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

On the cognitive subtest of the Developmental Assessment of Children, (DAYC), Isaac is revealing age appropriate cognitive skills. He is revealing an age equivalency of 26 months. He is able to name objects, stack 6-7 blocks, match simple shapes, understands one and one more, and put graduated sizes in order. He follows one and two-step commands.

Communication Development

On the Preschool Language Scale, Isaac is revealing age appropriate receptive language skills. He revealed an age equivalency of 33 months. He is able to understand use of objects, understand part/whole relationships, understand simple descriptive concepts (big and little), follow two-step, related commands without cues, understand quantity concepts (one, all), understand negatives in sentences, identify colors, and identify categories of objects. On the Preschool Language Scale, Isaac is revealing age appropriate expressive language skills. He is revealing an age equivalency of 33 months. He was able to use plurals, combine 3-4 words in spontaneous speech, answers what and where questions, use verb + ing, use a variety of nouns, verbs, modifiers, and pronouns in spontaneous utterances, name a variety of pictures objects, and use possessives. He uses verbal language to request, protest, ask and answer questions, initiate conversation, and greet. The Goldman-Fristoe test of Articulation was administered and revealed delayed articulation skills. The test revealed an age equivalency below 2 years with a raw score of 48 placing him in the 22nd percentile. His articulation is delayed characterized by numerous /t/ and /d/ substitutions on /w, b, t, k, f, j, l/, sh, th, s, z/ and many /m/ or /n/ substitutions on /p, b, m, w, k, f, l, v/ which significantly impact his intelligibility. He is about 40% intelligible in connected speech and decreases as the content becomes unfamiliar. Peers should be 70% intelligible by the age of 3. Peers and adults have difficulty understanding Isaac.

Social & Emotional Development

According to the social-emotional subtest of the DAYC, Isaac is revealing age appropriate social-emotional skills. He revealed an age equivalency of 30 months. He insists on trying to do many things without help, shows independence, plays well for a brief time in a group of two or three children, attempts to comfort others in distress, says please and thank you, separates easily from the mother, sings familiar songs with an adult, usually takes turns, shows pride. He attends day care full time.
Physical Development

Gross Motor Skills: Isaac has made great gains in his ability to climb and explore ‘outside play’. He now enjoys going down the slide and propelling ride on toys forward. He is accepting more challenges to his balance with less fear. He has greatly improved in his trunk strength and endurance and is engaged in play for longer amounts of time with more enjoyment. Isaac is able to ascend/descend stairs (on the playground) upright with alternating feet. Isaac can kick a ball forward, catch a large ball, throw a ball into a target, walk backwards, jump down from a bottom step, stand on one foot and run around obstacles and enjoys ‘rough and tumble play’ with adults.

Fine Motor Skills:
Isaac displays full active and functional shoulder range of motion with the ability to reach for objects in all planes. Isaac has made great improvement in his ability to participate in arm/hand movements to preschool songs with improved motor planning skills of both hands. There is no longer fear with touching and manipulating varied textured objects. He appears to prefer use of his right hand for object manipulation, however he uses both hands to lead fine motor activities. He relies on a refined pincer grasp bilaterally in order to secure small objects. Isaac displays fluid 2 handed use to manipulate objects and is able to stabilize an object with one hand while he manipulates with the other. He is able to use efficient wrist rotation and the ability to use his pointer finger, middle finger and thumb to lead fine motor activities in order to ‘turn’ and manipulate objects. He is able to complete a 3-part puzzle, short shapes, string large beads, paste items on a paper, build a tower of 7 cubes, imitate strokes (horizontal, vertical, circular) with a crayon while holding it with his thumb and fingers and freely explore messy play activities.

Adaptive Development

Isaac is able to manage varied textures and displays a coordinated rotary chew. Isaac is able to engage his mouth into eating with less need for a warm up (licking the food, tasting and spitting out). He no longer displays a hyper-gag reflex (except with foods such as mashed potatoes, jello, pudding) and will clear a piece of food by moving it out with his tongue or his fingers. He is able to secure smaller foods with use of a refined pincer grasp bilaterally. He is more comfortable with touching and exploring varied textured foods and will efficiently eat with use of his hands, a spoon and a fork. Isaac has improved greatly in his ability to take bite-sized pieces from a larger food (i.e., cookie, sandwich, cracker) He is able to stab food with a fork with multiple attempts using a pronated grasp. He tends to use his right hand for dominance during eating. Isaac is efficient in drinking from a sippy cup (non-spout), straw cup (1 hand held) and an opened cup. He is encouraged to try new foods with use of a motivator and prompted with ‘first you, then you can have,’ Isaac verbalizes an interest in the ‘potty routine’ and will sit on the potty with motivation to get a treat. He identifies when he has a wet or dirty diaper and verbalizes needing a change. Isaac enjoys bathtime and assists with bathing his body parts. He enjoys brushing his teeth and is active in participation. Isaac can identify all body parts and articles of clothing. He tends to rely on his parents and caregivers (at school) to take his clothes off and on. If prompted, Isaac can take off his pants, socks and shoes. He actively participates in taking off a jacket/coat and a shirt. If prompted, he will help to pull his pants up, yet tends to extend extremities during dressing activities. Isaac actively engages in helping to load the dishwasher, load the washing machine and help his parents with household chores. He understands and stays away from dangers.

Other Information

Isaac reveals age appropriate skills in all areas except articulation. He has a significant articulation delay characterized by many sound substitutions that impact his speech intelligibility. He is about 40% intelligible. Peers his age should be 70% intelligible by age 3. Isaac continues to qualify for speech therapy to address his speech intelligibility in connected speech.
### VII. Summary of Evaluation Results

<table>
<thead>
<tr>
<th>Date of Evaluation</th>
<th>Age at Evaluation</th>
<th>Evaluation Procedures</th>
<th>Results</th>
<th>Administered by:</th>
</tr>
</thead>
</table>
| 7/6/2011           | 2 Years, 6 Months | HELP - parent report, observation, HELP checklist | Physical Development - Dev. Age: 30.00 mo.  
Physical Development - Dev. Delay: 0%  
Adaptive Development - Dev. Age: 24.00 mo.  
Adaptive Development - Dev. Delay: 20%  
Gross motor and fine motor skills solid to age appropriate levels. Adaptive skills solid to 2 years and scattered to age-appropriate levels | Pamela T. Woods OT/L |
| 6/27/2011          | 2 Years, 6 Months | PLS - Standardized     | Communication Development - Dev. Age: 33.00 mo.  
Communication Development - Dev. Delay: 0%  
Preschool Language Scale-Auditory Comprehension 33 months  
Preschool Language Scale-Expressive Communication 33 months | K. King-Rigby MS, MSSpeech therapist |
Cognitive Development - Dev. Delay: 13%  
Communication Development - Dev. Age: 33.00 mo.  
Communication Development - Dev. Delay: 6%  
Social & Emotional Development - Dev. Age: 30.00 mo.  
Social & Emotional Development - Dev. Delay: 0%  
DAYC-Cognition Subtest 26 months  
DAYC-Social-Emotional Subtest 30 months | K. King-Rigby MS, MSSpeech therapist |
Communication Development - Dev. Delay: 23%  
Goldman-Fristoe test of Articulation below 24 months | K. King-Rigby MS, MSSpeech therapist |
VIII. Eligibility

Is the child eligible to receive Early Intervention Services? Yes

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.

☐ 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.

☒ 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.

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.

☐ 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: 
