

## Written Notice of Eligibility



### PROGRAM INFORMATION

Child's Name: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_

*A program certified by the Massachusetts Department of Public Health*

Date of Assessment and Evaluation \_\_\_\_\_ Age of Child: yrs. \_\_\_\_\_ mos. \_\_\_\_\_

Parent/Caregiver Name(s): \_\_\_\_\_

Battelle Developmental Inventory – 2<sup>nd</sup> Edition

Other Assessment and Evaluation Input:

Clinical Observation

Parent/Caregiver Report

Other: \_\_\_\_\_

Participants and Disciplines:

Medical/Vision and Hearing Status:

Statement of Eligibility:

Your child is **NOT** eligible for Early Intervention services. You have the right to dispute the finding that your child is not eligible for Early Intervention services at this time. The program is available to answer your questions about the evaluation and explain your rights. You can also refer to the Family Rights Notice for more information. All children can be re-referred until Age 3 if you continue to have questions/concerns.

Your child is eligible for Early Intervention services based on the following eligibility criteria:

- Known diagnosed condition (based on DPH Diagnosed Condition List) \_\_\_\_\_
- Developmental delay in one or more areas of development
- Presence of 4 or more risk factors
- Clinical Judgment based on the clinical opinion of the team

	ADP	P-S	COMM	MOT	COG
160					
145					
130					
115					
100					
85					
<b>77</b>					
70					
55					
..					

The BDI-2 offers scores that present a child's development in terms of developmental quotients (DQ) for developmental domain areas. The mean DQ score is 100; with average scores ranging from 85-115. **A child with a DQ of 77 or less in any domain is eligible for Early Intervention services.**

Domain	Developmental Quotient (DQ)
Adaptive	
Personal-Social	
Communication	
Motor	
Cognitive	

Parent/Caregiver Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have received a copy of my Family Rights

**Adaptive/Self Care:** Assessment of a child's ability to accomplish daily routines such as feeding, dressing, and hygiene.

**Personal Social/Social Emotional/Interaction:** Assessment of a child's attachment to his/her caregivers, expression of feelings, interaction with children and adults and ability to focus and attend. This area also looks at independence and calming abilities.

**Communication including Expressive and Receptive:** Assessment of a child's ability to express wants and needs through gestures/vocalizations/facial expressions/words and to understand what is being said to him/her.

**Motor Development including Gross Motor and Fine Motor:** Assessment of a child's ability to move in the environment and to coordinate the use of eyes and hands in order to perceive, grasp and manipulate objects in play.

**Cognition:** Assessment of the way a child makes sense of the world by understanding his/her ability to attend and engage in purposeful play, to discriminate people and objects and to solve problems.