

BRIGANCE[®]



Inventory of Early Development III

Special Education

Introduction Sampler



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THE BRIGANCE® SPECIAL EDUCATION FAMILY OF PRODUCTS

Inventory of Early Development III



Identify specific strengths and needs and monitor progress for students functioning from birth to the developmental age of seven.

Comprehensive Inventory of Basic Skills II



Determine each student's present level of performance and provide ongoing assessment for academic skills at pre-school to year 9 levels.

Transition Skills Inventory and Activities



Assess progress toward transition goals and deliver instruction in independent living, employment and additional post-secondary skills.

Online Management System

Instantly generate assessment results to inform instruction for each student. Track progress for individual students or groups, and generate reports that are easy to understand.



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 strength and 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 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.)

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.

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.

Requirement	How the Requirement Is Met
1. Date of next assessment	The date of the next assessment is recorded in the Date column in the <i>Record Book (RB)</i> .
2. Methods of assessment	The criterion-referenced <i>Inventory of Early Development III</i> is used for assessing. Most assessments in the <i>IED III</i> include a choice of assessment methods.
3. Present level of performance	Skills of the highest level achieved in the skill sequence are circled in the <i>RB</i> .
4. Future objective	Objectives are identified by underlining in the <i>RB</i> the skills to be achieved, using a pen of the designated colour.

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.

MONITOR PROGRESS

Once initial assessment is conducted with the *IED III* and an IEP has been written detailing a developmentally appropriate instructional plan, the *IED III* can be used to monitor student progress. Assessment may be conducted as needed or as required by your school/program at appropriate intervals throughout the year. The student's *Record Book* will provide an ongoing resource for monitoring progress within and across skill areas. In addition, the *BRIGANCE® Online Management System* supports group as well as individual progress monitoring. (Subscription rates apply.)

COMMUNICATE RESULTS WITH PARENTS/CAREGIVERS

Using the *IED III* will facilitate consultation with a parent/caregiver as the record-keeping

- is graphic so that instructional objectives are easily understood by most parents/caregivers.
- is ongoing and colour-coded so that progress can be readily shared with the parent/caregiver.
- clearly identifies sequential objectives so that the parents/caregivers, teachers and other school personnel can work together to help the student achieve.

PROVIDE FOR INCLUSION IN THE REGULAR PROGRAM

When the student is to be included in the general education class, clear communication between the special education instructor and the classroom teacher is crucial. The *IED III Record Book* can serve as a useful tool in communicating the student's

- present level of performance or present levels of academic achievement and functional performance (PLOPP/PLAAPF), including specific areas of strength and need.
- instructional objectives.

PROVIDE NON-DISCRIMINATORY TESTING AND EVALUATION

The criterion-referenced *IED III* yields assessment data referenced to a specific skill. The goal of assessment with the *IED III* is to identify those skills the student has mastered and those skills not yet mastered. For this reason, assessments can be modified to ensure a valid understanding of the student's skill mastery is determined.

In contrast, the goal is not to derive a quantitative score that can be used to compare the student's performance with a specific population, as in the case with norm-referenced testing.

If you wish to derive standardised scores, percentiles or age equivalents, refer to the *IED III Standardised* published by Hawker Brownlow Education.

See *Evaluating Students with Special Considerations* on page xxvi for more information about assessing bilingual or non-English speaking students and assessing students with exceptionalities.

SUPPORT ALTERNATE ASSESSMENT NEEDS

Ongoing assessments conducted with the *IED III* can fulfil reporting requirements for alternate assessment. The *IED III* measures authentic learning across and within skill areas. Discuss with your school's program coordinator or other qualified personnel how best to use the *IED III* to support alternative assessment needs.

STEP-BY-STEP ASSESSMENT PROCEDURES

STEP 1: GET READY FOR ASSESSMENT

PLAN AHEAD

To administer the *Inventory of Early Development III* effectively and efficiently, it is critical that examiners spend time becoming familiar with the assessment directions and procedures before administering the assessments to a student. The following guidelines can help you plan ahead for successful assessment.

Become familiar with the assessment procedures so that you can conduct the assessment in a natural manner and can focus your attention on the student. If helpful, use tabs or markers so that you can quickly locate the information you will need.

Schedule assessment early in the day, reducing the chance that the student will be hungry or tired.

Schedule multiple assessment times, if possible, when a comprehensive assessment is needed. Conduct the assessment in several short sessions. Each session should be no longer than the student's attention span.

Eliminate distractions. For those assessments that cannot be conducted in a natural setting, administer the assessments in an environment free of background noises or disturbances. Remove any materials that may be distracting to the student.

Choose the proper environment. The assessments in the *IED III* can be safely administered within the classroom, doctor's office or childcare centre. Although most students do not mind working individually with their teacher within their classroom, others may be embarrassed. Use your discretion to decide if a student can be tested in the classroom or if a more private setting would be preferable. Test in the classroom only when the rest of the class is not engaged in highly exciting or noisy activities.

Administer assessments in small groups when appropriate. Some assessments such as the mathematics can be administered in small groups to maintain comfort levels of students in the regular classroom.

Postpone testing. Testing should not be conducted if the student is not well or when testing requires the student to miss treasured activities such as excursions; special events; or favourite subjects, such as physical education, art or music.

SELECT ASSESSMENTS

The *IED III* is a comprehensive collection of assessments and is much too extensive to administer in its entirety. Instead, choose the assessments that are most relevant to the student's current development or areas of particular concern.

Each assessment contains a series of developmentally sequenced items. Each item represents a primary, or **milestone**, skill. Milestone skills are developmental skills that research has shown to be appropriate for students at specific stages of their development. The milestone skills

- can be assessed objectively.
- can be assessed expediently.
- can be assessed using items from the *IED III Box of Materials* or materials found in the classroom.
- are most readily accepted by parents/caregivers as relevant for their child.

For most students, assessing and tracking mastery of the milestone skills in the *IED III* will be adequate for

- identifying present level of performance.
- identifying developmentally appropriate instructional objectives.
- documenting developmental progress.

Follow the guidelines below to decide which assessments to administer, to select the most appropriate skill level within each assessment, and to select the best assessment method.

The *Milestone Skills by Developmental Age Level* section on page 382 lists all the milestone skills organised by developmental age. These lists are useful for providing a snapshot of a student's development across skill areas.

Decide Which Assessments to Administer

Assessments within a skill area are sequenced developmentally. When deciding which specific assessments to administer, use your professional judgment and keep the following questions in mind:

- Which assessments are most relevant to the immediate concern or reason for a referral?
- Which assessments are more likely to yield the most valuable information within the time allowed?
- Which assessments can best be conducted in a particular setting?
- Which assessments meet your program needs and requirements?

Select the Most Appropriate Skill Level Within Each Assessment

The items within assessments are sequenced developmentally. First, evaluate data you have about the student (age, behaviour, statements from parents/caregivers) to determine the approximate developmental age level. It is important to initiate an assessment at a level in the skill sequence that will promote a feeling of success for the student.

- Do not spend time assessing skills that are far below the student's developmental level or skill level.
- Do not initiate or continue assessment at a level that frustrates the student.

Use the following chart to plan the initial assessment level:

If the developmental age is approximately ...	begin assessing skills at the ...
6 months	3-month level
9 months	6-month level
12 months	9-month level
18 months	12-month level
2 years	18-month level
2½ years	2-year level
3 years	2-year or 2½ -year level
4 years	3-year or 3½ -year level
5 years	4-year or 4½ -year level
6 years	5-year level
7 years	6-year level

The majority of individual assessments include **developmental age notations**, useful as a guide in selecting age-appropriate items.

Developmental age notations help

- provide guidance in selecting the appropriate skill level for beginning the assessment.
- interpret the results in relation to developmental skill levels.
- determine developmentally appropriate instructional activities and objectives.

It is important to keep in mind that not all students develop according to the skill sequencing of items and developmental age notations. The developmental age notations should be used only as guidelines since the development of children varies due to

- the unique development of each student.
- differences in maturation.
- environmental or cultural differences.
- physical, social/emotional or cognitive delays or medical conditions.

The skill sequences and developmental age notations are based on a consensus of data found in the references listed in Appendix C.

Select the Most Appropriate Assessment Method

There are three assessment methods for administering assessments in the *IED III* – Observation, Interview and Performance. If two or more methods are listed for administering an assessment, choose the method or methods that will make the student most comfortable and that most efficiently produce valid results in your particular situation. In many cases, results obtained by observation or group administration are similar to results obtained by eliciting skills from the individual student (i.e. by performance).

Observation – Observing the student in a natural setting or during group organised activities can be appropriate for assessing many of the skills in the *IED III*. For example, involving the student in a game can help assess the student’s ability to follow directions. Engaging the student in conversation can be useful for determining the student’s speech and language skills. Observing, over time, how the student functions in social relationships with peers and adults is often the best method for assessing social and emotional development.

Interview – Interviewing the parent, caregiver or person who is familiar with the student is appropriate for many skills. For example, this method can be used to assess bathing or grooming skills. The interview method is also appropriate for assessing the development of the pre-speech skills and early motor skills. Interview questions are provided with many assessments to help you conduct the interview.

Performance – Many assessments can be administered by asking the student to demonstrate certain skills. For example, this is the recommended method for assessing skills such as repeating numbers, sentence memory and picture vocabulary.

Anticipate Administration Time

The *IED III* is used as a resource to provide ongoing assessment throughout the program year. If necessary, a single assessment may be conducted over consecutive days to ensure the student is rested and cooperative.

In general, the amount of time needed to complete an assessment is determined by

- the number of skills being assessed.
- the number of skills that can be assessed by group administration or observation.
- the skill range of the student.
- the knowledge or information the examiner may already have regarding the skill or development of the student.
- necessary adaptations in assessment procedures.

For each section, mark the assessments you plan to administer in the *IED III*. This should allow you to locate the assessments more efficiently when you are working with a student. You may want to consider adding tabs to the assessment pages you will use during the assessment session to aid in quickly locating the material.

RECORD STUDENT DATA IN THE RECORD BOOK

Write the student’s name on the front of the *Record Book* and complete the student’s data on the first page of the *Record Book* **before** conducting the assessment.

The information should be current and should clearly identify the student. Use official records and parents/caregivers to confirm the accuracy of the information.

IDENTIFY NECESSARY ADAPTATIONS TO ASSESSMENT PROCEDURES

Adaptations should be considered when you think the student will not perform well due to

- difficulty in understanding directions.
- speech problems.
- language differences or difficulties.
- vision problems.

The *IED III* is a criterion-referenced assessment that is designed to be flexible in use, allowing for individual differences while still obtaining the most valid results. When adaptations are necessary, consider the following:

- **Change the sequence of the assessments if needed.** Administer the assessments in the sequence that will yield the most valid results.
- Because very few of the *IED III* tests are timed, **permit the student sufficient time to complete activities.**
- **Be aware of the student's strengths** that will support reliable responses or those behaviours that may hinder reliable responses.
- **Use information from parents/caregivers** to identify what may act as a motivator to facilitate the student's optimal performance.
- **Be aware of the test items** and the way in which certain accommodations may impact performance and scoring.
- **Keep a record** of the accommodations implemented.

See Evaluating Students with Special Considerations on page xxvi for suggestions and information about assessing bilingual or non-English speaking students and assessing students with exceptionalities.

ORGANISE MATERIALS

Gather and organise all materials required for the assessments you are administering. This will allow you to focus your attention on the student and on administering the assessments.

To administer the assessments, you will need:

- The *IED III*
- The student's *Record Book*

Each assessment in the *IED III* includes a Materials list of needed items required for that specific assessment.

The following materials, which are included in the *IED III* Box of Materials, are needed for administering some assessments in the *IED III*:

- A squeaking toy
- A rattle
- 12 2.5-cm coloured blocks
- 2 regular pencils
- 2 primary pencils
- A box of crayons
- 12 small discs (counters)
- 16 shapes (circles and squares) for sorting
- 5 pencils of different colours
- Nesting containers
- Child-sized scissors
- Blank sheets of paper for covering distracting items on a child page

Additional materials you may need include:

- A few sheets of paper (the type commonly used in your program)
- A timer or watch with a second hand
- A copy of age-appropriate child pages

Some assessments include student pages for the student's written responses. For these assessments, provide the student with a copy of the student page.

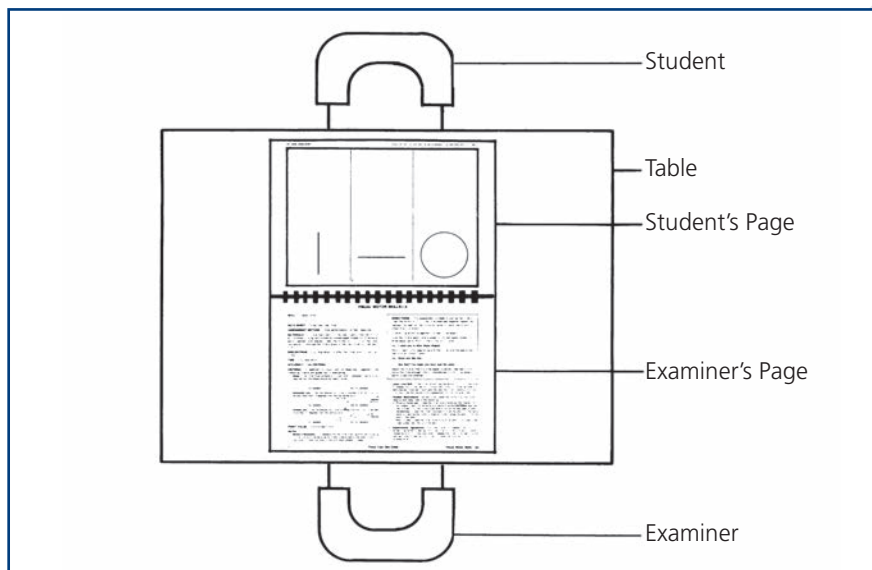
STEP 2: ADMINISTER THE ASSESSMENTS

PURPOSE OF ASSESSMENT

When conducting an assessment, it is important to remember the purpose of a criterion-referenced assessment. The goal is to determine a student's individual strengths and needs by allowing the student to demonstrate his/her knowledge and abilities. Prompting, giving unnecessary encouragement or providing unscripted demonstrations can do the student a disservice by masking his/her actual strengths and needs and invalidating assessment results.

POSITIONING THE IED III CORRECTLY

The format of the *IED III* allows the examiner and the student to follow the assessment procedures easily. For those assessments that have an accompanying student page, the *IED III* can be opened to an assessment and placed on a table between the examiner and the student, as shown below.



ASSESSMENT PROCEDURES

Before beginning an assessment, read any Notes provided and then follow the directions given for the assessment.

To guide your determination of skill mastery, many assessments provide information on accuracy and some assessments provide criteria for determining whether a student should receive credit for a skill or item. Each assessment also includes information about when to discontinue the assessment to avoid frustrating the student.

If performance or mastery of a skill is marginal or emerging, do not give credit. Instead, identify the skill as an objective.

When possible, observe the student in the classroom and/or natural situations to ensure that a student who is able to perform certain skills during the assessment is also able to apply those skills in real-life situations.

Use the developmental age notations as guidelines. Developmental age notations direct you to begin the assessment with an item that will ideally ensure success for the student.

2-0 40. Turns reachable doorknob to open door

See page xii, Select the Most Appropriate Skill Level Within Each Assessment to determine the best point of entry for each assessment.

ADAPTING ASSESSMENT PROCEDURES, IF NECESSARY

Criterion-referenced assessments are designed to be used with flexibility, allowing for individual differences while still obtaining the most efficient and valid results. Use your discretion to adapt the assessment procedures in order to obtain the most valid results.

To ensure an effective evaluation in which a student with exceptionalities is able to demonstrate the skills he/she has mastered, see Evaluating Students with Special Considerations on page xxvi.

ASSESSMENT METHODS

There are three assessment methods for administering assessments in the *IED III* – Observation, Interview and Performance. Recommended assessment methods are indicated on the first page of each assessment.

- **Observation**

Some assessments can be conducted 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 and then flip through the student's *Record Book* to record the student's performance on those items you observed. For example, you may observe the student's ability to grasp an object; you may observe the student's vocalisations and movements.

For some students, daily observations in a natural setting provide the teacher with the unique opportunity of observing the student performing a skill on a regular basis and at the appropriate times.

If there is *any* doubt of skill mastery when using the observation assessment method, it is recommended that the skills continue to be identified as instructional objectives until observations (or another assessment method) rule out all doubt of mastery.

- **Interview**

Some assessments can be administered by interviewing the parent/caregiver or someone who knows the student well (e.g. the student's teacher). For these assessments, specific questions are included. When using this assessment method, be aware that parents/caregivers often report on a student's emerging but not yet mastered skills giving answers such as "sometimes", "if I let him", "a little". Before giving credit, probe the parent/caregiver or teacher to ensure that the student is performing the skill *most of the time*. Give credit only for those skills the student has clearly mastered.

- **Performance**

Performance (administering items directly to the student to elicit the student's response) is the recommended assessment method that is used for a number of skills. For example, this assessment method is the primary method used to assess a student's mathematics skills.

When working with the student, read directions and questions in a natural manner. If it appears the student does not understand the directions, rephrase the directions or give an example or demonstrate the type of response expected. Remember to remain objective. Any subtle clues (e.g. smiling or frowning) or extra assistance given to a student during assessment may influence the student's performance.

Pace the items in the assessments so that the student has enough time to perform the skill but not so much time that he/she becomes bored waiting for the next direction.

If performance or mastery of a skill is marginal or emerging, do not give credit. Instead, identify the skill as an objective. When possible, observe the student in the classroom and/or natural situations to ensure that a student who is able to perform certain skills during the assessment is also able to apply those skills in real-life situations.

Give credit for skills you know the student can perform because you have observed the student effectively performing them in a natural environment.

If the student page is too visually stimulating, cover part of the page or cut a copy of the student page so the items can be presented one at a time.

ESTABLISHING RAPPORT

Students are generally slow to warm up to and cooperate with unfamiliar people. They may refuse to answer questions, attempt to leave the testing area, become fearful or tearful, or alternately grab for test materials or play with toys they have brought with them. To establish rapport with the student during the assessment session, consider the suggestions in this section.

Guiding Desirable Behaviour

The following suggestions may help make the assessment process more comfortable, enjoyable and even fun for both you and the student and/or parent/caregiver.

- **If a parent/caregiver is present, engage the parent/caregiver first.** Talking with the parent (or caregiver) makes both the parent and the student comfortable. This may be an opportune time to find out which skills parents think may be strengths for their child and which skills may be weaknesses. This is also a good time to discuss with parents what works in terms of managing challenging behaviour. To establish and maintain rapport and cooperation, it is important to begin testing with the student's strengths and to have strategies for handling challenging behaviours.
- **Create a friendly, non-threatening assessment environment.** Make sure there is ample seating and workspace for the student and that the space is quiet and well lit. Smile and be welcoming. Thank the student beforehand for his/her participation. Explain to the student that there are different kinds of games and tasks; ask the student to do the best that he/she can. Explain that it is not expected for the student to give all correct responses.
- **Use clear but pleasant requests** such as, "Come with me. We are going to look at a book and play with some blocks." Do not ask the student whether he/she would like to participate since any subsequent refusals can be challenging.
- **Incorporate "wobble breaks".** Since it is unlikely that students can remain seated throughout the assessment, "wobble breaks" should be included. Take cues from the student's behaviour to determine appropriate breaks or stretching times. It is acceptable to move to the floor, move back to the chairs or even sit under the table!
- **Introduce tasks as "games"** rather than as tests. Present assessment items rapidly, but not so rapidly that the student feels rushed.

- **Use verbal reinforcement** and show interest and enthusiasm in the student's effort. Call attention to the student's specific efforts. For example, "I like how you did that." or "You are doing a good job [listening, concentrating]." Do not use phrases that indicate whether the student's response was correct or incorrect ("That was right!"). If the student asks, "Did I get it right?," reply with specific praise related to the student's effort.
- **Use stickers to reinforce the student's effort.** You may wish to give a sticker between assessments (after the student finishes an assessment and before he/she begins the next). Be sure to give stickers throughout the assessment process, not only when the student has success with items within the assessment.
- **Set time expectations for the student.** To help the student understand how long the assessment session will be, you may wish to have the student turn the dial of a timer to a predetermined point that represents a specific amount of time. Base the amount of time on the number of assessments you plan to administer and how long you feel the student can stay engaged. Explain to the student that when the timer goes off, you will stop the assessment and he/she will have a chance to play or take a break.

Handling Undesirable Behaviour

The following suggestions may help if the student becomes upset or refuses to participate.

- **Take a break or stop the assessment and reschedule** if the student becomes upset or cries and cannot be soothed.
- **Offer choices** if the student refuses to participate in the assessment process. For example, say, "Would you like to play with blocks first or use the crayon?"
- **Switch to another task** if the student refuses to engage in a particular assessment. After the student feels more secure, return to the earlier assessment.
- **Drop back to an earlier age notation** (if there is one) and begin assessment with the item indicated if the student is initially reluctant to respond to items in an assessment.

Because students generally enjoy demonstrating skills they have mastered, inconsolable behaviour or a great number of refusals may be an indication of developmental or behaviour problems. Of course, refusals can also indicate the student's reaction to assessment items that are difficult for him/her.

PRECAUTIONS WHEN ADMINISTERING ASSESSMENTS

- **Avoid gazing at the correct choice.** Occasionally a student is alert to where the examiner is looking and will use this as a cue to responding. Should your gaze help a student make a correct response, skill mastery may be inflated. This can make it challenging to detect a student's true strengths and needs. Gaze at something on the student page other than the correct choice, gaze off to the side of the student page, or gaze at the student.
- **Do not prompt the student with reminders.** It can be tempting for an examiner or teacher to provide reminders as a form of encouragement, such as "You know this. We did it yesterday," but it is important to refrain from prompting the student. Prompting or reminding may cause the student to give a response that is not representative of his/her knowledge. A student who cannot demonstrate skills on his/her own has not truly mastered them.
- **Keep the *Record Book* out of the student's line of vision** by placing it on your lap.

POSSIBLE OBSERVATIONS

A NOTES section follows the record-keeping section for each assessment in the *IED III Record Book*. In the student's *Record Book*, record any of the following observations that you believe suggest a problem and may warrant referral for additional evaluation.

Vision

- showed symptoms of eye fatigue or stress, such as ___ blinking ___ squinting ___ itching ___ tearing
- appeared to have eye infection indicated by ___ redness ___ discharge
- held reading material very close
- held reading material far away
- tended to close or squint one eye in order to see better

Auditory

- needed to watch speaker's face closely in order to understand
- appeared to have difficulty hearing over background noise
- turned head to one side in order to favour one ear
- consistently misunderstood instructions
- asked that instructions be repeated frequently

Speech

- was difficult to understand
- had difficulty with articulation as indicated by ___ omission ___ substitution ___ distortion
- had unusual voice quality: ___ raspy ___ breathy ___ nasal ___ high-pitched ___ low-pitched
- had atypical volume: ___ too loud ___ too weak
- oral expression appeared to be limited or inhibited, possibly due to shyness, fear or lack of confidence

Behavioural

- unable to concentrate for short periods of time
- was excessively restless
- frequent and inappropriate talking
- repeatedly unable to stop handling materials
- had limited or inhibited eye contact

STEP 3: RECORD RESULTS IN THE *RECORD BOOK*

Use the *IED III Record Book* to record results from the assessments in the *IED III*. By using pens or pencils of different colours to record assessment data, a colour-coded record is developed that is ongoing, graphic and easily interpreted. The record-keeping system can be used to

- track the progress of an individual student.
- communicate information to the parent/caregiver.
- communicate data about the student's development to other personnel.

See page xx for an example of the colour-coded record-keeping system.

Note: The colour-coding system can also be used with the *Comprehensive Skill Sequences* and *Supplemental Skill Sequences* by simply photocopying the skill sequences and marking them according to the same record-keeping method described below.

Recording Assessment Data

1. Record the first evaluation by using a PENCIL to circle the skills the student has mastered.
 - Give credit for a skill that you know the student can perform well, perhaps because you have observed the student performing the skill.
 - Note, in the NOTES section following each skill in the *Record Book*, anything that you think would be helpful, such as observations or specific information about the student's responses.
2. Next, use a BLUE pencil or pen to underline the skills you wish to set as instructional objectives to be mastered during the next instructional period. Instructional objectives are the focus for instruction in addition to future evaluation.
3. To record the second evaluation, use a BLUE pencil or pen to circle the skills the student has mastered.

4. After the second evaluation is complete, use a RED pencil or pen to underline the skills you wish to set as instructional objectives to be mastered during the next instructional period.
5. To record the third evaluation, use a RED pen or pencil to circle all skills the student has mastered.

Interpreting the Recorded Data

After developing the colour-coded record, you can use it to determine

1. the student's performance level when first evaluated (circled in pencil).
2. which skills have been set as instructional objectives for the student to master between the first and second evaluations (underlined in blue).
3. the student's progress, shown by skills mastered between the first and second evaluations (circled in blue).
4. which skills have been set as instructional objectives for the student to master between the second and third evaluations (underlined in red).

The example on page xx should be interpreted as follows:

1. When *F-19 Understands Time and Reads a Clock* was administered in September, the student demonstrated mastery of skills 1 and 2. Skills 3, 4 and 5 were set as instructional objectives for the next evaluation.
2. The student mastered skills 3, 4 and 5 between September and January. You can tell this because those skills were circled in blue at the January evaluation.
3. Skills 6, 7 and 8, underlined in red, have been identified as instructional objectives to be mastered by 6 April, 2013.

EXAMPLE OF THE RECORD-KEEPING SYSTEM

Example of how to complete the chart on page 1 of the *Record Book*

Evaluation	Colour	Date	Examiner
1st	Pencil	15/9/12	Lopez
2nd	Blue	20/1/13	Lopez
3rd	Red	6/4/13	Lopez
4th	Black		
5th	Green		
6th	Purple		

Explanation of Colour-Coded Recording Procedures

Assessment data for 15 September 2012, is recorded in **pencil**.

Skills mastered at that time are circled in **pencil**. (See skills 1 and 2 below.)

Objectives set for 20 January 2013, are underlined in **blue**.

(See skills 3–5 below.)

Skills mastered between 15 September 2012, and 20 January 2013, are circled in **blue**.

(See skills 3–5 below.)

Objectives to be achieved by April 6, 2013, are underlined in **red**.

(See skills 6–8 below.)

F Academic/Cognitive: Mathematics and Science (continued)

Page Assessment

301 F-19 Understands Time and Reads a Clock

- ³⁻⁶ ① Knows the part of the day for specific daily activities
- ⁴⁻⁶ ② Sequences five daily activities and tells time of day for each
- ⁵⁻⁶ 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
- ⁶⁻⁰ ⑥ Identifies numerals on the clock face
- ⑦ Differentiates between the hour hand and the minute hand
- ⑧ Tells time to the hour
- ⑨ Tells time to the half-hour
- ⑩ Tells time to the quarter-hour⁷⁻⁰

NOTES: _____

STEP 4: ANALYSE RESULTS

When interpreting *IED III* assessment results, it is important to consider

- health, environmental or cultural factors that can impact performance.
- observations that were recorded at the time of assessment.
- if more in-depth assessment is needed.

CONSIDER FACTORS THAT MAY IMPACT PERFORMANCE

If the student's assessment results are lower than expected, it is important to consider factors that may have influenced the student's performance. You may wish to analyse observations that were noted in the student's *IED III Record Book* at the time of assessment. Sometimes observations about how a student performs reveal much about the presence or absence of learning strengths and needs. Consider factors such as health, environment and culture when deciding the most likely reason for the student's performance, when identifying skill areas of apparent need, and when making appropriate follow-up decisions.

- **Physical Limitations**

Physical limitations, such as poor vision or hearing, can cause a delay in the development of some skills, which can impact performance. A student administered assessments just prior to the onset of an illness or just after an illness may perform at a lower level than usual. Poor nutrition or an imbalance in body chemistry can cause a student to be lethargic or hyperactive, resulting in poor performance.

- **Undiagnosed Disabilities or Psychosocial Risk**

Common reasons for poor performance are undiagnosed disabilities or substantial psychosocial risk factors. Record and report relevant observations regarding these concerns and make appropriate referrals for services or additional testing.

- **Poor Testing Conditions**

Uncomfortable room temperature, noise, visual distractions or poor lighting may prevent a student from performing well. In addition, if a student finds the assessment atmosphere uncomfortable, feels discouraged or unmotivated, or is tired, the student's performance may suffer. If you feel that the assessment conditions influenced the student's performance, consider conducting the assessment again at a later date.

- **Language or Cultural Barriers**

A student from a home in which English is not the primary language may not understand what responses are expected. Whenever possible, assessment should be conducted by personnel fluent in the primary language of the student and knowledgeable of the student's cultural background. The linguistic and cultural background of the student's parents/caregivers should be considered when deciding if assessment results truly represent the developmental ability of the student. A parent/caregiver may be limited in his/her understanding and use of English and therefore during an interview may have difficulty fully describing the student's abilities and behaviours. Professional judgment should be used in determining to what degree a student's performance was affected by language or cultural differences.

ANALYSE OBSERVATIONS

It is important to analyse observations that were noted in the student's *Record Book* at the time of assessment. Sometimes observations about how a student performs reveal much about the presence or absence of learning strengths and needs. Consider the following questions when analysing a student's performance:

- Does the student demonstrate the strategy of talking to himself/herself while working?
- Is the student well organised – can the student find his/her place and work systematically from left to right and from top to bottom?
- Is the student sufficiently reflective or does acting on impulse lead the student to make frequent errors?
- Is the student attentive to detail?
- Is the student willing to guess or try again or does he/she give up quickly?
- Do cues, prompts or encouragement help?
- What kind of cues or prompts are needed (visual, auditory, tactile)?
- What kind of encouragement helps (verbal, picture, stickers)?

These and other observations can help pinpoint aspects of learning style that are important for planning instruction.

DETERMINE IF MORE IN-DEPTH ASSESSMENT IS NEEDED

There may be a need for more in-depth assessment than what is provided in the *IED III* assessments. In these cases, use the *Comprehensive Skill Sequences* at the end of each section. The *Comprehensive Skill Sequences* provide a more detailed sequencing of developmental skills and are useful for identifying prerequisite skills, intermediate skills and skills subsequent to the milestone skills. For more detail on using the *Comprehensive Skill Sequences*, see page xxiii.

STEP 5: IDENTIFY NEXT STEPS

After assessment has been completed, the information gathered about a student's skill mastery can serve many purposes. The *IED III* is commonly used in special education programs to

- support appropriate referral decisions.
- identify present level of performance.
- provide additional in-depth assessment with the *Comprehensive Skill Sequences* or *Supplemental Skill Sequences*.
- identify instructional objectives for a student's IEP.
- provide ongoing assessment and progress monitoring.
- share student performance with fellow educators or parents/caregivers.

SUPPORT APPROPRIATE REFERRAL DECISIONS

Referrals for further evaluation may be made after analysing a student's strengths and needs across developmental and academic skill areas (particularly when *IED III* results support findings from additional assessment measures). For example, delays in fine motor skills or gross motor skills may indicate the need for a physical or occupational therapy evaluation. Expressive or receptive language weakness may indicate the need for a speech-language evaluation.

Developmental or learning delays across multiple skill areas may suggest the need for evaluation by a developmental psychologist. In addition, when making recommendations for referrals for further evaluation, consider the presence of psychosocial risk factors (e.g. parents/caregivers with less than a high-school education, parents/caregivers with limited literacy, or a student's history of domestic abuse or violence). It may be necessary to distinguish psychosocial risk factors from other potential factors that may have influenced an at-risk student's performance.

IDENTIFY PRESENT LEVEL OF PERFORMANCE

The skills within the *IED III* assessments are scaled and, therefore, gradually increase in difficulty, allowing a student's present level of performance to be pinpointed within the skill continuum. Once a student's level of skill mastery has been identified, the results can be used to

- identify present level of performance (PLOP) or present levels of academic achievement and functional performance (PLAAPF).
- identify strengths and needs across and within different skill areas (e.g. the student has strengths in daily living skills but limited mastery of social and emotional skills).

PROVIDE ADDITIONAL IN-DEPTH ASSESSMENT

There may be a need to provide more in-depth evaluation after analysing results from the assessments. The *IED III* includes

- *Comprehensive Skill Sequences*, which provide a more detailed sequencing of developmental skills.
- *Supplemental Skill Sequences*, which provide suggestions for informal observational assessment.

Comprehensive Skill Sequences

The *Comprehensive Skill Sequences* are a detailed list of developmentally sequenced skills that students normally develop from birth to age seven. They provide a more detailed sequencing of developmental skills and include both milestone skills (primary skills, as seen in each assessment) and intermediate (secondary) skills.

Note: Due to their developmental nature, the *Comprehensive Skill Sequences* are not included with academic skills.

As shown in the following example, milestone skills appear in bold print followed by the corresponding assessment item number.

Example of a *Comprehensive Skill Sequence*:

71. **Turns knobs (e.g. those on radio, toys) (38)**

72. Places round and square shapes in formboard

73. **Imitates scribble (39)**

74. Twists 7.5-cm lid off jar and replaces it

75. Strings 2.5-cm cube beads on shoelace

Milestone, or "primary", skills in **bold print**

Intermediate, or "secondary", skills in light-faced print

The numbers in parentheses, (38) and (39), indicate these are skills 38 and 39 in the corresponding *IED III* assessment and in the *Record Book*.

The *Comprehensive Skill Sequences* offer teachers added contextual skills and may be used as a helpful guide or reference for planning developmentally appropriate curriculum and instruction. The intermediate (secondary) skills can also be used for intermediate instructional objectives (i.e. weekly instructional planning).

For students with developmental delays, the *Comprehensive Skill Sequences* can show a student's present level of performance more specifically and can track ongoing progress even in small incremental steps.

For some students, using a combination of the assessments and the *Comprehensive Skill Sequences* will be beneficial. For example, using the assessments may be adequate for a student's stronger skill areas, but the *Comprehensive Skill Sequences* may be needed for a student's weaker skill areas where progress is slow or development is delayed.

Supplemental Skill Sequences

The *Supplemental Skill Sequences* provide sequences of additional skills that can be assessed and tracked by informal observation in a natural setting. Thus, assessment procedures for these skills are not included in the *IED III* and these skills do not appear in the *Record Book*. However, these skills can be a vital part of any educational program.

Working in conjunction with the *IED III* assessments and *Comprehensive Skill Sequences*, the *Supplemental Skill Sequences* are useful as a reference for curricular and instructional planning or for tracking the student's development as needed.

IDENTIFY INSTRUCTIONAL OBJECTIVES FOR A STUDENT'S IEP

An instructional objective is provided with each assessment to support the development of IEPs and to plan developmentally appropriate instruction. In addition, the skills in the *Comprehensive Skill Sequences* can also be used to target individual instruction.

It is important to identify objectives that are appropriate for the student and that will meet the student's instructional needs. In an assessment's skill sequence, skills immediately following those identified as mastered are, in most cases, logical skills to be identified as objectives for the next instructional period.

In determining the number and priority of instructional objectives for the next instructional period, teachers should consider the following factors.

- Length of the upcoming instructional period
- Discrepancy between the student's present level of performance and the anticipated level of performance
- Types and degrees of physical impairments or emotional disorders
- Presence of advanced development or academic talent
- Environmental factors in the home and school
- Mental and physical health of the student
- Parental concerns and expectations

Once instructional objectives have been set, teachers may utilise the *BRIGANCE® Readiness Activities* for easy-to-use activities that are correlated to relevant assessments in the *IED III*. Helpful objectives, effective teaching strategies, suggested reading lists and reproducible letters to families are also included.

PROVIDE ONGOING ASSESSMENT AND PROGRESS MONITORING

Once initial assessment has been conducted with the *IED III* and an IEP has been written, ongoing assessment with the *IED III* can help educators to monitor the student's progress.

Assessment may be conducted as needed or as required by your school/program at appropriate intervals throughout the year. The student's *Record Book* will provide an ongoing resource for monitoring progress within and across skill areas. In addition, the *BRIGANCE® Online Management System* supports group as well as individual progress monitoring. (Subscription rates apply.)

SHARE STUDENT'S PERFORMANCE

Assessments are administered to provide insight into the student's development and instructional needs. Communicating assessment results may require careful handling. A well conducted conference can help teachers and parents/caregivers understand the student's developmental and academic strengths and needs while promoting a positive attitude when possible delays in development or learning must be discussed.

The record-keeping system makes it easy to communicate clear instructional objectives to parents/caregivers. Record keeping in the *IED III*:

- is ongoing and colour-coded, so that progress can be readily shared with parents/caregivers.
- clearly identifies sequential objectives, so that parents/caregivers, teachers and other school personnel can work together to help the student achieve his/her goals.

EVALUATING STUDENTS WITH SPECIAL CONSIDERATIONS

It is often necessary to evaluate students who are bilingual or those who have known exceptionalities in order to determine their skill levels, especially in areas of development that may not be affected by any of these conditions. For example, a student with vision impairment needs assessment to determine whether other impairments or delays exist (e.g. language impairment, fine motor skill delay.)

Accommodations during assessment enable students to more accurately demonstrate their knowledge. Accommodations permit alternate test settings, testing formats, response formats, timing and test scheduling, all of which serve to demonstrate a student's true mastery of a skill.

When evaluating students with special considerations, use the following general strategies in addition to the specific strategies provided.

- Keep a record of the accommodations implemented.
- Be aware of the test items and the way in which certain accommodations may impact performance and results.
- Be aware of the student's strengths that will support reliable responses or those behaviours that may hinder reliable responses.
- Use information from families to identify what may act as a motivator to facilitate the student's optimal performance.

STUDENTS KEPT BACK A YEAR

Students who have been held back a year level have a high degree of risk for academic difficulties. This makes sense since it can be assumed that a student was retained because his/her parents/caregivers or teachers felt the student was not ready or was unable to handle age-appropriate academic tasks. Yet because a "retained" student competes academically with younger students, a "retainee" with developmental delays or learning problems is often difficult to detect.

It is reasonable to consider whether an older student, although initially comparing favourably to younger classmates, may actually be at risk. Although an older student who has been retained may perform as well or better than his/her younger classmates at the beginning of the school year, it is possible that the older student continues to learn language or academic skills more slowly. If so, the retained student's initial adequate performance may be temporary and the student may again fall behind during the school year.

Continue to monitor the progress of students who have been retained. These students may have problems that surface later. For example, a student who currently shows language-based deficits may later exhibit reading comprehension problems that often are not evident until the end of year three or beginning of year four.

BILINGUAL AND NON-ENGLISH-SPEAKING STUDENTS

The following accommodations are designed to help bilingual students demonstrate skills they have mastered.

- Administer assessments to students who are bilingual or non-English-speaking in their primary language – the language spoken most at home. Even students who speak some English perform best when assessments are administered in the student's native tongue.
- If the examiner is not fluent in the student's language, an interpreter will be needed during the assessment and for gathering parent/caregiver information and interpreting results.
- A professional interpreter should evaluate a student's articulation and syntax skills in the student's native language.
- Consider the native language of the student's parents/caregivers. A parent/caregiver who is asked interview questions in English may be limited in his/her understanding and use of English and, therefore, may have difficulty fully describing the student's abilities and behaviours.

STUDENTS WITH EXCEPTIONALITIES

It is often necessary to evaluate students with known or suspected disabilities. Thus, the following accommodations are provided as guidelines to consider when assessing mastery of skills for students with certain disabilities.

Please be mindful that the purpose of accommodations is not to significantly alter the skill being measured. Orally presenting material, for example, designed to measure reading comprehension would significantly alter the skill being measured.

STUDENTS WITH MOTOR IMPAIRMENT

- Ensure that seating is appropriate. Use of corner sitters or other adaptive equipment may be needed. Some students perform best when lying on one side of the body. Parents/Caregivers are usually the best source of information on the best method of seating. It may be helpful to consult a physical therapist.
- Some students with motor impairments have difficulty with articulation. A parent/caregiver who accompanies the student can help interpret the student's verbal responses. Use augmentation communication systems if the student has them. Problematic verbal responses, however, should be viewed as an indication that an assessment by a specialist in alternative communication methods is needed.
- For students who cannot point or express themselves verbally, the direction of the student's eye gaze can be considered the student's response to an item. Examiners can make photocopies of student pages, cut apart the pictures (or items) on the student page and place the pictures (or items) on separate cards. The cards can then be placed 15 centimetres apart on the table in front of the student. Instead of asking the student to point, ask the student to "look at the ____ (e.g. a specific picture, letter, form)."
- Be patient. Students with motor impairment usually need extra time to respond.
- Interviewing the parent/caregiver first about the student's skills will help give the examiner confidence in deciding when to probe for responses.

Although it is tempting to want to give credit for gross motor skills to a student who is compensating effectively for motor impairment (e.g. uses a wheel chair), it is important to remember that the gross motor skills section is designed to

measure actual motor skills. Since such students may still be involved in physical therapy, examiners will need to rely on results from the unadapted administration of the *IED III* in order to monitor progress.

STUDENTS WITH HEARING IMPAIRMENT OR DEAFNESS

- Find out from the parent/caregiver how the student communicates. If sign language or Total Communication (TC) is used, the examiner should either be fluent or use an interpreter.
- The student should be wearing prescribed amplification devices.
- The room should be quiet and free from visual distractions.
- Make sure to have the student's attention before delivering directions.
- Simplify language for assessment prompts if it does not change the test construct or the intent of the item.
- Allow the student to vary response styles, such as drawing pictures, using sign language or gesturing.

STUDENTS WITH VISION IMPAIRMENT OR BLINDNESS

- Ask the school's vision specialist about appropriate lighting, magnification, positioning, size and colour of objects or pictures that may enable the student to see.
- If a student's vision is too impaired to view pictures, substitute real objects for pictures when possible.
- Allow time for tactile exploration of assessment items.
- Physically guiding a student's hand is appropriate and can prepare the student for touching assessment materials.

STUDENTS WITH SEVERE SPEECH IMPAIRMENT

- Spend time listening to and interacting with the student prior to beginning the evaluation to get a feel for the student's speech patterns.
- A parent/caregiver, classroom teacher or speech teacher who accompanies the student may be able to interpret the student's verbal responses.
- If necessary, switch to a receptive language alternative (e.g. pointing instead of naming) for assessments that have that option.
- Give credit for gestures that clearly convey a correct response.

STUDENTS WITH EMOTIONAL DISTURBANCE AND BEHAVIOUR PROBLEMS

- Start with imitation tasks (clapping or eye blinking) so the student has some initial success. If the student's parents/caregivers are present, ask about the student's preferred activities and begin with those types of assessments.
- Parents/caregivers can often give advice on behavioural control. ("Do you have any ideas on how to get him to cooperate?")
- Use puppets, allowing the examiner's puppet and the student's puppet to communicate. This introduction can relieve stress and anxiety and may facilitate a student's willingness to respond.
- Note changes in the student's behaviour across assessment items. A student with emotional problems often reacts poorly to tasks that are too difficult for him/her. Thus observation of a student's responses can help identify areas of particular need. If such problems are noticed, switch to more appealing tasks and return periodically to challenging ones – weaving these in and out of other assessments so as to maintain good behaviour and focus.
- Allow the student some control in the testing situations (e.g. take turns, allow the student to set a timer to set expectations for how long the assessment session will be).
- Present items quickly and as appealingly as possible to avoid challenging behaviour.
- Use stickers or stars to reinforce the student's effort.
- Let the student know immediately when his or her behaviour is unacceptable by saying, "No." Be sure to give clear guidance for appropriate behaviour.
- Avoid making promises that can't be delivered.

STUDENTS WITH SIGNIFICANT HEALTH PROBLEMS

- Schedule assessment when the student is refreshed.
- If the student is overly tired, reschedule or take frequent breaks.
- Omit gross motor and dressing items that may be too physically challenging for the student.

STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD) AND DEVELOPMENTAL DISORDERS

- Prepare the student for the upcoming assessment session. Changes in routine are particularly difficult for individuals with ASD. Using visual schedules and written reminders will encourage a smoother transition to the assessment session.
- If the student's parent/caregiver is present, interview the parent/caregiver first. Parents can usually give helpful information about how best to work with their student, especially information about effective motivators and reinforcers.
- Remove potential distractions from the assessment area.
- Begin an assessment with items that provide immediate success.
- Gently tap on materials to direct the student's gaze to the appropriate place.
- Use a soft voice to praise and redirect the student. If the student is destructive to materials, use a louder voice.
- Signing can be used when administering assessments to students with ASD.
- Do not require the student to make eye contact with you during the assessment.
- Use tangible reinforcers rather than social ones.
- Because it is difficult for students with ASD to make transitions, trade one item for another when changing manipulatives.
- Arrange seating that will discourage the student from leaving the area.
- Avoid making assumptions about the student's performance in one skill area based on performance in another. Students with developmental disorders often have unexpected areas of strength and weakness.
- Avoid repeating instructions if the student's response is delayed. Students with ASD find it difficult to interpret auditory information. Give the student time to process the information.
- Use positive reinforcement freely and do not limit it to correct responses.
- Allow alternate responses (e.g. pointing, drawing) when acceptable.
- Be aware of the difference between unwillingness or refusal to perform and lack of knowledge.

STUDENTS WITH TRAUMATIC BRAIN INJURY

- A student who has traumatic brain injuries often exhibits a limited attention span, distractibility and difficulties with memory.
- Repeat directions if necessary.
- Use visual cues to help the student remember.
- Be patient. Give the student extra time to respond.
- Begin an assessment with items that provide immediate success.
- Avoid making assumptions about the student's performance in one skill area based on performance in another.
- Allow alternate responses (e.g. pointing, drawing) when acceptable.
- Be aware of the difference between unwillingness or refusal to perform and lack of knowledge.

STUDENTS WITH MULTIPLE DISABILITIES

- Spend time interacting with the student prior to beginning the evaluation to help the two of you feel comfortable working together.
- Be patient. Give the student plenty of time to respond.
- The parent/caregiver or the student's teacher or aide may be able to help you interpret the student's responses.
- Give credit for gestures that clearly convey a correct response.
- The combined use of specific strategies for the disabilities listed above can be used when working with a student who has multiple disabilities.

STUDENTS WITH POSSIBLE GIFTEDNESS AND ACADEMIC TALENT

- You may want to begin assessments at an older age notation than the one indicated for the student's age to reduce the chance of administering unnecessary items.
- Cover the examiner's directions (even though upside down) to prevent the student from reading answers. Students with academic talent often have well-developed reading skills.
- Consider asking additional questions (e.g. "What else do we call this?") if the student gives a creative, but pertinent, response to an item. (The high degree of creativity exhibited by some gifted students may lead them to produce a range of alternative responses to items.)

Brigance IED III Price List

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