

Sharing About Your Child

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Information	Your Response (please print)
Today's Date: <i>(mm/dd/yy)</i>	
Child's Name:	
Child's Date of Birth: <i>(mm/dd/yy)</i>	
Your Name:	
Your Relationship to Child:	
Date, Time, and Place of Next Meeting:	
Timing:	<input type="checkbox"/> Entry <input type="checkbox"/> Annual/Interim <input type="checkbox"/> Exit

Tell us about your child.

We want to better understand how your child uses skills in different situations, and you know your child best. We will use what you share when discussing your child's functioning and development, and to plan activities to support their growth together. Your responses will be kept in your child's confidential file, but you can keep a copy if you like. Thank you for your help!

What daily activities or parts of the day are your child's favorites?

What daily activities or parts of the day are challenging for your child (or you)?

Tell us about your family. Is there anything about your culture we should know?

Outcome 1: Positive Social-Emotional Skills (including social relationships)





What kinds of skills does your child use? What do they do, how they do it, and in which places or situations?

Outcome 1 Skill Bundles	Examples of What Your Child Does
 <p>Relating With Caregivers Demonstrate regulation and attachment, respond/initiate/sustain interactions, acknowledge comings and goings...</p>	
 <p>Attending to Other People in a Variety of Settings Express awareness/caution, respond to/offer greetings, respond to own/others' names...</p>	
 <p>Interacting with Peers Convey awareness, respond/initiate/sustain interactions, share/cope/resolve conflicts, play near and with peers...</p>	
 <p>Participating in Social Games and Communicating with Others Respond to/initiate/sustain games and back-and-forth communication, demonstrate joint attention, engage in mutual activity, follow rules of games...</p>	
 <p>Following Social Norms and Adapting to Change in Routines Transition between activities, respond to new/familiar settings/interactions, behave in ways that allow participation, follow routines and rules...</p>	
 <p>Expressing Own Emotions and Responding to Emotions of Others Show pride/excitement/frustration, manage own emotions, display affection and comfort others...</p>	

What else should we know about your child's development for Outcome 1?

Outcome 2: Acquisition and Use of Knowledge and Skills

What kinds of skills does your child use? What do they do, how they do it, and in which places or situations?

Outcome 2 Skill Bundles	Examples of What Your Child Does
 <p>Showing Interest in Learning Persist, show eagerness and awareness, imitate/repeat actions, explore environment...</p>	
 <p>Using Problem Solving Figure things out, use trial and error, remember steps/actions and execute them with intention, experiment with new/known actions...</p>	
 <p>Engaging in Purposeful Play Show early awareness and exploration, use objects according to function, play by building, pretending, organizing and expanding play scenarios and roles...</p>	
 <p>Understanding Pre-Academics and Literacy Notice differences or associations among things, demonstrate matching/sorting/labeling by size/color/shape/numbers/function, interact with books and pictures, practice early writing and reading...</p>	
 <p>Acquiring Language to Communicate Learn and use sounds, words, and sentences with increasing complexity including sign language and augmentative and alternative communication (AAC)...</p>	
 <p>Understanding Questions Asked and Directions Given Respond to gestures/verbal requests, understand meaning of increasingly complex words/questions/directions, know and state details about self (e.g., name, age)...</p>	

What else should we know about your child's development for Outcome 2?

Outcome 3: Use of Appropriate Behaviors to Meet Needs

What kinds of skills does your child use? What do they do, how they do it, and in which places or situations?

Outcome 3 Skill Bundles	Examples of What Your Child Does
 <p>Moving Around and Manipulating Things to Meet Needs</p> <p>Move with increasing control and purpose (e.g., reach, roll, crawl, walk, run, climb) to navigate the environment - with accommodations as needed, manipulate objects/tools (e.g., crayons, scissors, switches, fragile items) with increasing control...</p>	
 <p>Eating and Drinking with Increasing Independence</p> <p>Suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cup, show growing independence with amount/type of food eaten, access food and feed self....</p>	
 <p>Dressing and Undressing with Increasing Independence</p> <p>Assist with dressing, take off/put on shoes and clothes, undo/do fasteners...</p>	
 <p>Diapering/Toileting and Washing with Increasing Independence</p> <p>Lift legs for diaper change, sit on potty, wash hands, brush teeth, help with bathing...</p>	
 <p>Communicating Needs</p> <p>Indicate hunger/need for sleep/diaper change, express discomfort/hurt, request or reject food, express choice/preferences...</p>	
 <p>Showing Safety Awareness</p> <p>Avoid dangers (e.g., putting things in mouth, touching hot stove), follow safety rules across settings and situations...</p> <p><i>Note: This awareness is less evident in very young children</i></p>	

What else should we know about your child's development for Outcome 3?

Is there anything else you'd like to share?

You can use this space to finish any thoughts you didn't have room for on previous pages.

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