**Early Intervention Activity Note**

**Child’s Name: Alice Allie DOB: 1/2/2016 ITOTS#: 123456**

**Date of Service: 7/5/2017 Location: home Length of Session in Minutes: 60**

**Participants: Alice, Mom, Educator, sibling**

**Service:\_Developmental Services\_\_** **Individual Early Intervention Activity:**  **Group Early Intervention Activity**

**IFSP Outcomes/Short Term Goals Addressed Today** 2a. Alice will be able to transition to a teacher or friend at school when Mom drops Alice off with less than a 5 minutes good bye period every daycare day for two weeks. 2b. Alice will greet her teacher and friends in the morning when she gets to daycare daily for two weeks. 2d. Instead of pulling Mom, Alice will use short phrases to tell Mom what she wants to eat 3 X day for two weeks.

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| **Narrative Summary of the Early Intervention Session** | |
| * Information from family/caregiver about what has happened since last session including progress on joint plan developed at previous session. * Details of how the provider supported the family/caregiver in a routine or activity related to goals and outcomes; strategies practiced and child’s response. * Specific examples of how the family/caregiver participated in the session including strategies practiced with the child and the child’s response. * Ongoing Assessment: documentation of child’s skills observed and/or reported by family/caregiver including:   + Child’s progress in relation to the IFSP outcomes/ short-term goals.   + New functional skills (if any) in any of the three global outcome areas. * Documentation of joint planning for implementation of strategies and supports between visits during the family/caregiver daily routines and activities. | **Progress Since Last Visit (caregiver report):** Mom reports that Alice is doing a little better with drop off at school, but is still not talking to her regular teachers. Mom reports that sometimes the teachers do ask her to leave. I reminded mom that the longer she stays in the morning, the harder the transition for Alice. Mom knows the teachers tell her the same thing, but she feels so guilty leaving when Alice is crying and upset. Joint Plan: Mom to drop her off at the front and allow the workers to take her to the class.  **Parent Participation:**  No specific examples of participation or child’s response  Discussed progress since last visit  Reported on strategies that have been implemented  Gathered toys/materials for session  Practiced intervention techniques  Problem-solved with Educator on intervention implementation  Facilitated routine activities  Asked questions related to development  Planned next session  **What the child did in relation to IFSP outcomes/goals:** Alice was just eating a snack when I arrived and she was finishing up eating some corn on the cob. She was heard to ask Mom for more corn.  Goals: 2a - *Mom is usually dropping her off and taking off quickly to get to work, the mornings have been mostly easy for mom but not for Alice.*  Goals: 2b - *She is just starting to open up at school and for the first time was heard to tell one of the teachers what she was holding.*  Goals: 2d - *Goal is met, she is using phrases at home with Mom as long as it is just her and family.*  **Daily Routine Follow Up:**  See above – Is this the same joint plan from previous session? What are the strategies and supports that mom will use?  **Treatment Modalities Utilized:**  Receptive Language Skills Training, Expressive Language Skills Training,  Behavior Modification, Sensory Integration -  Details of how provider supported the family in a routine or activity – what is the routine or activity? |

**Provider(s) Printed Name(s), Signature(s) & Credentials: Ellie Educator, M. Ed.**

**Date: 7/5/2017 Next Visit Scheduled (Date & Time): 7/19 @ 11:15**