

**Battelle Developmental Inventory—Second Edition (BDI-2)**  
**Table 1. Crosswalk of Domain Items to Child Outcomes**

When using the BDI-2 as one of multiple sources of information for measuring child outcomes, the following crosswalk applies. As a standardized, norm-referenced assessment tool, the BDI-2's domain scores are the smallest unit of information that can be used if scores are converted directly to measure child outcomes. However, as one of multiple sources of information, items from BDI-2 domains can contribute to the understanding of a child's functioning in each of the three outcome areas. This table shows how various items from domains map to the three child outcomes. If converting domain scores directly to child outcomes, see Table 2 of this document.

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and use skills and knowledge</b>	<b>Outcome 3 Takes action to meet needs</b>
<b>Domain: ADAPTIVE</b>			<b>Self-care</b> <ul style="list-style-type: none"> <li>▪ SC1-35 (feeding, dressing, toileting)</li> </ul> <b>Personal responsibility</b> <ul style="list-style-type: none"> <li>▪ PR1-25 (movement, safety, organizes own activities)</li> </ul>
<b>Domain: PERSONAL- SOCIAL</b>	<b>Adult interaction</b> <ul style="list-style-type: none"> <li>▪ AI1-30 (looks at, responds to adults, initiates social contact)</li> </ul> <b>Peer interaction</b> <ul style="list-style-type: none"> <li>▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively)</li> </ul> <b>Self-concept and social role</b> <ul style="list-style-type: none"> <li>▪ SR1-45 (precursors to self awareness and self awareness, describes own feelings)</li> </ul>		

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and use skills and knowledge</b>	<b>Outcome 3 Takes action to meet needs</b>
<b>Domain: COMMUNICATION</b>	<p><b>Receptive</b></p> <ul style="list-style-type: none"> <li>▪ RC5-8; 27 (responds to person, converses)</li> </ul> <p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>▪ EC13, 18 (communicates with others)</li> <li>▪ EC30-31 (follows conventional rules of conversation)</li> </ul>	<p><b>Receptive</b></p> <ul style="list-style-type: none"> <li>▪ RC1-4; 5-9 (precursors to understanding language)</li> <li>▪ RC9-26 (associates words with objects, actions; recalls events from a story)</li> <li>▪ RC28-40 (understands grammar, identifies sounds in words)</li> </ul> <p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>▪ EC1-8; 10-11, 13 (precursors to using language)</li> <li>▪ EC12, 14-15, 17, 19-21 (uses words)</li> <li>▪ EC22-29 (asks questions, uses sentences)</li> <li>▪ EC32-37 (uses grammar)</li> <li>▪ EC40-45 (uses words, gives directions)</li> </ul>	<p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>▪ EC9; 16 (gestures, uses words to indicate wants, needs)</li> <li>▪ EC38 (communicates feelings)</li> </ul>
<b>Domain: MOTOR</b>			<p><b>Gross</b></p> <ul style="list-style-type: none"> <li>▪ GM1-45 (movement precursors to taking action)*</li> </ul> <p><b>Fine</b></p> <ul style="list-style-type: none"> <li>▪ FM1-30 (movement precursors to taking action)*</li> </ul> <p><b>Perceptual</b></p> <ul style="list-style-type: none"> <li>▪ PM 1-25 (movement precursors to taking action)*</li> </ul>

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and use skills and knowledge</b>	<b>Outcome 3 Takes action to meet needs</b>
<b>Domain: COGNITIVE</b>		<p><b>Attention and memory</b></p> <ul style="list-style-type: none"> <li>▪ AM1-30 (precursors to acquisition and use of skills and knowledge)</li> </ul> <p><b>Reasoning and academic skills</b></p> <ul style="list-style-type: none"> <li>▪ RA1-35 (recognizes cause, matches colors, gives objects on requests, completes opposite analogies, sequences events, rote counts, write letters, solves math problems)</li> </ul> <p><b>Perception and concepts</b></p> <ul style="list-style-type: none"> <li>▪ PC1-40 (explores, imitates, matches, sorts, identifies shapes and objects, understands time, categorizes objects by function, matches simple words, groups objects, sorts by multiple properties)</li> </ul>	

\*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

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**Table 2. Crosswalk of Domain Scores to Child Outcomes**

If converting scores directly to child outcomes, the following crosswalk applies. As a standardized, norm-referenced assessment tool, the BDI-2's domain scores are the smallest unit of information that can be used. This table shows how the 5 domains map to the three child outcomes. For each domain, an X indicates the outcome area to which the *majority* of items contributes information.

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses skills and knowledge</b>	<b>Outcome 3 Takes action to meet needs</b>
<b>Domain: ADAPTIVE</b> <ul style="list-style-type: none"> <li>▪ Self-care</li> <li>▪ Personal responsibility</li> </ul>			<b>X</b>
<b>Domain: PERSONAL- SOCIAL</b> <ul style="list-style-type: none"> <li>▪ Adult interaction</li> <li>▪ Peer interaction</li> <li>▪ Self-concept and social role</li> </ul>	<b>X</b>		
<b>Domain: COMMUNICATION</b> <ul style="list-style-type: none"> <li>▪ Receptive</li> <li>▪ Expressive</li> </ul>		<b>X</b>	

	<b>Outcome 1 Positive social relationships</b>	<b>Outcome 2 Acquires and uses skills and knowledge</b>	<b>Outcome 3 Takes action to meet needs</b>
<b>Domain: MOTOR</b> <ul style="list-style-type: none"> <li>▪ Gross</li> <li>▪ Fine</li> <li>▪ Perceptual</li> </ul>			<b>X*</b>
<b>Domain: COGNITIVE</b> <ul style="list-style-type: none"> <li>▪ Attention and memory</li> <li>▪ Reasoning and academic skills</li> <li>▪ Perception and concepts</li> </ul>		<b>X</b>	

\*This domain includes precursor skills for functional behaviors, which may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.