

## **Part C Eligibility and Data Based Assessment Decisions**

# **Application Activity: Using Data to Make Decisions and Complete the Picture of the Child and the Family**

The following child and family stories were developed to give your team a chance to practice with real children and real families without having to use your families as “guinea pigs”. Each story briefly discusses a child and their family and has a series of questions to help you complete a “whole” picture of the child and family. Through these examples, your team should be able to:

- 1) Decide what additional data is needed to complete the assessment process. Examples could include record reviews, interviews with family members, observations, and developmental history;
- 2) Decide whether or not the child would qualify for early intervention based upon all the information collected; and lastly
- 3) Discuss what the family indicates as concerns and priorities as well as resources (if discussed in child and family story).

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# **Child and Family Stories: What Would Your Team Do? Andrew**

Andrew was born healthy and sustained a head injury at 22 days of age. Following the injury, Andrew had seizures. Andrew sustained a second injury at 5 months of age. Andrew, 6 months old now, is currently in foster care and presently seizure free. Foster parents report concerns in movement and communication. He has some difficulty being comforted. Is additional data needed to complete Andrew's record review? If so, give examples. What team members will be involved Andrew's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

## **Child and Family Stories: What Would Your Team Do?**

### **Ari**

Ari is a 22 month old girl. Deb, her mom, reports it was a difficult birth and Ari has not meet gross motor milestones on time (for example she crawled at 10 months, walked at 18 months). Ari's birth weight was 11 pounds and is consistently over the 90 percentile on the weight charts. At this time, Deb reports concerns because Ari is walking on her toes and is afraid of anything that looks like a line on the ground (garden hose, lines in linoleum, metal strip between carpet and linoleum). Deb has read a great deal about autism is concerned about what she terms as Ari's "odd behavior". Ari's older brother has a diagnosis of ADHD. Screening (by family pediatrician) and observations indicate she is developing normally in all areas with the exception of a mild speech delay. However, Deb thinks this delay is to due to the constant presence of her pacifier in her mouth. Is additional data needed to complete Ari's record review? If so, give examples. What team members will be involved Ari's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Asia**

Asia is a two year and three month old girl. Asia's mother, Susan, is concerned because she doesn't use any words. Susan is working on her nursing degree and plans to pursue a degree in special education after its completion. Asia's father, Charles, is a truck driver and he is at home inconsistently. Asia has a brother who is nine and a sister who is five. They both do well in school and have no known disabilities or delays. Asia attends a child care center for six hours a day while Susan is in school. Susan reports that Asia had numerous ear infections as a child and reports no other concerns. However, Terri, Susan's childcare provider, voices some concern's about Asia's social skills since she plays by herself a lot and does not interact with the other children. Terri also reports that Asia has difficulty understanding rules and consequences, following directions and the sequence of routines that go on throughout the day. Her final concern is about Asia's nutrition. She rarely eats food that is offered to her. She will only eat food that is covered in ketchup. Is additional data needed to complete Asia's record review? If so, give examples. What team members will be involved in Asia's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Betsy**

Betsy is a 18 month old girl who was born 3 months premature. Betsy spent several months in the local hospital after her birth. The Birth to Three program did not receive a referral until recently from the Health Department. She is exhibiting developmental delays in all areas. She lives with her mother, Barbara, who is 19 years old, and her father, Carl. She has a half-brother who is 3 years old and her mother is pregnant with her third child. Barbara's pregnancy is considered high-risk due to the complications of Betsy's birth. She is unable to work at this time and this creates financial hardships for their family. Barbara and Carl want to be able to find the resources they might need for Betsy and her siblings. Is additional data needed to complete Betsy's record review? If so, give examples. What team members will be involved in Betsy's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

## **Child and Family Stories: What Would Your Team Do?**

### **Dante**

Dante is a 4 month old boy who is living with his 16 year old mother, Charlotte. Charlotte lives with her mother and step-father in their home. Dante was born 6 weeks premature. Charlotte reports possible motor delays as a result of his Kan Be Healthy screening. Is additional data needed to complete Dante's record review? If so, give examples. What team members will be involved in Dante's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Heath**

Heath is a 7 month old child with Prader-Willi Syndrome. This syndrome is characterized by severe obesity, mental retardation, small hands and feet and small genitalia. Heath was just diagnosed due to his poor muscle tone, feeding problems and lack of body temperature control. Both of Heath's parents work and have a strong support system of family and friends in their small community. Heath's family is searching for information about Prader-Willi Syndrome but are having difficulty. Is additional data needed to complete Heath's record review? If so, give examples. What team members will be involved in Heath's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Joey**

Joey is 8 months old. His mother, Jodi, brother, Josh, 1, and sister, Jocelyn, 2, are living in a rural area and plan to move to the city in May after Jodi finishes her semester at the community college. They are moving so Jodi can get further education at a larger university. Jodi called infant-toddler services because the physician indicated Joey has delays in all areas of development. Jodi reports that Joey is happy, smiles all that time, and is a easy baby. He has been a joy to Jodi. Jodi is very anxious about this move and feels some guilt because she knows she should have contacted the infant-toddler program sooner but with all her school commitments she put it off for a while. Also, Jodi has mentioned that she would like assistance in finding housing and daycare for her other two children when they are not in school. Is additional data needed to complete Joey's record review? If so, give examples. What team members will be involved in Joey's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Kaylen**

Kaylen is a 30 month old child who was internationally adopted at the age of 24 months. Her parents called early intervention services because she is exhibiting delays in all areas of development. Her dad, Peter, wanted her to access these services as soon as she came to the United States but Kaylen's pediatrician urged her parents to wait a few months because he felt the delays were largely attributed to the time she spent living in an orphanage. Is additional data is needed to complete Kaylen's record review? If so, give examples. What team members will be involved in Kaylen's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do?**

## **Maggie**

Maggie is 3 and 1/2 months. Her present levels of development indicate she is developing normally in all areas, although she has some subtle delays in fine motor. Maggie has vision/retinal concerns in both eyes and sees a retinal specialist. She is scheduled for a neurological exam next month. Is additional data needed to complete Maggie's record review? If so, give examples. What team members will be involved in Maggie's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

# **Child and Family Stories: What Would Your Team Do? Shannon**

Shannon is a two year old girl who has recently been diagnosed with 13 Q Syndrome. The characteristics of Shannon's disability include vision, hearing and motor delays. Shannon spent many weeks in the Neonatal Intensive Care Unit (NICU) and currently visits a major metropolitan hospital regularly. Shannon recently moved into your community with an active IFSP. Upon initial interview, her mom, Elizabeth, discussed new issues not addressed on her current IFSP. They include moving Shannon from tube to oral feedings and concerns about Shannon's head control. Shannon and her family are currently working with an audiologist, due to Shannon's moderate hearing loss. They would like support in determining if the use of hearing aids will increase her ability to hear better. Is additional data needed to complete Shannon's record review? If so, give examples. What team members will be involved in Shannon's evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?

## **Child and Family Stories: What Would Your Team Do?**

### **Tommy**

Tommy is two and a half years old. His mother, Sue, called because he has been kicked out of his second child care placement. It is a small town and she is running out of options and she needs to work to support the family. Sue tells the Birth to Three program that the child care center reported that Tommy has tantrums, does not follow rules and is very disruptive. She reports at home that it is as if they are talking about two different children. Tommy is a happy, mellow child who is easy to love. She adds that child care reports Tommy is very impulsive and will often hit children and throw things but not necessarily out of any apparent anger. Mom does admit that she does not feel the need to put a lot of rules in place at home as Tommy is her only child and they just schedule home life around his needs and “play a lot”. Mom also reports that it is often difficult to take Tommy places. He screams and has tantrums if he does not get what he wants in trips to the store, so mom avoids the store. Tommy has a lot of trouble sitting in church so the family has stopped going. Sue reports that she is not concerned about this and does not find it a “big deal” to make these changes since he is so little. Is additional data needed to complete Tommy’s record review? If so, give examples. What team members will be involved in Tommy’s evaluation and assessment? What types of tools will the team use?

Given the information already provided, how will your team complete this assessment process?

Does this child qualify for early intervention services? Give examples of at least 2 pieces of evidence for this decision?

What are the concerns, priorities and resources of this family and child?