Early Intervention Evaluation Summary

Name:
Parent(s) Name:
Referral Date:
Referral Source:
Evaluation Date:

Birth Date:
C.A:
Corrected Age:
Date of Report:

Parent Concerns:

History:

Hearing:

Vision:

FAMILY ROUTINES:
Mealtime(s):

Bedtime:

Cooking:

Cleaning:

CHILD ROUTINES:
Dressing:

Brushing Teeth**:**

Snack Time:

Bath Time:

PLAY ACTIVITIES:

SOCIALIZATION ACTIVITIES:
Play Dates:

Family Gatherings:

OUTINGS:
Shopping:

Errands:

Library Time:

Parks:

Excursions:

OUTDOOR ACTIVITIES:
Play:

Gardening:

Yard Work:

Walks:

Satisfaction with Home Routines Evaluation (SHoRE):

Routine	Not at all satisfied		Satisfied		Satisfied
1. Waking up	1	2	3	4	5
2. Diaper change/toileting	1	2	3	4	5
3. Meals/Feeding	1	2	3	4	5
4. Dressing	1	2	3	4	5
5. Play time	1	2	3	4	5
6. In the car	1	2	3	4	5
7. At the store	1	2	3	4	5
8. Hanging out	1	2	3	4	5
9. Dinner preparation time	1	2	3	4	5
10. Bath	1	2	3	4	5
11. Bed time	1	2	3	4	5
12. Child care	1	2	3	4	5

EVALUATION RESULTS:
Feeding:

_____Bottle
_____Breast Fed
_____Sippy Cup
_____Open Cup
_____Straw
_____Finger Feeds
_____Self Feed
_____Utensils

Sensory:

Visual Attention:

Affect:

Social Skills:

Play Behaviors: Adaptive Maladaptive

Fine Motor:
Handedness:
Grasp:
Midline:
Crayons:
Dressing/Undressing:
Transfers:
Isolated finger movements:
Scissors:

Comments:

Muscle tone:

Strength:

Range of Motion:

Reflexes:
_____Asymmetrical Tonic Neck Reflex
_____Symmetrical Tonic Neck Reflex
_____Tonic Neck Reflex
_____Palmar / Plantar Grasp
_____Spontaneous Placing / Stepping
_____Landau
_____Moro
_____Not Applicable

Protective Reactions: Forward Lateral Backward Not applicable

Gross Motor:
Prone (resting on stomach):
Supine (resting on back):
Roll:
Pull to Sit:
Sit:
Four Point (hands and knees):
Crawl/Creep:
Pull to Stand:
Kneel Stand:
Half Kneel:
Cruise Furniture:
Walk:
Stairs:
Run:
Balance:
Obstacles:
Jumping:
Ball Skills:

Comments:

Peabody Developmental Motor Scale – 2 (PDMS-2)* tests the following areas*:

- **Reflexes** measure the ability to automatically react to environmental events in children under 12 months of age.
- **Stationary** measures the ability to sustain control of his or her body within its center of gravity and retain equilibrium.
- **Locomotion** measures the ability to transport his or her body from one base of support to another.
- **Object Manipulation** measures the ability to throw, catch and kick balls for children older than 12 months of age.
- **Grasping** measures the ability to use hands and fingers.
- **Visual-Motor Integration** measures ability to integrate and use visual perceptual skills to perform complex eye-hand coordination tasks.
- **Average Standard Score** is 10 +/- standard deviation of 3
- **Average Percentile** is 50%
- **Average Quotient** is 100 +/- standard deviation of 15.

Peabody Developmental Motor Scale – 2 results:
Evaluation Date: Chronological Age:

Subtest area	Raw Score	Age Equivalent	Percentile	Standard Score Gross Motor Subtests	Standard Score Fine Motor Subtests
Reflexes		months			
Stationary		months			
Locomotion		months			
Object Manipulation		months			
Grasping		months			
Visual-Motor Integration		months			
			Sum of Standard Scores		
				GMQ	FMQ
			Quotient		
			Percentile		

Speech and Language:
Information regarding communication skills was obtained via observation, parent interview, and by using a standardized scale to measure several components of communication skills as described below.

The Receptive-Expressive Emergent Language Test-3 (REEL-3) was used to assess language skills**. Ability scores have a mean of 100 and a standard deviation of 15, making the average range of performance between 85-115.** Each subtest focuses on the following aspects of communication:

- **Language Comprehension** focuses on how the child understands/responds to what is said to him/her.
- **Language Expression** focuses on how the child verbally communicates to caregivers and others in his/her environment in order to share ideas, needs, or comments on daily activities.

The results of the REEL-3 are as follows:

SUBTEST AREA	Ability Score	Percentile Rank	Age Equivalent
Language Comprehension			
Language Expression			
Overall Language Ability			

Comments:

IDA: The Infant Toddler Developmental Assessment (IDA), was administered to measure competency levels in the following domains or clusters of development:

- Gross Motor: large muscle movement and control
- Fine Motor: hand and finger skills and eye-hand coordination
- Relationship to Inanimate Objects: interest and insight into toys and other inanimate objects
- Language/Communication: expressive and receptive language/communication abilities
- Self-Help: self-care and regulation of body functions
- Relationships to Persons: child's relationships and interaction with parent's and other adults
- Emotions and Feeling States (Affect): child's connection of feelings to behavior
- Coping Behavior: child's ability to use his or her capabilities to adapt to daily opportunities

The following chart lists the results of the ***IDA*** with the "Skill Area/Age Level Skill Review/Percent Delay" (less than 20% delay-within average range) in the first column, the "Developmental Age Level Strengths" in the second column, and a "Description of Age Related Abilities Not Completely Developed Yet" in the third column:

Skill Area/Age Level Skill Review	*Developmental Age Level Strengths*	*Description of Age Related Abilities not completely developed yet*
Gross Motor: Competent at months, % delay		
Fine Motor: Competent at months, % delay		
Relationship to Inanimate Objects: Competent at months, % delay		
Language/Communication:		
Self-Help: Competent at months, % delay		
Relationship to Persons: Competent at months, % delay		
Emotions & Feeling States: Competent at months, % delay		
Coping Behavior: Competent at months, % delay		

Comments:

Summary:

Evaluators: _____ Jennifer Cameron, CCC-SLP

_____ Chelsea Coccia, OTRL

_____ Kathleen Krantz, OTRL

_____ Lynn Legg, PT

_____ Jane Windell, Teacher/Service Coordinator