



Serving Children with Developmental Delays

# The Early Intervention Process: Evaluation Report – *with Annotations*

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.

Initial Evaluation OR  Re-evaluation (includes the annual evaluation for infants and toddlers)

*If this is a re-evaluation for a preschool child, please complete "Preschool Re-evaluation Report" form to determine need for new Evaluation Report (ER).*

Date Permission to Evaluate Requested: \_\_\_\_\_ **Preschool only** *Permission to Evaluate must be sent within 10 calendar days after written or oral request.*

Date Permission to Evaluate Sent: \_\_\_\_\_ **Preschool only** *Enter date PTE sent.*

Date Permission to Evaluate Received: \_\_\_\_\_ **Preschool only**

Date Evaluation Completed: \_\_\_\_\_ *Use for evaluation and re-evaluation. For infant/toddler, an MDE must be completed within 45 days of referral. If multiple evaluation dates, record most recent.*

Date Evaluation Report sent to Parent/Guardian: \_\_\_\_\_ *Use for evaluation and re-evaluation. For infant/toddler, a written ER is provided to the parent within 30 calendar days of the MDE. For preschool, a copy of the completed ER is provided to parents of preschoolers no later than 60 calendar days after the EI agency receives written parental consent.*

## I. Demographic Information

Child Information		Family Information	
Child's Name:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Name:	Relationship:
Date of Birth:	Age:	Address:	
MA Recipient #:		City/State/Zip:	
Have parents approved billing of Medical Assistance? <input type="checkbox"/> Yes <input type="checkbox"/> No		Phone (home):	Phone (cell):
Private insurance <input type="checkbox"/> YES <input type="checkbox"/> NO		Phone (work):	Email:
Referral Date:		Name:	Relationship:
Referral Source:		Address:	
Child's Address:		City/State/Zip:	
City/State/Zip:		Phone (home):	Phone (cell):
Phone #:		Phone (work):	Email:
Primary Language:		Primary Language:	
		Interpreter Needed: <input type="checkbox"/> Yes <input type="checkbox"/> No	
School District of Residence:		School District of Residence:	
County of Residence:		County of Residence:	
Other: <i>This field can include any other information needed that is not found above. Examples can include: additional contacts for the child or family, other agency contacts necessary (i.e. C&amp;Y, foster care agency, etc.), other information for team (i.e. anticipated date child transitions to Kindergarten)</i>			

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## 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 team shall include a service coordinator, an evaluation team member/qualified professional and other team members as appointed by the family. In addition to the family, the preschool team shall also include a group of qualified professionals.

Name	Title/Role
	Parent/Guardian
	Parent/Guardian

## III. Evaluation Background/History

### Reason for Referral for Evaluation

Check if Re-evaluation

Describe the reasons child is being referred for this evaluation and the referral source.

*Include the reason the child was referred for evaluation and the source of the referral. For Preschool children, the reasons given here should match those on the Permission to Evaluate form. For initial evaluations and for children transitioning from Part C to Part B, the reasons for referral should include determining if the child is eligible for Part B special education services. For re-evaluations, the reason for referral may include gathering additional information on the child's level of development in a specific area and whether the child continues to be eligible and require specially designed instruction.*

### History

This component is a brief account of previous Early Intervention programs and services.  
This section should also include any other evaluations or services outside the EI programs.

*The material gathered in this section is based on information from the family and others familiar with the child: friends, caregivers, early learning practitioners, early interventionists, and others. Pertinent medical information may be included here if it is relevant to the child's history. Medical information may also go into the "Health, Vision and Hearing" section. The information is only needed once in the ER, so include it where it is appropriate. Be sure to include: (1) a statement explaining from where and from whom the information was obtained; (2) a brief account of relevant programs and services with which the child has been involved, for example, Infant/Toddler services through Part C programs, hospital therapies; ongoing therapies and treatments; specialized care; services received in other counties/states; Children and Youth involvement; wraparound services (including name and location of provider, type and amount of services); MH/MR case management; Medical Assistance; WIC, food stamps; subsidized child care, other agencies. (3) Participation in early care and education programs such as preschool, Head Start or child care, (including days and times attended, center name and address, director/teacher name; contact phone number; history of attendance); (4) Include any available information about strategies that have been shown to be beneficial to the child.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## 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's and family's typical day, for example, care giving routines (playtime and favorite activities) as well as community activities (child care and preschool settings and activities, library, playground, etc.).**

*Describe typical child/family routines that happen during the day, such as bath-time, meals, playtime, or other activities that the child enjoys. Also describe community activities such as childcare activities, playground, Mom and Me groups, preschool, library, etc. Include the source(s) of the information: for example, the people who provided the information, such as friends, caregivers, early learning practitioners, early interventionists, and others; or the results of questionnaires. This information may help to develop recommendations for interventions that are part of the child and family's typical routines and activities. For eligible children, this information may also help to develop teaching strategies/specially designed instruction to support the child and family. If you were unable to obtain information from the family, describe the efforts made to obtain information.*

**2) Are there activities that are challenging for the child and family? This could be either at home, in childcare/preschool settings or during community activities.**

*Describe current activities that are difficult for the child and/or family to participate fully. Describe those activities that the family did in the past and would like to do again. Describe any new activities in which the family would like the child to participate, but needs assistance to be successful. This information may help to develop recommendations for intervention that are part of the child and family's typical routines and activities. For eligible children, this information may assist in the identification of outcomes and potential locations for intervention.*

**3) What are the family's views of their child's strengths and does the family have any concerns about the child's development? Do the child's other caregivers or teachers have any concerns?**

*Describe the family's view of their child's assets, strengths and abilities. What are the characteristics, ways of interacting with others or things the child does that people who know the child best appreciate and enjoy? Describe what the family wants people to know about how their child's developmental needs are affecting their lives. This information may help to develop recommendations for intervention that are part of the child and family's typical routines and activities. For eligible children, this information may also help to develop outcomes, and teaching strategies/specially designed instruction.*

**4) What are the family's resources and strengths, including extended family, friends, community groups, resources, etc?**

*Who is involved with the child and family? How are they helpful and how do they support the child and family? How can personnel in Early Intervention show respect for the family's individual preferences: for example, family routines, relationships, traditions, communication styles, cultural preferences? Explain what the family wants the people helping them to know about the types of resources they have to meet their family's needs including family, friends, community groups, financial supports. This information may help to develop recommendations for intervention that are part of the child and family's typical routines and activities. For eligible children, this information may also help to develop outcomes and teaching strategies/specially designed instruction.*

**5) If there are concerns, what does the family want to address first?**

*These could be routines or activities that they find difficult, would like to see occur, need assistance with or need more information about as they relate to their child's development and caring for their child. For eligible children, this is what the family would like to see addressed first. This information will help in the development of recommendations and potential outcomes/goals.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## V. Health, Vision and Hearing Summary

<b>Health Summary</b>	
<b>Date of Most Recent Health Appraisal:</b>	<b>By Whom:</b>
<p><b>Summarize the child's medical/health history including any information that impacts on current health status or the results of the evaluation. Include information on nutrition, eating or growth concerns, immunizations, etc.</b></p> <p><i>This section should include developmental history; use of glasses, hearing aids, walkers, etc.</i></p> <p><i>This section may include information from the initial and annual health report:</i></p> <ul style="list-style-type: none"> <li>• <i>Brief birth history; if relevant</i></li> <li>• <i>Review of previous health history, including a physical exam &amp; growth assessment;</i></li> <li>• <i>Immunizations and screening tests;</i></li> <li>• <i>Medications and information on how they impact on the child's activities &amp; diet;</i></li> <li>• <i>Recommendations for follow-up health care or treatment; and</i></li> <li>• <i>Information on the management of the child's health care needs, including any instructions for medical emergencies and ongoing treatment.</i></li> </ul>	
<b>Hearing and Vision Summary</b>	
<p>Summarize the results of vision and 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 vision and hearing skills using observation, parent report, screening tools, etc.</p>	
<b>Date of Most Recent/Any Hearing Screening/Assessment:</b>	<b>Date of Most Recent Vision/Any Screening/Assessment:</b>
<b>Screening Instrument (if known):</b>	<b>Screening Instrument (if known):</b>
<b>By Whom?</b> <i>Hospital, newborn nursery, pediatrician, audiologist, evaluation team</i>	<b>By Whom?</b> <i>Pediatrician, ophthalmologist, evaluation team</i>
<p><b>Results:</b> <i>Summarize the results of recent hearing assessments. Include the results of the newborn hearing screening. Describe information that the team gathered during the MDE about the child's hearing skills through observation, use of parent report, screening tools, etc. When completing this section, the team should keep in mind the high risk indicators associated with permanent congenital, delayed-onset, or progressive hearing loss. These "red flags" suggest the need for hearing screening or subsequent in-depth testing to rule out the presence of a hearing loss. These risk indicators are listed in Appendix A in the OCDEL Announcement: Service Recommendations for Children Who are Deaf or Hard of Hearing.</i></p>	<p><b>Results:</b> <i>Summarize the results of recent vision assessments. Describe information that the team gathered during the MDE about the child's vision through observation, use of parent report, screening tools, etc.</i></p>

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## 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 (and curriculum-based assessments if available). 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 preschoolers.

### Cognitive Development

*This section includes play skills and early concept development, such as object permanence and related concepts. Also included are classification, spatial relationships, problem solving, attention to task, remembering and readiness activities, especially related to pre-academic skills/pre-literacy and pre-math skills. These skills can be demonstrated within the family/caregiver/early childhood educator/early learning practitioner's typical play, care giving and community activities.*

### Communication Development

*This section includes early development of language, including the child's ability to understand (receptive language) and express (expressive language) wants, needs and ideas within everyday routines as well as pragmatics, articulation, voice/fluency, oral mechanisms, etc. as developmentally appropriate. These skills can be demonstrated within the family/caregiver/early childhood educator/early learning practitioner's typical play, care giving and community activities.*

### Social and Emotional Development

*This section includes the child's ability to engage others and interact in their environment. This section should also address the child's attachment/separation and autonomy; the ability to follow routines, directions, learn rules and expectations; interactions with other family members; behavioral concerns, responses to redirection, emotional responses to others, etc. These skills can be demonstrated within the family/caregiver/early childhood educator/early learning practitioner's typical play, care giving and community activities.*

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Local ID#: \_\_\_\_\_

## Physical Development

*This section includes sitting, standing, moving from place to place, manipulating toys, pre-writing skills, and both large and small muscle development. These skills can be demonstrated within the family/caregiver/early childhood educator/early learning practitioner's typical play, care giving and community activities.*

## Adaptive Development

*This section includes the child's self-help skills such as feeding, dressing, toileting, etc. These skills can be demonstrated within the family/caregiver/early childhood educator/early learning practitioner's typical play, care giving and community activities.*

## Other Information

*Include additional evaluation/assessment information from other sources or information not covered in previous sections. Remember to include how the information you've gathered, including cultural preferences, impacts on the family/caregiver/early childhood educator/early learning practitioner's typical routines and activities. This section should address assistive technology needs. This section also includes learning strengths and learning difficulties observed and experienced in evaluation and daily routines. This information may help to develop recommendations and interventions and, for an eligible child, the development of outcomes/goals, teaching strategies/specially designed instruction and/or the location of intervention.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## VII. Summary of Evaluation Results

Date of Evaluation	Age at Evaluation	<b>Evaluation Procedures</b> (Standardized assessment, parent/caregiver/early childhood educator report, curriculum-based assessment, observation, etc.) Include the location of evaluation, i.e. observation at early care and education setting.	<b>Results</b>	<b>Administered by:</b> (name, title)
	<i>This will help to determine the percentage of delay.</i>	<i>Include the instruments, methods and modifications used for the evaluation.</i>	<i>For standardized tests, the results should include a developmental age, age equivalent, standard score or standard deviation</i>	<i>Be sure to include the name and role of the person(s) completing the evaluation.</i>

## VIII. Eligibility

### Is the child eligible to receive Early Intervention Services? (Please check only one box on this page)

*To be eligible for Part C Early Intervention, the infant/toddler must meet one or more of the following criteria: (1) A developmental delay of 25% of the child's chronological age in one or more of the developmental areas; (2) A developmental delay in one or more of the developmental areas as documented by test performance of 1.5 standard deviations below the mean on accepted or recognized standard tests for infants and toddlers. (3) A diagnosed physical or mental condition which has a high probability of resulting in a developmental delay, unaccompanied by delays at the time of diagnosis; and (4) In addition to diagnostic tools and standard tests, informed clinical opinion may be used to establish eligibility. "Informed clinical opinion" makes use of qualitative and quantitative information to assist in forming a determination regarding difficult-to-measure aspects of current developmental status and the potential need for Early Intervention."*

*To be eligible for Part B Special Education services, the 3- to 5-year old must have a disability or delay and need specially designed instruction. If the child has a known diagnosis and a developmental delay, please use diagnosis for eligibility.*

### Yes

The results of the evaluation show that your child has at least a 25% delay or 1.5 standard deviations below the mean in one or more areas of development. The delay results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines. *This should be used by infant/toddler and preschool programs if a child is eligible as a result of developmental delay.*

Your child's disability/diagnosis of \_\_\_\_\_ results in the need for specially designed intervention/instruction (SDI) in order to participate in typical activities and routines.

*When checking this box, write in the specific diagnosis or disability on the line.*

*For infants and toddlers, this would include children who have a diagnosis which has a high probability of resulting in a developmental delay. The team may have to gather further information or consult with the child's physician to determine if a diagnosis will result in a high probability for delay.*

*For preschool age children, the following disability categories apply: autism; deaf-blindness; emotional disturbance; hearing impairment including deafness; mental retardation; multiple disabilities; orthopedic impairment; other health impairments; speech or language impairment; traumatic brain injury; specific learning disability; visual impairment including blindness. If there is a secondary diagnosis, it can be entered into PELICAN or PennData.*

Your infant or toddler is eligible for early intervention services based on the informed clinical opinion of this multidisciplinary team. Documentation of the qualitative and quantitative information used to determine eligibility can be found in the 'Evaluation of Developmental Domains' section. *If no appropriate testing instrument is available and clinical opinion will be used to determine eligibility, then the appropriate developmental domain section(s) should include specific reasons why clinical opinion is being used.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## No

- The results of this evaluation show that your child does not have a developmental delay, is demonstrating skills similar to children of his/her age and is not in need of early intervention services.
- Your child is a child with a disability but does not need specially designed intervention/instruction (SDI) in order to participate in typical activities and routines. *For example: The child with mild cerebral palsy has a disability but it does not affect him/her educationally.*
- Your infant/toddler is currently demonstrating skills similar to children of his/her age however s/he is eligible for referral for tracking services because: \_\_\_\_\_.

*Check this box if the infant/toddler is not eligible for Early Intervention services but is eligible for tracking. While counties serving Infants/Toddlers may have additional tracking categories, tracking services are provided to at-risk infants and toddlers:*

- *Whose birth weight is under 1,500 grams*
- *Who was cared for in a neonatal intensive care unit*
- *Who was born to a chemically dependent mother and referred by a physician, health care provider or parent*
- *Who was seriously abused or neglected, as substantiated and referred by the county children and youth agency under 23 PA C. S. Chapter 63.*
- *Who has confirmed dangerous levels of lead poisoning as set by the Department of Health.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Local ID#: \_\_\_\_\_

## 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.

*Recommendations should **not** list the specific therapy service, the amount of service or frequency of the service. These are decisions made by the IFSP/IEP team during the development of the IFSP/IEP. In writing recommendations, include ideas that will help the IFSP/IEP team develop an accurate, comprehensive plan based on family and team concerns. Describe specific strategies that the family can begin using while other services are being scheduled. Each question should be considered and addressed as appropriate to meet the individual needs of the child and family. If the child is not eligible for Early Intervention services, describe non-Early Intervention supports/services that may assist the family in addressing their concerns for informational purposes only.*

<p><b>Are there activities and routines in which the family/team would like the child to participate? If so, describe the skills needed for successful participation?</b></p>	<p><b>Are there skills that the family and other caregivers could benefit from learning to assist in the child's development and participation in everyday routines?</b></p>
<p><i>Include a description of specific child/family/caregiver/early childhood educator/early learning practitioner routines and/or activities that can be used to implement learning strategies and to deliver Early Intervention supports and services. What type of functional skill does the child need to develop and for what setting or activity?</i></p>	<p><i>Should include information about the family's and other caregiver/early childhood educator/early learning practitioner's strengths. Identify learning strategies that will help the child develop. Also include specific strategies that the family can begin using while Early Intervention services are being scheduled or would be helpful to the family if the child is ineligible for Early Intervention services.</i></p>
<p><b>Are there assistive technology devices, adaptations to existing materials, or acquisition of other materials that will support the child's participation in everyday routines and activities?</b></p>	<p><b>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?</b></p>
<p><i>The adaptations or assistive technology that needs to be provided for the child's successful participation in activities and routines. These are the skills, acquisition or adaptations to the environment, activities, materials, instructions and, if necessary, providing assistance that may be useful in the development of or the identification of IFSP/IEP outcomes/goals and/or teaching strategies/specially designed instruction.</i></p>	<p><i>These are resources and people that may be useful in the development of or the identification of IFSP/IEP outcomes/goals. Should also include specific strategies that the family can begin using while Early Intervention services are being scheduled.</i></p>
<p><b>Is any information needed to enhance the family's and/or caregiver's capacity to assist the child's development and enhance the family's participation in everyday activities?</b></p>	<p><b>Other</b></p>
<p><i>Information to enhance the family's capacity to assist their child's development and enhance the family's participation in everyday activities. Does the family want to learn more about their child's diagnosis or talk to another parent who has a child with similar delays? Consider referrals to Parent to Parent of Pennsylvania. Should also include specific strategies that the family can begin using while Early Intervention services are being scheduled.</i></p>	<p><i>This section can be used to capture additional team recommendations that meet the child's and family's needs.</i></p>

A copy of the **Procedural Safeguards** explaining your rights is available from your child's Early Intervention program.