

## **Tip Sheet for Child Outcomes Measurement Administration of Battelle Developmental Inventory -2NU**

### **Health and Safety**

Best practices for conducting evaluations of young children apply for evaluations conducted using social distancing and increased safety precautions.

- During in-person assessments, maintain appropriate social distance within the assessment environment. Request that the family members accompany their child into the testing environment and request that they assist in monitoring, redirecting, and physically intervening (for safety) as needed.
- Maintain your district social distancing guidelines during person-to-person evaluation sessions (i.e. distance apart, masks). Describe the district guidelines to the family before the evaluation session so that they know what to expect.
- Clean and sanitize the testing environment between children and families. Use materials and cleaning solutions as outlined in district guidelines.
- Remind family members and children about the guidelines to wash hands upon entering the room. Examiners should model and set a good example by washing their hands. Provide wipes if hand-washing sinks are not available.
- Clean toys, manipulative items, and test items between children and families.
- Manipulatives need to be set aside for cleaning after the child touches them. Since it is impractical to clean and dry items quickly enough, whoever is administering those items should wear gloves.
- If possible keep a separate set of testing items that can be stored in bins. Alternate the use of sets of items to insure that there has been sufficient time after cleaning (as outlined in district guidelines).
- The BDI student presentation book pages are uncoated paper. One suggestion is to use a plastic overlay when presenting pages. Spraying pages will ruin them over time and it would be nearly impossible to balance the book with all used pages spread apart to dry.
- Cards can be sprayed or wiped down with a disinfectant wipe after use.
- If crayons and pencils are used, these should be brand new and then either given to the child to keep or thrown away after use.
- Student booklets and drawing paper, if used, can be placed in a plastic storage bag and put into “quarantine” for two weeks.

### References for Health and Safety Section

- TATS South-Southwest Work Group Document: [Before you Begin](#)
- Q&A Assessment Information (TATS): [Q & A Assessment Section - page 5](#)
- Sarah L. Hebert, PSY.S. – School Psychologist, Citrus County

## **Administering the BDI-2NU for Florida Child Outcomes Measurement System**

If a child became eligible (IEP date) *after March 2020* and the BDI-2NU has not been administered for entry data, do it as soon as possible after return to school.

If a family chooses for their child not to return to a person-to-person school setting, and declines the option to bring the child in for testing, then document all conversations and correspondence with them.

Following are suggestions for situations in which it is *not possible to conduct an in-person assessment*:

**Start with the Screening Test** whether you are conducting virtual, in-person, or combination of the two assessment options.

- Items in both the BDI-2NU screening test and full assessment on the Personal-Social and Adaptive domain sections lend themselves to virtual assessment. Depending on the age and functioning of a child, the Communication domain section might also be attempted.
- If possible, collaborate with family members to complete as much of the screening test virtually.
- Enter screening scores in the data manager when the domains assessments have been completed.

### **Completing the full assessment in domains of Personal-Social, Adaptive, Communication**

- If a score of “Refer” is obtained on any of the screener domain assessments (Personal-Social, Adaptive, Communication) consider the following options:
  - Complete the full domain assessments virtually as much as possible
  - Offer the family the option of in-person full domain assessment as follow-up to the screening test.
  - Document communications with the family if in-person full assessment as follow up of the screening test is declined.
- The options listed above are also applicable if only the full domain assessments are given, with no administration of a screener.
- **ASAP** – To address the “Refer” scores on the screening test, complete the full domain assessments needed for Child Outcomes Measurements as soon as possible after return to school. If no screener was administered then the full domain assessments should be given ASAP upon return to school.

**Entering Scores** into the data manager: Enter scores once domain assessments are given. Enter other domain scores as the assessments are completed.

- When domain assessments are completed on different days the scores have to be entered into the data manager as a new assessment.
- Example: If Personal-Social and Adaptive domain assessments are completed virtually in August, enter those scores into the data manager at the time they are completed. If the Communication assessment is completed when the child returns to an in-person setting in October, enter that score when that domain test is complete. The Communication assessment in October should be entered as a separate test from the one that was entered in August.

**Potential Assessors** consist of those with knowledge of Early Childhood development who have received training on administering and scoring the BDI-2NU (i.e. teacher, paraprofessional, therapists, related service providers). Staff members with responsibilities for administering the assessments are designated by the district.

Student information and scores should be entered into the data manager following district guidelines.

BDI-2NU assessments for entry data can occur in a combination of virtual and in-person situations. In-person assessments can be conducted in the child's classroom or in a setting with the family and test administrators. Assessments should be conducted at sites designated by the district and in collaboration with a child's family. Safety precautions listed in the first section of this document should be observed and emphasized during all testing procedures.

Technical Assistance and Training System (TATS)  
4000 Central Florida Blvd.  
UCF Teaching Academy, Suite 403  
Orlando, FL 32816-1250

Tel: (407) 823-3058  
Fax: (407) 823-1360  
Email: [tats@mail.ucf.edu](mailto:tats@mail.ucf.edu)  
Website: <http://www.tats.ucf.edu>

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