

III. Summary of Child's Present Abilities and Strengths

Include a summary of functional assessments, evaluations, and observations of the child in his day-to-day environment. List evaluators, procedures, results, and child's strengths and needs. Address all of the following domains for an initial IFSP.

- Adaptive/self help skills (bathing, feeding, dressing, toileting, etc.)
- Cognitive skills (thinking, reasoning, learning)
- Communication skills (responding, understanding, and using language)
- Physical development (vision, hearing, motor, and health)
- Social/emotional skills (feelings, playing, and interacting)

Date	Description
	<p>Hope had an entry level evaluation on July 30, 2005 at her parent's home. The evaluation team included: Luke and Mary, Hope's parents; Carla Ewing, MA, LPA, Staff Psychologist II, Howard Jones, LCSW, Clinical Social Worker. The evaluation procedures included parent interview, clinical observation, medical records review, and Selected Vineland Adaptive Behavior Scales Domains.</p> <p>Adaptive/Self help skills Hope had an age equivalent score of 20 months in the adaptive area of development on the Vineland. Hope sometimes refuses to eat and cries if she can't have what she wants to eat or drink. She enjoys being in the kitchen while her stepmother is cooking. Hope enjoys putting bath toys (rubber ducky and sponges) in the bath water but screams and cries when her stepmother tries to put her in the tub. Hope dresses and undresses herself (shirt, pants, socks, and shoes).</p> <p>Cognitive Hope had an age equivalent score of 17 months in the overall composite developmental functioning on the Vineland. Hope can use words to tell her parents what she wants to eat and drink and likes to help serve herself and others. Hope plays appropriately with toys and especially enjoys playing with her favorite doll. Hope's parents are concerned that she may be "behind" in learning because of the difficulty she has with playing and working with other children. They say the childcare teacher often needs extra help with Hope. Hope enjoys shopping with her stepmother. She sits in the shopping cart, sometimes reaches for things, and interacts with her stepmother.</p> <p>Communication Hope received an age equivalent score of 27 months in the communication area on the Vineland. When people visit the home, Hope likes to interact with them. She likes attention and is affectionate with her relatives when they arrive and leave, stating "hello", "goodbye", and gives a kiss on the cheek. Hope's stepmother worries that Hope may not understand that hot things are dangerous.</p> <p>Physical development Hope received an age equivalent score of 27 months in the motor area on the Vineland. Vision and hearing were determined to be normal upon medical record review. Her family reports and medical records reflect a healthy child. Hope likes to help cook dinner by giving her stepmother pots and pans to use. She can play appropriately with toys by pushing a shopping cart, throwing a ball, but sometimes she throws and kicks her toys. When playing with other children, she will sometimes pull hair, hit, bite, and pinch if she doesn't get her way. Hope is able to dress and undress herself. She is learning to tie her shoes.</p> <p>Social/Emotional Hope received an age equivalent score of 17 months in the personal-social area on the Vineland. Sometimes Hope will bite herself and bang her head on the floor if she doesn't get her way. She asks for help if she needs it; but if she gets frustrated, she will throw toys, kick and scream. Hope cries and screams when she can't have what she wants to eat or drink. She has difficulty playing and working with other children at the daycare, which she started attending one month ago. At bedtime, Hope will scream and cry until her stepmother comes in her room, sometimes up to two hours. Hope refuses to nap. At bedtime, she will escalate to banging her head on the wall, biting herself, and slamming her feet, head and arms in the door until her parents intervene. She will cry for as long as three hours. Hope sometimes gets so sleepy that she will fall asleep on her own wherever she is. Hope's stepmother knows the childcare center has been having trouble at naptime also but is not sure what they do to calm her. Hope behaves well in stores when she is shopping with her stepmother.</p>

Child's Name: Hope Smith
 Medicaid Number: SMI043003 N/A
 Agency: Anywhere CDSA
 Section Number: III

III. Summary of Child's Present Abilities and Strengths

Instructions:

In this section, the results of all evaluations are summarized and discussed by the team for the initial IFSP. Each domain must be addressed for the initial IFSP. It includes the family's observations of the child in his day-to-day environments, medical information, formal evaluations, and other sources of information. The team includes the parent(s), as well as other professionals representing several disciplines, and the EI Service Coordinator. The summary information should be written in simple jargon-free language so that it is clear and understandable to all.

Emphasis should be given to a child's present abilities and strengths within day-to-day routines rather than on developmental levels. This is particularly important since many evaluations compare a child's development to the development of children without disabilities. This section includes information on what the child can do and what he needs to learn. The child's learning style is also described so that natural abilities can be strengthened and built upon. New information about the child's abilities, strengths, and needs should be added as evaluations, assessments, and observations are conducted.

Date: Enter the date the evaluation(s), assessment(s), or observation(s) took place. Date format is mm/dd/yy.

Description: The summary of the team evaluation must include names of evaluators/their titles, assessments used, and statements that describe the child's present status and levels of development in all of the following domains for the initial IFSP:

1. Adaptive/self-help skills (bathing, feeding, dressing, toileting, etc.)
2. Cognitive skills (thinking, reasoning, learning)
3. Communication skills (responding, understanding, and using language)
4. Physical development (vision, hearing, motor, and current health status)
5. Social/emotional skills (feelings, playing, interacting)

Child's Name: Enter the first, middle, and last name of the child.

Medicaid Number: Enter child's Medicaid number. If child does not have a Medicaid number, check the box indicating N/A.

Agency: Identify which Children's Developmental Services Agency is involved.

Section Number: Identify page using the roman numerals corresponding with the Section. If inserting additional pages, indicate with letter of alphabet after numeral (e.g. if adding a page to Section III, identify that page as IIIa).