



## Case Study 1: Early Intervention

**Evaluator:** Mr. Johnson

**Student:** Lani

**Using BRIGANCE to:**

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

**Evaluate:** Lani is two years old and has been receiving early intervention service in her home for about one year. Last year, she was given an early childhood screen through her doctor's referral and identified as having some developmental delays. An Early Interventionist used the *IED 4* to assess Lani after screening to get a more in-depth understanding of her development. The *IED 4* results helped Mr. Johnson, her Early Interventionist, and Lani's family work together to develop a new Individualized Family Service Plan (IFSP) to support Lani.

**Write:** Mr. Johnson has been working with Lani for one year and needs to update Lani's IFSP. He uses the Record Book completed with the family's input to choose Lani's next goals based on her present levels and the family's needs. In Lani's Record Book, one of the items underlined as a goal is "Repeats two- or three-word phrases." Through working with the family, Mr. Johnson knows that Lani's family would like her to join in family verbal routines to better interact with family members. Mr. Johnson uses the Record Book skill "repeats two- or three-word phrases" and the family routines interview to write an IFSP outcome for Lani that states Lani will join in family routines by repeating the phrases "night-night," "bye-bye," and "I love you" as part of her daily routine.

**Plan:** Mr. Johnson uses the *IED 4* results and Digital Resources to identify instructional objectives, plan activities and strategies, and track and share progress toward goals for the children and families he serves. 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 found in the Digital Resources to organize teaching steps and guide instruction. The template guides Mr. Johnson in writing a plan that outlines sequenced teaching steps, supports, and progress monitoring.

**Teach:** Mr. Johnson supports his students and families using the strategies and activities he planned with the IEP Goal Teaching Plan. Once completed, the template provides an easy-to-read, easy-to-implement framework for individualized instruction. Every time Mr. Johnson works with Lani, he brings the IEP Goal Teaching Plan to quickly record any notes and progress. The template includes a decision tree to help Mr. Johnson make instructional pacing decisions based on Lani's most current skills and progress. He ensures his instruction continues to be appropriate and helpful to the family by tracking progress with the IEP Goal Teaching Plan, Lani's Record Book, and family collaboration.

**Track:** The *IED 4* allows for assessment through observation, performance, and family interviews, so Mr. Johnson can use varied methods to work with Lani's family in tracking her progress. The *IED 4* addresses all domains relevant to the IFSP; Mr. Johnson chooses the assessment items relevant to Lani and her family's goals. He uses the *IED 4* with Lani when updating the IFSP and planning for Lani's transition from early intervention to preschool special education programming. It is easy to see the skills that Lani has gained over time and what the next goals should be using the simple color-coded recording system in the Record Book. Mr. Johnson shares the Record Book with Lani's family to show her progress toward her goals. When Lani turns three and transitions to preschool, Mr. Johnson files Lani's Record Book with her IFSP so the next teacher can easily pick up where they left off.