



Brigance Inventory of Early Development III (IED-III) Early Childhood Edition Guidance Rules for Using an Alternate Sub-Test

Why Alternate Sub-Tests Were Selected

The Connecticut State Department of Education identified that the selected sub-tests in the three early childhood outcome areas might not be sufficient for all young children receiving special education and related services. In order to ensure that the state is able to collect information on the entire population of children receiving special education at the preschool grade level, the state selected sub-tests of the Brigance IED-III Early Childhood Edition assessment instrument which could be administered as an *alternate sub-test* when a specific sub-test did not include developmental and functional skills that started at or near birth.

Identified Alternate Sub-Tests in ECO Areas

Acquisition and Use Knowledge and Skills: Language

- Sub-Test D.2: Prespeech Expressive Language

Acquisition and Use of Knowledge and Skills: Cognition

- Sub-Test D.1: Prespeech Receptive Language

Action to Meet Needs: Motor

- Sub-Test A-1: Supine Position Skills and Behaviors
- Sub-Test A-2: Prone Position Skills and Behaviors
- Sub-Test A-3: Sitting Position Skills and Behaviors
- Sub-Test A-4: Standing Position Skills and Behaviors

Direction Rules for Using an Alternate Sub-Test

The direction rules for when to administer an alternate sub-test apply when certain required subtests cannot be administered and/or a child cannot demonstrate mastery on a single item. Guidance rules include:

Acquisition and Use Knowledge and Skills: Language

- Sub-Test D.2: Pre-Speech Expressive Language
Sub-Test D.2 should be administered when the required sub-test D.3 cannot be administered and/or because a child cannot demonstrate mastery of a single item in the D.3 sub-test.

Acquisition and Use of Knowledge and Skills: Cognition

- Sub-Test D.1: Pre-Speech Receptive Language
Sub-Test D.1 should be administered when the required sub-test D.7 (1) cannot be administered and/or because a child cannot demonstrate mastery of a single item in the D.7 (1) sub-test.

Action To Meet Needs: Motor

- Sub-Test B.1: Standing

Sub-Tests A.1, A-2, A-3, and A-4 should be administered when the required sub-test B.1 cannot be administered and/or because a child cannot demonstrate mastery of a single item in the B.1 sub-test. If a child cannot demonstrate mastery on sub-test B.1, the subsequent required sub-tests, B-2, B-4 and B-10 should not be administered.

The Connecticut State Department of Education anticipates that most children will not require assessment using an *alternate sub-test* unless the child presents with physical, language and/or cognitive delays so significant that the child's skills cannot be appropriately measured by the required sub-tests selected by the state.