


Measuring Outcomes Initiative Module 2 Case Study

BDI 2 - Crosswalk

Child: George Wonder Age: 30 months



Name: Wonder George

Sex: M F ID IDP

Examiner: P. Gross / O. Lipp

School/Program: EDIS Class/Unit/Grade: _____

Teacher: _____

Items Administered to: English Only Spanish Only Mixed English and Spanish

Assessment Period: Beginning of year Mid-year End of year

Subdomain	Raw Score (Total)	Percentile Rank	Score	Sum of Scaled Scores
Adaptive (ADP)	36	16	7	-16
Personal-Social (P-S)	8	37	9	
Communication (COM)	39	16	7	-16
Motor (MOT)	62	50	10	
Cognitive (COG)	31	9	6	-19
EEQ-2 Total	87			

Sum of Scaled Scores	Developmental Quotient	Percentile Rank	% Confidence Interval
16	91	27	10
16	82	12	10
4	61	0.5	10
33	105	63	10
18	78	7	10
EEQ-2 Total	87	9	10

Subdomain	EEQ-2 Score	Percentile Rank
ADP	91	27
P-S	82	12
COM	61	0.5
MOT	105	63
COG	78	7
EEQ-2 TOTAL	87	9

Subdomain	ADP	P-S	COM	MOT	COG
Adaptive (ADP)	7	9	2	3	6
Personal-Social (P-S)	8	37	9	10	11
Communication (COM)	4	61	0.5	63	7
Motor (MOT)	62	50	10	11	12
Cognitive (COG)	31	9	6	7	5

Outcome 1 Positive social relationships

② Skills demonstrated	① Emerging skills	③ Skills not yet demonstrated
Personal social – adult interaction		
<ul style="list-style-type: none"> ② Helps with simple household tasks ② Responds positively when familiar adults or adults in authority initiate social contact ② Separates easily from the parent 	<ul style="list-style-type: none"> ① Enjoys having someone read simple stories to him. 	<ul style="list-style-type: none"> ③ Initiates social contact or interactions with familiar adults ③ Uses adults other than his parents as resources ③ Asks for adult help when needed ③ Follows adult directions with little or no resistance
Personal social – peer interaction		
<ul style="list-style-type: none"> ② Shows awareness of the presence of other children ② Plays independently in the company of peers 		<ul style="list-style-type: none"> ③ Enjoys playing with other children ③ Initiates social contact with peers in play ③ Responds differently to familiar and unfamiliar children ③ Plays with a peer using the same materials, without disturbing the other child's play ③ Expresses affection or liking for a peer
Personal social – self-concept and social role		
<ul style="list-style-type: none"> ② Expresses ownership or possession ② Appropriately communicates a range of positive emotions ② Shows pride in accomplishments ② Expresses enthusiasm for work or play ② Appropriately communicates a range of negative emotions 	<ul style="list-style-type: none"> ① Responds to his name ① Follows directions related to his daily routine 	<ul style="list-style-type: none"> ③ States his first name ③ Uses objects in make-believe play ③ Uses words for social contact
Receptive communication		
<ul style="list-style-type: none"> ② Attends to someone speaking to him for at least 10 seconds ② Responds with awareness, acceptance, and in socially appropriate ways when a familiar person approaches, touches, or talks to him ② Responds to different tones of a person's voice 		<ul style="list-style-type: none"> ① Attends to other people's conversation for 30 seconds
Expressive communication		
<ul style="list-style-type: none"> ② Communicates in a back-and-forth, turn-taking style using sounds, gestures, or other nonverbal methods 		<ul style="list-style-type: none"> ③ Engages in extended and meaningful nonverbal exchanges with others

Outcome 2 Acquire and use skills and knowledge

② Skills demonstrated	① Emerging skills	③ Skills not yet demonstrated
Receptive Communication		
<ul style="list-style-type: none"> ② Attends to someone speaking to him for at least 10 seconds ② Responds with awareness, acceptance, and in socially appropriate ways when a familiar person approaches, touches, or talks to him ② Responds to different tones of a person's voice ② Associates spoken words with familiar objects or actions 	<ul style="list-style-type: none"> ① Identifies family members or pets when named ① responds to simultaneous verbal and gestural commands ① looks at or points to an object across the room when it is named 	<ul style="list-style-type: none"> ③ Attends to other people's conversation for 30 seconds ③ Follows 3 or more verbal commands ③ Responds to the prepositions <i>out</i> and <i>on</i> (<i>failed both</i>) ③ Understands the simple possessive forms of <i>your</i> and <i>my</i> (<i>failed both</i>)
Expressive Communication		
<ul style="list-style-type: none"> ② Waves bye-bye ② Imitates speech sounds ② Uses gestures to indicate his wants or needs ② Uses variations in his voice ② Communicates in a back-and-forth, turn-taking style using sounds, gestures, or other nonverbal methods 		<ul style="list-style-type: none"> ③ Uses 10 or more words ③ Uses 2-word utterances to express meaningful relationships ③ Uses words to express what he sees and does and to express the experiences that immediately affect him. ③ Uses words to get his needs met
Attention and memory		
<ul style="list-style-type: none"> ② Occupies himself for 10 or more minutes without demanding attention ② Searches for a removed object ② Looks at, points to, or touches pictures in a book (<i>just beginning to point likes to look at books</i>) ② Attends to one activity for 3 or more minutes 	<ul style="list-style-type: none"> ① finds an object hidden under one of 2 cups 	<ul style="list-style-type: none"> ③ selects the hand hiding a toy ③ attends to a learning task or story in a small group for 5 minutes ③ recites memorized lines from books, poems, television shows, or songs ③ locates hidden items in a picture scene
Reasoning and academic skills		
<ul style="list-style-type: none"> ② shows interest and enjoyment in age appropriate books or printed materials ② pulls a cloth to obtain an object 	<ul style="list-style-type: none"> ① nests objects inside one another 	<ul style="list-style-type: none"> ③ matches colors ③ responds to one and one more ③ names colors red, green, and blue
Perception and concepts		
<ul style="list-style-type: none"> ② physically explores or investigates his surroundings ② imitates simple facial gestures ② places a circle and square in a form board 	<ul style="list-style-type: none"> ① matches a circle, but did not match a square or triangle 	<ul style="list-style-type: none"> ③ identifies familiar objects by their use ③ sorts by color with demonstration ③ identifies big and little shapes

Outcome 3 Takes action to meet needs

② Skills demonstrated	① Emerging skills	③ Skills not yet demonstrated
Self-Care		
<ul style="list-style-type: none"> ② Asks for food or liquid with words or gestures (<i>tugs mom's arm – points to things – brings mom empty cup for more</i>) ② Drinks from a cup without assistance and with little spilling ② Feeds himself with a spoon or fork without assistance ② Distinguishes between food substances and nonfood substances ② Removes clothing unassisted (<i>pants, socks, shoes but not shirt</i>) 		<ul style="list-style-type: none"> ③ Accurately responds “yes” or “no” when asked if he has to use the toilet ③ Expresses a need to use the toilet ③ Controls bowel movements regularly
Personal Responsibility		
<ul style="list-style-type: none"> ② Moves independently around the house, requiring only occasional supervision ② Understands that hot is dangerous ② Puts away toys when asked ② Shows care when handling an infant or small animal 		<ul style="list-style-type: none"> ③ Indicates or describes an illness or ailment to an adult ③ Demonstrates caution and avoids common dangers ③ Responds to instructions given in a small group and initiates an appropriate task without being reminded
Expressive communication		
<ul style="list-style-type: none"> ② Uses gestures to indicate his wants or needs 		<ul style="list-style-type: none"> ③ Uses words to get his needs met
Gross Motor		
<ul style="list-style-type: none"> ② Runs 10 feet without falling ② Kicks a ball forward without falling ② Walks up and down stairs without assistance ② Walks backward 5 feet ② Throws a ball 5 feet forward 		<ul style="list-style-type: none"> ③ Jumps forward both feet together ③ Walks forward 2 or more steps on a line on the floor alternating feet ③ Walks down stairs without assistance, alternating feet
Fine Motor		
<ul style="list-style-type: none"> ② Removes forms from a form board ② Extends or points with his index finger independent of the thumb and other fingers ② Scribbles linear and/or circular patterns spontaneously ② Holds paper with one hand while drawing or writing with the other hand 	<ul style="list-style-type: none"> ① Uses pads of fingertips to grasp pencil 	<ul style="list-style-type: none"> ③ Strings 4 large beads (<i>neat pincer persisted, but didn't get concept of pulling string through bead</i>) ③ Fastens clothing without assistance ③ Wiggles his thumb in bending, circular, back-and-forth movements ③ Traces designs with curved edges
Perceptual Motor		
<ul style="list-style-type: none"> ② Dumps a raisin from a bottle ② Places 4 rings on a post in any order ② Stacks 8 cubes vertically 	<ul style="list-style-type: none"> ① Imitates circular markings ① Imitates vertical and horizontal markings 	<ul style="list-style-type: none"> ③ Copies a circle ③ Copies a cross ③ Copies letters V, H, and T