**Child’s Name: DOB:**   **MMI**: Click here to enter text.

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

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

**Overall hints to remember when writing this report (this section is not a separate section☺)**

* Remember to notice if things are developmentally appropriate for a child of this developmental age, not necessarily chronological age.
* Use the people that you consult with to help you write any parts of the report that you may need support with.
* Make sure to talk to the family to get the information that you need to fill in. This is a great activity to do during a session.

**YOUR REPORT WOULD START WITH BACKGROUND INFORMATION**

**BACKGROUND INFORMATION**

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

* Medical updates in the last 6 months. For e.g. MRIs/CTs, surgeries, specialists’ appointments, pediatrician updates, change of medications, seizure episodes, hospital admissions.

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

* Write down each outcome and indicate if it was met/not met/ongoing/modified).

**Summary of Daily Routines:**

* This is not just a schedule of what the child does and when they do it during the day. The purpose of this section is to find out what the family is already successful at and also what they struggle with. Examples of daily routines: Looking at books together; singing Old McDonald had a farm; eating; watching TV with siblings; getting juice, things that are already happening in the home, outside or in the community. Include information about what the family enjoys doing together. What are their favorite toys? What does bedtime look like? What is the flow to their day?

**FUNCTIONAL ASSESSMENT**

**POSITIVE SOCIAL RELATIONSHIPS: (SOCIAL EMOTIONAL SKILLS AND RELATIONSHIPS)**

* **Behavior at home and in the community:**
1. How does the child behave/interact throughout his day? What routines are easy? What routines are hard?
2. If there is a particular routine that makes the child uncomfortable or is not preferable, how would the child express his/her displeasure? If the child enjoys a routine how would he express his preference or pleasure in doing so?
3. How does the child behave in public places or social gatherings or crowded places?
4. How does the child understand social rules like sharing, turn taking at home and other settings like the park, daycare
5. What motivates the child to follow social rules?

**Things we do well**: (This information is not just writing down skills from the BDI or any assessment that you have administered)

1. Find out this information when you are with the family. What things are you and the family noticing when together?
2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
3. What are the things that the child is doing since you last wrote the EI Report?

**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

* **Relationship with family/caregiver and peers:**
1. How does the child interact with caregivers/family?
2. Does the child have good eye contact while interacting with his/her parents?
3. Appropriate responses to family members.
4. What are the things that the family enjoys doing together? Why do they enjoy it?
5. What is difficult for the family and child to do together, why is that hard?
6. What motivates the child to interact with other?

**Things we do well:** (This information is not just writing down skills from the BDI or any assessment that you have administered)

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2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
3. What are the things that the child is doing since you last wrote the EI Report?

**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

1. **ACQUISITION AND USE OF KNOWLEDGE AND SKILLS:**
* **How is the child communicating to get his/her needs met?**
1. What nonverbal communication is the child using? (Pulling or taking a parent to get something; shaking their head; pushing food away; hitting; smiling; hugs; crying; or pointing?
2. What sounds, words or word approximations is the child using?
3. How does the child get parents or teachers attention?
4. What motivates the child to communicate?

**Things we do well:** (This information is not just writing down skills from the BDI or any assessment that you have administered)

1. Find out this information when you are with the family. What things are you and the family noticing when together?
2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
3. What are the things that the child is doing since you last wrote the EI Report?

**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

* **Understanding simple concepts and directions in the daily routine.**
1. You are looking at receptive language and cognition in this area.
2. How does the child problem solving in the daily routine, for e.g. how does the child explore an age appropriate toy? Is he/she pushing the buttons or just mouthing the toy. Does the child display pretend play? If a preferred object is out of reach, how would the child obtain it?
3. How does the child display understanding simple concepts (like prepositions, in/out; more/all done, go/stop).
4. How does the family know if the child understands simple directions like “all done” or “no”?
5. How does the child respond to those simple directions?
6. What is the child interested in and how do you know?
7. What motivates the child to demonstrate their understanding of concepts and directions?

**Things we do well:** (This information is not just writing down skills from the BDI or any assessment that you have administered)

1. Find out this information when you are with the family. What things are you and the family noticing when together?
2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
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**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

1. **USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS:**
* **Mobility, Movement and ease of reaching for objects.**
1. How is the child moving about and exploring his environment? Don’t forget to describe what it looks like in a baby as well as a toddler.
2. Quality of the movement
3. Can the child reach out and extend his/her arms towards a preferred object? How is the child reaching out? Is he raking it or picking it up with a neat pincer?
4. How does the child move to be involved with his/her family?
5. How does the child’s movement impact interacting with toys and people in his life?
6. What motivates the child to move?

**Things we like:** (This information is not just writing down skills from the BDI or any assessment that you have administered)

1. Find out this information when you are with the family. What things are you and the family noticing when together?
2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
3. What are the things that the child is doing since you last wrote the EI Report?

**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

* **Independence throughout the daily routine.**
1. What things does the child do at home or at school independently?
2. How does the child problem solve to get things that he/she wants?
3. What are the family’s expectations with independence for the child?

**Things we do well:** (This information is not just writing down skills from the BDI or any assessment that you have administered)

1. Find out this information when you are with the family. What things are you and the family noticing when together?
2. What are things that are going well for the family and other caregivers, like daycare staff and grandparents?
3. What are the things that the child is doing since you last wrote the EI Report?

**Things we need help with:** Remember that we can get this information from the parent and other caregivers. It is important that the family is able to say what they would like help with, not just you deciding what the child should be doing. And please, not just reporting test skill items.

**COMPREHENSIVE ANALYSIS:**

**The comprehensive analysis is determining what is limiting the child and family’s progress**.

* Looking at the child in a global way
1. The main factors that are interfering with the child’s development.
2. Barriers to progress e.g. sick/missed visits
3. Prolonged hospital admissions due to surgery or any other reason may have interfered with development.
4. A snapshot of the child, his developmental delay, its reason and other factors that the provider feels necessary to include.

**ASSESSMENT TOOL SCORES:**

Information from any standardized test you have administered or any other assessment you use to document progress:

BDI2, MEISSER, HELP STRANDS, ROSSETTI TODDLER INFANT LANGUAGE SCALE, ALBERTA MOTOR SCALE, DECA, ESAC, PEABODY, REEL, ETC.

**INTERVENTION PLAN:**

**(The information from the “what we need help with” and your comprehensive analysis should give you the information to create the intervention plan).**

* Look at activities that the caregiver and child enjoy doing together as a starting point to embed strategies. What is the family already doing together?
* Together with the family, decide what they would like to focus on next and then create the strategies to support success with the family’s goals.

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

 **MT/JG 7/17**