

Questions and Answers from the Live DAYC-2 Q&A July 9, 2021

Question: Can you explain the true basal?

Answer: On the DAYC-2, you can have more than one basal. This happens when you establish a basal, continue testing towards the ceiling, and the child fails one or two items, then passes three or more items in a row, establishing a new basal. This could happen several times before reaching the ceiling. The raw score is based on the true basal, which is the three consecutive passed items closest to the ceiling. When calculating the raw score, all items before the true basal should be counted as "1" even if they were scored as "0."

Similarly, all items after the ceiling should be counted as "0" even if they were scored as "1." This could happen if some items after the ceiling were scored out of sequence by observation or interview.

Please see pages 9, 10, and 11 of the DAYC-2 Examiner's Manual for examples of different scenarios involving the basal and ceiling.

Question: On the DAYC-2, if an item is tested and failed, but is then counted as a "1" for determining the raw score because it is before the true basal, do we count the item as passed or failed on the DAYC-2 NAIR Vision Crosswalk?

Answer: On the DAYC-2 NAIR Vision Crosswalk, the team should count the item as a "0" and proceed as indicated based on instructions for the crosswalk. The DAYC-2 test items that are changed from a fail to a pass are for norming purposes only.

Question: For those who have used the DAYC-2 and understand the benefits of this tool, what are the benefits of using one tool versus the other for any specific child? In other words, why select the BDI-2 over the DAYC-2?

Answer: We have been using the BDI-2 for at least 10 years, since about 2012-2013. There was extensive research at that time. The BDI-2 is a normed and standardized tool and the decisions at the state office are well thought out and well researched. But we also know that the BDI-2 is not a strong indicator for social-emotional needs. Because the BDI-2 doesn't typically capture those children with social-emotional delays, you may want to take into consideration whether that is a need or concern when choosing a tool.

At the state, we do not make the recommendation of which tool to use. We leave that up to the clinician. The decision should be based on the needs of

the child and the concerns of the family. Just be aware that as of September 1, 2021, you will not be able to use the BDI-2 for virtual assessments; it can only be used in person.

Question: At one time we were sent an Eligibility Calculator for the DAYC-2 and then we were told not to use it because there was an error in the calculations. Has a new one been sent out?

Answer: Yes, the Eligibility Calculator is current and has been corrected and everything is ready to be used. It has been uploaded to the extranet, and the one that had the error has been deleted. The corrected one was sent out in April and the programs were notified. So the current and correct Eligibility Calculator is on the extranet in the Eligibility folder.

Question: I was under the impression that if a child was initially eligible using the BDI-2 then the same protocol had to be administered at the annual. Is this correct or can we use the DAYC-2?

Answer: The state has not ever put anything out that says you have to use the same tool. If you look at the webinar, on slide 25, we talk about considerations when choosing a tool. The choice of tool has to be based on the information you know about the tool, the needs of the child, and the concerns of the family. Because the concerns might change from the initial to the annual, you do not have to use the same tool throughout the child's eligibility. You need to look at the tool and decide which tool will best capture the child's needs or family's concerns.

There might be confusion because I do believe the guidance from Riverside has been that when we move to the BDI-3, if the child came in on the BDI-2, then you would continue using the BDI-2 until that child graduates. But between the two tools, the BDI-2 and DAYC-2, there is not guidance on sticking with one tool or the other.

Question: Can you explain where the DAYC-2 items are located on the extranet?

Answer: The extranet has a document library that is called Eligibility. The Eligibility Statement and the Needs Assessment, Identification and Referral form are in that document library. Just to clarify, when I talk about the DAYC-2 webinar, the test review, and the difficult items, those are all on the Training and Technical Assistance page of the ECI internet under Archived Webinars, which is different than the extranet. Additionally, on the extranet, when you find the folder that has the Needs Assessment, Identification and Referral form, there is also a page in there that describes how to use the form. When you get to the DAYC-2 Eligibility Statement there is also the Required Elements for the Eligibility Statement and that describes how to

use that form. So along with forms, there are also instructions for their use posted on the extranet.

Clarification at 25:26 of the recording: The DAYC-2 is not normed for virtual administration; however, it is normed for it to be conducted entirely through interview which lends itself to virtual administration. We recommend you try to conduct the evaluation in-person when it is feasible.

Discussion at 27:25 of the recording: (Discussion of the DAYC-2 calculator and Eligibility Statement that was re-released and what the error was and how it was fixed.) Because the BDI-2 does not give domain age equivalents, to get an age equivalent for the BDI-2 communication domain, you take an average of the expressive and receptive communication age equivalents. The DAYC-2 is not like that. For the DAYC-2, the combined language age equivalent is based on the sum of the raw scores for receptive and expressive and has its own norms table. So, it will not always look like an average of the receptive and expressive age equivalents. I was looking at one earlier where receptive was 10 months and expressive was 12 months, and if you average those you would get a combined language age equivalent of 11 months. But if you look at the norms and use the combined raw scores, the child's combined age equivalent was 10 months. The calculator will do that for you automatically. That was the error that was fixed on the new DAYC-2 Eligibility Statement that is posted and has been on the extranet since April. Be aware of that difference.

Question: One challenge with the BDI-2 is the cost of the manipulatives and that some of them must be purchased from the company. Is this true with the BDI-3? From a cost perspective the DAYC-2 seems more affordable for programs.

Answer: The BDI-3 does have the test kit with the required manipulatives just like the BDI-2 does. So, you are right that is still an expense and the DAYC-2 does not have that expense. As far as I am aware, we are still trying to work with Riverside so the state office will support programs with the electronic record forms for the BDI-3. Whereas for the DAYC-2, as far as I am aware at this point, programs are going to be responsible for buying all the record forms on their own. At this point, as far as I am aware, we are not able to come to an agreement with the publisher of the DAYC-2 for a discount. We are still working on that but nothing has been formalized.

Question: I believe I heard on the training and just now, Mary Alice, you are saying we can choose in which way we calculate the eligibility? I just thought I heard, "if you chose to use the Eligibility Calculator." Can you clarify that about the calculator?

Answer: If you are talking about how the BDI-2 calculates receptive and expressive language, we're saying if you use the Electronic Calculator, it will calculate age-equivalents for you automatically. If you choose not to use the electronic calculator, you need to be sure and look at the norms table. You will need to do the calculation of adding the raw scores for expressive and receptive, going to the norms table under the communication domain, and getting the correct age equivalent. You should not average the age-equivalents. But hopefully everybody is using the calculator. We highly recommend you use the electronic calculator.