

COMPREHENSIVE MULTIDISCIPLINARY EVALUATION REPORT
Quick Guidance Template

Child's Name: _____

Child's Date of Birth: _____ Date of Evaluation: _____

Child's Chronological Age: _____ Referred by: _____

Child's Adjusted Age _____ Location of Evaluation: _____
(if applicable)

Participating Team Members:

Name:	Role / Discipline / Title:

Referral Information:

- *Describe the concerns of the referral source.*
- *Explains the primary concerns of the family.*
- *Explains goals of the assessment.*

Child Background / Prenatal & Birth History / Current Health Status:

- *References pertinent medical records reviewed related to the child's health and medical history,*
- *Reviews caregiver's description of relevant medical issues, such as prenatal and birth history and child medical information.*

Pertinent Family Information:

- *Describes family makeup (age of siblings, living arrangements of parents and children)*
- *Explains the accommodations made for the child and family's native language or other mode of communication*
- *Describes family support, if relevant*

Information Provided by the Parent(s) Regarding Child's Daily Routines and Activities:

- *Describes child's daily routines and what is working and not working in the family routine.*

Tip: To streamline paperwork, if the child becomes eligible, this information can be copied into the IFSP, Our Family Life, Part 1. It will be a good starting point to which more specific information may be added to the IFSP, as necessary.

Vision and Hearing (Screening / Testing Results):

- *Includes a statement summarizing the results of the hearing screening. May include*
 - ***Documented** (not just reported by parent) newborn hearing results (valid only for 6 month from the date of the screen)*
 - *OAE and tympanometer results*
 - *Hearing screening results by a well child exam*
 - *Any recommended follow up.*
- *Includes a statement summarizing the results of the vision screening. May include*
 - *NMSBVI screening tool*
 - *Vision Screening results from a well child exam.*
 - *Any recommended follow up.*

Developmental Evaluation:

The developmental evaluation consisted of information gathered in the areas of fine and gross motor skills, relationship to inanimate objects (considered to reflect aspects of intellectual development, traditionally referred to as "cognitive"), language and communication, self-help, and relationship to persons, emotions and feeling states and coping behavior to describe various aspects of social and emotional development.

Tools / Procedures Utilized:

- Documents and describes the procedures used to conduct the evaluation, such as:
 - parent interview,
 - review of medical records,
 - Infant-Toddler Developmental Assessment (IDA),

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Date of Evaluation: _____

- Play-based Observation in Family Home
 - FIT Program Environmental Risk Assessment Tool
 - Etc.
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- Describe the setting(s) in which the evaluation and supporting observations occurred.
 - Notes whether, according to caregiver, child behaved in usual/typical manner to the child during the evaluation.

Tip: To streamline paperwork, if the child becomes eligible, information from the 5 domains below can be pasted into the IFSP's present levels and abilities section.

Motor Development (Incl. gross motor, fine motor and sensory motor skills):

- *Describes child's ability to master movement and balance (gross motor), eye-hand coordination and manipulate small objects with control (fine motor).*
- *Contains information from both functional items from the assessment tool and the evaluator's observations to capture the use of both fine and gross motor movements.*
 - *Notes any differences in abilities related to gross vs. fine motor skills.*
 - *Treats child as individual, not just person with problem.*
 - *Includes information from the family, and respects and values the family's expertise.*
 - *Describes behavior/skills in functional terms.*
 - *Uses understandable words/explains professional language.*
 - *Treats the child and family with dignity.*
 - *Includes age range skill level.*

Communication Development (Incl. expressive and receptive communication skills):

- *Describes both the child's receptive and expressive language and verbal and nonverbal expressions.*
- *Contains information from both functional items from the assessment tool and the evaluator's observations to capture the child's exchange of ideas, information, and feelings.*
- *Notes any differences in responses related to receptive vs. expressive abilities*
- *Treats child as individual, not just person with problem.*
 - *Includes information from the family, and respects and values the family's expertise.*
 - *Describes behavior/skills in functional terms.*
 - *Uses understandable words/explains professional language.*
 - *Treats the child and family with dignity.*
 - *Includes age range skill level.*

Cognitive Development (Incl. relationship to inanimate objects, playing, thinking, problem- solving skills):

- *Describes the child's abilities such as attention, memory, purposive planning, decision making, and discrimination.*
- *Contains information from both functional items from the assessment tool and the evaluator's observations to capture the child's level of understanding, reasoning, perception and judgment in everyday activities.*
- *Treats child as individual, not just person with problem.*
 - *Includes information from the family, and respects and values the family's expertise.*
 - *Describes behavior/skills in functional terms.*
 - *Uses understandable words/explains professional language.*
 - *Treats the child and family with dignity.*
 - *Includes age range skill level.*

Social and Emotional Development (Incl. relationship to persons & emotions and feeling states):

- *Describes child's engagement in meaningful social interactions with parents, caregivers, peers, and others in his environment.*
- *Contains both functional items from the assessment tool and the evaluator's observations to capture the child's social awareness, social relationships, and social competence.*
- *Treats child as individual, not just person with problem.*
- *Includes information from the family, and respects and values the family's expertise.*
- *Describes behavior/skills in functional terms.*
- *Uses understandable words/explains professional language.*
- *Treats the child and family with dignity.*
- *Discusses strengths and areas of concern.*
- *Includes age range skill level.*

Self Help / Adaptive Development (Incl. feeding, washing, toileting skills):

- *Describes the child's ability to do for him/herself, including feeding, dressing, sleeping and toileting.*
- *Contains both functional items from the assessment tool and the evaluator's observations to capture the child's level of independence in his/her environment.*
 - *Treats child as individual, not just person with problem.*
 - *Includes information from the family, and respects and values the family's expertise.*
 - *Describes behavior/skills in functional terms.*
 - *Uses understandable words/explains professional language.*
 - *Treats the child and family with dignity.*
 - *Discusses strengths and areas of concern.*

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- *Includes age range skill level.*

Any Other Developmental Information (Incl. activities that occur across domains e.g. play; mealtime; preschool readiness, etc.):

Evaluation Summary:

- *Summarizes the overall results*
- *References both the parents concerns and concerns of the referral source*
- *Includes additional concerns or observations made by the evaluator*

Evaluation Results	
Domain/Area of Development	Age Equivalent
Motor	Months
Communication	Months
Cognition	Months
Social-Emotional	Months
Self Help/ Adaptive	Months
Vision Results	
Hearing Results	

Eligibility:

- *Provides eligibility statement.*

Recommendations:

- *Addresses some of the parents' immediate concerns with general strategies*

Signatures of Evaluation Team:

Discipline/Credentials: