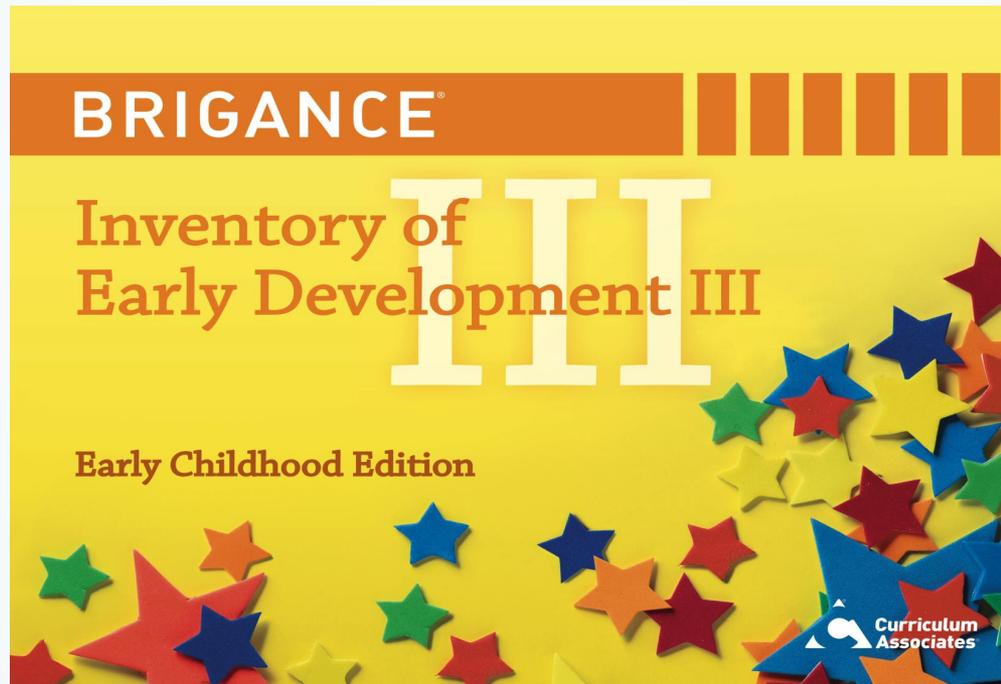


BRIGANCE®

*Inventory of Early Development III*



Presenter: Julie Linnehan – [jlinnehan@cainc.com](mailto:jlinnehan@cainc.com)

## *The BRIGANCE Family*

- Valid, reliable, research-based
- Meet IDEA requirements
- Determine PLOP, PLAAFP
- Craft IEPs and plan instruction
- Monitor progress
- Easy to administer and record results
- Aligned to national and Common Core State Standards



## Criterion-Referenced Assessment



skill



skill



skill



skill



skill

Focus on strengths (what the student can do) and areas of need (what they can't)

- Record skill mastery
- PLOP/PLAAF
- Plan instruction
- Develop IEPs
- Does not compare performance of the individual child to a norming group

## Objectives

- What's new?
- Preparing for assessment
- Selecting assessments and entry levels
- Administering the assessments
- Recording responses and analyze results
- Locating key resources



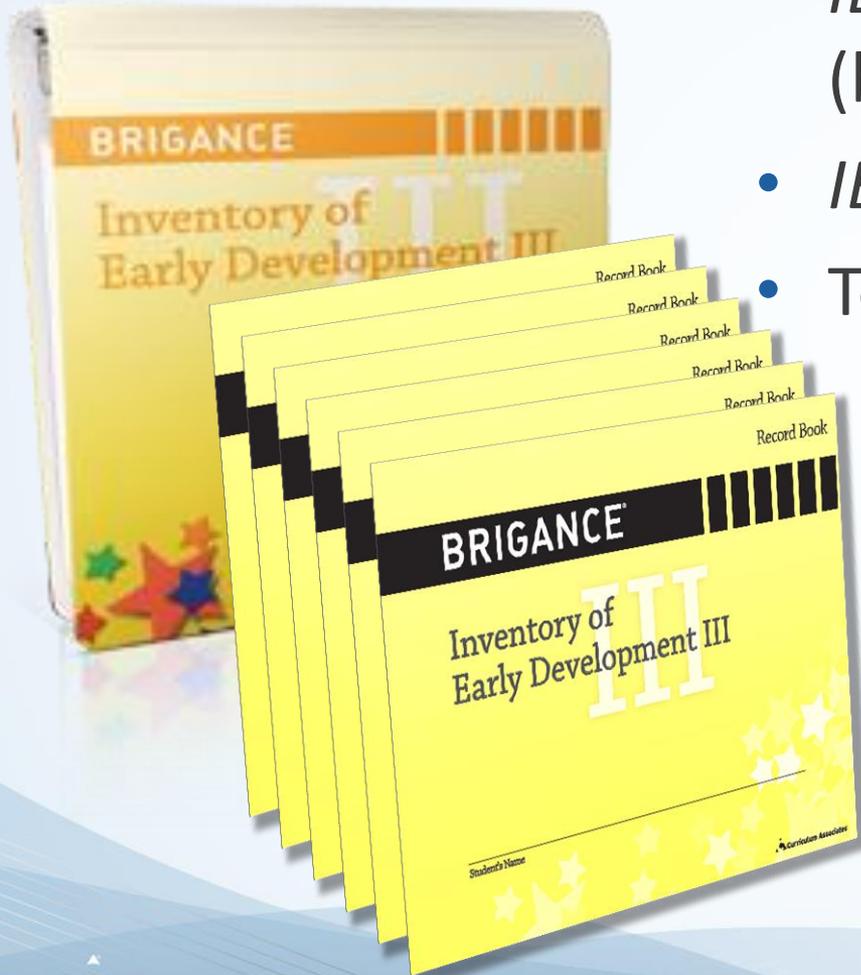
## Inventory of Early Development III



- Assessments for students functioning birth through developmental age 7
- Identify PLOP for low-functioning students
- Track even small steps of progress

## Tour of the *IED III*

- *IED III* inventory of assessments (binder)
- *IED III* Student Record Books
- Testing Accessories



Covers Key Skill Areas

*as described by IDEA and EL standards*



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



## What's new for the *IED III*

### New look for ease of use!

- All new four-color pages
- 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 Problems
- Four Science Assessments
  - Weather
  - Five Senses
  - Living and Non-Living Things
  - Plants and Animals



## 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

## Developmental and Early Academic Skills

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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.

- |                       |                         |                                 |
|-----------------------|-------------------------|---------------------------------|
| <sup>1-6</sup> 1. cat | <sup>1-9</sup> 4. apple | 7. man (daddy)                  |
| 2. dog                | 5. key                  | <sup>2-0</sup> 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?**

- |                       |                         |                                 |
|-----------------------|-------------------------|---------------------------------|
| <sup>1-9</sup> 1. cat | <sup>2-0</sup> 4. apple | 7. man (daddy)                  |
| 2. dog                | 5. key                  | <sup>2-3</sup> 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  | <sup>3-9</sup> 22. duck | <sup>4-9</sup> 25. owl  |
| 20. ladder | 23. snake               | 26. nail <sup>6-0</sup> |
| 21. fish   | 24. leaf                |                         |

### 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  | <sup>4-0</sup> 22. duck | <sup>5-0</sup> 25. owl  |
| 20. ladder | 23. snake               | 26. nail <sup>6-0</sup> |
| 21. fish   | 24. leaf                |                         |

### 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.



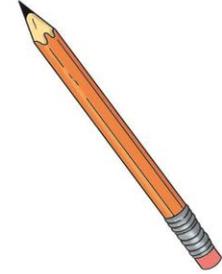
18.



17.



16.



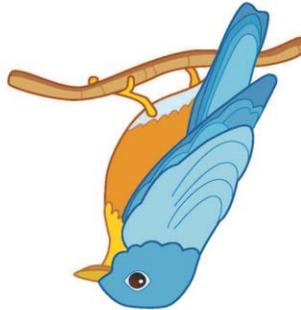
15.



14.



13.



12.



11.



10.

## Comprehensive Skill Sequences

### 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.

- <sup>0-0</sup> 1. Exhibits *sucking* reflex
- 2. Exhibits *rooting* reflex—turns head when cheek is touched
- <sup>0-1</sup> 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
- <sup>0-4</sup> 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)**
- <sup>0-7</sup> 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 imitate drinking
- 24. **Feeds self finger foods (17)**
- <sup>0-11</sup> 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)**
- <sup>1-3</sup> 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)**
- <sup>1-6</sup> 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)**
- <sup>3-0</sup> 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
- <sup>4-0</sup> 56. **Holds fork in fingers (not in fist) (37)**

## Milestone Skills by Developmental Age Level

### MILESTONE SKILLS BY DEVELOPMENTAL AGE LEVEL

#### Overview

Milestone skills are *Early Development* skills in the Comprehensive Skills that are most objectively and expertly relevant for their child. A consensus of data from most students developed and can be

For your convenience in these domains, have been identified milestone skills by developmental age level. Areas of strength and areas of instruction. It may be used to plan instruction.

Some teachers may use the list of all the skills at a developmental age level. They can use the program needs. Others have been able to add

Some educational settings and the accompanying developmental age level begin assessing at a developmental age level of the student to find the appropriate

### Developmental Age Level—Six Years to Seven Years

#### B GROSS MOTOR SKILLS

##### B-2 Walking ..... p. 26

- <sup>6-0</sup>17. Walks backward toe-to-heel a distance of 6 feet (2 m)<sup>7-0</sup>

##### B-4 Running, Skipping, and Galloping ..... p. 31

- <sup>6-0</sup>10. Gallops skillfully, without difficulty<sup>7-0</sup>

##### B-5 Jumping ..... p. 33

- <sup>6-0</sup>14. Jumps rope ten consecutive jumps
- 15. Jumps backward five or more consecutive jumps<sup>7-0</sup>

##### B-7 Kicking ..... p. 38

- <sup>6-0</sup>6. Runs forward and kicks a rolled playground ball<sup>7-0</sup>

##### B-8 Balancing on a Beam ..... p. 40

- <sup>6-0</sup>6. Walks balance beam backward toe-to-heel<sup>7-0</sup>

##### B-9 Catching ..... p. 42

- <sup>6-0</sup>8. Catches thrown tennis ball with both hands
- 9. Catches thrown tennis ball with one hand<sup>7-0</sup>

##### B-10 Rolling and Throwing ..... p. 44

- <sup>6-0</sup>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<sup>7-0</sup>

#### C FINE MOTOR SKILLS

##### C-1 General Eye/Finger/Hand Manipulative Skills ..... p. 55

- <sup>6-0</sup>50. Uses a pencil eraser<sup>7-0</sup>

##### C-3 Early Handwriting Skills ..... p. 65

- <sup>6-0</sup>13. Traces lowercase letters
- 14. Copies lowercase letters<sup>7-0</sup>

##### C-4 Copies Forms ..... p. 68

- <sup>6-0</sup>9.  diamond<sup>7-0</sup>

##### C-6 Cuts with Scissors ..... p. 72

- <sup>6-0</sup>12. Cuts out items, such as paper dolls or pictures of animals<sup>7-0</sup>

#### D LANGUAGE

##### D-3 General Speech and Language Development ..... p. 96

- <sup>6-0</sup>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<sup>7-0</sup>

##### D-4 Length of Sentences ..... p. 103

- <sup>6-0</sup>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<sup>7-0</sup>

##### D-5 Knows Personal Information ..... p. 105

- <sup>6-0</sup>9. Telephone number
- 10. Street address
- 11. Complete address
- 12. Complete birth date (month, day, year)<sup>7-0</sup>

##### D-8 Identifies Parts of the Body ..... p. 115

###### Names parts of the body

- <sup>5-6</sup>25. heels
- 26. ankles
- 27. hips
- 28. wrists
- 29. waist<sup>6-6</sup>

##### D-10 Understands Directional/Positional Concepts ..... p. 120

- <sup>6-0</sup>14. right/left (of others)<sup>7-0</sup>

##### D-11 Understands Qualitative Concepts ..... p. 125

- <sup>5-6</sup>8. thick/thin
- 9. more/less
- 10. many/few
- 11. most/least<sup>7-0</sup>

##### D-12 Classifies Objects into Categories ..... p. 128

- <sup>6-0</sup>11. Tools
- 12. Musical instruments<sup>7-0</sup>

##### D-14 Repeats Numbers ..... p. 137

Repeats numbers presented orally  
<sup>6-0</sup>5 digits (6, 1, 8, 3, 9) (5, 9, 3, 1, 8)<sup>7-0</sup>

##### D-15a Repeats Sentences (with Picture Stimuli) ..... p. 138

- <sup>5-6</sup>6. 10 syllables
- 7. 12 syllables<sup>7-0</sup>

##### D-15b Repeats Sentences (without Picture Stimuli) ..... p. 140

Repeats sentence of how many syllables  
<sup>6-0</sup>11. 12 syllables<sup>7-6</sup>

##### D-17 Uses Meaningful Language in Context ... p. 144

- <sup>6-0</sup>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)<sup>7-0</sup>

#### E LITERACY

##### E-1 Response to and Experience with Books ... p. 159

- <sup>6-0</sup>66. Tries to read words by using phonics, context clues, or picture clues
- 67. Reads independently for meaning
- 68. Answers "why" questions about stories<sup>7-0</sup>

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

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

##### E-9b Identifies Lowercase Letters ..... p. 190

Names lowercase letters  
<sup>5-9</sup>abcdefghijklmnopqrstuvwxyz<sup>6-3</sup>

## Step-by-Step Assessment Procedures

Step 1: Get Ready for Assessment

Step 2: Administer the Assessments

Step 3: Record Results

Step 4: Analyze Results

Step 5: Identify Next Steps

## Step 1: Get Ready for Assessment

- Become familiar with the materials.
- Read Introduction and Notes.
- Are accommodations needed?  
*See [Evaluating Students with Special Considerations](#)*
- Assessments may be conducted over several days.
- Choose an appropriate setting.
- Some assessments appropriate for groups of students.

## Selecting Assessments

- Meets program needs and requirements.
- Refer to the student's IEP.
- Refer to standards.
- Which if these assessments will help plan meaningful instruction?

## Selecting Assessment Method

**Observation** – observe student in natural environment

**Performance** - one-on-one with as student points to, matches items, verbally responds

**Interview** - interview questions provided; Daily Living and Social-Emotional Development assessments

**Written Response** - individual or group

**Oral Response** - for students unable to write a response

**Physical Response** - students points to or indicates answer choice

## Age-level References in the *IED III*

### D-5 Knows Personal Information

- |     |                      |                      |                                    |  |
|-----|----------------------|----------------------|------------------------------------|--|
| 2-6 | 1. First name        | 6. Names of siblings | 11. Complete address               |  |
|     | 2. Last name         | 5-7                  | 7. Birthday (month and day)        | 12. Complete birth date (month, day, year) |
| 3-0 | 3. Gender            |                      | 8. Names of parent(s)/caregiver(s) |  |
|     | 4. Age               | 6-0                  | 9. Telephone number                |  |
| 4-0 | 5. Name of city/town |                      | 10. Street address                 |  |

- Streamlines assessment process.
- Helps approximate developmental age.



## Step 2: Administer the Assessments

### *Tips for Effective Assessment*

- Rephrase directions if necessary.
- Be objective.
- Assessment procedures for may be adapted.
- Observations are often more valid than one-time performance of a skill.
- If there is doubt of skill mastery, *do not give credit.*

## Establish Rapport

- Create a friendly, nonthreatening environment
- Use clear but pleasant requests
- Introduce tasks as games
- Use verbal reinforcement
- Set time expectations



## Precautions

- No cues, prompting, or reminders
- Avoid gazing at the correct answer choice

## Step 3: Record Results in the *Record Book*

### Record Book for the *Inventory of Early Development III*

Student's Name \_\_\_\_\_ Birth Date \_\_\_\_\_ Telephone \_\_\_\_\_  
 Parent/Caregiver \_\_\_\_\_ School/Program \_\_\_\_\_  
 Home Address \_\_\_\_\_ Address \_\_\_\_\_  
 Comments \_\_\_\_\_

Mark assessment results for each evaluation in a different color to show progress.

Evaluation	Color	Date	Examiner	Apparently Good Hearing		Apparently Good Vision		Approach to Learning Tracking Chart Completed	
				Yes	No	Yes	No	Yes	No
1st	Pencil			Yes	No	Yes	No	Yes	No
2nd	Blue			Yes	No	Yes	No	Yes	No
3rd	Red			Yes	No	Yes	No	Yes	No
4th	Black			Yes	No	Yes	No	Yes	No
5th	Green			Yes	No	Yes	No	Yes	No
6th	Purple			Yes	No	Yes	No	Yes	No

## Student Record Book

Sample from page 1 of the *Student Record Book*.

Evaluation	Color	Date	Examiner
1st	Pencil	9/15/09	Lopez
2nd	Blue	<u>1/20/10</u>	Lopez
3rd	Red	4/6/10	Lopez

### Explanation of Color-Coded Recording Procedures

Assessment data for September 15, 2009, is recorded in pencil (see skills 1 and 2 below). = pencil

Objectives set for January 20, 2010, are underlined in blue. = blue

Skills (Objectives) demonstrated January 20, 2010, are circled in blue (see skills 3–5 below). = blue

F-15 319 **Directional/Positional Concepts**

- 2-0 1. close/open  
2. front/back

- 3-0 3. in/out  
4. behind/in front of  
5. bottom/top

- 4-0 6. over/under  
7. up/down  
8. forward/backward  
9. away from/toward  
10. low/high

11. above/below  
5-0 12. center/corner  
13. right/left  
6-0 14. right/left of others 7-0

Notes:

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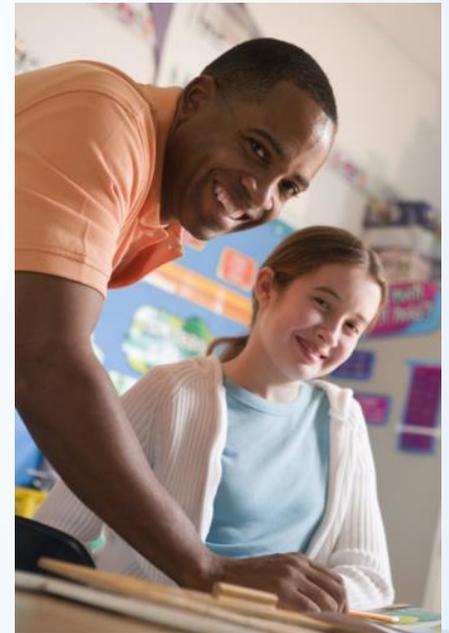
## Step 4: Analyze Results

- Reasons for poor performance.
- What other information do you need?
  - Look at other assessments within the same domain.
  - What other factors might be affecting performance?
- Would adaptations to the assessment make a difference?
- For students with similar needs, plan appropriate group activities



## Step 5: Identify Next Steps

- Gather more information from the Inventory
- Consider accommodations
- Look for areas of need as a group
- Plan Instruction



## Write IEPs

- Every assessment includes an IEP Objective statement
- Individualize the Objective and write in measurable terms

### Objective for Writing IEPs

By \_\_\_\_\_ (date), when presented with clock faces (if needed to demonstrate the skill) and asked to do so, \_\_\_\_\_ (student's name) will respond orally or by pointing in a manner that demonstrates he (list as appropriate)

1. knows the part of the day for specific daily activities.
2. can sequence five daily activities and tell the time of day for each.
3. differentiates between the little and big hands on a clock.
4. knows the position of the hands on the clock for daily activities.
5. knows the direction in which the clock hands turn.
6. can identify numerals on the clock face.
7. differentiates between the hour hand and minute hand.
8. can tell time to the hour.
9. can tell time to the half-hour.
10. can tell time to the quarter-hour.

## Online Training

The screenshot shows the Curriculum Associates website interface. At the top right, there are links for 'Log In | Shipping | Help | Catalog | Build a Quote'. Below this is a search bar with the text 'Search by product name or item number' and a magnifying glass icon. To the right of the search bar are links for 'My Cart(0) | My Quote(0)'. The main navigation bar includes 'Home' and 'Development'. The 'Special Education' section is highlighted, listing various products under '2010 Editions' and 'Previous Editions'. The 'Inventory of Early Development II (IED II)' is circled in orange. Below the list, there is a 'SPECIAL' section with a sub-heading 'New IED III for requirements from birth th' and an image of a product box. At the bottom right, there is a section titled 'd Start instruction to S.' with an image of a laptop displaying a website.

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- Comprehensive Inventory of Basic Skills-Revised Management System
- Assessment of Basic Skills-Revised (ABS-R) Spanish Edition
- Life Skills Inventory and Employability Skills Inventory (LSI and ESI)
- Life Skills Inventory and Employability Skills Inventory Management System
- Readiness: Strategies and Practice (2005)
- S-BIP Online

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d Start instruction to S.

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# Inventory of Early Development III

Early Childhood Edition



Related videos

Module One  
(17 min)

Module Two  
(13 min)

Module Three  
(17 min)

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(15 min)

Module Five  
(26 min)

Handout

## *THANK YOU!*

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