

# Documenting Evaluations and Findings

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Whether using an evaluation instrument or using other methods (e.g., interview or observation) the findings are derived from a short period of time with the child and family. The interventionist must take the resulting information and translate the findings into meaningful conclusions about the child's learning and functioning in everyday life to provide information on eligibility, the family's concerns, recommendations to support their child's learning, and programming decisions. Interventionists should communicate the evaluation findings with the family.

The evaluation process is an information gathering endeavor that is valuable only if it meets the family's needs and purpose of seeking early intervention. Families come to early intervention, not specifically to receive services, but in search of answers to their concerns. Evaluation findings should result in recommendations and strategies to address the real-life concerns and priorities of the family.

An evaluation report completed for eligibility should analyze and interpret the child's performance with an emphasis on strengths and needs. Documenting evaluation findings should incorporate information contributed by family/caregivers regarding the child and his/her family.

All evaluation reports completed for eligibility should be provided to the child's family and a copy must be placed in the child's permanent record. The report must include but, is not limited to, the following components:

- Eligibility comments,
- Summary of findings, and
- Recommendations for treatment.