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# CORE ASSESSMENTS – INFANT (birth–11 months)

## Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of infants. The skills in the Core Assessments coordinate with the skills listed on the *Infant Data Sheet*.

### DIRECTIONS FOR ADMINISTERING ASSESSMENTS

#### Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment.
- Decide which Entry is appropriate for the child you are screening. Each assessment has three entry points, which allow children of different ages (i.e. birth, 4 months and 8+ months) to begin with items at different skill levels.

#### During Screening

- Use the specific Directions given on the first page of each assessment.
- All of the Core Assessments for infants can be administered by observation and by parent report (interviewing the parent/caregiver). Administering by parent report can be helpful if a child is asleep, fearful, ill or too young to fully cooperate. It is important that you use the prescribed directions and exact wording provided as you administer the assessment.
- To gather information from a parent about a child's skills, use the interview questions, which are preceded by **Ask:** in the assessments. When responding to an interview question, parents/caregivers often report on a child's emerging but not-yet-mastered skills, giving answers such as "sometimes", "if I let him" or "a little". It is important to remember, however, to give credit for a skill *only* when the child

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*All items in the Core Assessments of the BRIGANCE® Screen III (0–35 months) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.*

# CORE ASSESSMENTS – TODDLER (12–23 months)

## Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of toddlers, ages 12 months to 23 months. The items in the Core Assessments coordinate with the skills listed on the *Toddler Data Sheet*.

### DIRECTIONS FOR ADMINISTERING ASSESSMENTS

#### Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed for conducting an assessment are listed under MATERIALS on the first page of the assessment.
- Decide which Entry is appropriate for the child you are screening. Some assessments have multiple entry points, which allow children of different ages (i.e. 12 months, 15 months, 19 months, 22+ months) to begin with items at different skill levels. For other assessments, all ages begin with item 1.

#### During Screening

- Use the specific Directions given on the first page of each assessment.
- Most of the Core Assessments for toddlers can be administered by observation and by parent report (interviewing the parent/caregiver). Administering by parent report can be helpful if a child is asleep, fearful, ill or too young to fully cooperate. It is important that you use the prescribed directions and exact wording provided as you administer the assessment.
- To gather information from a parent about a child's skills, use the interview questions, which are preceded by **Ask:** in the assessments. When responding to an interview question, parents/caregivers often

*(continues)*

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**All items in the Core Assessments of the BRIGANCE® Screen III (0–35 months) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.**

# CORE ASSESSMENTS – TWO-YEAR-OLD CHILD

## Introduction

The assessments in this section allow screening personnel to assess mastery of key skills of two-year-old children. The skills in the Core Assessments coordinate with the skills listed on the *Two-Year-Old Child Data Sheet*.

### DIRECTIONS FOR ADMINISTERING ASSESSMENTS

#### Before Screening

- Complete section A (the child information section) of the child's *Data Sheet*.
- Familiarise yourself with the assessments by reading through each assessment.
- Gather all materials required for the assessments. Specific materials needed are listed under MATERIALS on the first page of the assessment.

#### During Screening

- Use the specific Directions given on the first page of each assessment. Many assessments include specific language to use as you administer the assessment.
- Some assessments have accompanying child pages. If the child has difficulty focusing on a specific item on a child page or seems distracted by other items on the page, cover the other items with blank sheets of paper.
- Allow as much time as you think the child needs unless a specific Note regarding time is provided with the assessment.
- Remain objective. Extra assistance given to a child during screening may influence the child's performance and could invalidate the results. For assessments that require an oral response, provide encouragement and praise whether or not the child's response is correct. If the child asks if his/her response is correct, say something like, "You are doing a good job listening." Do not provide reminders, such as "You remember. We did this yesterday."

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**All items in the Core Assessments of the BRIGANCE® Screen III (0–35 months) have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the specific SCORING INFORMATION and Directions for each assessment if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.**

# Supplemental Assessments

## Introduction

The assessments in this section allow screening personnel to assess a two-year-old child's mastery of additional and more advanced skills than those presented in the age-specific Core Assessments.

### SKILL LEVEL

The Supplemental Assessments are used primarily with those children who are not challenged by the Core Assessments. A two-year-old child who has not mastered skills presented in the Core Assessments – Two-Year-Old Child will probably find the Supplemental Assessments too difficult.

### GENERAL DIRECTIONS

The assessments in the previous Two-Year-Old screen are Core Assessments to use for determining mastery of key skills for the specified age level. Administration of the Two-Year-Old screen is usually completed within ten to fifteen minutes. After administering the Core Assessments, however, you may wish to assess the child's mastery of additional skills. You may wish to administer select Supplemental Assessments to gain more information about the child.

### RECORDING THE RESULTS

Make a copy of the Supplemental Assessments – Two-Year-Old Child Data Sheet. Record the child's responses to assessment items on this Data Sheet. Give credit for a skill by circling the item number. For an incorrect response, slash through the item number.

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# SCREENING INFORMATION FORMS

## Overview

When considering a child's development, it is crucial to incorporate both formal screening and informal observation methods to support a more complete picture of the child.

Use the Screening Observations Form, the Parent-Child Interactions Form, the Teacher Feedback Form and the Parent Feedback Form to collect authentic information from these important contributors. These forms are an optional component of the screening program. They allow an educator to document a child's actual work and behaviour through interaction and first-hand observation.

## SCREENING OBSERVATIONS FORMS

Although there are no defined cut-off scores for the Screening Observations Forms, children observed to have auditory, vision, motor or physical problems should be seen by a health care professional. Children with speech problems should be seen by a health care professional to assess hearing prior to seeing a speech-language therapist.

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# SELF-HELP AND SOCIAL-EMOTIONAL SCALES

## Overview

The Self-help and Social-Emotional Scales provide a standardised measure of self-help skills in eating, dressing and toileting, as well as social and emotional skills in playing and getting along with others. These scales can be used to gain a broader understanding of the child's developmental level and, if needed, to derive standardised scores in these areas. See the *BRIGANCE® Screens III Technical Manual* for background information on the scales and for additional scoring details.

### AGE RANGE

Standardised scores can be obtained for children within the age range of 2 years, 0 months to 2 years, 11 months.

### RECORDING AND SCORING RESPONSES

Two forms can be used to administer these scales – the Parent Report and the Teacher Report and Scoring Form. The reproducible Parent Report can be found on page 80; the reproducible Teacher Report and Scoring Form can be found on page 83.

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*All items in the Self-help and Social-Emotional Scales have been standardised and validated. Standard scores, percentiles and age equivalents can be determined. You must adhere strictly to the Directions and Scoring Information if you want to compare a child's scores to the norms found in the BRIGANCE® Screens III Technical Manual.*

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