

Conduct Developmental Assessment for Intervention Planning

All eligible children receive an assessment for intervention planning that identifies the child's unique strengths and needs in terms of each of the developmental areas and the services appropriate to meet those needs. Combining the curriculum or instructional objective results of the assessment with the information in the family assessment provides the team with the tools they need to develop strategies to address the families concerns and priorities.

In addition to the assessment of the child's participation in typical activity settings, the team should begin to note the preferred learning styles of the family and other primary caregivers, as they will be the primary learners in the intervention process. The team should determine how the family and other primary caregivers prefer information to be presented and what information will be most useful to them based on their preferred learning styles (Shelden & Rush, 2001).

Assessment	<ul style="list-style-type: none">• Vision and hearing status must be determined as part of the evaluation/assessment process.• Assessments must be conducted by individuals from at least two disciplines appropriate to address the child's presenting condition. This may include an Infant Toddler Developmental Specialist or a healing arts professional such as: Occupational Therapist, Physical Therapist, Speech Therapist, Psychologist, or Nurse.• The assessment is conducted by individuals who will serve as participants in the Individualized Family Support Plan meetings and provide services.• Whenever possible, evaluation and assessment activities are conducted concurrently in one single encounter with the family.• The service coordinator must be a participant in the assessment process, and for children who are not eligible for Medicaid, may serve as one of the required disciplines, if they meet CSPD standards and
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competencies as evaluators.

- The team includes medical services from a physician only for diagnostic or evaluation purposes or for a child who has a complex medical condition that requires input from a physician when developing IFSP strategies. Ideally, the child's primary health care provider is involved, rather than a physician with no ongoing relationship with the child.
- An arena-style assessment must be conducted.
- To the extent possible, the use of assessors and service providers with specialized expertise is encouraged to address the needs of children with complex medical needs or other issues (for example, children with sensory impairments or potential autism spectrum disorder).
- Family/caregivers understand their role and participate in the assessment as a member of the team.
- The assessment must provide an opportunity to observe the child in typical routines in order to combine developmental information with functional application information. Typical routines must be defined by the family, not contrived by the evaluators as typical routines for the child.
- The results of the assessment and the child and family's service needs are documented on the Individualized Family Support Plan that serves as the assessment report.
- All team discussions regarding the assessment must include the family.
- As indicated based on individual child need, one of the following instruments (or any portion thereof) must be used to provide information for intervention planning:
 - Battelle Developmental Inventory (BDI), a norm- and criterion-based assessment.
 - Hawaii Early Learning Profile for Infants and Toddlers (HELP), a curriculum-based assessment.

	<ul style="list-style-type: none">▪ Early Learning Accomplishment Profile (ELAP), a criterion-referenced test designed to generate instructional objectives.▪ Assessment, Evaluation, and Programming System for Infants and Children (AEPS), a curriculum-based assessment.▪ An additional specialized assessment instrument may be used as indicated by the child’s established condition (for example, visual impairment, hearing impairment, or autism spectrum disorder). <p>Note: A list is being developed of assessment instruments that can be used to address the needs of children with specific established conditions.</p> <ul style="list-style-type: none">▪ In addition to the use of one of the above instruments, the Individualized Family Support Plan team may utilize other assessment instruments to determine the child’s functioning level in specific areas of development and the child’s unique strengths and needs.
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