

Battelle³
Developmental Inventory
3rd Edition™

BDI-3® ADHD Crosswalk



A framework for
conceptualizing your examinee

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BDI-3® ADHD Crosswalk

The BDI-3® Developmental Complete is a standardized assessment that can be used in the screening process for making referrals for a more comprehensive Attention-Deficit/Hyperactivity Disorder (ADHD) evaluation, as well as providing additional information to be included in the comprehensive ADHD evaluation. Items from the BDI-3® domains provide information regarding a child's key developmental skills. Specific items listed in the crosswalk below have been checked for their alignment with the DSM-5 criteria 1 (inattention) and 2 (hyperactivity) for ADHD.

This crosswalk has been designed for use as a framework for conceptualizing your examinee in the context of ADHD DSM-5 criteria. It also highlights the depth and breadth at which items on the BDI-3® align with specific criteria on the DSM-5 for ADHD. This crosswalk is not meant to serve as a substitute for a comprehensive ADHD evaluation, nor is this crosswalk meant for use as a sole indicator for whether a child meets ADHD criteria.

Note that in addition to the specific items listed below, the attention and memory subdomain would be of interest when assessing for ADHD. That subdomain assesses a child's ability to visually and auditorily attend to environmental stimuli for varying lengths of time, and their ability to retrieve information from short-term and long-term memory. Furthermore, as executive functioning difficulties (which are common for those with ADHD) can present across a range of tasks, it is crucial for examiners to take notes on items across domains, keeping in mind the examinee's functioning (e.g., ability to sustain attention, distractibility, frustration tolerance/task avoidance, flexibility, etc.).

KEY

- ✓ **Social Emotional:** AI (Adult Interaction); PI (Peer Interaction); SR (Self-Concept and Social Role)
- ✓ **Adaptive:** PR (Personal Responsibility); SC (Self-Care)
- ✓ **Motor:** GM (Gross Motor); FM (Fine Motor); PM (Perceptual Motor)
- ✓ **Communication:** RC (Receptive Communication); EC (Expressive Communication)
- ✓ **Cognitive:** PC (Perception and Concepts); RA (Reasoning and Academic Skills); AM (Attention and Memory)

1 Inattention: Six or more symptoms of inattention for children up to age 16, or five or more for adolescents 17 and older and adults; symptoms of inattention have been present for at least 6 months, and they are inappropriate for developmental level:

- A** Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, or with other activities.
- B** Often has trouble holding attention on tasks or play activities.
- C** Often does not seem to listen when spoken to directly.
- D** Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked).
- E** Often has trouble organizing tasks and activities.
- F** Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time (such as schoolwork or homework).
- G** Often loses things necessary for tasks and activities (e.g. school materials, pencils, books, tools, wallets, keys, paperwork, eyeglasses, mobile telephones).
- H** Is often easily distracted.
- I** Is often forgetful in daily activities.

	1A	1B	1C	1D	1E	1F	1G	1H	1I
Cognitive	-	AM: 4, 7, 14,23	-	-	RA: 19	AM: 12	-	-	-
Social emotional	-	-	-	-	-	-	-	-	-
Adaptive	-	-	-	PR: 7	PR: 9	PR: 11	PR: 16	-	-
Motor	-	-	-	-	-	-	-	-	-
Communication	-	-	-	RC: 23, 26	-	-	-	-	-

2 Hyperactivity and Impulsivity: Six or more symptoms of hyperactivity-impulsivity for children up to age 16, or five or more for adolescents 17 and older and adults; symptoms of hyperactivity-impulsivity have been present for at least 6 months to an extent that is disruptive and inappropriate for the person's developmental level:

- (A) Often fidgets with or taps hands or feet, or squirms in seat.
- (B) Often leaves seat in situations when remaining seated is expected.
- (C) Often runs about or climbs in situations where it is not appropriate (adolescents or adults may be limited to feeling restless).
- (D) Often unable to play or take part in leisure activities quietly.
- (E) Is often "on the go" acting as if "driven by a motor".
- (F) Often talks excessively.
- (G) Often blurts out an answer before a question has been completed.
- (H) Often has trouble waiting his/her turn.
- (I) Often interrupts or intrudes on others (e.g., butts into conversations or games)

	2A	2B	2C	2D	2E	2F	2G	2H	2I
Cognitive	-	-	-	-	-	-	-	-	-
Social emotional	-	SR: 21, 30	SR: 21	SR: 21	-	SR: 21	SR: 21	AI: 24, PI: 10, 14, 16 SR: 21, 28	SR: 21
Adaptive	-	-	-	-	-	-	-	-	-
Motor	-	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-	EC: 32

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