



## Case Study 5: High School Special Education

**Evaluator:** Mr. Nakai

**Student:** Delmar

**Using BRIGANCE to:**

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

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

**Write:** When Mr. Nakai updates Delmar's IEP, he uses the Record Book results to update the present levels in the PLAAFP Statement Builder found in the Digital Resources and select Delmar's new instructional objectives. Then Mr. Nakai uses the IEP Goal Builder to write new IEP goals for Delmar with the instructional objectives selected from Record Book results. Next, Mr. Nakai opens the Accommodations list and adds customized accommodations to Delmar's IEP based on his needs.

**Plan:** Mr. Nakai helps his students progress toward their goals with group and individual instruction, and he relies on paraprofessionals to assist him in working with individual students on their goals and collecting data. He 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. Mr. Nakai uses the IEP Goal Teaching Plan template to create a plan. First, he chooses an instructional objective—an item underlined in the Record Book identified as an instructional need. Next, he uses the IEP Goal Teaching Plan to organize teaching steps and guide instruction. The template guides Mr. Nakai in writing a plan that outlines sequenced teaching steps, supports, and progress monitoring.

**Teach:** Mr. Nakai 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 Mr. Nakai grabs Delmar's IEP Goal Teaching Plan, he can easily see Delmar's progress by looking at the data chart, which is updated by any teacher, paraprofessional, or other service provider who works with Delmar. Every time Mr. Nakai works with Delmar, he brings the IEP Goal Teaching Plan to quickly record any notes and progress. The template includes a decision tree to help Mr. Nakai make instructional pacing decisions based on Delmar's most current skills and progress. Following the teaching steps and data collection charts, Mr. Nakai customizes instruction, prompts, and pacing to Delmar's unique needs.

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