

Part III – MY CHILD/FAMILY OUTCOMES RELATED TO MY CHILD’S DEVELOPMENT

Section A - Strengths and Needs Summary

William Example — 30 months For MD TOT Workshop June 2011

Strengths and Needs Summary

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...	CHILD’S STRENGTHS What are some things my child likes to do? What skills does my child demonstrate or is beginning to demonstrate that a child of his/her age can do?	CHILD’S NEEDS 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?	HOW DOES MY CHILD’S DEVELOPMENT RELATE TO HIS/HER SAME AGE PEERS?
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? 	<ul style="list-style-type: none"> Smiles & vocalizes with Mom Did not engage with unfamiliar adult but sat near her on couch Expresses ownership & inconsistently expresses desire for praise for things he has done Can share toys, not his cars Typically, he entertains himself without demanding Mom’s attn. 	<ul style="list-style-type: none"> William 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. 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>Relative to same age peers, William’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> <hr/> <p>Has my child shown any new skills or behaviors related to positive social-emotional development since the last Strengths and Needs Summary? <input type="checkbox"/> Yes <input 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, print? Understand basic concepts such as more, big, hot, etc.? 	<ul style="list-style-type: none"> Says ‘mama’ makes meow sound and doggy Responds to visitor’s request to ‘come sit down’ by walking back to the table Responds with awareness when his name is called, & to different tones of voice He associates spoken words with familiar actions/objects He loves cars - he put them in garages and other containers and then take them out He can do simple puzzles 	<ul style="list-style-type: none"> William uses only a few true words inconsistently to express himself. William’s 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 William. He looks at and touches pictures in a book but needs to learn naming or identifying pictures. 	<p>Relative to same age peers, William’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> <hr/> <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 type="checkbox"/> Yes <input 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? 	<ul style="list-style-type: none"> William can independently feed himself, drink from an open cup and use a fork and spoon with some spilling He can remove simple clothes unassisted (not yet shirts) William is independent in climbing, walking, running and jumping and stairs 	<ul style="list-style-type: none"> William does not use words to say what he wants He uses sounds and gestures or pulls others to get what he wants He expresses his likes/dislikes through facial gestures William needs to expand his communication skills to use words/pictures to tell others what he wants or doesn’t want. 	<p>Relative to same age peers, William 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 getting his own needs met.</p> <hr/> <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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Not Applicable</p>
OTHER				