

Battelle Developmental Inventory—Second Edition (BDI-2)

Name	Battelle Developmental Inventory, Second Edition
Publisher	Riverside Publishing, 2005
Website for information	http://www.riverpub.com/products/clinical/bdi2/home.html
Cost	Complete Kit: \$411.00 Complete Kit with Manipulatives: \$834.00 Screener Kit: \$165.00
Age range:	Birth -7y 11m
Purpose	“Screening, diagnosis, and evaluation of early development.”
Areas included	<ul style="list-style-type: none"> • Personal Social Domain <ul style="list-style-type: none"> • Adult Interaction, Self-concept and social growth, Peer interaction • Adaptive Domain <ul style="list-style-type: none"> • Personal responsibility, Self-care • Motor Domain <ul style="list-style-type: none"> • Fine motor, Perceptual Motor, Gross Motor • Communication Domain <ul style="list-style-type: none"> • Receptive Communication, Expressive communication • Cognitive Domain <ul style="list-style-type: none"> • Perceptual discrimination/Conceptual development, Reasoning and academic skills, Attention and memory
Time to administer	Complete BDI: 1-2 hours Screening Test: 10-30 minutes
Scored	Yes

Note: This is a draft, based on a draft developed by the Early Childhood Outcomes Center. Items have been placed to correspond to the relevant Illinois Early Learning Standards. Final placement of items will be based on additional discussion and use of this assessment for completing the rating form.

Scores provided for	Schools and Local Agencies
Age norms	Yes
Age ranges given for items	Yes
How frequently can it be given	No recommendation
Standardized tasks	Yes
Based on observation in natural settings	Yes
Based on information requested from parents or providers	Yes – parent interview information included
Data provided on reliability	Yes – Internal consistency, Standard Error of Measurement, Test- Retest Reliability, Interrater reliability
Data provided on validity	Yes – Content Validity, Construct Validity, Criterion – Related Validity (BDI, Bayley Scales of Infant Development, Second Edition, Denver Developmental Screening test - II, Preschool Language Scale, Fourth Edition, Vineland Social-Emotional Early Childhood Scales, The Comprehensive Test of Phonological Processing, Wechsler Preschol and Primary Scale of Intelligence, Third Edition, Woodcock Johnson III). Also conducted criterion-related studies of special groups for the presence of “distinctive score profiles” including: Autism, Cognitive delays, Developmental delays, Motor delays, prematurity, Speech and language delays
Web-based data entry	Yes – Web sites developed individually for programs.
Electronic scoring	Yes
Other languages	Spanish
Who administers	Team of professionals or an individual service provider
Training	1 day training

Note: This is a draft, based on a draft developed by the Early Childhood Outcomes Center. Items have been placed to correspond to the relevant Illinois Early Learning Standards. Final placement of items will be based on additional discussion and use of this assessment for completing the rating form.

Note: Because the BDI-2 is a norm-referenced, standardized assessment, the sub-scale scores are the smallest unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 sub-scales map to the three outcomes. Under each sub-scale, the X indicates the outcome area to which the sub-scale score contributes information. The item information under the X provides the rationale for why the sub-scale was classified as providing information for that outcome.

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: ADAPTIVE			X
Adaptive: Self-care Adaptive: Personal Responsibility			<ul style="list-style-type: none"> ▪ SC1-35 (feeding, dressing, toileting) ▪ PR1-25 (movement, safety, organizes own activities)
Subscale: PERSONAL- SOCIAL	X		X
Personal-Social: Adult Interaction Personal-Social: Peer Interaction Personal-Social: Self-Concept and Social Role	<ul style="list-style-type: none"> ▪ AI1-30 (looks at, responds to adults, initiates social contact) ▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively) ▪ SR1-45 (precursors to self awareness, describes own feelings) 		<ul style="list-style-type: none"> ▪ SR1-45 (precursors to asserts himself, copes independently)

	Outcome 1 Positive social relationships	Outcome 2 Acquire and use skills and knowledge	Outcome 3 Takes action to meet needs
Subscale: COMMUNICATION	X	X	X
Communication: Receptive	<ul style="list-style-type: none"> ▪ RC5-8; 27 (responds to person, converses) 	<ul style="list-style-type: none"> ▪ RC1-4; 5-9 (precursors to understanding language) ▪ RC9-26 (associates words with objects, actions; recalls events from a story) ▪ RC28-40 (understands grammar, identifies sounds in words) 	<ul style="list-style-type: none"> ▪ EC9; 16 (gestures, uses words to indicate wants, needs)
Communication: Expressive	<ul style="list-style-type: none"> ▪ EC13, 18 (communicates with others) ▪ EC30-31 (follows conventional rules of conversation) ▪ EC38 (communicates feelings) 	<ul style="list-style-type: none"> ▪ EC1-8; 10-11, 13 (precursors to using language) ▪ EC12, 14-15, 17, 19-21 (uses words) ▪ EC22-29 (asks questions, uses sentences) ▪ EC32-37 (uses grammar) ▪ EC40-45 (uses words, gives directions) 	
Subscale: MOTOR	X*		
Motor: Gross Motor	<ul style="list-style-type: none"> ▪ GM1-45 (movement precursors to taking action)* ▪ FM1-30 (movement precursors to taking action)* ▪ PM 1-25 (movement precursors to taking action)* 		
Motor: Fine Motor			
Motor: Perceptual Motor			

Note: This is a draft, based on a draft developed by the Early Childhood Outcomes Center. Items have been placed to correspond to the relevant Illinois Early Learning Standards. Final placement of items will be based on additional discussion and use of this assessment for completing the rating form.

Subscale: COGNITIVE		X	
Cognitive: Attention and Memory		<ul style="list-style-type: none"> ▪ AM1-30 (precursors to acquisition and use of skills and knowledge) 	
Cognitive: Reasoning and Academic Skills		<ul style="list-style-type: none"> ▪ RA1-35 (recognizes cause, matches colors, gives objects on requests, completes opposite analogies, sequences events, rote counts, write letters, solves math problems) 	
Cognitive: Perception and Concepts		<ul style="list-style-type: none"> ▪ 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) 	

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children with motor impairments.