

Battelle Developmental Inventory – 2nd Edition

Best Practices in Administration

Maintaining Standardization

Results of the BDI-2 are used when reporting data for the Child Outcomes Measurement System. In order for the entry and exit scores to reflect a child's progress over time, it is necessary that the assessments at both entry and exit be done with fidelity. Some suggestions for maintaining standardization of assessment are listed below:

Structured items should be administered in a quiet environment and delivered in a one-on-one setting using the directions given in the Domain Test Book.

- Even though the examiner might have observed a child to perform or fail an activity related to a structured item, the item should still be administered to the child if it falls within the range of start-point, basal, or ceiling. In other words, items should not be skipped because the child has been observed to perform the skill or because observations indicate that the child might not be able to do the skill.
- When the structured procedure is suggested for an item, it should be used as first preference when possible. However, the examiner should determine which of the options of procedures available provides the most accurate information about a child.

Observation items apply the same guidelines at exit as at entry. The Examiner's Manual defines the guidelines for scoring items based on observation.

- The assessment items should be administered during a child's normal activities in an educational setting or other natural environment and the child should exhibit the behavior over a period of time.
- Therapists and related service providers are excellent sources of observational information about children; however, when using their input for scoring purposes it is important that they are familiar with the criteria, allowable accommodations, and suggested prompts that are described in the Examiner's Manual and Domain Test Books.
- Sometimes in familiar settings, children are apt to develop routines and habits of certain behaviors, for example waiting to be given a drink during regular snack time rather than getting a drink for himself/herself independently. Because classroom and home environments often have predictable routines, it is important to encourage and give children opportunities to exhibit skills that might not be routinely observed.
- Children sometimes develop patterns of responses and interactions with certain peers and adults in classroom and home social situations which might impact observational data. For example, a child might react defensively or even aggressively when a peer enters a play center if that peer routinely takes toys away or disrupts play. It is important that observations of social interactions occur in multiple settings and with a variety of adults and peers so that the scoring data will be an accurate description of a child's interactions.

Interview items present a particular challenge in gathering information for exit data because the teacher sometimes serves both as the examiner and as the person being interviewed. In these cases it is important to read and review the prompts and item criteria for each item.

- It is important to refer to descriptions and probing questions in Domain Test Books when conducting an interview. People who are both familiar with the assessment and know a child well might tend to answer without reviewing the criteria of each item.
- Family interviews are appropriate and should be conducted when gathering information for exit assessment reporting. Many items assess skills which are exhibited in multiple settings and when possible information from interviews should be considered in order to secure the most accurate description possible.