**Kim Doe – 35 Mo**

**Summary of Skills by Outcome**

**Outcome 1 – Positive Social-Emotional Skills (Including social relationships)**

From occupational therapist in EI’s notes from observing Kim at home and discussions with Mrs. Doe:

* tantrums 1-3 times daily when she cannot communicate her desires (18-24 mo)
* initiates and reciprocates play interactions with adults and other children (13-18 mo if you consider the example)
* seeks the attention of her family “Look Kim” (10-12 mo)
* wants to play with other children, but motorically cannot keep up; needs a lot of adult facilitation and direction to imitate what the other children are doing (18-24 mo)

Parent report – family routines and priorities:

* gets frustrated when Jana doesn’t understand a vocalization, often resulting in Kim’s temper displays and crying (<24 mo)
* likes to play with Jana and the neighbor children, however, needs adult support to interact (13-18 mo)
* often frustrated and cries when the children don’t understand her (24 mo)
* enjoys being with most adults, especially her grandparents (12 mo)
* cries and fusses because Kim’s parents and sister do not always understand what she wants or needs (24 mo)

Child Developmental Information

* watches people and is very interested in what is happening around her; she tries to join in play (30 mo??)
* Mom frequently interprets Kim’s responses for others (24 mo)
* Social-Emotional: (\*E-LAP-33 months)
  + enjoys interacting with others, and is strongly attached to her parents, sister and maternal Grandparents (12 mo)
  + very interested in playing with other children (24 mo)
  + cries and fusses when she is not understood (18-24 mo)
  + can be soothed by reassurance and problem-solving
  + “Kim good girl”.
  + She is somewhat shy with new adults but warms to them quickly

**Across data sources**

* Social-emotional ELAP assessment (33 mo.)
* cries and fusses when not understood (18-24 mo)
* wants to play with other children, but motorically cannot keep up; needs a lot of adult facilitation and direction to imitate what the other children are doing (18-24 mo)
* initiates and reciprocates play interactions with adults and other children (13-18 mo if you consider the example)

**Outcome 2 – Acquires and Uses Knowledge and Skills**

From occupational therapist in EI’s notes from home observation of Kim and discussion with Mrs. Doe:

* routinely follows 2-3 step directions
* knows the names of her toys, colors, and various household objects (25-30 mo)
* uses 2-3 word phrases, expresses her wishes and dislikes with both words and gestures (<24 mo)
* needs a lot of adult facilitation and direction to imitate what the other children are doing

Parent report – family routines and priorities:

* likes to be read books by her grandparents; enjoys playing games with them (rhyming songs, clapping games)
* likes to make noise and toys that make noises
* can pour water out of a big container into another big container that is sitting still with some spilling

Child Developmental Information:

* Kim’s receptive vocabulary is clearly a strength. She knows many words, but she is hard to understand, due to poor oral motor control and articulation issues.
* Expressive and Receptive Language**:** (\*E-LAP-24 months)
  + Regularly follows a sequence of 2 directions.
  + Recognizes names of familiar objects.
  + Answers yes and no questions.
  + Refers to self by name.
  + Uses 2-3 word phrases.
  + Uses action verbs.
  + Asks questions.
  + Knows and repeats simple songs and rhymes.
* Cognitive: (\*E-LAP-27 months)
  + Uses toys functionally (hits with hammer; rocks a doll).
  + Knows and anticipates routines
  + Differentiates colors
  + Can name and sort “like things”

**Across data sources**

**Outcome 3 – Takes Appropriate Action to Meet Needs**

From occupational therapist in EI’s notes/observation of Kim in home setting:

* able to hold and drink from a spouted cup, but arm movements remain spastic and she often splashes and or knocks over the cup when setting it down
* can finger feed a variety of small, soft foods; beginning to use a spoon more effectively
* able to assist with dressing (raise an arm, step into a pants leg when held)
* can open and close Velcro tabs
* has strong preferences and insists on choosing her clothes each day
* uses 2-3 word phrases, expresses her wishes and dislikes with both words and gestures
* picks up and hands others books to read or toys to play with
* can sit with support; can crawl and roll; can hold a couch or chair and stand 1-2 minutes on her own
* loves swinging in her adapted seat and pool play if an adult can help her balance.
* has a wheel chair, but spends much play time out of it

Parent report – family routines and priorities:

* uses her highchair to join Jana at the table
* tries to feed herself while she gets Jana ‘s breakfast set up, then feeds Kim to finish efficiently.
* practices standing by holding the coach, or a parent’s fingers
* is willing to be “potty-trained” but often doesn’t communicate her need to go in time

Child Developmental Information:

* Kim is able to sit independently, but can lose her balance. She is beginning to stand supported.
* needs to continue to improve self feeding with a spoon and assisting in dressing
* Gross Motor: (\*E-LAP-10 months)
  + Sits independently
  + Rolls, crawls.
  + When placed at a couch or pulled to a stand, Kim can stands supported for 1-2 minutes.
  + She tries to take a step while supported or holding to couch.
* Cognitive: (\*E-LAP)
  + Uses tools and people to make things happen.
* Self Help /Adaptive: (\*E-LAP 12 months)
  + Finger feeds,
  + uses spoon,
  + holds and drinks from lidded cup with frequent spills and messes.
  + She spoon feeds herself slowly.
  + She is increasing the kinds of foods she can eat.
  + She can sit independently for short periods and assists in bathing herself.
  + Can hold, and shake toys.
  + Can turn pages of thick card board books.
  + She is not able to assist much in dressing/undressing due to her motor challenges.

Assessment Summary included observations, interview with mother, use of various tools:

\*Early Learning and Development (E-LAP) primary source for estimated developmental age in months.