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INTRODUCTION TO THE IED III

OVERVIEW

The BRIGANCE® Inventory of Early Development III, or IED III, is a comprehensive collection of valid, reliable and well-researched developmental assessments for students from birth to the developmental age of seven.

The IED III offers a complete range of information on a student’s developmental skill levels as demonstrated under real-life everyday conditions. Because skills within assessments are developmentally sequenced from the easiest items (earliest mastered skills) to more difficult ones, a student’s present level of performance can be pinpointed along the skill continuum.

Teachers can accurately identify a student’s specific areas of need and then determine a sequence of instructional objectives for planning developmentally appropriate instruction, writing IEPs, and individualising ongoing assessment and progress monitoring.

The developmental sequence of items in IED III also allows educators to monitor students with potential developmental or learning delays, advanced development or other exceptionalities, making the IED III an appropriate assessment measure for programs serving students with special needs.

Assessments in the IED III cover a broad sampling of skills and behaviours that offer a comprehensive picture of a student’s skill mastery. Assessments cover key domains aligned to common curricular standards. These domains are:

- Physical Development
- Language Development
- Literacy
- Mathematics and Science
- Daily Living
- Social and Emotional Development

The IED III is a criterion-referenced measure. Criterion-referenced assessment tools are designed to measure a student’s performance compared to specific educational objectives (what the student knows or does not know at the time of assessment). This type of assessment provides information on the specific concepts a student has learned or the skills the student has mastered.

In contrast, a norm-referenced assessment measures a student’s performance against that of students of the same age.

Key developmental assessments in the IED III have been standardised and validated for students from birth to age seven, and appear in the norm-referenced IED III Standardised. If you wish to derive standard scores, percentiles and age equivalents, see the IED III Standardised available from Hawker Brownlow Education.

Key features of the IED III:

- Assessments include IEP objective statements that can be tailored to a student’s individual needs based on the student’s assessment results.
- Comprehensive Skill Sequences list intermediate skills, enabling teachers to show progress for every student.
- Supplemental Skill Sequences provide additional skills to illustrate progress.
- The Milestone Skills by Developmental Age Level section organises key skills by developmental age, providing a snapshot of a student’s development across skill areas.
- The Record Book provides a record-keeping and tracking system that is ongoing, specific, graphic and easily interpreted.
- The BRIGANCE® Online Management System provides a means for tracking and reporting individual and group progress. (Subscription rates apply.)

The IED III helps special education teachers and administrators:

- provide ongoing developmental assessment throughout the academic year with assessments that align to common curricular standards.
- determine present level of performance (PLOP) or present levels of academic achievement and functional performance (PLAAFP).
- identify IEP goals and objectives and target instruction.
- gather valid data on student progress.
- provide information from multiple sources – teachers, parents/caregivers, direct assessment, and analysis of student work and performance.
- support referrals for further evaluation or special services.
- monitor individual and group progress, using the BRIGANCE® Online Management System. (Subscription rates apply.)
Introduction

PROVIDE INSTRUCTIONAL OBJECTIVES FOR AN ONGOING IEP

Four important requirements of an IEP are the date of the next assessment, the methods of assessment, the present level of performance and the objective statement.

The *IED III* and the accompanying *Record Book* meet these requirements as shown in the following table.

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<td>1. Date of next assessment</td>
<td>The date of the next assessment is recorded in the Date column in the <em>Record Book</em> (RB).</td>
</tr>
<tr>
<td>2. Methods of assessment</td>
<td>The criterion-referenced <em>Inventory of Early Development III</em> is used for assessing. Most assessments in the <em>IED III</em> include a choice of assessment methods.</td>
</tr>
<tr>
<td>3. Present level of performance</td>
<td>Skills of the highest level achieved in the skill sequence are circled in the <em>RB</em>.</td>
</tr>
<tr>
<td>4. Future objective</td>
<td>Objectives are identified by underlining in the <em>RB</em> the skills to be achieved, using a pen of the designated colour.</td>
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A major component of most IEPs is the identification of both short-term and annual instructional objectives that meet the needs of the student. Assessments in the *IED III* provide customisable instructional objectives that help teachers and parents/caregivers identify appropriate next steps for instruction. Educators can use the identified instructional objectives to write a student’s IEP, tailoring these objectives to the student’s specific needs. If instructional objectives are required on locally developed forms, the customisable objectives provided in the *IED III*, as well as in the *BRIGANCE® Online Management System*, can be used.

HOW THE *IED III* SUPPORTS YOUR PROGRAM

The *Inventory of Early Development III* is designed to help your special education program meet your requirements and effectively support the success of your students. The majority of programs serving students with special needs are required to

- determine each student’s present level of performance.
- provide instructional objectives for an ongoing IEP.
- monitor student progress.
- communicate student performance with parents/caregivers.
- provide for inclusion in the regular instructional program (as appropriate).
- provide non-discriminatory testing and evaluation.
- support alternate assessment needs.

The *IED III* is an invaluable resource for educational programs responsible for complying with these requirements.

DETERMINE PRESENT LEVEL OF PERFORMANCE

The *IED III* includes a variety of language, literacy and mathematics assessments that are ideal for identifying present level of performance (PLOP) or present levels of academic achievement and functional performance (PLAAFP). It also contains a comprehensive inventory of physical development, social and emotional development, and daily living skills that further inform the student’s PLOP/PLAAFP and can be used to plan appropriate instruction for the student. Because the skills within assessments are developmentally sequenced from the earliest mastered skills to more difficult ones, a student’s present level of performance can be pinpointed within the skill continuum.

The *IED III* can also be used to identify a student’s specific strengths and needs across skill areas. For example, by looking at a student’s assessment results, it is possible to see if the student has strengths in gross motor skills but shows some delay in social and emotional skills. It is also possible to see if the student has strengths and needs within a particular skill area (e.g. the student has strengths in receptive language skills but limited expressive language skills). This information can be valuable in developing a student’s IEP and identifying appropriate instruction.
A **PHYSICAL DEVELOPMENT: PRE-AMBULATORY MOTOR SKILLS**

Introduction
The assessments in this section focus on the student’s development of PRE-AMBULATORY motor skills. PRE-AMBULATORY motor skills are those early gross motor skills that develop and support walking skills.

**GOAL**
- Educators can use the assessments to obtain valid and useful information about the child’s PRE-AMBULATORY gross motor skills and behaviours that precede standing and walking skills.

**ASSESSMENT METHODS**
The assessments in the PRE-AMBULATORY Motor section can be administered by Observation and by Interview.
- **Observation** – The assessments can be administered by observing the child in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time observing the child’s skills and behaviours; then, in the child’s Record Book, record the child’s performance on those skills you have observed. However, if you observe that the child’s mastery of a skill is marginal, emerging or inconsistent, do not give credit and regard the skill as an instructional objective until the child is able to perform the skill functionally, habitually and without difficulty.
- **Interview** – The assessments can be administered by interviewing the parent/caregiver or someone who knows the child well. General questions have been provided. Ask these general questions to initiate the assessment and then, if more information is needed, ask the specific question that accompanies a skill. When clarification of skills or behaviours is necessary, you may want to rephrase the questions for the parent/caregiver. Also, illustrations of some skills are provided to help define the skills.

When responding to an interview question, parents/caregivers often report on a child’s marginal or emerging skills, giving answers such as “sometimes”, “if I let him”, “a little”. Give credit in the child’s Record Book only for skills that the parent/caregiver or teacher can ensure the child is performing most of the time. If you question the validity of the results of a parent/caregiver interview, you may want to verify these results by observation.

**GENERAL RECOMMENDATIONS**
- **Provide a Comfortable Atmosphere**: Choose a setting that is relaxed and comfortable for the child. Although most children do not mind working individually with a teacher within a classroom, others may be self-conscious or easily distracted. Use discretion in deciding if the child can be tested in a classroom setting or if a more private setting would be preferable.
- **Involves Parents/Caregivers**: Parents/Caregivers or someone who knows the child well may be able to recommend the type of testing situation that will make the child most comfortable and, therefore,
Introduction

The assessments in this section focus on the development of the student’s gross motor skills. Gross motor skills are those skills that involve the large muscle groups of the body – the muscles in the neck, arms, torso and legs. A student’s gross motor skills control these muscles for sitting upright, crawling, walking, running and other activities.

GOAL

- Educators can use the assessments to obtain valid and useful information about the student’s gross motor skills and track a student’s gross motor development over time.

ASSESSMENT METHODS

Recommended assessment methods are indicated for administering each assessment in the Gross Motor section.

- **Observation:** Many assessments can be administered by observing the student in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time observing the student’s skills; then, in the student’s Record Book, record the student’s performance on those skills you have observed. However, if you observe that the student’s mastery of a skill is marginal, emerging or inconsistent, do not give credit and regard the skill as an instructional objective until the student is able to perform the skill functionally, habitually and without difficulty.

- **Interview:** One assessment (B-3 Stair Climbing) can be administered by interviewing the parent/caregiver or someone who knows the student well. For this assessment, general questions have been provided. Ask the general questions to initiate the assessment and then, if more information is needed, ask the specific question that accompanies a skill. When clarification of skills or behaviours is necessary, rephrase the questions for the parent/caregiver.

When responding to an interview question, parents/caregivers often report on a student’s marginal or emerging skills, giving answers such as “sometimes”, “if I let him”, “a little”. Give credit in the student’s Record Book only for skills that the parent/caregiver or teacher can ensure the student is performing most of the time. If you question the validity of the results of a parent/caregiver interview, you may want to verify these results by observation.
C PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

Introduction
The assessments in this section focus on the development of the student’s fine motor skills. Fine motor skills involve the small muscles of the body that enable such functions as writing, grasping small objects and fastening clothing. These skills involve strength, muscle control and dexterity.

GOALS
- Educators can use these assessments to obtain valid and useful information about those fine motor skills and behaviours that the student can perform with confidence. The assessments will help pinpoint what appropriate additional development, practice or instruction is needed before the student is capable of demonstrating the next skill level.

ASSESSMENT METHODS
Specific assessment methods are indicated for administering each assessment in the Fine Motor section.

- Observation: Some assessments, especially those designed for very young students (i.e. infants, toddlers), can be administered by observing the student in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time observing the student’s skills; then, in the student’s Record Book, record the student’s performance on those skills you have observed. However, if you observe that the student’s mastery of a skill is marginal, emerging or inconsistent, do not give credit and regard the skill as an instructional objective until the student is able to perform the skill functionally, habitually and without difficulty.

You may wish to plan a class or group activity in order to observe the students performing particular fine motor skills. For example, include cutting with scissors as part of an art project and observe cutting skills as the students work.

- Interview: One assessment (C-1 General Eye/Finger/Hand Manipulative Skills) can be administered by interviewing the parent/caregiver or someone who knows the student well. For this assessment, general questions have been provided. Ask the general questions to initiate the assessment and then, if more information is needed, ask the specific question that accompanies a skill. When clarification of skills or behaviours is necessary, rephrase the questions for the parent/caregiver.

Also, illustrations of some skills are provided to help define the skills. When responding to an interview question, parents/caregivers often report on a student’s marginal or emerging skills, giving answers such as “sometimes”, “if I let him”, “a little”. Give credit in the student’s Record Book only for skills that the parent/caregiver or teacher can ensure the student is performing most of the time. If you question the validity of the results of a parent/caregiver interview, you may want to verify these results by observation.

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D LANGUAGE DEVELOPMENT

Introduction
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GOALS
Educators can use these assessments to obtain valid and useful information about the student’s language skills. The assessments will help pinpoint what appropriate additional development, practice or instruction is needed before the student is capable of demonstrating the next skill level. Educators can use the language assessments to answer these questions:

• What are the present developmental levels of the student’s speech and language skills?
• Are there significant delays in areas that would warrant a referral for additional evaluation and special help?
• Is there evidence of significant problems involving voice, articulation and/or hearing that warrant a referral for additional evaluation?

ASSESSMENT METHODS
Specific assessment methods are indicated for administering each assessment in the Language Development section.

• Observation: Some assessments can be administered by observing the student in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time observing the student’s skills; then, in the student’s Record Book, record the student’s performance on those skills you have observed. However, if you observe that the student’s mastery of a skill is marginal, emerging or inconsistent, do not give credit and regard the skill as an instructional objective until the student is able to perform the skill functionally, habitually and without difficulty.

You may wish to plan a class or group activity in order to observe the students’ speech and language skills. For example, group show-and-tell provides opportunities to assess the speaking skills of students while maintaining an informal setting.

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Introduction
The assessments in this section focus on the development of the student’s knowledge and appreciation for books, knowledge of letters, phonological awareness, early writing skills and early reading skills.

GOALS
Educators can use these assessments to obtain valid and useful information about the student’s literacy skills and to find answers to the following questions:
- What beginning reading skills (alphabet knowledge, high-frequency word recognition, phonological awareness skills) has the student mastered?
- Is the student able to read comfortably at a given year level? If so, what is the year level?
- What manuscript writing skills usually taught at the foundation, year-one and year-two levels has the student mastered?

ASSESSMENT METHODS
Recommended assessment methods are indicated for administering each assessment in the Literacy section.
- Observation: Two assessments (E-1 Response to and Experience with Books and E-27 Quality of Printing) can be administered by observing the student in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time interacting with the student; then, in the student’s Record Book, record the student’s performance on those items you have observed. If you observe that the student’s mastery of a skill is marginal, emerging or inconsistent, do not give credit.
- Interview: One assessment (E-1 Response to and Experience with Books) can be administered by interviewing the parent/caregiver or someone who knows the student well. For this assessment general questions have been provided. Ask the general questions to initiate the assessment interview and then, if more information is needed, ask the specific question that accompanies a skill. When clarification of skills or behaviours is necessary, rephrase the questions for the parent/caregiver.
**Introduction**

The assessments in this section focus on the development of the student's understanding of foundational mathematics and science concepts.

**GOALS**

Educators can use these assessments to obtain valid and useful information about the student's understanding of foundational mathematics and science concepts as well as to find answers to the following questions:

- What beginning mathematics skills (number recognition, counting by rote, sorting objects) has the student mastered?
- Is the student able to perform basic arithmetic (addition and subtraction) at a given year level? If so, what is the year level?
- What introductory science skills has the student mastered?

**ASSESSMENT METHODS**

Specific assessment methods are indicated for administering each assessment in the Mathematics and Science section.

- **Observation:** Two assessments (F-19 Understands Time and Reads a Clock and F-21 Understands the Five Senses) can be administered by observing the student in a natural setting. Familiarise yourself with the items you will be administering by reading through them several times. Spend some time interacting with the student; then, in the student's Record Book, record the student's performance on those items you have observed. If you observe that the student's mastery of a skill is marginal, emerging or inconsistent, do not give credit.

- **Performance:** Most assessments in this section are conducted by administering items directly to the student and then recording the student's performance (the student's response to each item) in the Record Book.

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