



Case Study 3: Early Childhood General Education

Evaluator: Ms. Campbell

Student: Aldo

Using BRIGANCE to:

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

Evaluate: Aldo is a student in Ms. Campbell's first-grade classroom. He excels in math and needs some extra support in social-emotional skills. While Aldo does not have an IEP or receive additional services, Ms. Campbell would like a more in-depth understanding of his developmental skills to plan better differentiated instruction for him. Ms. Campbell has twenty students in her classroom and currently uses the *IED 4* Math and Literacy domains to assess benchmarks throughout the year. Because the *IED 4* is comprehensive and covers all developmental domains, Ms. Campbell already has a research-backed resource to consult for individual student needs and intervention planning. Ms. Campbell evaluates Aldo's math skills with the *IED 4* and moves him to an advanced math group for instruction. When she evaluates Aldo's social-emotional skills, she learns that Aldo could benefit from targeted support with interpersonal skills.

Plan: Ms. Campbell uses the data collected in the *IED 4* Math and Literacy evaluations to plan whole group instruction, organize small groups, and plan differentiated small group instruction. The Class Record Books allow Ms. Campbell to see all students' math or literacy skills in one place, making it easier to plan and ensure each student is appropriately challenged and supported. Ms. Campbell also uses the Student Record Books to plan instruction or support in individual domains on a case-by-case basis. She uses the results in Aldo's Record Book and the Digital Resources: Teacher Tools to articulate a social-emotional learning target and create a plan for Aldo. The Individual Intervention

Plan guides Ms. Campbell in writing a plan that sets the learning targets and outlines sequenced teaching steps, activities, progress monitoring, and classroom supports for Aldo. Ms. Campbell also uses the Group Intervention Plan template to plan differentiated instruction for each small group. Once completed, each Intervention Plan shows the teaching plan, supports, activities, and data collection in one easy-to-read, easy-to-implement guide.

Teach: Ms. Campbell teaches differentiated small group lessons by following the Group Intervention Plans she created using the Class Record Book results. She ensures her instruction is appropriate by tracking progress with the Class Record Books and Intervention Plans. Ms. Campbell teaches some students one-on-one using the Individual Intervention Plans. Every time she works with Aldo, she brings his Individual Intervention Plan to quickly record any notes and progress. The template includes a decision tree to help Ms. Campbell make instructional pacing decisions based on Aldo's most current skills and progress. Following the teaching steps and data collection charts, Ms. Campbell customizes instruction, supports, and pacing to Aldo's unique needs.

Track: Ms. Campbell uses the *IED 4* Math and Literacy domains with the Class Record Books to assess math and literacy benchmarks throughout the year. The results recorded in the Class Record Books inform student progress reports and report cards. Using the *IED 4* Math and Literacy domains regularly with each small group allows Ms. Campbell to track progress closely and ensure instruction is developmentally appropriate and rigorous for each student. Ms. Campbell also uses individual Student Record Books to show families progress toward individual or intervention goals. Because the *IED 4* is compatible with Ms. Campbell's program requirements and standards, she can use the Record Books to update progress reports, report cards, and other required benchmarks throughout the year.