

Record Book

BRIGANCE[®]

Inventory of Early Development III Standardised

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Child's Name

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Table of Contents

Child Information	iv
A Physical Development: Gross Motor	1
B Physical Development: Fine Motor	4
C Language Development: Receptive and Expressive	8
D Academic Skills/Cognitive Development: Literacy	15
E Academic Skills/Cognitive Development: Mathematics	19
F Adaptive Behaviour: Daily Living	23
G Social and Emotional Development	25
Standardised Scoring Sheet	29
Total Developmental Score	36
Developmental Profile	37

Brian F. French, PhD, of Washington State University, participated in the U.S. National Standardisation Study of 55 key assessments included in the *Inventory of Early Development III*. Data collected and analysed from the U.S. national sample informed the final development of the assessments and resulted in the *Inventory of Early Development III Standardised*. Detailed information on the data collection and analysis is reported in the *IED III Standardisation and Validation Manual*.

Scoring for the *IED III Standardised* assessments is found in the *Standardised Record Book*. Dr French, with his team, is responsible for the scoring system used to produce the raw scores, standard scores, percentiles, age equivalent scores and instructional ranges for children from birth to age eight.

A Physical Development: Gross Motor

SCORING INFORMATION

Assessment

Entry:

- For birth, start with item 1.
- For 4 months, start with item 3.
- For 8 months, start with item 6.
- For 12 months, start with item 11.
- For 15 months, start with item 13.
- For 19 months, start with item 15.
- For 2+ years, go to A-2 Standing below.

Basal: 4 in a row correct

Ceiling: 4 in a row incorrect

A-1 Early Gross Motor Skills [page 3]

1. Turns head in both directions
2. Steadies head
3. Rolls partway onto side
4. Has no head lag when pulled to sitting
5. Rolls from back to stomach
6. Pivots/Turns on stomach
7. Sits briefly unsupported (may lean forward on hands)
8. Transfers objects from one hand to the other
9. Sits erect and unsupported (for five minutes)
10. Gets up on hands and knees and moves about (or scoots on bottom)
11. Pulls to standing position
12. Walks with one hand held
13. Gets to standing position without support
14. Walks without frequent falling
15. Runs, but not necessarily well
16. Stands on one foot with one hand held
17. Attempts to jump
18. Walks erect with arms swinging
19. Jumps (at least one foot will leave the floor)
20. Runs well

____/20

NOTES: _____

A-2 Standing [page 7]

Entry:

- For 2 years, start with item 1.
- For 4+ years, start with item 4.

Basal: 3 in a row correct

If the child begins with item 1 and does not reach a basal, go to A-1 Early Gross Motor Skills on this page (unless A-1 has already been administered).

Ceiling: 3 in a row incorrect

If a basal is achieved on A-2, A-3 and A-4, give credit for all items in A-1.

1. Stands on one foot momentarily (even if not well balanced)
2. Stands on one foot for one second
3. Stands on other foot for one second
4. Stands on one foot for five seconds
5. Stands on other foot for five seconds
6. Stands on one foot for ten seconds
7. Stands on other foot for ten seconds
8. Stands on one foot for one second with eyes closed
9. Stands on other foot for one second with eyes closed

____/9

NOTES: _____

A Physical Development: Gross Motor (continued)

SCORING INFORMATION

Assessment

A-3 Walking, Skipping and Galloping [page 9]

Entry:

- For 2 years, start with item 1.
- For 3 years, start with item 3.
- For 5+ years, start with item 9.

Basal: 4 in a row correct

If the child begins with item 1 and does not reach a basal, go to A-1 Early Gross Motor Skills on page 1 (unless A-1 has already been administered).

Ceiling: 4 in a row incorrect

If a basal is achieved on A-2, A-3 and A-4, give credit for all items in A-1.

1. Walks backward two steps
2. Walks backward four steps
3. Walks on tiptoe three steps
4. Walks on tiptoe four steps
5. Walks forward heel-to-toe three steps
6. Walks forward heel-to-toe four steps
7. Walks forward heel-to-toe five steps
8. Skips on one foot
9. Gallops, but inefficiently
10. Walks backward toe-to-heel four steps
11. Skips, alternating feet
12. Gallops skilfully, without difficulty

____/12

NOTES: _____

A-4 Jumping and Hopping [page 11]

Entry:

- For 2 years, start with item 1.
- For 4 years, start with item 2.
- For 5+ years, start with item 6.

Basal: 2 in a row correct

If the child begins with item 1 and does not reach a basal, go to A-1 Early Gross Motor Skills on page 1 (unless A-1 has already been administered).

Ceiling: 3 in a row incorrect

If a basal is achieved on A-2, A-3 and A-4, give credit for all items in A-1.

1. Jumps off the floor with both feet
2. Hops two hops on preferred foot
3. Hops two hops on other foot
4. Hops five hops on preferred foot
5. Hops five hops on other foot
6. Jumps backward once
7. Jumps backward two consecutive jumps
8. Jumps backward five or more consecutive jumps.

____/8

NOTES: _____

A Physical Development: Gross Motor *(continued)*

SCORING INFORMATION

Assessment

A-5 Stair Climbing [page 13]

Entry: 12+ months

Basal: None

Ceiling: None

Ascending Skills

1. Creeps up stairs
2. Walks up stairs, with one hand held
3. Walks alone up stairs, with both feet coming together on each step
4. Walks up stairs, alternating feet, with one hand held
5. Walks up stairs, alternating feet while holding rail _____/5

Give credit for the highest-level Ascending Skill demonstrated or reported and for all lower-level Ascending Skills.

Descending Skills

6. Creeps down stairs backward
7. Walks down stairs, with one hand held
8. Walks alone down stairs, with both feet coming together on each step
9. Walks down stairs, alternating feet, with one hand held
10. Walks down stairs, alternating feet while holding rail _____/5

Give credit for the highest-level Descending Skill demonstrated or reported and for all lower-level Descending Skills. Total = ____/10

NOTES: _____

A-6 Rolling, Throwing and Catching [page 15]

Entry:

- For 10 months, start with item 1.
- For 3 years, start with item 2.
- For 5+ years, start with item 4.

Basal: 1 correct response

Ceiling: 1 incorrect response

1. Rolls a playground ball back and forth in a game while sitting
2. Throws a playground ball with both hands from an overhead position
3. Catches a thrown playground ball with hands and chest
4. Catches a thrown tennis ball with both hands _____/4

NOTES: _____

G Social and Emotional Development

SCORING INFORMATION

Assessment

G-1 Relationships with Adults (younger than 3 years) [page 141]

Entry:

- For birth, start with item 1.
- For 3+ years, go to G-5 Relationships with Adults (3 years to 7 years) on page 27 and start with item 1.

Basal: None**Ceiling:** None

1. Looks attentively at your face
2. Visually follows a person
3. Responds with a smile
4. Shows interest in people's faces
5. Laughs when sees fingers approaching to gently tickle
6. Gestures for "up" by holding arms out to be picked up
7. Gives affection
8. Shows shyness with strangers
9. Shows interest in activities of others
10. Explores and returns to parent/caregiver
11. Demonstrates pride in response to praise
12. Follows gaze of another person
13. Watches faces for emotional clues
14. Shares feelings with adults when sad or upset
15. Shares feelings with adults when happy

____/15

NOTES: _____

G-2 Play and Relationship with Peers (younger than 3 years) [page 143]

Entry:

- For 7 months, start with item 1.
- For 3+ years, go to G-6 Play and Relationships with Peers (3 years to 7 years) on page 27 and start with item 1.

Basal: None**Ceiling:** None

1. Gets excited when a toy is presented
2. Plays peekaboo
3. Plays pat-a-cake
4. Imitates actions of others
5. Initiates interactions with other children
6. Engages in make-believe play
7. Mimics adult activities
8. Plays differently with different toys
9. Watches other children play and joins briefly
10. Begins to take turns
11. Imitates another child's actions
12. Matches toys that go together in play

____/12

NOTES: _____

Total Developmental Score

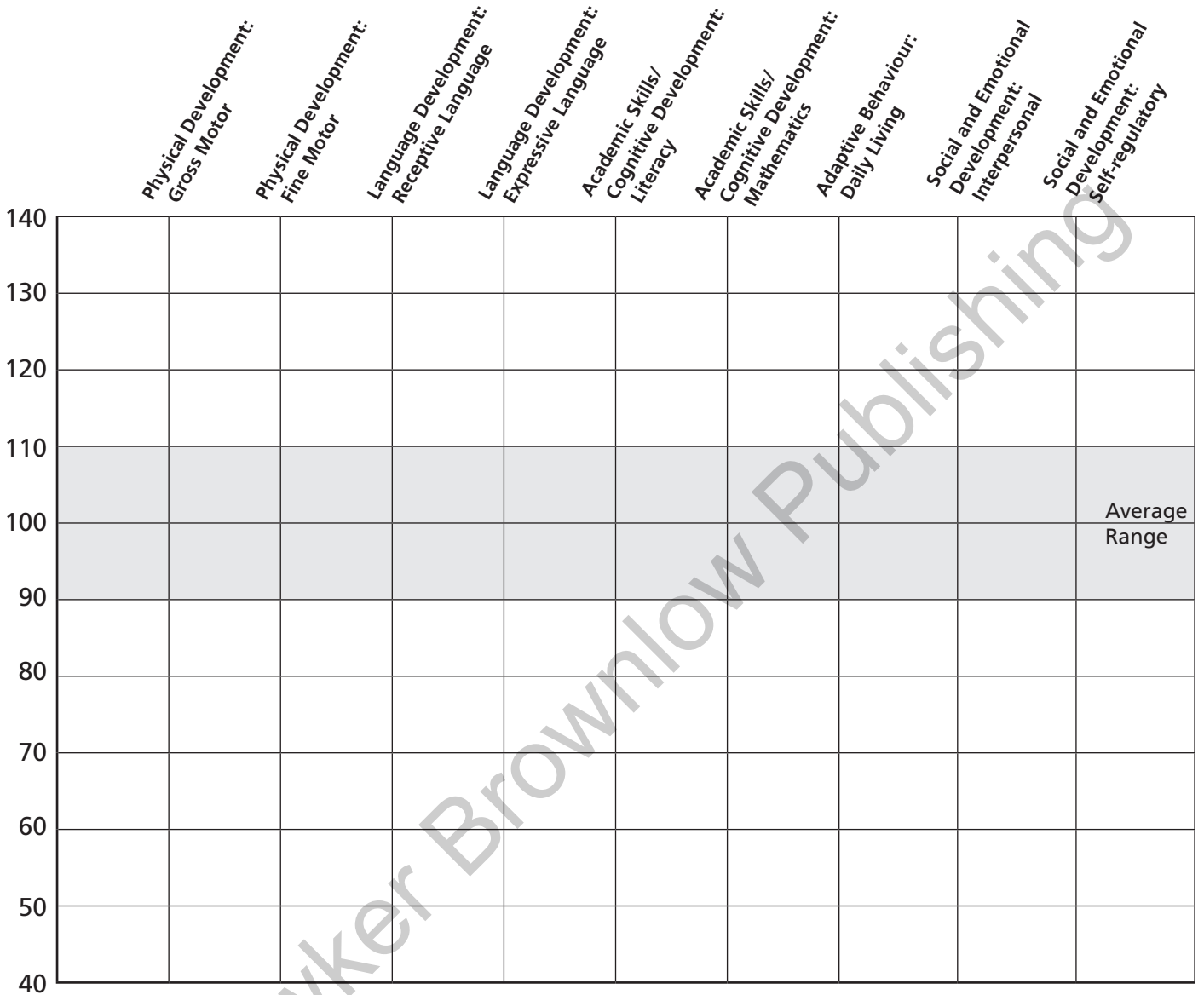
Directions:

Computing Total Developmental Score

1. Transfer **Total Raw Scores** and **Composite Scores** from each domain to the summary table below.
2. To compute the **Total Developmental Score**, proceed with the following steps:
 - a. Sum the **Domain Composite Scores** to a **Total of Domain Composites**.
 - b. Turn to Appendix D and locate the appropriate page for the child's age.
 - c. Locate the **Sum of Domain Scores** on the appropriate page of Appendix D and identify the corresponding **Total Developmental Score**.
3. Transfer the **Total Developmental Score** to the appropriate space on the table below.
4. To compute the confidence interval, percentile, age equivalent and instructional range for the **Total Developmental Score**, refer to steps 8 and 9 on page 29 of the scoring sheet.

DOMAIN	TOTAL RAW SCORE	COMPOSITE SCORE	SE_M CONFIDENCE INTERVAL	PERCENTILE Appendix E	AGE EQUIVALENT Appendix F	SE_z INSTRUCTIONAL RANGE
PHYSICAL DEVELOPMENT			\pm _____			\pm _____
LANGUAGE DEVELOPMENT			\pm _____			\pm _____
ACADEMIC SKILLS/ COGNITIVE DEVELOPMENT			\pm _____			\pm _____
ADAPTIVE BEHAVIOUR			\pm _____			\pm _____
SOCIAL AND EMOTIONAL DEVELOPMENT			\pm _____			\pm _____
SUM OF DOMAIN SCORES	▼ (sum)	▼ (sum)				
TOTAL DEVELOPMENTAL SCORE APPENDIX D		▼ (sum)	\pm _____			\pm _____

Developmental Profile



F Adaptive Behaviour: Daily Living

SCORING INFORMATION

Assessment

Entry:

- For birth, start with item 1.
- For 8 months, start with item 5.
- For 12 months, start with item 8.
- For 2+ years, start with item 11.

Basal: 4 in a row correct

Ceiling: 4 in a row incorrect

F-1 Eating [page 127]

1. Sucks well
2. Brings hands to mouth
3. Opens mouth
4. Refuses excess food
5. Munches or mouths food
6. Feeds self cracker
7. Drinks from cup held by adult
8. Chews and swallows solid food
9. Holds cup with both hands and drinks
10. Returns cup or glass to table after drinking
11. Asks for food when hungry
12. Holds cup with one hand and drinks
13. Inserts spoon in mouth without turning it upside down, moderate spilling
14. Inserts spoon in mouth without turning it upside down, with little or no spilling
15. Uses side of fork for cutting soft food
16. Holds fork in fingers (not in fist)

____/16

NOTES: _____

F-2 Dressing and Undressing [page 130]

Entry:

- For 10 months, start with item 1.
- For 2 years, start with item 3.
- For 3 years, start with item 6.
- For 5+ years, start with item 9.

Basal: 3 in a row correct

Ceiling: 3 in a row incorrect

1. Cooperates in dressing
2. Removes socks
3. Assists in dressing
4. Removes shoes
5. Removes coat, shirt or pants
6. Puts on shirt, coat, shorts or pants
7. Puts on shoes (may be on wrong feet)
8. Puts on socks
9. Dresses unsupervised (independently), except for help with difficult fasteners (sometimes clothes may be on backward)
10. Puts on shoes (each shoe on the correct foot)
11. Dresses self, putting all clothes on correctly and fastening all fasteners
12. Dresses self completely, including tying shoelaces and fastening all fasteners

____/12

NOTES: _____
