

# *Battelle Developmental Inventory 2<sup>nd</sup> Edition (BDI-2)*

## *Question & Answer Technical Assistance Document*

### **1) Why is it required to give the BDI-2 to all children ages 3-5 receiving special education services?**

- a. In 2005, the Office of Special Education Programs (OSEP) began requiring State Early Intervention and Preschool Special Education programs to report on child and family outcomes. States are required to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:
  1. Positive social-emotional skills (including social relationships);
  2. Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
  3. Use of appropriate behaviors to meet their needs.

### **2) What is the difference when using the BDI2 for eligibility and/or progress monitoring?**

- a. The BDI-2 was chosen because it can serve two purposes. It can be used to determine eligibility and for reporting early childhood progress. "It can kill two birds with one stone!" A district may qualify a student by using different test instruments, but once eligibility has been determined, the district must also test the student using the BDI2 in order to report for progress monitoring. Again, the BDI2 has to be given to all students who are receiving special education services ages 3-5 in order to meet the state's reporting requirements.

### **3) Does the BDI-2 testing requirement include Language and Articulation only students?**

- a. Yes. Language and Articulation is considered "Special Education Services" and the Federal Government requires us to report on every student's progress, including Language and/or Articulation only students.

### **4) What assessment(s) are required when determining eligibility for children ages 3-5 for special education services?**

- a. Two standardized tests must be given. The second standardized test should be in one of the areas considered to be an area of concern during the referral process. In addition, skill based assessment must be conducted in each eligible skill area.
- b. When determining evaluations needed for 3-5 year olds, the team must consider all categories of suspected disability such as, (cognitive, autism etc.), not just developmental delay.
- c. If other categories of disability are considered for evaluation during the informal review, the specific evaluation areas required for those disability categories must be listed on the prior notice/consent form. For example, if the team is considering the categories of Speech/Language (550) and developmental delay (570) the areas of evaluation listed on the prior notice /consent would be as follows:

--Developmental (cognitive, adaptive, motor, communication, personal/social

--Language

If the team is considering the categories of Developmental Delay (570) and Cognitive (510), the areas of evaluation listed on the prior notice/consent would be as follows:

--Developmental Delay (cognitive, adaptive, motor, communication, personal/ social

--Ability

--Achievement

--Adaptive Behavior

##### **5) Can the sub-domain scores from the BDI-2 be used to determine eligibility?**

- a. Typically, when determining eligibility under the category of developmental delay, the team uses the total domain score in any of the five developmental areas (cognitive development, physical development, communication development, social or emotional development, and adaptive development). However, there may be instances when the team may use the sub-domain scores in the areas of receptive, expressive, fine and gross motor scores individually, if the reliability is .80 or higher (refer to the BDI2 reliability table below). This evaluation could also meet the requirement as the second standardized test given.

**Table 7.1**

**Reliability Coefficients of the Subdomain Scaled Scores, Domain and BDI-2 Total DQ Scores, and BDI-2 Total Screening Score**

	Age in Months																Average
	0-5	6-11	12-17	18-23	24-29	30-35	36-41	42-47	48-53	54-59	60-65	66-71	72-77	78-83	84-89	90-95	
Communication Domain	.97	.90	.92	.92	.97	.90	.90	.90	.90	.97	.90	.97	.90	.90	.94	.90	.94
Expressive	.89	.93	.89	.92	.96	.96	.96	.92	.92	.93	.90	.92	.87	.88	.91	.90	.92
Receptive	.89	.83	.85	.88	.92	.94	.92	.90	.86	.89	.91	.94	.92	.92	.91	.89	.90
Motor Domain																	
Gross Motor	.96	.96	.97	.94	.90	.91	.91	.77	.86	.86	.82	.82					.91
Fine Motor	.90	.92	.82	.82	.75	.84	.86	.92	.85	.88	.75	.76					.85

**6) If the Developmental test results do not support eligibility, can the IEP team use the scores from the second standardized test for determining eligibility under the Developmental Delay category?**

- a. The IEP team must consider the primary disabling condition when making its decision. The IEP team may use the other scores to support eligibility under the developmental delay category; however, this would be an exception rather than the rule.

**7) Who is responsible for reporting each student’s progress on the BDI-2 to the State Department of Education - Special Education Programs?**

- a. Each Local Education Agency (LEA) is responsible for ensuring all students ages 3-5 receiving special education services has had their BDI-2 testing data entered into the online data manager program. All BDI-2 data must be entered into the online data manager by July 1 of each reporting year.

**8) What is the Program Note feature in the BDI-2 online scoring being used for and what do I need to enter?**

- This notifies the state of the district’s “purpose of the testing” and helps track data. Districts must enter one of the following BDI-2 program notes for each child.
- *Entry C (student is eligible for b-3 services)*
- *Exit C (student is exiting b-3 services and not eligible for 3-5)*
- *Transition (student is aging out of Part C and determined eligible for Part B)*
- *Entry B (student is eligible for 3-5 and was not previously in b-3)*

- *Exit B (student is exiting the 3-5 program or turning 6)*
- *NA (student not initially determined eligible for Special Education or assessment was given for purposes other than that required by the State Performance Plan)*

**9) How would I enter the Program Note for students identified as Prolonged Assistance?**

- a. You would enter the appropriate note according to their age. If the student is B-2 (Entry C). Once the child is retested for 3-5, and determined eligible under Part B, that test becomes (Transition).

**10) When a child is tested by an outside agency or private facility and is found eligible to receive services, who is responsible for entering testing data into the online BDI-2 system?**

- a. It is ultimately the Local Educational Agency's (LEA) responsibility to get those scores entered.

**11) Does a student need to be tested in all areas of the BDI-2 even if they are only eligible for one area, such as Language or Articulation?**

- a. Yes! South Dakota must report progress in all areas; therefore, educators must test using the whole BDI-2.

**12) Can I use Part C entry data for children exiting on their third birthday as entry data for 3-5 Part B, also known as 619?**

- a. Yes. You can pull forward the Part C entry data and use it as Part B transition data as long as the team feels that it is an accurate measure of the student's ability and meets eligibility requirements for Part B.

**13) How long does a child need to be in the program in order for progress monitoring to be reported?**

- a. The child needs to receive at least 6 months of services in order to report scores for progress monitoring.

**14) If a child will not receive at least 6 months of services, do I have to administer the BDI-2?**

- a. No. Without a minimum of six months of services, tracking student progress is not required.

**15) Does a child's time (receiving services) need to be consecutive?**

- a. Six months of service generally means 6 months of consecutive service. However, if a child is in a program for 2 months, travels with his/her

family for a month, and then returns to receive services for another 4 months, this would be considered equivalent to 6 months of consecutive service.

**16) How long prior to a student's 6th birthday, can I test a student?**

- a. Student exit data must be collected no more than 90 calendar days prior to the student's 6<sup>th</sup> birthday or upon exiting Part B services. If the student's 6th birthday occurs during *July or August* the BDI-2 may be completed within 30 calendar days prior to the end of the LEA's current school year. In order to capture the most progress, LEAs should consider assessing students as close to exit as possible.

**17) Is data from the BDI-2 accepted as "achievement" scores for children ages 3-5 when looking at a disability other than developmental delay?**

- a. The BDI-2 is not a standardized academic achievement test. Therefore, it should not be used as an assessment of achievement. Assessments appropriate for children ages 3-5 include the Woodcock Johnson III Brief, the standardized version of the Brigance, the Test of Early Reading Ability: Third Edition, the Test of Early Math Ability: Third Edition, the Test of Early Written Language: Second Edition, etc. Make sure tests are age-appropriate.

**18) Are there circumstances when the BDI-2 (cognitive domain score) could be used as the ability score for determining eligibility for a disability category other than developmental delay?**

- a. When a child has a severe disability or serious medical concern, the cognitive domain on the BDI-2 may be an option to use.