

Child Name: Sam ID Number: _____ IFSP Meeting Date: _____

PART III - MY CHILD/FAMILY OUTCOMES RELATED TO MY CHILD'S DEVELOPMENT
Section A - Strengths and Needs Summary

Strengths and Needs Summary - Example 1				
<p><i>For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs. We use information about your child's present levels of development, your family's concerns, resources and priorities, and your daily routines to understand your child's individual progress in relation to him/herself and to same age peers. This information supports the development of meaningful outcomes for your child and family.</i></p>				
HOW DOES MY CHILD...		MY CHILD'S STRENGTHS	MY CHILD'S NEEDS	HOW DOES MY CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?
		<p>What are some things my child likes to do? What skills does my child demonstrate or is beginning to demonstrate?</p>	<p>What are some skills or behaviors that my child does not do or are difficult for my child? In what activities or skill areas does my child need considerable support and/or practice?</p>	
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS	<ul style="list-style-type: none"> Attend to people? Relate with family members? Relate with other adults? Relate with other children? Display emotions? Respond to touch? 	<p>Sam smiles and vocalizes with Mom.</p> <p>He did not engage with unfamiliar adult but state near her on couch.</p> <p>He expresses ownership and inconsistently expresses desire for praise for things he has done.</p> <p>He can share toy, not his cars.</p> <p>Typically, he entertains himself without demanding Mom's attention.</p>	<p>Sam initiates contact mostly through gestures (e.g., sitting on his Mom, directing someone to something he wants). He needs to build these skills toward using words to communicate.</p> <p>When in the company of other children he shows awareness of them but mostly plays independently with his cars. Play with peers is a need.</p>	<p>Relative to same age peers, Sam's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundation or age expected skills in the area of positive social relationships.</p> <p>Has my child shown any new skills or behaviors related to positive social-emotional development since the last Strengths and Needs Summary? <input checked="" type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable</p>
ACQUIRING AND USING KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Understand and respond to directions and/or requests from others? Think, remember, reason and problem solve? Interact with books, pictures, and print? Understand basic concepts such as "more", "big", "hot"? 	<p>Sam says 'mama', makes "meow" sound and doggy sounds.</p> <p>He responds to visitor's request to 'come sit down' by walking back to the table.</p> <p>He responds with awareness when his name is called and to different tones of voice.</p> <p>He associates spoken words with familiar actions/objects.</p> <p>He loves cars. He puts them in garages and other containers and then takes them out.</p> <p>He can do simple puzzles.</p>	<p>Sam uses only a few true words inconsistently to express himself.</p> <p>He play with toys is somewhat atypical as he engages in repetitive play doing the same thing over and over. Learning to play with toys in their intended manner is a need for Sam.</p> <p>He looks at and touches pictures in a book but needs to learn naming or identifying pictures.</p>	<p>Relative to same age peers, Sam's functioning might be described as like that of a much younger child. He shows early skills, but not yet immediate foundational or age expected skills in the area of acquisition and use of knowledge and skills.</p> <p>Has my child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last Strengths and Needs Summary? <input checked="" type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable</p>
TAKING APPROPRIATE ACTION TO MEET NEEDS	<ul style="list-style-type: none"> Take care of his/her basic needs, such as feeding and dressing? Move his/her body from place to place? Use his/her hands to play with toys and use crayons? Communicate wants and needs? Contribute to his/her own health & safety? 	<p>Sam can independently feed himself, drink from an open cup and use a fork and spoon with some spilling.</p> <p>He can remove simple clothes unassisted; not yet shirts.</p> <p>He is independent in climbing, walking, running, jumping, and stairs.</p>	<p>Sam does not use words to say what he wants.</p> <p>He uses sounds and gestures or pulls others to get what he wants.</p> <p>He expresses his likes/dislikes through facial gestures.</p> <p>He needs to expand his communication skills to use words/pictures to tell others what he wants or doesn't want.</p>	<p>Relative to same age peers, Sam shows many age expected skills, but continues to show some functioning that might be described like that of a slightly young child in the area of getting his own needs met.</p> <p>Has my child shown any new skills or behaviors related to taking actions to meet needs since the last Strengths and Needs Summary? <input checked="" type="checkbox"/> Yes (include as "Strengths") <input type="checkbox"/> No <input type="checkbox"/> Not applicable</p>
OTHER				

Child Name: Sherel ID Number: _____ IFSP Meeting Date: _____

PART III - MY CHILD/FAMILY OUTCOMES RELATED TO MY CHILD'S DEVELOPMENT
Section A - Strengths and Needs Summary

Strengths and Needs Summary - Example 2

For children to be active and successful participants at home, in the community, and in places like child care or preschool programs, they need to develop skills in three functional areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs. We use information about your child's present levels of development, your family's concerns, resources and priorities, and your daily routines to understand your child's individual progress in relation to him/herself and to same age peers. This information supports the development of meaningful outcomes for your child and family.

HOW DOES MY CHILD...		MY CHILD'S STRENGTHS	MY CHILD'S NEEDS	HOW DOES MY CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?
		What are some things my child likes to do? What skills does my child demonstrate or is beginning to demonstrate?	What are some skills or behaviors that my child does not do or are difficult for my child? In what activities or skill areas does my child need considerable support and/or practice?	
DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS	<ul style="list-style-type: none"> Attend to people? Relate with family members? Relate with other adults? Relate with other children? Display emotions? Respond to touch? 	<p>Sherel is affectionate with family members by giving hugs and kisses.</p> <p>She giggles at silly acts such as making faces.</p> <p>She can gesture to indicate her needs.</p> <p>She waves bye-bye.</p>	<p>Sherel initiates contact with gestures (e.g., shaking head, waving) and needs to begin using simple signs and sounds to communicate.</p> <p>She requires adult support to engage in play and needs to become independent in play for brief periods.</p> <p>She cries when out in the community, particularly if there are loud noises.</p> <p>She needs to go to the grocery store or restaurant without getting upset.</p> <p>At the library she holds onto mother.</p> <p>She needs to separate from parent at storytime and play alongside peers.</p>	<p>Relative to same age peers, Sherel's functioning might be described as like that of a much younger child. She shows early skills, but not yet immediate foundational or age expected skills in the area of positive social-emotional skills.</p>
				<p>Has my child shown any new skills or behaviors related to positive social-emotional development since the last Strengths and Needs Summary?</p> <p><input type="checkbox"/> Yes (include as "Strengths")</p> <p><input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
ACQUIRING AND USING KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> Understand and respond to directions and/or requests from others? Think, remember, reason and problem solve? Interact with books, pictures, and print? Understand basic concepts such as "more", "big", "hot"? 	<p>Sherel likes books and enjoys being read to at bedtime.</p> <p>She is beginning to make connections between objects and words/names when she sees familiar things in her neighborhood.</p> <p>She uses simple actions in her play such as banging her toy cars on the ground.</p>	<p>Sherel uses only gestures such as pointing/shaking head to express herself.</p> <p>She needs to recognize the names of familiar toys to begin making choices.</p> <p>She needs to reach for and use her toys in a purposeful manner, such as driving a toy car on a road map.</p>	<p>Relative to same age peers, Sherel is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of acquiring/using knowledge and skills.</p>
				<p>Has my child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last Strengths and Needs Summary?</p> <p><input type="checkbox"/> Yes (include as "Strengths")</p> <p><input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
TAKING APPROPRIATE ACTION TO MEET NEEDS	<ul style="list-style-type: none"> Take care of his/her basic needs, such as feeding and dressing? Move his/her body from place to place? Use his/her hands to play with toys and use crayons? Communicate wants and needs? Contribute to his/her own health & safety? 	<p>Sherel enjoys sliding on slide with adult support.</p> <p>She gestures in response to her needs.</p> <p>She actively participates in mealtime by sipping from a straw and by eating foods that are presorted with adult support.</p>	<p>Sherel does not use signs/words to say what she wants. She needs to begin using signs and simple sounds to communicate her wants and needs.</p> <p>She is not pulling to stand independently. She needs to become more mobile to get to her favorite toys.</p> <p>She needs to feed herself independently.</p>	<p>Relative to same age peers, Sherel is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of acquiring/using knowledge and skills.</p>
				<p>Has my child shown any new skills or behaviors related to taking actions to meet needs since the last Strengths and Needs Summary?</p> <p><input type="checkbox"/> Yes (include as "Strengths")</p> <p><input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
OTHER				