

IFSP Part III: My Child/Family Outcomes Related to My Child’s Development Section A - Strengths and Needs Summary

Part IIIA Strengths and Needs Summary Directions

At the top of the page record the child’s name, the child’s ID number, and the date of the IFSP meeting, periodic review, or other review during which the information was recorded.

The Strengths and Needs Summary page has two critical purposes:

- To document comprehensive information about a child to support outcome development across the three early childhood outcome areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; (3) taking appropriate action to meet needs; and
- To complete the Child Outcomes Summary (COS) process at entry into and at exit from the local infants and toddlers program in the three early childhood outcome areas. **NOTE:** The COS process replaces the Child Outcomes Summary Form (COSF) as the mechanism for collecting, measuring and reporting on the three early childhood outcomes.

The Strengths and Needs Summary captures multiple sources of information including: the child’s present levels of development (gained through the evaluation/assessment process including naturalistic observation, parent interview, and team involvement), the family’s concerns, priorities and resources, and the family’s daily routines in natural environments. This information is utilized to summarize the child’s strengths and needs in the three early childhood outcome areas: (1) developing positive social-emotional skills; (2) acquiring and using knowledge and skills; and (3) taking appropriate action to meet needs.

A **strength** is what a child enjoys doing and/or a skill a child demonstrates or is beginning to demonstrate. A **need** is a skill or behavior a child needs to learn or needs to improve. A need may represent an activity or skill area where a child needs considerable support and/or practice. Assist the family to think about their child in a variety of functional situations within daily routines such as playing, communicating, dressing, toileting, reading, at meals, moving, thinking, etc. and in a variety of settings such as the home, community, and the classroom. In addition to the comprehensive information gathered about the child up to this point in the assessment/IFSP process, use the questions under the heading “How Does My Child...?” (in the left-hand column) to elicit strengths and needs from the family and other team members in each of the three functional early childhood outcome areas. The strengths and needs may be recorded in narrative or list form.

The Child Outcomes Summary (COS) Process

The Part IIIA - Strengths and Needs Summary is Maryland’s mechanism for collecting, measuring and reporting on the three early childhood outcomes: Positive social-emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs. The Child Outcomes Summary (COS) process is embedded in the question asked in the far right column, “How does my child’s development relate to his/her same age peers?” This question must be answered in the blank space provided, as part of the IFSP process at entry and exit across the three early childhood outcome areas, by choosing a Child Outcomes Summary Rating Descriptor (see below).

HOW DOES MY CHILD’S DEVELOPMENT RELATE TO HIS/HER SAME AGE PEERS?
Has my child shown any new skills or behavior related to (outcome area) since the last <i>Strengths and Needs Summary</i> ? <input type="checkbox"/> Yes (include as “Strengths”) <input type="checkbox"/> No <u> </u> Not applicable

Child Outcomes Summary Rating Descriptors

Family-friendly descriptors adapted from materials developed by Naomi Younggren, DoD for EDIS and based on the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form rating descriptors.

<ul style="list-style-type: none"> Relative to same age peers, _____ has all of the skills that we would expect of a child his age in the area of (outcome [e.g., taking action to meet needs]). 	7
<ul style="list-style-type: none"> Relative to same age peers, _____ has the skills that we would expect of his age in regard to (outcome); however, there are concerns with how he (functional area that is of concern/quality of ability/lacking skill). 	6
<ul style="list-style-type: none"> Relative to same age peers, _____ shows many age expected skills, but continues to show some functioning that might be described like that of a slightly younger child in the area of (outcome). 	5
<ul style="list-style-type: none"> Relative to same age peers, _____ shows occasional use of some age expected skills, but more of his skills are not yet age expected in the area of (outcome). 	4
<ul style="list-style-type: none"> Relative to same age peers, _____ is not yet using skills expected of his age. He does however use many important and immediate foundational skills to build upon in the area of (outcome). 	3
<ul style="list-style-type: none"> Relative to same age peers, _____ is showing some emerging or immediate foundational skills, which will help him to work toward age appropriate skills in the area of (outcome). 	2
<ul style="list-style-type: none"> Relative to same age peers, _____ 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 (outcome) area. 	1

The Child Outcomes Summary Rating Descriptors are based on the child's functioning across settings and situations in the three functional areas compared with what is expected given the child's age. The COS Rating Descriptors use family-friendly language to assist families to understand their child's development in relation to same age peers and are matched to the Child Outcomes Summary Form (COSF) 1 through 7 scale.

NOTE: Only COS Rating Descriptors are written on the IFSP, not the 1 to 7 numbers. The 1 – 7 numbers are assigned in the database to calculate child progress data.

Completing the Child Outcomes Summary (COS) Process

For each skill/behavior identified as a strength or need, consider the following questions to guide the conversation with the family and to identify the appropriate Child Outcomes Summary (COS) Rating Descriptor for that early childhood outcome area:

1. Are the skills and behaviors demonstrated for this area what one would expect for a child this age? (i.e., age-expected skills)
2. If not, are they like those of a younger child? Are they the skills and behaviors that come just before the age-expected skills and behaviors? (i.e., immediate foundational skills)
3. If not, are they like those of a MUCH younger child? Are they much earlier than age-expected skills and behaviors or atypical? (i.e., foundational skills)

For each of the three early childhood outcome areas **write** the appropriate Child Outcomes Summary Rating Descriptor (not the number!) in the box provided. Insert the child’s name in the _____ and choose the appropriate early childhood outcome area in order to complete the sentence.

HOW DOES MY CHILD’S DEVELOPMENT RELATE TO HIS/HER SAME AGE PEERS?
Has my child shown any new skills or behavior related to (outcome area) since the last <i>Strengths and Needs Summary</i> ? <input type="checkbox"/> Yes (include as “Strengths”) <input type="checkbox"/> No ___Not applicable

In addition to the COS Rating Descriptor, it is also required to complete the question found in the far right column: “Has my child shown any new skills or behaviors related to (outcome area) since the last Strengths and Needs Summary?” “Yes, No or Not applicable?” This question is identical to the question on the COSF, “Has the child shown any new skills or behaviors related to each outcome since the last outcomes summary? (yes or no)”

Indicate “yes” if the child has gained at least one new skill. Indicate “no” if the child has made no developmental progress or has regressed in the developmental area. When developing an initial IFSP and completing the COS entry, the answer to the question is “Not applicable” since the child has not yet received early intervention services. At exit (or any other time the COS process is completed, i.e. at annual IFSP reviews) this yes/no question must be answered.

REQUIREMENTS: The COS process is required for **every** child at entry into the program. A COS exit is required for children birth to 36 months who have been receiving early intervention services for at least 6 months. A COS exit is not required for children referred after 30 months of age. For children referred after 30 months who continue to receive services through an Extended IFSP, the COS entry (completed between 30-35 months) is utilized as the COS entry after a child turns age 3. For all other children who continue to receive services through an Extended IFSP, the COS exit at age three is utilized as the COS entry after a child turns age 3. For children who continue to receive services through an Extended IFSP, a COS exit is required if the child has been receiving services through an Extended IFSP for at least three months.

NOTE: A best practice would be to complete the COS process at every annual IFSP review but currently it is only required at entry and exit.

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

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>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 foundational 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. She needs to go to the grocery store or restaurant without getting upset.</p> <p>At the library she holds onto mother. 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 <i>Strengths and Needs Summary</i>?</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 <i>Strengths and Needs Summary</i>?</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 <i>Strengths and Needs Summary</i>?</p> <p><input type="checkbox"/> Yes (include as "Strengths")</p> <p><input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
OTHER			