

Comparing a Child's Total Score with Cutoff Scores

The *BRIGANCE*® cutoff scores shown in Table 3-2 indicate that children scoring below these age-appropriate cutoff scores are probably experiencing delays either due to developmental difficulties or to psychosocial risk factors that resulted in reduced opportunity and limited experience with academic tasks.

Tables 3-3 and 3-4 on page 24 show cutoff scores that help to identify children who have advanced development or who may be gifted or academically talented.

Children scoring below the cutoff scores in Table 3-2 or above the cutoff scores in Tables 3-3 or 3-4 may need referrals for further evaluation. Teacher/examiner feedback should also be considered as a referral indicator.

Table 3-2. Cutoff Scores for Detecting Children Likely to Have Developmental Disabilities or Academic Delays

Core Assessments	Age (in years and months)	Cutoff
Infant	0 months (0 months through 14 days)	<8
	1 month (15 days through 1 month, 14 days)	<15
	2 months (1 month, 15 days through 2 months, 14 days)	<17
	3 months (2 months, 15 days through 3 months, 14 days)	<19
	4 months (3 months, 15 days through 4 months, 14 days)	<27
	5 months (4 months, 15 days through 5 months, 14 days)	<33
	6 months (5 months, 15 days through 6 months, 14 days)	<36
	7 months (6 months, 15 days through 7 months, 14 days)	<39
	8 months (7 months, 15 days through 8 months, 14 days)	<43
	9 months (8 months, 15 days through 9 months, 14 days)	<57
	10 months (9 months, 15 days through 10 months, 14 days)	<60
Toddler	11 months (10 months, 15 days through 11 months, 14 days)	<67
	12 months–13 months (11 months, 15 days through 13 months, 14 days)	<32
	14 months–15 months (13 months, 15 days through 15 months, 14 days)	<39
	16 months–17 months (15 months, 15 days through 17 months, 14 days)	<49
	18 months–19 months (17 months, 15 days through 19 months, 14 days)	<56
	20 months–21 months (19 months, 15 days through 21 months, 14 days)	<66
Two-Year-Old Child	22 months–23 months (21 months, 15 days through 23 months, 14 days)	<70
	2-0 through 2-2	<47
	2-3 through 2-5	<54
	2-6 through 2-8	<62
Three-Year-Old Child	2-9 through 2-11	<75
	3-0 through 3-3	<42
	3-4 through 3-7	<45
Four-Year-Old Child	3-8 through 3-11	<49
	4-0 through 4-3	<42
	4-4 through 4-7	<69
Five-Year-Old Child/ Kindergarten	4-8 through 4-11	<71
	5-0 through 5-5	<61
	5-6 through 5-11	<70
First Grade	6-0 through 6-5	<68
	6-6+	<86

BRIGANCE® Screen III Two-Year-Old Child Data Sheet

A. Child's Name [REDACTED]
 Parent(s)/Caregiver(s) [REDACTED]
 Address [REDACTED]
 Phone [REDACTED]

Date of Screening 2020 Year 10 Month 15 Day
 Birth Date 2018 Year 02 Month 14 Day
 Age 2 Years 8 Months 1 Day

Health Care Provider UMC
 School/Program UMC
 Teacher Connie Wells
 Examiner [REDACTED]

B. Core Assessments

Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number.	C. Scoring	Number Correct x Point Value for Each	Child's Score
42	Language Development	1C Identifies Parts of the Body Points to: 1. ears 2. head 3. teeth 4. legs 5. fingers 6. arms	Stop after 3 incorrect responses in a row.	<u>2</u> x 1.5	<u>3</u> / 9
43	Language Development	2C Identifies Pictures by Naming 1. cat 2. dog 3. key 4. apple 5. car 6. cup	Stop after 3 incorrect responses in a row.	<u>5</u> x 2	<u>10</u> / 12
44	Language Development	3C Knows Uses of Objects Knows use of: 1. car 2. bed 3. chair	Administer all items.	<u>0</u> x 4	<u>0</u> / 12
45	Academic/Cognitive	4C Repeats Sentences Repeats sentence of: 1. three syllables 2. four syllables	Stop after incorrect responses for both a and b for a single item.	<u>0</u> x 3	<u>0</u> / 6
46	Physical Development	5C Gross Motor Skills 1. Jumps off floor with both feet 2. Walks backward four steps 3. Stands on one foot for one second 4. Walks on tiptoe three steps	Administer all items.	<u>3</u> x 2.5	<u>7.5</u> / 10
47	Academic/Cognitive	6C Understands Concepts of Number and Size Understands: 1. just one 2. one more 3. big 4. little	Administer all items.	<u>0</u> x 2	<u>0</u> / 8
49	Physical Development	7C Visual Motor Skills 1. Scribbles with crayon; strokes are not purposeful or well controlled and frequently lose contact with the paper 2. Scribbles with crayon; strokes are purposeful or well controlled so seldom lose contact with the paper (for skills 1-3, give credit for the highest skill demonstrated and for any lower skills.) 3. Draws somewhat recognizable picture that is meaningful to the child, but perhaps not meaningful to adult 4. Holds crayon with fingers, perhaps incorrectly, with hand not fistled 5. Uses one hand consistently	Administer all items.	<u>2</u> x 1.5	<u>3</u> / 7.5
50	Physical Development	8C Builds Tower with Blocks Builds a tower with: 1. two blocks 2. three blocks 3. four blocks 4. five blocks 5. six blocks	Stop after 2 attempts.	<u>4</u> x 2	<u>8</u> / 10
51	Academic/Cognitive	9C Matches Colors 1. red 2. blue 3. green 4. yellow 5. orange	Administer all items.	<u>5</u> x 1.5	<u>7.5</u> / 7.5
52	Language Development	10C Verbal Fluency and Articulation 1. Uses two-word phrases in which words relate in combination 2. Uses three-word phrases in which words relate in combination 3. At least 50% of speech is intelligible	Administer all items.	<u>1</u> x 6	<u>6</u> / 18

D. Notes/Observations:

E. Next Steps:

Total Score 45 / 100

462

BRIGANCE® Screen III Infant (birth-11 months) Data Sheet

Child's Name [REDACTED]
 Parent(s)/Caregiver(s) [REDACTED]
 Address [REDACTED]
 Phone [REDACTED]

Date of Screening 2020/05/26
 Age 3 months
 Months & Days Premature 0
 Corrected Age 0

Health Care Provider Grandville Peds
 School/Program UNCH
 Teacher Jan McGovern
 Examiner Jan McGovern



Core Assessments

Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the entry for the child's age. Stop after 3 skills not demonstrated in a row. Give credit for a skill by circling the item number. For a skill not demonstrated, slash through the item number. Once the child receives credit for a skill in a row, give credit for all lower level skills.

Domain	Directions	C. Scoring	Number Correct x Point Value for Each	Child's Score
Physical Development	1A. Gross Motor Skills 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 2A. Fine Motor Skills 1. Places fist in mouth 2. Glances at hands briefly 3. Plays with hands and fingers 4. Has hands predominantly open 5. Reaches for objects	6. Sits briefly unsupported 7. Transfers objects from one hand to the other 8. Sits erect and unsupported 9. Gets up on hands and knees and moves about (or scoots on bottom)	10. Pulls to standing position 11. Walks with one hand held 12. Walks without frequent falling 13. Runs, but not necessarily well 14. Stands on one foot with one hand held	<u>3</u> x 1 <u>3</u> / 14
Physical Development	3A. Receptive Language Skills 1. Startles to loud noise 2. Notices faces of others 3. Responds with a smile or coo 4. Turns head to find sound 5. Shows understanding of some words (e.g., bye-bye, mama) 4A. Expressive Language Skills 1. Makes sounds other than crying 2. Makes varied sounds 3. Coos and gurgles 4. Babbles, making varying consonant sounds	6. Holds out or raises arms when a parent/caregiver says "Come here or Up" 7. Responds to own name 8. Looks at named objects 9. Responds to the word no 10. Responds to simple commands 11. Waves "bye-bye" 12. Responds to the word give (with gesture) 13. Gives a block on command (no gesture) 14. Puts a block into a box on command 15. Throws away trash on command		<u>1</u> x 1 <u>1</u> / 14
Language Development	5A. Self-help Skills 1. Sucks well, forming a tight seal around nipple when sucking 2. Brings hands to mouth 3. Opens mouth 6A. Social and Emotional Skills 1. Looks attentively at your face 2. Visually follows person 3. Responds with a smile 4. Gets excited when a toy is presented 5. Smiles, coos, or gurgles for attention	4. Refuses excess food 5. Munches or mouths food 6. Holds bottle (sippy cup) independently 7. Feeds self cracker 8. Drinks from cup held by adult 9. Gestures for "up" by holding arms out to be picked up 10. Shows shyness with strangers 11. Plays peekaboo 12. Explores the environment 13. Plays pat-a-cake	14. Pretend talks 15. Holds up objects for attention 16. Points to objects for attention 17. Says real words 18. Pretend talks with some real words 19. Chews and swallows 20. Cooperates in dressing 21. Holds cup with both hands and drinks 22. Assists in dressing	<u>3</u> x 1 <u>3</u> / 14
Adaptive: Self-help				<u>3</u> x 1 <u>3</u> / 12
Adaptive: Social-Emotional				<u>3</u> x 1 <u>3</u> / 16

Notes/Observations:

E. Next Steps:

Repeat

Total Score = 17 / 100

< 19

BRIGANCE® Screen III Toddler (12-23 months) Data sheet

A. Child's Name

Parent(s)/Caregiver(s)

Address

Phone

Date of Screening

Year Month Day

Health Care Provider

Birth Date

Age

Months & Days Premature

Corrected Age

Teacher

Examiner

B. Core Assessments

Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.

Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.	Discontinue	Number Correct x Point Value for Each	Child's Score
21	Language Development	1B Receptive Language Skills—General 1. Looks at named objects 2. Responds to the word no 3. Responds to simple commands 4. Names "bye-bye" 5. Responds to the word give (with gesture) 6. Gives a block on command (no gesture) 7. Puts a block into a box on command 8. Throws away trash on command	Stop after 3 skills not demonstrated in a row.	8 x 1	8/8
23	Language Development	2B Receptive Language Skills—Identifies Parts of the Body Points to: 1. eye 2. nose 3. feet 4. hair 5. mouth 6. ears	Stop after 3 incorrect responses in a row.	1 x 2	2/12
24	Language Development	3B Receptive Language Skills—Identifies Pictures Points to: 1. cat 2. dog 3. key 4. car 5. apple 6. airplane	Stop after 3 incorrect responses in a row.	4 x 2	8/12
27	Language Development	4B Receptive Language Skills—Knows Sounds Animals Make Knows sound of: 1. cat 2. dog 3. cow 4. bird	Administer all items.	0 x 2	0/8
28	Physical Development	5B Gross Motor Skills 1. Sits erect and unsupported 2. Gets up on hands and knees and moves about (or scoots on bottom) 3. Pulls to standing position 4. Walks with one hand held 5. Walks without frequent falling 6. Runs, but not necessarily well 7. Stands on one foot with one hand held 8. Attempts to jump 9. Walks erect with arms swinging 10. Jumps (at least one foot leaves the floor) 11. Runs well	Stop after 3 skills not demonstrated in a row.	11 x 1	11/11
30	Physical Development	6B Fine Motor Skills 1. Uses a neat pincer grasp 2. Squawks toy with hand 3. Puts objects into a container 4. Takes objects out of a container 5. Grasps and releases objects easily 6. Unwraps objects 7. Deliberately pours/dumps objects from container 8. Initiates scribble	Stop after 3 skills not demonstrated in a row.	8 x 1	8/8
32	Language Development	7B Expressive Language Skills—General 1. Says multiple syllables 2. Shakes head for no or points to show preference 3. Pretend talks 4. Holds up objects for attention 5. Pretend talks with some real words 6. Points to objects for attention 7. Says real words 8. Pretend talks with some real words	Stop after 3 skills not demonstrated in a row.	3 x 1	3/8
34	Language Development	8B Expressive Language Skills—Names Objects (If unsuccessful on 7B, items 6, 7, and 8, do not administer 8B.) Names: 1. cup 2. ball 3. spoon 4. book 5. chair 6. block 7. box 8. toy OR Count up to 8 other object words used.	Stop after 3 incorrect responses in a row.	0 x 1	0/8
35	Language Development	9B Expressive Language Skills—Uses Phrases (If unsuccessful on 7B, items 6, 7, and 8, do not administer 9B.) 1. Repeats phrases 2. Uses two or three words in combination	Administer both items.	0 x 1.5	0/3
36	Adaptive: Self-help	10B Self-help Skills 1. Feeds self cracker 2. Drinks from cup held by adult 3. Chews and swallows 4. Cooperates in dressing 5. Holds cup with both hands and drinks 6. Assists in dressing 7. Holds cup with one hand and drinks 8. Removes shoes 9. Begins to anticipate/communicate toileting needs	Stop after 3 skills not demonstrated in a row.	8 x 1	8/9
38	Adaptive: Social-Emotional	11B Social and Emotional Skills 1. Plays pat-a-cake 2. Gives affection 3. Goes for a toy that is out of reach 4. Shows interest in activities of others 5. Initiates interactions with other children 6. Shows pride in new accomplishments 7. Explores and returns to parent/caregiver 8. Opens doors or cabinets 9. Initiates another child's actions 10. Watches faces for emotional clues 11. Mimics adult activities 12. Insists upon doing things for himself/herself 13. Likes to perform for others	Stop after 3 skills not demonstrated in a row.	12 x 1	12/13

Total Score = 60/100

D. Notes/Observations:

E. Next Steps:

COPY 1

BRIGANCE® Screen III Four-Year-Old Child Data Sheet

4
Year-old

A. Child's Name [REDACTED] Date of Screening 20 9 10
 Parent(s)/Caregiver(s) [REDACTED] Birth Date 18 2 16
 Address [REDACTED] Age [REDACTED] School/Program Umech Preschool
 Teacher Brian Jackson
 Examiner Brian Jackson

B. Core Assessments

Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ①	Discontinue	Number Correct x Point Value for Each	Child's Score
19	Academic/Cognitive	1B Knows Personal Information Knows: ① First name 2. Last name 3. Age 4. Street address	Stop after 3 incorrect responses in a row.	1 x 2.5	25/10
20	Language Development	2B Names Colors Names: ① blue ② green ③ yellow ④ red ⑤ orange ⑥ pink ⑦ black 8. purple ⑨ white ⑩ brown	Stop after 3 incorrect responses in a row.	9 x 1	9/10
22	Language Development	3B Identifies Pictures by Naming Names: ① scissors ② duck ③ snake 4. wagon ⑤ ladder ⑥ leaf ⑦ owl ⑧ nail	Stop after 3 incorrect responses in a row.	7 x 1	7/8
23	Academic/Cognitive: Literacy	4B Visual Discrimination—Forms and Uppercase Letters 1. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ 11. O 12. I 13. P 14. V 15. X	Stop after 5 incorrect responses in a row.	2 x 1	2/10
24	Physical Development	5B Visual Motor Skills Draws: 1. a circle 2. a plus sign 3. an X 4. a square 5. a rectangle	Stop after 3 skills not demonstrated in a row.	0 x 2	0/10
26	Physical Development	6B Gross Motor Skills 1. Walks forward heel-to-toe five steps 2. Hops five hops on preferred foot 3. Hops five hops on other foot ④ Stands on one foot for ten seconds ⑤ Stands on other foot for ten seconds	Administer all items.	2 x 1	2/5
28	Language Development	7B Names Parts of the Body Names: ① stomach 2. neck ③ back 4. knees 5. thumbs 6. fingernails	Stop after 3 incorrect responses in a row.	2 x 2	4/12
29	Language Development	8B Follows Verbal Directions Follows: ① two-step directions ② three-step directions	Stop after 2 incorrect responses for 1 item.	2 x 4	8/8
31	Academic/Cognitive: Mathematics	9B Counts by Rote Counts to: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩	Stop after the first error.	10 x 0.5	5/5
32	Academic/Cognitive: Mathematics	10B Recognizes Quantities Recognizes and names quantities of: 1. three 2. five 3. eight	Stop after 2 incorrect responses.	0 x 4	0/12
33	Language Development	11B Verbal Fluency and Articulation ① Uses sentences of at least three words ② At least 90% of speech is intelligible	Administer both items.	2 x 5	10/10

Total Score = 49.5/100

D. Notes/Observations:

E. Next Steps:

Should be at 109

Retest

BRIGANCE® Screen III Three-Year-Old Child Data Sheet



A. Child's Name [Redacted]
 Parent(s)/Caregiver(s) [Redacted]
 Address [Redacted]

Date of Screening 20 Year 9 Month 10 Day
 Birth Date 17 5 20
 Age 3 3 21

School/Program Univ. Preschool
 Teacher Brian Jackson
 Examiner Brian Jackson

B. Core Assessments

Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the first item and proceed in order. Give credit for a skill by circling the item number. ① For a skill not demonstrated (an incorrect response), slash through the item number. X.	Discontinue	Number Correct x Point Value for Each	Child's Score
3	Academic/ Cognitive	1A Knows Personal Information Knows: ① First name 2. Last name 3. Age	Administer all items.	1 x 1	1/3
4	Language Development	2A Identifies Colors Points to: ① red ② blue ③ green ④ yellow ⑤ orange	Stop after 3 incorrect responses in a row.	5 x 2	10/10
5	Language Development	3A Identifies Pictures by Naming Names: 1. boat 2. scissors 3. kite 4. wagon 5. ladder ⑥ fish	Stop after 3 incorrect responses in a row.	1 x 2	2/12
6	Language Development	4A Knows Uses of Objects Knows use of: 1. book 2. scissors 3. stove ④ pencil	Administer all items.	1 x 3	3/12
7	Physical Development	5A Visual Motor Skills Draws: 1. a vertical line ② a horizontal line ③ a circle 4. a plus sign	Stop after 3 skills not demonstrated in a row.	2 x 3	6/12
9	Academic/ Cognitive	6A Understands Number Concepts Understands: ① one ② two 3. three 4. five	Administer all items.	1 x 3	3/9
10	Physical Development	7A Builds Tower with Blocks Builds a tower with: ① six blocks 2. seven blocks 3. eight blocks 4. nine blocks 5. ten blocks	Stop after 2 attempts.	1 x 2	2/10
11	Physical Development	8A Gross Motor Skills ① Stands on one foot for five seconds 2. Stands on other foot for five seconds 3. Walks forward heel-to-toe four steps	Administer all items.	1 x 3	3/9
13	Language Development	9A Identifies Parts of the Body Points to: ① stomach 2. neck ③ back 4. knees ⑤ thumbs ⑥ fingernails	Stop after 3 incorrect responses in a row.	4 x 1	4/6
14	Academic/ Cognitive	10A Repeats Sentences Repeats sentence of: 1. four syllables 2. six syllables 3. eight syllables	Stop after incorrect responses for both a and b for a single item.	0 x 3	0/9
15	Language Development	11A Uses Prepositions and Irregular Plural Nouns Uses: 1. prepositions 2. irregular plural nouns	Administer both items.	1 x 4	4/8

Total Score = 38 / 100

D. Notes/Observations:

E. Next Steps:

Peter

cut off 15

42

Child's Name _____
Parent(s)/Caregiver(s) Name _____
Address _____
City _____
State _____
Zip _____
Phone _____
E-mail _____

[REDACTED]

	Year	Month	Day
Date of Screening	2020	08	26
Birth Date	2020	06	03
Age	3	Months	
Months & Days Premature			
Corrected Age	37m		

Health Care Provider Childrens Hospital
School/Program Unit A
Teacher SAM McGowan
Examiner SAM McGowan

Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Stop after 3 skills not demonstrated in a row. Give credit for a skill by circling the item number. For a skill not demonstrated, leave the item blank.

		Number Correct x Point Value for Each	Child's Score
Physical Development	1A. Gross Motor Skills 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 2A. Fine Motor Skills 1. Places fist in mouth 2. Glances at hands briefly 3. Plays with hands and fingers 4. Has hands predominantly open 5. Reaches for objects 6. Exhibits a one-handed visually directed reach 7. Holds bottle (sippy cup) independently 8. Pokes objects, using index finger 9. Uses a neat pincer grasp 10. Squeaks toy with hand 10. Pulls to standing position 11. Walks with one hand held 12. Walks without frequent falling 13. Runs, but not necessarily well 14. Stands on one foot with one hand held	3 x 1	3 /14
Physical Development	3A. Receptive Language Skills 1. Startles to loud noise 2. Notices faces of others 3. Responds with a smile or coo 4. Turns head to find sound 5. Shows understanding of some words (e.g., bye-bye, mama) 6. Holds out or raises arms when a parent/caregiver says <i>Come here</i> or <i>Up</i> 7. Responds to own name 8. Looks at named objects 9. Responds to the word <i>no</i> 10. Responds to simple commands 11. Waves "bye-bye" 12. Responds to the word <i>give</i> (with gesture) 13. Gives a block on command (no gesture) 14. Puts a block into a box on command 15. Throws away trash on command	1 x 1	1 /14
Language Development	4A. Expressive Language Skills 1. Makes sounds other than crying 2. Makes varied sounds 3. Coos and gurgles 4. Babbles, making varying consonant sounds 5. Vocalizes at others 6. "Talks" to objects 7. Says multiple syllables 8. Shakes head for <i>no</i> or points to show preference 9. Imitates sounds or words 10. Pretend talks 11. Holds up objects for attention 12. Points to objects for attention 13. Says real words 14. Pretend talks with some real words 9. Chews and swallows 10. Cooperates in dressing 11. Holds cup with both hands and drinks 12. Assists in dressing	2 x 2	4 /30
Language Development	5A. Self-help Skills 1. Sucks well, forming a tight seal around nipple when sucking 2. Brings hands to mouth 3. Opens mouth 4. Refuses excess food 5. Munches or mouths food 6. Holds bottle (sippy cup) independently 7. Feeds self cracker 8. Drinks from cup held by adult 11. Gives affection 12. Goes for a toy that is out of reach 13. Shows interest in activities of others 14. Initiates interactions with other children 15. Shows pride in new accomplishments 16. Explores and returns to parent/caregiver	1 x 1	1 /14
Adaptive: Self-help	6A. Social and Emotional Skills 1. Looks attentively at your face 2. Visually follows person 3. Responds with a smile 4. Gets excited when a toy is presented 5. Smiles, coos, or gurgles for attention 6. Gestures for "up" by holding arms out to be picked up 7. Shows shyness with strangers 8. Plays peekaboo 9. Explores the environment 10. Plays pat-a-cake	3 x 1	3 /12
Adaptive: Social-Emotional		0 x 1	0 /15

Notes/Observations: Will be assessed sep. 30 in

E. Next Steps:

Total Score = 18/100

COPY 1

Repeat $\Delta 17$

BRIGANCE® Screen III Infant (birth-11 months) Data Sheet

Child's Name
Parent(s)/Caregiver(s)
Address
Phone

Date of Screening
Birth Date
Age
Months & Days Premature
Corrected Age

Health Care Provider
School/Program
Teacher
Examiner



Core Assessments

Domain	Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Stop after 3 skills not demonstrated in a row. Give credit for one skill by circling the item number. For a skill not demonstrated, slash through the item number. Once the child receives credit for 3 skills in a row, give credit for any over-level skills.	C-Scoring Number Correct × Point Value for Each	Child's Score
Physical Development	1A. Gross Motor Skills 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. Sits briefly unsupported 7. Transfers objects from one hand to the other 8. Sits erect and unsupported 9. Gets up on hands and knees and moves about (or scoots on bottom)	7 × 1	7/14
Physical Development	2A. Fine Motor Skills 1. Places fist in mouth 2. Glances at hands briefly 3. Plays with hands and fingers 4. Has hands predominantly open 5. Reaches for objects 6. Exhibits a one-handed visually directed reach 7. Holds bottle (sippy cup) independently 8. Holds objects, using index finger 9. Uses a neat pincer grasp 10. Squeaks toy with hand	6 × 1	6/14
Language Development	3A. Receptive Language Skills 1. Starts to loud noise 2. Notices faces of others 3. Responds with a smile or coo 4. Turns head to find sound 5. Shows understanding of some words (e.g., bye-bye, mama) 6. Holds out or raises arms when a parent/caregiver says <i>Come here</i> or <i>Up</i> 7. Responds to own name 8. Looks at named objects 9. Responds to the word <i>no</i> 10. Responds to simple commands 11. Waves "bye-bye" 12. Responds to the word <i>give</i> (with gesture) 13. Gives a block on command (no gesture) 14. Puts a block into a box on command 15. Throws away trash on command	4 × 2	8/30
Language Development	4A. Expressive Language Skills 1. Makes sounds other than crying 2. Makes varied sounds 3. Coos and gurgles 4. Babbles, making varying consonant sounds 5. Vocalizes at others 6. "Talks" to objects 7. Says multiple syllables 8. Shakes head for <i>no</i> or points to show preference 9. Initiates sounds or words 10. Pretend talks 11. Holds up objects for attention 12. Points to objects for attention 13. Says real words 14. Pretend talks with some real words 15. Chews and swallows 16. Cooperates in dressing 17. Holds cup with both hands and drinks 18. Assists in dressing	3 × 1	3/14
Adaptive: Self-help	5A. Self-help Skills 1. Sucks well, forming a tight seal around nipple when sucking 2. Brings hands to mouth 3. Opens mouth 4. Refuses excess food 5. Munches or mouths food 6. Holds bottle (sippy cup) independently 7. Feeds self cracker 8. Drinks from cup held by adult 9. Chews and swallows 10. Cooperates in dressing 11. Holds cup with both hands and drinks 12. Assists in dressing	4 × 1	4/12
Adaptive: Social-Emotional	6A. Social and Emotional Skills 1. Looks attentively at your face 2. Visually follows person 3. Responds with a smile 4. Gets excited when a toy is presented 5. Smiles, coos, or gurgles for attention 6. Gestures for "up" by holding arms out to be picked up 7. Shows shyness with strangers 8. Plays peekaboo 9. Explores the environment 10. Plays pat-a-cake 11. Gives affection 12. Goes for a toy that is out of reach 13. Shows interest in activities of others 14. Initiates interactions with other children 15. Shows pride in new accomplishments 16. Explores and returns to parent/caregiver	5 × 1	5/16

Notes/Observations:

E. Next Steps:

Total Score = 24/100

COPY 1

Redo on good days

BRIGANCE® Screen III Toddler (12-23 months) Data sheet

A. Child's Name [REDACTED]

Parent(s)/Caregiver(s) [REDACTED]

Address [REDACTED]

Phone [REDACTED]

Date of Screening

Year 2020 Month Sept. Day 19

Health Care Provider

Birth Date

3 15 19

School/Program Unmet

Age

(17m/30d) 1yr 5m.

Teacher MS. Jentle

Months & Days Prehature

1yr 5m.

Examiner

Corrected Age

1yr 5m.



B. Core Assessments

Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by circling the item number. For a skill not demonstrated (an incorrect response), slash through the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.

Page	Domain	Directions: Assessments may be administered in any order. For each assessment, start with the item indicated by the Entry for the child's age. Give credit for a skill by <u>circling</u> the item number. For a skill not demonstrated (an incorrect response), <u>slash through</u> the item number. Once the child receives credit for 3 skills in a row, give credit for any lower-level skills.	Discontinue	Number Correct x Point Value for Each	Child's Score
21	Language Development	1B Receptive Language Skills—General 1. Responds to simple commands 2. Responds to the word "bye-bye" 3. Responds to the word "give" (with gesture)	Stop after 3 skills not demonstrated in a row.	8 x 1	8/18
23	Language Development	2B Receptive Language Skills—Identifies Parts of the Body 1. eyes 2. nose 3. feet 4. hair 5. mouth 6. ears	Stop after 3 incorrect responses in a row.	0 x 2	0/12
24	Language Development	3B Receptive Language Skills—Identifies Pictures Points to: 1. cat 2. dog 3. key 4. star 5. apple 6. airplane	Stop after 3 incorrect responses in a row.	2 x 2	4/12
27	Language Development	4B Receptive Language Skills—Knows Sounds Animals Make Knows sound of: 1. cat 2. dog 3. cow 4. bird	Administer all items.	0 x 2	0/8
28	Physical Development	5B Gross Motor Skills 1. Gets erect and unsupported 2. Gets up on hands and knees and moves about (or scoots on bottom) 3. Pulls to standing position 4. Walks with one hand held 5. Walks without frequent falling 6. Runs, but not necessarily well 7. Stands on one foot with one hand held 8. Attempts to jump 9. Walks erect with arms swinging 10. Jumps (at least one foot leaves the floor) 11. Runs well	Stop after 3 skills not demonstrated in a row.	11 x 1	11/11
30	Physical Development	6B Fine Motor Skills 1. Uses a neat pincer grasp 2. Squeaks toy with hand 3. Puts objects into a container 4. Takes objects out of a container 5. Grasps and releases objects easily 6. Unwraps objects 7. Deliberately pours/dumps objects from container 8. Imitates scribble	Stop after 3 skills not demonstrated in a row.	8 x 1	8/8
32	Language Development	7B Expressive Language Skills—General 1. Says multiple syllables 2. Shakes head for no or points to show preference 3. Imitates sounds or words 4. Pretend talks 5. Holds up objects for attention 6. Points to objects for attention 7. Says real words 8. Pretend talks with some real words	Stop after 3 skills not demonstrated in a row.	3 x 1	3/8
34	Language Development	8B Expressive Language Skills—Names Objects (If unsuccessful on 7B, items 6, 7, and 8, do not administer 8B or 9B.) Names: 1. cup 2. ball 3. spoon 4. book 5. chair 6. block 7. box 8. toy OR Count up to 8 other object words used.	Stop after 3 incorrect responses in a row.	0 x 1	0/8
35	Language Development	9B Expressive Language Skills—Uses Phrases (If unsuccessful on 7B, items 6, 7, and 8, do not administer 9B.) 1. Repeats phrases 2. Uses two or three words in combination	Administer both items.	0 x 1.5	0/3
36	Adaptive: Self-help	10B Self-help Skills 1. Feeds self cracker 2. Drinks from cup held by adult 3. Chews and swallows 4. Cooperates in dressing 5. Holds cup with both hands and drinks 6. Assists in dressing 7. Holds cup with one hand and drinks 8. Removes shoes 9. Begins to anticipate/communicate toileting needs	Stop after 3 skills not demonstrated in a row.	8 x 1	8/9
38	Adaptive: Social-Emotional	11B Social and Emotional Skills 1. Plays pat-a-cake 2. Gives affection 3. Goes for a toy that is out of reach 4. Shows interest in activities of others 5. Initiates interactions with other children 6. Shows pride in new accomplishments 7. Explores and returns to parent/caregiver 8. Opens doors or cabinets 9. Imitates another child's actions 10. Watches faces for emotional clues 11. Imitates adult activities 12. Insists upon doing things for himself/herself 13. Likes to perform for others	Stop after 3 skills not demonstrated in a row.	12 x 1	12/13

Total Score = 56 / 100

D. Notes/Observations:

E. Next Steps:

COPY 1

Refer for language

56