Presenter: Julie Linnehan – jlinnehan@cainc.com

Curriculum Associates

Today's objective: Address your specific needs

Your challenge

- Meeting state mandates
- Benchmarking and monitoring progress for even your lowest functioning students
- Planning appropriate instruction for these students

Your solution

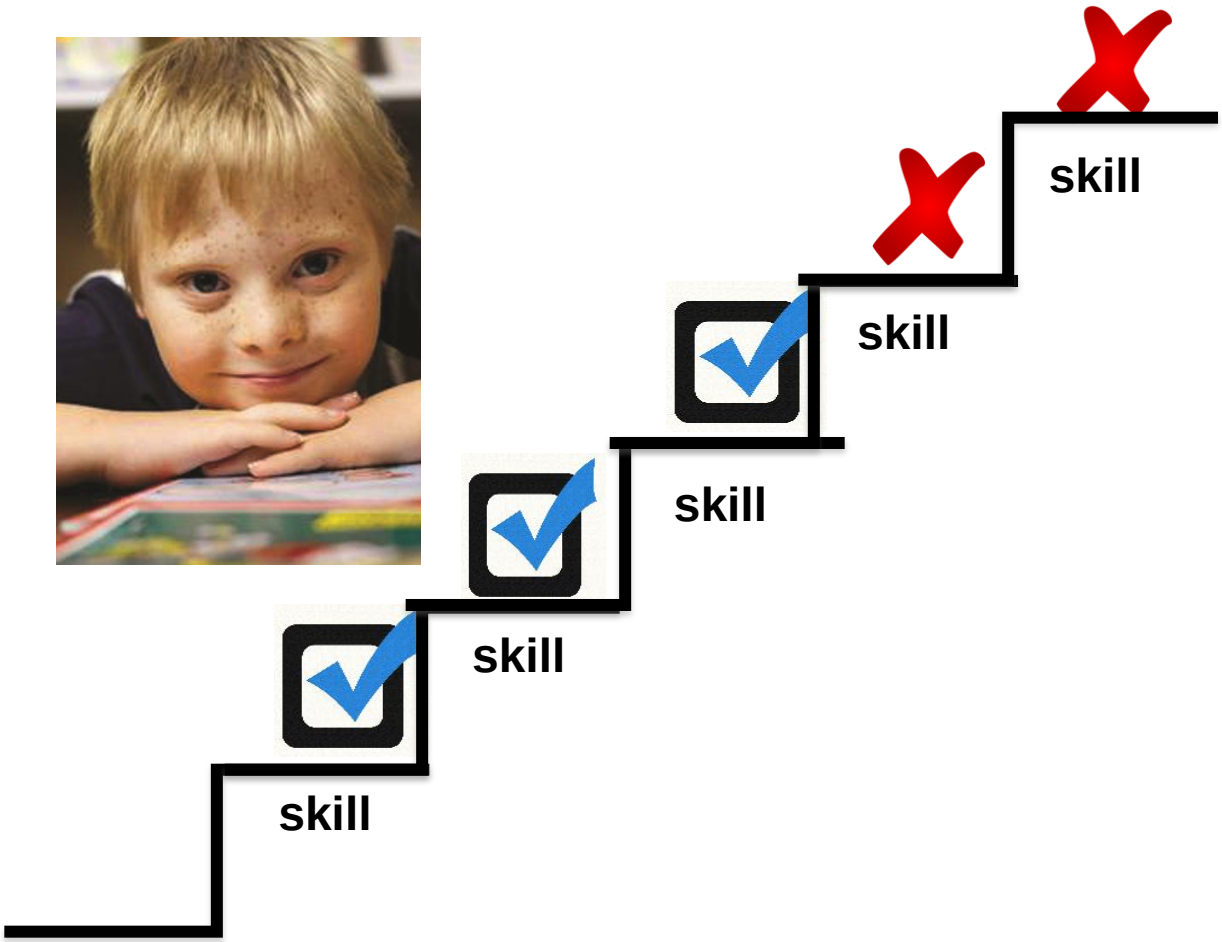
- BRIGANCE® family of products — trusted by special educators for more than 30 years

A complete solution

Why BRIGANCE?

- Comprehensive
- Easy to use
- Ensures accountability

Criterion-Referenced Assessment



- Focus on strengths and areas of need
- PLOP/PLAAF
- Plan instruction
- Develop IEPs
- Does not compare performance of the individual child to a norming group

Inventory of Early Development III (IED III)

- Valid, reliable, research-based
- Developmental and early academic skills
- Birth – developmental age 7
- Meets state and IDEA requirements
- Identify PLOP for low-functioning students
- Craft IEPs and plan instruction
- Monitor progresss – even small steps

Covers Key Skill Areas

as described by IDEA/EL Standards

- Physical Development
- Language Development
- Academic/Cognitive: Literacy
- Academic/Cognitive: Mathematics and Science
- Daily Living
- Social and Emotional Development

Why Update?

"Let's bring BRIGANCE into the 21st century!"

- Updated norms
- Ease of use and clarity of directions
- More focus on early literacy and math
- Social emotional topped out at 3 yrs, 6 mos!
- Better alignment with EL, IDEA, CCSS

What's New for the *IED III*

New look for ease of use!

- All new four-color pages for easy navigation
- New consistent format
- Simplified directions
- Includes only criterion-referenced directions
- Normed assessments sold separately

What's New for the *IED III*

New updated introduction!

- Step-by-Step assessment procedures
- *Evaluating Students with Special Considerations*
- Reflect current best practices in assessment
- Reflects most recent research in Early Childhood and Special Education

What's New for the *IED III*

- Expanded age range through age 7 (up to 7-11)
- Robust alignment to Common Core State Standards, state standards, national indicators
- New validity and reliability research
  - Up-to-date (2012 research) and stronger than before
  - Study sample size 2,400+ children, more than double

What's New for the *IED III*

- More assessments (110 vs 97)
- Updated Comprehensive Skill Sequences
- New *Milestone Skills by Developmental Age* section
- *Approaches to Learning* Tracking Chart
- Major content updates

What's New for the *IED III*

Expanded Literacy Section

- New phonological awareness assessments
- New literacy skills to support younger and pre-vocal learners
- New reading passages reflect latest research on early literacy and stages of reading development

What's New for the *IED III*

- **Expanded Math Section**
  - Sorting
  - Word Problem

- **Four New Science Assessments**

What's New for the *IED III*

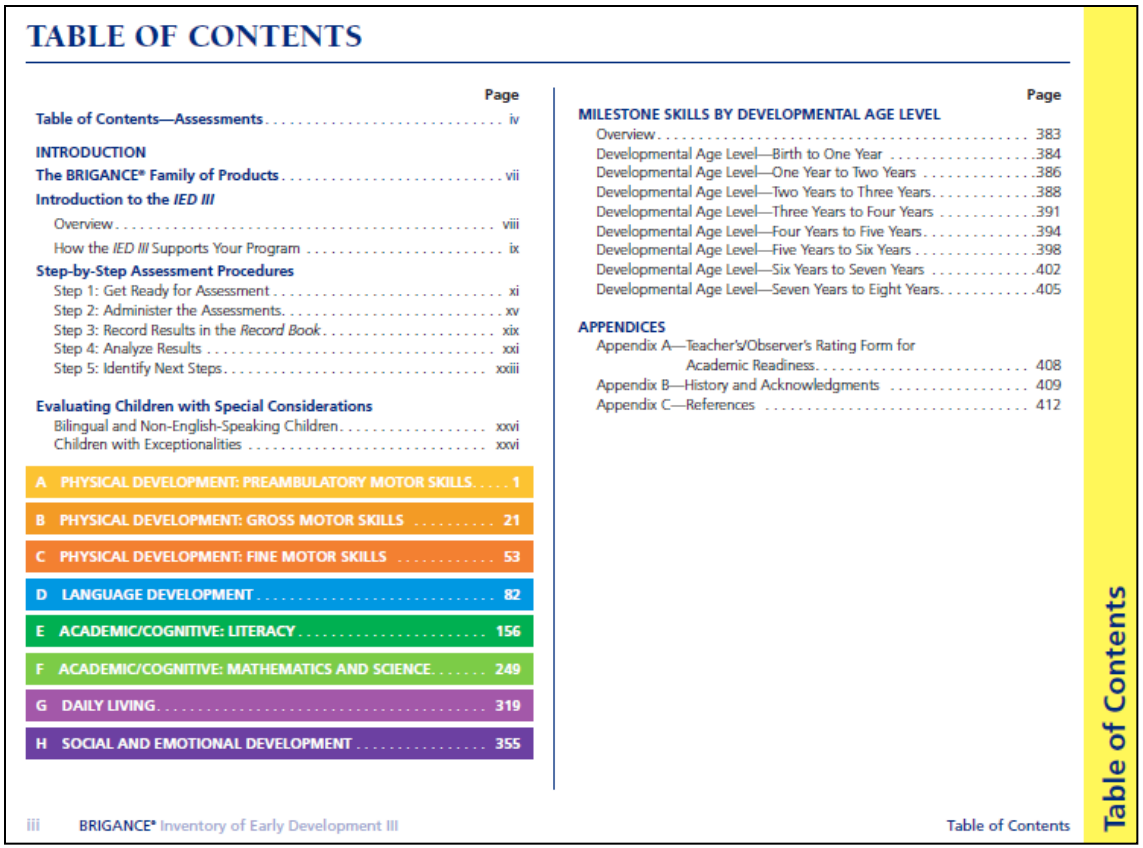
All-new Social Emotional Development

- Coverage up to through age 7 yrs-11 mos!
- Supports current thinking on social-emotional development
  - **Relationships with Adults**
  - **Motivation and Self-Confidence**
  - **Play and Relationships with Peers**
  - **Prosocial Skills and Behaviors**

What you get

- *IED III* Inventory of assessments
- *IED III* Student Record Books
- Testing Accessories

Accessible and user-friendly



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- Color-coded table of contents for easy navigation
- Step-by-step directions
- Flexible as well as multiple assessment methods

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D-7 Identifies Pictures

Overview

This assessment focuses on the student's ability to identify pictures by pointing or by naming.

SKILLS

- Points to pictures (receptive)
- Names pictures (expressive)

ASSESSMENT METHOD

Performance

MATERIALS

- Pages S-111, S-112, and S-113
- Blank sheets of paper if needed

SCORING INFORMATION

- Record Book: Page 16
- Give credit for each correct response.
- Stop after three consecutive incorrect responses.

Note: If the student begins the assessment at the higher skill level (Names) and gives three consecutive incorrect responses, drop back to the lower skill level (Points to) and administer the assessment at that level.

CRITERIA

If the student makes an appropriate substitution such as *puppy* for *dog* or *father* for *man*, consider this a correct response. Give credit for a correct response even if the student omits, distorts, or substitutes sounds in the word.

BEFORE ASSESSING

Review the Note at the end of this assessment for additional information.

AFTER ASSESSING

To write an IEP, use the Objectives for Writing IEPs at the end of this assessment.

Directions for Assessment: Performance

Begin at the skill level (Points to or Names) that is likely to be appropriate for the student.

Points to pictures

Show the student the pictures on page S-111. Point to all the pictures and

Say: **Look at these pictures. Show me the** (name of object) **.**

or

Find the (name of object) **.**

Pause for the student's response.

Continue by asking the student to point to the pictures as you name them in random order.

1-6 1. cat	1-9 4. apple	7. man (daddy)
2. dog	5. key	2-0 8. girl (sister)
3. car	6. airplane	9. woman (mommy)

If the student successfully identifies the pictures on page S-111, continue the assessment with the pictures on page S-112.

Names pictures

Point to each picture on page S-111 and

Ask: **What/Who is this?** or **What do you call it/him/her?**

1-9 1. cat	2-0 4. apple	7. man (daddy)
2. dog	5. key	2-3 8. girl (sister)
3. car	6. airplane	9. woman (mommy)

If the student successfully names the pictures on page S-111, continue the assessment with the pictures on page S-112.

Points to pictures

Show the student the pictures on page S-113. Point to all the pictures and

Say: **Look at these pictures. Show me the** (name of object) **.**

or

Find the (name of object) **.**

Pause for the student's response.

Continue by asking the student to point to the pictures as you name them in random order.

19. wagon [3-9]
20. ladder
21. fish
22. duck [3-9]
23. snake
24. leaf
25. owl [4-9]
26. nail [6-0]

Names pictures

Show the student the pictures on page S-113. Point to each picture and

Ask: **What is this?** or **What do you call it?**

19. wagon [4-0]
20. ladder
21. fish
22. duck [4-0]
23. snake
24. leaf
25. owl [5-0]
26. nail [6-0]

Note

Eliminate Visual Distractions: For Names pictures, if the student has difficulty focusing on a single picture, cover the other pictures with blank sheets of paper.

Objectives for Writing IEPs

POINTS TO PICTURES

By (date), when shown twenty-six pictures of common objects, (student's name) will correctly identify (quantity) of the pictures by pointing to the picture when the object is named.

NAMES PICTURES

By (date), when shown twenty-six pictures of common objects, (student's name) will correctly name (quantity) of the objects.

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10.

11.

12.

13.

14.

15.

16.

17.

18.

Tracking incremental growth

G-1C FEEDING/EATING

See pages 322–326 for assessment procedures for the milestone or primary skills (those skills in **bold** print below) that appear in G-1 Feeding/Eating. The numeral in parentheses that follows a milestone skill indicates the item number of the skill in the assessment and in the *Record Book*. The additional skills listed below are considered intermediate or secondary skills. Using the sequence of combined milestone and intermediate skills can allow you to conduct a more comprehensive assessment and can show a student's ongoing progress toward mastery of milestone skills.

0-0 1. Exhibits *sucking* reflex
2. Exhibits *rooting* reflex—turns head when cheek is touched
0-1 3. **Sucks well, forming a tight seal around nipple when sucking (1)**
4. **Requires two (or fewer) night feedings (2)**
5. **Requires no more than one night feeding (3)**
6. Comforts self with thumb or pacifier
0-4 7. **Brings hands to mouth (4)**
8. **Opens mouth when he/she sees bottle, breast, or pacifier (5)**
9. **Swallows soft (baby) foods (6)**
10. **Opens mouth as spoon with food is presented (7)**
11. **Refuses excess food (8)**
12. **Uses tongue to move pureed foods within mouth (9)**
13. **Uses lips to take food off spoon (10)**
0-7 14. **Holds bottle (or sippy cup) independently (11)**
15. **Munches or mouths food (12)**
16. Reaches for spoon when being fed
17. **Chews, but without rotary or grinding motion (13)**
18. **Feeds self cracker (14)**
19. Uses lips to close mouth tightly
20. **Drinks from cup held by adult (15)**
21. **Chews and swallows semisolid food (16)**
22. Chews with some rotary or grinding motion
23. Lifts empty cup to mouth to in
24. **Feeds self finger foods (17)**
0-11 25. **Chews with rotary or grinding motion (18)**
26. Holds spoon but cannot use it alone
27. **Chews and swallows solid food (19)**
28. **Controls drooling (20)**
29. **Holds cup with both hands and drinks, with assistance (21)**
1-3 30. **Lifts cup or glass from table to drink (22)**
31. Licks large area of lower lip to remove food
32. **Holds cup or glass with both hands and drinks, without assistance (23)**
33. **Returns cup or glass to table after drinking (24)**
34. Feeds self finger foods frequently
35. **Asks for food when hungry (25)**
36. **Manipulates spoon to "scoop" food (26)**
1-6 37. **Takes spoon from plate to mouth, with some spilling (27)**
38. Sits in small chair, without assistance
39. **Uses straw to drink (28)**
40. **Holds cup or glass with one hand and drinks (29)**
41. **Chews with ease and rotary motion (30)**
42. **Inserts spoon in mouth without turning it upside down, and with moderate spilling (31)**
43. **Inserts spoon in mouth without turning it upside down, with little or no spilling (32)**
44. Distinguishes between edible and nonedible
45. Gets drink without assistance
46. Holds fork in fist
47. **Uses a fork for eating (33)**
48. Insists on feeding self part of meal
49. **Spoon-feeds without spilling (34)**
3-0 50. **Uses side of fork for cutting soft food (35)**
51. Pours from cup to pitcher
52. Pours well from small pitcher
53. **Uses napkin (36)**
54. Drinks from a drinking fountain
55. Wipes up spills
4-0 56. **Holds fork in fingers (not in fist) (37)**

Daily Living

Milestone Skills by Developmental Age Level

MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL

Overview

Milestone skills are
Early Development
in the Comprehensi
skills that are most
objectively and expe
relevant for their ch
consensus of data f
most students deve
included and can se

For your convenien
domains, have bee
milestone skills by
student's developm
areas of strength a
instruction. It may
or to plan instructi

Some teachers may
the list of all the sk
age level. They can
program needs. Ot
has been able to ac

Some educational
and the accompany
developmental age
begin assessing at
age level of the stu
to find the appropr

Developmental Age Level—Six Years to Seven Years

B GROSS MOTOR SKILLS

B-2 Walking . . . . . p. 26
6-0 17. Walks backward toe-to-heel a distance of 6 feet (2 m) 7-0

B-4 Running, Skipping, and Galloping . . . . . p. 31
6-0 10. Gallops skillfully, without difficulty 7-0

B-5 Jumping . . . . . p. 33
6-0 14. Jumps rope ten consecutive jumps
15. Jumps backward five or more consecutive jumps 7-0

B-7 Kicking . . . . . p. 38
6-0 6. Runs forward and kicks a rolled playground ball 7-0

B-8 Balancing on a Beam . . . . . p. 40
6-0 6. Walks balance beam backward toe-to-heel 7-0

B-9 Catching . . . . . p. 42
6-0 8. Catches thrown tennis ball with both hands
9. Catches thrown tennis ball with one hand 7-0

B-10 Rolling and Throwing . . . . . p. 44
6-0 9. Throws with skilled form: will shift weight as body is rotated in preparation for throwing, with horizontal adduction of the arm and follow-through as the elbow extends 7-0

C FINE MOTOR SKILLS

C-1 General Eye/Finger/Hand Manipulative Skills . . . . . p. 55
6-0 50. Uses a pencil eraser 7-0

C-3 Early Handwriting Skills . . . . . p. 65
6-0 13. Traces lowercase letters
14. Copies lowercase letters 7-0

C-4 Copies Forms . . . . . p. 68
6-0 9. ◊ diamond 7-0

C-6 Cuts with Scissors . . . . . p. 72
6-0 12. Cuts out items, such as paper dolls or pictures of animals 7-0

D LANGUAGE

D-3 General Speech and Language Development . . . . . p. 96
6-0 50. Verbally shares experiences or items with a group of classmates such as during "Show-and-Tell"
51. Answers "when" questions
52. 100% of speech is intelligible 7-0

D-4 Length of Sentences . . . . . p. 103
6-0 6. Speaks in sentences of at least six words
7. Speaks in sentences of at least seven words
8. Speaks in sentences of at least eight words 7-0

D-5 Knows Personal Information . . . . . p. 105
6-0 9. Telephone number
10. Street address
11. Complete address
12. Complete birth date (month, day, year) 7-0

D-8 Identifies Parts of the Body . . . . . p. 115
Names parts of the body
5-6 25. heels
26. ankles
27. hips
28. wrists
29. waist 6-6

D-10 Understands Directional/Positional Concepts . . . . . p. 120
6-0 14. right/left (of others) 7-0

D-11 Understands Qualitative Concepts . . . . . p. 125
5-6 8. thick/thin
9. more/less
10. many/few
11. most/least 7-0

D-12 Classifies Objects into Categories . . . . . p. 128
6-0 11. Tools
12. Musical instruments 7-0

D-14 Repeats Numbers . . . . . p. 137
Repeats numbers presented orally
6-0 5 digits (6, 1, 8, 3, 9) (5, 9, 3, 1, 8) 7-0

D-15a Repeats Sentences (with Picture Stimuli) . . . . . p. 138
5-6 6. 10 syllables
7. 12 syllables 7-0

D-15b Repeats Sentences (without Picture Stimuli) . . . . . p. 140
Repeats sentence of how many syllables
6-0 11. 12 syllables 7-6

D-17 Uses Meaningful Language in Context . . . p. 144
6-0 5. Tells a story about the picture with two elements (beginning, middle, and/or end)
6. Tells a story about the picture with three elements (beginning, middle, and end) 7-0

E LITERACY

E-1 Response to and Experience with Books . . . p. 159
6-0 66. Tries to read words by using phonics, context clues, or picture clues
67. Reads independently for meaning
68. Answers "why" questions about stories 7-0

E-6 Visual Discrimination . . . . . p. 179

Lowercase letters	Words
5-9 11. o	16. can
12. c	17. men
13. c	18. on
14. n	19. was
15. b	20. that 7-0

E-9b Identifies Lowercase Letters . . . . . p. 190
Names lowercase letters
5-9 a b c d e f g h i j k l m n o p q r s t u v w x y z 6-3

Milestone Skills by Developmental Age Level

Suggested Entry Points

If the developmental age is approximately . . .	begin assessing skills at the . . .
6 months	3-month level
9 months	6-month level

SKILL

Gives personal data verbally

2–6
1. First name
2. Last name
3. Middle name

3–0
4. Gender
5. Age

4–0
6. Siblings
7. Name of city/town

5–0
8. Street address
9. Birthday (day, month)

6–0
10. Parents' names
11. Telephone number
12. Complete address

7–0
13. Complete birth date (day, month, year)

6 years	5-year level

Easy to use

Assessment is easy to administer and interpret

- Designed for classroom use
- User-friendly format
- Training available online – FREE

Helps address student and parent needs

Students

Identifies specific needs and helps plan individualized instruction

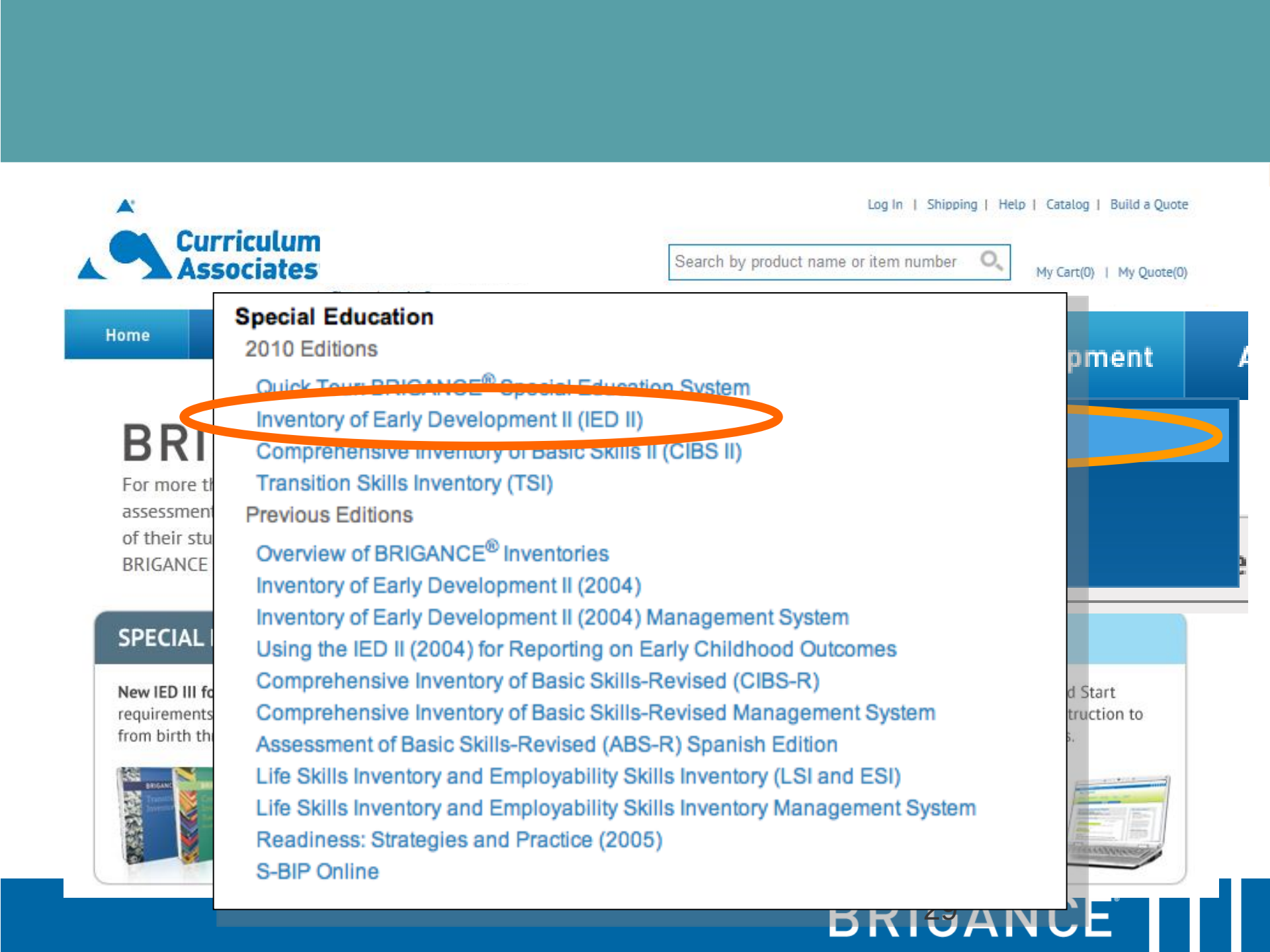
Parents

Trusted resource builds confidence and shows how you're helping their child

Ensures accountability

Why you can count on BRIGANCE®

- Time-tested, trusted resource
- Research-based with strong reliability and validity
- Helps develop PLOP and ensures compliant IEPs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Module Two (13 min)
Module Three (17 min)
Module Four (15 min)
Module Five (26 min)
Handout

Your complete solution

The BRIGANCE *IED III*

- Comprehensive
- Easy to use
- Ensures accountability

The BRIGANCE® Family

Thank You!

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