



Case Study 2: Early Childhood Special Education

Evaluator: Ms. Sanchez

Student: Blake

Using BRIGANCE to:

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

Evaluate: Ms. Sanchez teaches ten students with IEPs in a self-contained special education preschool classroom. Blake is a student in Ms. Sanchez's preschool classroom. He was identified as having some developmental delays through Early Intervention services and transitioned to preschool special education programming when he turned three. He receives services in Social-Emotional, Language Development, and Cognitive skills. When he transitioned to her classroom, Ms. Sanchez used the *IED 4* to get a good picture of Blake'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 Blake. Ms. Sanchez has now been working with Blake and tracking his progress with the *IED 4* for one year. He is four years old, and Ms. Sanchez needs to re-evaluate with the *IED 4* and update his IEP for Annual Review.

Write: When Ms. Sanchez updates Blake's IEP, she uses the Record Book results and Digital Resources to update present levels (PLAAFP), set IEP goals, add appropriate accommodations, and consider the Least Restrictive Environment (LRE) to ensure Blake's environment meets his continually progressing strengths and needs. Some of the Digital Resources: Teacher Tools that help Ms. Sanchez with IEP planning include the IEP Goal Builder, Accommodations, and LRE Planner.

Plan: Ms. Sanchez 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. Sanchez 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. Sanchez in writing a plan that outlines sequenced teaching steps, supports, and progress monitoring.

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

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