

Features of the *BRIGANCE*[®] *Infant & Toddler Screen*

- 1. Screening Can Be Accomplished Quickly:** The essence of screening is its brevity. The basic screening of most children can be completed within ten to twelve minutes. Screening a child who responds slowly rarely takes more than twenty minutes.
- 2. Screening Can Be Accomplished Flexibly:** The *Screen* can be administered either by directly eliciting skills from children or by parent report. A combination of both methods can also be used if children do not cooperate with all items.
- 3. Screening Provides a Sampling of Skills for Key Areas:** The basic assessments provide a sampling of each child's development and skills in key areas including fine motor, gross motor, expressive language, receptive language, self-help and social-emotional skills. An indicator of cognitive skills is also provided by viewing the combined score on specific items within assessments. A discussion and demonstration of the domains and factors into which these skills are categorised can be found in the *Technical Report for the BRIGANCE*[®] *Screens*.
- 4. Screening Produces a Wide Range of Scores:** Because the *Screen* is 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, etc.). Raw scores, age-equivalents, percentiles and quotients for each developmental domain are produced.
- 5. The *Data Sheet* Provides a Quick Review:** The *Data Sheets*, one for infants (birth–11 months) and one for toddlers (12–23 months), allow data to be recorded on one page in a triplicate 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.
- 6. 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 and parents will feel positive about the screening.
- 7. Related Forms for Optional Use Are Included:** A related screening information form for examiner's and teacher's observations and a parent–child interactions rating form for examiners are included as items for optional use. (See pages 44–46.)
- 8. 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.
- 9. 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 standardisation and validation study allow norm-referenced interpretation.
- 10. Necessary Materials Are included in the Box of Materials:** A box of materials available for purchase from the publisher contains a cup, a squeaking toy, blocks, crayons, a spoon and tissues. Blank paper and dry biscuits will also be needed.
- 11. Duplication of Assessments Can Be Avoided:** The skills included are generally the same as those included in the *BRIGANCE Diagnostic Inventory of Early Development–Revised* (Birth–7 years). Program personnel using the *Inventory* with its accompanying individual *Developmental Record Book* for the purposes of assessing, record keeping, tracking and instructional planning can frequently avoid duplication of assessment. Much of the data needed for screening can be taken from the individual *Developmental Record Book* if it is current and valid. Likewise, screening data can be recorded in the *Developmental Record Book*. (See pages 51–61 for coordination of the assessments in this *Screen* with the *Inventory of Early Development–Revised*.)
- 12. Screening Can Be Accomplished Reliably, Validly and Accurately:** The *BRIGANCE Screens* were initially standardised on 1564 children around the country. Additional standardisation was conducted between 1999 and 2000 and involved administering the *Infant & Toddler Screen* to 408 infants and toddlers in 21 states to produce normative information on children's performance across the birth–23 month range. This is critical because most infants now sleep on their backs as recommended by the American Academy of Pediatrics and this has produced changes in motor development in the first year of life. Similarly recent research on social development and psychosocial risk enabled the *Screen*, by virtue of its recent standardisation, to include important skills and to assess the impact of risk on children's development. Highlights from the study include:
 - Validated on 408 children of whom 71 were given a range of other measures (e.g., *Bayley Scales of Infant Development*, *Infant Behavior Record*, *Vineland Adaptive Behavior Scale*, *Receptive-Expressive Emergent Language Test—Second Edition (Reel-2)*, *Alberta Infant Motor Scale*, etc.) for comparison and found to correlate highly (.74–.91) with, subtests and measures of similar content.
 - Shown to be highly reliable both in terms of internal consistency (.94–.97), test-retest (.98–.99) and inter-examiner reliability (.98–.99)
 - Highly accurate. The *Screen* will identify 76% to 77% of children with disabilities and 85% to 86% of children with normal development. It will also identify children performing in the top 20% for their age as an indicator of advanced development.

Extensive information about the *Infant & Toddler Screen* standardisation is found in the *Technical Report for the BRIGANCE Screens*.

Infant (birth–11 months) Data Sheet for the **BRIGANCE® INFANT & TODDLER SCREEN**



A. Child Data

Child's Name Ruben Emerson Date of Screening Year 2002 Month 4 Day 30 Health Care Provider Jeffrey Golden
 Parents/Guardian Ramona Emerson Birth Date 2001 5 2 Teacher -
 Street Address 102 Main Street Age 8 28 School -
 City, State, Postcode Sydney, NSW Months & Days Premature 1 7 Examiner Rosa Rogers
 Phone 02-9897-1234 Corrected Age 7 8 2 Program Sydney Health Care

B. BASIC SCREENING ASSESSMENTS

C. SCORING

Page	Assessment Number	Skills (Circle each correct response. Slash through skills not demonstrated. If possible attain three in a row correct and three in a row incorrect before discontinuing. Be sure to include the lower-level items not administered in the Number of Correct Responses column.)	Number of Correct Responses*	Point Value	Child's Score
2	1A Fine-Motor Skills	1. Places fist in mouth. ⑥ Reaches with one hand. 2. Glances at hands briefly. ⑦ Holds bottle independently. 3. Plays with hands and fingers. ⑧ Pokes objects. 4. Has hands predominantly open. ⑨ Uses a neat pincer grasp. ⑤ Reaches for objects. 10. Squeaks toy with hand.	9 X	1 point each	9 /14
5	2A Receptive Language Skills	1. Startles to loud noise. ⑥ Gestures for "up." 2. Notices faces of others. ⑦ Responds to own name. 3. Responds with coo or smile. ⑧ Looks at named objects. 4. Turns head to find sound. ⑨ Responds to the word <i>no</i>. ⑤ Understands words such as <i>bye-bye</i> or <i>mama</i> . 10. Responds to commands.	9 X	2 points each	18 /30
8	3A Expressive Language Skills	1. Makes throaty sounds. ⑥ "Talks" to objects. 2. Makes different sounds. ⑦ Says multiple syllables. 3. Coos and gurgles. ⑧ Shakes head "no" or points. 4. Babbles, using different consonants. ⑨ Imitates sounds or words. ⑤ Vocalises at others. 10. Pretend talks.	8 X	1 point each	8 /14
11	4A Gross-Motor Skills	1. Turns head. ⑥ Transfers objects from one hand to the other. 2. Steadies head. ⑦ Sits unsupported. 3. Rolls part way to side. ⑧ Creeps or scoots. 4. Sits alone briefly. ⑨ Pulls to stand. ⑤ Rolls from back to stomach. 10. Walks with one hand held.	7 X	1 point each	7 /13
14	5A Self-help Skills	1. Sucks well. ⑥ Refuses excess food. 2. Brings hands to mouth. ⑦ Holds bottle independently. 3. Opens mouth. ⑧ Feeds self dry biscuit. 4. Munches or mouths food. ⑨ Drinks from cup. ⑤ Reaches for food or toy. 10. Chews and swallows.	9 X	1 point each	9 /14
17	6A Social-Emotional Skills	1. Looks attentively at face. ⑥ Holds out arms to be picked up. 2. Visually follows person. ⑦ Is shy with strangers. 3. Responds with a smile. ⑧ Plays peekaboo. 4. Gets excited by toy. ⑨ Explores the environment. ⑤ Smiles or vocalises for attention. 10. Plays pat-a-cake.	8 X	1 point each	8 /15

Total Score = 59/100

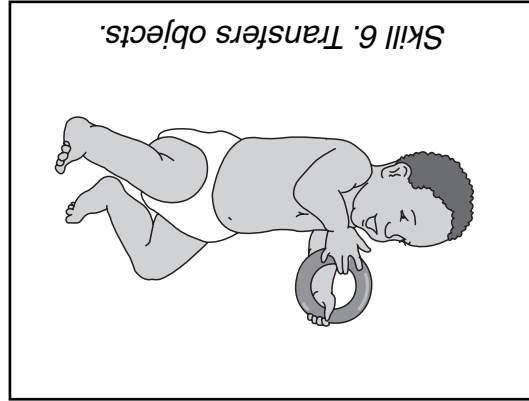
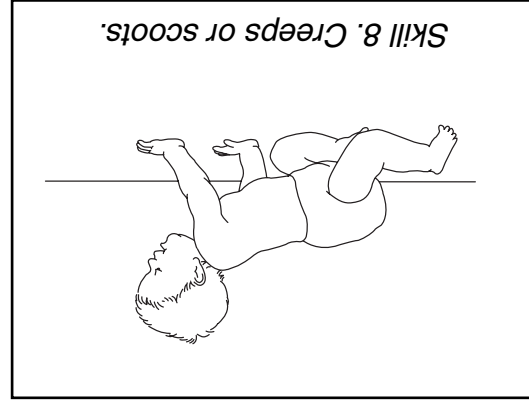
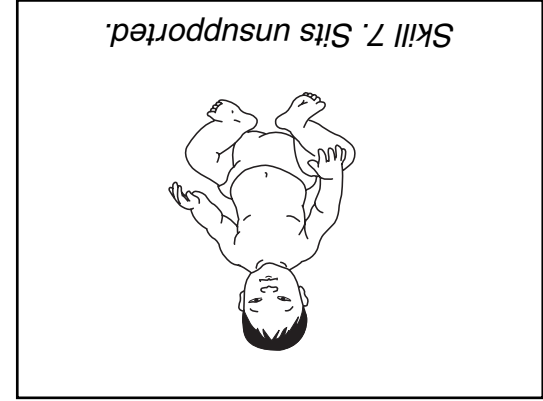
D. OBSERVATIONS

- Hearing appeared to be normal: (See Functional Hearing and Vision)
Yes No Uncertain
- Vision appeared to be normal: (See Functional Hearing and Vision)
Yes No Uncertain
- Health Status: Good Fair Poor
- Record other observations on another sheet.

E. COMMENTS AND RECOMMENDATIONS

*Within normal limits.
No further assessment needed.*

Illustrations of Gross-Motor Skills



4A Gross-Motor Skills *(continued)*

Skill 3: Rolls part way to side.

Place the baby on a table on his/her back. Hold the squeaking toy about 30 centimetres above his/her eyes. Then slowly move the toy and place it on the table about 30 centimetres from the baby's ear so that the baby must turn his/her head to see the toy. Or,



ASK: Does your baby roll from his/her back to his/her side?

Criteria: Give credit if the baby makes a partial roll to the side (meaning that the torso twists) or is reported to do so most of the time. The behaviour may also be observed throughout the assessment.

Skill 4: Sits alone briefly.

Place the baby in a sitting position, or

ASK: Can your baby sit by himself/herself for a few seconds?

Criteria: Give credit if the baby balances for several seconds or is reported to do so most of the time. The behaviour may also be observed throughout the assessment.



Skill 5: Rolls from back to stomach.

Place the baby on his/her back and hold the squeaking toy above his/her eyes. Move the object to the surface so that the baby must turn his/her head to see it, or

ASK: Does your baby roll from his/her back to his/her stomach?

Criteria: Give credit if the baby makes a complete roll from back to front or is reported to do so most of the time. The behaviour may also be observed throughout the assessment.

Skill 6: Transfers objects from one hand to the other.

Place the baby on his/her back and put a block in one hand, or



ASK: If your baby is lying on his/her back and holding a small toy in one hand, can he/she bring arms and hands together and pass the toy to the other hand?

Criteria: Give credit if the baby brings his/her arms and hands together and transfers the toy to the other hand or is reported to do so most of the time. The behaviour may also be observed throughout the assessment.

Skill 7: Sits unsupported.

Observe throughout the assessment or place the baby on a tabletop or the floor and place squeaking toy and/or blocks in each hand. Observe (while conducting other assessment items) whether he/she can maintain balance, or



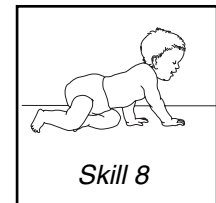
ASK: Can your baby sit all by himself/herself for at least five minutes?

Criteria: Give credit if the baby maintains balance without needing support for at least five minutes or is reported to do so most of the time.

Skill 8: Creeps or scoots.

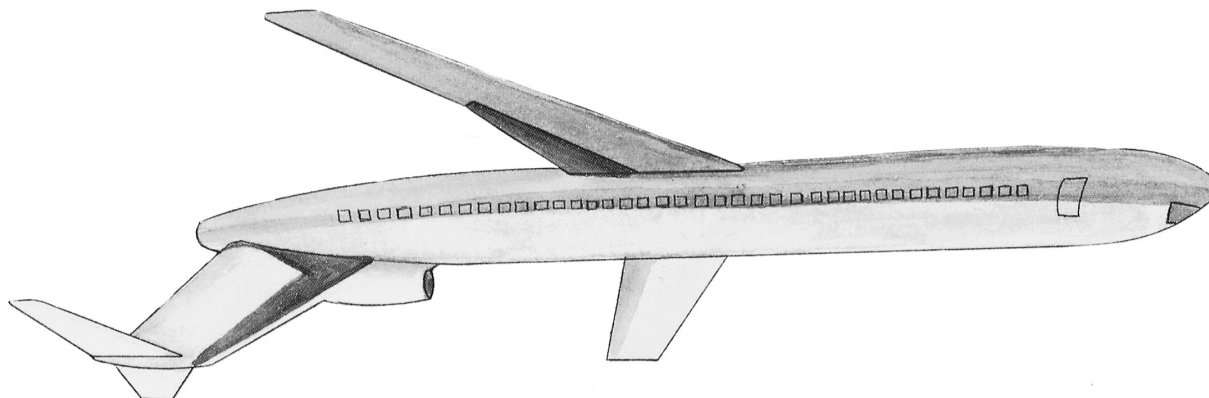
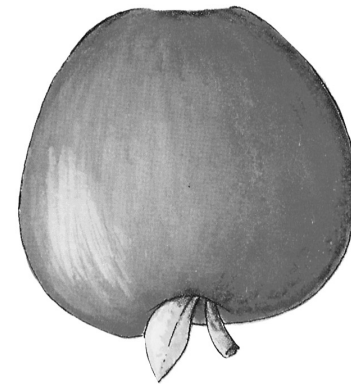
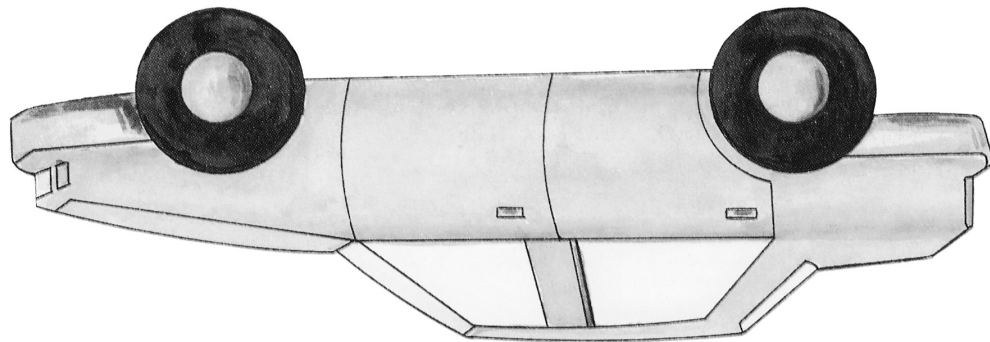
Observe during testing or put the baby on the floor with a toy out of reach.

ASK: Can your baby get around on his/her hands and knees or by scooting on his/her bottom?



Criteria: Give credit if the baby creeps on his/her hands and knees or scoots on his/her buttocks (but not if drags body) or is reported to do so most of the time.

(continues)



4B Receptive Language Skills—Picture Naming *(continued)*

Skill: Points to pictures of common objects when requested.

4. car 5. apple 6. aeroplane

Data Sheet: *Toddler (12–23 months).*

Assessment Method: Observing the child performing the skills, formally or informally. Interviewing the parent(s).

Materials: Pages C-27 and C-28.

Entry: If unsuccessful on 2B, items 6, 7 or 8, it is not necessary to administer 3B, 4B or 5B. For all ages, start with item 1. Once you have obtained three consecutive correct responses, give credit for all earlier (lower level) skills (the basal).

Discontinue: After three consecutive failures/misses (the ceiling).

Time: Your discretion.

Accuracy: See **Criteria** accompanying each skill in the **Directions**.

Point Value: 2 points for each picture identified correctly.

Note:

Parent/Caretaker Responses: When asking parent/caretaker if the child performs the skill and the response is “a little,” “sometimes,” “we’ve never let him but he probably could” or a similar response, these responses should be treated as “no” for the purposes of screening. Do note the responses for educational purposes as these points are often appropriate for beginning instruction.

Directions

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

- a. Observation of the child performing the skills, formally or informally.
- b. Individual assessment by requesting the skill be performed.
- c. Asking parent(s)/caretaker if the child performs the skill.

Show the child the page with pictures of a car, an apple and an aeroplane (page C-28). Then ask,

4. **Where is the car?**
5. **Where is the apple?**
6. **Where is the aeroplane?**

Or

ASK: **If you showed your child pictures of a car, an apple and an aeroplane, which ones could he/she point to correctly?**

Criteria: Give credit for each picture the child points to correctly or is reported to do so most of the time.

11B Social-Emotional Skills

Skill: Exhibits social and emotional skills and behaviours that will enhance interactions with others and promote positive social adjustment and mental health.

1. Plays pat-a-cake.
2. Gives affection.
3. Shows an interest in others.
4. Initiates interaction.
5. Shows pride and pleasure
6. Explores and returns.
7. Imitates other children.
8. Watches faces for clues.
9. Mimics adult activities.
10. Performs for others.

Data Sheet: Toddler (12–23 months).

Assessment Method: Observing the child performing the skills, formally or informally. Interviewing the parent(s).

Materials: None.

Entry: For 12–14 months start with item 3; for 15–18 months with item 5; for 19–21 months with item 7; and for 22–23 months with item 9. Once you have obtained three consecutive correct (positive) responses, give credit for all earlier (lower level) skills (the basal).

Discontinue: After three consecutive failures/misses (the ceiling).

Time: Your discretion.

Accuracy: See **Criteria** accompanying each skill in the **Directions**.

Point Value: 1 point for each item.

Note:

Parent/Caretaker Responses: When asking parent/caretaker if the child performs the skill and the response is “a little,” “sometimes,” “we’ve never let him but he probably could” or a similar response, these responses should be treated as “no” for the purposes of screening. Do note the responses for educational purposes as these points are often appropriate for beginning instruction.

Directions

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

- a. Observation of the child performing the skills, formally or informally.
- b. Individual assessment by requesting the skill be performed.
- c. Asking parent(s)/caretaker if the child performs the skill.

Skill 1: Plays pat-a-cake.

Place the child facing the parent, and say **Could you play pat-a-cake with your child or ask him/her to “give you five.”**

If the parent is not present, say to the child **Give me five**. If no response, say **Let’s play pat-a-cake** (clap your hands and hold out hands palm up, and so on). Repeat several times, if needed. Or

ASK: Does your child play pat-a-cake with you or “give you five” when asked?

Criteria: Give credit if the child attempts to clap own hands or if he/she bats at your or parent’s hands or is reported to do so most of the time.

Skill 2: Gives affection.

Observe during assessment or say to the child **Give (Mama, Daddy, caretaker’s nickname) a (kiss, hug)**. Or

ASK: Does your child show that he/she loves you by kissing, hugging or patting you?

Criteria: Give credit if the child shows affection or is reported to do so most of the time. *If successful, also give credit for Receptive Language—General Skill 3.*

(continues)

11B Social-Emotional Skills *(continued)*

Skill 3: Shows an interest in others.

Observe during assessment, or

ASK: Does your child watch others and seem interested in what they are doing?

Criteria: Give credit if the child watches you or parent and seems interested in what is going on or is reported to do so most of the time.

Skill 4: Initiates interaction.

Observe before or after assessment, or

ASK: When around other children, does your child try to do things with them, such as touching or kissing them or even by pushing or taking toys?

Criteria: Give credit if the child is observed or reported to initiate any kind of interaction with other children most of the time.

Skill 5: Shows pride and pleasure.

Observe during assessment, or

ASK: Does your child look at you and smile when he/she learns something new, such as how to run, climb stairs or work a new toy?

Criteria: Give credit if the child is observed or reported, after learning a new skill, to vocalise, smile or squirm with happiness and look toward parent most of the time.

Skill 6: Explores and returns.

Observe during assessment, or

ASK: Does your child look back at you or come back to you often when in a new place?

Criteria: Give credit if the child looks at his/her parent frequently or returns to the parent after exploring the environment or working on tasks with you or is reported to do so most of the time.

Skill 7: Imitates other children.

Observe before or after assessment, or

ASK: Does your child watch other children do something and then try to copy them?

If the parent reports that the child is not around other children much, say **What about in the grocery store, at church or in waiting rooms? Has he/she imitated others in places like that?**

Criteria: Give credit if the child is observed or reported to imitate other children most of the time.

Skill 8: Watches faces for clues.

Observe during assessment, or

ASK: Does your child watch people's faces for clues to how they are feeling?

Criteria: Give credit if the child looks at you for approval or is reported to do so with parent or caretaker most of the time.

Skill 9: Mimics adult activities.

Observe before or after assessment, or

ASK: Does your child pretend to do things that you or other adults do, such as cleaning the house, talking on the phone, feeding a doll or pretending to mow the lawn?

Criteria: Give credit if the child is observed or reported to imitate or dramatise adult activities most of the time.

Skill 10: Performs for others.

Observe before or during assessment, or

ASK: Does your child show off for you, such as by doing funny things to get you to smile or laugh? Could you ask your child to show me what he/she does.

Criteria: Give credit if the child is observed or reported to perform for others most of the time.

END OF TEST

Be sure to administer or readminister Waves "bye-bye" and any dressing items if needed.