

Local Program :

Local ID# :

Office of Child Development and Early Learning



The Early Intervention Process: Evaluation Report

The Evaluation Report documents the strengths and needs of the child and family. It is used to determine eligibility, the need for supports and make recommendations that can assist the young child to develop, learn and grow.

Type of Evaluation:

Initial or Reevaluation:

Date Evaluation Completed:

Date Evaluation Report sent to Parent/Guardian:

I. Demographic Information

Child Information	
Child's Name:	Gender:
Date of Birth:	Age:
EIX00 #:	
Referral Date:	
Referral Source:	
Child's Address:	
City/State/Zip:	
Phone #:	
Primary Language:	
School District of Residence:	
County of Residence:	

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Family Information	
Name:	Relationship:
Address:	
City/State/Zip:	
Phone (home):	Phone (cell):
Phone (work):	Email:
Name:	Relationship:
Address:	
City/State/Zip:	
Phone (home):	Phone (cell):
Phone (work):	Email:
Primary Language	
Interpreter Needed:	
School District of Residence:	
County of Residence:	

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II. Participants in the Evaluation

Participation of the parent/guardian as an equal partner of the evaluation team is essential. In addition to the parent/guardian, other members of the Infant/Toddler Early Intervention evaluation team shall include a service coordinator, a qualified professional and other team members as appointed by the family.

Name	Title/Role
	Parent/Guardian
	Parent/Guardian
	Service Coordinator

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III. Evaluation Background/History

Reason for Referral for Evaluation Describe the reason(s) child is being referred for this evaluation.	Type of Evaluation:
History Brief account of previous EI program and services, this should also include any other evaluations or services outside the EI programs	

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IV. Family Information

It is helpful to know the kinds of activities your child participates in, the people who your child spends time with, and the things your child enjoys doing. This information will be used to plan the Early Intervention services and supports that your child might need. Families have the option to participate and are welcome team members in the evaluation process.

1) Describe the child/family's typical day/routines. Also include the family's views of their child's strengths and activities that are challenging for the child and family.

2) Describe the family's resources, including extended family, friends, community groups, etc.

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V. Health, Vision and Hearing Summary

Health Summary

Date of Most Recent Health Appraisal:

By Whom:

Summarize the child's medical/health history including any information that impacts current health status or the results of the evaluation. Include information on nutrition, eating or growth concerns, immunizations, etc.

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Hearing Summary

Summarize the results of hearing assessments, including the results of the newborn hearing screening as appropriate. Describe information that the team gathered during the evaluation about the child's hearing skills using observation, parent report, screening tools, etc.

Date of Most Recent/Any Hearing Screening/Assessment:		By Whom:
Screening Instrument (if known):		

Hearing Summary

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Vision Summary

Summarize the results of vision assessments. Describe information that the team gathered during the evaluation about the child's vision skills using observation, parent report, screening tools, etc.

Date of Most Recent Vision/Any Screening/Assessment:		By Whom:
Screening Instrument (if known):		

Vision Summary

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VI. Evaluation of Developmental Domains

Each section may include a summary of standardized testing, parent/caregiver/early childhood educator information, and observation of the child. Each of the developmental sections should include descriptive statements about the child's present abilities, strengths, and their unique needs, as based on parent/caregiver/early childhood educator report, administration of evaluation instruments, observations, or review of recent evaluation information from other agencies/programs outside of early intervention. Be sure to include the functioning level of these skills, including academic information and progress in appropriate activities for Infants and Toddlers.

In order to be complete, all sections should include the information above, as appropriate for an individual child.

The information below may be helpful for families to understand what developmental skills may be represented in each section. These skills can be demonstrated within the child's typical play and community activities. This information may help to develop recommendations for interventions, and for an eligible child, the development of outcomes or goals, teaching strategies, specially designed instruction, and/or the location of intervention.

Cognitive Development

This section refers to how the brain functions and includes the development of thinking, learning, awareness, judgment, and information processing.

Communication Development

This section includes early development of the communication and language children use to express themselves, including the child's ability to understand (receptive) and communicate (expressive) wants, needs, and ideas within everyday routines.

Social and Emotional Development

This section includes the child's ability to engage others including playing, responding to adults and other children, and expressing their emotions.

Physical Development

This section includes the child's ability to move their own body including control of muscles, ability to sit, stand, move from place to place, and manipulate toys using both large and small muscle development.

Adaptive Development

This section includes the child's self-help skills such as feeding, dressing, and toileting.

Other Information

This section may include additional evaluation/assessment information from other sources or information not covered in previous sections. It may also include how the information gathered, including cultural preferences, impacts on the child's typical routines and activities. This section might also include learning strengths and learning difficulties observed and experienced in evaluation and daily routines and assistive technology needs.

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Cognitive Development

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Child's Name:
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Communication Development

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Child's Name:
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Social And Emotional Development

Empty box for notes or observations.

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Physical Development

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Child's Name:
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Date of Birth:
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Adaptive Development

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Child's Name:
Local Program :

Date of Birth:
Local ID# :

Other Information

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VII. Summary of Evaluation Results

Date of Evaluation	Age at Evaluation	Evaluation Procedures (Standardized assessment, parent/caregiver/early childhood educator report, observation, etc.) Include the location of evaluation, i.e. observation at early care and education setting.	Results	Administered by: (name, title)

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VIII. Eligibility

Is the child eligible to receive Early Intervention Services?

Reason(s) Eligible:	<input type="checkbox"/> 25% delay or 1.5 standard deviations below the mean in or more areas of development
	<input type="checkbox"/> Informed clinical opinion of this multidisciplinary team
	<input type="checkbox"/> Diagnosis which has a high probability of resulting in a developmental delay
	<input type="checkbox"/> Eligible for early intervention services, but family declined services and requested tracking
Reason(s) Ineligible:	<input type="checkbox"/> Demonstrating skills similar to children his/her age
	<input type="checkbox"/> Child with a disability but does not need specially designed intervention/instruction (SDI)
	<input type="checkbox"/> Eligible for tracking only
Reason(s) for At-Risk Tracking:	<input type="checkbox"/> Affected by an elevated lead level
	<input type="checkbox"/> Affected by prenatal substance exposure, including alcohol
	<input type="checkbox"/> Birth weight was under 1500 grams
	<input type="checkbox"/> Cared for in a Neonatal Intensive Care Unit
	<input type="checkbox"/> Experiencing homelessness
	<input type="checkbox"/> Referred by Children, Youth & Families
<input type="checkbox"/> County follow-up	
County Follow-up Details:	

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IX. Recommendations

Recommendations for consideration by the team regarding early intervention and related services are needed to enable the child to be involved and make progress in typical routines, community or preschool educational activities. For informational purposes only include additional suggestions for the family, such as contact information for outside resources. Each recommendation should include a description of the appropriate natural environments or least restrictive environment, including community settings, and family activities and routines, in which early intervention services and/or community supports, may be provided.

As a result of the evaluation, how will concerns identified by the family and team be addressed?

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Are there referrals or linkages to people and community resources, that are not Early Intervention services, that will assist the child/family in expanding their opportunities for involvement in community activities?

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Other Recommendations

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