

Battelle[®] Developmental Inventory, 3rd Edition (BDI-3[®])

Product Brochure



Battelle® Developmental Inventory, 3rd Edition (BDI-3®)

As a child ages, they typically attain critical skills and behaviors sequentially from simple to complex. The *Battelle Developmental Inventory, Third Edition* (BDI-3), appropriate for use with children from birth to 7 years, 11 months, measures mastery of those developmental milestones in the following global domains:



Each global domain is comprised of subdomains which help measure the child’s overall developmental progress as well as their mastery of discrete skill sets.

In addition to the domains above, BDI-3 also offers the all-new *Battelle Early Academic Survey* (BEAS™), with two subdomains specifically designed to measure foundational literacy and mathematics skills in children ages 3 years 6 months to 7 years 11 months.

USE BDI-3 TO









- ✓ Assess developmental milestones for school readiness
- ✓ Help to determine eligibility for special education services
- ✓ Assist in the development of Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP’s)
- ✓ Provide Examiners with a Complete Assessment, a Screening Assessment, and an Early Academic Survey



BDI-3 administration is easy and flexible, and can begin with any domain the examiner chooses. All test items may be administered using structured observation, and/or interview format, depending on what's most appropriate for a given testing session. An examiner can choose to administer just one domain, all six domains, or any combination as needed.

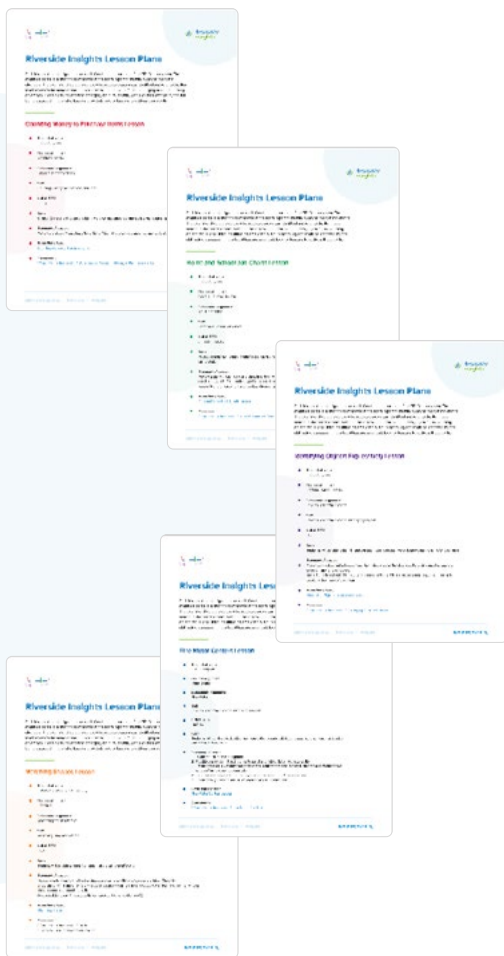


Key Features

-  A comprehensive measurement of all developmental milestones
-  New items, up to date artwork, and updated content
-  New Battelle Early Academic Survey with literacy and mathematics subdomains
-  Fewer manipulatives and presentation cards needed for administration as compared to BDI-2® NU
-  Administration via new BDI-3 *Riverside Score* Mobile Data Solution app available on IOS, Android, and Window compatible devices
-  Scoring and reporting available through web-based *Riverside Score* system
-  Multiple modular reports options all included with your scoring subscription
-  Meets federal reporting requirements across Part C, Part B/619, and Head Start Programs

Explore BDI-3 Lesson Plans for each Domain and Subdomain

Interventions designed for review and enrichment of key developmental and academic milestones



DOMAIN/SUBDOMAIN	ITEM NUMBER	SKILL
ADAPTIVE		
Personal Responsibility	PR 2, 4, 6, 18	Identify Safe Ways to Navigate the World
Personal Responsibility	PR 24	Money to Purchase
Self-Care	SC 11, 13, 14, 16-22, 25-30	At-school and Self-Care Responsibilities
SOCIAL EMOTIONAL		
Adult Interaction	AI 14	At Home/School Job Charts
Peer Interaction	PI 3, 4, 10-14, 16	Counting 1 or 2 More
Self-Concept and Social Role	SR 7, 8, 10, 13, 19, 20	All About Me
COMMUNICATION		
Expressive	EC 12	Identifying Objects
Receptive	RC 16	5 W's and How Questions
MOTOR		
Fine	FM 4, 16	Fine Motor Centers
Gross	GM 24-45	Follow the Leader using Gross Motor
Perceptual	PM 10	Copying Shapes, Letters, Words, and Numbers
COGNITIVE		
Attention and Memory	AM 24	Sorting Shapes
Perception and Concepts	PC 7	Matching Shapes
Reasoning and Academics	RA 9	How Many?
Reasoning and Academics	RA 12	Simple Patterns
Reasoning and Academics	RA 13	Analogies
Reasoning and Academics	RA 14	Logical Questions
Reasoning and Academics	RA 20	Syllables
Reasoning and Academics	RA 21	Add and Subtract Numbers 0-9
Reasoning and Academics	RA 22	Rhyming

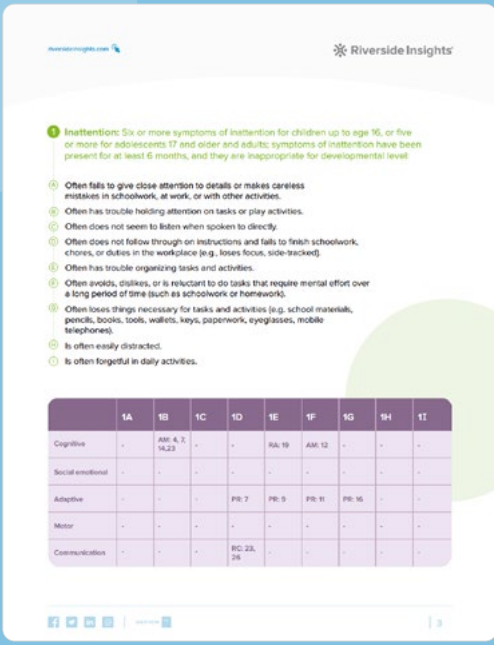


Assessment Crosswalks

A framework for conceptualizing your examinee using the Battelle Developmental Inventory Third Edition (BDI-3®)






Crosswalks facilitate the investigation of the most salient features of conditions often discussed in the fields of psychology and education. Assessment Crosswalks highlight specific items that align with diagnostic criteria (e.g., DSM-5) for target conditions.




Key Developmental Skills Aligned with the DSM-5

- ✓ 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)

Crosswalks for the BDI-3® Developmental Complete include:

-  Autism
-  Intellectual Disability
-  ADHD

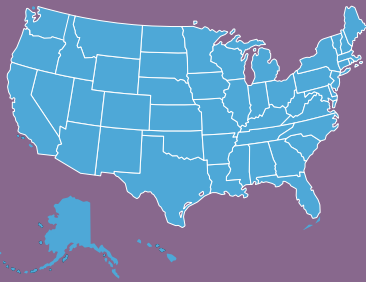
 This tool is available to all BDI-3® subscribers through *Riverside Score*

Keep up-to-date with the latest Crosswalks at Riversidescore.com 

Development and Standardization

At-A-Glance (Birth to 7 years, 11 months)

Standardization/Norms



283

examiners

44

participating
states



2,500

children took age-appropriate
sub-domains in all 5 domains

20

age groups

125

in each age
group



1,000

bilingual children in BDI-3
Spanish normative sample

20

age groups

50

in each age
group



1,000

Battelle Early Academic Survey-
Mathematics and Literacy were tested

9

age groups

100

in each age
group

Head to [BDI-3.com](https://www.bdi-3.com) for details on kit configurations and pricing!



Development and Standardization

At-A-Glance (Birth to 7 years, 11 months)

Validity

Correlations/Relationships with Other Measures:

- Bayley-III
- WPPSI®-IV
- BDI-2
- CTOPP-2
- ECAD®
- IED
- PLS-5
- WJ IV™ Achievement
- WJ IV™ Oral Language



Special Group Studies:

- Autism
- Cognitive Delay
- Motor Delay
- Premature Birth
- Speech and Language Delay
- Developmental Delay








234

children were included in the study

Reliability

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 sub-domain, domain, Total Developmental Quotient (DQ), and Total Screening scores consistently meet or exceed standards for Reliability.

BDI-3	 Adaptive Domain	 Social Emotional Domain	 Communication Domain	 Motor Domain	 Cognitive Domain
Internal Consistency	.92	.97	.95	.95	.95
Test-Retest	.79	.86	.87	.79	.84
Inter-Rater	-	-	-	.82	.97

Classification Accuracy

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.



Sample Items

SR 10 **Behavior** The child expresses ownership or possession.

Motor Skills None

Structured

When the child is engaged with a toy or other possession, comment on the possession or the possession (for example, say, "Look at the curly hair" or "That ball is very big"). Then say, "Whose _____ did I just see?"

If the child does not respond, say "Is this _____ (name of another child) like the one that I just saw?" (SR 10, etc.)

If the child says no, then say, "Whose _____ did I just see?" (SR 10, etc.)

Repeat the questions once.

Observation

Observe the child when he or she is playing with a toy or put that belongs to him or her, or when the child is in the presence of a person whose he or she knows well. Note whether the child designates people or property as his or her own. Behaviors indicating the child is expressing ownership or possession might include:

- using phrases like "my," "mine," "my favorite," "my car," "my dog," or "my teacher";
- reaching out to retrieve his or her possession when someone takes it away;
- partying to indicate ownership;
- answering you when asked if something belongs to him or her.

Interview

Questions:

- Does the child own a toy, object, or people to belong to him or her?

If yes, say:

- How, or in what ways, does the child show his or her ownership? For example, does he/she say "my" or "mine," reach out to retrieve the object if someone takes it away, or partys to indicate ownership?
- How often does he/she do this?

If no, say:

- Does the child ever see you when asked if something belongs to him or her?

Points	Child indicates ownership or possession
2	Consistently by using words or by using words such as mine or my
1	Occasionally by accurately responding with yes when asked if the toy (ball, car, etc.) is his or hers
0	Does not respond or indicate ownership

Points	Child indicates ownership or possession
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Social-Emotional Self-Concept and Social Role SR 10

GM 17 **Behavior** The child crawls or crawls up four steps without assistance.

Motor Skills Toy, stairs with a standard rise of 7 to 8 inches and a wall or handrail on one side

Structured

Place the child at the bottom of the stairs in either a standing position with support or a crawling position and stand behind the child. Attract the child's attention to the toy by moving it or holding it against the stairs. Place the toy on a step at the top of the stairs and say, "Go to _____ (name of toy) to get it."

As the child moves up the stairs, move the toy up one step at a time. Be ready to catch the child if he or she loses balance and begins to fall backward. Allow three trials if necessary.

Note: The child may alternate his or her legs in a left-right movement or may place one leg on the next step and pull the other leg up to that step.

Interview

Questions:

- Does the child go up the stairs?

If yes, say:

- How often does the child go up the stairs? For example, does the child crawl, creep, or walk?
- How many steps does the child climb in this stairway?
- How much assistance does the child need to climb the stairs in this way?

Points	Child crawls or crawls up the stairs on up
2	4 steps
1	1 to 3 steps
0	Attempts to move but does not attempt to go up the stairs

Motor Gross Motor GM 17

SC 22 **Behavior** The child puts on shoes independently.

Motor Skills None

Structured

Say, "I want you to take off your shoes and show them to me."

It is okay to assist the child in taking off the shoes if he or she has trouble.

Have a brief conversation about the shoes, particularly with the child's best friend. Show the shoes as they are not in the same position as when the child removed them. Say, "Now it's time to put your shoes back on. Hand the child the shoe first. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Observation

Observe the child putting on his or her shoes. Note whether the child is able to place them on the correct feet without physical or verbal assistance.

Interview

Note: If the parent or caregiver does not allow the child to put on shoes independently, then ask whether the child is capable of putting on shoes independently.

Questions:

- Does the child put on his/her shoes?

If yes, say:

- Does he/she put the shoes on without any help?
- How often does he/she put on shoes, on the correct feet, independently?

Points	Child puts on shoes independently
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Adaptive Self-Care SC 22

AM 13 **Behavior** The child looks at, points to, touches, or names pictures in a book.

Motor Skills One and a half inch A5 French book, magazine, or electronic reading device

Structured

Place the child in a sitting position. Open the picture book for magazine or electronic reading device and place it in front of the child. Attract the child's attention to at least five different pictures in the book by pointing to each one and saying, "See the _____ (name of picture) or look at the _____."

Observation

Observe the child as the parent or caregiver reads a form the book aloud to the child. Note whether the child points to, touches, or names the pictures and about how often. Note whether the parent or caregiver prompts the child to look at or name the pictures.

Interview

Questions:

- Does the child look at pictures in a book?

If yes, say:

- How often does the child respond when his or her attention is attracted to pictures? For example, does he/she look at, point to, touch, or name the pictures? About how many pictures will he/she typically respond to when looking at a book the book?

Points	Child looks at, points to, touches, or names
2	For more than 4 pictures
1	2 to 4 different pictures
0	Fewer than 2 different pictures

Points	Child looks at, points to, touches, or names pictures in a book
2	Typically (90% or more of time)
1	Sometimes
0	Rarely or never (10% or less of time)

Cognitive Attention and Memory AM 13

RC 29 **Behavior** The child distinguishes between active and passive verbs.

Motor Skills None

Structured


Point to the pictures on the top of the page and say,

1. Put at: The dog was chased by the boy.

Point to the pictures on the bottom of the page and say,

2. Put at: The cat is walking.

Correct responses are shown in the figures below.



Scoring

Note: For each request in this item, record a score of Correct or Incorrect on the Record Form. Areas in brackets are of 2, 1, or 0 based on the total number of correct responses.

Points	Child correctly responds to
2	2 requests
1	1 request
0	0 requests

Communication Receptive Communication RC 29

Head to BDI-3.com for details on kit configurations and pricing!







The Battelle Early Academic Survey

The *Battelle Early Academic Survey* is a new battery within the BDI-3. Usable as a stand-alone assessment or in conjunction with other BDI-3 material, the *Battelle Early Academic Survey* measures foundational literacy and mathematics skills in children 3 years 6 months to 7 years 11 months.





As a holistic assessment for determining early skill proficiency, the *Battelle Early Academic Survey* is also ideally suited for early childhood progress monitoring as students develop these critical skills.

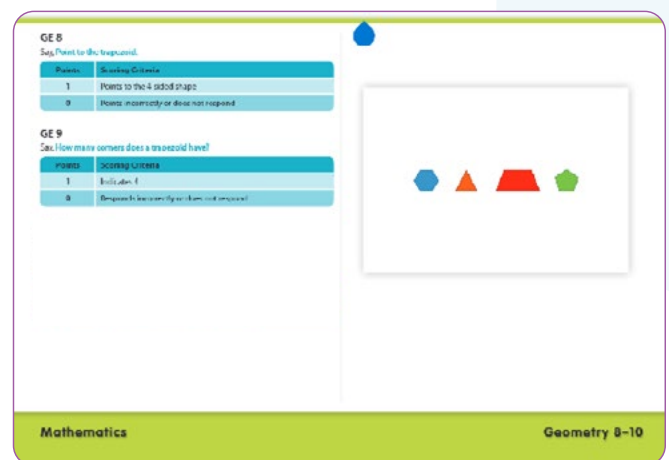
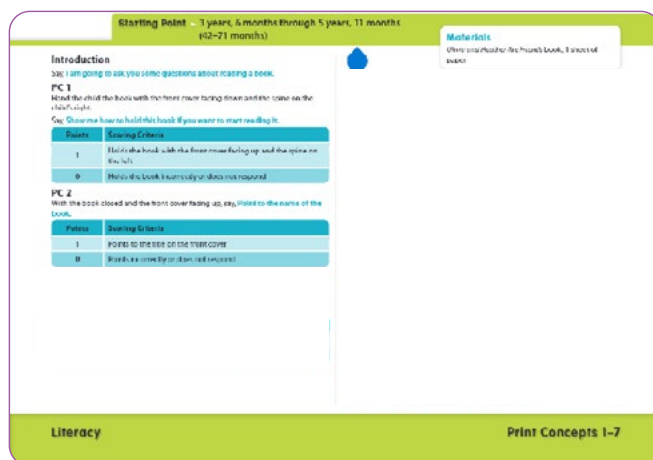
The Battelle Early Academic Survey subdomains include:

Literacy:

-  Print Concepts
-  Rhyming
-  Phonological Awareness
-  Phonics and Word Recognition
-  Listening Comprehension
-  Fluency

Mathematics:

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



Pictured: Sample items from the Battelle Early Academic Survey

BDI-3 Screening

The BDI-3 Screening Test consists of a subset of test items from each domain found in the BDI-3 Developmental item bank. The scoring procedures are similar to those of the full BDI-3 and aid in identifying children who may need additional testing.

Battelle Developmental Inventory 3 (BDI-3) Screening Kit

- **Purpose:** Quickly screen and evaluate early childhood developmental milestones to help identify children that are at risk for developmental delays or disabilities
- **Restriction Level:** Low
- **Ages:** Birth to 7 years, 11 months
- **Administration Time:** Screening Test: 10–30 minutes











Key Features:

- Provides a quick screening of key developmental milestones for school readiness
- Expediently evaluate a large number of children
- Incorporates multiple administration formats:
 - **Structured:** Play-based activities using child-friendly manipulatives
 - **Observation:** Occurring in a child's natural setting
 - **Interview:** Scripted questions for a parent or caregiver
- Administration and scoring designed for ease of use by the examiner
 - Easily determine a Cut-Score (cuts are provided at -1.0 SD, -1.5 SDs and -2.0 SD) to indicate children that should be referred for further testing using the full BDI-3 Developmental Battery
 - BDI-3 *Riverside Score* Mobile Data Solution now available for IOS, Android, and Windows

BDI-3 Scoring and Reporting

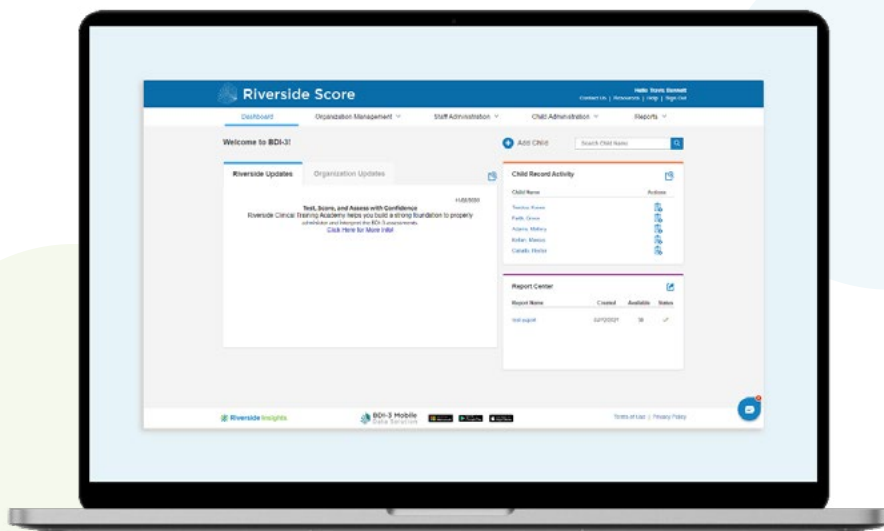
All BDI-3 scoring is completed through *Riverside Score*: a secure, web-based environment where examiners can easily enter raw scores, assessment data, and test session observations.

Available Modular Reports:

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



Scoring and Reporting - Dashboard



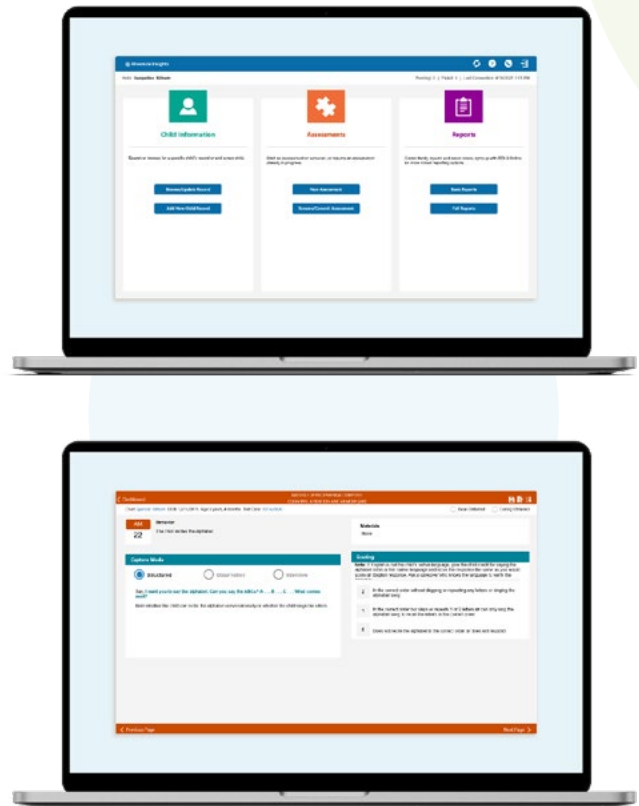
BDI-3 Riverside Score Mobile Data Solution

The BDI-3 *Riverside Score* Mobile Data Solution (BDI-3 MDS) allows examiners to administer the BDI-3 on-the-go using a compatible iOS, Android, or Windows device. This administration option supports any combination of the complete developmental assessment, screening test, or *Battelle Early Academic Survey*.

Using the BDI-3 MDS, it only takes a tap to score any item in the administration. Upon completion of a subdomain, the examiner may review standard scores and proficiency indicators within the application. The BDI-3 MDS also supports offline administration, with automatic syncing of results back to the *Riverside Score* system once an internet connection is available.

BDI-3 MDS - Dashboard

- Available on iOS, Android, and Windows devices
- Included with subscription
- 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)



BDI-3 MDS - Item Page

- Tally functionality
- Basal and ceiling indicators
- Timing device

Head to BDI-3.com for details on kit configurations and pricing! 