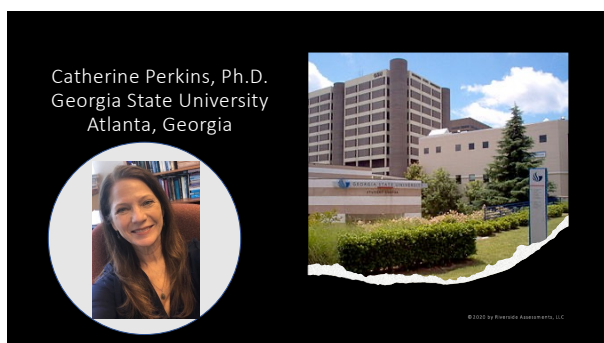


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3

BDI-3
1st Developed 1973, at the Battelle Memorial Institute Columbus Laboratories.

- Based on concept of developmental milestones
- Covers 5 broad developmental Domains:
 - ❖ Adaptive
 - ❖ Social – Emotional
 - ❖ Communication
 - ❖ Motor
 - ❖ Cognitive



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Author: Jean Newborg

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Adaptive Domain (ADP)

- Self Care**
 - 37 items
- Personal Responsibility**
 - 24 items

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Social Emotional Domain (S-E)


- Adult Interaction**
 - 27 items
- Peer Interaction**
 - 24 items
- Self- Concept and Social Role**
 - 33 items

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Communication Domain (COM)

- **Receptive Communication**
 - 34 items
- **Expressive Communication**
 - 41 items

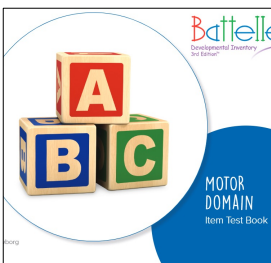


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Motor Domain (MOT)

- **Gross Motor**
 - 45 items
- **Fine Motor**
 - 30 items
- **Perceptual Motor**
 - 24 items



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Cognitive Domain (COG)

- **Attention and Memory**
 - 30 items
- **Reasoning and Academic Skills**
 - 33 items
- **Perception and Concepts**
 - 33 items

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BDI-3 Typical Uses

- To highlight areas of strength and concern
- To evaluate eligibility for services
- To determine functioning level
- To monitor developmental progress
- To inform planning and instruction

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10

Types of Scores:

- Standard Scores
- Scaled Scores
- Percentile Ranks
- Relative Developmental Index
- Change Sensitive Scores

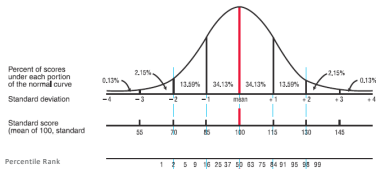
Standard Scores

Other Derived Scores

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11

Reviewing the Normal Curve



Standard Deviation	Percent of scores under each portion of the normal curve	Standard score (mean of 100, standard deviation of 15)	Percentile Rank
+4	0.13%	160	99
+3	2.15%	135	97
+2	13.59%	110	92
+1	24.13%	85	84
0	34.13%	100	50
-1	24.13%	75	16
-2	13.59%	50	8
-3	2.15%	25	1
-4	0.13%	0	0

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12

Peer Comparison: Scores of Relative Standing

- Compares examinee to same age peers
- **Standard Scores**
 - Describes performance relative to the average performance of the comparison group.
 - Example: M=100, SD=15
- **Percentile Ranks**
 - Describes performance as relative standing in the comparison group on a scale of 1 to 99.
 - Indicates the percentage of comparison group who had scores the same as or lower.

13

Standard Score or Scale Score (SS) Developmental Quotient (DQ)

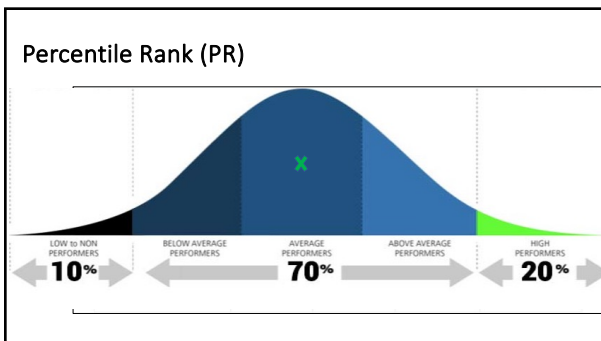
Ashford, Liam DOB: 08/31/2017 Score Report

Table of Scores

Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
Adaptive	20	100	50	93-107

Domain / Subdomain	RS	SS	PR	Z-Score
Adaptive			50	0
Self-Care	44	10	50	0
Personal Responsibility	13	10	50	0

14



15



Relative Developmental Index (RDI)

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16

Relative Developmental Index (RDI)

- Provides a criterion-referenced index of a child's proficiency or functionality.
- Compares child's proficiency to average age or grade mates.
- Predicts level of success on similar tasks.
- Shows actual distance from average.

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17

Understanding RDIs

- RDIs are expressed as a fraction with the denominator fixed at 90. The numerator indicates the child's proficiency on that task.
- Similar to the Snellen chart for visual acuity.
 - 20/20 vision: I can see at 20 ft. what person with normal vision can see at 20 ft.
- Ranges from 0/90 to 100/90.
- 90/90: Child has average proficiency on task.

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18

Criterion-Referenced Interpretation of RDI Scores

RDI	Developmental Level
96/90 to 100/90	Independent
76/90 to 95/90	Emerging
75/90 and below	Frustration

19

Sample Statements for Reporting RPI Scores

- Sam's RDI of 21/90 on the expressive communication indicates that on similar tasks, in which the average 4 year-old would demonstrate 90% proficiency, Sam would demonstrate 21% proficiency. Sam's expressive communication ability is very limited.
- Although Nicholas' s standard score on the Problem-Solving subdomain was within the average range for 5 year-olds overall, his RPI (45/90) indicates that he will have considerably more difficulty than most of his age-peers when faced with tasks requiring novel problem solving ability.

20

Relative Development Index (RDI)

Ashford, Liam DOB: 08/31/2017 Score Report

Table of Scores

Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
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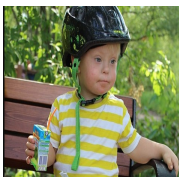
Domain / Subdomain	RS	SS	PR	RDI	CSS
Adaptive			50	90/90	
Self-Care	44	10	50	91/90	507
Personal Responsibility	13	10	50	90/90	502


21

Communication			5	25/90
Receptive Communication	28	7	16	32/90
Expressive Communication	30	5	5	19/90
			27	68/90
Motor	58	8	25	68/90
Fine Motor	32	10	50	85/90
Gross Motor	12	8	25	42/90
Adaptive			7	33/90
Attention and Memory	24	6	9	21/90

22

Monitoring Progress





Change Sensitive Scores (CSS)

- Use to Monitor progress
- Report end-of-year accomplishments



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23

Monitoring Progress

Norm-referenced tests like the BDI-3 are not designed to be used as frequent progress-monitoring tools.

That being said, because the BDI-3 is also Curriculum and Criterion Referenced, we have additional score options.

- The CSS is sensitive to minimal changes in performance
- Documents progress over time
- Relative standing may not change or decrease (SS/PR) even if raw score increases

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24

Scale

Growth can be documented even if the child is "shorter than average."

25

CSS Score versus SS

Adult Interaction

Age	CSS	Increase	SS	%tile
2-3	462	-	84	14
2-9	488	+26	84	14

26

Change Sensitive Score (CSS)

Ashford, Liam DOB: 08/31/2017 Score Report

Table of Scores

Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
Adaptive	20	100	50	93-107

Domain / Subdomain	RS	SS	PR	AE	CSS
Adaptive			50		
Self-Care	44	10	50	39	507
Personal Responsibility	13	10	50	38	502


27

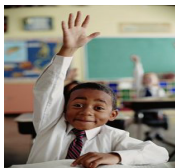
Don't Forget

- Know the purpose of each score
- Each score tells you something different
- Remember, the scores from different levels are not interchangeable
- To get the most out of your evaluations, include all levels of information

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28

 **Questions?**



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29
