



SHOULD I HAVE MY CHILD EVALUATED?

A FAMILY REFLECTION & NEXT-STEPS CHECKLIST

Noticing a concern doesn't automatically mean something is wrong. An evaluation can help families better understand how a child learns, communicates, develops, and what supports may help them thrive.



WHAT HAVE YOU NOTICED?

Check any concerns you have observed consistently or that interfere with your child's participation, learning, independence, or relationships.

- ☐ My child has difficulty communicating wants, needs, thoughts, or feelings.
- ☐ Speech or language development seems different from same-age peers.
- ☐ My child struggles to understand or follow directions.
- ☐ Learning new academic skills seems unusually difficult.
- ☐ My child frequently struggles with attention, organization, or completing tasks.
- ☐ Fine-motor skills such as writing, cutting, dressing, or using utensils are difficult.
- ☐ Gross-motor skills such as walking, running, climbing, balance, or coordination are a concern.
- ☐ My child has strong reactions to sounds, textures, lights, movement, foods, or other sensory experiences.
- ☐ Managing emotions or recovering from frustration is frequently difficult.
- ☐ My child has difficulty interacting, playing, or communicating with peers.
- ☐ Changes in routine or transitions are particularly challenging.
- ☐ My child is having difficulty developing age-appropriate independence.
- ☐ My child has lost a skill they previously demonstrated.
- ☐ A teacher, caregiver, healthcare provider, or other professional has expressed a concern.
- ☐ I have a persistent feeling that my child may need additional support.



LOOK AT THE WHOLE CHILD

Before deciding what to do next, consider:

- ☐ How long have I noticed the concern?
- ☐ Does it happen consistently or only occasionally?
- ☐ Does it occur at home, school/daycare, or across multiple settings?
- ☐ Is it affecting my child's ability to learn, communicate, participate, play, or function independently?
- ☐ What strategies or supports have already been tried?
- ☐ Did those strategies help?
- ☐ What does my child do particularly well?
- ☐ What are my child's interests and strengths?



GATHER INFORMATION

- ☐ Write down specific examples of what you are noticing.
- ☐ Ask your child's teacher or childcare provider what they observe.
- ☐ Review schoolwork, progress reports, assessments, or developmental screenings.
- ☐ Speak with your child's pediatrician or healthcare provider when appropriate.
- ☐ Gather relevant medical, developmental, educational, or therapy records.
- ☐ Keep notes about when concerns occur and what seems to help.



**EARLY INSIGHT.
BETTER SUPPORT.
BRIGHTER FUTURES.**



QUESTIONS TO ASK

- What specifically are we concerned about? _____
- What are my child's strengths? _____
- Is my child making expected progress with current supports? _____
- What type of evaluation may help us better understand my child's needs? _____
- Who should I contact to request an evaluation? _____



KNOW YOUR NEXT STEP

Depending on your child's age and circumstances, the appropriate pathway may include a developmental screening, Early Intervention evaluation, preschool special education evaluation (CPSE), school-age special education evaluation (CSE), or a private clinical/developmental evaluation.

- ☐ I understand who to contact.
- ☐ I know what concerns I want to communicate.
- ☐ I have gathered supporting information.
- ☐ I understand that an evaluation gathers information—it does not automatically mean my child will receive a diagnosis or qualify for special education services.
- ☐ I am prepared to ask questions about the evaluation process, timeline, and my rights as a parent.



EVY FAMILY REMINDER

You do not need to wait for a child to "fail" before asking questions. Early identification can provide valuable information about a child's strengths and needs. The goal of evaluation is not simply to find a label—it is to understand the child and determine whether additional support is needed.



**Notice.
Ask.
Understand.
Advocate.
Support.**