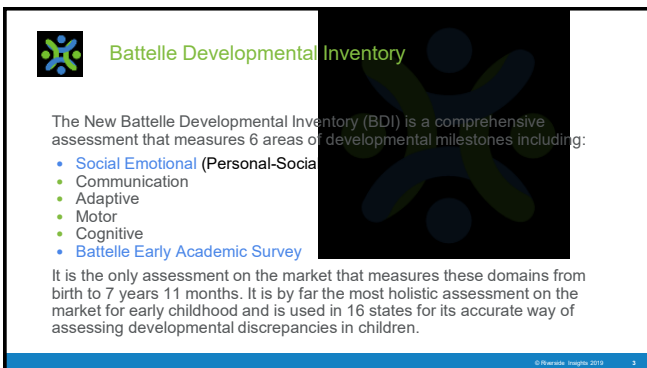




1



2



3

BDI Owners and Authors

Author/Owners:


Author: Jean Newborg

LINC Associates:

Holly Murtaugh
Matt Fuchs

4

4

**BDI Key Features**

- ✓ Comprehensive measurement of all developmental areas
- ✓ Conceptualization of *developmental milestones*
- ✓ Age range of birth through 7 years, 11 months
- ✓ Complete assessment and screening test
- ✓ Flexible administration options
- ✓ Multiple point scoring
- ✓ Fun to administer and easy to score
- ✓ Norm, curriculum, and criterion reference base

5

5

BDI-3 Domains and Subdomains

- ✓ **Social-Emotional Domain**
 - Adult Interaction
 - Peer Interaction
 - Self- Concept and Social Role
- ✓ **Adaptive Domain**
 - Self Care
 - Personal Responsibility
- ✓ **Motor Domain**
 - Gross
 - Fine
 - Perceptual
- ✓ **Communication Domain**
 - Receptive
 - Expressive
 - Articulation
- ✓ **Cognitive Domain**
 - Attention and Memory
 - Reasoning and Academic Skills
 - Perception and Concepts
- ✓ **Battelle Early Academic Survey**
 - Literacy
 - Mathematics

6

6




BDI-3

Research of Child Development, Validity and Reliability




7



Standardization and Norms of BDI-3

- 2500 children completed the Adaptive, Cognitive, Communication, Motor and Social-Emotional domains from 20 age groups with 100 children in each group
- Special Group Studies were performed for BDI-3 Standardization
 - Autism
 - Cognitive Delay
 - Motor Delay
 - Premature Birth
 - Speech and Language Delay
 - Developmental Delay
- 1000 children completed the Battelle Early Academic Survey assessment in 9 age groups.
- 1000 children completed the Spanish Developmental Battery assessment in 20 age groups.

8




Validity Studies

Based on extensive data analysis of the standardization and administration of the BDI-3 in special groups, content, criterion, and construct-related evidence of validity has been documented. A 3-year process of developing and revising individual test items resulted in the selection of high-quality and developmentally relevant items for the final published version of the BDI-3.

Validity- correlation studies:

<ul style="list-style-type: none">ABAS 3BASC 3Bayley-IIIWPPSI®-IVBDI-2CTOPP-2	<ul style="list-style-type: none">DIAL™-4ECAD®IEDPLS-5WJIV™ AchievementWJIV™ Oral Language
--	---

9




Reliability Studies

The results from BDI-3 Reliability Evidence indicate a high-level of measurement precision in terms of internal consistency, stability over time for BDI-3 scores, and consistency among scorers. The BDI-3 subdomain, domain, Total Developmental Quotient (DQ), and Total Screening scores consistently meet or exceed standards for Reliability.

© Riverside Insights 2013 10

10



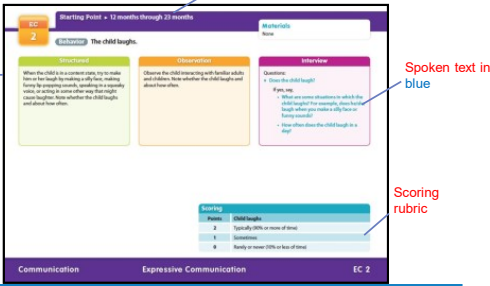
BDI-3

Preview of Item Books and New Items for Administration

© Riverside Insights 2013 11

11

Layout of Item Books



Starting Point


Administration procedures

Spoken text in blue

Scoring rubric

© Riverside Insights 2013 12

12



Sample New Item- Adaptive Domain

Starting Point = 2 years, 0 months through 3 years, 11 months (24-47 months)

Materials: None

Endurance: The child explores his or her environment safely and independently.

Observation

Observe the child to determine whether he or she moves independently, exploring his or her environment and/or exploring his or her social situation.

Interview

Questions:

- How often does the child explore his or her environment independently, without needing an adult or other child to watch him/her to make sure he/she does not get hurt?

File 16:

- How much confidence or confidence does the child require in his or her environment to explore his or her environment? How often does he/she need to be reassured or supervised to explore his or her environment? How often does he/she need to be reassured or supervised to explore his or her environment? How often does he/she need to be reassured or supervised to explore his or her environment?

Scoring

Note: It is assumed that the child will not be able to explore his or her environment independently, without needing an adult or other child to watch him/her to make sure he/she does not get hurt.

Item: The child explores his or her environment safely and independently.

Scoring:

- 2: Requires only occasional assistance and supervision.
- 3: Requires moderate assistance and supervision.
- 4: Requires almost constant assistance and supervision.

Adaptive **Personal Responsibility** **PK 1**

© Pearson, Inc. 2013

13



Sample New Item- Cognitive Domain

Starting Point = 0 months through 11 months

Materials: None

Endurance: The child responds positively to physical contact and tactile stimulation.

Observation

Observe the child when he or she is quiet, alert, or sleepy and a familiar adult is nearby to observe the child's physical contact. Note whether the child responds to the adult touch by smiling when quiet or by becoming alert and responsive when quiet or sleepy.

Also, observe the child when he or she is responsive when a familiar adult holds, touches, strokes, tickles, or kisses the child.

Also, observe the child when he or she is responsive when the familiar adult holds or picks up the child.

Note: It is assumed that the child will not be able to respond to the adult's touch when he or she is quiet, alert, or sleepy and a familiar adult is nearby to observe the child's physical contact.

Interview

Questions:

- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?

Scoring

Item: The child responds positively to physical contact and tactile stimulation.

Scoring:

- 2: Responds to touch or touch of hand.
- 3: Sometimes.
- 4: Responds to touch or touch of hand.

Cognitive **Perception and Concepts** **PC 1**

© Pearson, Inc. 2013

14



Sample New Item- Communication Domain

Starting Point = 0 months through 11 months

Materials: None

Endurance: The child starts to loud sounds.

Observation

Observe the child when he or she is quiet, alert, or sleepy and a familiar adult is nearby to observe the child's physical contact. Note whether the child responds to the adult touch by smiling when quiet or by becoming alert and responsive when quiet or sleepy.

Also, observe the child when he or she is responsive when a familiar adult holds, touches, strokes, tickles, or kisses the child.

Also, observe the child when he or she is responsive when the familiar adult holds or picks up the child.

Note: It is assumed that the child will not be able to respond to the adult's touch when he or she is quiet, alert, or sleepy and a familiar adult is nearby to observe the child's physical contact.

Interview

Questions:

- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?
- How often does the child respond to the adult's touch when he or she is quiet, alert, or sleepy?

Scoring

Item: The child starts to loud sounds.

Scoring:


- 2: Responds to touch or touch of hand.
- 3: Sometimes.
- 4: Responds to touch or touch of hand.

Communication **Receptive Communication** **RC 1**

© Pearson, Inc. 2013

15

5



Sample New Item- Motor Domain

1

Starting Point = 5 months through 11 months

Materials
Timing device, top

Background

The child maintains an upright posture without assistance for at least 2 minutes while being held by an adult.

Procedure

Hold the child in an upright position facing you with his or her chest up to your shoulder. Support the child's back and head with your hand and palm. The child should sit on your body for support. When the child's head and body are balanced, slowly move your hand and arm away from the child's back and head. Do not be too quick to remove support. If necessary, have another person stand behind you and watch for any loss of balance or a sign from the child's face that he or she is uncomfortable and then slowly lower the child back to the right back to the middle, and then to the left side display.

Observation

Observe the child when another person is holding him or her in the upright position that allows the child to maintain an upright posture. Determine whether the child can maintain an upright posture without assistance. Note whether the child can maintain an upright posture without assistance from the person holding him or her. Note how long the child can maintain the balanced position.

Scoring

Note: Score 0 when the child is unable to maintain an upright posture for at least 2 minutes and the child is able to maintain the posture for the appropriate amount of time.

0 = Child maintains an upright posture with his or her head balanced and without assistance for 2 minutes.

1 = Child maintains an upright posture with his or her head balanced and without assistance for 1 minute.

2 = Child maintains an upright posture without assistance.

Motor

Gross Motor

GM 1

© Pearson Education, Inc. 2013 16

16



Sample New Item- Social-Emotional Domain

1

Starting Point = 5 months through 11 months

Materials
None

Background

When the child is in a comfortable seated position, place the adult's hand on the child's back and observe the child's response. When the adult's hand is removed, observe the child's response. When the child is in a comfortable seated position, place the adult's hand on the child's back and observe the child's response. When the adult's hand is removed, observe the child's response. When the child is in a comfortable seated position, place the adult's hand on the child's back and observe the child's response. When the adult's hand is removed, observe the child's response.

Procedure

When the child is in a comfortable seated position, place the adult's hand on the child's back and observe the child's response. When the adult's hand is removed, observe the child's response. When the child is in a comfortable seated position, place the adult's hand on the child's back and observe the child's response. When the adult's hand is removed, observe the child's response.

Observation

Observe the child when he or she is being given adult attention. Note whether the child is able to maintain an upright posture without assistance from the adult. Note whether the child is able to maintain an upright posture without assistance from the adult.

Interview

Questions:
• How often does the child respond to the question?
• How often does the child respond to the question?
• How often does the child respond to the question?

Scoring

Note: Score 0 when the child is unable to respond to the question for at least 2 minutes and the child is able to respond to the question for the appropriate amount of time.

0 = Child responds to the question for at least 2 minutes.

1 = Child responds to the question for at least 1 minute.

2 = Child responds to the question without assistance.

Social-Emotional

Self-Concept and Social Role

SE 1

© Pearson Education, Inc. 2013 17

17

Battelle Early Academic Survey- 3 yrs 6 months- 7 yrs 11 months

Literacy Domain

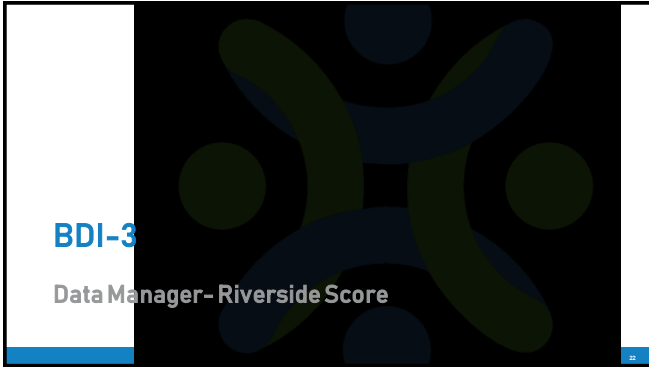
Print Concepts
Phonological Awareness
Syllables
Onset rime
Phoneme Identification
Phoneme Blending and Segmenting
Phoneme Manipulation
Phonics and Word Recognition
Letter Identification
Letter Sound Correspondence
Early Decoding
Sight Words
Nonsense Words
Long Vowel Patterns
Inflectional Endings
Listening Comprehension
Fluency

Mathematics

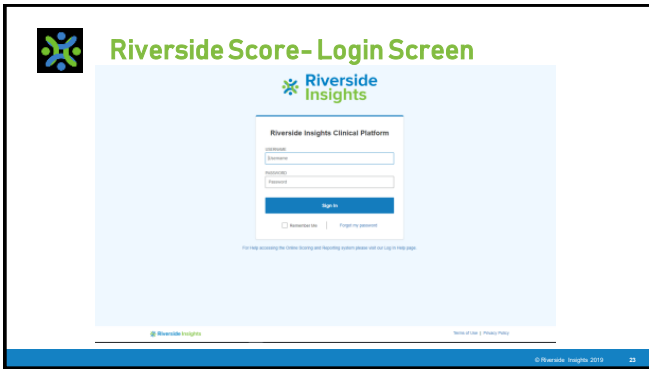
Numbers Counting and Sets
Geometry
Measurement and Data
Operations and Algebraic Thinking

© Pearson Education, Inc. 2013 18

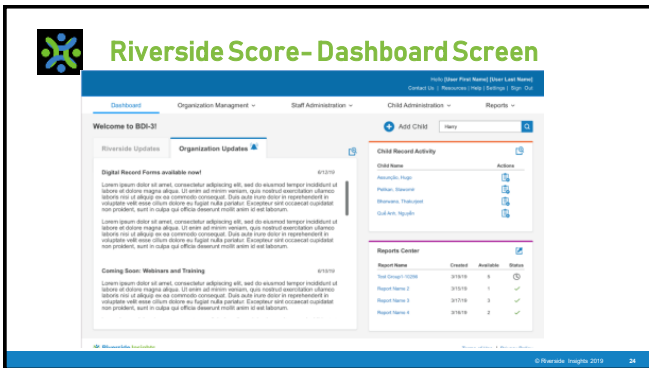
18



22



23



24

Riverside Score- Hierarchy

The screenshot displays the Microsoft Dynamics CRM interface for the 'Locations' entity. At the top, there's a navigation bar with 'Home', 'Reports', and 'Locations' tabs. Below this, a sub-navigation bar shows 'Locations' as the active tab. The main content area is divided into two sections: 'Locations' and 'Locations' (repeated). The 'Locations' section on the left contains a 'New Location' button and a table with columns 'Name', 'Address', and 'Status'. The 'Name' column is highlighted in blue. The 'Address' column shows a sample address: '100 Main Street, Suite 100, Boston, MA 02108'. The 'Status' column shows a dropdown menu with 'Active' selected. The 'Locations' section on the right is a duplicate of the one on the left. The page also includes a 'Locations' section with a 'New Location' button and a 'Locations' table with columns for Name, Address, and Status. The 'Name' column is highlighted in blue. The 'Address' column shows a sample address: '100 Main Street, Suite 100, Boston, MA 02108'. The 'Status' column shows a dropdown menu with 'Active' selected.

25

[illegible]

Riverside Score- Organization Management

[illegible]

26

[illegible]

Riverside Score- Add Staff with New Flexible Permissions!

Riverside
Insights

[Help/Display Layout](#)
[Contact Us](#) / [Resources](#) / [Help](#) / [Sign Out](#)

Dashboard
Organization Management
Staff Administration
Child Administration
Reports

ADD STAFF

Staff Information

First Name:

Last Name:

DOB:

Enter staff first name Enter staff last name Enter email address

Location:

Username:

Select location Enter username

Required Fields

Permissions

DATA ENTRY: ☐ Yes ☒ No

MANAGER STAFF: ☐ Yes ☒ No


MANAGE ALLOCATIONS: ☐ Yes ☒ No

MANAGE ORGANIZATIONS: ☐ Yes ☒ No

Save Save & Add Another

27

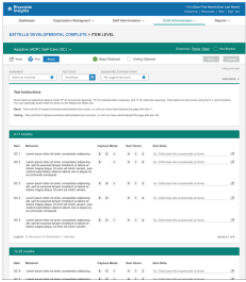
© Riverside Insights 2019 30



Riverside Score- Electronic Item Level Record Form

Includes:

- Suggested Starting Point Navigation
- Basal & Ceiling Indicators
- Capture Mode
- Automatic Raw Score Tally
- Item Notes
- Easy Navigation



© Riverside Insights 2019 31

31




BDI-3 Reports

Samples Scores and Reports

© Riverside Insights 2019 32

32



Modular Reports Options

- ❖ Demographic Information
- ❖ Examinee Information
- ❖ Language/Background Information
- ❖ Domains Administered
- ❖ Test Session Observations
- ❖ Table of Scores
- ❖ Domain Descriptors
- ❖ Score Descriptors
- ❖ Tables/Graphs
- ❖ Item Level

© Riverside Insights 2019 33

33

Sample Reports- Demographic information



Name:	First name, Last name	Location/Class:	Name of location
Date of Birth	00/00/0000	Chronological Age:	0 year, 0 months, 0 days
Sex:	Male/ Female	ID:	Student #
Examiner(s)	First and last name of examiner or examiners	Date(s) of Testing:	00/00/0000 (list subdomains/areas)

© Riverside Insights 2019 34

34



Sample Reports- Battelle Developmental

Domain/Subdomain	M1	M2	M3	M4	C208	C208 %PS	ZScore	T Score	NCE
Active	61	83	13	-	496	490.401	-1.13	39	26
Self-Care	52	8	5	28	503	496.510	-0.67	43	36
Personal Responsibility	9	5	5	29	489	479.497	-1.67	33	36
Social/Emotional	54	63	1	-	408	399.417	-2.47	25	<1
Adult Interaction	0	1	<1	0	280	255.305	-3.00	20	<1
Peer Interaction	9	2	<1	<0.4	451	442.450	-2.67	23	<1
Self-Concept/Social Role	45	5	5	33	493	467.496	-1.67	33	15
Communication	61	83	13	-	496	490.401	-1.13	39	26
Receptive Communication	9	5	5	28	489	479.497	-1.67	33	36
Expressive Communication	9	5	5	28	489	479.497	-1.67	33	15
Motor	54	63	1	-	408	399.417	-2.47	25	<1
Gras Motor	0	1	<1	0	280	255.305	-3.00	20	<1
Fine Motor	9	2	<1	<0.4	451	442.450	-2.67	23	<1
Perceptual Motor	61	83	13	-	496	490.401	-1.13	39	26
Cognitive	61	83	25	38	503	496.510	-0.67	43	15
Attention and Memory	9	5	5	28	489	479.497	-1.67	33	36
Problem Solving and Abstract Skills	0	2	<1	0	280	255.305	-3.00	20	<1
Perception and Concepts	9	2	<1	<0.4	451	442.450	-2.67	23	<1
BDI-2 Total	52	8	5	33	503	496.510	-0.67	43	36

© Riverside Insights 2012 38

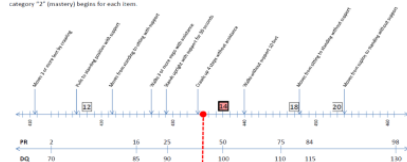
35



Battelle Developmental Skill Mastery Report


Skill Mastery Report

Skill Mastery Report
This type of report can show which skills a child has mastered. It can also overlay normative information for the child's same-age peers and for peers slightly younger and older than the child. Item locations represent the location on the CSS score scale where the category "2" (mastery) begins for each item.



© Blackwell, Inc. 2019 36


36

 Battelle Early Academic Survey Sample Reports- Table of Scores- Literacy

Domain/Subdomain/Area	Raw Score	Scaled Score	Standard Score	Percentile Rank	<25%ile	25%-49%ile	>50%ile
Literacy			100	75	x		
Print Concepts	8	8		25		x	
Phonological Awareness		5		5			x
Syllables	6				x		
Onset Rime	7					x	
Phoneme Identification	8						x
Phoneme Blending and Segmenting	4				x		
Phoneme Manipulation	3					x	
Phonics And Word Recognition		5		5			x
Letter Identification	8				x		
Letter Sound Correspondence	7					x	
Early Decoding	5						x
Sight Words	2				x		
Nonsense Words	3					x	
Long Vowel Patterns	8						x
Inflectional Endings	7				x		
Listening Comprehension	8	8		25		x	
Fluency	7	5		5			x

© Riverside Insights 2013 37

37

 Battelle Early Academic Survey Sample Reports- Table of Scores- Math

Domain/Subdomain/Area	Raw Score	Scaled Score	Standard Score	Percentile Rank	<25%ile	25%-49%ile	>50%ile
Mathematics			100	75	x		
Numbers Counting and Sets	8	8		13		x	
Geometry	4	4		25			x
Measurement and Data	6	6		5	x		
Operations and Algebraic Thinking	7	7		25		x	

© Riverside Insights 2013 38


38

 Riverside Insights

Mobile Data Solution

© Riverside Insights 2013 39

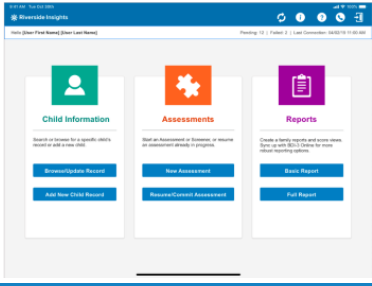
39




Riverside Score Mobile Data Solution- Dashboard

BDI-3 Mobile Data Solution:

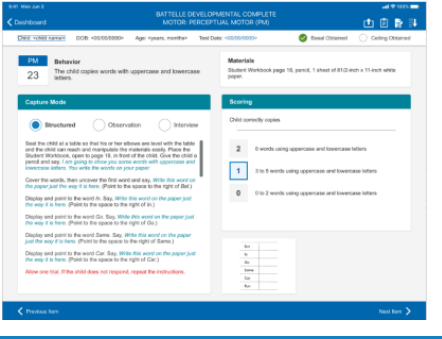
- Available on iOS, Android, & Windows devices
- Free with purchase
- Online and Offline Functionality
- Combines Test Easel Instructions and Test Record Form in one easy to use solution.
- Responsive Design (Landscape and portrait mode supported)




40



Riverside Score Mobile Data Solution- Item Pages



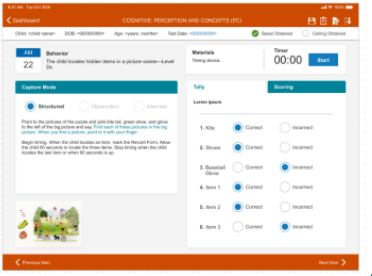
41




Riverside Score Mobile Data Solution- Item Pages

Includes:

- Tally Functionality
- Basal & Ceiling Indicators
- Timing Device



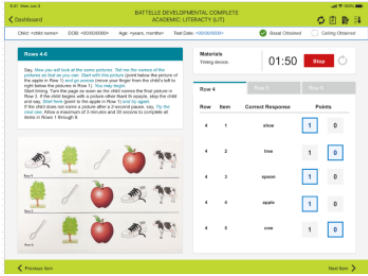
42




Riverside Score Mobile Data Solution- Academic

Includes:

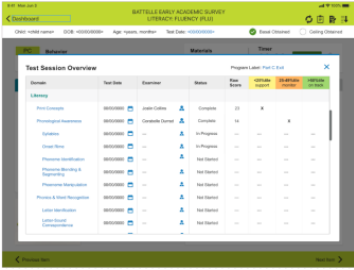
- Tally Functionality
- Basal & Ceiling Indicators
- Timing Device




43



Riverside Score Mobile Data Solution- Basic Report



44



BDI-3 Training

- ❖ On Site - Complete Assessment- Full Day
- ❖ On Site - Screening Test- ½ day
- ❖ On Site - Academic Domain- ½ day
- ❖ Webinar - Scoring and Reporting Platform
- ❖ Webinar - What's New (first year only?)
- ❖ eLearning Administration and Scoring "Certification" course
- ❖ eLearning (for Examiners) Getting Started
- ❖ eLearning (for Account Holders and Administrators)

45
