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| --- | --- | --- | --- | --- |
| **Client Name:** | **Social-Emotional:** | **Cognitive:** | **Fine Motor:** | **Gross Motor:** |
| **Assessment/IFSP time:** | **Self-help:** | **Expressive:** | **Receptive:** | **Atypical:** |

|  |  |
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| **Waking up** |  |
| **Meal times** |  |
| **Getting Dressed** |  |
| **Diaper/Toileting** |  |
| **Community Outings** |  |
| **Playtime with others** |  |
| **Playtime alone** |  |
| **Napping** |  |
| **Bathing** |  |
| **TV/Books** |  |
| **Grocery store** |  |
| **Outdoors** |  |
| **Transitions** |  |
| **Bed time** |  |

**Difficult times of day:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Favorite Activities/Learning Opportunities:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Typical Routines (Examples found in MEISR)*

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| **Positive Social-Emotional Skills***This area involves how your child interacts with adults and with other children, including how your child communicates his or her feelings.* | Relationships (awareness, shared attention, affective engagement, attachment, greeting/names) Parents:  Strangers & New Places: Peers:Personality/Temperament: Social language/Expresses emotions:Social games/rhymes (turn-taking, interest):Coming up:Notes: |
| **Acquiring and Using New Knowledge and Skills***This area involves how your child learns, including development of imitation, thinking, remembering, problem solving skills and using language (including gestures) to communicate what he or she knows and understands.* | Learning and play style (attention/focus):Explores environment (facilitated learning interactions):Object permanence:Communication (comprehension-understanding and expressing):Imitation/Cause/Effect:Coming up:Notes: |
| **Use of Appropriate Actions to Get Needs Met***This area involves how your child lets you know what he or she needs, how your child gets where he/she wants to go, and how your child is learning to take care of himself/herself, like dressing and undressing, feeding himself/herself, sleeping through the night, and using the toilet. This area also includes how your child is learning to follow directions about safety.* | Moves around environment (motor planning):Uses hands (midline):Feeding (bottle/breast/variety of food/participation):Sleeping (routine, where, length, etc):Toilet/Diaper (interest, cooperation):Dressing (participation/independence):Communicates needs:Follows directions about safety:Coming up:Notes: |