

Child's Name

Client ID: _

Note:

Good, detailed description of abilities in routines, needs & strengths.

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	Strength	Need/Concern	Priority	Code
X	X	X			✓	N

Sleeps with mom. Wants to nurse all night. Blows raspberries to wake mom up. Sleeps about 8 hours at night but wake up through out the night

X	X	How does your child get out of bed? (adaptive/self-help and motor)	✓		A
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Climbs on and off bed which is located on the floor

X	X	Is your child happy or sad when he/she wakes up? (social-emotional and communication)	✓	✓	0
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She is mostly happy when she wakes up. She smiles and laughs. She will come over to mom side of the bed and climb on ^(TA) mom or head butt.

Bathing, dressing, diapering and toileting

X	X	How does your child help with dressing? (communication, adaptive/self-help and motor)	✓	✓	A
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lifts legs and arms. Steps in pants. pull up leg warmers. Doesn't respond to the verbal request to get dressed

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Bathing, dressing, diapering and toileting (cont.)							
X		X	What does bath time look like for you and your child? Is bath time a fun or stressful time of day? (adaptive/self-help, cognitive, communication, motor and social-emotional)	✓			A
• If she is showered a longer [redacted] will cooperate. • Doesn't like to have her hair rinsed • loves to be massaged with lotion • chamber toys she will put between her legs • will make the fup squirt • line bath toys up on side of tub.							
	X	X	How does your child let you know that he/she needs a diaper change or needs to use the toilet? (adaptive/self-help and communication)		✓		O
• Doesn't really let you know when diapers changed but sometimes fuss • She use to bring ^{wipe} but now will not.							
Meal times							
X	X	X	What do meal times look like for your child? Is there anything difficult or special about meal times? (adaptive/self-help, motor, social-emotional and communication)		✓		DN
• If she doesn't like something she throws it behind her head. • She doesn't if if she doesn't like the texture she will head to have the ends taken off the food. • Uses pincer grasp • doesn't use a fork or spoon							
	X	X	How does your child let you know when he/she is hungry or thirsty, what he wants and when he is finished? (communication, adaptive/self-help and cognitive)		✓		DN
She fusses when she hungry or thirsty • She throws food if she doesn't like it. • drop her drink if she doesn't want it.							

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		What are your child's likes or dislikes? How do you know? (communication and nutrition)			✓	N
<p>If she doesn't like it she puts it behind her head & drops it. She likes bananas, yogurt, ^{specific mac n cheese} waffles, pancakes, cheese, breakfast packet. Particular about textures ^{pushes it off.}</p> <p>Doesn't like fruits or veggies, breadings on nuggets, milk. Sometimes gags on food.</p> <p>Likes soft foods except teddy grahams ^{PIZZA} goldfish, puffs. Drinks juices & water</p>							
Playtime and other daily activities							
X	X	X	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)			✓	N
<p>She likes - stacking cups, carries shapes (prefers yellow circle), takes off rings ^{falling}, matches yellow objects, electronic toys (pushes buttons). Refuses to let items power down. Moves beads on box. Throws & kicks balls. Chews on most toys</p>							
X	X		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)			✓	N
<p>Won't play toys with adults or brothers. She smiles when she sees them but otherwise ignores. Has meltdown if toys taken away. When she gets distressed, she goes to Mom to nurse (1x/hr for 5 mins).</p>							
X		X	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)			✓	N
<p>In public, has ^{collapses} after 5 mins in cafeteria - walks the hallways. Meltdowns with transitions. If there ^(C) is lots of noise, she protests & is distressed. Has difficulty separating from Mom - cries when Mom leaves. When distressed usually doesn't calm without nursing for a few minutes</p>							

Positive Social-Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Actions to Meet Needs	<h1>Routines</h1>	Strength	Need/Concern	Priority	Code
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Playtime and other daily activities (cont.)

X	X		How does your child follow directions? Respond to limits? (cognitive, communication and social-emotional)		✓	✓	N
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• Not following directions • She will have a tantrum sometimes when redirected • doesn't understand danger

X			Are there certain days that look different? If yes, how does your child respond to the changes? (social-emotional)		✓		N
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• Mornings are better • doesn't like the cafeteria with lots of noise • has to keep moving in grocery cart at the store or driving in the car.

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? (adaptive/ self-help, cognitive, communication and social-emotional)		✓	✓	N
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• She has to be close to mom and has to nurse at bed time and naptime. Mom holds her most the times.

X		X	How does your child fall asleep? How long does he/she sleep? (adaptive/self-help and social-emotional)		✓	✓	N
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Falls asleep while on the breast. • Sleeps 8 hours but wakes and nurse most the times through the night.

Describe the parent's resources available to me

Note:

← Error - team did not list family resources for child's developmental concerns