

**Battelle**<sub>3</sub>  
Developmental Inventory  
3rd Edition™

# BDI-3® ASD Crosswalk



A framework for  
conceptualizing your examinee

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# BDI-3® Developmental Complete: Autism Spectrum Disorder Crosswalk for Criteria A and B

The BDI-3® Developmental Complete is a standardized assessment that can be used in the screening process for making referrals for a more comprehensive autism spectrum disorder (ASD) evaluation, as well as providing additional information to be included in the comprehensive autism spectrum disorder (ASD) evaluation. Items from the BDI-3® domains provide information regarding a child's key developmental skills. Specific items listed in the crosswalk below have been checked for their alignment with the DSM-5-TR criteria A and B for ASD.

*This crosswalk has been designed for use as a framework for conceptualizing your examinee in the context of autism spectrum disorder DSM-5-TR criteria. It also highlights the depth and breadth at which items on the BDI-3® align with specific criteria on the DSM-5-TR for ASD. This crosswalk is not meant to serve as a substitute for a comprehensive autism spectrum disorder evaluation, nor is this crosswalk meant for use as a sole indicator for whether a child meets ASD criteria.*

For this use of the BDI-3®, the following crosswalk of items specifies the domain and subdomain which align with criteria A and B of the DSM-5-TR for ASD.

## KEY

- ✓ **Social Emotional:** AI (Adult Interaction); PI (Peer Interaction); SR (Self-Concept and Social Role)
- ✓ **Adaptive:** PR (Personal Responsibility); SC (Self-Care)
- ✓ **Motor:** GM (Gross Motor); FM (Fine Motor); PM (Perceptual Motor)
- ✓ **Communication:** RC (Receptive Communication); EC (Expressive Communication)
- ✓ **Cognitive:** PC (Perception and Concepts); RA (Reasoning and Academic Skills); AM (Attention and Memory)

**A Criteria A:** Persistent deficits in social communication and social interaction across multiple contexts, as manifested by all the following, currently or by history (examples are illustrative, not exhaustive, see text):

- ① Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- ② Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- ③ Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

	A1	A2	A3
Social emotional	AI: 6, 9, 11, 12, 14, 15, 16, 18, 19, 22 PI: 4, 5, 7, 8, 12, 14, 18 SR: 1, 2, 5, 13, 17, 22, 25, 26, 33	AI: 1, 3, 5	AI: 4, 8, 10, 13, 17, 26 PI: 1, 3, 6, 9, 10, 11, 13, 15, 16 (may also relate to A1), 17, 19, 20, 21, 27 SR: 7, 8, 9, 14, 18
Adaptive	-	-	PR: 10, 13
Motor	-	-	-
Communication	RC: 5, 6, 9 EC: 4, 7, 9, 10, 11, 22, 31	RC: 2, 6, and 27 EC: 8	EC: 38
Cognitive	PC 5	-	PC 26

**B Criteria B:** Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history (examples are illustrative, not exhaustive; see text):

- ① Stereotyped or repetitive motor movements, use of objects, or speech (e.g., simple motor stereotypes, lining up toys or flipping objects, echolalia, idiosyncratic phrases).
- ② Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior (e.g., extreme distress at small changes, difficulties with transitions, rigid thinking patterns, greeting rituals, need to take same route or eat same food every day).
- ③ Highly restricted, fixated Interests that are abnormal in intensity or focus (e.g., strong attachment to or preoccupation with unusual objects, excessively circumscribed or perseverative interests).
- ④ Hyper- or hyperreactivity to sensory input or unusual interest in sensory aspects of the environment (e.g., apparent indifference to pain/temperature, adverse response to specific sounds or textures, excessive smelling or touching of objects, visual fascination with lights or movement).

	B1	B2	B3	B4
Social-Emotional	-	SR: 12, 15, and 16	AI: 9	-
Adaptive	-	-	-	PR: 2; SC: 12
Motor	-	-	-	-
Communication	-	-	-	RC: 1, 3, and 4
Cognitive	RA: 2	RA: 19	RA: 4	PC: 1

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**0 months through 11 months: Criteria A**

Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Receptive	2	A2	The child quiets or smiles when spoken to by a familiar voice.
	Expressive	4	A1	The child vocalizes to express his or her feelings.
Social-Emotional	Adult Interaction	1	A2	The child looks at an adult face.
		3	A2	The child responds to a familiar adult voice.
		4	A3	The child shows awareness of other people.
		5	A2	The child tracks an adult with his or her eyes as the adult moves from side to side.
		6	A1	The child looks at an adult's face.
	Self-Concept and Social Role	1	A1	The child smiles or vocalizes in response to adult attention.
		2	A1	The child expresses emotions.

**0 months through 11 months: Criteria B**

Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Receptive	1	B4	The child startles to loud sounds.
		3	B4	The child turns his or her head toward a source of sound outside his or her field of vision.
		4	B4	The child pays attention to music.
Cognitive	Perception and Concepts	1	B4	The child responds positively to physical contact and tactile stimulation.



**12 months through 23 months: Criteria A**

Domain	Subdomain	Item #	Criteria	Skill Measured	
Communication	Receptive	5	A1	The child responds to his or her name	
		6	A1	The child responds to different tones of a person's voice.	
		9	A1	The child responds to simultaneous verbal and gestural commands.	
	Expressive	7	A1	The child babbles with inflection.	
		8	A2	The child uses gestures to indicate his or her wants or needs.	
		9	A1	The child waves bye-bye.	
		10	A1	The child imitates speech sounds.	
		11	A1	The child uses meaningful one-word utterances to express wants or needs.	
	Social-Emotional	Adult Interaction	8	A3	The child reacts to positive adult attention and the withdrawal of attention
			9	A1	The child expresses enjoyment of or preference for certain things, activities, or situations
10			A3	The child discriminates between familiar and unfamiliar people	
11			A1	The child plays peekaboo	
Self-Concept and Social Role		5	A1	The child responds to his or her name.	

**12 months through 23 months: Criteria B**

Domain	Subdomain	Item #	Criteria	Skill Measured
Social-Emotional	Adult Interaction	9	B3	The child expresses enjoyment of or preference for certain things, activities, or situations.





### 2.0 years through 2.11 years Criteria A

Domain	Subdomain	Item #	Criteria	Skill Measured
Social-Emotional	Adult Interaction	12	A1	The child shows appropriate affection toward people, pets, or possessions.
		13	A3	The child shows appropriate signs of separation
	Peer Interaction	1	A3	The child shows awareness of the presence of other children.
	Self-Concept and Social Role	7	A3	The child appropriately communicates positive emotions.
		8	A3	The child appropriately communicates negative emotions.
		9	A3	The child exhibits apprehension or fear in new situations.
Cognitive	Perception and Concepts	5	A1	The child imitates simple facial gestures.

2.0 years through 2.11 years Criteria B				
Domain	Subdomain	Item #	Criteria	Skill Measured
Social-Emotional	Self-Concept and Social Role	12	B2	The child transitions from one activity to another.
Cognitive	Reasoning and Academic Skills	2	B1	The child experiments with variations of causal behavior.
Adaptive	Self-Care	12	B4	The child distinguishes between food items and nonfood items.
	Personal Responsibility	2	B4	The child understands that hot is dangerous.



### 3.0 years through 3.11 years Criteria A

Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Expressive	22	A1	The child actively participates in conversations with adults and other children.
Social-Emotional	Adult Interaction	14	A1	The child responds positively to adult recognition and encouragement.
		15	A1	The child mimics a familiar adult's facial expressions.
		16	A1	The child responds positively when familiar adults or adults in authority initiate social contact.
	Peer Interaction	3	A3	The child enjoys playing with other children.
		4	A1	The child imitates other children's play activities.
		5	A1	The child mimics or responds to peers' emotions.
		6	A3	The child responds differently to familiar and unfamiliar children.
		7	A1	The child initiates social contact with peers during play.
	Self-Concept and Social Role	13	A1	The child shows pride in his or her work or accomplishments.
		14	A3	The child uses symbolic representation in make-believe play.

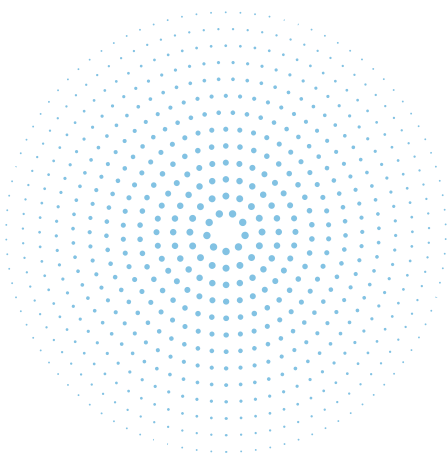
### 3.0 years through 3.11 years Criteria B

Domain	Subdomain	Item #	Criteria	Skill Measured
Social-Emotional	Self-Concept and Social Role	15	B2	The child recovers from distress in a reasonable amount of time when comforted.
		16	B2	The child willingly tries new things.
Cognitive	Reasoning and Academic Skills	4	B3	The child shows interest and enjoyment in age-appropriate books or printed materials.
Adaptive	Personal Responsibility	2	B4	The child understands that hot is dangerous.



### 4.0 years through 4.11 years Criteria A

Domain	Subdomain	Item #	Criteria	Skill Measured
Social-Emotional	Adult Interaction	17	A3	The child recognizes an adult's happy or sad emotions.
		18	A1	The child initiates social contact or interactions with familiar adults.
	Peer Interaction	8	A1	The child shows sympathy or concern for peers.
		9	A3	The child plays next to peers, using the same materials, but does not influence or disturb the other children's play.
	Self-Concept and Social Role	17	A1	The child initiates social interactions with others.
		18	A3	The child engages in adult role-playing and imitation.



### 5.0 years through 5.11 years Criteria A

Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Expressive Communication	31	A1	The child engages in meaningful dialogue.
		38	A3	The child talks about things that might be.
Social-Emotional	Adult Interaction	19	A1	The child joins in or imitates an adult's performance of simple tasks.
		22	A1	The child follows the rules given by an adult for playing simple group games with peers.
		26	A3	The child recognizes an adult's expressed complex emotions.
	Peer Interaction	10	A3	The child plays cooperatively with peers.
		11	A3	The child shows interest being included in peer groups.
		12	A1	The child shares property with peers.
	Self-Concept and Social Role	22	A1	The child recognizes another's need for help and offers assistance.
Adaptive	Personal Responsibility	10	A3	The child follows established rules when playing simple games.

6.0 years through 6.11 years Criteria A				
Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Expressive Communication	31	A1	The child engages in meaningful dialogue.
		38	A3	The child talks about things that might be.
Social-Emotional	Adult Interaction	19	A1	The child joins in or imitates an adult's performance of simple tasks.
		22	A1	The child follows the rules given by an adult for playing simple group games with peers.
		26	A3	The child recognizes an adult's expressed complex emotions.
	Peer Interaction	13	A3	The child engages in highly coordinated play.
		14	A1	The child willingly takes turns and shares.
	Self-Concept and Social Role	25	A1	The child demonstrates the ability to "show and tell" without major discomfort.
		26	A1	The child describes his or her feelings.
		33	A1	The child describes his or her personality.
	Adaptive	Personal Responsibility	13	A3

### 6.0 years through 6.11 years Criteria B

Domain	Subdomain	Item #	Criteria	Skill Measured
Cognitive	Reasoning and Academics	19	B2	The child expresses his or her thinking in an organized and logical manner.





7.0 years through 7.11 years Criteria A				
Domain	Subdomain	Item #	Criteria	Skill Measured
Communication	Expressive Communication	31	A1	The child engages in meaningful dialogue.
		38	A3	The child talks about things that might be.
	Receptive Communication	27	A2	The child reads nonverbal cues from others.
Social-Emotional	Adult Interaction	19	A1	The child joins in or imitates an adult's performance of simple tasks.
		22	A1	The child follows the rules given by an adult for playing simple group games with peers.
		26	A3	The child recognizes an adult's expressed complex emotions.
	Peer Interaction	15	A3	The child actively participates in peer relationships.
		16	A3	The child plays cooperatively in rule-regulated games with peers.
		17	A3	The child appropriately uses peers as resources.
		18	A1	The child offers to help peers.
		19	A3	The child resolves conflict with peers in a peaceful manner.
		20	A3	The child identifies the traits of a valued friend.
		21	A3	The child understands when peers make requests or demands that are not reasonable.
		26	A3	The child understands that brother/sister is a reciprocal relationship.