

Early Intervention

- Open Communication
- I love to hear from you about how the kids and their families are doing! You are my eyes and ears out in the field.
- Feel free to discuss concerns with me including: rapid progress or lack of progress, any changes that need to be made to the IFSP or if you would like me to visit during a session.
- I would like for you to be a part of the 6 month reviews and annual plans by either attending the meetings or by giving input on completed Outcomes and suggestions of new Goals. I am working on compensation for your time during these meetings.
- Compliance
- After the IFSP is written and your service is entered into GIFTS, we have 30 days to begin services.

- Time and Intensity of services should be followed as written in the Plan. If unable to have a scheduled session, please document reason. If you cancel the session, you must try to make it up.
- Progress notes must be written correctly:
- Exact Outcomes must be written on the note
- Include family training
- Include actual time and your signature
- Model activities for the parent/caregiver and then have them try it if you feel they need practice while you are there to help.
- Document missed sessions
- Look over examples of Outcomes and Notes
- Future desires
- The State is making an effort to move EI to a transdisciplinary approach. In this perfect world we would all sit around a table-perhaps weekly and discuss cases and

brainstorm activities for a specific child and family that one provider can administer. Ex. Child eligible for EI under communication but also has some minor large motor concerns. PT can do evaluation and if she agrees that these are minor concerns, she can give ideas to SI or ST to use during their sessions to address this issue.

- Thank you for working with me as I learn the world of Early Intervention. I have enjoyed meeting you and appreciate the time we spend together at VBA and in various homes during sessions. It is an honor to work with such successful professionals with good attitudes.
- Kristin, Freta and Judy:
- Thanks for all you do behind the scenes- your help, understanding and patience have made a big difference in my daily work.

Steps to Build a Functional Child Outcome

1. Read the short-hand version of the outcome from a family-centered, functional needs assessment (e.g., RBI) (e.g., eating and chewing)
2. Find out what routines this affects (lunch, dinner, restaurants)
3. Write "Child will participate in [the routine(s) in question]" (e.g., *Darcy will participate in at lunch and dinner times and at restaurants*)
4. Write "by ____ing," addressing the specific behaviors (e.g., *by chewing her food and moving food from side to side with her tongue*)
5. Add a criterion for demonstration the child has acquired the skill (e.g., *We will know she can do this when she eats one cup of food in this manner*)
6. Add another criterion for generalization, maintenance, or fluency, if appropriate
 - a. Across routines, people, materials, places, etc.
 - b. Over time (see following step)
 - c. Rate of behavior (e.g., *one time at lunch, one time at dinner, and one time at a restaurant*)
7. Over what amount of time? (e.g., *in 1 week*)

Whole outcome:

Darcy will participate in lunch and dinner times and in restaurants, by chewing her food and moving food from side to side with her tongue. We will know she can do this when she eats 1 cup of food in this manner, one time at lunch, one time at dinner, and one time in a restaurant in 1 week.

Family Goals

1. Preserve as much as possible of parent/child
2. measurable outcomes

Functional Goals

Useful verbs and phrases:

say hello

point

push/pull

put arms
in shirt

wave hello/
goodbye

hand a toy to
another child

pull pants
up/down

help tie
shoe

count

sort

run

go from
sit to
stand

follow one-,
two-, or three-
step commands

jump

crawl

swing

throw/catch

match

pedal

write

spell

sequence

hold a crayon
between finger
and thumb

say

throw

sing

cut out
basic
shapes

name

gesture

answer "wh" ques-
tions (who, what,
where, when, why)

use sign
language

Example Outcomes

The following examples are taken from real Routines-Based Interviews, which produced the informal goals below. The format for the observable goals, which is used interchangeably with "outcomes," and for the criteria are from our model for early intervention in natural environments (www.VanderbiltChildrens.com/earlyintervention).

Child-Level Goals

| Informal goal | Observable goal | Criteria for accomplishment (We will know he or she can do this when...) |
|--|---|--|
| Communicate his needs (drink, don't feel well, eat, more, play, TV, outside) | [Child] will participate in meals, play times, hanging out, and outside time by using words/phrases to communicate his needs. | He uses four single words in one day, for 3 consecutive days. Words to include and not be limited to: drink, go, eat, more, play, TV, outside, want more, don't feel well, my turn, help, all done, and names of favorite foods. |
| Eating with combination of textures; vegetables, fruits | [Child] will participate in meals by eating foods having a combination of textures. | He eats 3 portions (1/4-1/2 cup/portion) of food with a combination of textures (e.g., pasta with sauce) in 1 week. |
| Hand washing—water rinsing | [Child] will participate in toileting and preparing for meals by washing his hands, including rinsing them. | He independently washes his hands, including rinsing, after toileting or on hearing that a meal is ready, 2 times a day for 5 consecutive days. |
| Identifying objects (in a book, on body), to see where he is cognitively | [Child] will participate in book reading, dressing, bathing, and toileting by pointing to named objects or body parts (e.g., <i>Where's the bunny?</i>). | He correctly points to 5 named (i.e., "Where's the bunny?") objects in books or 5 named body parts in 1 day. |
| Transitions (e.g., from park) when he has to stop doing something fun | [Child] will participate in outings to the park and play times at home by moving on to something else when he is told to. | He moves on to the next activity (e.g., begins walk home or to the car) with no fussing on 3 out of 5 transitions in a week for 3 consecutive weeks. |
| Making sounds (playing with Chris, diaper, reading, play, feeding) | [Child] will participate in playing with his father, diaper change, reading time, play time, and feeding by making sounds. | He makes 15 separate cooing or babbling sounds for 3 consecutive minutes during any three of these times of day in 1 day. |
| Responding to Julie and Chris during reading, play, meals | [Child] will participate in reading time, play time, and meals by responding to his parents. | He makes a sound or looks at Julie or Chris within three seconds of their trying to get his attention, once in each of these times of day, for 3 consecutive days. |

| Informal goal | Observable goal | Criteria for accomplishment (<i>We will know he or she can do this when...</i>) |
|---|---|--|
| Reach (playing on floor, bath, swim class, music, feeding) | [Child] will participate in playing time on the floor, bath, swim class, music, or feeding by reaching for people or objects | He reaches his arm towards a person or object once in any 3 of these times of day for 3 consecutive days. |
| Bating for toys and splashing (play, bath) | [Child] will participate in play and bath times by bating toys and splashing, respectively. | He bats 5 times at toys in a 15 minute play time or splashes 5 times during a bath time on 3 consecutive days. |
| Grasp things in front of him (music, bath, feeding) | [Child] will participate in music, bath, and feeding by grasp objects in front of him. | He grasps an object once at each of these 3 times of day in a day, for 3 consecutive days. |
| Rolling both ways, pushing up (play) | [Child] will participate in play time on the floor by rolling from his stomach to his back, rolling from his back to his stomach, and pushing up on his arms. | He does each of these movements in 1 play time on 3 different days in 1 week. |
| Sitting unassisted (music, bath, feeding) | [Child] will participate in music, bath time, and feeding by sitting unassisted. | He sits without support in each of these times of day for 3 minutes in 1 day. |
| Samantha communicate, esp. "I love you" at wake up and what to eat at meals | Samantha will participate in waking up time and meals by communicating. | She says, "I love you" 3 times in 1 week, when Sue enters her room, and when she names 2 foods (i.e., not in view) she wants in 1 week. |
| Eat without stuffing | Samantha will participate in meals by chewing and swallowing her food, one mouthful at a time. | She puts one spoonful of food in her mouth, chews it, and swallows it, before putting the next spoonful in her mouth, 4 times in a meal for 5 consecutive meals. |
| Cup drinking | Samantha will participate in meals by drinking from a cup. | She drinks 3 oz from a cup with no lid, with no spilling, during every meal for 5 consecutive days. |
| Eat with utensils | Samantha will participate in meals by eating with utensils. | She uses a spoon or fork for 5 minutes in lunch AND dinner for 5 consecutive days. |
| Potty training | Samantha will participate in toileting by indicating she needs to go. | She indicates she needs to go (i.e., before an "accident") 5 times in 1 week. |
| Dressing independently | Samantha will participate in dressing time by putting on her clothes independently. | She puts on her shirt, pants, and socks or shoes, without any help, for 5 days in 1 week. |

| Informal goal | Observable goal | Criteria for accomplishment (<i>We will know he or she can do this when...</i>) |
|--|---|--|
| <p>Play with toys appropriately at hanging-out times</p> <p>Emily will extend arms at dressing</p> | <p>Samantha will participate in hanging-out times by playing with toys appropriately.</p> <p>Emily will participate in dressing time by extending her arms.</p> | <p>She plays appropriately (by parents' judgment) with 3 different toys for 3 minutes each in 1 week.</p> <p>She pushes her arms through the sleeves of her shirt, without help, 7 times in 1 week.</p> |
| <p>Play without head banging (because of child care)</p> | <p>Emily will participate in play times by playing without banging her head.</p> | <p>She goes for the entire day without banging her head for 5 consecutive days.</p> |
| <p>Communicate Mamma, no, up, cup, Dada, etc.</p> | <p>Emily will participate in meals, play time, and waking up time by using words.</p> | <p>She uses at least 3 different words at 3 separate times in 1 day.</p> |
| <p>Sit in car seat without self-stimulating with middle strap (for social reasons)</p> | <p>[Child] will participate in car rides without self-stimulating.</p> | <p>She plays with objects, points, sings, and talks, without self-stimulating every day for 2 weeks.</p> |
| <p>Walk faster</p> | <p>Emily will participate in outings by keeping up with her parents while walking.</p> | <p>She can walk 1 yard in 2 seconds for 20 yards, with one hand held, on three occasions per outing, once at the grocery store, once at the mall, and once at church.</p> |
| <p>Jenevae will move independently (like crawling)</p> <p>Learn to play with more complicated toys</p> | <p>Jenevae will participate in toy play by moving independently.</p> <p>Jenevae will participate in toy play by playing with toys that require different behaviors.</p> | <p>She moves forward on her tummy 24 inches to obtain a toy or person, twice a day for 3 consecutive days.</p> <p>She plays with 5 toys, using 3 different behaviors (e.g., putting in, taking out, rolling, turning a handle, opening, closing) with each toy, during 5 consecutive days.</p> |
| <p>Say words</p> | <p>Jenevae will participate in waking up, meals, and play time by saying words.</p> | <p>She says 1 identifiable word, not in imitation, during waking up, 1 meal, and play time in 1 day.</p> |
| <p>Pulling to stand</p> | <p>Jenevae will participate in waking up, play time, hanging out time, and outside time by pulling to stand.</p> | <p>She pulls herself to stand in 2 of the 4 times of day identified for 5 consecutive days.</p> |
| <p>Come to sitting</p> | <p>Jenevae will participate in waking up, play time, and hanging out time by coming to sitting.</p> | <p>She can move from being on her tummy to sitting, independently, once at waking up, once at play time, and once at hanging out time, in 1 day, for 3 consecutive days.</p> |

| Informal goal | Observable goal | Criteria for accomplishment (<i>We will know he or she can do this when...</i>) |
|--|--|---|
| Stephan and Renée stay with parents when go out | Stephan and Renée will participate in outings by staying with their parents. | They remain within 10 feet of their parents on every outing for 3 consecutive weeks. |
| Dressing | Stephan will participate in dressing and bath time by dressing himself | He puts on all his clothes with no physical assistance at both morning and evening (pajamas) dressing for 7 consecutive days. |
| Table manners and feeding | Stephan will participate in meals by using good manners and eating appropriately. | All rates his table manners as adequate and his eating as appropriate for 5 dinners a week for 3 consecutive weeks. |
| Stephan follow bedtime routine | Stephan will participate in bedtime by following the routine. | He plays for 30 minutes, brushes his teeth, participates in family time, and stays in bed on 4 nights a week for 3 consecutive weeks. |
| Adam— independent at dressing | Adam will participate in morning and evening dressing by dressing himself. | He puts on all his clothes (pajamas at night) in the morning and at night, with no physical assistance, on 4 days a week for 3 consecutive weeks. |
| Independent eating (using utensils, initiating clearing table) | Adam will participate in meals by using utensils independently and by initiating clearing the table. | He uses utensils independently for 15 minutes once a day for 5 consecutive days and initiates clearing the table 5 days a week for 3 consecutive weeks. |
| Play with toys and people at the same time | Adam will participate in play time by playing with toys and people at the same time. | He plays associatively or cooperatively with toys and people for 15 minutes during 1 play time a day for 5 consecutive days. |
| Participate in conversations (vs. just getting needs met) | Adam will participate in meals and hanging out by conversing (not just trying to get needs met). | He engages in back-and-forth conversations for 5 minutes twice a day for 3 consecutive days. |
| Meals without "attacking" Paige (sister) | Adam will participate in meals by behaving appropriately, not attacking Paige. | He eats dinner for 3 consecutive weeks, every night, without hitting Paige. |
| More varied foods [a very common priority in many families] | Adam will participate in meals by eating a variety of foods. | He eats one vegetable, one protein, and one carb at lunch and at dinner on 4 lunches and 4 dinners a week for 3 consecutive weeks. |
| Adam play with toys more | Adam will participate in play and hanging-out times by playing with toys. | He plays with a toy for at least 3 minutes once a day, for 5 days a week, for 3 consecutive weeks. |

| Informal goal | Observable goal | Criteria for accomplishment (<i>We will know he or she can do this when...</i>) |
|--|---|--|
| Potty training | Adam will participate in toileting by going to the potty. | He uses the potty independently, after a verbal prompt, 3 times a day, every day of the week, for 3 consecutive weeks. |
| Communicate what he wants | [Child] will participate in meals, play times, and hanging out by communicating what he wants. | He uses single signs or words to request spontaneously or to answer to "What do you want?" at all three times of the day, every day for a week, for 3 consecutive weeks. |
| Sleeping on good schedule | [Child] will participate in nighttime sleeping by going to bed on time and staying in bed through the night. | He goes to bed _____ p.m. and stays in bed until _____ a.m. for 7 consecutive nights. |
| Potty awareness | [Child] will participate in toileting by indicating he needs to go potty. | He pats his diaper, heads to the potty, or says "Potty" 3 times while still dry, followed by successful elimination, a day for 5 consecutive days. |
| Reduce number of meltdowns | [Child] will participate in play times, transitions, and meals by behaving appropriately and not having a meltdown. | He is engaged in all three kinds of situations, without having a tantrum, on 4 days a week, for 3 consecutive weeks. |
| Sit at table at lunch and dinner, at Grandma's, and at restaurants | [Child] will participate in lunch, dinner, at Grandma's, and at restaurants by sitting at the table. | He sits at the table for 15 minutes in 2 of the following situations per day: lunch, dinner, Grandma's, and restaurants, for 7 consecutive days. |
| Sit for haircut | [Child] will participate in haircuts by sitting still. | He sits for 10 minutes during each of 3 consecutive haircuts. |
| In store, "contingency awareness" (accept bribes!) | [Child] will participate in going to the store by behaving appropriately | He behaves appropriately after being promised a reward for good behavior on 3 out of 5 outings. |
| Play with other kids | [Child] will participate in play dates by playing with other kids. | He engages in associative or cooperative play with another child for 10 minutes, twice a week, for 3 consecutive weeks. |
| Play or hang out in early morning without fussing | [Child] will participate in waking up by playing without fussing. | He plays without fussing during 4 waking-up times a week, for 3 consecutive weeks. |
| Forming words—book reading, calling people, when frustrated | [Child] will participate in book time, play time, and hanging-out time by using single words or signs. | He uses 10 understandable signs or words by [date]. |

| Informal goal | Observable goal | Criteria for accomplishment (<i>We will know he or she can do this when...</i>) |
|--|--|--|
| More engaged with an activity at play times, dinner time, while [Sister's] doing things. Entertain himself | [Child] will participate in play times, dinner time, and while [Sister] is playing by being engaged with an activity. | He remains engaged with an activity, without requiring attention, for 15 minutes, once a day during one of these times of day, for 5 consecutive days. |
| Feed himself with a spoon | [Child] will participate in meals by feeding himself with a spoon. | He eats a bowlful of food (approximately 25 scoops) with little spilling during 1 meal a day for 7 consecutive days. |
| Cup drinking | [Child] will participate in meals by drinking from a cup without a lid. | He drinks 4 ounces from a cup with no lid, 3 times a day, every day for 3 consecutive weeks. |
| Walking—play times, hangin' out | [Child] will participate in play and hanging-out times by walking. | He walks 10 steps independently during these times, twice a day, every day for 2 weeks. |
| Initiate an interaction with a friend, using his or her name | [Child] will participate in free play, outside play, and centers by initiating interactions, using a child's name. | He initiates interactions, using a child's name, in two out of the situations (routines) given, in a day, for 5 consecutive days. |
| Play back and forth with an adult (taking turns) | [Child] will participate in play and hanging-out times by taking turns with an adult. | He engages in 6 turns in at least 1 of 3 different kinds of games and, at minimum, in every 1 of the 3 games in 1 week, for 3 consecutive weeks. |
| Drink from a sippy cup independently | [Child] will participate in meals by drinking from a sippy cup, independently. | He drinks 4 oz from a sippy cup, with no physical assistance, 3 times a day for 7 consecutive days. |
| Stay with one activity at centers for a reasonable time | [Child] will participate in centers by spending 5 minutes at any one activity. | He spends 5 minutes at any 1 centers activity on 3 days a week for 3 consecutive weeks. |
| Play with toys instead of wandering around the room | [Child] will participate in free play by playing with toys instead of wandering around the room. | He plays with toys for 5 minutes out of every 15 minutes of free play, twice a day, on 3 days a week, for 3 consecutive weeks. |
| Color efficiently, holding the crayon in a more sophisticated manner | [Child] will participate in art by holding the crayon with the point coming out the thumb side of his fist. | He colors in that fashion for most of the time he is coloring during every art activity for three consecutive weeks. |
| Follow 2-step commands in the classroom | [Child] will participate in circle, centers, small-toy play, music, meals, and toileting by following 2-step commands. | He follows 2-step commands in three of the situations (routines) given every day for 3 consecutive weeks. |

Family-Level Goals

| Informal goal | Specific goal | By [date] | Criterion for accomplishment |
|---|--|---|---|
| Therapies more under Jo's control | Jo will revise the schedule of [Child's] therapies to suit her own needs | By [date] | |
| Child care when Jo needs longer term care (e.g., during her medical treatments) | Jo will have child care lined up for when she needs longer term care | By [date] | |
| Information on research, what other moms do, bedtime rituals | Julie will have information on research relevant to her child, on what other parents of similar children do, and on bedtime routines. | By [date] | |
| Time for Chris and Julie together [a very common outcome in many families] | Chris and Julie will have 3 nights out. | By [date] | |
| Sue get a new job | Sue will have information about potential new jobs | By [date] | |
| New beds for kids Time for Gina to play with Maria and Emily (15-30 mins) | Sue will get new beds for the children Gina will play with Maria and Emily, together, for 15-30 minutes a day. | By [date] 4 days in 1 week. | |
| Down time before dinner for family | Gina will arrange for the family to have down time before dinner | 3 nights a week for 3 weeks. | |
| Find child care | Gina will find acceptable child care for Emily. | By [date] | |
| Maria (sister) cooperate | Maria will participate in play time, dressing, and meals by cooperating. (Alternative if sibling outcome is unacceptable in a system) Gina will get Maria to cooperate. | She does what she's told within 5 seconds 5 times a day for 5 consecutive days. Gina will get Maria to do what she's told within 5 seconds 5 times a day for 5 consecutive days. | |
| Hobby for Andrew (not video, not car) | Andrew will acquire a new hobby. | By [date] | He participates in the activity at least once a week for 8 weeks. |
| Andrew to college | Andrew will enroll in a college course | By [date] | |

| Informal goal | Specific goal | Criterion for accomplishment |
|--|---|--|
| Info re: financial help | Ana and Andrew will have information about financial resources they might be eligible for. | They can list 4 investigated resources. |
| Lower Ana's stress | Ana will lower her stress levels. Ana will spend time without family, while Jenevae is in trustworthy child care. | She reports less stress by [date]. She spends 2 hours a week without family, while Jenevae is in trustworthy child care. |
| Info on child care | Ana will have information on child care. | She has the names of three resources for child care. |
| Choose right kindergarten | Ali will choose a kindergarten with which she is happy. | By [date] |
| Friends for Stephan | Ali will provide Stephan with opportunities to make friends. | She has five play dates by [date]. |
| Time for whole family at bedtime | The whole family will spend time together at the children's bedtime. | They spend 15 minutes, 4 nights a week for 3 consecutive weeks. |
| Less chaotic when Ali comes home | Family time will be peaceful when Ali comes home. | Ali judges the first 30 minutes of re-entry as peaceful, 4 days a week for 3 consecutive weeks. |
| Do more things with Paige and Hailey (sisters of client child) | Rachel will spend time with Paige and Hailey. | She does one activity a day, on Mondays-Fridays, with Paige and Hailey for 3 consecutive weeks. |
| Rachel—info re: sleep and autism spectrum disorder | Rachel will have information on sleep and autism spectrum disorder. | By [date]. |
| Jeff do things with Adam | Jeff (father) will do things with Adam. | He engages in 1 15-minute activity a day, every day of the week, for 3 consecutive weeks. |
| Family go somewhere after 5:00, without tantrums | The family will go out after 5:00, without [the child's] having a tantrum. | They go out once a week with no tantrums, for 3 consecutive weeks. |
| Creative things to do with children | Natasha will engage in creative activities with the children. | She engages in 4 creative activities a week for 3 consecutive weeks. |
| Monitor allergy | Natasha will monitor [child's] allergies. | She records every day for 3 consecutive weeks whether he showed symptoms. |

| Informal goal | Specific goal | Criterion for accomplishment |
|---|---|---|
| Teach Lauren to be flexible at play times | Natasha will teach Lauren to be flexible at play times. | Natasha shows she can teach Lauren by [date]. [This outcome could be stated as a child outcome for Lauren, the sister.] |
| Natasha work out with friends | Natasha will work out with friends | She works out with friends at least once a week for 4 consecutive weeks. |

Engagement

Independence

Social Relationships

Need to teach skills in context

Child needs to be able to transfer skills

FAMILY SUPPORT PROGRESS NOTE (sample of how to write one)

Child's name: _____ **Date of this service:** _____ (monitors look at the date of each progress note to (1) determine if a service was delivered within 30 days of being added to IFSP and (2) determine that services were delivered per stated Frequency on IFSP (2x month, 1x month, quarterly))

Service provided per the IFSP: _____ indicate here which service you provide (Speech, OT, PT, etc.)

IFSP Outcome(s): Indicate the outcome(s) as written on the IFSP (you were assigned to work). Keep in mind, you can put more than one outcome here but you should be able to show over a period of time that you worked on ALL of the outcomes indicated. For instance (and I made these up):

Outcome #1 R. will be able to use the names of familiar people and things in his environment.

Outcome #2 R. will be able to express his wants and needs.

Summary: You describe specifically activities you participated in, demonstrated or presented to parent and/or child on this date. Keep in mind that these activities should be *directly related to the functional outcome(s)*. We frequently see summaries of how well the child has been doing with no mention of what the child, caregiver and service provider did together for 30 minutes or 1 hour. Instead, we suggest complete sentences that lead with *action words* in *family-friendly* language. Notice this is written in complete sentences and family-friendly language since you will leave a copy with a plan for in-between visit activities for parents/caregivers.

Example of what we want (I know you have seen one before, but it is basic to say what happened): Today, in the home, R. and I reviewed (with mother) several picture books, naming objects (book, shoe, house, etc.) and animals (cat, ant, pig, and dog-we worked on saying "Buster"- family dog) and encouraged R to repeat. We moved onto four favorite family photographs; R. named each family member at least once; he repeated "Daddy" and "Mommy" at each presentation. He was unable to say Sara (sister), but showed interest in passing the photo back and forth. *(This paragraph was about naming familiar people and things)

We also reviewed picture books with food items and I demonstrated for Mom how to present "cereal", "milk" and "crackers" to begin working on wants and needs. Mother demonstrated effectively how to do this when paired with words and how to encourage a response. R. has done well during the last few sessions and is making excellent progress saying at least 20 new words in the last few weeks (mother confirms). He has begun using two-three word phrases. *(Reviewers considering appropriate reimbursement for services require this kind of detail.) (Express Wants/Needs)

Example of what we do not want: Mom said R. had not been sleeping well and was cranky today. He talks a little sometimes but it is hard to understand him because of articulation problems. He has improved though over the last few weeks. He can spontaneously say names and objects in books. He loves puzzles. (This is not a good note because it tells us the child is *cranky today* but making progress and loves puzzles. The note does not describe what occurred during 30 minutes to help meet outcomes)

Parent/Caregiver Plan: This is where you specify exactly what you want the parent to work on with the child during those everyday routines. Suggestions are not meaningful if they are not based on routines.

Example: I asked Mother to work with R. at breakfast and lunch on repeating words paired with food presentation. I also asked her to read the books shared today at bedtime or regular reading time, while taking the opportunity to name objects at Wal-mart, the park, in the car. I encouraged Mother (and subsequently Father) to encourage phrasing (two words).

Time Arrived/Departed: _____ per IFSP Intensity _____ **Provider Signature:** _____ must be signed _____

Parent/Caregiver Signature: _____ **Date:** _____

GRANNY'S EI HOUSE
Physical Therapy Progress Note

Child's Name: Gretel D. Smith

Date of Service: 2/6/07

EI Service as listed on the IFSP: Physical Therapy

IFSP Outcome: Gretel will hold her head up while held at the shoulder. Gretel will look at mom and dad's face. Gretel will look at light and lighted objects. Gretel will shake small rattles.

Summary: Today was a visit with Special Instructor to help Gretel's mom with various positions for play and positions that will help Gretel increase her strength to hold her head up and move her head to see toys and faces. I positioned Gretel on her side and showed them how to hold her supported in this position while she looks at lights. Gretel was fascinated by the lights on her monitor. This is a good position to encourage looking. Mom reported that Gretel does not like the shoulder position but was encouraged to continue doing that because it has helped her head control. On her tummy, I rolled a blanket and propped Gretel over it. I demonstrated how to measure the roll so that it supports Gretel under her arms and chest. Gretel tolerated this position much better than before and mom felt it was a position she could use to encourage Gretel to look at lights and faces. I also demonstrated sitting Gretel in the corner of the sofa to prop her for grasping and playing with toys in front of her.

Parent Plan: Mom was encouraged to use the above positions with Gretel to increase her head and truck control. Next visit, special instructor will reinforce these positions for play with Gretel and will help Gretel's mom use toys and faces to get Gretel's attention.

Physical Therapist's signature: Earl E. Intervention

Time: 8:40 to 9:35

CPT code: 97110

Parent/Caregiver signature: _____

Date: _____

Good Example

Babies R US EI Program

Occupational Therapy Progress Note

Child's Name: Heidi Brown

Date: 1/29/08

EI Service as listed on the IFSP: occupational therapy

Time: 3:10-4:40

IFSP Outcomes: Heidi will increase her attention span.

Summary:

The activities I worked on with Heidi today were signing/communication, attention to task, interactive games, peek-a-boo, singing with motion and sharing. Heidi played well with her friends. Everyone was encouraged to share, take turns and request a turn. Heidi started patting her chest with an open palm to request a turn. Heidi was able to follow through with her activities with some prompting.

Parent Plan:

- 1) As much as you can give Heidi opportunities to ask for a turn or request an item.
- 2) Encourage her to increase the length of time she plays with an object by redirecting her when she puts it down.

OT Signature: Ima Therapist

CPT code: 97110