

Features of the *BRIGANCE® P & 1 Screen–II*

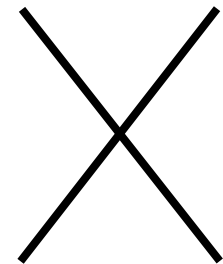
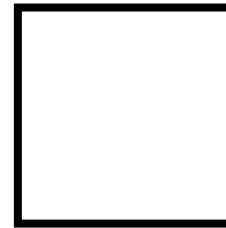
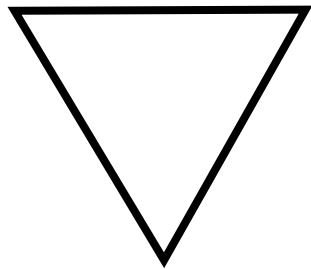
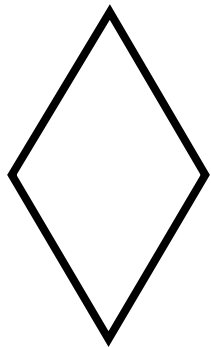
- 1. Screening Can Be Accomplished Quickly:** The essence of screening is its brevity. The basic screening of most children can be completed within fifteen minutes. Screening a child who responds slowly rarely takes more than twenty minutes.
- 2. Screening Provides a Sampling of Skills for Key Areas:** 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 32–39.)
- 6. Screening Produces a Wide Range of Scores:** Because the *P & 1 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 41–49.)
- 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 vii and viii 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) and in most cases in the *BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills–Revised* (Pre-K–9). Program personnel using the *Inventory of Early Development* 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 78–83 for coordination between the assessments in this *Screen* with the *Inventory of Early Development–II* and with the *Comprehensive Inventory of Basic Skills–Revised*. 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 1,366 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*.

Prep Data Sheet for the **BRIGANCE® P & 1 Screen-II**



A. Child's Name Colin Killoran Date of Screening 2005 6 15 School/Program Vinal School
 Parents/Guardian Kristin Killoran Birth date 2000 1 10 Teacher Leslie Feingold
 Address 310 Locke Street Age 5 5 5 Examiner Dennis Dowd

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.)	Correct Responses	Point Value	Child's Score
2	1A	Personal Data Response: Orally gives: Discontinue after 3 in a row incorrect. ① first name ② full name ③ age ④ address (street or mailing) ⑤ birth date (day and month) ⑥ telephone number	6 x	2 points each	12 /12
3	2A	Identifies Body Parts: Identifies by naming: Discontinue after 3 in a row incorrect. ① heels ② ankles ③ jaw ④ shoulders ⑤ elbows ⑥ hips ⑦ wrists ⑧ waist	8 x	1 point each	8 /8
4	3A	Gross-Motor Skills: Discontinue after 3 in a row incorrect. ① Stands on one foot for ten seconds. ④ Stands on other foot momentarily (one second) with eyes closed. ② Stands on the other foot for ten seconds. 5. Walks backward toe-to-heel four steps. ③ Stands on one foot momentarily (one second) with eyes closed.	4 x	1 point each	4 /5
6	4A	Colour Recognition: Identifies and names the colour of objects: Discontinue after 3 in a row incorrect. ① red ② blue ③ green ④ yellow ⑤ orange ⑥ purple ⑦ brown ⑧ black ⑨ pink ⑩ grey	10 x	.5 point each	5 /5
8	5A	Visual Motor Skills: Discontinue after 3 in a row incorrect. Copies: ① X ② □ ③ ▭ ④ △ ⑤ ◇	5 x	1 point each	5 /5
9	6A	Draws a Person (Body Image): Draws a picture of a person that includes the body parts: ① head ② legs ③ ears ④ arms ⑤ trunk ⑥ eyes ⑦ nose ⑧ neck ⑨ hands ⑩ mouth	9 x	.5 point each	4.5 /5
10	7A	Prints Personal Data: Prints: 1. first name 2. last name Reversals: Yes _____ No _____	2 x	4 points each	8 /8
12	8A	Rote Counting: Counts by rote to: (Circle all numbers prior to the first error.) Discontinue after first incorrect response. ① 2 3 4 5 6 7 8 9 10 ① 11 12 13 14 15 16 17 18 19 20 ① 21 22 23 24 25 26 27 28 29 30	30 x	5 points each group of 10	15 /15
13	9A	Numeral Comprehension: Discontinue after 2 in a row incorrect. Matches quantity with numerals: ③ ② 4 8 A	2 x	2 points each	4 /10
14	10A	Number Readiness: Joins groups of objects to: ① 3 ② 6 ③ 10 Discontinue after 2 in a row incorrect.	3 x	3 points each	9 /9
15	11A	Reads Uppercase Letters: Recognises and names uppercase letters: Discontinue after 3 in a row incorrect. (Score for only one case—upper or lower.) O A D G Q B P C E L T I F J N M R H U V W Y X Z K S	0 x	.5 point each	0 /13
16	11A	Alternate—Reads Lowercase Letters: Recognises and names lowercase letters: Discontinue after 3 in a row incorrect. (Score for only one case—upper or lower.) ① a d g q b ① p c e l t i ① f j n m r h u ① v w y x z k s	22 x	.5 point each	11 /13
17	12A	Syntax and Fluency: Administer both items. ① Speech is understandable. ② Speaks in complete sentences of at least five words.	2 x	2.5 points each	5 /5
D. Observations 1. Handedness: Right <input checked="" type="checkbox"/> Left _____ Uncertain _____ 2. Grasps pencil with: Fist _____ Fingers <input checked="" type="checkbox"/> 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 on another sheet.			E. Recommendations Total Score = <u>90.5/100</u> <u>Above gifted and talented cutoff >80</u> <u>Refer for enrichment classes.</u>		



5A Visual Motor Skills

Skill: Copies forms.

1. X 2. □ 3. ▭ 4. △ 5. ◇

Data Sheet: Prep.

Assessment Method: Individual or group written response.

Materials:

- C-8.
- A type of pencil that the child is accustomed to using.
- Sheets of unlined paper.
- You may wish to reproduce C-8 and have the child copy the forms on the lower part of the page. Reproducing page C-8 will make group administration possible.

Discontinue: After two consecutive errors.

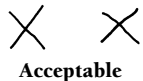
Time: Your discretion.

Accuracy: See **Criteria**.

Point Value: 1 point for each form.

Criteria: In addition to your own professional judgment, the following criteria will guide you in evaluating. If in doubt, *don't* give credit.

1. **X:** The two lines should intersect closer to the centre than to the end of each. Neither line should have vertical or horizontal axis and one line should not be more than twice the length of the other.



Acceptable



Not Acceptable

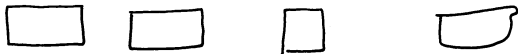
2. **Square:** Corners should not be rounded or form "ears." Lines should not be curved.



Acceptable

Not Acceptable

3. **Rectangle:** Corners must not be rounded or form "ears." Lines must not be curved. Length and width dimensions must differ so as not to resemble a square.



Acceptable

Not Acceptable

Directions

This assessment is made by asking the child to use a pencil to copy the forms on C-8. Allow adequate time and permit a second try on each form, if necessary.

Give the child a pencil, a copy of C-8 or sheets of unlined paper. Point to the forms on C-8, and

Say: **I want you to draw these shapes.**

Beginning with the X, point to each form, and

Say: **Draw one like this.**

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 3 consecutive incorrect responses.

4. **Triangle:** Corners must not be rounded or form "ears." Lines should not be curved.



Acceptable

Not Acceptable

5. **Diamond:** Corners must not be rounded or form "ears."



Acceptable

Not Acceptable

Notes:

- Possible Observations:** As the child copies the forms you may wish to observe and make note of the following:
 - Handedness:** Does the child consistently use the same hand or does he/she change the pencil from one hand to the other?
 - Pencil Grasp:** Is the pencil held correctly in a loose three-finger grasp near the tip of the pencil or incorrectly in a tight fist?
- Screen If Necessary:** If the child is having difficulty focusing on one form at a time because he/she is distracted by the other forms, cover the other forms with blank sheets of paper.
- Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 67–94 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.

7A Prints Personal Data

Skill: Prints personal data on request.

1. Prints first name.
2. Prints last name.

Data Sheet: Prep.

Assessment Method: Individual or group written response.

Materials: Pencil and paper of the type commonly used in the child's school.

Discontinue: When the child has finished printing his/her first and last names, or when it appears he/she is unable to do so.

Time: Your discretion, or as much time for each item as the child can use profitably.

Accuracy: See *Criteria*.

Point Value: 4 points for each item.

Criteria: Give credit for each item that meets the following criteria:

1. The identity of all letters must be unquestionable.
2. Allow credit for reversals if the identity of the letter is unquestionable. Note reversals on the *Data Sheet*.
3. Letters may be lowercase or uppercase.
4. The letter sequence must be correct.

FRED fred FRød FR3D
 Acceptable

TRLD FRD fed Ferd
 Not Acceptable

Notes:

1. **Possible Observations:** As the child prints the data you may wish to observe and make note of the following:
 - a. *Handedness:* Does the child use the right hand, the left hand, or both?
 - b. *Pencil Grasp:* Is the pencil held correctly in a loose three-finger grasp near the tip of the pencil or incorrectly in a tight fist?
 - c. *Paper Maintained in the Correct Position:* Is the paper maintained in the correct position for writing?
 - d. *Reversals, Transversions, or Inversions:* Are any letters backward, sideward or upside down?
 - e. *Types of Errors:* Are letters out of sequence?

Directions

This assessment is made by having the child print his/her first and last names by using a pencil and paper of the type commonly used in the child's school.

Present the child with pencil and paper, and

Say: **I want you to print some things about yourself. First, I want you to print your first name.**

Pause, giving the child adequate time to print his/her first name.

If the child prints his/her nickname,

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

If the child prints only the initial(s),

Say: **That is your initial. I want you to print your name.**

After he/she has finished printing his/her first name,

Say: **Now print your last name.**

Allow as much time as the child can use profitably.

If you plan to derive standard scores including percentiles on this assessment, you must adhere strictly to the boxed Directions given. No ENTRY or DISCONTINUE.

2. **Supplemental Assessments:**

- a. *Copies Name:* If the child cannot print his/her name you may wish to print it and have him/her copy it. As the name is copied, observe for reversals, transversions, inversions and fine-motor coordination problems.
 - b. *Factors That Will Improve Legibility:* You may wish to evaluate the child's printing to determine which of the following might be improved to make the printing more legible: slant, size, spacing, formation, alignment or neatness.
 - c. *Prints Other Personal Data:* If the child prints his/her first and last name without difficulty, you may wish to ask him/her to write other personal data, such as age, address, telephone number and names of siblings.
3. **Cursive Writing:** If the child writes only in cursive make note of this on the *Data Sheet*.
 4. **Correlated BRIGANCE® Prescriptive Teaching Material:** Pages 283–289 of the *BRIGANCE Prescriptive Readiness: Strategies and Practice*.

Teacher's Rating Forms

Introduction

Purpose: The *Teacher's Rating Form*, one for each level (see pages 44 and 45), 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. Research findings of the relationship between prep teachers' ratings and subsequent reading performance report correlation coefficients ranging from .50 to .85. Feshbach, Adelman and Fuller found that prep teachers' ratings can predict year one reading achievement as effectively as a psychometric battery of tests.

Most researchers speculate that teachers' ratings are effective in predicting later functioning and achievement because teachers can observe their children in a variety of situations over an extended period of time. This unique opportunity allows teachers to assess important factors such as motivation, frustration, tolerance, distant goals and attendance. These factors cannot be easily and effectively assessed by others.

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.

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 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 teacher has completed the rating form, a possible problem area can be easily 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 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 teacher may wish to do additional assessments and make more observations.

Must All 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. For example, the basic screening assessments will provide much information in the areas of speech, academic skills and visual-motor skills so the teacher's rating for these items may not be as critical. However, the teacher's rating for the remaining items is crucial because these items relate to skill areas that cannot easily be assessed in the formal assessments. It may be expedient for the teacher to rate items related to dominance/laterality, self-help skills, social skills, emotional/self-reliance, speech and health/physical 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 school 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 school year or when the child is transferring to another school

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

Prep Admission Information—Teacher’s Rating Form

(To be completed by the preschool teacher)

Child’s Name _____

Child’s Age _____

Date _____

Teacher’s Name _____

Purpose: As a preschool teacher, you may have pertinent data that can be helpful in determining program placement and planning for the child listed above. You can supply this data by responding to the items listed below.

Directions: Read each item and check the column (“No,” “Uncertain” or “Yes”) on the right that best applies to this child.

Personal/Speech

Can this child tell others his/her

1. first and last name?
2. age?
3. address (street or mailing)?
4. birth date (day and month)?
5. telephone number (if applicable)?

No	Uncertain	Yes

Beginning Academic Skills

Does this child

6. recognise (by naming) five colours?
7. count by rote to ten?
8. count by rote to twenty?
9. count by rote to thirty?
10. match quantities with numerals 2 through 4?
11. match quantities with numerals 5 through 8?
12. join groups of objects to six?
13. join groups of objects to ten?
14. recognise most (twenty or more) lowercase letters?
15. recognise most (twenty or more) uppercase letters?
16. comprehend stories read to him/her?

No	Uncertain	Yes

Visual and Fine-Motor Skills

Does this child

17. recognise his/her name in print?
18. copy an X and a square?
19. copy a rectangle and a triangle?
20. copy a diamond?
21. print his/her first name?
22. print his/her last name?
23. draw pictures that are recognisable?
24. draw a picture of a person that includes five body parts such as head, legs, ears, arms and trunk?
25. draw a picture of a person that includes ten body parts such as eyes, nose, neck, hands and mouth?
26. successfully complete arts and crafts projects appropriate for age?

No	Uncertain	Yes

General Knowledge and Comprehension

Does this child

27. identify by naming body parts such as listed below?
(If known, please circle.)
- ¹heels ²ankles ³jaw ⁴shoulders ⁵elbow ⁶hips ⁷wrists ⁸waist

No	Uncertain	Yes

Dominance/Laterality

Does this child consistently

28. discriminate between his/her right hand and left hand?
29. follow the pattern of working left to right and top to bottom when appropriate?

No	Uncertain	Yes

Self-help Skills

Does this child

30. dress himself/herself?
31. totally care for toileting needs?
32. tie his/her shoes?
33. know which shoe goes on which foot?

No	Uncertain	Yes

Social Skills

Does this child

34. greet others in an appropriate manner?
35. usually share and take turns willingly?
36. willingly and cooperatively participate in a small-group activity or game?
37. show concern for using materials and equipment safely and appropriately?

No	Uncertain	Yes

Emotional/Self-Reliance

Does this child

38. willingly engage in a new activity?
39. usually make an effort to solve problems before seeking help from others?
40. usually continue a task until completed or until it is time to stop?
41. usually reflect a happy disposition?

No	Uncertain	Yes

Speech

Does this child

42. express needs and requests verbally rather than by inappropriate means?
43. have speech that is understandable?
44. speak in complete sentences of at least five words?

No	Uncertain	Yes

Health/Physical

Does this child

45. stand on one foot and other foot ten seconds?
46. stand on one foot and other foot momentarily (one second) with eyes closed?
47. walk backward toe-to-heel four steps?
- *48. appear to have good physical health and stamina?
- *49. appear to be free of physical/mental conditions or problems that might cause a need for special services?

No	Uncertain	Yes

*Please explain any conditions or problems on the back of this form.