Early Intervention Evaluation Report

Date of Evaluation: 10/29/10

I.   Child Information

Name: Matthew   **Date of Birth:**
School District: 4J   **Age:**
Evaluator: **Evaluation Location:**

This is an initial evaluation to consider eligibility for Early Intervention (EI) special education services. The Ages and Stages Questionnaire was reviewed by Early Childhood CARES Speech Therapist Susan Desmond on 10/19/10 and results indicated that Matthew was possibly experiencing delays in communication development.

II.   Background Information provided by parent

Matthew was born in China. He was adopted by the   , and has lived in the United States for 7 months. When in China, Matthew lived in foster care. He now resides with his mother and father, and his 5 year-old sister, who is also adopted from China. Matthew's current health is good. His health history is not known. There are no concerns about his hearing. There are no concerns about his vision, although his parents have noticed that he has grey spots on the whites of his eyes. They have a referral from their pediatrician.   to address this.

III.   Observation

Matthew was observed at his home with his mother, father and sister present. According to Matthew's parents, the evaluation is believed to accurately reflect skill levels at this time.

IV.   Assessments Used

Two developmental assessments were used in this evaluation. The Gesell is a standardized assessment designed to evaluate children's development in gross and fine motor, adaptive or cognitive skills, communication, and personal-social skills. The Gesell compares Matthew's skills to other children his age. A Developmental Quotient above 85 is considered within the typical range for children his age.

The Assessment, Evaluation and Programming System for Birth to Three Years (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 does not compare Matthew to other children but rather describes his current skills and allows teachers to compare them to skills Matthew will learn in

the future. Matthew'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).

For test scores, please see the tables below.

V.   Evaluation Results

Cognitive Skills

- Matthew's score on the Gesell Cognitive/Adaptive domain are in the normal range. Matthew is able to build a tower with 7 blocks. He scribbled spontaneously, aligned blocks to build a train, and then imitated pushing the train. Matthew has no special education needs in this area.

Gross Motor

- Matthew's score on the Gesell Gross Motor domain are in the normal range. Matthew can kick a ball, climb on a chair to reach things, run and throw things. Matthew has no special education needs in this area.

Fine Motor

- Matthew's scores on the Gesell Fine Motor domain are in the normal range. Matthew can put small pellets into a bottle, put pegs in a pegboard, insert a shoelace through a safety pin and can hold a crayon in his fingers. Matthew has no special education needs in this area.

Language

- Matthew's scores on the Gesell Language domain are not significantly below the normal range. Matthew is using a variety of speech sounds, has 7 signs, points and vocalizes. He seems just on the verge of speaking, and is where one might expect a child who has only been exposed to English for 7 months to be. His comprehension for directions during testing was good. He is very interactive and engaged with his parents, and communicates his needs well. No special education goals are recommended at this time.

Personal Social

- Matthew's scores on the Gesell Personal Social domain are in the normal range. Matthew feeds himself, identifies himself in a mirror, can help put things away and can push his arms through the armholes of his shirt. Matthew has no special education needs in this area.

VI.   Summary & Recommendations

Recommendations: The results of the evaluation do not support eligibility for early intervention. At this time, Matthew does not appear to be experiencing developmental delays requiring special education. It was a pleasure to meet Matthew and his family today. He is a bright and friendly little guy, and did a great job with all the testing. We will rescreen Matthew at age 2 years 4 months to ensure that his development continues to be on track.

If you have any questions about this report, please feel free to call me at 346-0838.

Sincerely,

_____ _peech Language Pathologist

VII.   Standardized Test Scores

Assessment: Gesell	Developmental Age	Developmental Quotient (average scores 85-115)	Comments
Cognitive (thinking Skills)	19 months	95	Within typical range
Gross Motor (big muscles)	19 months	95	Within typical range
Fine Motor (hands)	24 months	120	Within typical range
Communication	16 months	80	Within typical range
Personal-Social	22 months	110	Within typical range

Assessment: AEPS 0-3 Years	Percentage of Items Mastered
Fine Motor (hands)	89
Gross Motor (big muscles)	79
Adaptive (self-care)	72
Cognitive (thinking skills)	65
Social Communication	34
Social	78