**1Child’s Name:** Luke Skywalker **DOB:**   **08/30/15 MMI: 0001111111111**

**Service Coordinator:** R2D2  **IFSP Auth. Dates:** 1/30/17-7/30/17

**Pediatrician:** Dr. C3PO  **Diagnosis:** F80.2

**BACKGROUND INFORMATION**

**Pertinent Medical History, Medications and Recent Updates:**

Luke was born at 40 weeks gestation and was a healthy baby. He had a history of ear infections and had ear tubes placed at the end of May 2016. His parent have followed up with audiological evaluations and checkups with his doctor.

On May 20, 2017 mom shared that there is some concern with Luke’s vision. He is far sighted and will be followed by an eye doctor now.

Mom and dad were worried about Luke’s communication skills and contacted Early Steps. Luke and his family have been supported by Yoda, MS, CCC-SLP as his primary service provider since June August 1, 2016. Yoda sees Luke at the Astro daycare 2 times a month and then goes to their home and meets with his parents the other two times a month.

**Outcomes / Goals from IFSP (indicate if met/not met/ongoing/modified):**

**Outcome #1:** Luke will be able to communicate with peers and adults in fun play times as well as difficult times when he is upset ONGOING

**Goal #1:** By March 2017, the adults that interact with Luke, parents and childcare teachers will know how to prompt and give Luke the words he needs to communicate when upset or facilitate the interaction so that child can be successful. ONGOING

**Goal #2:** By July 2016, Luke will be able to use his communication instead of acting out at least 70% of the time ONGOING

Strategies:

-Yoda will help parents and teachers know what to do when it looks like Luke is going to get upset. This will involve watching what happens before he gets upset to see what triggers him. It will also involve the adult knowing what steps to take to help him calm and then use his communication.

-Yoda will help parents and teachers set up opportunities for Luke to practice using his communication with others when he is calm so that he has success at home and in school.

**Outcome #2:** Luke will go through his day in school and home with less stress and more positive interactions. ONGOING

**Goal #1:** By March 2017, Yoda and the zone team will come up with a plan and initiate it to evaluate child’s sensory system. ONGOING

**Goal #2:** By July 2017, Luke will have interactions that are positive at least 70% of the day, in school and at home. ONGOING

Strategies:

-Yoda will share the family’s concerns at the zone meeting and they will decide what to do next with looking at Luke’s sensory system and family dynamics.

-Yoda will follow through any sensory suggestions with parents as well as with the teachers at this daycare

-Yoda will go with parents to a meeting at daycare to help problem solve with their staff.

-The team will focus on increasing child’s success in all settings.

**Summary of Daily Routines:**

Luke spends most week days at the daycare while both of his parents work. He is in a classroom with children from 2 ½ years to 4 ½ years. He joined this class in April and had difficulty adjusting to the faster pace, more children and higher developmental expectations. When he is not at daycare he is with his parents. He loves his parents and they do many fun things together. Parents like to take him to activities in the community including the museum, the park, restaurants, etc. At home they enjoy playing with him with his favorite toys, Thomas the train, Jake and the Neverland pirates, books, coloring, etc. They are playful together with many positive interactions. Child’s extended family (grandparents and others) come to visit and love to spend time with child, also playing and socially interacting. Recently Luke has started melting down when he doesn’t want to do what his parents are asking him to do. He also was transitioned to a toddler bed and now comes into his parents’ bedroom several times during the night which is interrupting everyone’s sleep.

**FUNCTIONAL ASSESSMENT**

**POSITIVE SOCIAL RELATIONSHIPS: (Social Emotional Skills and Relationships)**

* **Behavior at home and in the community**

**Things we do well:**

Luke loves his family and enjoys playing with them. He is learning to follow directions related to his day and likes to help put his toys away with his parent’s guidance and participation. Mom has started taking time to focus on doing something with Luke when they first come home to reconnect after the long day apart. She has been so pleased to see that Luke is much more agreeable and less demanding since starting this special time together. She shared that she feels much less stress also. Both parents are beginning to set some limits with Luke and are just beginning to see some change. This is encouraging them to continue being clear with expectations.

At daycare Luke is just beginning to initiate some play with other children. He prefers to join in with others and especially likes to imitate what other children are doing. When he knows what is expected of him, Luke is doing much better being able to do what the staff asks of the children at daycare.

**Things we need help with:**

Luke seems to struggle with how to start interactions without being prompted, how to keep the interaction going and then how to end an interaction. He can share but it can be difficult and he may melt down for a bit unless redirected. When he switched into the new classroom he had great difficulty adjusting. When he does not know what is expected of him, his anxiety gets high and then he may act out, running, hitting and refusing to participate. He may use his words but if he doesn’t get a result he will say the same phrase over and over with increased tension and loudness.

At home and in the classroom he is melting down and screaming more and will also hit at a person when upset. At home we have talked about setting limits and consistent follow through, starting with just one behavior at a time and his parents are following through with this. At school the adults are trying to give Luke the words to use or encourage him to use his words during these times.

* **Relationship with family, caregiver and peers:**

**Things we do well:**

Luke can be very engaging and sweet. He smiles and laughs and uses his words with the adults around him. He will ask questions like “what ja doin?” and interact with another adult using words. He can share with other children and adults and he can also use his words to tell another child to ‘stop” or “no”.

Luke’s family are enjoying the turn taking and fun they are discovering with activities throughout the day. His parent’s continue to build on his favorite toys. With his Jake and the Neverland Pirate ship, Dad especially has incorporated songs from the TV show which Luke will now sing parts of with him. And Mom loves her special time with Luke when they get home after work/daycare.

Recently they decided to do an activity outside every day, just for fun. The one that they are doing right now is to take a ball down in the sand near the water and kick it back and forth, run after each other and just enjoy being together. Both parents have reported that this has become so important to all of them!

**Things we need help with:**

Luke needs help learning how to be confident and handle when the unexpected happens. If he knows what to expect, Luke is calm, happy and beginning to interact with others and in the activities at daycare. But if things happen that are unexpected, his anxiety increases and his communication skills decrease. He will act out, cry, hit, and not participate. It looks like he is refusing but it is more that he doesn’t know what he is expected to do.

**ACQUISITION AND USE OF KNOWLEDGE AND SKILLS:**

* **How the child is communicating to get her/his needs met?**

**Things we do well:**

Luke has made significant gains in his expressive language skills. He is using sentences of 5-6 words to get his needs met or comment about things. He also is beginning to ask some simple questions. His intelligibility is about 70% because he continues to use jargon in addition to words and phrases

**Things we need help with:**

Luke does best when he knows the words and phrases that go with an activity. And sometimes he needs to practice those phrases to understand how to use them. Going forward, we would like to see child use his language to help him when he is frustrated instead of melting down or yelling. And we would like him to use the language he has to ask for more help in the classroom or at home. He sometimes gets stuck on repeating a phrase over and over and doesn’t know how to go forward.

* **Understanding simple concepts and directions in the daily routines: (Combines receptive language and cognition)**

**Things we do well:**

Luke is very smart. He can follow directions; he understands many colors and letters and numbers. He can identify objects in books. He pretend plays with his parents and will remember plots from shows and books and use those phrases in play. He is curious and loves to be outside.

**Things we need help with:**

Luke seems to respond best when he knows what is expected of him. He may need time to practice a new activity or practice following a direction to be successful. He may not follow a direction the first time and may even dump things or lay on the floor and yell. He seems to understand things but for him to follow them when he is expected to can be difficult.

**USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS:**

* **Mobility, movement and ease of reaching for objects**
* **Things we do well:**

Luke can walk and run all over the playground. He can go down a slide; he likes to push trucks and can throw balls. He scribbles with a crayon or marker; he is beginning to do puzzles; he can turn pages in a book.

**Things we need help with:**

Luke’s motor skills seem to be within normal limits at this time. He needs encouragement and reassurance to try new things like finger painting and coloring Easter eggs.

* **Independence throughout the day:**

**Things we do well:**

Luke is beginning to ask for help when he needs it ☺. He helps with dressing by pushing his arms and legs into his clothes and he can remove some clothes too. He is beginning to be interested in toileting and the daycare is working on it. Child can use utensils and eat independently.

**Things we need help with:**

The family will continue to expect child to do more things independently during his day.

**COMPREHENSIVE ANALYSIS:**

Luke has made nice gains in all areas of his development. He is figuring out how to use language and has popped from single words to phrases in a short time. There is concern about child understanding how to use language (his pragmatic skills). His words and phrases are coming and getting more varied and mature, and he uses language for greeting, commenting, protesting, (a bit), and is beginning to use it to invite someone to play. He is not using language to describe his feelings (I’m mad, I’m tired, hungry, etc.) or when he is playing with another child, he is commenting about the toy but not sharing more back and forth communication with a peer. He is not saying, “let’s play trains….my train is going up….here, let’s trade trains. He will do this more with an adult.

When looking at child’s sensory system, he has some trouble with regulation. He does not have many ways of letting people know that he is upset or confused but goes towards screaming, hitting and melting down as his main way of expressing these feelings. When given deep pressure at these times, he will relax and it helps him regulate and then he can go forward in a more positive manner.

When child is exposed to new experience, his anxiety increases and his language skills decrease. This interferes with participation in activities at the daycare. For example, playing on the outside space is something they do often, so he is very comfortable with that routine and uses his language during that activity. But when they transition to the splash pad area, which he hasn’t done as often, his interactions with the other children decreased and his communication decreased. Plus you could see more anxiety on his face. I also saw this when they had to go to a different room (the kitchen area and color Easter eggs.

**ASSESSMENT TOOL SCORES:**

**BDI 2-EXIT SCORES:**

Adaptive: 89

Personal-Social: 90

Communication: 85

Motor: 84

Cognitive: 84

Total: 82

Observations during the EXIT:

Child both liked an activity and participated well or he did not want to do the activity and would lay on the floor, put his head down and whined. He also would get stuck on having a certain toy and that would interfere with going forward with the evaluation.

**INTERVENTION PLAN**

1. We will continue to model the words and phrases that go with what Luke is doing and feeling, so that he can hear the words and imitate them with the intention that he will produce them spontaneously and meaningfully.
2. We will all continue to focus on raising expectations throughout the day towards more independence. This can be during activities at home like mealtimes; dressing; bathing; grooming; and also activities that are happening in his daycare.
3. Also included in raising expectations during the day, Luke will follow more directions and more complicated directions.
4. I am attaching a copy of information that I shared with the daycare to help child be successful during his day. There are a list of strategies included for the daycare.

**Provider Signature: Date:** Click here to enter text.

**Provider Name:** Click here to enter text. **License #:** Click here to enter text.

**Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Physician Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **JG 7/17**