• School readiness screening
• Assessing current developmental strengths and needs and measuring longitudinal growth
• Determining eligibility for special education services
• Evaluating children across various programs including preschool, daycare, early intervention, and kindergarten
• Assisting in development of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP)

Overview

• Author: Jean Newborg
• Purpose: Screens and evaluates early childhood developmental milestones
• Ages: Birth to 7 years, 11 months
• Administration Time:
  - Complete Battery: 60–90 minutes;
  - Screening Test: 10–30 minutes
• Scores: PR, SS, AE, T score, Change Sensitive Score, and z score

Benefits

• Updated Normative Data
• Meets all 5 areas of IDEA: Motor, Adaptive, Cognitive, Personal Social, and Communication
• Provides actionable data for immediate instruction and intervention
• Allows for effective short- and long-term monitoring of child and program progress
• Multiple administration options:
  - Structured, play-based activity
  - Observation
  - Scripted interviews for parents and caregivers
• Provides CSS (Change Sensitive Scores through Data Manager software to effectively monitor growth
• Comprehensive norms sensitive to rapid development
• Gathers data electronically with Data Manager

*New normative data will be automatically available to current BDI-2 Data Manager users.
**BDI-2 NU Complete Battery Examples**

**Administration**

- Includes five test item books (one per domain), which allows flexible administration
- Incorporates multiple administration formats:
  1. **Structured**, play-based activities using child-friendly manipulatives
  2. **Observations** occurring in a child’s natural setting
  3. **Interview**—scripted questions for a parent or caregiver
- Differentiates responses:
  4. Mastered Milestones (2 pt.)
  5. Emerging Milestones (1 pt.)
  6. Future Learning Objectives (0 pt.)

**Scoring and Interpretation**

- **Curriculum referenced**
  - Item-level scores indicate mastery of milestones present in most early childhood program curriculum
- **Criterion referenced**
  - Item-level data provide an assessment of progress made with learning specific tasks
  - Change-Sensitive Scores (CSS)—available in computer scoring options—measure subtle changes in a child’s ability over time
- **Norm referenced**
  - Comprehensive norms sensitive to the rapid development of young children
  - Guides determination of developmental delays or eligibility for special service

**BDI-2 NU Domains**

<table>
<thead>
<tr>
<th>Adaptive Domain</th>
<th>Personal-Social Domain</th>
<th>Communication Domain</th>
<th>Motor Domain</th>
<th>Cognitive Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-Care</td>
<td>• Adult Interaction</td>
<td>• Receptive Communication</td>
<td>• Gross Motor</td>
<td>• Attention and Memory</td>
</tr>
<tr>
<td>• Personal Responsibility</td>
<td>• Peer Interaction</td>
<td>• Expressive Communication</td>
<td>• Fine Motor</td>
<td>• Reasoning and Academic Skills</td>
</tr>
<tr>
<td></td>
<td>• Self-Concept and Social Role</td>
<td>• Perceptual Motor</td>
<td>• Perceptual Motor</td>
<td>• Perception and Concepts</td>
</tr>
</tbody>
</table>

**Fine Motor Item 11**

**Procedure**

1. **Stimulated.** Give the child the toy. While the child is playing with the toy, name your task and say, “Give me the ______ (name toy). Can I have the ______?” If the child extends the toy, note whether he or she releases it from his or her group.

2. **Observation.** Observe the child while he or she is playing with toys in the presence of other children to determine whether he or she extends a toy to someone and releases it.

3. **Interview.** Ask the parent or caregiver these questions:

   - “Does your child extend toys to peers?”
   - “If so, ‘Does he or she release the toy after offering it?’
   - “Describe how the child makes such an exchange?”

**Scoring**

<table>
<thead>
<tr>
<th>Points</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Extends toy and releases it from his or her group</td>
</tr>
<tr>
<td>3</td>
<td>Extends toy but does not release it</td>
</tr>
<tr>
<td>2</td>
<td>Does not extend toy</td>
</tr>
</tbody>
</table>

TO PLACE YOUR ORDER OR FOR MORE INFORMATION:

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