

Local Program :

Local ID# :

Office of Child Development and Early Learning



# 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.

Type of Evaluation:

Initial or Reevaluation:

Date Evaluation Completed:

*Use for evaluation and reevaluation. An evaluation must be completed within 45 days of referral. If there are multiple evaluation dates, record most recent.*

Date Evaluation Report sent to Parent/Guardian:

*Use for evaluation and reevaluation. A written ER is provided to the parent within 30 calendar days of the evaluation.*

## 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: <i>If the family identifies a primary language other than English, you must offer an interpreter.</i>	
School District of Residence:	
County of Residence:	

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<b>Family Information</b>	
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: <i>If the family identifies a primary language other than English, you must offer an interpreter.</i>	
Interpreter Needed: <i>If the family declines an interpreter, indicate 'No' in this section and document in the Family Information section of the record.</i>	
School District 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	Type of Evaluation:
Describe the reason(s) child is being referred for this evaluation.	
<p><i>For initial evaluations, include the reason the child was referred for evaluation and the source of the referral. For reevaluations, 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. For evaluations for children in the process of transitioning from Part C to Part B Early Intervention, the reasons for referral should include determining if the child is eligible for Part B special education services.</i></p>	
<b>History</b>	
Brief account of previous EI program and services, this should also include any other evaluations or services outside the EI programs	
<p><i>The materials gathered in this section are based on information from the family and those familiar with the child: friends, caregivers, early care and education practitioners, Early Interventionists, and others. Medical/health information may be included here if it is pertinent to the child's history.</i></p> <p><i>Be sure to include:</i></p> <ul style="list-style-type: none"> <li><i>(1) a statement explaining from where and from whom the information was obtained;</i></li> <li><i>(2) information on participation in early care and education programs such as Early Head Start or childcare, (including center name and dates/time of attendance);</i></li> <li><i>(3) a brief account of relevant programs and services with which the child has been involved</i></li> <li><i>(4) any available information about strategies that have been shown to be beneficial to the child.</i></li> </ul> <p><i>For children who are deaf or hard of hearing, document whether or not the parent(s) and sibling(s) are hearing, have some degree of hearing loss, identify as culturally Deaf, or their hearing status is unknown.</i></p>	

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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.

*Gathering this information with families is integral to the evaluation and planning process. If you are unable to obtain information from the family, describe the efforts made to obtain information.*

**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.**

*Describe typical child/family routines including those that the child/family enjoy and those they find difficult. Describe the child's interests, strengths, and abilities. What do people who know the child best enjoy about the child? Describe what the family wants people to know about how their child's developmental needs are affecting their lives. Also, include the child's strengths as seen by teachers or caregivers and other concerns they may have for the child in the early care and education setting.*

*Describe current activities that are difficult for the child and/or family to participate fully. Describe those activities 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 the family needs assistance to successfully participate in the experience.*

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

*Who is involved with the child and family? How are they helpful and how do they support them? How can the Early Intervention team show respect for the family's individual preferences; for example, family routines, relationships, traditions, communication styles, cultural preferences? Describe the family's priorities for their child's future and how those priorities could be addressed.*

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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.

*This section should include developmental history; use of glasses, hearing aids, walkers, etc. This section may include information from the initial and annual health report:*

- *Brief birth history, if relevant*
- *Review of previous health history, including a physical exam & growth assessment*
- *Hospitalizations, surgical history*
- *Immunizations and screening tests*
- *Medications and information on how they impact on the child's activities & diet*
- *Recommendations for follow-up health care or treatment*
- *Information on the management of the child's health care needs, including any instructions for medical emergencies and ongoing treatment*
- *Allergies and secondary health issues/diagnoses.*

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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

*Summarize the results of recent hearing screenings and assessments.*

*Include the following:*

- *Results of the Newborn Hearing Screening as pass or refer*
- *The date and hearing test results from the audiogram and audiologist report*
- *Type of loss (sensorineural, conductive, mixed, or other) and*
- *Any other screenings done in the past year.*

*Describe information that the team gathered during the MDE about the child's hearing skills. If there is no medical documentation, ask the family/caregiver about their observations of the child's hearing skills and discuss whether further hearing evaluation should be recommended.*

### 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

*Summarize the results of recent vision screenings and assessments. Include results of any vision screening done in the past year. Describe information that the team gathered during the MDE about the child's vision through observation, parent report, screening tools, etc. Check local availability of Spot Visual Screeners as needed.*

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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.

*The evaluation instrument must be administered by qualified personnel and unless clearly not feasible to do so, all evaluations and assessments of an infant or toddler must be conducted in the native language of the child. When conducting the evaluation and assessment, gather information from sources such as family members, other caregivers, medical providers, social workers, home visitors, and educators, if necessary, to understand the full scope of the infant or toddler's unique strengths and needs. Skills can be demonstrated during typical play, caregiving and community activities.*

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**

*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 and remembering skills and readiness activities, especially related to pre-academic skills/pre-literacy and pre-math skills.*

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**Communication Development**

*This section includes early development of communication and language, including the child's ability to understand (receptive) and communicate (expressive) wants, needs and ideas within everyday routines. Other information may include report of the child's status or progress in pragmatics, phonology, articulation, voice/fluency, oral mechanisms, etc. as developmentally appropriate, as well as the child's use of other communication opportunities, including American Sign Language, Listening and Spoken Language, Total Communication, or Cued Speech. This also includes the use of Augmentative and Alternative communication; both low-tech (e.g. picture exchange) and high-tech (e.g. tablet technology), and other forms of Assistive Technology/Tools to support communication.*

*If the child has a delay in communication development, a recommendation for further hearing assessment and AT should be considered.*

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**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. If a Functional Behavior Assessment (FBA) has been completed prior to writing the Evaluation Report, include the results of that assessment here. An FBA is very useful for determining strategies to teach appropriate behaviors. It does not determine if a child is eligible for Early Intervention services.*

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## Physical Development

*This section includes the child's ability to sit, stand, move from place to place, and manipulate toys. It also includes looking at the child's pre-writing skills, and large and small muscle development and vision and hearing. The impact of hearing or vision loss on the child's participation in everyday routines and activities should be addressed in this section.*

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**Adaptive Development**

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

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### **Other Information**

*Include additional evaluation/assessment information not covered in previous sections. Remember to include how the information gathered impacts the child's participation in typical routines and activities. This section should also include information on learning strengths and learning difficulties observed during the evaluation and experienced in the child's daily routines. This area gives you more space to generate information to present to the team/family for a comprehensive picture of the child. Evaluations conducted outside of Early Intervention can be included here. This information should help to develop recommendations and interventions and, for an eligible child, the development of outcomes/goals, teaching strategies and/or the location of intervention.*

*Document any adaptations or Assistive Technology/Tools that the child/family currently uses. Observe the child and ask the parent/caregiver about any current use or potential need for any no-tech, low-tech or high-tech tools that would support the child in each developmental domain. Address Assistive Technology/Tool needs that are not addressed in other domains.*

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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)
Date this evaluation activity occurred.		Include the instruments, methods and modifications used for the evaluation.	For standardized tests, the results should include standard score and/or standard deviation.  If not documented in the report above, summarize how the delay or disability affects the child's participation in everyday activities.	Include the name and role of the person(s) completing the evaluation.

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## VIII. Eligibility

### Is the child eligible to receive Early Intervention Services?

To be eligible for Part C Early Intervention, the infant or toddler must meet one or more of the following criteria:

- (1) Have a developmental delay as measured by appropriate diagnostic instruments and procedures of 25% of the child's chronological age in one or more of the developmental areas;
- (2) have 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) have a diagnosed physical or mental condition which has a high probability of resulting in a developmental delay, including a condition that is not accompanied by delays in a developmental area at the time of diagnosis; or
- (4) qualified personnel based on informed clinical opinion has determined that the child is eligible for Early Intervention services. "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.

A child's medical and other records may be used to establish eligibility (without conducting an evaluation of the child), if those records indicate that the child's level of functioning in one or more of the developmental areas constitutes a developmental delay or that the child has a diagnosis which has a high probability of resulting in a developmental delay. If the child's eligibility is established through the use of medical or other records, the Infant/Toddler Program must conduct an assessment of the child and family to identify the child's unique strengths and needs and the family's resources, priorities, and concerns to support the development of the IFSP.

Reason(s) Eligible:	<input type="radio"/> 25% delay or 1.5 standard deviations below the mean in or more areas of development <i>This should be used if a child is eligible as a result of developmental delay</i>
	<input type="radio"/> Informed clinical opinion of this multidisciplinary team <i>If informed clinical opinion was used to determine eligibility, then the appropriate developmental domain section(s) should include specific reasons why clinical opinion was used.</i>
	<input type="radio"/> Diagnosis which has a high probability of resulting in a developmental delay <i>When checking this box, the specific diagnosis or disability should be indicated on the diagnosis screen in PELICAN. The team may gather further information or consult with the child's physician to determine if a diagnosis will result in high probability for delay.</i>
	<input type="radio"/> Eligible for early intervention services, but family declined services and requested tracking <i>Check this box if the child is eligible for Early Intervention services, but the family is choosing to enroll their child only in tracking. A reason(s) for at-risk tracking must be selected.</i>
	<input type="radio"/> Demonstrating skills similar to children his/her age



Reason(s) Ineligible:	<input type="radio"/> Child with a disability but does not need specially designed intervention/instruction (SDI) <i>For Infant/Toddler: N/A</i> <input type="radio"/> Eligible for tracking only <i>Check this box if the child is not eligible for Early Intervention services but is eligible for tracking. Reason(s) for at-risk tracking must be selected.</i>
Reason(s) for At-Risk Tracking:	<input type="radio"/> Affected by an elevated lead level <input type="radio"/> Affected by prenatal substance exposure, including alcohol <input type="radio"/> Birth weight was under 1500 grams <input type="radio"/> Cared for in a Neonatal Intensive Care Unit <input type="radio"/> Experiencing homelessness <i>See Announcement EI 14-#01 for definition of homelessness</i> <input type="radio"/> Referred by Children, Youth & Families <input type="radio"/> County follow-up <i>County Programs may identify additional tracking categories.</i>

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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.

*Recommendations should describe specific strategies the family can begin using while services are being determined. Recommendations should not list the specific service, the amount of service or frequency. These are decisions made by the IFSP team during the development of the IFSP.*

*Recommendations should include ideas to help the IFSP team develop an accurate, comprehensive plan based on family and team concerns. Reflect on all of the information gathered throughout the process. 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.*

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

*Identify learning strategies that build upon the family's strengths, priorities, and preferences, will assist the child's development, and promote family participation in everyday activities.*

*For eligible children, this should include what the family would like to see addressed first. This information will help develop strategies the family can begin using while services are being determined.*

*If the child is not eligible for Early Intervention services, provide the family with strategies and ideas that they can do with their child to continue supporting development.*

**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?**

*These are resources and people that may be useful in supporting the child and family to begin or enhance their access to successful participation in community activities. These resources should be considered as you develop IFSP outcomes/goals.*

*Ask the family if they 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 for all families and Family Connections for Language and Learning for families of infants and toddlers who are deaf or hard of hearing. Consider asking the family if they would like to learn more about the Early Intervention system. If so, consider linking the family to the Local Interagency Coordinating Council (LICCC), Parents as Partners in Professional Development (P3D), or Competence and Confidence Partners in Policy Making EI (C2P2 EI).*

*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.*

**Other Recommendations**

*This section can be used to capture any additional team recommendations that meet the child and family needs.*