**Child’s Name: Sammy Smile DOB:**   **MMI: 9999999999**

**Service Coordinator: Great Person IFSP Auth. Dates:** Click here to enter text.

**Pediatrician: Dr. Awesome Diagnosis:** Click here to enter text.

**BACKGROUND INFORMATION**

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

Sammy is an 18-month old boy who was found eligible for early steps 9 months ago with developmental delays in the areas of motor, social emotional and cognitive development. He has a history of a few ear infections, and is not taking any medications at the moment. He passed a second hearing test last month.

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

1. Sammy will be able to walk out to the car and climb into his car seat when taking his brother to school. We will know this has been achieved when Sammy walks to the car without his hand held and climbs into his car seat with his mother watching for 5 days in a row.

**Summary of Daily Routines:**

Marsha (Sammy’s Mom) introduced a new routine at home where they go and fetch the mail together each day. They continue to use a routine including singing a song when changing his diaper, and they are continuing to leave a little earlier when they take Sammy’s brother to school daily to allow for Sammy to practice climbing into his car seat.

**FUNCTIONAL ASSESSMENT**

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

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

**Things we do well:** Sammy is happy most of the time at home. He turns his head away when he is given a food he doesn’t like, and he protests vocally when he has to leave an activity or have his teeth brushed, so he is displaying a variety of emotions.He loves to have a story read to him at night.

**Things we need help with:** Sammy does not really like going to Walmart or the grocery store. Marsha thinks this is because she really hasn’t taken him very much, she prefers to go on her own, because he gets upset and cries.

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

**Things we do well:** Sammy likes to be held by his parents, and likes to play peek-a-boo and other non-verbal games. He sometimes shows concern if his brother gets into trouble or hurts himself.

**Things we need help with:** Sammy needs help to approach other children, he seems afraid and clings to Marsha if there is another child close by. His inability to walk independently limits his interaction with the other children as he relies on his mother to carry him over. He cries a lot when strangers approach him. He also gets easily frustrated when he can’t make a toy work or get something he has dropped.

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

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

**Things we do well:** Sammy says “no” if his brother tries to take a toy, and occasionally says “no” when Marsha tries to offer him food he doesn’t like. He is pointing with his hand, and tilts his head side to side to communicate when playing with his brother and family. He turns and shakes his head and he nods his head for “yes”. He uses sounds when trying to get attention from his family. He does make noises for animals for example “moo” for his cow.

**Things we need help with:** Sammy has trouble manipulating toys and gets frustrated and cries if he can’t make his toy car go where it needs to. He also tends to cry and does not attempt to get toys that he drops out of reach or to ask for help. He doesn’t wave bye-bye yet, and isn’t able to say the names of his parents of brother.

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

**Things we do well:** Sammy is able to interact with his brother and responds when his brother shares a toy with him by taking it. He also helps Marsha fetch the mail, his job is to open the mailbox and reach inside. During diaper changes they sing a song and Sammy is starting to make noises when Mom pauses during the song. Sammy will turn and look when Marsha calls him, and he understands when he needs to climb into his car seat when they are taking his brother to school.

**Things we need help with:** Sammy needs help to figure out how to reach an object if it rolls to the side or behind him. He tends to cry for help when things are difficult to retrieve. Sammy needs help to learn the meaning of directional concepts such as under, over, behind to help him locate things he drops.

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

**Mobility, movement and ease of reaching for objects**

**Things we do well:** Sammy can crawl about 5 feet before flopping onto the floor. He can pull to stand at the couch but has not yet been able to pull to stand at other objects. He has low tone in his feet and legs this means his feet and ankles are very flexible and he tends to bend his knees and ankles when he is standing.

**Things we need help with:** Sammy needs help to stand with his legs and ankles straight and to be able to use a variety of movement patterns to reach for objects. He tends to move in straight planes forward and backward and needs help to rotate and bend sideways so he can get to out of reach places and explore.

 **Independence throughout the day:**

**Things we do well:** Sammy independently feeds himself with a spoon, and likes to independently get the attention of the adults he knows.

**Things we need help with:** Sammy is quite dependent for help with dressing and getting items he needs or wants. He tends to use crying as his first strategy for getting help, but has been observed to try to take items from his brother when playing.

**COMPREHENSIVE ANALYSIS:**

Sammy is not yet walking and this is most likely due to the low tone in his legs and feet. Low tone makes it more difficult for Sammy to stand straight and he has found some successful strategies for moving around and getting objects such as crying, crawling or rolling. Sammy sometimes gives up on movements that are difficult and finding things that motivate him to be persistent is essential to helping him initiate and practice movements. Sammy also shows some difficulty motor planning and tends to use the same movements in a straight plane, which leads to frustration when he can’t attain his goal.

Sammy is having difficulty interacting with children. This could be affected by his lack of mobility, so he can’t initiate contact with other children easily.

**ASSESSMENT TOOL SCORES:**

The MEISR was used to capture his function across routines (see attached).

**INTERVENTION PLAN**

1. Teach Sammy’s parents how to use movements to strengthen Sammy’s legs and feet during routines of the day.
2. Continue to work with Marsha on reducing support to Sammy when he practices walking to the car and climbing into his car seat each day.
3. Teach Marsha how to ensure Sammy uses variations in practice to improve his motor planning skills.
4. Identify objects and activities that are motivating for Sammy to increase his persistence with activities.
5. Work with Marsha on how to rearrange the environment to promote standing and cruising.
6. Identify other tasks and activities that occur routinely during the day, where Sammy can improve his motor skills, independence and develop language.
7. Consult with zone team members for strategies to address language and social emotional development.

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **TP 7/17**