Training Sessions to Maximize Your Investment

We know it’s not always easy to assess students with fidelity, monitor progress, use data to drive instruction, and meet reporting requirements. We can help you overcome these challenges with our BRIGANCE® professional development and training sessions. Our sessions are focused on ensuring that educators properly implement BRIGANCE in order to maximize teacher effectiveness and student performance.

Why BRIGANCE Professional Development Matters

• Having well-trained teachers and administrators ensures proper program implementation and, as a result, valid and reliable assessment data.
• Professional development helps educators understand how to use data to individualize instruction plans for each student.
• The right training ensures educators are well equipped to accurately monitor student progress and make timely adjustments to keep students on track.

Designed to Meet Your Unique Needs

The recommended time for our courses is 3 hours, but we will work within the flexibility of up to 6 hours to meet your specific training needs.

On-Site Training:
Sessions are up to 6 hours, in person, 30 or fewer participants at one time. Engages participants with hands-on activities and scoring practice.

Interactive Webinar:
Live online webinars are up to 90 minutes. Participants log in from one or more locations.

Need more support?
Access BRIGANCE training videos for on-demand support whenever you need it. BRIGANCE.com/PD
Special Education

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Special Education Family

Meet IDEA requirements and address student needs from birth through high school.

Inventory of Early Development III (IED III) and IED III Standardized

Comprehensive Inventory of Basic Skills II (CIBS II) and CIBS II Standardized

Transition Skills Inventory (TSI) and Transition Skills Activities
Using the criterion-referenced Inventory of Early Development III (IED III) or Comprehensive Inventory of Basic Skills II (CIBS II)

Objectives:
- Overview of the IED III/CIBS II
- Choose appropriate assessments and assessment methods
- Administer assessments
- Record results in the Record Book
- Analyze assessment results, plan next steps for writing IEPs, and plan instruction
- Monitor progress throughout the year

For pricing and ordering information, see page 15.
Using the Transition Skills Inventory and Transition Skills Activities

Level MS HS

Intended to be delivered on its own, or in conjunction with training on the BRIGANCE IED III/CIBS II, this session demonstrates how the TSI can help participants determine present level of performance; plan individualized instruction; write meaningful, measurable transition plans; and document progress, all while meeting state and federal requirements, including Indicator 13. Participants also learn how the Transition Skills Activities can help make that all-important connection between assessment and instruction. Sessions include hands-on practice identifying appropriate assessments to inform compliant IEPs and transition plans as well as practice recording student skill mastery.

Objectives:

• Overview of the Transition Skills Inventory and Transition Skills Activities
• Choose appropriate assessments and assessment methods
• Administer transition assessments
• Record results in the Record Book
• Analyze assessment results and plan next steps for writing transition plans
• Plan instruction using the Transition Skills Activities

For pricing and ordering information, see page 15.
Using the IED III Standardized or the CIBS II Standardized

For programs needing standard scores, percentiles, and age or grade equivalents, this session covers how to administer and score the BRIGANCE® IED III Standardized (birth through chronological age 7) or CIBS II Standardized (chronological ages 5–12) assessments and derive standardized scores. Hands-on scoring practice reinforces the usage of basal/ceiling rules and accuracy guidelines to ensure reliable data. Other topics include analyzing results and planning for next steps.

Objectives:
- Differentiate between criterion- and norm-referenced assessment
- Identify key applications of the IED III Standardized or CIBS II Standardized
- Select appropriate assessments and entry points
- Administer assessments and record results in the Record Book
- Derive standardized scores and analyze results
- Plan appropriate next steps and instruction

For pricing and ordering information, see page 15.
Early Childhood Family
Get children kindergarten-ready by developing the skills they need to succeed in school.

Early Childhood Screens III and Screens III Online Management System

Readiness Activities

Inventory of Early Development III (IED III) and IED III Standardized
Early Childhood Sessions

Using the Early Childhood Screens III (0–35 months, 3–5 years, K & 1)

Participants learn how the valid and reliable BRIGANCE® Screens III can help quickly screen for potential developmental delays and giftedness for children from infancy through first grade. Topics include how to prepare for screening, how to administer and score a screen, how to interpret screening results, and how to plan for next steps. Hands-on screening and scoring practice ensures participants leave confident in using all parts of the Screens III, including the Core Assessments, the Self-help and Social-Emotional Scales, and other tools for gathering information from teachers and parents.

Objectives:
- Define developmental screening and recognize its importance
- Explain the organization of the Screens III
- Prepare to screen
- Administer the Screens III and complete the Data Sheets
- Analyze screening results and plan for next steps
- Administer the Self-help and Social-Emotional Scales
- Share screening results with families

For pricing and ordering information, see page 15.
Using the Screens III Online Management System

Participants learn how to enter screening data from the BRIGANCE® Early Childhood Screens III, review student and group reports, and access teacher resources and resources for families.

**Objectives:**
- Get started (logging in, adding students, and navigating the system)
- Enter screening data
- Access and interpret student and group reports
- Access the Parent Report, the Readiness Activities, and the Family Connections

*For pricing and ordering information, see page 15.
Using the IED III Standardized in Early Childhood Education

For programs needing a more comprehensive early childhood standardized assessment, this session covers how to administer and score the BRIGANCE IED III Standardized (birth through chronological age 7) assessments and how to derive and interpret standard scores, percentiles, and age equivalents. Hands-on scoring practice reinforces the usage of basal/ceiling rules and accuracy guidelines to ensure reliable data. Other topics include analyzing assessment results and planning for next steps.

**Objectives:**
- Differentiate between criterion- and norm-referenced assessment
- Identify key applications of the IED III Standardized
- Select appropriate assessments and entry points
- Administer assessments and record results in the Record Book
- Derive standardized scores and analyze results
- Plan appropriate next steps and instruction

*For pricing and ordering information, see page 15.*
Head Start Family
Meet Head Start requirements and prepare children for school success.

Head Start Screens III and Screens III Online Management System

Readiness Activities

Inventory of Early Development III (IED III) and IED III Standardized
Using the Head Start Screens III (Early Head Start Screen III, Head Start Screen III)

Head Start participants learn how the valid and reliable BRIGANCE Screens III can help quickly screen for potential developmental delays and giftedness for children from birth through age 5. Topics include how to prepare for screening, how to administer and score a screen, how to interpret screening results, and how to plan for next steps. Hands-on screening and scoring practice ensures participants leave confident using all parts of the Screens III, including the Core Assessments, the Self-help and Social-Emotional Scales, and other tools for gathering information from teachers and parents.

Objectives:
- Understand how BRIGANCE can help meet federal screening requirements
- Define developmental screening and recognize its importance
- Explain the organization of the Screens III
- Prepare to screen
- Administer the Screens III and complete the Data Sheets
- Analyze screening results and plan for next steps
- Administer the Self-help and Social-Emotional Scales
- Share screening results with families

For pricing and ordering information, see page 15.
Using the Screens III Online Management System

Participants learn how to enter screening data from the BRIGANCE® Head Start Screens III, review student and group reports, and access teacher resources and resources for families.

Objectives:

- Understand how BRIGANCE can help meet federal screening requirements
- Get started (logging in, adding students, and navigating the system)
- Enter screening data
- Access and interpret student and group reports
- Access the Parent Report, the Readiness Activities, and the Family Connections

For pricing and ordering information, see page 15.
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