Battelle Developmental Inventory, Second Edition (BDI-2)

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Purpose:
• Integrated developmental screening and assessment for early childhood, ages Birth through 7-11.

Provides:
• The BDI-2 offers two types of assessment: the full assessment and the screening test. The screener includes 100 test items from the complete battery and results indicate whether it is advisable to administer the full BDI-2. The BDI-2 assesses development in the following 5 domains: Adaptive (Self-Care, Personal Responsibility), Personal-Social (Adult Interaction, Peer Interaction, Self-Concept & Social Role), Communication (Receptive- and Expressive Communication), Motor (Fine-, Gross-, and Perceptual Motor), and Cognitive (Attention and Memory, Reasoning and Academic Skills, Perception and Concepts). In addition, a Total Score is calculated.

Standardization Issues:
• Norms were derived from over 2,500 children between the ages of Birth through 7-11. The general sample approximated 2000 US Census data (education-level based on 2001 data). Demographics were stratified by age, gender, race/ethnicity, geographic region, and SES (based on mother’s educational attainment).

Reliability and Validity Issues:
• Internal reliability and test-retest stability were good. Content validity was supported by expert reviews and empirical item-analysis procedures. Concurrent and criterion validity data was supported and analyzed with a number of well-regarded assessment instruments (Bayley-2, WJ-III, DDST-2, PLS-4, Vineland SEECS, WPPSI-III).

Additional Points:
• A Spanish-version is available. Test items are available in Spanish translation/adaptation for use by bilingual examiner or with a Spanish monolingual examiner.
• The flexibility in administration-format is very helpful, especially for items that cannot be or weren’t able to be administered easily in the test setting, and/or for instances when young children refuse to complete test items.
This allows for a better estimate of children’s highest skills (especially very young children). The manual instruct examiners with respect to the three methods of data collection possible: direct/structured, observation, and interview. The Adaptive and Personal-Social domains are primarily gathered through interview.

- The description of test accommodations that can be used when testing children with various impairments is an additional useful feature.
- Item content parallels commercially-available early childhood curricula, providing for a strong assessment-intervention link.
- Scoring criteria may be somewhat ambiguous for certain items.
- Children with disabilities were not included in the standardization sample.
- While the test addresses “racial bias” at the item-level (differential item functioning analyses, expert judgment), no larger empirical determinations are reported.
- A lower-percentage of Asian children (2.9%) in the standardization sample suggests some attention in interpreting the results for this group.
- While 18.9% of the standardization group was identified Hispanic, the standardization assessments were only conducted in English. Therefore, this particular group may represent a more acculturated group of Hispanic or Latino children than in the general population.
- While Spanish translation has been made available, normative information applies only when direct-assessment items are presented in English.
- Split-half reliabilities for the overall BDI-2 score and the overall Screener score were impressive (.99 and .91, respectively). Within the BDI-2, reliabilities for certain subdomains at certain ages did fall below acceptable: Perception and Concepts (6-23 months), Fine Motor (60-71 months), and Adaptive (12-17 months).