |                |                 |
|----------------|----------------|-----------------|
| 1. 3 syllables | 4. 6 syllables | 6. 10 syllables |
| 2. 4 syllables | 5. 8 syllables | 7. 12 syllables |
| 3. 5 syllables |                |                 |

**STANDARDISED ASSESSMENTS RECORD BOOK:** Page 11.

**ASSESSMENT METHOD:** Child's oral response of repeating sentences presented orally with picture stimuli.

**MATERIAL:** Page C-126 and list of sentences of different lengths (based on the number of syllables) in the **DIRECTIONS**.

**DISCONTINUE:** After the child repeats both sentences *a* and *b* incorrectly.

**TIME:** Your discretion.

**ACCURACY:** In addition to your own professional judgment, the following criteria will guide you in evaluating:

1. Allow the child to self-correct.
2. Do not count as errors misarticulations due to immature speech.
3. Count as errors
  - omission of a syllable, word or morpheme (e.g., “want” instead of “wants,” “pour” instead of “poured”
  - substitution of a syllable or a word.
  - addition of a syllable or a word.
  - change in word sequence.

Give credit on lower-level skills if successful with higher-level tasks.

### DIRECTIONS

Show the child the pictures on C-126. Pause after each sentence for the child's response. If the child does not respond, repeat the sentence. If helpful, give encouragement. Screen, if necessary.

Say: **I want you to say what I say about each picture.**

Point to each picture and preface each sentence by

Saying: **Listen carefully.** or **Say what I say.**

If the child repeats sentence *a* in **SKILL 1** correctly, give credit and do not dictate sentence *b*. Continue dictating at the next higher Skill level until the child repeats sentences *a* and *b* incorrectly.

	<i>Number of Syllables</i>	<i>Sentences</i>
❖1.	3	a. <b>We drink milk.</b>
	3	b. <b>They make bread.</b>
❖2.	4	a. <b>A ball is round.</b>
	4	b. <b>I have the book.</b>
❖3.	5	a. <b>She wants a puppy.</b>
	5	b. <b>His brother can swim.</b>
❖4.	6	a. <b>The milk is in the glass.</b>
	6	b. <b>I like to eat hot bread.</b>
❖5.	8	a. <b>Jane likes to throw and catch a ball.</b>
	8	b. <b>Bob reads books every time he can.</b>
❖6.	10	a. <b>Puppies make nice pets but need lots of love.</b>
	10	b. <b>The girl went swimming in the lake with friends.</b>
❖7.	12	a. <b>He poured milk in the glass before he drank it up.</b>
	12	b. <b>I make toast by putting bread in a hot oven.</b>

All items are part of the Expressive Repeats Sentences Skills assessment, Isolated Skills composite, in the Expressive Language subdomain.