

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

## 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.*

		<b>MY CHILD'S STRENGTHS</b>	<b>MY CHILD'S NEEDS</b>	
<b>HOW DOES MY CHILD...</b>		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?	<b>HOW DOES MY CHILD'S DEVELOPMENT RELATE TO HIS/HER SAME-AGE PEERS?</b>
<b>DEVELOPING POSITIVE SOCIAL-EMOTIONAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Attend to people?</li> <li>• Relate with family members?</li> <li>• Relate with other adults?</li> <li>• Relate with other children?</li> <li>• Display emotions?</li> <li>• Respond to touch?</li> </ul>	<p>Matthew is affectionate with family members by giving hugs and kisses.</p> <p>He giggles at silly acts such as making faces.</p> <p>He can gesture to indicate his needs.</p> <p>He waves bye-bye.</p>	<p>Matthew initiates contact with gestures (e.g., shaking head, waving) and needs to begin using simple signs and sounds to communicate.</p> <p>He requires adult support to engage in play and needs to become independent in play for brief periods.</p> <p>He cries when out in the community, particularly if there are loud noises. He needs to go to the grocery store or restaurant without getting upset.</p> <p>At the library he holds onto mother. He needs to separate from parent during story time and play alongside peers.</p>	<p>Relative to same age peers, Matthew'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-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")  <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
<b>ACQUIRING AND USING KNOWLEDGE AND SKILLS</b>	<ul style="list-style-type: none"> <li>• Understand and respond to directions and/or requests from others?</li> <li>• Think, remember, reason and problem solve?</li> <li>• Interact with books, pictures, and print?</li> <li>• Understand basic concepts such as "more", "big", "hot"?</li> </ul>	<p>Matthew likes books and enjoys being read to at bedtime.</p> <p>He is beginning to make connections between objects and words/names when he sees familiar things in his neighborhood.</p> <p>He uses simple actions in his play such as banging his toy cars on the ground.</p>	<p>Matthew uses only gestures such as pointing/shaking head to express himself.</p> <p>He needs to recognize the names of familiar toys to begin making choices.</p> <p>He needs to reach for and use his toys in a purposeful manner, such as driving a toy car on a road map.</p>	<p>Relative to same age peers, Matthew 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")  <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
<b>TAKING APPROPRIATE ACTION TO MEET NEEDS</b>	<ul style="list-style-type: none"> <li>• Take care of his/her basic needs, such as feeding and dressing?</li> <li>• Move his/her body from place to place?</li> <li>• Use his/her hands to play with toys and use crayons?</li> <li>• Communicate wants and needs?</li> <li>• Contribute to his/her own health &amp; safety?</li> </ul>	<p>Matthew enjoys sliding on slide with adult support.</p> <p>He gestures in response to his needs.</p> <p>He actively participates in mealtime by sipping from a straw and by eating foods that are presorted with adult support.</p>	<p>Matthew does not use signs/words to say what he wants. He needs to begin using signs and simple sounds to communicate his wants and needs.</p> <p>He is not pulling to stand independently. He needs to become more mobile to get to his favorite toys.</p> <p>He needs to feed himself independently.</p>	<p>Relative to same age peers, Matthew 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")  <input type="checkbox"/> No <input checked="" type="checkbox"/> Not applicable</p>
<b>OTHER</b>				