

# NEIU 19 Early Intervention

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## Parent Information Series

### Understanding My Child's Evaluation or Re-evaluation

- All children referred to preschool early intervention must have an evaluation to determine eligibility for services.
  - Children can be eligible for services in many ways:
    - Your child has a 25% delay or are 1.5 standard deviations below the mean on an evaluation in the cognitive, social/emotional, communication, motor, or adaptive domains.
    - Your child has a diagnosed disability as reported in writing by a doctor and is in need of specially designed instruction following review and/or testing by a school psychologist and evaluation team.
    - Your child receives a diagnosis of speech/language impairment from the speech therapist if your child's primary delay is in communication. At times, a child may not show a delay in test results, but other factors cause them to need specially designed instruction.
- Reevaluations are necessary every 2 years, but there are a variety of options to discuss prior to reevaluation:
  - Is there enough current data to summarize and continue to appropriately program for your child?
    - If yes, then a Reevaluation without new testing will be completed by the servicing staff.
    - If no, a Permission to Re-evaluate will be issued and additional testing will be completed prior to completing the reevaluation report.
    - A reevaluation can be requested at any time that new testing information is needed or additional information is provided by physicians or other outside agencies that are necessary to program appropriately.
    - When a child is approaching transition to school age programs, sometimes an agreement to waive this reevaluation process is issued if it is felt that it is not needed for the remainder of your child's time in early intervention.
- Whether or not your child is eligible for services can be found toward the end of the report in Section VIII Eligibility.

- Understanding the testing results of your child’s evaluation can be difficult as these results are reported in terms that are usually only familiar to professionals that conduct assessments. Below is an explanation of what the different types of scores mean:

Meaning	Standard Score	Standard Deviation	Eligible for Early Intervention
Above Average	111 and above	.73 and above	77 or below standard score -1.5 and below standard deviation  25% Delay (Calculated by Child’s Age multiplied by 25% then subtracting the result from the Child’s Age.) Example: If the child is 36 months $36 \times .25 = 9$ $36 - 9 = 27$ months 27 months and below would indicate a 25% delay
Average	90-110	0 to .67	
Low Average	78-90	-1.47 to .67	
Mild Developmental Delay	70-77	-1.5 and below	
Significant Developmental Delay	Below 70	-2 and below	

- Children only need to be eligible in one domain to be considered eligible for early intervention services. Once eligibility is determined, any service can be considered if it is necessary to provide a free, appropriate, public education.
- It is important for parents to understand that the assessments completed for an evaluation are only a snapshot of your child’s capabilities. Your child may surprise you by completing test items correctly with which they typically struggle or not answering correctly on test items that you watch them do every day. Input from parents, child care staff, doctors, etc. are all necessary in order to complete the true picture of your child. The more involved a parent is with the evaluation process, the more accurate the picture.