

Child's Name: _____

DOB: _____

IFSP Date: _____

MY CHILD'S STORY (CHILD'S PRESENT LEVEL OF DEVELOPMENT)

A developmental eligibility evaluation was recently completed with your child and family and ongoing assessment information has been gathered. This information helps us understand your child's developmental strengths, as well as some of the things that are challenging for your child and may be affecting how he/she is able to participate in family and community activities. This is the summary of what we have discovered so that our plan fits well with your child's developmental strengths and interests. Sources of information for this summary may include conversations we have had with you, observations of your child in daily routines, eligibility evaluations, assessments, and outside reports.

1. Indicate the dates and types of information used to develop this summary (e.g., AEPS, HELP, parent reports, etc.):

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Assessment Evaluation Programming System (AEPS) | <input type="checkbox"/> Creative Curriculum | <input type="checkbox"/> AEPS - Family Report |
| <input type="checkbox"/> Individual Growth and Development Indicators (IGDI) | <input type="checkbox"/> Carolina Curriculum | <input type="checkbox"/> Routines-Based Interview |
| <input checked="" type="checkbox"/> Transdisciplinary Play Based Assessment (TPBA) | <input checked="" type="checkbox"/> Child Observation Record | <input checked="" type="checkbox"/> SAFER |
| <input type="checkbox"/> Hawaii Early Learning Profile (HELP) | <input type="checkbox"/> Work Sampling System | |

Positive Social Relationships:

This refers to how children relate to those around them - their parents, caregivers brothers and sisters, and other young children. This includes many different skills such as communicating, showing emotions appropriately and controlling their own behavior. Having positive social relationships also requires young children to follow rules for how to interact, such as waiting for one's turn or sharing.

2. WHAT IS CHILD DOING DURING DAILY ROUTINES AND ACTIVITIES? WHO IS PART OF THESE ROUTINES/ACTIVITIES?

3. WHAT MY CHILD ENJOYS ABOUT THESE ROUTINES/ACTIVITIES?

4. WHAT WOULD WE LIKE TO CHANGE ABOUT THESE ROUTINES/ACTIVITIES?

Child's Development in Relation to Other Children the Same Age:

- | | | | | | | |
|--|---|--|--|--|--|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teagan has skills like that of a much younger child. Teagan shows very early skills. | Teagan has skills like that of a much younger child. Teagan is beginning to show some of the early skills that are necessary for the development of more advanced skills. | Teagan has skills like that of a younger child. Teagan uses many of the early skills that are necessary for development of skills that are expected at this age. | Teagan shows occasional use of some age expected skills. Teagan still shows more skills like those of a younger child. | Teagan shows many age expected skills. Teagan continues to show some skills that would be described like that of a slightly younger child. | Teagan has the skills that we would expect of a child this age; however there are some concerns on quality or the frequency of using them. | Teagan has all the skills we would expect of a child this age. |