

Note:

Rich detailed description of 9 month old child's abilities in routines, needs & strengths

Child's Name: _____ ID: _____
 Date of Birth: _____ Date: 11/21/11
 Parent/Guardian: _____

◆ Planning for transition Options after early intervention education through the public school system next for your child. or early childhood special education.

◆ Transition occurs at different times depending on the needs and circumstances of the family. It can occur when you move to another service area within Texas or out of state, when your child no longer meets eligibility requirements for ECI, or when your child turns three. Your service coordinator will help you plan for any of these transitions and develop outcomes and procedures to address them.

◆ After your child's second birthday but no later than 30 months of age, you and your IFSP team will develop more specific steps, procedures regarding your child's future transition needs.

Functional Abilities, Strengths and Needs

Present Levels of Development

Physical Development

Describe child's current health status and pertinent medical history:

Include any medical diagnoses, concerns about child's health and any relevant nutrition information.

_____ has been diagnosed with a chronic lung disease, hypertension, kidney dysfunction (left) and respiratory distress. He also has acid reflux.

Medications: Lisinopril, Lansoprazole, Lactulose, Polyvitamin E, Sulfameth-Trimeth

Date of last physical: Oct. 2011 Premature? No Yes > if yes, gestational age in weeks: 27 weeks

Hearing: Describe in functional terms and include any concerns about child's hearing

The foster family is not sure of the results of newborn hearing screening. They reported, however, that _____ seems to hear well. He looks for the source of a sound and startles at loud, sudden noises.

Vision: Describe in functional terms and include any concerns about child's vision

_____ is very visually interested in things. He reaches for and grasps objects with accuracy. He also smiles and stares at people's faces when they talk or play with him.

On the following pages describe the child's functional abilities within familiar activities in terms of positive social-emotional development, acquiring and using knowledge and skills, and ability to take appropriate actions to get his/her needs met.

Summarizing how the child uses skills to function in his/her daily life provides information that assists the team (including the parents) in developing functional IFSP outcomes, and procedures to meet these outcomes, so that progress can be monitored over time.

- Check the appropriate box to note whether the skill/ability is strength, a concern or a priority.
- Identify the child's functional abilities with the following codes:*

- A = age-appropriate skills
- O = occasionally age appropriate skills
- I = immediate foundational skills
- N = not age-appropriate or immediate foundational skills

Child's Name: [REDACTED]

Client ID: [REDACTED]

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	Routines	Strength	Need/Concern	Priority	Code
How your day starts							
x	x	x	How does your child let you know he/she is awake? (cognitive, communication and social-emotional)	✓			A
To let his Family know that he is awake, [REDACTED] will coo and play with his feet. If no one responds for a while, he will start crying until someone comes in the bedroom.							
	x	x	How does your child get out of bed? (adaptive/self-help and motor)		✓		1
Foster Mom or Dad get [REDACTED] out of bed. [REDACTED] will slightly lift his arms in anticipation of being picked up sometimes.							
x	x		Is your child happy or sad when he/she wakes up? (social-emotional and communication)	✓			A
[REDACTED] is usually very happy when wakes! The Family knows this because he smiles and makes sounds when he sees them!							
Bathing, dressing, diapering and toileting							
	x	x	How does your child help with dressing? (communication, adaptive/self-help and motor)		✓		1
[REDACTED] does not help during the dressing routine. Foster parents report that he does like getting dressed, as he rolls from side-to-side and cries during the entire routine. Foster Mom said that [REDACTED] just learned to take off his socks.							

Child's Name: [REDACTED]

Client ID: [REDACTED]

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	Routines	Strength	Need/Concern	Priority	Code
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Bathing, dressing, diapering and toileting (cont.)

X		X	<p>What does bath time look like for you and your child? Is bath time a fun or stressful time of day? <i>(adaptive/self-help, cognitive, communication, motor and social-emotional)</i></p>	✓			D
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[REDACTED] bathes in the bathroom sink. The family always put a towel under his head for support. [REDACTED] enjoys being in the water; he coos, smiles, and tries to splash the water.

	X	X	<p>How does your child let you know that he/she needs a diaper change or needs to use the toilet? <i>(adaptive/self-help and communication)</i></p>	✓			A
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[REDACTED] does not communicate his toileting needs with the family. He does, however, enjoy the diaper change routine and is rarely fussy during this time.

Meal times

X	X	X	<p>What do meal times look like for your child? Is there anything difficult or special about meal times? <i>(adaptive/self-help, motor, social-emotional and communication)</i></p>	✓			D
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During meal times, [REDACTED] sits in his swing or bouncer, or anywhere that he can be in the sitting position. He takes baby food from a spoon. He is learning to finger-feed himself.

	X	X	<p>How does your child let you know when he/she is hungry or thirsty, what he wants and when he is finished? <i>(communication, adaptive/self-help and cognitive)</i></p>		✓		I
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When he is hungry, [REDACTED] will make sounds or cry. The family believes that [REDACTED] has not yet learned the concept of being "full," as he constantly eats and rejects food given to him. ^{never}

Child's Name: [REDACTED]

Client ID: [REDACTED]

IFSP Date 11/21/11

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	Routines	Strength	Need/Concern	Priority	Code
Meal times (cont.)							
	X		<p>What are your child's likes or dislikes? How do you know? (communication and nutrition)</p> <p>[REDACTED] likes all soft table foods. The family knows this because [REDACTED] will eat these foods without hesitation. They also know he does not like green beans or thin liquid, as he will spit them out or choke, respectively.</p>	✓			A
Playtime and other daily activities							
X	X	X	<p>How does your child play? What does he/she like to play with? Are there times that are easier or more frustrating than others? (cognitive, communication, motor and social-emotional)</p> <p>[REDACTED] enjoys mouthing his toys and waving them about. He reaches for and grabs his toys, but Foster Parents say that he rarely uses his right arm. He smiles and laughs as he plays.</p>		✓		D
X	X		<p>Does your child have the opportunity to be around other children and adults? If yes, how and where does your child interact with them? (cognitive, social-emotional)</p> <p>The only opportunity [REDACTED] is around other adults and children is at church (because of medical reasons). He interacts with others the same as he does with familiar people; he smiles and stares at their face.</p>		✓		1
X		X	<p>How does your child act when you take them out in public? How does your child respond to separations and transitions? (motor, social-emotional and communication)</p> <p>In public, [REDACTED] typically acts the same. He is curious of others, but will eventually smile and make sounds.</p>		✓		D

Child's Name: [REDACTED]

Client ID: [REDACTED]

IFSP Date 11/21/11

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	Routines	Strength	Need/Concern	Priority	Code
Playtime and other daily activities (cont.)							
X	X		How does your child follow directions? Respond to limits? <i>(cognitive, communication and social-emotional)</i>	✓			D
[REDACTED] does not follow directions, nor does he respond to limits. As stated earlier, he will stare at the face of a speaker.							
X			Are there certain days that look different? If yes, how does your child respond to the changes? <i>(social-emotional)</i>	✓			A
[REDACTED] likes his routine. In new situations, he searches for his foster parents and becomes irritable. This is evident during CPS visits with his biological mother.							
Bed time and Nap time							
X	X	X	How do you prepare your child for bed time and nap time? How does your child let you know he/she is sleepy? <i>(adaptive/self-help, cognitive, communication and social-emotional)</i>	✓			A
In preparation for bed, Foster Mom puts on [REDACTED] bed clothes. [REDACTED] usually gets fussy when he is sleepy. Foster Mom gives him a bottle to soothe him.							
X		X	How does your child fall asleep? How long does he/she sleep? <i>(adaptive/self-help and social-emotional)</i>	✓			A
[REDACTED] lays on Foster Dad's chest, as he rocks to sleep. He sleeps throughout the entire night.							
Describe the parent's resources available to							

Note:
 Error - team did not describe family resources regarding developmental concerns