

# Overview of IDA Online & Case Study Record Requirements

If all of the items on this checklist are not included upon submission of your IDA Case Study Record, your work will be returned to you before any consideration for a certificate.

If you have questions and/or need support, please contact your agency's IDA Lead and/or your ECLN Program Consultant.

- ❑ All lessons within the online training have been fully completed
- ❑ **SUBMITTED NO LATER THAN 2 WEEKS following your completion of the training:** your printed certificate of completion for the online portion and your completed Case Study Record with:

**Please note:** these visuals are just SAMPLES. They are not reflective of the Case Study.

- ❑ All items within 3 age zones are scored  
 (Development across domains is typically uneven with a child possessing more skills in one area and less in another. By reviewing skills in age zones both younger and older than the child's age, we can gain a better understanding of the child's developmental strengths and areas of need.)
- ❑ "Evidence": page and line number from the written case study listed next each item scored  
 (This information assists in understanding the rationale behind any given scoring decision)

- ❑ Performance age-ranges must be listed for each developmental domain  
 (The performance age-range must be identified in order to calculate a percentage of delay. It also provides information to determine if the child's skills are considered "Competent" or "Of Concern" in any given domain)
- ❑ Missed starred items need to be listed (or a 0 entered) for each domain  
 (If a child has missed 2 or more starred items in the age zone younger than chronological age, that domain is immediately considered to be "Of Concern". Starred items refer to certain foundational skills that are necessary to continued development within that domain.)

- Competent or Of Concern should be marked for each domain

(A child's skills must be at an age-appropriate level to be considered "Competent". A child may have skills that are considered to be "Of Concern" but still not qualify for FIT services. The determination "Of Concern" indicates that this area may need to be monitored, etc. and should be included in the evaluation recommendations as appropriate.)

- Percentages of delay should be calculated for any domain that is not at age-level

(A percent delay of at least 25% is required to qualify for FIT under the Developmental Delay category. A percent delay that is less than 25% is important to note as it indicates an area of concern.)

Summary of Scoring and Findings		
Providence Profile		
Dimension	"Competent"	"Of Concern"
1. Gross Motor	✓	
2. Fine Motor		✓
3. Relationship to Inanimate Objects	✓	
4. Language/Communication		✓
5. Self-Help	✓	
6. Relationship to Persons	✓	
7. Emotions & Feeling States	✓	
8. Coping Behavior	✓	

  

Salient Qualitative Findings	
Walking well	
25% delay	
Explores, plays with variety of toys	
15% delay	
Likes to try things for self	
Enjoys people & variety of relationships	
Expresses many emotions	
Low level of frustration with new tasks	

- Summary Paragraph- a bulleted list that includes the following:

- Areas of strength
- Areas of concern
- Any areas of significance related to health/medical, family dynamics, etc. that impact the child's development
- Eligibility categories & percentages of delay (both as appropriate)
- Recommendations and/or next steps (these are NOT services)

(This summary provides a comprehensive foundation for the team in writing the evaluation report.)

Summary Paragraph
<p>The summary paragraph is based on findings from each component and includes results of additional conclusion. The summary is a review and synthesis reflecting the relative significance of and interrelationship among findings and areas of need. Consultant's findings should be noted or attached.</p> <p>Strengths in:</p> <ul style="list-style-type: none"> <li>- pointing &amp; gestural communication</li> <li>- expressing emotions</li> <li>- variety of play</li> <li>- likes people, good relationships</li> </ul> <p>Concerns with:</p> <ul style="list-style-type: none"> <li>- Expressive language</li> </ul> <p>Other issues:</p> <ul style="list-style-type: none"> <li>- Lots of TV</li> </ul> <p>Eligibility:</p> <ul style="list-style-type: none"> <li>- 25% delay in Communication</li> </ul> <p>Recommendations/ Strategies:</p> <ul style="list-style-type: none"> <li>- Talk about your daily activities as you go about them to model language. Eg- "Now we're going to do the laundry"</li> <li>- Offer choices of 2 items at a time &amp; require a verbal response (does not need to be the "real" word yet) before providing the item</li> <li>- Consider enrollment in local playgroup</li> </ul>