# District of Columbia

# Child Outcomes Summary (COS)

# Supporting Resources and Documents

## Measuring the Progress of Preschool Children with Developmental Delays and Disabilities

June 5, 2013

# Table of Contents

# Additional COS Resources

*Links to helpful websites, video clips, training resource documents, developmental milestones, COS crosswalks for commercial assessments, and other COS tools and resources.*

## OSSE COS Resource Homepage
http://osse.dc.gov/page/childoutcomessummaryformcosf

## DC CATS:  www.dccats.spedsis.com

## Early Childhood Outcomes Center (ECO)
Training resources
http://www.fpg.unc.edu/~eco/index.cfm
http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment

What is a Functional Outcomes?
http://projects.fpg.unc.edu/~eco/assets/pdfs/Functional_outcomesHO.pdf

Subjectivity and COS Ratings: Is the COS Rating Subjective?
http://www.fpg.unc.edu/~eco/assets/pdfs/SubjectivityandCOSRatings.pdf

Immediate foundational skills
http://www.fpg.unc.edu/~eco/assets/pdfs/Immediate_foundational_skills.pdf

Consensus—What if we can't reach consensus?
http://www.fpg.unc.edu/~eco/assets/pdfs/Consensus.pdf

Implementation Issues Activity
http://www.fpg.unc.edu/~eco/pages/training_activities.cfm#implementation

Maryland Dept. of Education Early Childhood COS Materials
http://www.fpg.unc.edu/~eco/pages/training_md.cfm

Other States: COS Resources and training modules used by other states:
http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#SampleTrainings

## Developmental Milestones & Resources

*Below are selected resources helpful in understanding typical child development.  These resources can help educators and service providers more accurately assign COS ratings for the three childhood outcome areas.*

North Dakota DPI Age Expectation Developmental Milestones [PDF]
This document was developed by North Dakota's Department of Public Instruction and documents age-expected functioning according to the three child outcomes for COS.

- Full Version (20 pages): http://www.dpi.state.nd.us/speced/early/full_version%20.pdf
- Summary version (8 pages):  http://www.dpi.state.nd.us/speced/early/age_groups%20.pdf
- Quick Reference (3 pages):  http://www.dpi.state.nd.us/speced/early/quick_ref.pdf

Centers for Disease Control
http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment
This website provides information on developmental milestones for children from 3 months to 5 years of age and offers developmental warning signs for each age group. The site also offers interactive tools for users to specify certain ages, select areas of development, and examine expected changes in milestones over time.

Maryland "Healthy Beginnings" Crosswalk for Infant/Toddler Development by Age and the Three Early Childhood Outcomes
http://www.fpg.unc.edu/~eco/assets/pdfs/HealthyBeginningsCrosswalkforMaryland.pdf

Virginia's Infant/Toddler Development by Age and Early Childhood Outcomes
http://www.fpg.unc.edu/~eco/assets/pdfs/VATYPICALDEVELOPMENTResource.pdf

American Academy of Pediatrics
http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment
Offers health and developmental milestones for different stages, and developmental signs which may need further evaluation.

Illinois Child Development Modules: Understanding Young Children's Development  http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment
Two narrated modules were developed by training personnel in Illinois based on content developed by the University of Connecticut Center for Excellence in Developmental Disabilities. The modules correspond to two of the three child outcome areas and are focused on identifying age-appropriate skills among children zero to three:

- *Understanding Young Children's Development: Taking Action to Meet Needs*
- *Understanding Young Children's Development: A Focus on Positive Social Emotional Skills*
- *Understanding Young Children's Development: A Focus on Children's Acquisition and Use of Knowledge and Skills*

The National Institute on Deafness and Other Communication Disorders
This site provides background information on speech and language development from birth to 5 years. Interactive checklists for different ages are available

Parenting Counts Developmental Timeline
http://www.parentingcounts.org/information/timeline/
This online resource from Talaris Institute provides research-based information about children's developmental milestones from birth to age 5.

University of Connecticut Center for Excellence in Developmental Disabilities
http://www.uconnucedd.org/
An online training module on social-emotional development in infants and toddlers related to the three OSEP chid outcomes.

The University of Maryland Medical Center http://www.umm.edu/ency/article/002348.htm
This site provides an overview of common developmental milestones and recommendations for play activities at various ages from birth to 5 years.

## Crosswalks for Commercial Assessments Used in COS Process

*Sample crosswalks for ASQ, AEPS, Battelle, Brigance, Carolina Curriculum, Creative Curriculum, DAYC, HELP, ELAP, Teaching Strategies GOLD, etc.*
http://projects.fpg.unc.edu/~eco/pages/crosswalks.cfm#Crosswalks
http://projects.fpg.unc.edu/~eco/pages/crosswalks.cfm

## Videos for COS Trainings

http://www.draccess.org/videolibrary/
- Ari at lunch
- Carmen counting at lunch
- Gina takes off her hoodie
- Logan makes a pattern
- Logan reads a book

http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top

- Asia and Lyric build road together
- Davana and Jozlynn at sand table
- The construction site
- Henry at mealtime

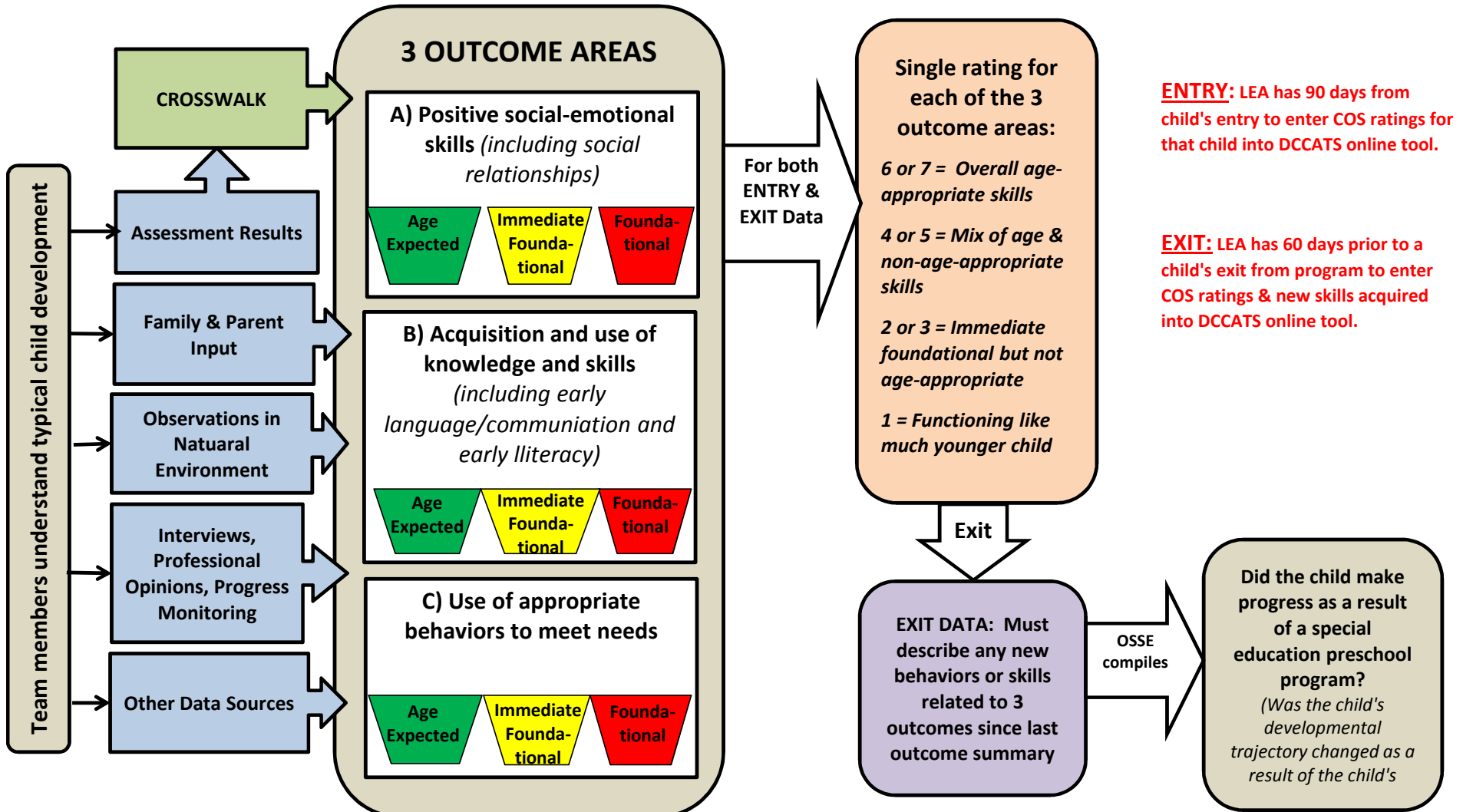# The Child Outcomes Summary (COS) Data Collection Process

**PHASE 1:** Understand Milestones

**PHASE 2:** Use Multiple Data Sources for Child

**PHASE 3:** Summarize & Organize Data for Child

**PHASE 4:** Assign COS Ratings for 3 Outcome Areas

**PHASE 5:** Repeat COS Process when Child Exits Program (assign scores & describe new skills)

Team members understand typical child development

CROSSWALK

Assessment Results

Family & Parent Input

Observations in Natuaral Environment

Interviews, Professional Opinions, Progress Monitoring

Other Data Sources

## 3 OUTCOME AREAS

**A) Positive social-emotional skills** *(including social relationships)*

| Age Expected | Immediate Founda-tional | Founda-tional |

**B) Acquisition and use of knowledge and skills** *(including early language/communiation and early lliteracy)*

| Age Expected | Immediate Founda-tional | Founda-tional |

**C) Use of appropriate behaviors to meet needs**

| Age Expected | Immediate Founda-tional | Founda-tional |

For both ENTRY & EXIT Data

**Single rating for each of the 3 outcome areas:**

*6 or 7 = Overall age-appropriate skills*

*4 or 5 = Mix of age & non-age-appropriate skills*

*2 or 3 = Immediate foundational but not age-appropriate*

*1 = Functioning like much younger child*

**ENTRY:** LEA has 90 days from child's entry to enter COS ratings for that child into DCCATS online tool.

**EXIT:** LEA has 60 days prior to a child's exit from program to enter COS ratings & new skills acquired into DCCATS online tool.

**Exit**

**EXIT DATA:** Must describe any new behaviors or skills related to 3 outcomes since last outcome summary

OSSE compiles

**Did the child make progress as a result of a special education preschool program?** *(Was the child's developmental trajectory changed as a result of the child's*

# The Three Child Outcomes:
## Measured and Reported Annually to the
## Office of Special Education Programs (OSEP)
## US Department of Education

Each year, states report to OSEP the percent of infants and toddlers with IFSPs who demonstrate improved:

1. **Positive social-emotional skills (including social relationships)**

    - Relating with adults
    - Relating with other children
    - For older children, following rules related to groups or interacting with others

    Includes areas like:
    - Attachment/separation/autonomy
    - Expressing emotions and feelings
    - Learning rules and expectations
    - Social interactions and play

2. **Acquisition and use of knowledge and skills (including early language/ communication)**

    - Reasoning
    - Remembering
    - Problem solving
    - Using symbols and language
    - Understanding physical and social worlds

    Includes areas like:
    - Early concepts—symbols, pictures, numbers, classification, spatial relationships
    - Imitation
    - Object permanence
    - Expressive language and communication
    - Early literacy

3. **Use of appropriate behaviors to meet their needs**

    - Taking care of basic needs
    - Getting from place to place
    - Using tools (e.g., fork, toothbrush)
    - In older children, contributing to their own health and safety

Includes areas like:
    - Integrating motor skills to complete tasks
    - Self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
    - Acting on the world to get what one wants

# ND Early Childhood Outcomes Process
## Age Expectation Developmental Milestones
## Quick Reference

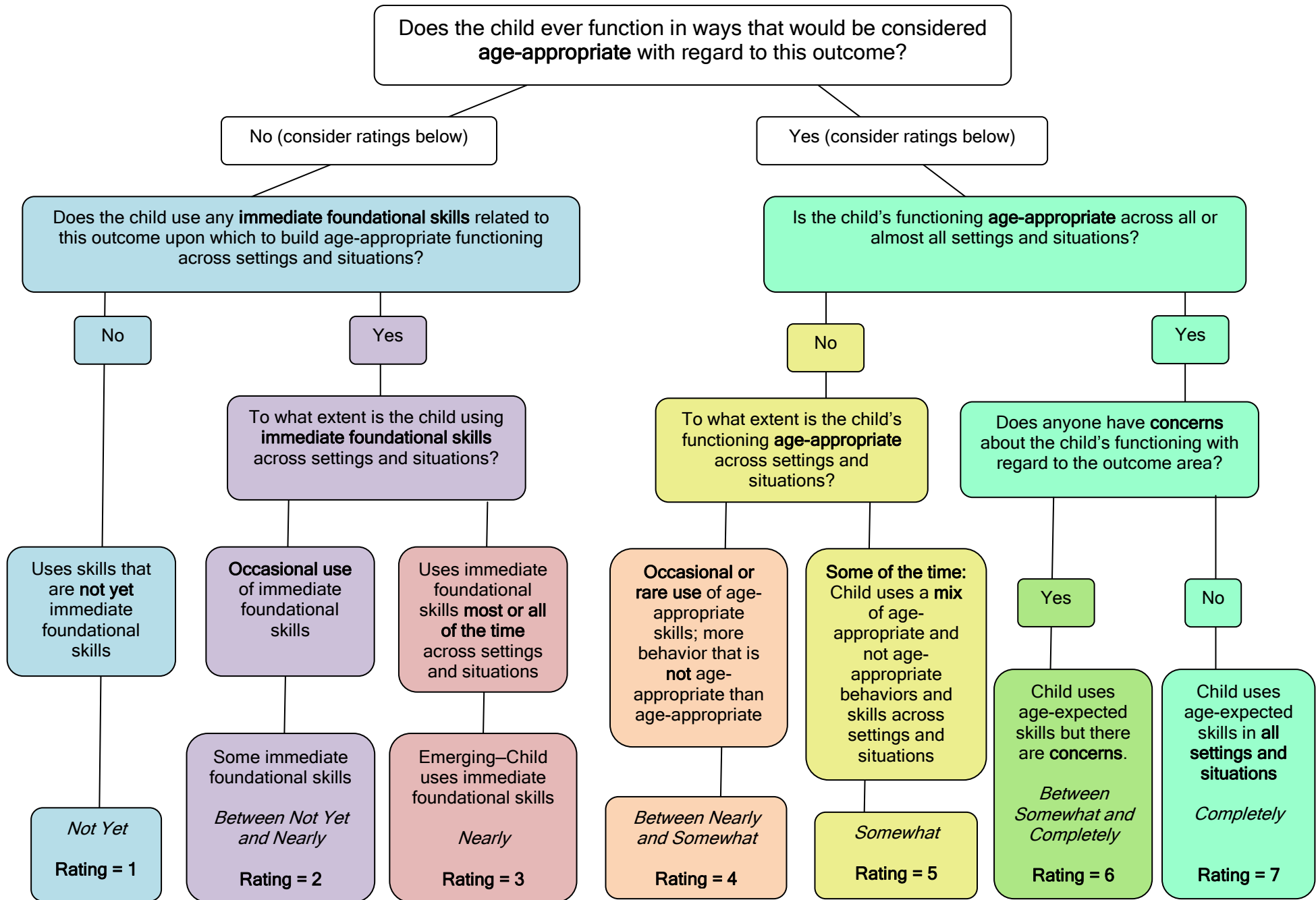| Outcome 1:<br>**Positive Social-Emotional Skills**<br>Children demonstrate age appropriate functioning by….. | Outcome 2:<br>**Acquiring and Using Knowledge and Skills**<br>Children demonstrate age appropriate functioning by….. | Outcome 3:<br>**Taking Appropriate Action to Meet Needs**<br>Children demonstrate age appropriate functioning by….. |
| --- | --- | --- |
| **Birth - 6 Months**<br>• Fixating on the human face and tracking or following movements<br>• Being comforted and appearing to enjoy touch and being held by a familiar adult<br>• Smiling spontaneously to human contact smiling in play, and smiling at self in mirror<br>• Vocalizing in response to vocalizations and speech produced by an adult | **Birth - 6 Months**<br>• Trying to cause things to happen such as kicking a mobile and smiling<br>• Developing more precise imitation skills of facial movements and speech sounds<br>• Securing an object that is partially hidden with a cloth<br>• Demonstrating exploratory behaviors with objects<br>• Pitch and intonation vary | **Birth - 6 Months**<br>• Beginning to reach for objects<br>• Bringing hands together at midline<br>• Walking reflex; when held upright with feet resting on flat surface, lifts feet alternately in walking-like motion<br>• Holding small objects or toys |
| **7 - 12 Months**<br>• Imitating familiar words in turn-taking<br>• Exhibiting anxious behavior around unfamiliar adults<br>• Repeating a behavior (shows off) to maintain adult attention<br>• Briefly stopping behavior when told "no" | **7 - 12 Months**<br>• Transferring objects from one hand to another<br>• Demonstrating a refined neat-pincer grasp with thumb opposition<br>• Demonstrating emerging problem solving skills<br>• Maintaining attention to speaker<br>• Imitating consonant and vowel combinations<br>• Vocalizing with intent<br>• Identifying two body parts on self | **7 - 12 Months**<br>• Pulling self up to standing posture next to furniture<br>• Drinking from a cup<br>• Beginning to feed self finger food<br>• Beginning to grab for spoon when being fed<br>• Pointing with index finger<br>• Pulling off own socks<br>• Beginning to cooperate when being dressed |
| **13 - 24 Months**<br>• Demonstrating more complex exploration and play skills with toys and objects<br>• Initiating familiar turn-taking routines<br>• Discriminating between familiar and unfamiliar people<br>• "Checking in" with familiar adults while playing<br>• Gaining enjoyment from peer play and joint exploration | **13 - 24 Months**<br>• Looking at, pointing and naming pictures in book<br>• Using 2 to 3 word phrases<br>• Following a 2 or 3 step direction<br>• Referring to self by name<br>• Using sentence-like intonations<br>• Stacking 5 or 6 blocks | **13 - 24 Months**<br>• Beginning to explore the environment independently<br>• Demonstrating more advanced movement and motor skills such as running and climbing<br>• Picking up small items (food or toys) with ends of thumb and index finger (neat pincer grasp)<br>• Trying to wash own hands and face |

| 25 - 30 Months | 25 - 30 Months | 25 - 30 Months |
|---|---|---|
| <ul><li>Having difficulty sharing with peers</li><li>Obeying adult request approximately half of the time</li><li>Continuing to try difficult tasks for brief periods of time</li><li>Seeking and accepting assistance when encountering difficulty</li><li>Wanting to do favorite activities over and over</li><li>Separating from parent in familiar surroundings without crying</li></ul> | <ul><li>Understanding approximately 500 words and says 200 words</li><li>Speaking in 2 to 3 word sentences, jargon and echolalia almost gone</li><li>Answering and asking simple "who," "what," and "where," questions</li><li>Naming at least one color</li><li>Matching simple shapes such as circle, square and triangle</li><li>Understanding size differences (big, little)</li></ul> | <ul><li>Independently eating with spoon</li><li>Taking off own shoes, socks, and some pants</li><li>Imitating circular, vertical and horizontal strokes</li><li>Walking up steps, alternating feet in adult fashion while holding rail or hand</li><li>Snipping paper with scissors</li><li>Catching ball (by trapping against body) when playing with adult or peer</li></ul> |
| **31 - 36 Months** | **31 - 36 Months** | **31 - 36 Months** |
| <ul><li>Associative play predominates</li><li>Separating easily from parent in familiar environment</li><li>Throwing tantrums when thwarted or unable to express urgent needs</li><li>Following simple rules</li><li>Taking turns in games</li><li>Listening and participating in group activities with adult supervision</li><li>Pretending and using imagination during play</li><li></li></ul> | <ul><li>Giving first and last name when asked</li><li>Using 4 to 6 word phrases or sentences</li><li>Beginning to use contractions</li><li>Using past tense</li><li>Drawing a face from a model</li><li>Matching three colors</li><li>Matching objects by color, shape and size</li><li>Stating whether they are a boy or girl</li></ul> | <ul><li>Using a fork to spear bite size chunks of food</li><li>Hopping in one place on one foot three times</li><li>Verbalizing toileting needs fairly consistently</li><li>Washing and drying hands, brushing teeth</li><li>Copying a circle</li><li>Unbuttoning buttons</li></ul> |
| **37 - 48 Months** | **37 - 48 Months** | **37 - 48 Months** |
| <ul><li>Responding to and making a verbal greeting</li><li>Beginning to show cooperative play without adult supervision</li><li>Demonstrating fears (mechanical toys, vacuum cleaner, thunder, dark)</li><li>Wanting to be "big girl," "big boy," and acquire new skills</li><li>Accepting suggestions and follows simple directions</li><li>Accepting the consequences of one's own actions</li><li>Following routines independently and completes familiar routines</li><li>Showing persistence when completing difficult tasks</li></ul> | <ul><li>Drawing a person with head and 1 to 3 additional features</li><li>Following three step commands in a complex sentence</li><li>Listening attentively to short stories; enjoying familiar stories told without any changes in words</li><li>Responding to questions with appropriate answers</li><li>Speaking clearly enough so that 75 to 80 percent of speech is understandable to an unfamiliar listener</li><li>Names four colors</li><li>Telling own age and gender</li><li>Matching objects that have the same function</li><li>Understanding the concept of the number 3</li></ul> | <ul><li>Using the toilet with some help</li><li>Performing more refined tasks (buttoning, zipping, attempts at tying shoes)</li><li>Walking upstairs and downstairs alternating feet without holding on to rail or hand</li><li>Feeding self with fork, spoon and buttering bread with knife</li><li>Putting on boots and mittens</li><li>Wiping nose, unassisted</li><li>Brushing teeth independently</li><li>Using vertical, horizontal, and circular motions when drawing</li><li>Copying drawing a cross</li></ul> |

| 49 - 60 Months | 49 - 60 Months | 49 - 60 Months |
|---|---|---|
| • Recognizing other's needs and giving assistance<br>• Preferring to play with other children to playing alone, except when involved in a project<br>• Engaging in cooperative play<br>• Attending during large group for ten minutes<br>• Waiting in turn for adult attention<br>• Having a best friend of the same gender | • Drawing a person with at least five parts<br>• Matching sounds in familiar songs<br>• Clapping syllables in name<br>• Articulating the difference between beginning and ending sounds<br>• Substituting sounds in words<br>• Identifying letters in first and last name<br>• Using print in imaginary play<br>• Copying symbols and letters of first name<br>• Giving 3, 5, 7 objects upon request<br>• Rote counting to 10<br>• Recognizing symbols 1 to 10<br>• Counting objects to 5<br>• Telling age, middle name, last name, parent's name, address/town, telephone number, birthday, days of week<br>• Naming 6 to 8 colors | • Wiping nose independently<br>• Demonstrating hand dominance<br>• Holding a pencil with 3 finger grasp<br>• Zipping zippers<br>• Lacing shoes<br>• Dressing and undressing independently, including front fasteners, requiring assistance with ties and back fasteners<br>• Cutting a circle with scissors |
| **61 - 72 Months** | **61 - 72 Months** | **61 - 72 Months** |
| • Recognizing that there are "good" and "bad" touches<br>• Responding verbally and positively to good fortunes of others<br>• Demonstrating tenderness and protectiveness toward younger children and pets<br>• Working alone at chore for 20 to 30 minutes<br>• Predicting classroom routines and guiding other children in routines<br>• Expressing anger with non-aggressive words rather than with physical actions<br>• Comforting friends in distress | • Telling similarities and differences<br>• Predicting what will happen next<br>• Pointing out common words in stories<br>• Discriminating and articulating middle sounds in words<br>• Identifying beginning sound of name and finding another word with same sound<br>• Identifying most letter sounds<br>• Recognizing and naming most letters<br>• Printing name independently<br>• Matching numbers with objects<br>• Pointing to and naming hip, waist, toenails, chest, eyebrows, jaw, stomach, fingernails, back, wrist, cheek<br>• Telling own city, state, months of year, current year<br>• Drawing a person with six parts | • Obeying traffic lights and signs<br>• Covering mouth and nose when coughing and sneezing<br>• Understanding that it is unsafe to accept rides, food, or money from strangers<br>• Cutting soft food with knife<br>• Making simple breakfast and lunch<br>• Bathing without assistance<br>• Selects clothing appropriate for temperature and occasion<br>• Making own bed when asked<br>• Being responsible for one household chore<br>• Skipping on alternating feet, maintaining balance<br>• Running smoothly with changes in speed |
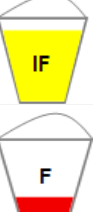
# Decision Tree for Summary Ratings & Selection of Descriptor Statements

Does the child ever function in ways that would be considered **age-appropriate** with regard to this outcome?

- No (consider ratings below)
- Yes (consider ratings below)

**No (consider ratings below):**

Does the child use any **immediate foundational skills** related to this outcome upon which to build age-appropriate functioning across settings and situations?

- **No**
  - Uses skills that are **not yet** immediate foundational skills

    *Not Yet*

    Rating = 1

- **Yes**

  To what extent is the child using **immediate foundational skills** across settings and situations?

  - **Occasional use** of immediate foundational skills
    - Some immediate foundational skills

      *Between Not Yet and Nearly*

      Rating = 2

  - Uses immediate foundational skills **most or all of the time** across settings and situations
    - Emerging—Child uses immediate foundational skills

      *Nearly*

      Rating = 3

**Yes (consider ratings below):**

Is the child's functioning **age-appropriate** across all or almost all settings and situations?

- **No**

  To what extent is the child's functioning **age-appropriate** across settings and situations?

  - **Occasional or rare use** of age-appropriate skills; more behavior that is **not** age-appropriate than age-appropriate

    *Between Nearly and Somewhat*

    Rating = 4

  - **Some of the time:** Child uses a **mix** of age-appropriate and not age-appropriate behaviors and skills across settings and situations

    *Somewhat*

    Rating = 5

- **Yes**

  Does anyone have **concerns** about the child's functioning with regard to the outcome area?

  - **Yes**
    - Child uses age-expected skills but there are **concerns**.

      *Between Somewhat and Completely*

      Rating = 6

  - **No**
    - Child uses age-expected skills in **all settings and situations**

      *Completely*

      Rating = 7

# Child Outcomes Summary (COS) Ratings and Maryland COS Descriptors w/Buckets

| | | | |
|---|---|---|---|
| **Overall Age-Appropriate** | **Completely** *means*: <br> (green bucket labeled AE, full) | **7** | • Child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his or her age. • No one has any concerns about the child's functioning in this outcome area. <br><br> **Relative to same age peers, _____ has all of the skills that we would expect of a child his age in the area of** *(outcome [e.g., taking action to meet needs]).* |
| | (green bucket labeled AE, nearly full) | **6** | • Child's functioning generally is considered **appropriate** for his or her age but there are **some significant concerns** about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. <br> • Although age-appropriate, the child's functioning may border on not keeping pace with age expectations. <br><br> **Relative to same age peers, _____ has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skill).** |
| **Some Not Age-Appropriate/Some Age-Appropriate** | **Somewhat** *means*: <br> (bucket AE green portion) <br> (bucket IF yellow portion) | **5** | • Child shows functioning expected for his or her age **some of the time and/or in some settings and situations**. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. • Child's functioning might be described as like that of a **slightly younger child.** <br><br> **Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome).** |
| | (bucket AE green portion) <br> (bucket IF yellow portion) | **4** | • Child shows occasional age-appropriate functioning across settings and situations. More functioning is **not** age-appropriate than age-appropriate. <br><br> **Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome).** |
| **Not Age Appropriate** | **Nearly** *means*: <br> (bucket IF yellow portion) <br> (bucket F red portion) | **3** | • Child does **not yet** show functioning expected of a child of his or her age in any situation. <br> • Child uses **immediate foundational skills,** most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. • Functioning might be described as like that of a **younger child\*.** <br><br> **Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome).** |
| | (bucket IF yellow portion) <br> (bucket F red portion) | **2** | • Child occasionally uses **immediate foundational skills** across settings and situations. More functioning reflects skills that are **not** immediate foundational than are immediate foundational. <br><br> **Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome).** |
| | **Not yet** *means*: <br> (red bucket labeled F) | **1** | • Child does **not yet** show functioning expected of a child his or her age in any situation. <br> • Child's functioning does **not yet include immediate foundational skills** upon which to build age-appropriate functioning. • Child functioning reflects skills that developmentally come before immediate foundational skills. <br><br> **Relative to same age peers, _____ functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the (outcome) area.** |

## Summary Information: Brigance Inventory of Early Development (IED-II; 2004)

**The IED-II can be used as either a criterion-referenced tool for ongoing monitoring and assessment or as a standardized assessment approach.  In some cases, the characteristics of the tool differ depending on which set of procedures are implemented. When characteristics differ on the chart below, statements have been written to reflect which administration approach is referenced.**

| | |
|---|---|
| Publisher | Curriculum Associates, Inc. |
| Website for information | www.curriculumassociates.com |
| Cost | Inventory of Early Development II = $159.00<br>IED-II Developmental Record Book 10-Pack = $35.00 ; 100 –pack= $329.00 |
| Age range | Birth to developmental age seven |
| Purpose | This Inventory is designed to:<br>▪ Determine readiness for schools<br>▪ Track developmental progress<br>▪ Provide a range of scores needed for documenting eligibility for special education services<br>▪ Enable a comparison of children's skills within and across developmental domains in order to view strengths and weaknesses<br>▪ Determine entry points for instruction<br>▪ Assist with program evaluation |
| Areas included | ▪ Fine and gross motor skills<br>▪ Receptive - expressive language<br>▪ Academic-cognitive and graphomotor development<br>▪ Daily living skills<br>▪ Social-emotional skills<br>▪ Overall adaptive behavior |
| Time to administer | Ongoing observation summarized periodically, or if using the standardized approach option, 20-55 minutes for administration and scoring |

## Summary Information:  Brigance Inventory of Early Development (IED-II; 2004)

| | |
|---|---|
| Scored | Generates criterion-referenced data related to curricular objectives or, if using the standardized approach option, provides standardized scores for norm-referenced assessments, including raw scores, age equivalents, percentiles, quotients, age level of instructional range, and total adaptive behavior scores |
| Age norms | Yes, when using the standardized approach option |
| Age ranges given for items | Yes, for both criterion-referenced and standardized approaches |
| How frequently it can be given | Ongoing for criterion-referenced usage.  Not specified for the standardized approach option |
| Standardized tasks | Yes.  Definitions and guidelines provided for observations in criterion-referenced usage.  Greater structure in procedures when using standardized approach option |
| Based on observation in natural settings | Yes, when using the criterion-referenced approach |
| Instructions related to parent role | Parent observations/report to standardized questions if unable to elicit participation from child |
| Data provided on reliability | Yes. Internal consistency, test-retest, and inter-examiner reliability data for standardized approach option |
| Data provided on validity | Yes. Content, construct, concurrent and discriminate validity verified for standardized approach option |
| Web-based data entry | Yes.  Online record book to track child's performance and generate customizable reports for both criterion-referenced and standardized options |
| Electronic scoring | Yes. Conversion of raw scores to quotients, percentiles, and age equivalents for standardized approach option |
| Other languages | Not noted |
| Who administers | Teacher,  developmental/school psychologists, or other early childhood professionals |
| Training available through the publisher | Yes. For workshops or online training, see CAtraining.com |

## Brigance Diagnostic Inventory of Early Development II (2004):
## Crosswalk to Child Outcomes

**Crosswalk content for users of the IED-II as a criterion-referenced tool.**

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| **G. Social and Emotional Development**<br>G-1  General social and emotional development<br>G-2  Play skills and behaviors | **C. Fine-Motor Skills and Behaviors**<br>C-3   Prehandwriting<br>C-4   Draw a person<br>C-5   Forms<br><br>**E. Speech and Language Skills**<br>E-1   Prespeech receptive language<br>E-2   Prespeech gestures<br>E-3   Prespeech vocalization<br>E-4   General speech and language development<br>E-5   Length of sentences<br>E-6   Personal data response<br>E-7   Verbal directions<br>E-8   Picture vocabulary<br>E-9   Repeats numbers<br>E-10b Sentence memory<br><br>**F. General Knowledge and Comprehension**<br>F-1   Response to experience with books<br>F-2a  Body parts—receptive<br>F-2b  Body parts—expressive<br>F-3   Colors<br>F-4   Shape concepts<br>F-5   Quantitative concepts<br>F-6   Directional/positional concepts<br>F-7   Classifying<br>F-8   Knows what to do in different situations<br>F-9   Knows use of objects<br>F-10  Knows function of community helpers<br>F-11  Knows where to go for services | **A. Preambulatory Motor Skills and Behaviors**<br>A-1  Supine position skills and behaviors*<br>A-2  Prone position skills and behaviors*<br>A-3  Sitting position skills and behaviors*<br>A-4  Standing position skills and behaviors*<br><br>**B. Gross-Motor Skills and Behaviors**<br>B-1  Standing*<br>B-2  Walking*<br>B-3  Stairs and climbing*<br>B-4  Running*<br>B-7  Kicking*<br><br>**C. Fine-Motor Skills and Behaviors**<br>C-1  General eye/finger/hand manipulative skills*<br>C-3  Prehandwriting<br>C-5  Forms<br>C-6  Cutting with scissors<br><br>**D. Self-Help Skills**<br>D-1  Feeding/eating<br>D-2  Undressing<br>D-3  Dressing<br>D-4  Unfastening<br>D-5  Fastening<br>D-6  Toileting<br>D-7  Bathing<br>D-8  Grooming |

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| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **G. Social and Emotional Development**<br>G-2    Play skills and behaviors<br>G-3    Initiative and engagement skills and behaviors<br><br>**H. Readiness**<br>H-1a  Visual discrimination—forms and uppercase letters<br>H-1b  Visual discrimination—lowercase letters and words<br>H-2    Recites alphabet<br>H-3    Uppercase letters<br>H-4    Lowercase letters<br><br>**I. Basic Reading Skills**<br>I-2    Word recognition grade placement<br>I-3    Reads color words<br>I-4    Reads number words<br>I-5    Reads common signs<br>I-6 a-d Reads orally at what grade level<br>I-7    Auditory discrimination<br>I-8    Matches initial consonants with pictures<br>I-9    Substitutes initial consonant sounds<br>I-10   Substitutes short-vowel sounds<br>I-11   Substitutes long-vowel sounds<br><br>**J. Manuscript Writing**<br>J-1    Prints personal data<br>J-2    Prints uppercase letters in sequence<br>J-3    Prints lowercase letters in sequence<br>J-4    Prints uppercase letters dictated<br>J-5    Prints lowercase letters dictated<br>J-6    Prints simple sentences<br>J-7    Quality of printing | |

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| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **K. Basic Math**<br>K-1 Number concepts<br>K-2 Rote counting<br>K-3 Reads numerals<br>K-4 Numeral comprehension<br>K-5 Ordinal position<br>K-6 Numerals in sequence<br>K-7 Writes following and preceding numerals<br>K-8 Writes numerals dictated<br>K-9 Addition combinations<br>K-10 Subtraction combinations<br>K-11a Recognition of money (U.S.)<br>K-11b Recognition of money (Canada)<br>K-12 Time | |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

**B. Gross-Motor Skills and Behaviors**

B-5 Jumping
B-6 Hopping
B-8 Balance beam
B-9 Catching
B-10 Rolling and throwing

**C. Fine-Motor Skills and Behaviors**

C-2 Block tower building

## Brigance Diagnostic Inventory of Early Development II (2004):
## Crosswalk to Child Outcomes

**For users of the IED-II as a standardized, norm-referenced tool, the following crosswalk applies. Because this usage of the IED-II is a norm-referenced, standardized assessment, the composites within subdomains are the smallest unit of information that can be used to reach conclusions about the extent to which a child demonstrates each of the functional outcomes. This table shows how each of the composites map to each of the 3 functional outcomes. Under each subscale, an X indicates the outcome area to which the subscale contributes information. The item information below the X provides the rationale for why the subscale was classified as providing information for that outcome.**

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|---|
| **Subdomain:  FINE MOTOR\*** | | | |
| **Composite: Drawing/Visual Motor\*** | | | **X\*\*** |
| | | | ▪ Early fine motor skills\*<br>▪ Builds tower with blocks\*\*<br>▪ Visual motor skills<br>▪ Draw a person\*\* |
| **Composite: Writing\*** | | **X** | |
| | | ▪ Prints personal data<br>▪ Writes numerals in sequence<br>▪ Prints uppercase letters in sequence<br>▪ Quality of printing | |
| **Subdomain: GROSS- MOTOR\*** | | | |
| **Composite: Nonlocomotor\*** | | | **X\*\*** |
| | | | ▪ Standing skills\*<br>▪ Jumping and hopping skills\*\* |
| **Composite: Locomotor\*** | | | **X** |
| | | | ▪ Early gross-motor skills\*<br>▪ Walking and running skills\*<br>▪ Stair climbing\* |

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses<br>knowledge and skills | Outcome 3<br>Takes appropriate action<br>to meet needs |
|---|---|---|---|
| **Subdomain: RECEPTIVE LANGUAGE** | | | |
| **Composite: Nouns and Early Listening** | | X | |
| | | ▪ Early receptive language<br>▪ Receptive objects<br>▪ Body parts | |
| **Composite: Actions** | | X | |
| | | ▪ Verbal concepts<br>▪ Follows verbal directions<br>▪ Receptive verbs | |
| **Subdomain: EXPRESSIVE LANGUAGE** | | | |
| **Composite: Isolated Skills** | | X | |
| | | ▪ Expressive objects<br>▪ Expressive verbs<br>▪ Repeats sentences | |
| **Composite: Contextual Skills** | | X | |
| | | ▪ Early expressive language<br>▪ Grammar and pragmatics<br>▪ Articulation rating<br>▪ Verbal fluency rating | |
| **Subdomain: ACADEMIC/ COGNITIVE** | | | |
| **Composite: Quantitative/General** | | X | |
| | | ▪ Number concepts<br>▪ Rote counting<br>▪ Money<br>▪ Numeral comprehension<br>▪ Ordinal position<br>▪ Color knowledge | |

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| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses<br>knowledge and skills | Outcome 3<br>Takes appropriate action<br>to meet needs |
|---|---|---|---|
| **Composite: Prereading/<br>Reading** | | **X** | |
| | | ▪ Visual discrimination<br>▪ Recites alphabet<br>▪ Lowercase letter knowledge<br>▪ Sounds of lowercase letters<br>▪ Auditory discrimination<br>▪ Survival sight words<br>▪ Basic preprimer vocabulary | |
| **Subdomain: DAILY LIVING** | | | |
| **Composite: Self-Help** | | | **X** |
| | | | ▪ Eating<br>▪ Dressing and undressing<br>▪ Toileting and bathing |
| **Composite: Prevocational** | | **X** | |
| | | ▪ Work-related<br>▪ Personal data response | |
| **Subdomain: SOCIAL-EMOTIONAL** | | | |
| **Composite: Play Skills<br>and Behavior** | **X** | **X** | |
| **Composite: Engagement<br>and Initiative** | **X** | | |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

** This composite includes significant content that is not precursor to or components of the specified outcome.

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**Battelle Developmental Inventory—Second Edition (BDI-2)**
**Table 1.  Crosswalk of Domain Items to Child Outcomes**

When using the BDI-2 as one of multiple sources of information for measuring child outcomes, the following crosswalk applies.  As a standardized, norm-referenced assessment tool, the BDI-2's domain scores are the smallest unit of information that can be used if scores are converted directly to measure child outcomes.  However, as one of multiple sources of information, items from BDI-2 domains can contribute to the understanding of a child's functioning in each of the three outcome areas.  This table shows how various items from domains map to the three child outcomes.  If converting domain scores directly to child outcomes, see Table 2 of this document.

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and use skills and knowledge | Outcome 3<br>Takes action to meet needs |
|---|---|---|---|
| **Domain:**<br>**ADAPTIVE** | | | **Self-care**<br>▪ SC1-35 (feeding, dressing, toileting)<br>**Personal responsibility**<br>▪ PR1-25 (movement, safety, organizes own activities) |
| **Domain:**<br>**PERSONAL-**<br>**SOCIAL** | **Adult interaction**<br>▪ AI1-30 (looks at, responds to adults, initiates social contact)<br>**Peer interaction**<br>▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively)<br>**Self-concept and social role**<br>▪ SR1-45 (prescursors to self awareness and self awareness, describes own feelings) | | |

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| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and use skills and knowledge | Outcome 3<br>Takes action to meet needs |
|---|---|---|---|
| **Domain:<br>COMMUNICATION** | **Receptive**<br>▪ RC5-8; 27 (responds to person, converses)<br>**Expressive**<br>▪ EC13, 18 (communicates with others)<br>▪ EC30-31 (follows conventional rules of conversation) | **Receptive**<br>▪ RC1-4; 5-9 (precursors to understanding language<br>▪ RC9-26 (associates words with objects, actions; recalls events from a story)<br>▪ RC28-40 (understands grammar, identifies sounds in words)<br>**Expressive**<br>▪ EC1-8; 10-11, 13 (precursors to using language)<br>▪ EC12, 14-15, 17, 19-21 (uses words)<br>▪ EC22-29 (asks questions, uses sentences)<br>▪ EC32-37 (uses grammar)<br>▪ EC40-45 (uses words, gives directions) | **Expressive**<br>▪ EC9; 16 (gestures, uses words to indicate wants, needs)<br>▪ EC38 (communicates feelings) |
| **Domain:<br>MOTOR** | | | **Gross**<br>▪ GM1-45 (movement precursors to taking action)*<br>**Fine**<br>▪ FM1-30 (movement precursors to taking action)*<br>**Perceptual**<br>▪ PM 1-25 (movement precursors to taking action)* |

|  | Outcome 1<br>**Positive social relationships** | Outcome 2<br>**Acquires and use skills and knowledge** | Outcome 3<br>**Takes action to meet needs** |
|---|---|---|---|
| **Domain:<br>COGNITIVE** |  | **Attention and memory**<br>▪ AM1-30 (precursors to acquisition and use of skills and knowledge)<br>**Reasoning and academic skills**<br>▪ RA1-35 (recognizes cause, matches colors, gives objects on requests, completes opposite analogies, sequences events, rote counts, write letters, solves math problems)<br>**Perception and concepts**<br>▪ PC1-40 (explores, imitates, matches, sorts, identifies shapes and objects, understands time, categorizes objects by function, matches simple words, groups objects, sorts by multiple properties) |  |

*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

**Battelle Developmental Inventory—Second Edition (BDI-2)**
**Table 2.  Crosswalk of Domain Scores to Child Outcomes**

If converting scores directly to child outcomes, the following crosswalk applies.  As a standardized, norm-referenced assessment tool, the BDI-2's domain scores are the smallest unit of information that can be used. This table shows how the 5 domains map to the three child outcomes.  For each domain, an X indicates the outcome area to which the *majority* of items contributes information.

|  | Outcome 1 **Positive social relationships** | Outcome 2 **Acquires and uses skills and knowledge** | Outcome 3 **Takes action to meet needs** |
|---|---|---|---|
| **Domain: ADAPTIVE** ▪ Self-care ▪ Personal responsibility |  |  | X |
| **Domain: PERSONAL-SOCIAL** ▪ Adult interaction ▪ Peer interaction ▪ Self-concept and social role | X |  |  |
| **Domain: COMMUNICATION** ▪ Receptive ▪ Expressive |  | X |  |

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|  | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses skills and knowledge | Outcome 3<br>Takes action to meet needs |
|---|---|---|---|
| **Domain:**<br>**MOTOR**<br>▪ Gross<br>▪ Fine<br>▪ Perceptual |  |  | **X*** |
| **Domain:**<br>**COGNITIVE**<br>▪ Attention and memory<br>▪ Reasoning and academic skills<br>▪ Perception and concepts |  | **X** |  |

*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

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