



## Battelle Developmental Inventory – 2<sup>nd</sup> Edition NU Overview – What is the BDI-2NU and Why Do We Use It?

### **Description of the BDI-2NU**

The BDI-2NU is a “standardized, individually administered assessment battery of key developmental skills in children from birth through 7 years of age”

The BDI-2NU looks at developmental milestones. It is generally accepted that child development occurs in a particular sequence - the attainment of one skill typically depends on the acquisition and mastery of preceding skills. From an identified list of over 4,000 skills that appear in typically developing children, the designers of the BDI-2NU chose 450 test items placed into five domains:

- Adaptive
- Personal-Social
- Communication
- Motor
- Cognitive

The skills which comprise the 450 test items were chosen because they were identified through research as ones critical to the development of functional life skills and could be impacted by educational intervention. Note: the BDI-2NU Screening Test consists of 100 of the 450 test items. Each of the five domains is divided into subdomains to further clarify strands of development.

The administration procedures are designed to allow for multiple data sources that include structured tasks; interviews with parents, caregivers, and teachers; and observations of the child.

The BDI-2NU can be administered in a variety of settings, including home, school/childcare, and clinic settings. In addition, the format for assessment is designed in such a way as to facilitate a team assessment model.

The child’s performance is scored based on standardized criteria using a simple three point scoring system.

In the assessment kit, separate manuals are included for each of the five domains. Specific examples of responses and scoring criteria are included for each item and lists of allowable adaptations and accommodations are included in the manuals.

A Spanish version of the BDI-2NU is available; however, scores obtained with the Spanish version have not been normed. Consequently, the Spanish version is not used for purposes of the Child Outcomes Measurement System. This does not mean that assessors cannot accommodate children and families who are not English speakers.

Technology enhancements to the BDI-2NU include the Mobile Data Solutions software program for scoring and reporting options and a data management system for recording and reporting scores.

## **Using Information from the BDI-2NU – Applications and Purposes**

The information gained from the administration of the BDI-2NU can be used for a variety of purposes which include the following:

- Identifying strengths in developmental skills and opportunities for learning in typically developing children and children with disabilities.
  - It is important to remember that the BDI-2NU is designed as an assessment of child development.
  - It may be used to identify and describe developmental delay as well as typical or advanced development. It is not intended as an instrument for diagnosing specific disabilities.
- Screening and assessing children considered to be at risk in any developmental area.
  - The BDI-2NU Screening Test can be used to identify those areas of development in which a child is in need of comprehensive assessment.
  - After the full BDI-2NU has been administered, the information can provide a portion of the basis for making decisions about eligibility and service delivery for children.
  - The BDI-2NU provides a measure of progress related to the intervention services.
- Development of Individual Family Support Plans (IFSP) and Individual Educational Plans (IEP).
  - One of the purposes of BDI-2 assessment data is to give us a picture of where a child is developmentally – what the child can do. Statements that describe what the child can currently do are listed as present levels of performance on the IEP.
  - This is important information for the IEP team to know when establishing appropriate goals based on what the child can and cannot do and how the disability will impact his or her progress.
- Monitoring student progress toward long and short term goals, objectives, and program standards.
  - Because the BDI-2NU was developed using sequential developmental skills which are dependent on the acquisition of pre-requisite skills, a review of the child's performance on the assessment may provide information about the child's progress through the continuum of skills which are being addressed.
- Scores from the BDI-2NU, administered at program entry and program exit can be used to derive a measure of the child's developmental progress while in services.

Reference: Newborg, J. (2016). *Battelle Developmental Inventory, 2nd Edition Normative Update, Examiner's Manual*. Riverside Insights Publishing.

<https://www.riversideinsights.com/solutions/battelle-developmental-inventory?tab=0>