Chicago Public Schools
OFFICE FOR STUDENTS WITH DISABILITIES
Citywide Assessment Teams (CATS)
Private School: privateschoolevals@cps.edu
Early Childhood: earlychildhoodevals@cps.edu
Phone: 773-553-5410
Mail: Haskell
1628 W. Washington Blvd
Chicago, IL 60612

Documentation to Support Early Childhood Referrals

To ensure that the special education evaluation process incorporates the child's individual needs, comprehensive documentation is essential. Collecting quantitative and qualitative data ensures a holistic view of the student's strengths, needs, and potential areas for support. This information is crucial for making informed decisions about eligibility for special education services and determining individualized educational supports and services. Below is a list of recommended supporting documentation which can be beneficial when considering Eligibility by the evaluation team conducting the assessment. This information can also be beneficial when completing Annual Reviews (IEP updates). It is not a comprehensive list, but includes:

Academic Records

- Work samples (e.g., artwork, writing, early literacy activities)
- Progress reports from previous Early Intervention providers or preschool programs
- Curriculum-based assessments or checklists
- Records of classroom performance and participation
- Observations from the Play-Based Evaluation
- Child Find Screening Results (if applicable)
- Private Preschool teacher observations
- Standardized developmental assessments (if available)

Developmental History

- Birth history and medical records
- Developmental screening results
- Milestone checklists or developmental profiles
- Records of early developmental delays or concerns
    - Previous assessments / evaluations (Speech, Occupational Therapy, etc.)
- Information from Early Intervention services or evaluations
- Medical history or reports from Early Intervention, pediatricians, neuropsychologists, psychiatrists, etc.
- Family history of learning or developmental disabilities
    - Recent diagnosis (e.g., Autism, Global Developmental Delay)
    - Recent evaluations or reports from any service providers, therapists or medical staff
- Observations from the Play-Based Evaluation
- Parent or Head Start Representative interview

Behavioral Observations

- Behavior observation reports or checklists
- Records of behavioral incidents or concerns
    - Teacher observations (documented behaviors, engagement in class)
    - Parent observations (home behaviors and interactions)
- Functional Behavior Assessments (if conducted)
- Data collection logs related to behavior (e.g., frequency, duration)
- Notes from previous interventions or behavioral support plans
- Play-Based Evaluation observations

Teacher Input (if student attends daycare, headstart, preschool/pre kindergarten)

- Teacher observation forms or anecdotal notes
    - Input from multiple teachers or school staff across different subjects / environments (if possible)
- Classroom behavior and engagement reports
- Documentation of strengths and challenges observed by teachers
- Summary of the child's progress over time

- Specific examples illustrating concerns or needs
- Documentation of classroom strategies and accommodations
- Learning Environment / Classroom Observations
    - Classroom setup and accessibility considerations
    - Observations regarding peer interactions
- Documentation of school climate and culture impacts
- Current Types of Services

Interventions and Outcomes (if student attends daycare, headstart, preschool/pre kindergarten)

- Accommodations/Modifications provided by the daycare/ head start/ preschool teacher.
- Current or previous Individualized Education Program (IEP), if applicable

Social and Emotional Assessments (if student attends daycare, headstart, preschool/pre kindergarten)

- Social skills checklists or rating scales
- Observation summaries related to peer interactions
- Reports from social skills groups or interventions
- Documentation of social challenges or concerns expressed by caregivers or teachers
- Document behavior by providing specific details about the student's actions, including the time, date, location, the specific behavior, any triggering events, consequences given, and any interventions used
    - Social skills assessments or checklists; ABC Chart (Antecedent, Behavior, Consequence)
- Emotional or behavioral screening tools (e.g., CBCL, BASC)
- Recent diagnosis and supporting reports from private therapist, counselor

Health and Medical Documentation

- Medical records and physician reports
- Hearing and vision screening results
- Immunization records
- Records of hospitalizations, surgeries, or health conditions
- Medication lists and side effects impacting learning or behavior
- Reports on any chronic health issues or disabilities, including action plans (if applicable)

Parental Input

- Parent input forms or questionnaires
- Written observations from caregivers about child's development and behaviors
- Records of concerns or questions raised by parents
- Notes from parent-teacher conferences
- Parent reports of home routines, routines, and environmental factors
- Parent questionnaires or interviews (before or during evaluation process)
- Surveys regarding concerns, strengths, and challenges from parents (before or during evaluation)

Speech-Only Referrals

- Documentation of SP/L concerns directly impacting functioning in classroom and other environments
- Documentation of Social-Emotional impact from SP/L concerns

Legal Documentation

- Any guardianship or dispute resolution documents if applicable

Resources

- **Speech / Language Videos (Resources)**
- **ABC Chart**