

# Features of the *BRIGANCE® Preschool Screen—II*

- 1. Screening Can Be Accomplished Quickly:** The essence of screening is its brevity. The basic screening of most children can be completed within fifteen minutes. Screening a child who responds slowly rarely takes more than twenty minutes.
- 2. Screening Provides a Sampling of Skills for Key Areas:** The basic assessments provide a sampling of a child's learning, development and skills in a broad range of areas, such as fine-motor skills, body awareness, general knowledge, language development, and gross-motor skills. A discussion and demonstration of the domains and factors these skills can be categorised into can be found in the *Technical Report for the BRIGANCE® Screens—II* in chapters 1 and 4. In addition, there is now a separate measure for self-help and for social-emotional skills.
- 3. The Data Sheet Provides a Quick Review:** The *Data Sheets*, one for each age level, allow data to be recorded on one page in a duplicate copy. Thus, a glance across the *Data Sheet* provides a quick review and copies of the data can be shared with others and filed as needed. (See *Data Sheet* examples on pages xxiii and xxiv.)
- 4. Screening Will Be a Successful Experience for Most Children:** Each screening assessment is at a skill level that will allow a high degree of success for most children. Thus, most children will feel positive about the screening.
- 5. Optional Supplemental Assessments Are Included:** In addition to the basic assessments for each age level, supplemental assessments of more advanced skills have been included for optional use. These assessments are primarily intended for use with children who score well on the basic assessments. (See pages 30–41.)
- 6. Screening Produces a Wide Range of Scores:** Because the *Preschool Screen—II* may be used for a variety of purposes, a range of scores is needed (e.g., for program planning, for determining eligibility for programs, for research studies, and so forth). This *Screen* produces raw scores, age equivalents, percentiles and quotients for each developmental domain.
- 7. Helpful Notes Are Included:** Notes related to possible observations, interpretations, criteria, supplemental assessments and techniques for encouraging the child to perform are included with each assessment.
- 8. Related Forms for Optional Use Are Included:** Related screening information forms for examiner's observations, teacher's rating, and parent's rating are included as items for optional use. Permission to reproduce these forms for nonprofit educational use is granted by the author and the publisher. (See pages 43–51.)
- 9. A Score Can Be Calculated for Ranking and Grouping Purposes:** A point value is assigned to each skill within each basic screening assessment to provide a means of calculating a score for each child.
- 10. Assessments Are Criterion-Referenced, Curriculum-Referenced and Norm-Referenced:** The criterion-referencing and curriculum-referencing of the assessments provide data that can be translated into instructional objectives. The results of the *BRIGANCE Screens—II* standardisation and validation study allow norm-referenced interpretation. For information regarding standardisation and the use of this *Screen* as a norm-referenced instrument, see pages vi and vii and the *Technical Report for the BRIGANCE Screens—II*.
- 11. No Special Material or Equipment Is Needed:** (See page xvi for lists of essential materials and optional materials.)
- 12. Duplication of Assessments Can Be Avoided:** The skills included in the basic assessments are the same as those included in the *BRIGANCE Diagnostic Inventory of Early Development—II* (Birth–7 years). Program personnel using the *Inventory* with its accompanying *Developmental Record Book* for the purposes of assessing, recordkeeping, tracking and instructional planning can frequently avoid duplication of assessment time. Much of the data needed for screening can be taken from the *Developmental Record Book* if the data are current and valid. Likewise, data obtained from the screening assessment can be recorded in the *Developmental Record Book*. (See pages 72–75 for coordination between the assessments in this *Screen* with the *Inventory of Early Development—II*. A complete coordination between all the *Screens* and the *Inventory of Early Development—II* and the *Comprehensive Inventory of Basic Skills—Revised* is included in the *Technical Report for the BRIGANCE Screens—II* in chapter 6.)
- 13. Screening Can Be Accomplished Reliably, Validly, and Accurately:** Below are highlights from the *BRIGANCE Screens—II* standardisation and validation study:
  - Re-standardised in 2005 on 1366 children in 27 of the 50 US states to produce normative information on children's performance across the birth to Year One age range. This is critical because American demographics are changing rapidly and this can impact the aggregate performance of children at various ages. Further, curricular changes also prompt a need to revise and update measures.
  - Validated on 907 children to whom were also given a range of other measures for comparison and found to correlate highly with subtests of similar content.
  - Shown to be highly reliable both in terms of internal consistency, test-retest and inter-examiner reliability.
  - Highly accurate. The *BRIGANCE Screens—II* will identify 81% (range = 70% to 91% across ages) of children with disabilities, 84% (range = 81% to 100% across ages) of children with advanced development, and 84% (range = 72% to 94% across ages) of children with typical development.Extensive information about the *BRIGANCE Screens—II* standardisation is found in the *Technical Report for the BRIGANCE Screens—II*.

### Three-Year-Old Child Data Sheet for the **BRIGANCE®** Preschool Screen-II

3Y

A. Child's Name Calvin Baldwin  
 Parents/Guardian Carl and Karen Baldwin  
 Address 982 Haines Street

Screening Year 2005 Month 9 Day 12  
 Birth date 2002 7 7  
 Age 3 2 5

School/Program Ballard School  
 Teacher Leslie Feingold  
 Examiner Ben Faust

B. Basic Screening Assessments			C. Scoring			
Page	Assessment Number	Skill (Circle the skill for each correct response. Make notes as appropriate.) When deriving standard scores, follow the directions for discontinuing that appear with the assessments where applicable.	Number of Correct Responses	Point Value	Child's Score	
3	1A	<b>Personal Data Response:</b> Orally gives: <span style="float: right;">Discontinue after 3 in a row incorrect.</span> ①. first name    ②. last name    ③. middle name    4. age	3 x	1 point each	3 / 4	
4	2A	<b>Colour Recognition:</b> Points to: <span style="float: right;">Discontinue after 2 in a row incorrect.</span> ①. red    ②. blue    ③. green    ④. yellow    ⑤. orange	5 x	2 points each	10 / 10	
5	3A	<b>Picture Vocabulary:</b> Names pictures of: <span style="float: right;">Discontinue after 3 in a row incorrect.</span> ①. boat    ②. kite    ③. car    4. ladder    5. scissors    6. leaf	3 x	2 points each	6 / 12	
6	4A	<b>Knows Use of Objects:</b> Knows use of: <span style="float: right;">Discontinue after 2 in a row incorrect.</span> ①. book    ②. scissors    ③. refrigerator	3 x	3 points each	9 / 9	
7	5A	<b>Visual Motor Skills:</b> Copies: ①.      ②. —    ③. ○    4. + <span style="float: right;">Discontinue after 3 in a row incorrect.</span>	3 x	3 points each	9 / 12	
8	6A	<b>Gross-Motor Skills:</b> <span style="float: right;">Discontinue after 2 in a row incorrect.</span> ①. Stands on one foot five seconds. ②. Stands on other foot five seconds. ③. Walks forward heel-and-toe four steps.	2 x	3 points each	6 / 9	
9	7A	<b>Number Concepts:</b> Demonstrates by giving: <span style="float: right;">Discontinue after 2 in a row incorrect.</span> ①. two    ②. three    3. five	2 x	3 points each	6 / 9	
10	8A	<b>Builds Tower with Blocks:</b> Builds a tower with: <span style="float: right;">Discontinue after 2 attempts without success.</span> ①. 6 blocks    ②. 7 blocks    ③. 8 blocks    ④. 9 blocks    ⑤. 10 blocks	5 x	2 points each	10 / 10	
11	9A	<b>Identifies Body Parts:</b> Points to or touches: <span style="float: right;">Discontinue after 3 in a row incorrect.</span> ①. chest    ②. back    ③. knees    ④. chin    5. fingernails    6. heels	4 x	1 point each	4 / 6	
12	10A	<b>Repeats Sentences:</b> Repeats sentences of <span style="float: right;">Give credit for highest level of success and for all lower levels.</span> ①. four syllables    ②. six syllables    3. eight syllables	2 x	3 points each	6 / 9	
13	11A	<b>Prepositions and Irregular Plural Nouns:</b> Uses ①. prepositions    ②. irregular plural nouns	2 x	5 points each	10 / 10	
<b>D. Observations</b> 1. Handedness: Right <input checked="" type="checkbox"/> Left _____ Uncertain _____ 2. Grasps pencil with: Fist <input checked="" type="checkbox"/> Fingers _____ 3. Hearing appeared to be normal: (See Functional Hearing and Vision) Yes <input checked="" type="checkbox"/> No _____ Uncertain _____ 4. Vision appeared to be normal: (See Functional Hearing and Vision) Yes <input checked="" type="checkbox"/> No _____ Uncertain _____ 5. Record other observations below or on another sheet. <u>Cooperated and enjoyed talking</u>			<b>E. Summary</b> (Complete only if child is screened with a group.) Compared to other children included in this screening: 1. this child scored ..... Lower _____ Average <input checked="" type="checkbox"/> Higher _____ 2. this child's age is ..... Younger _____ Average <input checked="" type="checkbox"/> Older _____ 3. the teacher rates this child ..... Lower <input checked="" type="checkbox"/> Average _____ Higher _____ 4. the examiner rates this child ..... Lower _____ Average <input checked="" type="checkbox"/> Higher _____  <b>F. Recommendations</b> <u>Within normal limits. No further assessment needed at this time.</u>			Total Score =  <span style="font-size: 24px; font-weight: bold;">79 / 100</span>

# 6A Gross-Motor Skills

**Skill:** Performs gross-motor skills.

1. Stands on one foot for five seconds.
2. Stands on other foot for five seconds.
3. Walks forward heel-and-toe four steps.

**Data Sheet:** *Three-Year-Old Child.*

**Assessment Method:** Child performance—individual or group.

**Materials:** None.

**Discontinue:** Your discretion, or after the child fails to perform two skills.

**Time:** Your discretion. See **Criteria, Skill 1** in the **Directions**.

**Accuracy:** Give credit for each skill performed. (See **Criteria**.)

**Criteria:** In addition to your own professional judgment, the **Criteria** accompanying each skill in the **Directions** will guide you in evaluating.

**Point Value:** 3 points for each skill.

**Notes:**

1. **Possible Observations:** As the child performs the skills, you may wish to observe and make note of the following:
  - a. **Physical Conditions:** Does the child have a physical condition that makes him/her unable to perform any skill according to the **Criteria**?
  - b. **Type of Clues or Directions to Which the Child Responds Best:** Does the child follow oral directions well or does he/she rely on demonstration?
  - c. **Foot Dominance:** Does the child consistently perform the skills on the same foot? (When making this assessment, do *not* designate the foot on which a skill is to be performed. In most instances, the child will perform the skill on his/her dominant foot if foot dominance has been established.)
  - d. **Use of Eyes:** Do the child's eyes tend to follow the body parts when appropriate?
  - e. **Attention to Task:** Does the child consistently attend to your requests or does he/she have difficulty attending for reasons such as a short attention span or distractions?
  - f. **Interest Level:** Does the child volunteer to demonstrate additional gross-motor skills?
2. **Supplemental Assessments:** If the assessment situation permits, you may wish to assess the following gross-motor skills:
  - Stands on either foot five seconds.
  - Walks tiptoe a distance of 2 metres.
  - Walks forward on line heel-and-toe a distance of 2 metres.
  - Walks with scissor steps across a 25 mm wide line a distance of 2 metres.
  - Hops on one foot.
  - Hops on other foot.
  - Walks forward on walking board, using arms to balance.

## Directions

This assessment is made by using one, or any combination, of the following methods:

- a. Individual assessment by requesting the skill be performed and demonstrating it.
- b. Involving the child or group in a game that will prompt the child to perform the skill. (For example: Play the game of "Follow the Leader" or "Simon Says." You serve as leader and observe if the child can perform the skill.)
- c. Informal observation of the child during play period or game time.

This assessment can be accomplished more quickly and with greater validity if you demonstrate the skills as you give the directions. If you do not demonstrate the skills, the child may not perform well because he/she does not comprehend the verbal directions. If the child does *not* respond, repeat the request.

If helpful, give encouragement.

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

**Skill 1:** Stands on one foot for five seconds.

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

**Criteria:** Give credit if the child establishes and maintains a steady standing position on one foot for five seconds.

**Skill 2:** Stands on other foot for five seconds.

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

**Criteria:** Give credit if the child establishes and maintains a steady standing position on the other foot for five seconds.

**Skill 3:** Walks forward heel-and-toe four steps.

Say: **Walk like this, one foot right in front of the other foot.** Demonstrate.

**Criteria:** Give credit if the child walks four steps without waving his/her arms excessively and without stumbling.

**If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the boxed Directions given.**

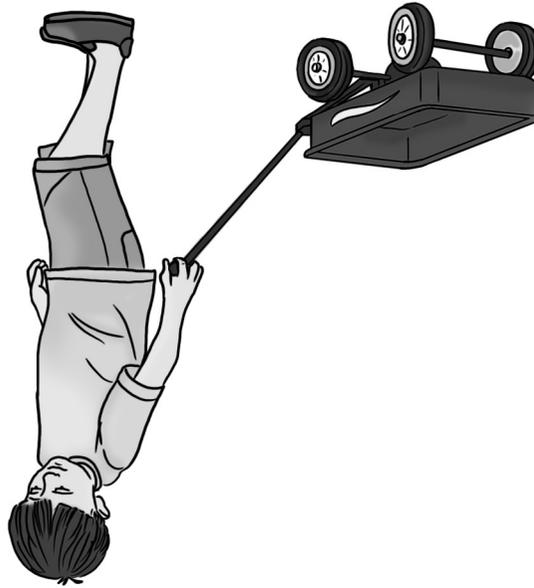
**ENTRY:** Start with item 1.

**DISCONTINUE:** After 2 consecutive incorrect responses.

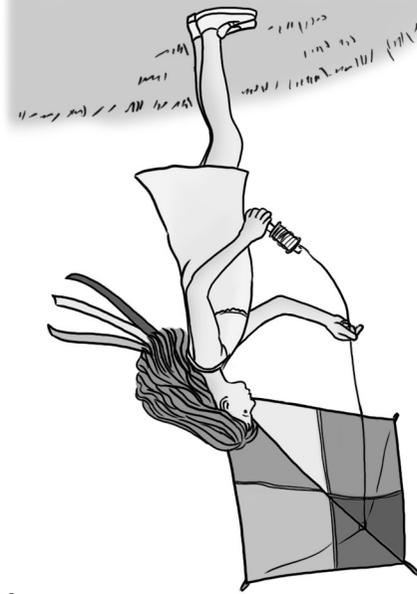
3. **Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 27–43 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.



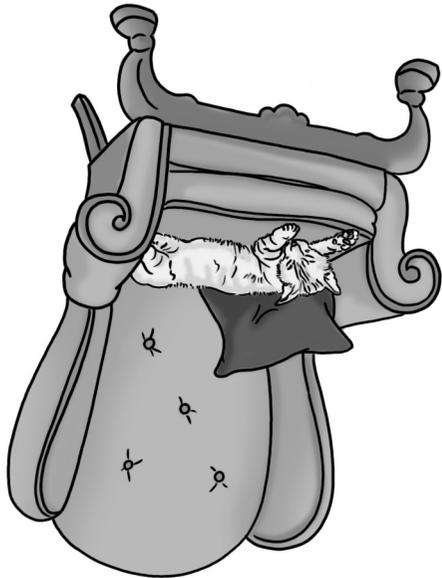
3b.



2b.



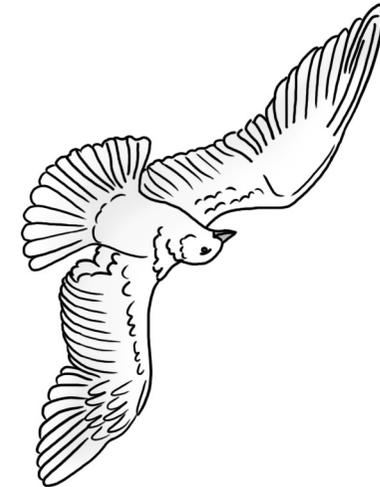
1b.



3a.



2a.



1a.

# 10A Repeats Sentences

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

1. four syllables
2. six syllables
3. eight syllables

**Data Sheet:** *Three-Year-Old Child.*

**Assessment Method:** Child performance—oral response.

**Materials:** C-12.

**Discontinue:** After the child fails (**a** and **b**) at a skill level.

**Time:** Your discretion.

**Accuracy:** 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. See **Criteria**.

**Criteria:** 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 or a word.
  - substitution of a syllable or a word.
  - addition of a syllable or a word.
  - change in word sequence.

**Point Value:** 3 points each for **a** or **b** at each skill level.

**Notes:**

1. **Screen If Necessary:** If it appears that the child is having difficulty focusing on one picture at a time because he/she is distracted by the other pictures, you may wish to cover the other pictures with blank sheets of paper.

## Skill Analysis and Sentences for C-12

Repeats

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. four syllables</li> <li>a. A bird can fly.</li> <li>b. She made a kite.</li> </ol> | <ol style="list-style-type: none"> <li>2. six syllables</li> <li>a. He is sailing his boat.</li> <li>b. I pulled the red trolley.</li> </ol> | <ol style="list-style-type: none"> <li>3. eight syllables</li> <li>a. June's cat liked to sleep in a chair.</li> <li>b. They run and play around the tree.</li> </ol> |
|--|--|---|

### Directions

This assessment is made by pointing to each picture on C-12 and asking the child to listen to and repeat the sentence about each picture. 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>
<b>Skill 1:</b>	4	a. <b>A bird can fly.</b>
	4	b. <b>She made a kite.</b>
<b>Skill 2:</b>	6	a. <b>He is sailing his boat.</b>
	6	b. <b>I pulled the red trolley.</b>
<b>Skill 3:</b>	8	a. <b>June's cat liked to sleep in a chair.</b>
	8	b. <b>They run and play around the tree.</b>

**If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the boxed Directions given.**

**ENTRY: Start with item 1.**

**Give credit for the highest level of success and for all lower levels.**

2. **Possible Observations:** As the child responds to the items, you may wish to observe and make note of the following:
  - a. *Physical Conditions:* Does the child have a physical condition that makes him/her unable to respond?
  - b. *Articulation Development:* Do the child's articulation skills appear typical for his/her age or is there evidence of an articulation problem, such as omitting, substituting, adding or distorting sounds?
  - c. *Attention to Task:* Does the child consistently attend to your requests or does he/she have difficulty attending for reasons such as a short attention span or distractions?

# Screening Observations Form

(To be completed by the examiner)

**Directions:** Based on observations made during the screening, check any significant observations that you believe are suggestive of a problem and warrant referral for additional screening or treatment.

Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Date \_\_\_\_\_

Examiner's Name \_\_\_\_\_

## A. Vision

- showed symptoms of eye fatigue or stress, such as
  - blinking  squinting  itching  tearing
- appeared to have eye infection indicated by
  - redness  discharge
- held reading material very close
- held reading material far away
- tended to close or squint one eye in order to see better

## B. Auditory

- needed to watch speaker's face closely in order to understand
- appeared to have difficulty hearing over background noise
- turned head to one side in order to favour one ear
- frequently misunderstood instructions
- asked that instructions be repeated

## C. Speech

- was difficult to understand
- had difficulty with articulation as indicated by
  - omission  substitution  distortion
- voice quality:  raspy  breathy  nasal  high-pitched  low-pitched
- volume:  too loud  too weak
- oral expression appeared to be limited or inhibited, possibly due to shyness, fear or lack of confidence

## D. Self-Reliance

- lacked confidence
- was overly confident
- was careless
- needed encouragement in order to perform
- needed praise in order to perform
- needed continuous individual attention in order to perform
- was overly concerned about failure

## E. Emotional Functioning

- appeared to be emotionally distressed
- level of motivation appeared to be low
- required much praise, encouragement and attention
- rapport was difficult to achieve and maintain
- had difficulty in cooperating
- responded impulsively
- became impatient when presented with difficult task
- short attention span for age
- tended to be hyperactive
- exhibited nervous habits or symptoms such as nail-biting, facial tics, thumb-sucking and stuttering

List specific habits or symptoms observed:

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## F. Motor Skills

- gross-motor skills and development appeared to be significantly below age
- fine-motor skills and development appeared to be significantly below age

## G. Physical Appearance

- appeared to lack good physical health and stamina
- appeared to tire easily

List any significant observations that might suggest a need for medical care, such as skin rashes, obesity, frailness and clumsiness:

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# Teacher's Rating Forms

## Introduction

**Purpose:** The *Teacher's Rating Form*, one for each age level (see pages 46 and 47), allows the teacher to record information about a child and to communicate that information to the appropriate personnel.

**Rationale:** Numerous research studies strongly support the value and predictive validity of teachers' observations and ratings of children.

**A Word of Caution:** Although research strongly supports teachers' ratings as having a high predictive validity, the ability to rate a child varies greatly from teacher to teacher. This ability depends upon the teacher's sensitivity, expertise and familiarity with the child and the child's environment. Also, care must be taken not to allow a prophecy to be fulfilled simply because a teacher has given the child a low rating.

Since the preschool teacher has been observing the child in a variety of situations over an extended period of time, completion of the *Teacher's Rating Form* by the teacher will provide the following advantages:

1. Professional personnel may be able to identify possible deficits or problem areas.
2. Data from other sources can be combined with the *Teacher's Rating Form*. (However, if teacher information is *not* compatible with information from other sources, that incompatibility should not become a source of contention between the teacher and school personnel.)

**Design:** The *Teacher's Rating Form* for each level is designed to provide the following features:

1. **Written remarks are not required.** The format allows the preschool teacher to respond to each item by placing a check (✓) in the appropriate column—"No," "Uncertain" or "Yes."
2. **Data can be reviewed quickly.** All items are on one page so that data can be reviewed quickly.
3. **Possible problem areas can easily be identified.** Items are grouped by skill area. The skill areas are identified by titles. After the preschool teacher has completed the rating form, a possible problem area can easily be identified if there are several checks (✓) in the "No" column related to the skill area.
4. **Skill areas that cannot easily and effectively be assessed by formal assessment procedures are included.** Items in areas such as social skills, self-reliance and self-help skills are included.
5. **All items are stated positively.**

**Completing the Teacher's Rating Form:** As indicated in the *Directions* on the rating form, the preschool teacher should read each item and check the appropriate answer column—"No," "Uncertain" or "Yes." If uncertainty exists about the skill or behaviour, and if time permits, the preschool teacher may wish to do additional assessments and make more observations.

**Must All of the Items Be Completed?** It may not be necessary to record a rating for each item. The items have been grouped by skill areas. In some cases, it may be practical to complete ratings for designated skill areas only.

**When Should the Teacher's Rating Form Be Used?** The *Teacher's Rating Form* can be a valuable resource in situations such as the following:

1. After the teacher has had the child in his/her program long enough to become familiar with the skills and behaviour of the child
2. When there is not a more expedient or valid means of obtaining information regarding the child's skills and behaviours
3. When the teacher needs to communicate the information to other preschool personnel or to the parents
4. When the form will serve as an effective means of completing and updating the child's records, such as at the end of the preschool year or when the child is transferring to another preschool

**Reconciling Conflicting Data:** Most of the items on the *Teacher's Rating Form* and the *Parent's Rating Form* are the same. Also, some of the skills are included in the basic screening assessments. The duplication should not be considered threatening or perceived as a means of checking the assessments or ratings of the different personnel involved. It is expected that there will be times when ratings and data from different personnel and the parents will not be compatible. When this occurs, no attempt should be made to prove that the rating or data from another person is invalid. A more positive approach is to try to identify the cause or causes for the incompatibility. The following are some possible causes:

1. Varying child performance in different situations and with different personnel
2. Various interpretations of what skill mastery involves and the context in which it is performed
3. Factors such as too much coaching or not enough encouragement
4. Misunderstanding of directions or what is expected on the part of the child