BRIGANCE®

Early Childhood

Prepare every child for school success

- Screening
- Ongoing Assessment
- Instructional Activities
- Management System
For more than 30 years, early childhood programs have trusted BRIGANCE® products. Now BRIGANCE has a new, integrated Early Childhood System to help ensure that children are prepared for 1st year of school.

1) **Quickly and easily screen children** to identify learning delays, giftedness, strengths and weaknesses in language, motor, self-help, social-emotional and cognitive skills. (0-35 months, 3-5 years, F & 1)

2) **Monitor individual progress toward early learning standards** and outcomes and plan developmentally appropriate, individualised instruction, including objectives for IEPs. (0-6 years)

3) **Build readiness skills** with fun, easy-to-plan activities targeted to a child’s specific needs. (0-6 years)

4) **Instantly generate reports and get specific instructional recommendations** for each child. Reports are easy to understand and share with parents.
NEW: Early Childhood Screens III!
(0–35 months, 3–5 years, F & 1)

Identify developmental needs, determine school readiness and guide instructional planning with BRIGANCE Early Childhood Screens III. These quick and easy-to-use screens allow teachers to easily identify potential learning delays and giftedness in language, motor, self-help, social-emotional and cognitive skills - all in 10 to 15 minutes per child!

What’s New:
The newly updated Early Childhood Screens III offers:

- New norms and cut-offs, ensuring highly accurate results
- Quick results (just 10-15 minutes per child)
- Strong reliability and validity data
- Updated content including new self-help and social-emotional scales
- View the Summary of Technical Information or contact us for the full report
- Standardisation & Validation Research Highlights

New research studies reflect:

- A high degree of accuracy - high sensitivity and specificity
- Strong test-retest and inter-rater reliability
- Substantial content, construct and concurrent validity

Features of Screens III:

- Normed and standardised on a U.S. nationally representative sample
- Highly sensitive and accurate
- Cut-off scores help determine which children may need a referral for early childhood instruction services
- Easy to score - either by hand or with the BRIGANCE Online Management System
- Results help identify developmentally appropriate assessment and instruction
- Observation Forms help teachers record and organise important observations
- Parent’s Rating Forms help parents provide input on their child’s skills

Results from Early Childhood Screens III help identify areas in which to focus ongoing assessment using the Inventory of Early Development III (IED III). Report results from Early Childhood Screens III with the BRIGANCE Online Management System.
Identify developmental needs quickly and accurately

BRIGANCE® Early Childhood Screens allow teachers to easily identify learning delays and giftedness in language, motor, self-help, social-emotional and cognitive skills.

Screens are easy to score, either by hand or with the BRIGANCE® Online Management System and include cutoff scores to help determine which children may need a referral for special services.

Results help identify areas in which to focus developmental assessment and instruction to help each child be prepared for 1st year of school.

Screens include Observations Forms to help teachers organise important observations and Parent’s Rating Forms to help parents provide input on their child’s skills.

**Screens Include:** 0-35 months, 3-5 years, F & 1
### 1A Knows Personal Information

**Overview**
This assessment focuses on the child's ability to communicate his/her personal information.

**DOMAIN**
Academic Skills/Cognitive Development

**SKILL**
Tells personal information

**SCORING INFORMATION**
- **Data Sheet:** Three-Year-Old Child
- **Normed and standardised with strong reliability and validity data on a national U.S. sample**
- **Easy-to-use — just 10-15 minutes per child**

**NOTE**
Allow as much time as you think the child needs; however, responses should be automatic.

**Directions**
Ask the child the following questions. Pause after each question for the child's response.

- **First name**
  - Ask: What is your name?
  - Criteria: Give credit for skill 1 if the child gives only his/her first name. If the child gives his/her first and last names, give credit for skills 1 and 2.

- **Last name**
  - Ask: What is your last name?  
  - or  
  - Your name is (child's first name) what?

- **Age**
  - Ask: How old are you?
  - If the child holds up the correct number of fingers,
    - Assign: 1

- **Ask:** How many is that?
  - **Core Assessments**
    - **Academic/Cognitive domain score = 15; below at-risk guidelines**
      - Below cutoff of <69. Presence of four risk factors.

**Data Sheet**
Three-Year-Old Child

<table>
<thead>
<tr>
<th>Page Domain</th>
<th>Academic/Cognitive</th>
<th>1A Knows Personal Information</th>
<th>1B Knows Numbers</th>
<th>2A Recognises Quantities</th>
<th>2B Names Colours</th>
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<tbody>
<tr>
<td>A. Child name</td>
<td>Alex and Anne Martin</td>
<td>Parent(s)/Caregiver(s)</td>
<td>Address</td>
<td>Age</td>
<td>Examiner</td>
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<tr>
<td><strong>Notes/Observations</strong></td>
<td>Told and hearing appear normal</td>
<td></td>
<td></td>
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</table>

**Total Score = ______**

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- **Easy-to-use — just 10-15 minutes per child**
- **Normed and standardised with strong reliability and validity data on a national U.S. sample**
- **Highly sensitive and accurate**
- **Sample developmental domains**
Target instruction for measurable progress toward school readiness

The BRIGANCE® Developmental Inventory provides flexible, valid and reliable ongoing assessment of school-readiness skills. It enables teachers to plan developmentally appropriate, individualised instruction, including objectives for IEPs and to measure and report each child’s progress over time by early learning standards or foundations.

- Language Development
- Literacy
- Maths and Science
- Approaches to Learning
- Social and Emotional Development
- Physical Health and Development

How it works:

1) A child’s screen identifies areas for further assessment and instruction.

2) Teachers administer easy-to-use assessments in the Developmental Inventory through observation, parent interview or child performance.

3) Based on student results, specific Readiness Activities are recommended to help individual children and classrooms make progress toward school readiness.

4) Student progress is easy to track, either by hand or through the BRIGANCE® Online Management System.

Easy-to-use, reliable, ongoing assessment

• For developmental ages birth through age 7 years–11 months
• Identifies present level of performance, sets goals and measures progress
• Valid and reliable criterion-referenced assessments
• Correlated to the BRIGANCE® Screens and Readiness Activities
B-1 Standing

Overview
This assessment focuses on the student’s development of standing skills. This assessment helps teachers determine if the student is able to establish and maintain stability on the dominant foot. If the student is able to stand on each foot with equal dominance, this indicates that the student is ready to move on to more advanced skills, such as standing on a foot with eyes closed. This assessment can be used as a tool to help teachers determine the student’s level of development in this area.

SKILLS
• Demonstrate ability to stand in different positions for different periods of time

ASSESSMENT METHOD
Performance

MATERIALS
• A stopwatch or watch with a second hand

SCORING INFORMATION
• Recorded Book, Page 2
• Give credit for each skill the student adequately demonstrates and needs no additional practice and time to develop. See the specific Criteria given for each skill.
• Stop after the student is unable to demonstrate these consecutive skills.

BEFORE ASSESSING
• Review the Notes at the end of this assessment for additional information.

AFTER ASSESSING
• To write an IEP, use the Objective for Writing IEPs at the end of this assessment.
• To find scripted instructional activities, see the BRIGANCE Readiness Activities.

Directions for Assessment:
Performance
Ask the student to demonstrate the standing skills.

** **
• Stands on one foot for ten seconds
  1. Stands on one foot for five seconds
  2. Stands on one foot momentarily
  3. Stands on other foot with one hand held
  4. Stands on one foot for five seconds with eyes closed
  5. Stands on other foot momentarily (with eyes closed)
  6. Stands on other foot for one second with eyes closed
  7. Stands on one foot for one second
  8. Stands on one foot with eyes closed
  9. Stands on one foot for five seconds
  10. Stands on one foot for ten seconds
  11. Stands on one foot for ten seconds
  12. Stands on one foot for ten seconds
  13. Stands on other foot for ten seconds

**
• Stands on one foot for one second with eyes closed
  1. Stands on other foot for one second with eyes closed
  2. Stands on other foot with one hand held
  3. Stands on one foot for one second with eyes closed
  4. Stands on one foot for five seconds
  5. Stands on other foot momentarily
  6. Stands on other foot momentarily (with eyes closed)
  7. Stands on one foot for one second
  8. Stands on one foot with eyes closed
  9. Stands on one foot for five seconds
  10. Stands on one foot for ten seconds
  11. Stands on one foot for ten seconds
  12. Stands on one foot for ten seconds
  13. Stands on other foot for ten seconds

Criteria:
• Give credit if the student can maintain stability on the preferred foot for the specified amount of time.

Performance time and give credit accordingly. Allow two attempts if needed.

Developmental age “entry points” help teachers select the most appropriate starting point for activities.

Helpful Comprehensive Skill Sequences break down skills step by step and list developmental age levels to help teachers and parents know which skills to look for and support next.

Overviews help teachers quickly understand each assessment’s purpose, its domain and key administration information.

Flexible administration allows for assessment through observation of a child in the natural setting, caregiver interview and child performance.

Notes
• Comprehensive Skill Sequence: A Comprehensive Skill Sequence, which includes the skills in this assessment (listed as bolded italicized skills) as well as additional intermediate skills, appear on page 47.
• Possible Observations: Note in the student’s Record Book if the student seems to consistently favour one foot when performing any of these skills. Favouring one foot over the other might be an indication of the student’s dominant foot.

Objective for Writing IEPs
By following the steps outlined on the assessment pages, teachers can quickly and easily write appropriate IEP learning objectives.
Build school readiness with fun, easy-to-plan activities

By using results from the BRIGANCE® Early Childhood Screens and Developmental Inventory, teachers can easily find and plan Readiness Activities that build children’s skills so they are better prepared for school.

The Readiness Activities book includes instructional guidance to support teachers of all levels, including: learning objectives, rationale, sequence of skills and related skills and teaching strategies.

Parent involvement is encouraged through take-home letters and take-home learning plans and activities.

<table>
<thead>
<tr>
<th>Teaching Activities</th>
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<tbody>
<tr>
<td><strong>1. Magnetic Match</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>• Two sets of uppercase or lowercase magnetic letter cards</td>
</tr>
<tr>
<td>• A magnetic board</td>
</tr>
<tr>
<td><strong>Group Size:</strong> Individual or small group</td>
</tr>
<tr>
<td><strong>Procedure:</strong> Line up four or five letters vertically on a magnetic board. On the right-hand side of the magnetic board, line up the same four or five letters. Then do the following:</td>
</tr>
<tr>
<td>• Point to one of the letters in the left-hand column</td>
</tr>
<tr>
<td>• Ask a child to find the same letter on the right-hand column. For example, point to a B and say, “This is a B. Can you find a lowercase b?”</td>
</tr>
<tr>
<td><strong>EXTENSION:</strong> If children are ready, have them find the uppercase counterparts. For example, point to an uppercase B. Can you find a lowercase b?</td>
</tr>
<tr>
<td><strong>2. Hungry Mice</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
</tr>
<tr>
<td>• Twenty-six cardboard wedges of cheese</td>
</tr>
<tr>
<td>• Twenty-six cardboard mice</td>
</tr>
<tr>
<td>• A texta</td>
</tr>
<tr>
<td><strong>Group Size:</strong> Individual or small group</td>
</tr>
<tr>
<td><strong>Preparation:</strong> Make a set of lowercase letter cards. Write a different lowercase letter on each wedge of cheese.</td>
</tr>
</tbody>
</table>
| **Procedure:** Place both sets of letter cards in front of the children. Use the texta to write a lowercase letter on each wedge of cheese. Match each mouse with its corresponding letter.

- Links assessment with instruction
- Easily reproducible student activity pages
- Correlated to the BRIGANCE® Screens and Developmental Inventory
- Builds home-school connections through letters and take-home learning plans and activities
Helpful instructional guidance, including objective and skill sequence, assists teachers of all experience levels.

**Reads Uppercase and Lowercase Letters**

**Objective**
- To read uppercase and lowercase letters.
- **DOMAIN**
  - 119 Alphabet Knowledge Reads Uppercase and Lowercase Letters

**Materials**
- A shoebox.
- Twenty-six wooden clothes pegs.
- A texta.

**Group Size:** Individual.

**Preparation:** Do the following:
- Print the uppercase alphabet along the top of an open box. The alphabet should be printed about two centimetres below the rim. You may split the alphabet so that half the letters are on one side of the box and the other half are on the other side.
- Using a texta, print the uppercase letter on the clothes pegs.

**Procedure:** Do the following:
- Show the child how to attach the clothes pegs to the edge of the box. Position three clothes pegs on the box above the letter that makes a wedge of cheese.
- Make a set of uppercase letter cards and a clothes peg card by printing a different letter on each card. Have her match the cards by placing the pegs over the correct letters.

**EXTENSIONS:**
- Repeat this activity with lowercase letters.
- Once the child can match uppercase or lowercase letters, adapt the materials so that the activity will require the child to match uppercase letters to lowercase letters. For example, print the lowercase alphabet on the box, and print uppercase letters on the clothes pegs.

**Recommendations for Effective Teaching**

**Teach Uppercase Letters First**
- It is best to teach uppercase letters first. They are easier to distinguish from each other. Begin with letters in the children’s names. Then do other letters, a few at a time. Once the children can identify uppercase letters, introduce lowercase letters. Begin with letters in the children’s names. Then do the others.

- **ATTENTION TO SIMILARITIES AND DIFFERENCES IN LETTERS**
- Similar letters may be difficult to distinguish. Help the child distinguish a letter by giving her special tips for that letter. For example, if the child confuses b with d, have the child attach the letters to a wall so that half the letters are on one side of the box and the other half are on the other side. For example, have the child place the letter b on the left-hand side of the board, randomly place the letter d on the right-hand side of the board. For example, b and d. “This is a b. Draw a bed on the board. Write b on the head of the bed; write d at the foot of the bed. Say, “This word is bed. It begins with b and ends with d.” This gives a strong visual memory for the child each time she writes the letter.

- **Children to Read Alternate Forms**
- Children can be taught alternate forms of letters. The letters a and g can be written in two different ways. To avoid confusion, show the child the a and g in a book and the a and g on the alphabet chart in the classroom.

- **Play an Alphabet Border and Provide Desk Tapes**
- An alphabet border can be taped to each child’s desk to provide a model for writing.

- **Pair Each Letter with a Picture of an Object That Begins With That Letter**
- An alphabet chart can be used to teach letter names. Display an alphabet chart and refer to it often. Pair each letter with a picture of an object that begins with that letter. An alphabet chart can be taped to each child’s desk to provide a model for writing.

**MY LEARNING PLAN**

I am learning to read the letters of the alphabet.

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Reproducible student pages are easy to photocopy and use in the classroom or at home.

Learning Plans and letters can be sent home to engage caregivers in their child’s learning.
Bring it all together with a powerful online management system

Essential data management and reporting are not in one easy-to-access and use system.

- Target instruction
- See progress
- Communicate with families
- Manage your program and meet reporting requirements

The BRIGANCE® Online Management System guides administrators and teachers step by step through each process, ensuring consistent and accurate data and reports. Administrators can customise screen cutoff scores to meet specific program needs.

Also included are downloadable BRIGANCE® Readiness Activities and parent take-home letters that can be printed or emailed to engage parents and caregivers in supporting their child’s development at home.

Free online training and telephone support.

1. Simple navigation to data entry pages and essential resources, such as parent letters and home activities.

2. Helpful guidance allows teachers and administrators to maximise the use of the system.

3. User-friendly format helps users quickly find and access information.
Screening History and Growth

This report provides an overview of screening performance, recommendations and growth for a group of children.

Information for Administrators

Administrator reports provide at-a-glance program-level information, such as identifying children who have not yet been screened.

Information for Teachers

Screening results page clearly shows the child’s results compared to cutoff scores, and automatically identifies individualised next steps, including recommendations for the Developmental Inventory, Readiness Activities and home-school connections.
Price list

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Online Management Systems 2014

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