

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): _____

Bathtime: _____

Bedtime: _____

Cooking: _____

Cleaning: _____

CHILD ROUTINES:

Dressing: _____

Brushing Teeth: _____

Snack 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 | _____ Open Cup | _____ Self Feed |
| _____ Breast Fed | _____ Straw | _____ Utensils |
| _____ Sippy Cup | _____ Finger Feeds | |

Sensory: _____

Visual Attention: _____

Affect: _____

Social Skills: _____

Play Behaviors: Adaptive Maladaptive

Fine Motor:

Handedness: R L Not established

Grasp_____

Midline_____

Crayons_____

Dressing/Undressing_____

Transfers_____

Isolated Finger Movements_____

Scissors_____

Comments:_____

Muscle tone:

_____ Low Average High

Strength:

_____ Very Low Low Average

Range of Motion:

WNL Functional
Limitations_____

Reflexes:

_____ Asymmetrical Tonic Neck Reflex	_____ Spontaneous Placing / Stepping
_____ Symmetrical Tonic Neck Reflex	_____ Landau
_____ Tonic Neck Reflex	_____ Moro
_____ Palmar / Plantar Grasp	_____ Not Applicable

Protective Reactions: Forward Lateral Backward Not applicable

Gross Motor:

Prone_____

Supine_____

Roll_____

Pull to Sit_____

Sit_____

Four Point_____

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:

<u>Subtest area</u>	<u>Raw Score</u>	<u>Age Equivalent</u>	<u>Percentile</u>	<u>Standard Score</u>	
				Gross Motor Subtests	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:

<i>Skill Area/Age Level Skill Review</i>	<i>Developmental Age Level Strengths</i>	<i>Description of Age Related Abilities not completely developed yet</i>
Gross Motor:		
Fine Motor:		
Relationship to Inanimate Objects:		
Language/Communication:		
Self-Help:		
Relationship to Persons:		
Emotions & Feeling States:		
Coping Behavior:		

Comments: _____

Summary: _____

Evaluators: _____

