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INTEGRATED EVALUATION SUMMARY FOR CORE EVALUATION

(ONLY)

**(Please Type)**

CHILD’S NAME: Sample Writeup DOB: 12/01/2022 C.A.: 25 months

PARENTS’ NAME: Mrs. Writeup and Mr. Writeup Writeup CHILD RESIDES WITH: Parents

CHILD’S RESIDES AT: 123 lake street overthere, NY 11111

HOME PHONE: (914) 123-4567

WCDH EIOD: Danielle Rogers

INITIAL / ONGOING SERVICE COORDINATOR: Suzanne Carlson

Circle One AGENCY: The Family Connection

AREAS OF CONCERN: Expressive language development

HEALTH STATUS: Generally healthy

**EVALUATION TYPE DATE LOCATION EVALUATOR NAME/AGENCY ASSESSMENT INSTRUMENTS**

1. Developmental 01/10/2025 Home Renee Green, M.S., LMHC DAYC-2, HELP,

Kayla’s Place Clinical Observation,

Parent Interview

2. Speech/Language 01/10/2025 Home Maureen Webb, MA, CCC-SLP Rossetti

Kayla’s Place Clinical Observation,

Parent Interview

**SUMMARY OF RESULTS –** To include information on prior outside evaluations that is appropriate to eligibility.

**COGNITIVE** *(curiosity and interest, early objective use, imitation, play schemes, problem solving, early concepts)*

Sample is within average range within the cognitive domain. Ms. Writeup reported that Sample enjoys playing with a variety of toys. During testing, Sample was able to provide consistent eye contact with providers. While working with him, Sample was observed to easily transition from one activity to the next. Sample was able to toss a ball; scribble on paper; turn pages in a book; and completed a puzzle with verbal prompting. When asked, Sample was able to point to several of his body parts (e.g., head, nose, ears, eyes). When presented with a picture book, Sample was able to point to 1-2 common objects. Sample was able to show an understanding on pretend play (e.g., He gave a drink to a teddy bear).

**COMMUNICATION** (*expressive and receptive language levels, oral motor functioning)*

Within the communication domain, Sample presents with moderately delayed receptive language skills and moderately-significantly delayed expressive language skills. He exhibited limited receptive and expressive vocabulary. He predominantly imitates to communicate. He follows 1-step directions. He looks when his name was called. Most of the words he uses are to call family members. His articulation/phonological skills appeared to age appropriate.

His oral motor/feeding skills are grossly age appropriate at this time.

**SOCIAL-EMOTIONAL** (relatedness, regulation of attention, behavior, and emotion)

Social Emotionally, he is able to demonstrate affection to his family members. He is able to receive and give hugs and kisses to family members. When socialization with peers is possible, Sample is able to initiate and engage in reciprocal play. He needed prompting several times to engage in initiating play with providers. According to mom, Sample is slow to warm to adults, as was observed during initially entering the family’s home. Sample hid behind his mom and engaged with providers once toys were handed to him. He was able to transition from one activity to another with ease.

**PHYSICAL** (fine and gross motor, motor planning, regulation of sensory input)

Physically, Sample is functioning within average range at this time. Gross motor functioning includes, Sample’s ability to navigate stairs, run, jump, climb with ease. He was observed running around the living room, climbing with appropriate balance and coordination. He is reported to be very active. He is able to squat to pick up a toy and stand back up with no concerns. With respect to his fine motor skills, he is able to pick up small objects with a pincer or whole hand grasp. He is able to enjoy activities such as stacking blocks and other items; he is able to throw toys with accuracy as well as scribbling on paper.

**ADAPTIVE** (attachment status, self-help skills)

Adaptively, Ms. Writeup stated that Sample will drink from a sip cup or bottle. Mother stated that Sample has no food sensitivities and has no concerns with his chewing or swallowing foods. Sample will eat a variety of foods. He is able to use his fingers as well as a spoon to feed himself. Mother reported that Sample will nap during the day and is able to sleep through the night. Sample will tolerate his mother giving him baths. He cooperates during diaper changes and dressing. He is able to tolerate teeth brushing and grooming activities assistance although he prefers to complete these activities independently. He is able to assist with dressing and undressing activities.

# MUST BE COMPLETED BY EVALUATION AGENCY

THE RESULT OF THIS EVALUATION (CORE AND SUPPLEMENTAL) INDICATE THAT THIS CHILD

**IS**

ELIGIBLE TO RECEIVE SERVICES UNDER THE WCDH EARLY INTERVENTION PROGRAM BASED ON SDOH ELIGIBILITY CRITERIA AS PER THE ATTACHED EVALUATION DATA SHEET

**SUGGESTED FUNCTIONAL OUTCOMES**

FUNCTIONAL OUTCOMES ARE SKILLS THE CHILD NEEDS TO MASTER IN ORDER TO FUNCTION DURING FAMILY/COMMUNITY ROUTINES AND ACTIVITIES (PLAY, MEAL TIMES, BED TIMES, SOCIAL RELATIONSHIPS)

*(NOTE: According to NYS Reg. Sec.69-4.8(a)(4)(iv) evaluators should avoid making recommendations for frequency and duration of specific services.)*

THE FOLLOWING COMMUNITY RESOURCES AND/OR SUPPORTS WOULD BENEFIT THIS CHILD AND FAMILY:

**Communication Goals**

Goals should focus on:

1. Increasing receptive and expressive vocabulary.
2. Use the words he imitates spontaneously and meaningfully.
3. Understanding simple questions.
4. Follow one-step directions consistently without gestures.

**Recommendations**

- Speech and language services are recommended to address communication delays.

-An audiological evaluation is recommended to assess hearing acuity at all frequencies.

COMPLETED BY: Renee Green, M.S., LMHC TITLE: Licensed Mental Health Counselor

AGENCY: Kayla’s Place DATE: 01/20/2025