



## Case Study 6: Adult Special Education Services/Community-Based Settings

**Evaluator:** Ms. Alana

**Student:** Ihsan

**Using BRIGANCE to:**

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

**Evaluate:** Ms. Alana supports seven adults who have disabilities and live in a community group home. She uses the *IED 4* with adults who have skills within the developmental range of birth to age eight. When Ihsan was a new resident, Ms. Alana used the *IED 4* to get a good picture of his developmental skills and abilities. The results gave her a comprehensive baseline of developmental levels from which she could inform an Individual Service Plan (ISP) and plan appropriate instruction and supports for Ihsan. Ms. Alana has now been working with Ihsan for one year and needs to re-evaluate with the *IED 4* and collaborate with Ihsan to update his ISP. Ihsan has goals in the domains of Physical Development, Self-Help, and Daily Living, so Ms. Alana administers assessments from these domains of the *IED 4*.

**Write:** When Ms. Alana updates Ihsan's ISP, she uses the Record Book results to update the present levels, or current skills. She selects Ihsan's next goals based on skills identified as instructional objectives in the Record Book. Ms. Alana considers Ihsan's Record Book results in tandem with Ihsan's goals for himself when selecting goals to write into the service plan.

**Plan:** Ms. Alana uses the IEP Goal Teaching Plan from the Digital Resources to create service and data collection plans based on the ISP. She uses the template to organize each resident's service program into an easy-to-read, easy-to-implement plan that can be picked up and followed by any team caregiver or service provider. First, Ms. Alana 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. Alana in writing a plan that outlines sequenced teaching steps, supports, and progress monitoring.

**Teach:** Ms. Alana has created an IEP Goal Teaching Plan for each resident's ISP goals. The plans guide daily service and data collection. When Ms. Alana grabs Ihsan's Goal Teaching Plan, she can easily see Ihsan's progress by looking at the data chart, updated by any therapist, caregiver, or other service provider who works with Ihsan. The template includes a decision tree to help Ms. Alana make instructional pacing decisions based on Ihsan's most current skills and progress. Following the teaching steps and data collection charts, Ms. Alana customizes instruction, prompts, and pacing to Ihsan's unique needs.

**Track:** Ms. Alana uses the *IED 4* again with Ihsan after six months to track progress. It is easy to see the skills that Ihsan has gained over time and what the next goals should be using the simple color-coded recording system in the Record Book. Ms. Alana also uses the Record Book to show Ihsan's family and caregivers his progress toward goals.