



Case Study 4: Upper Elementary Special Education

Evaluator: Ms. Chen

Student: Imani

Using BRIGANCE to:

- Evaluate skills
- Write IEPs
- Plan goal instruction
- Teach toward goal proficiency
- Track progress

Evaluate: Ms. Chen teaches eight students with IEPs in a self-contained special education elementary classroom. Imani is in her class and receives services in Literacy, Math, Social-Emotional, and Adaptive skills. At the beginning of the school year, Ms. Chen used the *IED 4* to get a good picture of Imani's developmental skills and abilities. The results gave her a comprehensive baseline of developmental levels from which she could plan appropriate instruction and supports for Imani. Ms. Chen has now been working with Imani and tracking her progress with the *IED 4* for five months. Imani turned nine, and it is time for her IEP Annual Review. Ms. Chen needs to re-evaluate with the *IED 4* and update Imani's IEP.

Write: When Ms. Chen updates Imani's IEP, she uses the Record Book results and the Digital Resources: Teacher Tools to write goals and plans. First, she updates the present levels in the PLAAFP Statement Builder and selects Imani's new instructional objectives. Then Ms. Chen uses the IEP Goal Builder to write new IEP goals for Imani with the instructional objectives selected from Record Book results. Next, Ms. Chen opens the Making Accommodations chart and adds customized accommodations to Imani's IEP based on her needs. While reviewing Imani's Record Book results, Ms. Chen notices that Imani shows progress and strengths in Adaptive skills. Ms. Chen uses the data to support an IEP team discussion about considering an inclusive education model for Imani (e.g., a customized inclusion plan with the general education classroom).

Plan: Ms. Chen helps her students progress toward their goals with group and individual instruction, and she relies on paraprofessionals to assist her in working with individual students on their goals and collecting data. She needs to lay out each student's instructional program in an easy-to-read, easy-to-implement framework that can be picked up and followed by any adult working with a student. Ms. Chen uses the IEP Goal Teaching Plan template to create a plan. First, she chooses an instructional objective—an item underlined in the Record Book identified as an instructional need. Next, she uses the IEP Goal Teaching Plan to organize teaching steps and guide instruction. The template guides Ms. Chen in writing a plan that outlines sequenced teaching steps, supports, and progress monitoring.

Teach: Ms. Chen has created an IEP Goal Teaching Plan for each student's goals and placed each on a clipboard for convenient access. The plans guide weekly instruction and data collection. When Ms. Chen grabs Imani's IEP Goal Teaching Plan, she can easily see Imani's progress by looking at the data chart, which is updated by any teacher, paraprofessional, or other service provider who works with Imani. Every time Ms. Chen works with Imani, she brings the IEP Goal Teaching Plan to quickly record any notes and progress. The template includes a decision tree to help Ms. Chen make instructional pacing decisions based on Imani's most current skills and progress. Following the teaching steps and data collection charts, Ms. Chen customizes instruction, prompts, and pacing to Imani's unique needs.

Track: At the beginning of the year, before each student's IEP Annual Review, and throughout the year as needed, Ms. Chen uses the *IED 4* to assess student progress in the domains of need and update IEPs with the most current present levels. Ms. Chen uses the *IED 4* again with Imani at the end of the year to track progress. It is easy to see the skills that Imani has gained over time and what the next goals should be using the simple color-coded recording system in the Record Book. Ms. Chen places the Record Book in Imani's file, where the next teacher can easily pick up where they left off. Ms. Chen also uses the Record Book to show Imani's family her progress toward IEP goals. Because the *IED 4* is compatible with Ms. Chen's program requirements and standards, she can use the Record Book to update Imani's progress reports, report cards, and other required benchmarks throughout the year.