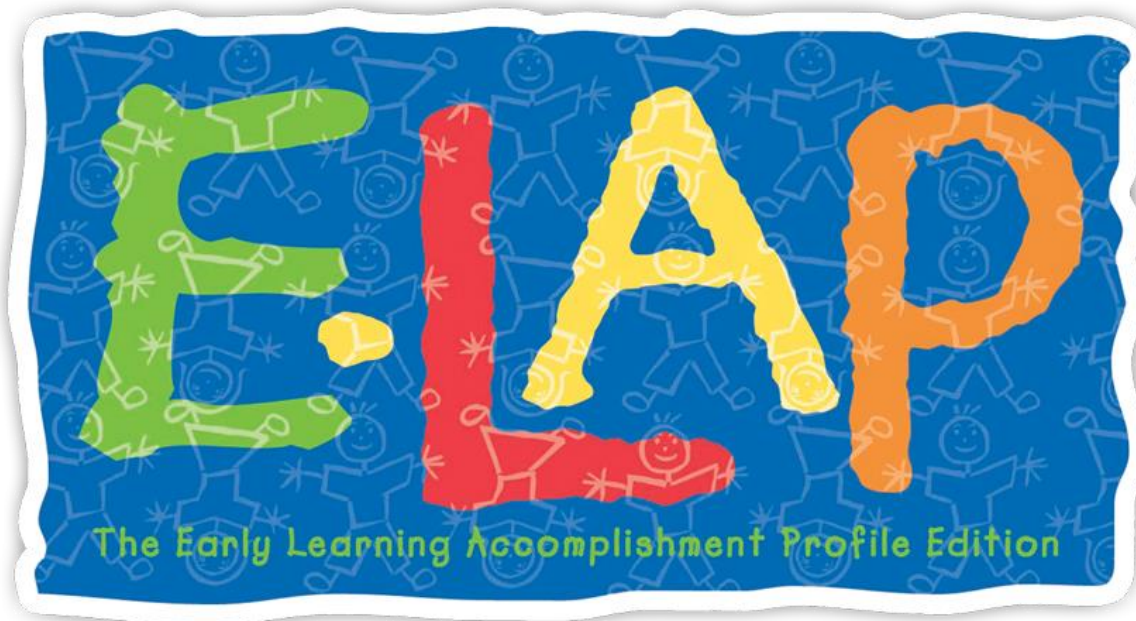# Early LAP – Child Reports

Individual child reports help teachers and administrators monitor child progress during one checkpoint or over time by including multiple checkpoint periods.

Report Name	Type	Graph	##	Comparative	Beginning Results	Mid-Year Results	Ongoing Results	End of Year Results
All Scores Summary	DR	N	Y	Y	Y	Y	N	Y
Child Report	DR	Y	Y	Y	Y	Y	Y	Y
Child School Readiness for Infants and Toddlers	DR	Y	Y	Y	Y	Y	Y	Y
Child Language Development Report	DR	Y	Y	Y	Y	Y	Y	Y
Report to Parent – English	Period	N	N	N	Y	Y	Y	Y
Report to Parent – Spanish	Period	N	N	N	Y	Y	Y	Y
Summary of Results and Comments	Period	N	N	N	Y	Y	Y	Y
Individual Objectives by Domain	Period	N	N	N	Y	Y	Y	Y
Guide for Developing IFSP Objectives	Period	N	N	N	Y	Y	Y	Y
Approximate Developmental Age by Domain	DR	Y	N	Y	Y	Y	N	Y
Child Profile Report	DR	Y	N	Y	Y	Y	N	Y

Child reports are broken into two categories – Period reports (reports that include a single checkpoint period) and Date-Range (DR) Reports (reports that include all checkpoint periods (i.e. Beginning, Mid-Year, Ongoing, End of Year) for a selected date range.

Child Profile Report:

The Child Profile Report may be used as a snapshot of a child's development during a single checkpoint or used as a comparative report by including multiple checkpoint periods. Green areas indicate areas of child strengths while red areas indicate emerging skills or those items the child is currently struggling with.
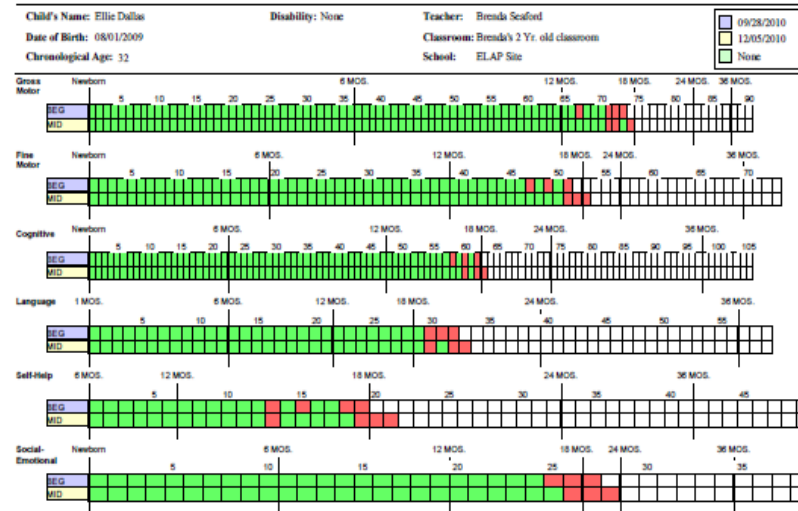
Reports such as the Child Profile Report are quick snapshots of a child's development in each of the seven domains. Green areas indicate areas of child strengths while red areas indicate emerging skills.

Child Profile Reports may include up to three checkpoint periods for comparison purposes. These checkpoint periods may represent a single school year or span across multiple school years.

Development age ranges are indicated for each domain allowing users to see those areas where the child exhibits strengths as compared to their chronological ages and those areas where the child may be having difficulty.

Child Results and Comments:

The summary of results and comments provides a detailed view of a child's development in each of the six domains. It includes important anecdotal information recorded by the teacher that may be used to shape appropriate goals and objectives for each child.

The Child Item Level Summary of Results and Comments report includes a listing of those items a child that are strengths for a child and those that are emerging skills.

Anecdotal evidence added by the teacher can be used so shape appropriate goals and objectives for the individual child.

Individual results are included for each domain completed during the selected checkpoint period.

Child reports can be generated for one or multiple children in the class at the same time.

Child Item Level Summary of Results and Comments - E-LAP

Summarizes E-LAP Item Level Results and Comments

Date of Report: 03/28/2012

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Child's Name:	Ellie Dallas	Teacher's Name:	Brenda Seaford
Date of Birth:	08/01/2009	School/Agency:	ELAP Site / Rogo's Training
Disability:		Date of Test: 12/05/2010	Chronological Age: 16 Months

Item	Dev. Age	Developmental Milesone	Item Score	Comment
		Language: E-LAP		
LN25	13	Looks In Appropriate Place When Asked, For Example, "Where Is The Ball?"	+	
LN26	13	Imitates Simple Sounds On Request	+	
LN27	15	Uses Jargon	+	
LN28	15	Points And Vocalizes To Indicate Wants	+	
LN29	18	Points To Pictures In Book	+	Ellie pointed to the picture of a dog and excitedly said dog she also pointed to the picture of a ball.
LN30	18	Names One Object	-	
LN31	18	Follows 2 Directions	+	
LN32	18	Points To One Body Part When Asked	-	
LN33	19	Names One Picture	-	

Individual Learning Objectives:

Child reports such as the individual learning objectives allow teachers to create individualized plans that support a child's strengths and appropriately challenge a child based on their emerging skills. The Individual Learning Objectives report list the child's emerging skills based on the selected checkpoint period.

The Individual Learning Objectives report provides a teacher with valuable information about a child's emerging skills based on the selected checkpoint.

The report can be used to assist teachers in creating individualized plans that support a child's strengths and appropriately challenge a child based on their emerging skills.

Teachers and administrators are able to monitor progress in meeting goals and objectives aligned to expectations for children in your program.

Milestones	Item	Age
Gross Motor		
Gets Into Standing Position Without Using Hands	GM71	15
Stoops To Pick Up Toys From Floor Without Falling	GM72	15
Walks Up Stairs With Help	GM74	16
Fine Motor		
Obtains Toy With Stick	FM51	17
Builds Tower of 3-4 Cubes	FM52	17
Places 10 Cubes in Cup	FM53	18
Cognitive		
Overcomes Simple Obstacles	CG60	15
ObtainsToy With Stick	CG62	17
Looks At Picture Book And Turns Pages	CG63	18
Language		
Names One Object	LN30	18
Points To One Body Part When Asked	LN32	18
Names One Picture	LN33	19
Self-help		
Climbs Stairs On Hands And Knees	SH13	15
Fetches Or Carries Familiar Objects	SH19	17
Uses Spoon With Little Spilling	SH20	18
Walks Up Stairs, One Hand Held	SH21	18

Child Report:

The Child Report graphs the child's progress in each of the 6 Domains. Graphs in the child report are based on the child's raw score (the net number of mastered milestones in each domain) and show the child's progress by drawing a vertical bar for each selected checkpoint period.

Approximate developmental age scores are calculated for each domain at each checkpoint period.

The Child Report enables teachers and administrators to see how individual children are progressing over multiple checkpoint periods.

Gains are calculated between periods to show the number of milestones the child reached proficiency in since the previous checkpoint period.

Approximate development ages are calculated for each checkpoint period based on the child's data.

E-LAP Child Report for Caleb Carpenter

Report Date: 11/19/2010
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The following graph represents Caleb Carpenter results from his E-LAP Assessments completed between the selected dates. The bars represent the percentage of items mastered in the Gross Motor domain for each assessment completed.

Domain: Gross Motor Date of Assessment	Time of Year	Raw Score	Gain	Highest Potential Raw Score	Approximate Developmental Age
08/26/2010	Beginning	77		90	18
08/31/2010	Mid-year	81	4	90	21
09/07/2010	End-year	84	3	90	24

■ 08/26/2010 ■ 08/31/2010 ■ 09/07/2010
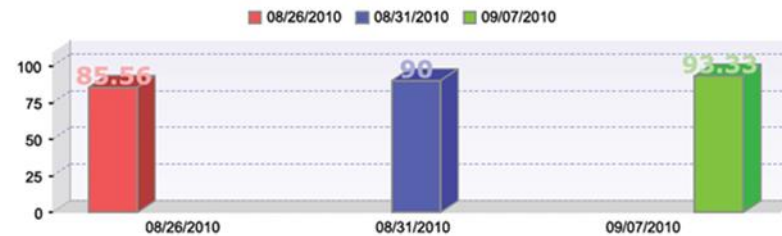
Children with disabilities:

The Early LAP is appropriate for all children and provides teachers with important information about the child's growth and those areas where the child is having difficulty. For those children receiving intervention services, Early LAP reports such as the Guide to Developing IFSP Objectives are useful when meeting to help develop a child's IFSP objectives.

The Guide for Developing IFSP Objectives is a useful aid in the IFSP planning process by including those areas that are strengths for the child and those skills that are currently emerging.

Useful charts help identify the child's percentile rank score in each subscale

Note: The Early LAP is not a diagnostic tool and as such does not produce the type of scores necessary for qualifying children for services. However, the Early LAP can be used in conjunction with a diagnostic instrument to help teacher's track progress and create appropriate individualized plans.

Communication Outcomes

Outcome number:

The IFSP must include the major outcomes expected to be achieved for the child and family, and the criteria, procedures and timelines used to determine the achievement of the outcome. Outcomes should be written in a language easily understood by the family and all IFSP Team members. The outcome should not include specific services or individual names until the IFSP is completed. All outcomes must be reviewed and discussed with the family.

Outcome Statement: What we would like to see happen:	So that:

How we will evaluate progress.	By When?

Strengths:	Needs:
24 mos. Speaks 50 Or More Words	30 mos. Names Or Identifies Objects By Use
24 mos. Understands 2 Prepositions	30 mos. Shows Or Tells Use Of One Or More Familar Objects On Request
24 mos. Points To 4 Body Parts	30 mos. Uses Plurals
24 mos. Uses Pronouns--I, You, Me--Not Always Correctly	
24 mos. Points To 5 Pictures When Asked To Do So	

Working with Families:

The Early LAP produces family reports to assist teachers in communicating with families and in creating meaningful child plans that involve the entire family. Family reports may be produced in both English and Spanish.

Family reports are a simple way to share information with a family about their child's development.

The Report to Parent of Child's Development helps families understand those areas where their child has demonstrated proficiency and those areas their child is currently working on.

Family Reports may be generated in either English or Spanish.

Date of Report: 11/19/2010
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Child's Name: Veronica Flores   Teacher Name: Roger Foster

Date of Birth: 12/19/2006   School Name: A TCA Site

Language: (LN)	Emerging Skills
	■ Uses Plurals
	■ Shows Or Tells Use Of One Or More Familar Objects On Request
	■ Names Or Identifies Objects By Use
Self-Help: (SH)	Emerging Skills
	■ Unzips Zippers
	■ Unwraps Candy
	■ Takes Off Clothes, With Help On Buttons
	■ Pulls Off And On Pants Or Shorts
Social/Emotional: (SE)	Emerging Skills
	■ Parallel Play Predominates
	■ Initiates Own Play Activities
	■ Begins "Associative Play" Activities
	■ Plays Simple Group Games (i.e., "Ring Around The Rosey") With Adult Help (Cooperative Play)
	■ Joins In Nursery Rhymes And Songs

Child School Readiness Report for Infants and Toddlers:

The Child School Readiness Report for Infants and Toddlers summarizes the progress of the selected child based on Head Start's Five Essential Domains of Child Development and Early Learning. Selection options enable users to run the report for a single checkpoint or compare multiple checkpoints within the selected school year. Scores reflect the percent of milestones achieved at the selected checkpoint(s) compared to the total number of milestones aligned with that domain. Results are presented in both numerical and graphical formats.

Domain	Checkpoint			Change		
	Beginning	Mid-year	End-year	Beg/Mid	Mid/End	Beg/End
Social & Emotional Development	88.32					
Approaches Toward Learning	91.07					
Language and Literacy	79.03					
Cognition and General Knowledge	84.38					
Physical Well-Being and Motor Development	87.00					

Cognition & General Knowledge

	Beg.	Mid	End
Number of Potential Responses	128		
Number of Milestones Mastered	108		
Percent Accomplished	84.38		
Gain <Loss>			