

EARLY CHILDHOOD EVALUATION SUMMARY REPORT

Name: Lyra [REDACTED] Date of Birth: 5/11/06 Report Date: _____

EDUCATIONAL HISTORY:

[REDACTED] has been receiving services through [REDACTED] Infant Toddler Services since 9/9/06. Her current evaluation is to determine eligibility for Part B services.

Per Part C reports, [REDACTED] was diagnosed with oculocutaneous albinism shortly after birth. She receives special instruction from a teacher through the [REDACTED]. [REDACTED] is also followed by her ophthalmologist, Dr. [REDACTED] of [REDACTED] 2/4/09, diagnosis to be ocular albinism, nystagmus, and astigmatism.

EVALUATION RESULTS:

Health/Physical Status: Student does does not show educationally significant health/physical concerns.

Tests Administered:

Vision Screening: Date: _____ Pass Fail Unable to obtain accurate results

Hearing Screening: Date: _____ Pass Fail Unable to obtain accurate results

Educationally Relevant Medical Findings: (attach or write below a description of educationally relevant medical findings)

See Part C, Functional Vision Update & Orientation and Mobility Reevaluation

See attached Learning Media Assessment

Name/Title/Date: Part C reports, [REDACTED]

Motor Skills: Student does does not show educationally significant motor concerns.

Tests Administered:

Raw Score Percentile T/Z Score Age Equivalent Percent Delay

____ Peabody Developmental Motor Scales – Fine Motor _____

X Children's Rehabilitation Unit Screen – Gross Motor Age Equivalent in Months 38.25 Percent Delay 0

____ Hawaii Early Learning Profile/ Learning Accomplishment Profile: Fine Motor _____ Gross Motor _____

____ Assessment, Evaluation & Programming System _____ Other _____

Functional/Developmental Information & Observations: CRU Fine Motor- 39.75 months; 0 percent delay

OT: [REDACTED] fine motor skills were evaluated using the Children's Rehabilitation Unit Fine Motor Evaluation. She scored at the 39.75 month level for acquired skills (+13%) and at the 42.0 month level for emerging skills (+20%). She was able to stack 10 blocks and imitate block designs using 5 blocks; place pellets in a bottle; copy a horizontal line, a vertical line, and a circle; imitate a cross; snip with scissors; hold a pencil in an approximate appropriate grasp pattern by using her fingers; draw a recognizable person with 6 parts; button and unbutton a large button; and string small beads. On the gross motor eval she scored at the 38.25 month level for acquired skills (+9%) and at the 43.5 month level for emerging skills (+24%). She was able to follow simple 1 step familiar and novel commands; walk up stairs alternating feet; throw a ball overhand; pull self to sitting; run with both feet leaving the ground for a fraction of a second; stand on one foot for 2 seconds; walk on a line; attempt steps on a balance beam; and, catch a large ball with arms extended. [REDACTED] was easily distracted but pulled back to activities rather easily. She attempted all tasks and was very pleased with herself for completing tasks successfully. No motor concerns are noted at this time.

Name/Title/Date: [REDACTED]

1 out of 3 times
Catch Ball

Cognitive Skills: Student does does not show educationally significant cognitive concerns.

Tests Administered:

	Raw Score	Percentile	Standard Score	Age Equiv	Percent Delay
<input checked="" type="checkbox"/> Battelle Developmental Inventory—Cognitive	_____	81	113	_____	_____

_____ **Hawai Early Learning Profile/ Learning Accomplishment Profile:** Cognitive Age _____

_____ **Other** _____

Functional/Developmental Information & Observations:

_____ cognitive evaluation indicates that at the present time her cognitive skills appear to be above average when compared to children her age.

Name/Title/Date: _____ Psychologist

Preacademic Skills: Student does does not show significant needs in preacademic skills.

Tests Administered:

_____ **Brigance Kindergarten Screening:** _____ / 113

_____ **Assessment, Evaluation & Programming System** **Teacher Observation/Charting**

Other: observations during the Battelle Developmental Inventory-2

Functional/Developmental Information & Observations: _____

The classroom teacher reports that _____ is able to orally give her first name and her age. She is able to identify her basic **body parts**. She points to pictures of objects when requested by the teacher. _____ matches and names basic preschool **colors**. There are no concerns for _____ cognitive development at this time. Her **skills** are comparable and above typical children her age.

The following skills were observed by the school psychologist during her evaluation with _____ demonstrated the ability to match, sort and identify by name the following shapes: circle, square, rectangle, and triangle. She was able to identify the colors blue, red, yellow, green and sort chips by color.

She was able to answer what and why questions and she was able to answer simple verbal analogies.

She understood quantitative concepts of big/small, one, one more, and counting 1 to 1 correspondence to three.

_____ was able to sort by size (same shaped objects) by small, medium and large.

These are skills that were noted during the evaluation, however they are not inclusive of all skills _____ may have.

Name/Title/Date: _____ School Psychologist, _____ ESCE teacher

Name: _____

Revised 12/08

Communication Skills: Student does / does not show educationally significant communication concerns.

Tests Administered:

		Standard Score	Percentile	Age Equivalent
<input checked="" type="checkbox"/> Preschool Language Scale--4	Auditory Comprehension	<u>114</u>	<u>82</u>	_____
<input type="checkbox"/> Spanish	Expressive Communication	<u>123</u>	<u>94</u>	_____
	Total Language Score	<u>121</u>	<u>92</u>	_____

	Raw Score	Standard Score	Percentile	Age Equivalent
<input checked="" type="checkbox"/> Goldman-Fristoe Test of Articulation 2000	<u>33</u>	<u>93</u>	<u>41</u>	_____

	Raw Score	Standard Score	Percentile	Age Equivalent
<input checked="" type="checkbox"/> Expressive One-Word Picture Vocabulary Test--2000	<u>24</u>	<u>91</u>	<u>27</u>	_____
<input type="checkbox"/> bilingual edition				

	Raw Score	Standard Score	Percentile	Age Equivalent
<input type="checkbox"/> Receptive One-Word Picture Vocabulary Test--2000	_____	_____	_____	_____

Hodson Assessment of Phonological Patterns-3 _____

Assessment, Evaluation & Programming System - Social-communication raw score _____

Language Sample Other: _____

Functional/Developmental Information & Observations:

Like typical children her age, [redacted] understands the use of objects, simple descriptive concepts (big, wet, little), and follows 2-step related directions (e.g. get the bear and give the bear a drink). [redacted] understands colors, shapes, and categories of objects in pictures (e.g. animals, foods, clothes). [redacted] demonstrated the spatial concepts of: under, in front, in back, and next to. At this time, [redacted] receptive language skills are within the high average range.

Expressively, [redacted] names a variety of pictures, uses quantity concepts (rote count 1-13), and answers simple "wh" questions. She completes analogies (e.g. an apple is red, a banana is _____) and names objects when they are described. During a 50 utterance language sample gathered on 4/21/09, [redacted] mean length of utterance (MLU) was 4.06. During the sample, [redacted] used language to: label, comment, request, and ask questions. [redacted] described with adjectives (e.g. big, little) and used present progressive -ing markers (e.g. crying) correctly. She is beginning to use plural -s markers as well. At this time, [redacted] expressive language skills are above average for her age.

[redacted] articulation skills are within normal limits at this time. [redacted] uses a variety of age-appropriate consonants and vowels and is easily understandable when speaking in therapy and classroom conversations. During the language sample, [redacted] was 90-95% intelligible. It should be noted that [redacted] continues to omit final /s, z, ch, and sh/ in words. It is suggested that parents and classroom teacher continue to model these sounds in words for [redacted]. Any remaining articulation errors are considered developmental for her age.

[redacted] voice skills are within normal limits for her age at this time. At times, [redacted] presents with whole-word repetitions (e.g. this, this, this...), which is typical for her age. At this time, it is suggested that when whole-word repetitions occur, parents and teachers model back the sentence for [redacted] using slow, easy speech.

Name/Title: _____

4/24/09

