

CONFIDENTIAL

Record Number:

County:

**Children's Developmental Services Agency
123 Medical Plaza - Anywhere, NC 12345
Tel 123-456-7890 - Fax 123-456-7891**

ENTRY LEVEL EVALUATION

Child's Name: Freddie Farley
Location of Evaluation: Family home and
Childcare Center
Date of Evaluation: March 11, 2005
Date of Birth: May 28, 2002
Chronological Age: 2 years 9 months, 13 days

Adjusted Age:
Parents: Jane and John Farley
Address: Anywhere, NC 12345
Primary Care Physician: Dr. Watkins
Referral Source: Jane Farley, mother

EVALUATORS: Holly Walsh, M.A., L.P.A., Staff Psychologist II
Nancy Thomas, LCSW, Clinical Social Worker
Eddie Baker, Educational Diagnostician
Fiona Matthews, B.A., Service Coordinator

EVALUATION PROCEDURES:

<input checked="" type="checkbox"/>	Parent Interview
<input checked="" type="checkbox"/>	Clinical Observation
<input checked="" type="checkbox"/>	Medical Records Review
<input type="checkbox"/>	Mullen Scales of Early Learning
<input checked="" type="checkbox"/>	Selected Vineland Adaptive Behavior Scales Domains
<input checked="" type="checkbox"/>	Welcome to My World
<input type="checkbox"/>	Medical Examination
<input type="checkbox"/>	Health Information and Medical History Form
<input checked="" type="checkbox"/>	Hearing Screening
<input checked="" type="checkbox"/>	Vision Screening

Current Concerns/Reason For Referral: Freddie was referred by his mother to determine eligibility for Infant-Toddler Program services. Mrs. Farley expressed concerns regarding Freddie's behaviors.

Relevant Family Information: Freddie is an only child and lives with his parents in a house in Anywhere, NC. They have friends and extended family in the area.

MEDICAL EVALUATION RESULTS

Freddie was evaluated by Dr. Watkins on March 8, 2005. See medical records for current health status and medical history.

Vision Screening: Freddie's vision was assessed informally and was judged to be adequate for developmental testing.

Hearing Screening: A hearing screening was completed on 2-17-05. It was noted that Freddie had tubes placed in his ears on 12-3-04, due to recurrent ear infections. His hearing was judged to be adequate for activities of daily living and for developmental testing.

BEHAVIORAL OBSERVATIONS

Behavioral Observations at the Child Care Center: Freddie was observed by the psychologist, clinical social worker, and early intervention service coordinator at his child care center, Wild Bunch O'Kids. Wild Bunch O'Kids is a three star center and has the capacity for 78 children. The classrooms are all in one large room sectioned off by half walls and shelves. Freddie's class is near the entrance and the bathrooms. The setting of the classroom includes two short, large round tables with child-size chairs, an adult-size rocking chair, artwork on the walls, and activity centers. The centers included a carpeted book center, dramatic play center, and blocks/puzzles centers. Personal belongings were kept in child-size cubbies. The door to the playground is on the other side of the building away from Freddie's classroom. The play area is fenced with climbing equipment, a covered bench area, and sand play area. He was observed during a group activity and free play outside, Friday morning beginning at 10:00 a.m. and ending at 10:45 a.m.

During the group activity, the teacher was reading a story while the five children sat in their individual chairs at round tables with the teacher between and towards the front of the tables. Freddie was sitting at a table initially; he noticed the evaluators enter the center and began to watch them talk with Ms. Wilder, the owner/director. He was not attending to the story or participating in the singing activity. Freddie got out of his seat repeatedly (3 times during the story). Each time the teacher would stop reading to either tell him to get back in his seat or to pick him up and put him back in his seat. Freddie then climbed into the rocking chair behind the teacher. Initially the teacher told him to get down, he did not, and she did not tell him again or direct him down. When the story and song was over, the teacher stated that they would have free time, and then go outside. Freddie remained in the adult rocking chair while he looked through the book the teacher had been reading, directing the two other children that came over to leave him alone by stating "no" and "my book". When he finished with the book, he climbed down out of the chair, ran to a center (kitchen/dress up), grabbed a toy cup, ran to a table, and then banged the cup on the table loudly. He then ran back to the center, put the cup away, and began to pull down all of the clothes off the wall and throw them on the floor. He repeatedly looked back at the teacher and evaluators while doing this. The teacher came over and began to pick up the clothes off the floor then returned to where the other children were playing. Freddie then ran to where the teacher was putting rings together with the other children. He began looking and pointing in Ms. Wilder's and the evaluators' direction. His teacher stated "no, no, Ms. Wilder is busy." She then asked him if he wanted to play with the rings; Freddie stated "no". He then wiped all of the rings off of the table. The teacher began picking them up, Freddie assisted and then ran back to the dress up center and again pulled the clothes off the wall. When the teacher came back over to clean up, Freddie sat down briefly, and then helped the teacher hang up the clothes. The teacher directed the children to get ready to go outside. Freddie got his coat and hat and waited in line with the other children. While waited he bit the collar of his coat. The teacher instructed the children to hold hands. The teacher held Freddie's hand, to which he resisted by stating "no" and pulling away.

When outside, Freddie assisted the teachers and Ms. Wilder in getting the toy bikes and riding toys out of the storage shelter. Freddie found a riding toy he liked, sat on it, and pushed himself. Freddie played independently for the observation period. When he rode his bike to the sidewalk, his teacher told him not to ride on the sidewalk, Freddie did not comply. The teacher picked him up with the riding toy and turned him around (away from the sidewalk). Freddie turned himself back and rode back to the sidewalk, looking back at the teacher. The teacher again told him not to ride on the sidewalk and moved him. This scenario occurred three times. The second time the teacher warned Freddie that he would get time out if he returned to the sidewalk. After the third time, the teacher picked Freddie up and sat him on the bench beside her. Freddie immediately got off the bench and went back to his riding toy on the sidewalk. He was redirected by the other evaluators to "ride other there, where the balls are" and given a push on the toy in that direction. Freddie complied.

Summary of Observation: During the observed routines, Freddie was not engaged with the group. He preferred to self-direct his play (looked through book alone, rather than attending during group activity). Joint attention was shared only briefly between Freddie and the teacher during clean-up. Freddie obtained attention by making noise (using words or banging on table) and breaking rules (out of chair during group activity, knocking over and pulling down toys, and riding on sidewalk). Freddie was distracted by other adults in the room. The majority of the teacher's interactions with Freddie during the observation were attempts to change his behavior.

DEVELOPMENTAL EVALUATION RESULTS

The Vineland Adaptive Behavior Scales is based on parental report of how often a child completes a behavior in his own environment. It is suspected that Freddie's difficult behaviors are affecting his ability to complete the daily behaviors considered developmentally appropriate by this scale.

Vineland Adaptive Behavior Scales
(Standard Score of 85-115 = average)

<u>Areas of Development</u>	<u>Standard Score</u> Mean=100; SD=15	<u>Age Equivalent</u>	<u>*Delay</u>	<u>Concerns</u>	
Personal-Social (relationships, play, coping)	75	18 months	45%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Adaptive (feeding, toilet training, dressing)	61	15 months	55%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Motor (walking, jumping, climbing, hand skills)	64	18 months	45%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Communication (understanding spoken language, and use of sounds and words)	69	17 months	48%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Overall Composite-Developmental Functioning	62	17 months	48%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

* Indicates delay of 20% or more.

The Vineland Adaptive Behavior Scales is based on parental report and gives a child's current development in standard scores and age equivalents. The child's age (or adjusted age) is used to calculate a percentage of delay. This is done for the purpose of qualifying a child for services only. Neither the percentages of delay nor the scores themselves are reliable indicators of a child's future abilities. These results should be viewed for purposes of program planning only.

Family Routine		Domains Addressed
Wake-up	Freddie's mom or dad wakes him up between 7:00 and 7:30 a.m. His mother described Freddie as very demanding at this time.	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
	Ms. Wilder, the owner/director of the child care center, reports that Freddie's mood is variable when he arrives. He is often fussy and upset in the mornings. On other mornings, he is more pleasant and cooperative.	Family's Rating (1-5) 2= Needs work

Family Routine		Domains Addressed
Meal time (eating)	<p>Freddie demands what he wants. He doesn't feed himself with a spoon or fork. Freddie's parents help him with feeding himself. Mother reported that he does not sit at table with family to eat, parents feed him first, and then they eat in shifts. Freddie can drink from open cup, but spills it. Mother prefers for him to drink from a sippy cup. When he was a year old, he would choke, but he does not choke much anymore per mother's report.</p> <p>Freddie has breakfast at child care at 8:30 a.m. and occasionally brings food from home; such as, a pop tart to eat when he first arrives. He has lunch at 11:00 a.m. and an afternoon snack at 2:30 p.m. The child care reports that Freddie has only recently begun sitting at a table while eating. Previously Freddie ran around the room and was active at mealtime. The child care center director reported that on one occasion, he poked another student in the eye with a spoon.</p>	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input type="checkbox"/> Gross Motor <input checked="" type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
	<p>Family's Rating (1-5)</p> <p>2= Needs Work</p>	
Play	<p>Freddie is in danger of getting "kicked out" of child care because of his biting, hitting, scratching, and spitting. He demands a lot of attention but can be helpful at times. Freddie usually engages in parallel play and is often resistant to the directions of the teacher. He loves to play outside. He will sometimes show remorse after hurting another child. At home, he's okay since he's the only child. He prefers to play by himself and prefers adults over children. Mother reported that he is rough and clumsy.</p>	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Gross Motor <input checked="" type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
	<p>Family's Rating (1-5)</p> <p>1=Priority concern</p>	
Naps/Rest/Bedtime	<p>Family begins bedtime routine about 30 minutes prior to the time for him to get in his bed. He takes a bath, lays on couch or bed with mother, and then dad puts him to bed. Most nights, it is a long difficult process per mother report. Some nights, dad will sleep with Freddie. He often has difficulty settling down at nap time in child care. Freddie wants to be rocked to sleep and will scream and run around at nap time. On occasion, he has disturbed all the children at child care while they were napping. Freddie is sometimes cooperative with naps.</p>	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Cognitive
	<p>Family's Rating (1-5)</p> <p>2=Needs work</p>	
Outings/Visitors	<p>Freddie doesn't like to ride in his car seat or a cart while shopping. The family would rather stay home than go out because of his behavior. When visitors come to his house he will do anything to get everyone's attention. He yells, screams, and will hit to get attention from others. The child care typically does not go on outings outside the center.</p>	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Gross Motor <input checked="" type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
	<p>Family's Rating (1-5)</p> <p>1= Priority concern</p>	

Family Routine		Domains Addressed
Dressing/ toileting	Freddie wants to wear boots and jeans every day. When changing his diaper, he kicks while wiping and will not wear pull-ups. He does not show interest in using the potty; however, sometimes he will ask to go potty after he has used it in his diaper/pull-up. He is generally cooperative with diaper changes at child care.	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
		Family's Rating (1-5) 2=Needs work
Bath time	Freddie loves to take a bath. He takes showers with his mom or dad. Although, if he doesn't get the toy he wants, he gets angry. He does better for father than mother per their report.	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Gross Motor <input type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
		Family's Rating (1-5) 3=Satisfied
Other	Freddie hits, fights, bites, curses, and says "shut up" to everyone. He wants everyone's attention. His mom reports that he is an "attention seeker". He is in constant motion, into everything, and on the verge of getting kicked out of his child care center. Ms. Wilder reports that Freddie's behaviors at child care include hitting, biting, pushing, spitting, grabbing, hitting and scratching himself and hitting his head on a cinder block wall. She states that Freddie doesn't respond to time out or being taken to the office when he misbehaves. Ms. Wilder reports that transitions between activities are a difficult time for Freddie. Freddie is at his best after nap time when he has had a good rest.	<input checked="" type="checkbox"/> Social/Emotional <input checked="" type="checkbox"/> Adaptive <input checked="" type="checkbox"/> Gross Motor <input checked="" type="checkbox"/> Fine Motor <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Cognitive
		Family's Rating (1-5) 1= Priority Concern

Interests and assets:

- Freddie likes attention.
- He likes being outside.
- Freddie likes taking baths.
- He likes to play and to be active.
- Freddie likes the "Wiggles", trucks, motorcycles, four-wheelers, school buses, computers, and telephones.
- Freddie has a favorite blanket "be be".
- Freddie prefers to play with adults.
- He likes to play with dogs.
- Freddie demonstrates good verbal skills.

Family's Hopes and Expectations
Freddie's parents are concerned that he is going to get "kicked out" of Wild Bunch O'Kids child care center, if they don't get help. His behaviors at home and child care are the priority concern. His mother would like suggestions on how to handle his behaviors.
Due to the significant difficulties, Freddie's family and child care center staff are having managing Freddie's behavior, and Freddie's resulting developmental delays, enrollment in the Infant-Toddler Program is recommended. The family may find service coordination helpful when trying to access resources and programs that may build Freddie's social skills and overall adaptive behavior.
Building and improving on Freddie's social skills and self-control will help him to interact more appropriately with other children and adults. Since children learn best from imitating behavior, often through play, providing Freddie with a good model of appropriate behavior, such as using polite speech and manners, using words to solve conflicts, managing and expressing emotions so that no one is hurt, and providing a child-safe, nonviolent environment. Continue to use rewards when Freddie does what he is asked, (rewards can be praise such as "thank you, I like it when you..."). Control is very important to 2-year olds so offer him simple choices and avoid power struggles by changing the scene (move to another room or activity) or the directive. If Freddie is not complying with the directive, simplify it to two words (noun, verb) and be specific. Do not give directives as requests or favors (that allows the child to refuse). Make simple, clear rules that are reasonable for 2-year olds, and that all adults in his life enforce. Make sure that Freddie knows these rules and knows how to follow them. It is much easier to teach someone a skill, rather than eliminating behavior, so focus on creating rules that tell him what he is supposed to do rather than not do. After giving a clear directive, giving him a reasonable time to comply, then follow through with previously stated consequence, if he does not comply. Be sure to reward compliance with praise. The CDSA staff is available for consultation and assistance as issues arise.
Since Freddie will be turning three in May, a referral may be made (with his parents' consent) for specialized preschool services through the Exceptional Children's Preschool Program. Further resources for his behavioral/emotional development should be discussed at that time.