**Early Intervention Activity Note**

**Child’s Name: Benji Bens DOB: 7/13/15 ITOTS#: 123456**

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

**Participants: Benji, Mom, Occupational Therapist, Educator**

**Service:\_Vision**  **Individual Early Intervention Activity:**  **Group Early Intervention Activity**

**IFSP Outcomes/Short Term Goals Addressed Today** Benji will look down to see items and reach for them to use them purposefully during meal time, snack time and play time three times 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. | Benji, mother, and father were present at home for session. Ms. Amy was also present for joint session. Parents shared that Benji has his eye exam appointment coming up. Father wants to have Benji wear his glasses so he will not press on his eyes as much. Parents are afraid of Benji’s eyes being pushed back or sunken. Providers shared strategies to have Benji more engaged in activity where Benji will be busy enough to limit pressing on the eyes. Parents also shared that Benji looks down when going down the stairs and holds either one of parents’ hands on outings.  Worked toward IFSP goals related to vision. Benji played with his laptop and touch music screen. Benji practiced looking down at the toys.  Benji is very active and spoiled. Mother has started to be firmer during meal times and Benji will listen to mother and will eat what family provides. Benji is usually left alone to play with his toys or move around. Therefore, Benji will lie down on the floor to look at bright lights in the home or get pleasure from bodily sensations as well as repeating everything that he hears.  Family will narrate little more in detail of what Benji is doing, such as using all five senses to explore and describe. Family will anticipate and give Benji sense of time and sequence of events by asking Benji to do an activity before going outside to play. Family will continue to expose colors and shapes around the house for Benji to find. Family will also be firm about things needed to be done such as diaper change or sitting down to eat. Family will use simple directions and show actions to follow rather than trying to please Benji by talking nonstop. Next session will explore dance and movements.   * Consider the reader   + Judgmental Language – “spoiled”, “left alone to play”, “talking non-stop” * What does the note say about you as a provider?   + Why will next session explore dance and movements – there is nothing in the note documenting parent’s interest in addressing this. This feels therapist driven rather than family driven.   + Last paragraph reads like a therapist driven “to do list” rather than a joint plan developed with the family. * What’s missing?   + Update from previous session and progress on joint plan   + What did the each provider do?   + What did the family do? |

**Provider(s) Printed Name(s), Signature(s) & Credentials: Sally Sees, Orientation and Mobility Specialist**

**Date: 7/5/2017 Next Visit Scheduled (Date & Time): 7/20 @ 11:30**