ecta Early Childhood
Technical Assistance Center

Informed Clinical Reasoning Checklist

This checklist includes practices that are important for using informed clinical reasoning/opinion for evaluation and eligibility determination. This checklist can help individuals and team members ensure that the evaluation and assessment informs an accurate eligibility determination.

The checklist indicators can be used to develop a plan to promote a formalized and structured process using informed clinical reasoning for eligibility determination.

The checklist rating scale can be used for a self-evaluation to determine whether the different practice characteristics were part of using the practice when conducting an eligibility determination.

Practitioner: _____ Child: _____ Date: _____

Please indicate which practice characteristics you were able to use as part of evaluation and assessment of a child:	Seldom or never (0 - 25%)	Some of the time (25 - 50%)	As often as I can (50 - 75%)	Most of the time (75 - 100%)	Notes
1. Work as a team with the family to identify the child's strengths, skills, behaviors, and concerns as the focus of the evaluation or assessment	☐	☐	☐	☐	
2. Use multiple methods and procedures to evaluate and assess the child's behavior (e.g. observations, rating scales, parental interview and report, review of records, assessment instruments)	☐	☐	☐	☐	
3. Gather information from the parents and others who know the child	☐	☐	☐	☐	
4. Gather evaluation and assessment information in multiple settings by observing the child's participation in everyday activities, routines, and play	☐	☐	☐	☐	
5. Work as a team to compile the results from the assessment tools, methods, people, and settings	☐	☐	☐	☐	
6. Describe unusual, questionable, or atypical child behaviors (e.g., responses to sensory stimuli; abnormal muscle tone, reflexes, range of motion, and poor quality of movement; failure to initiate or respond to social interactions; restrictive or repetitive interests or behaviors that interfere with skill development)	☐	☐	☐	☐	
7. Engage the team in summarizing and describing the impact of the child's delays and differences in terms of needing early intervention or preschool special education	☐	☐	☐	☐	
8. Reach a consensus concerning eligibility based on all the available evaluation and assessment information	☐	☐	☐	☐	
9. Provide the parents an easily understood written summary of (a) the methods and procedures used to assess the child's functioning and (b) the team's decision and rationale about the child's eligibility for early intervention or preschool special education	☐	☐	☐	☐	

This checklist is based upon the following *DEC Recommended Practices*: Assessment 2, 3, 4, 5, 6, 7, 8, 11
The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices