

INDIVIDUAL CHANGE PLAN FOR REPORT WRITING

APPENDIX B

ASSESSMENT REPORT OUTLINES

- ❖ **Joseph, Age 18 months**
- ❖ **Sandra, Age 4 years 8 months**
- ❖ **Ramon, Age 7 years**

The following outlines are for the purpose of illustration, only. They are not meant to suggest that all assessment reports should have this information in them. Decisions on what to include in a particular assessment report should be made based on the individual child, the child's family, and the purposes of assessment.

Sample Outline for a Report

Joseph
Age 18 months

General Theme of Assessment: Medical Concerns and Developmental Progress

I. Background—organized with paragraph style

A. Joseph's family

B. Joseph's medical history

Include these areas: birth complications, hospital stays and diagnosis; surgeries; previous diagnosis; medications; limitations, concerns, and physician's recommendations; previous vision and hearing status

C. Joseph's intervention history

Include information concerning: medical therapies, respiratory, and G tube; physical therapy history and previous progress; home intervention history

D. Family concerns, questions, priorities

Discuss these issues:

Concerns: motor skill development, prognosis for walking, prognosis for speech, assistive technology for speech, medical safety away from home

Questions: Will Joseph be capable of oral speech? Does he need some sort of device to assist with speech? What should be done at home to help him talk? When will Joseph walk? What can be done at home? Does he need therapy with his hand skills? Are his thinking skills OK for his age? Will Joseph be able to go to a center-based program or preschool later? What about all of his medical problems and medication if he went to a center-based program?

Priorities: Speech, walking, and medical safety. What needs to be done now to get Joseph ready to attend some sort of center-based program or even preschool when he is 3?

E. Questions and concerns from physical therapist, speech therapist, and home interventionist

Include these areas: What type of intervention needs to be done now in preparation for preschool? Do we need assistive technology, if so what type? Does Joseph have the oral motor, respiratory and trunk capacity to

support speech? Are Joseph's fine motor skills age appropriate? What are Joseph's thinking skills like? What type of programs are available for Joseph later?

II. Tools and procedures—listed by procedure area

A. Observations over settings and time

Include these tools: observation of thinking skills in home, observation of motor skills in play group, observation of communication skills in play group and at home, ecological observation of center-based program and public pre-school

B. Interviews over settings and time

Include these tools: interview with mother, phone interview with father, interview/consultation with assistive tech specialist

C. Checklists and rating instruments

Include these tools: Vineland Adaptive Behavior Scales interview edition; thinking skills checklist; safety checklist for new environment

D. Standardized test instruments

Include these tools: Peabody Developmental Motor Scales, Bayley Scales of Infant Development, Early Language Milestone (ELM) Scale-2

E. Medical evaluation by physician

Include these tools: Growth Evaluation, Physical Examination, Vision and hearing

III. Findings—organized by family concerns, questions, priorities

A. Motor skill development/prognosis for walking

Discuss information from these sources: findings from observations, interviews, Peabody Developmental Motor Scale, Vineland Adaptive Behavior Scales, physician input

B. Speech

Include information from: findings from observations; interviews; Early Language Milestone(ELM) Scale-2; Vineland Adaptive Behavior Scales; observation and physical evaluation of oral motor skills; respiratory and trunk capacity; assistive technology specialist input

C. Thinking skills

Discuss these areas: results of observations, checklist, Bayley Scales of Infant Development

E. Medical safety and concerns

Discuss findings from: review of records; interviews with parents; medical examination; status of respiratory capacity and G tube; evaluation of oral motor, respiratory, trunk capacity; ecological observation of center-based program and preschool; safety checklist information

IV. Conclusions and Next Steps—integrated strength, needs, suggestions and headings across developmental areas

A. Strengths:

Include these areas: thinking skills, fine motor skills, parent support, medical interventions

B. Needs

Include these areas: motor skill development, communication development, oral motor development, strengthening of trunk for support for speech,

monitoring of respiratory capacity, assistive communication technology, medical monitoring and consideration of impact of medical concerns for instruction, safety plan, medication plan, training for all personnel concerning safety issues and G tube, transition plan

C. Possible strategies to address needs

motor intervention: trunk and leg strength, mobility, graduation to a walker

prespeech development: oral motor exercises, modeling of single syllable words, beginning use of simple therapist made communication boards to express needs

medical monitoring: continuous updating of records, listing of medications, attention to fatigue levels during therapies or interventions, monthly consultation with parents by early intervention nurse

strategies to mitigate fatigue during instruction or therapies --session length, time of day

transition planning with center-based staff for trial attendance, transition planning with public school staff in preparation for possible preschool

V. Summary—brief paragraph about Joseph and his family

Sample Outline for a Report

Sandra
Age 4 years 8 months

General Theme of Assessment: Transition

I. Background—organized by subsections with headings

A. Sandra's family

B. Sandra's medical history

Include these areas: low birth weight and feeding difficulties, previous surgeries, current health status

C. Sandra's intervention history

Include this information: intervention as infant, preschool program and progress

D. Family concerns, questions, priorities

Include these areas:

concerns: readiness for kindergarten, Sandra's thinking skills

questions: Why doesn't Sandra seem to understand things? Will she be able to handle kindergarten?

priorities: Getting Sandra ready for kindergarten. Doing things at home to help her and build skills.

E. Teacher and speech therapists questions

Include these areas: Are Sandra's thinking skills appropriate for her age? Is Sandra's difficulty with directions a language problem or something else?

II. Tools and Procedures—organized by developmental area with headings

A. Cognitive skills

Include information about these tools:

- Mullen Scales of Early Learning
- observation in preschool classroom
- parent interview
- skills checklist from teacher
- evaluation of future kindergarten classroom

B. Language skills

Include these tools:

- Preschool Language Scale-3
- language Sample
- observation of Sandra at home
- skills checklist from parent
- evaluation of demands of kindergarten classroom

C. Other areas of development

Include these tools: interview of parent, interview of teacher, review of records and classroom progress notes

III. Findings—organized by developmental area with headings

A. Cognitive skills

Integrate this information:

- description of abilities based on information from Mullen Scales
- description of abilities demonstrated in current classroom
- abilities that parents see in the home
- abilities that current teacher has observed
- description of the cognitive demands of kindergarten environment and how Sandra's abilities will "match"

B. Language skills

Integrate this information:

- description of language skills based on Preschool Language Scale items
- description of language sample and how Sandra uses language at home from observation and parent checklist
- Sandra's language abilities in relation to the demands of kindergarten
- description of how language and cognitive skills interact

C. Other developmental areas

Include this information:

General description of skills from interviews, progress, and records check

IV. Conclusions and Next Steps—organized by developmental areas within a chart

A. Cognitive skills

Include these areas:

- Strengths
- Needs and response to family and staff referral concerns, questions
- Possible strategies and response to family priorities
- Possible strategies and response to demands of kindergarten environment

B. Language skills

Strengths

- Needs and response to family and staff referral concerns, questions
- Possible strategies and response to family priorities

C. Possible impact of Sandra’s medical history on performance in kindergarten curriculum and environment

V. Summary—brief paragraph about Sandra and her family

Sample Outline for a Report

Ramon
Age 7 years

General Theme of Assessment: Academic Achievement

I. Background—information organized with paragraph style

A. Ramon’s family

Include these areas

family history: composition, time in community, views about school and reading, routines at home

history of family language use and preference

B. Ramon’s medical

Include information from: review of records, vision and hearing screening

C. Ramon’s educational history

Include these areas: kindergarten and first grade progress and difficulties, experiences with bilingual instruction, parent report of language development

D. Family concerns, questions, priorities

Discuss these issues:

Concerns: reading grades, parent teacher conference report about reading, thinking skills, Ramon’s attitude towards school

Questions: Why does Ramon have problems with reading? Are

Ramon’s thinking skills average? Will Ramon have to stay

back in second grade? What can we do about Ramon’s “don’t care” attitude towards school?

Priorities: making sure Ramon learns to read, having Ramon ready for third grade, changing Ramon’s attitude towards school.

E. Teacher concerns and questions:

Include these areas: Is language an issue for Ramon? Could the fact that Ramon’s parents speak Spanish to him at home be a problem? Does Ramon have a learning disability in reading?

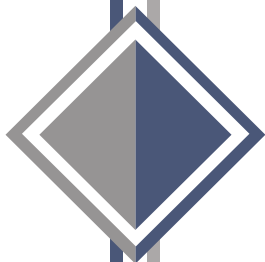
II. Tools and Procedures—organized by developmental area with headings

A. Language proficiency, dominance and preference

Include these tools:

consultation with bilingual assessment professionals

interview with parents



Home Bilingual Usage Estimate
 Language Assessment Scale I & II
 observation of Ramon in the classroom
 case conference with staff and parents
 determination of appropriate language and tools of assessment
 determination of translator or interpreter needs

B. Thinking skills

Include these tools:

Universal Nonverbal Intelligence Test
 interview with parents

C. Reading area

Include these tools:

Bateria Woodcock-Munoz Pruebas de Aprovechamiento-Revisada
 Woodcock-Johnson III Tests of Achievement
 Woodcock Reading Mastery Tests–Revised
 oral reading sample from Ramon
 review of school records
 interview with teacher
 review of student work samples
 observation of language use in the classroom

D. Ramon’s attitude towards school

Include these tools: interviews with Ramon, parents, teacher, school principal;
 observation of Ramon on playground

III. Findings—organized by developmental area with headings

A. Language dominance, proficiency, preference

Integrate information from:

interview with parents
 results of Home Bilingual Usage Estimate
 results of Language Assessment Scale I & II
 observation of Ramon
 consultation with bilingual assessment professionals
 case conference with teacher, staff, and parents
 comparison of performance on English and Spanish measures

B. Thinking skills

Include these areas:

results of Universal Nonverbal Intelligence Test
 results of interview with parents

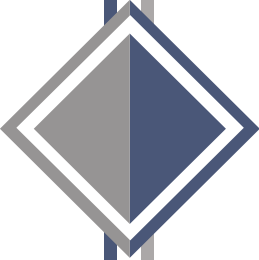
C. Reading area

Include information from:

results of Woodcock Achievement tests—both Spanish and English
 analysis of oral reading sample
 results of record review, and review of work samples
 results of interview with teacher
 observation of classroom language use and instructional language

D. Ramon’s attitude towards school

Discuss information from: interviews with Ramon, parents, teacher, and principal;
 observation of Ramon on playground



IV. Conclusions and Next Steps—organized by developmental areas within a chart

A. Language Dominance, proficiency, preference

Strengths

Needs and response to teacher concerns about language

Possible strategies and response to language concerns

B. Thinking skills

Strengths

Possible strategies to incorporate strengths into instruction

C. Ramon's attitude towards school

Strengths

Needs and response to parent concerns

Possible strategies for Ramon, parents, and teacher concerning attitude

D. Reading area

Strengths

Needs and response to family and teacher concerns

Impact of language dominance, proficiency, and preference upon reading

Consideration and comparison of assessment results to criteria for specific learning disability: basis for determination; relevant behavior noted during observation; relationship of behavior to academic functioning;

discrepancies; effects of environmental, cultural, economic factors

Possible strategies to address family concerns and priorities

Possible strategies to utilize strengths for reading instruction

Specific strategies to address reading concerns at school

Strategies for parents to use at home for reading

V. Summary—brief paragraph about Ramon and his family