



SHARED
COURAGE

ONE RECORD, THE WHOLE PICTURE

Medical & Developmental Record

Everything in one place, so you never start from scratch in a new waiting room.

CHILD'S NAME

DATE OF BIRTH



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One-page provider snapshot

The quick version to hand a new doctor or therapist. Fill this last, from the details that follow.

CHILD'S NAME

DATE OF BIRTH

TODAY'S DATE

PRIMARY DIAGNOSES

BLOOD TYPE

ALLERGIES (AND REACTIONS)

CURRENT MEDICATIONS (NAME, DOSE, TIME)

KEY HISTORY IN ONE BREATH (BIRTH, SURGERIES, HOSPITALIZATIONS)

CURRENT PROVIDERS (DOCTOR, SPECIALTY; THERAPISTS AND DISCIPLINE)

PARENT / GUARDIAN

BEST PHONE

EMERGENCY CONTACT

WHAT HELPS MY CHILD FEEL SAFE (SENSORY, COMMUNICATION, COMFORT)

Child & family information

CHILD'S FULL NAME

NICKNAME

DATE OF BIRTH

SEX

BLOOD TYPE

WEIGHT

HEIGHT

PRIMARY LANGUAGE AT HOME

PEDIATRICIAN

INSURANCE / PLAN

MEMBER ID

GROUP #

POLICY HOLDER

POLICY HOLDER DOB

RELATIONSHIP TO CHILD

ALLERGIES (MEDICATION, FOOD, OTHER) AND REACTIONS

SIBLINGS (HOW MANY)

BIRTH ORDER (FOR EXAMPLE, 2ND OF 3)

Parents / guardians & emergency contacts

NAME	RELATIONSHIP	PHONE	NOTES

Family & hereditary history

Conditions that run in the biological family can help a new provider see the whole picture. Check any that apply, then note who (for example, parent, sibling, grandparent).

- | | |
|---|---|
| ☐ Autism spectrum | ☐ ADHD |
| ☐ Learning disability | ☐ Speech or language delay |
| ☐ Intellectual disability | ☐ Anxiety |
| ☐ Depression | ☐ Bipolar disorder |
| ☐ Schizophrenia or psychosis | ☐ Seizures or epilepsy |
| ☐ Substance use | ☐ Genetic or chromosomal condition |

WHO, AND ANY DETAIL YOU WANT TO REMEMBER

Pregnancy & birth history

PREGNANCY LENGTH (WEEKS)

BIRTH WEIGHT

BIRTH LENGTH

APGAR (1 / 5 MIN)

DELIVERY TYPE (VAGINAL / C-SECTION)

SINGLE / MULTIPLE BIRTH

PREGNANCY COMPLICATIONS, ILLNESSES, OR MEDICATIONS

LABOR & DELIVERY NOTES (INTERVENTIONS, OXYGEN, NICU STAY & LENGTH)

NEWBORN SCREENING RESULT

HEARING SCREEN

JAUNDICE / OTHER

EARLY FEEDING (BREAST/BOTTLE, LATCH, REFLUX, WEIGHT GAIN) AND EARLY CONCERNS

Standardized assessments & scores

Log each formal evaluation here. Common ones you may see: DP-4 (overall development), ABAS-3 (adaptive/daily-living skills), Vineland, ASRS or GARS (autism), BASC-3 (behavior and emotion), PLS-5 (language), and cognitive or IQ measures.

Assessments

INSTRUMENT	DATE	GIVEN BY	KEY SCORES / PERCENTILES	SUMMARY

School evaluation & eligibility

SCHOOL DISTRICT / PROGRAM

MOST RECENT EVALUATION DATE

RE-EVALUATION DUE

ELIGIBILITY CATEGORY / CLASSIFICATION

CASE MANAGER

AREAS OF SUSPECTED DISABILITY EVALUATED & OUTCOME

RECEIVES SPECIAL EDUCATION / IEP? Y / N

PRIMARY ELIGIBILITY

SERVICES & ACCOMMODATIONS ON THE CURRENT IEP OR 504

Developmental milestones (birth to 6 years)

Based on the CDC's milestone framework. Note the date each skill emerged and anything you want to remember. Use the notes box for partial skills, regressions, or concerns. Gaps are information, not a verdict.

› Calms when picked up or spoken to	DATE WHEN EMERGED	
NOTES		
› Looks at your face	DATE WHEN EMERGED	
NOTES		
› Smiles when you talk to or smile at them	DATE WHEN EMERGED	
NOTES		
› Makes sounds other than crying	DATE WHEN EMERGED	
NOTES		
› Reacts to loud sounds	DATE WHEN EMERGED	
NOTES		
› Watches you as you move	DATE WHEN EMERGED	
NOTES		
› Holds head up during tummy time	DATE WHEN EMERGED	
NOTES		
› Moves both arms and both legs	DATE WHEN EMERGED	
NOTES		
› Smiles on their own to get your attention	DATE WHEN EMERGED	
NOTES		
› Chuckles when you try to make them laugh	DATE WHEN EMERGED	
NOTES		

› Makes cooing sounds	DATE WHEN EMERGED	
NOTES		
› Turns head toward the sound of your voice	DATE WHEN EMERGED	
NOTES		
› Holds head steady without support when held	DATE WHEN EMERGED	
NOTES		
› Holds a toy you put in their hand	DATE WHEN EMERGED	
NOTES		
› Brings hands to mouth	DATE WHEN EMERGED	
NOTES		
› Pushes up on forearms during tummy time	DATE WHEN EMERGED	
NOTES		
› Recognizes familiar people	DATE WHEN EMERGED	
NOTES		
› Laughs	DATE WHEN EMERGED	
NOTES		
› Takes turns making sounds with you	DATE WHEN EMERGED	
NOTES		
› Blows raspberries	DATE WHEN EMERGED	
NOTES		
› Puts things in mouth to explore	DATE WHEN EMERGED	
NOTES		

› Reaches to grab a toy	DATE WHEN EMERGED
NOTES	
› Rolls from tummy to back	DATE WHEN EMERGED
NOTES	
› Leans on hands to support self when sitting	DATE WHEN EMERGED
NOTES	
› Is shy or clingy with strangers	DATE WHEN EMERGED
NOTES	
› Shows several facial expressions	DATE WHEN EMERGED
NOTES	
› Looks when you call their name	DATE WHEN EMERGED
NOTES	
› Reacts when you leave	DATE WHEN EMERGED
NOTES	
› Babbles, like “mamama” and “bababa”	DATE WHEN EMERGED
NOTES	
› Looks for objects when dropped out of sight	DATE WHEN EMERGED
NOTES	
› Sits without support	DATE WHEN EMERGED
NOTES	
› Moves things from one hand to the other	DATE WHEN EMERGED
NOTES	

› Plays games like pat-a-cake	DATE WHEN EMERGED
NOTES	
› Waves bye-bye	DATE WHEN EMERGED
NOTES	
› Calls a parent “mama” or “dada”	DATE WHEN EMERGED
NOTES	
› Understands “no”	DATE WHEN EMERGED
NOTES	
› Puts something in a container	DATE WHEN EMERGED
NOTES	
› Looks for things they see you hide	DATE WHEN EMERGED
NOTES	
› Pulls to stand and cruises furniture	DATE WHEN EMERGED
NOTES	
› Picks up small things with thumb and finger	DATE WHEN EMERGED
NOTES	
› Copies other children while playing	DATE WHEN EMERGED
NOTES	
› Shows you an object they like	DATE WHEN EMERGED
NOTES	
› Claps when excited	DATE WHEN EMERGED
NOTES	

› Tries to say one or two words besides “mama/dada”	DATE WHEN EMERGED	
NOTES		
› Follows directions given with a gesture	DATE WHEN EMERGED	
NOTES		
› Points to ask for something	DATE WHEN EMERGED	
NOTES		
› Stacks at least two small objects	DATE WHEN EMERGED	
NOTES		
› Takes a few steps on their own	DATE WHEN EMERGED	
NOTES		
› Points to show you something interesting	DATE WHEN EMERGED	
NOTES		
› Helps you dress them	DATE WHEN EMERGED	
NOTES		
› Tries to say three or more words	DATE WHEN EMERGED	
NOTES		
› Follows one-step directions without a gesture	DATE WHEN EMERGED	
NOTES		
› Copies you doing chores	DATE WHEN EMERGED	
NOTES		
› Walks without holding on	DATE WHEN EMERGED	
NOTES		

› Scribbles	DATE WHEN EMERGED	
NOTES		
› Drinks from an open cup	DATE WHEN EMERGED	
NOTES		
› Notices when others are hurt or upset	DATE WHEN EMERGED	
NOTES		
› Says at least two words together	DATE WHEN EMERGED	
NOTES		
› Points to things in a book when asked	DATE WHEN EMERGED	
NOTES		
› Points to a couple of body parts	DATE WHEN EMERGED	
NOTES		
› Follows two-step directions	DATE WHEN EMERGED	
NOTES		
› Kicks a ball	DATE WHEN EMERGED	
NOTES		
› Runs	DATE WHEN EMERGED	
NOTES		
› Eats with a spoon	DATE WHEN EMERGED	
NOTES		
› Plays next to and sometimes with other children	DATE WHEN EMERGED	
NOTES		

› Says about 50 words	DATE WHEN EMERGED	
NOTES		
› Uses two or more words with an action word	DATE WHEN EMERGED	
NOTES		
› Uses things to pretend	DATE WHEN EMERGED	
NOTES		
› Knows at least one color	DATE WHEN EMERGED	
NOTES		
› Follows two-step instructions	DATE WHEN EMERGED	
NOTES		
› Jumps off the ground with both feet	DATE WHEN EMERGED	
NOTES		
› Takes some clothes off	DATE WHEN EMERGED	
NOTES		
› Calms within about 10 minutes after you leave	DATE WHEN EMERGED	
NOTES		
› Notices other children and joins their play	DATE WHEN EMERGED	
NOTES		
› Talks well enough for others to understand most of the time	DATE WHEN EMERGED	
NOTES		
› Asks who, what, where, or why	DATE WHEN EMERGED	
NOTES		

› Says their first name	DATE WHEN EMERGED	
NOTES		
› Draws a circle when shown how	DATE WHEN EMERGED	
NOTES		
› Puts on some clothes by self	DATE WHEN EMERGED	
NOTES		
› Uses a fork	DATE WHEN EMERGED	
NOTES		
› Pretends to be something else in play	DATE WHEN EMERGED	
NOTES		
› Comforts others who are hurt or sad	DATE WHEN EMERGED	
NOTES		
› Says sentences with four or more words	DATE WHEN EMERGED	
NOTES		
› Answers simple questions	DATE WHEN EMERGED	
NOTES		
› Names a few colors	DATE WHEN EMERGED	
NOTES		
› Draws a person with three or more body parts	DATE WHEN EMERGED	
NOTES		
› Catches a large ball most of the time	DATE WHEN EMERGED	
NOTES		

› Holds a crayon between fingers and thumb	DATE WHEN EMERGED
NOTES	
› Follows rules and takes turns in games	DATE WHEN EMERGED
NOTES	
› Does simple chores at home	DATE WHEN EMERGED
NOTES	
› Tells a story with at least two events	DATE WHEN EMERGED
NOTES	
› Keeps a conversation going across several turns	DATE WHEN EMERGED
NOTES	
› Counts to 10	DATE WHEN EMERGED
NOTES	
› Writes some letters in their name	DATE WHEN EMERGED
NOTES	
› Buttons some buttons	DATE WHEN EMERGED
NOTES	
› Hops on one foot	DATE WHEN EMERGED
NOTES	
› Recognizes or reads some simple words	DATE WHEN EMERGED
NOTES	
› Writes their first and last name	DATE WHEN EMERGED
NOTES	

› Counts and does simple addition

DATE WHEN EMERGED

NOTES

› Sustains attention through a short lesson

DATE WHEN EMERGED

NOTES

› Plays cooperatively and makes friends

DATE WHEN EMERGED

NOTES

› Manages dressing, toileting, and hand-washing independently

DATE WHEN EMERGED

NOTES

Adaptive & functional skills

The everyday, real-life skills that adaptive measures (like the ABAS-3 or Vineland) look at, in plain language. Track each skill the same way: date it emerged, and notes for support that helps.

COMMUNICATION & LANGUAGE

- | | | |
|---|----------------------|----------------------|
| › Understands familiar words and directions | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Expresses wants and needs (words, signs, gestures, or a device) | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Has back-and-forth exchanges | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Answers and asks simple questions | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |

SELF-CARE

- | | | |
|---|----------------------|----------------------|
| › Eats and drinks with growing independence | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Manages a range of food textures | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Dresses and undresses | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Toileting | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |
| › Washing, brushing teeth, grooming | DATE WHEN EMERGED | <input type="text"/> |
| NOTES | <input type="text"/> | |

HOME & COMMUNITY

- › Helps with simple home routines

DATE WHEN EMERGED

NOTES

- › Handles transitions and outings

DATE WHEN EMERGED

NOTES

- › Behaves safely in public places

DATE WHEN EMERGED

NOTES

PRE-ACADEMICS

- › Recognizes letters, numbers, colors, shapes

DATE WHEN EMERGED

NOTES

- › Early counting

DATE WHEN EMERGED

NOTES

- › Early drawing and writing

DATE WHEN EMERGED

NOTES

HEALTH & SAFETY

- › Recognizes everyday dangers and follows safety rules

DATE WHEN EMERGED

NOTES

- › Shows or tells when hurt or sick

DATE WHEN EMERGED

NOTES

- › Takes medicine with help

DATE WHEN EMERGED

NOTES

SELF-DIRECTION

› Starts and finishes simple tasks

DATE WHEN EMERGED

NOTES

› Follows a routine

DATE WHEN EMERGED

NOTES

› Waits and takes turns

DATE WHEN EMERGED

NOTES

› Manages impulses with support

DATE WHEN EMERGED

NOTES

SOCIAL & PLAY

› Plays near and then with other children

DATE WHEN EMERGED

NOTES

› Shares and takes turns

DATE WHEN EMERGED

NOTES

› Begins to make friends

DATE WHEN EMERGED

NOTES

› Notices others' feelings

DATE WHEN EMERGED

NOTES

GROSS MOTOR

› Runs

DATE WHEN EMERGED

NOTES

› Jumps with both feet

DATE WHEN EMERGED

NOTES

› Climbs and comes down stairs

DATE WHEN EMERGED

NOTES

› Balances or stands on one foot

DATE WHEN EMERGED

NOTES

› Throws or kicks a ball

DATE WHEN EMERGED

NOTES

FINE MOTOR

› Grasps and releases objects

DATE WHEN EMERGED

NOTES

› Stacks small objects

DATE WHEN EMERGED

NOTES

› Draws or scribbles

DATE WHEN EMERGED

NOTES

› Uses a fork and spoon

DATE WHEN EMERGED

NOTES

› Buttons and zips

DATE WHEN EMERGED

NOTES

› Coordinates both hands together

DATE WHEN EMERGED

NOTES

MOTOR NOTES (WALKING, BALANCE, COORDINATION, GRASP, HANDWRITING, TONE)

Communication profile

How your child communicates today, and the early speech timeline. Check all that apply.

PRIMARY WAY MY CHILD COMMUNICATES RIGHT NOW

- ☐ Gestures or pointing
 ☐ Single words
 ☐ Short phrases
- ☐ Full sentences
 ☐ Sign language
 ☐ AAC device or app

EXPOSED TO LANGUAGES OTHER THAN ENGLISH? Y / N

LANGUAGES & ROUGH PERCENT (E.G. 80 / 20)

AGE FIRST BABBLED

AGE FIRST WORDS

AGE TWO-WORD COMBOS

AGE SHORT PHRASES

ONE OR TWO COMMUNICATION GOALS WE CARE ABOUT MOST

Feeding & oral-motor

Check anything you have seen, then add detail below.

- ☐ Gagging or choking
 ☐ Reflux
 ☐ Pockets food in cheeks
- ☐ Stuffs or crams food
 ☐ Drooling
 ☐ Limited food textures
- ☐ Strong food aversions
 ☐ Trouble chewing
 ☐ Trouble swallowing
- ☐ Uses a pacifier
 ☐ Thumb sucking
 ☐ Tongue thrust
- ☐ Snoring
 ☐ Still uses sippy or straw cup

CUP TYPE USED

FOODS MY CHILD AVOIDS

FEEDING NOTES (LATCH HISTORY, UTENSILS, MEALTIME SUPPORTS THAT HELP)

Allergies & reactions

List every known allergy, the reaction, what to do, and who diagnosed or manages it.

Allergies

ALLERGY	REACTION	TREATMENT / WHAT TO DO	DIAGNOSED / MANAGED BY

Medications

Current and past. Include vitamins and supplements if relevant.

Current medications

MEDICATION	DOSE	TIMES/DAY	PRESCRIBER	STARTED	REASON

Past medications & reactions

MEDICATION	DATES	PRESCRIBER	WHY STOPPED / REACTION

Surgeries, procedures & hospitalizations

Procedures

PROCEDURE / REASON	DATE	HOSPITAL	SURGEON / PROVIDER

Hospitalizations & ER visits

REASON	DATE(S)	WHERE	OUTCOME / NOTES

IMMUNIZATION NOTES (UP TO DATE? EXEMPTIONS? WHERE RECORDS ARE KEPT)

Diagnoses

Each formal diagnosis, who gave it, when, and what is being done about it.

Diagnoses

DIAGNOSIS	DIAGNOSED BY	DATE	CURRENT INTERVENTIONS / RESPONSE

Behavior, reinforcers & sensory

A picture of what is hard, what helps, and what your child loves. Check all that apply, then add detail.

BEHAVIORS WE SOMETIMES SEE

- | | |
|---|--|
| ☐ Hitting, kicking, or biting others | ☐ Pinching or scratching others |
| ☐ Spitting | ☐ Head-butting others |
| ☐ Self-injury (hitting or biting self) | ☐ Head-banging on surfaces |
| ☐ Property destruction | ☐ Eloping or running off |
| ☐ Sensory seeking or avoiding | ☐ Difficulty with toileting |
| ☐ Tantrums or meltdowns | ☐ Screaming or yelling |
| ☐ Repetitive behaviors | ☐ Trouble sleeping |

TRIGGERS & PATTERNS WE HAVE NOTICED (TIME OF DAY, SETTINGS, WHAT COMES BEFORE)

WHAT MOTIVATES & REWARDS MY CHILD

- | | |
|---|---|
| ☐ Edibles or snacks | ☐ Toys |
| ☐ Games | ☐ iPad or tablet |
| ☐ TV or movies | ☐ Music |
| ☐ Crafts | ☐ Outdoors |
| ☐ Time with parents | ☐ Time with peers |
| ☐ Words of affirmation | ☐ High fives or pats |
| ☐ Going out in the community | |

SPECIFIC FAVORITES (NAME THEM)

WHAT CALMS OR REGULATES MY CHILD

- | | |
|--|---|
| ☐ Singing | ☐ Spinning |
| ☐ Swinging | ☐ Lights |
| ☐ Twirling hair | ☐ Rocking |
| ☐ Deep pressure or squeezes | ☐ Quiet, low-stimulation space |

WHAT HELPS (STRATEGIES, ACCOMMODATIONS, SUPPORTS THAT WORK)

ANYTHING ELSE WORTH NOTING (OPEN SPACE, YOUR CALL WHAT TO INCLUDE)

Care team: doctors & specialists

Doctors & specialists

NAME	SPECIALTY	PRACTICE	PHONE	ACTIVE SINCE	NOTES

Care team: therapies & services

Therapists & services

NAME	DISCIPLINE (OT/SLP/PT/ABA...)	FREQUENCY	ACTIVE SINCE	LOCATION	PHONE	FOCUS / GOALS

A NOTE

This is your record to keep and update, a place to hold the whole picture so you are never starting from scratch. It is for organization, not medical or legal advice. Store it somewhere secure.