



Early Childhood Special Education Evaluation Report

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Date of Evaluation: January 20, 2012**I. Child Information**

Child's Name: Matthew
School District: Eugene

Date of Birth:
Age:

Evaluator:

Evaluation
Location:

Family Home

Domains Assessed: Cognitive, Social, Communication

Matthew has been receiving early intervention services and will soon be turning three years old. It is required that a child's skills and abilities be re-evaluated at this time to see if continued educational services are needed. The purpose of this evaluation is to determine whether Matthew qualifies for early childhood special education.

According to Matthew's parents, the evaluation is believed to accurately reflect skill levels at this time.

This evaluation was conducted using a combination of standardized testing, observation, and parent interview. Published, norm-referenced measures compare a child's skills to same-age children. These types of tests provide standard scores and percentile ranks. The norm-referenced measures administered today include: The Battelle Developmental Inventory-2nd Edition (BDI-2) Inventory.

Assessment: BDI-2	Developmental Quotient (average scores 85-115)	Percentile (avg. scores 16 th – 84 th)	Comments
Communication	75	5	Supports eligibility
Social	61	.5	Supports eligibility
Cognitive (thinking skills)	89	23	Within typical range

The Assessment, Evaluation and Programming System (AEPS) is a criterion referenced assessment. It is used to identify a child's present level of functioning across six developmental areas and assist in identifying appropriate educational goals for children. This type of

assessment describes a child's current skills and allows teachers to compare them to skills the child will learn in the future. A child's mastery of the skills included in the AEPS is expressed as a percentage (100% indicates that the child has mastered all of the skills in the domain).

Assessment: <u>AEPS</u> 3-6 years	Percentage of Items Mastered
Fine Motor (hands)	17%
Gross Motor (big muscles)	47%
Adaptive (self-care)	33%
Cognitive (thinking skills)	8%
Social Communication	4%
Social	27%

- Results from today's interview, assessment, and observation support Matthew's eligibility for
- Early Childhood Special Education. Matthew is experiencing delays in the social and
- communication areas of development. His motor, cognitive, and adaptive skills appear to be within the typical range for children Matthew's age at this time.

It has been a pleasure working with Matthew and his loving family and having them participate in parent toddler class. Please feel free to contact me at the number shown below if you would like further explanation of the above information or if I can be of any other assistance.

2/1/2012

Early Childhood Special Educator