



BBCS-4:R™ & BSRA™-4: Administration and Scoring Review, Development, and Technical Characteristics

Presented by: Robyn Otty, Bruce A. Bracken,
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Delivery method: On demand
Instruction level: Intermediate
Sponsored by: NCS Pearson, Inc.

Course Description

The updated Bracken Basic Concept Scale (4th ed.): Receptive (BBCS-4:R) and the Bracken School Readiness Assessment (4th ed.; BSRA-4) are developmental assessments used to assess children’s understanding of a wide range of concepts used in daily classroom conversations, teacher directions, and school curricula. Concept knowledge is a powerful predictor of language development, cognitive functioning, and school readiness.

The clinical and research information provided by the BBCS-4:R and BSRA-4 is especially important for school, child, developmental, and clinical psychologists who assess developmental delays and many other early childhood disabilities (e.g., autism, selective mutism, hearing impairments) in young children, as well as for educators seeking to determine a child’s school readiness.

This course will provide detailed information about the development of the test and test administration procedures. The training will also provide practice in scoring these assessments. Technical information about development of the test, research phases, and reliability and validity information will be shared with participants, as well as answers to frequently asked questions about the test.

Learner Outcomes

After completing this learning track, the participants will be able to:

1. Describe three examples of how comprehension of concepts impacts children’s understanding of daily classroom conversations, teacher directions, and school curricula
2. Explain how assessment of concepts can be a powerful predictor of language development, cognitive functioning, and school readiness
3. Demonstrate how to correctly score BBCS-4:R and BSRA-4

Time-ordered Agenda

30 minutes	History and science of basic concept assessment and overview of the tests
4 minutes	Test structure
38 minutes	Test administration review and scoring practice
2 minutes	Reporting and practical applications
26 minutes	Test development and research
20 minutes	Frequently asked questions & answers



About the Presenters

Robyn Otty, OTD, OTR/L, BCPR, FAOTA has been a licensed occupational therapist since 1994. She holds a master's degree in School Administration and a post-professional doctorate in Occupational Therapy. As a career educator since 2007, she has led successful master's and doctorate level programs as a program director at Touro University Nevada, and most recently at Hawai'i Pacific University. Dr. Otty is a true generalist with extensive experience working with clients across the lifespan and holds a Board Certification in Physical Rehabilitation from the American Occupational Therapy Association.

Bruce A. Bracken, PhD is an Emeritus Professor at The College of William & Mary. He has published scores of articles, chapters, books, and psychological tests, including the BBCS-E, BBCS-4:R, and the BSRA-4. He co-founded and is co-consulting Editor of the Journal of Psychoeducational Assessment; is Past President of the International Test Commission; chaired the APA Committee on Psychological Testing and Assessment; and served on a panel for the National Research Council of the National Academies of Science. He is a Fellow in two divisions of the APA, a Charter Fellow of the AERA, and is a Diplomate and Fellow in the American Board of Assessment Psychology. Bruce received the Division 16 "Senior Scientist" award from the APA, a "Lifetime Achievement Award" from the University of Georgia, and a NASP Legends in School Psychology designation. In addition to his scholarly contributions, Bruce is a published novelist.

Shannon Wang, MA CCC-SLP is a Senior Research Director at NCS Pearson, Inc. She develops speech and language assessments for young children. Her projects include Assessment of Literacy and Language (ALL), CCC-2™ U.S. Edition, BBCS-3: Receptive, BBCS: Expressive, CELF® Preschool-2 Spanish, PLS™-5, PLS-5 Spanish, GFTA™-3, and KLPA™-3.

Patricia Ybarra, MS CCC-SLP is a Research Director at NCS Pearson, Inc. She is a bilingual speech-language pathologist and has evaluated and served a variety of culturally and linguistically diverse populations in home, school, and clinical settings. As a research director, Patricia has supported the development of speech, language, and early childhood assessments in English and Spanish, such as the Early Screening Inventory (3rd ed.; ESI™-3) and the Clinical Evaluation of Language Fundamentals® Preschool (3rd ed.; CELF Preschool-3).

Disclosures

Financial: Bruce A. Bracken, PhD, is the author of the Bracken Basic Concept Scale (4th ed.): Receptive (BBCS-4:R) and the Bracken School Readiness Assessment (4th ed.; BSRA-4), which are published by NCS Pearson, Inc. He receives a royalty for the sale of these assessments.

Robyn Otty, Shannon Wang, and Patricia Ybarra are employees of NCS Pearson, Inc.

Nonfinancial: There are no relevant non-financial relationships to disclose.

The Pearson Assessment Division, the sponsor of this webinar, develops and distributes assessments and intervention tools for speech-language pathologists, occupational therapists, and psychologists. The Bracken Basic Concept Scale (4th ed.): Receptive and Bracken School Readiness Assessment (4th ed.) were developed and trademarked by NCS Pearson, Inc., the sponsor of this webinar. This course will only cover information that pertains to the effective and safe use of the above-named product(s).



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