**Early Intervention Activity Note**

**Child’s Name: Marcus Marks DOB: 5/5/2015 ITOTS#: 123456**

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

**Participants: Marcus, Mom, Educator**

**Service:\_Developmental Specialist**  **Individual Early Intervention Activity:**  **Group Early Intervention Activity**

**IFSP Outcomes/Short Term Goals Addressed Today** Marcus will follow two step directions the first time he is told during clean-up time, meal time, snack time, and getting ready to leave the house twice a day for one week.

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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. | When I arrived in the classroom, the children were playing with toys. Ms. Smith reported that Marcus had been doing a better job following two step directions when she made sure he was looking at her when she spoke. Ms. Smith prompted the children to put away their toys and join her on the rug for circle time. Marcus ignored the direction and kept playing with the toy cars. I walked over to Marcus, took his hand and began leading him to the rug. Ms. Smith reminded me that they did not require children to participate in circle time as long as they were not disturbing others. I explained to Ms. Smith that we were working with Marcus on following simple directions and if we allowed him to ignore some directions he would not follow any. Marcus yanked his hand away and ran back to the toy cars. I walked over to Marcus, took his hand again and tried to lead him to the rug. Marcus began to cry and scream. Ms. Jones came over to Marcus and tried to soothe him. I talked with her about consequences for not following directions to encourage him to join the group when asked the first time.   * Consider the reader   + “Judgmental” feel; - the provider knows more than Ms. Smith and she should do things the provider’s way * What does the note say about you as a provider?   + Feels as if provider wants the teacher to change her classroom management policies to fit the provider’s needs rather than the provider working within the routines and activities of the classroom. * What’s missing?   + Joint plan for next session. |

**Provider(s) Printed Name(s), Signature(s) & Credentials: Donna Darling M. Ed.**

**Date: 7/5/2017 Next Visit Scheduled (Date & Time): 7/12 @ 11:30**