

Early Intervention Session Note

Optional Local ID # (if required)								Date	Time in	Time out	Units*
Name of Child		Provider/Agency				Type of Service			Type of Session		Location of Session
						OT <input type="checkbox"/> PT <input type="checkbox"/> ST <input type="checkbox"/> SI <input type="checkbox"/> Other:			Initial <input type="checkbox"/> Ongoing <input type="checkbox"/> <input type="checkbox"/> Other:		
Outcome(s)/Goals(s) from IFSP/IEP currently addressed: Outcome number and enough text to identify outcome Specific targets to reach outcome(s)/goal(s): Identify the observable, measurable child target(s) that were addressed during the visit. WHAT the caregiver would like to see or hear the child do.											
Child and family outcome updates including updates on targets from family plan for between sessions: Note any changes to the child and family well being. Review family plan for practice between visits created in the previous session. Include what the child did, how the caregiver helped the child, and when/where they were able to practice. Revisit child outcomes on IFSP and solicit family feedback on child's current status toward outcome achievement.											
What we did today to address the outcome(s) and reach session targets: What routines were practiced to embed strategies to support child learning? Include how intervention was embedded within activities and routines, family participation and how strategies were used. Describe how you assisted the family/caregiver to use strategies and techniques to help the child reach targets and outcomes within their typical routines. Use action words to note what you did and during what routine or activity? Did you describe, demonstrate, show, guide, discuss? Note caregiver participation within the identified activities. ("caregiver tried wait time during...", "used environmental arrangement when...", "practiced decreasing support as...") Include child response to strategy caregiver used. ("caregiver tried wait pausing...it worked to child...")											
Coaching strategies used in routines: <input type="checkbox"/> Observation <input type="checkbox"/> Direct teaching <input type="checkbox"/> Demonstration with narration <input type="checkbox"/> Guided practice <input type="checkbox"/> Caregiver practice <input type="checkbox"/> Specific feedback <input type="checkbox"/> Problem solving <input type="checkbox"/> Reflection <input type="checkbox"/> Other:											
Describe progress of target(s) identified in session plan and practiced in session: Target 1 <u>target(s) toward IFSP outcome addressed during the session, progress determination based on discussion with the caregiver</u> <input type="checkbox"/> Completed target as described <input type="checkbox"/> Some/partial target use <input type="checkbox"/> Not yet <input type="checkbox"/> Did not practice Target 2 _____ <input type="checkbox"/> Completed target as described <input type="checkbox"/> Some/partial target use <input type="checkbox"/> Not yet <input type="checkbox"/> Did not practice											
Family plan for between sessions: Caregiver reviews plan to use what they learned/practiced this visit to help child reach targeted skills. What? (Targets): will the caregiver see/hear the child do before the next session? How? (Strategies): will they help their child progress toward this target(s)? When & Where? (Routines & locations): will this work best? Be meaningful and functional? Fit in their routines? Increase opportunities? Who? (Which caregiver or caregivers): will use these strategies and techniques to help the child? What will success look like for the family? What will the child do or say to let the family know that HOW they are helping is moving the child closer to reaching the target?											

Early Interventionist Name/Title/

Signature/Phone Number:

Parent/Caregiver Name/Signature:

Service Coordinator Name:

Date and Time of Next Session:

*Codes for missed session: CA-Child Absent PA-EI Professional Absent NS-No Show AON-Act of Nature

GUIDANCE FOR WRITING EARLY INTERVENTION SESSION NOTES

Session notes must be completed each time you provide service. You must also document when a planned session does not occur. A copy of your note (paper or electronic) must be shared with the family and/or caregiver in a reasonable amount of time following the session to facilitate use of their plan for between sessions. Write objectively and legibly. Avoid jargon and use people first language.

UPDATES

Questions to prompt discussion with caregiver(s):	<i>Examples of documentation</i>
<p>Assess child and family being.</p> <p>“How has Laura been? Did her cold go away?” “Is grandma out of the hospital?” “Has dad gotten any break from overtime duty?”</p> <p>Review family plan for practice between visits created in the previous session.</p> <p>“During our last visit, we tried using choices while getting dressed. How did it go?” “You were going to try putting the snack choices out of reach. How did that work?” “We played on the swings and in the sandbox last week. Did he ask for more?”</p> <p>Revisit child outcomes on IFSP and solicit family feedback on child’s current status to keep the “big picture” in focus.</p> <p>“We’re working on Cara’s vocalizations to help her develop words. What sounds have you heard this week? Is this still a priority?”</p>	<p><i>Laura was seen at the doctor this week for an ear infection.</i></p> <p><i>Dad is off overtime and was unable to take Joey to the park.</i></p> <p><i>Mom used choices during breakfast, he picked Cheerios. Emmet asked for more when he was on the swing and when he wanted juice for the first time yesterday.</i></p> <p><i>The grocery cart did not work because all Latoya wanted to do was play with the stuff in the cart.</i></p> <p><i>Danny helped put his clothes away but lost interest after 2 minutes.</i></p> <p><i>Mom has heard 3 new sounds, this continues to be a priority.</i></p>

WHAT WE DID TODAY

SPECIFIC COACHING STRATEGY	<i>Looks like and examples of documentation</i>
<p><u>Observation</u></p> <p>The primary role of the caregiver is to interact with the child; the role of the interventionist is to observe or gather data. Interventionist does not give specific feedback or suggestions. Interventionist is not a part of the activity though s/he may be in close proximity; s/he does not offer comments. Observations must last at least 20 seconds.</p>	<p>Interventionist observes mom and Sarah’s hand washing routine for at least 20 seconds and collects data on Sarah’s behaviors and her responses to mom’s prompts.</p> <p><i>Sarah smiled and brought her hands together each time Mom said “rub” during hand washing.</i></p>
<p><u>Direct Teaching</u></p> <p>The EI shares information about a specific strategy, routine, or child development with the intent for the caregivers to learn how to support their child in new ways. The child may or may not be included in the interaction until you have explained how to use the strategy and how it helps support development. A handout or video clip may be used for illustration.</p>	<p>“Mirroring is a strategy we can use to increase his imitation skills. To use this strategy we just do what he does and copy his actions. So, if he drops a block in the bucket, you drop a block. This will keep him engaged in the interaction and show him the power of imitation.”</p> <p><i>Explained the use of mirroring to Grandma during play.</i></p>
<p><u>Demonstration with Narration</u></p> <p>The EI takes the lead in demonstrating a strategy with the child while the caregiver observes. He or she sets up the demonstration by telling the caregiver what she is going to do, and why. The EI narrates during and after the demonstration with the purpose of showing the caregiver how to use the strategy. If the EI does not narrate the strategy, the caregiver does not benefit from seeing it directly</p>	<p>The Early Interventionist provides some hands-on trunk support at the hips to help the toddler maintain balance to take a few steps. During this time the EI explains where and why she is giving that support and then invites the caregiver to try.</p> <p><i>Showed Dad hand placement at hips and described how this helps with balance, Dad was ready to try as Joey toddled after the dogs.</i></p>

<p>and may not realize what the EI did to support the child. Demonstration may be repeated and should evolve into guided or caregiver practice with feedback</p>	
<p><u>Guided Practice</u> The EI and caregiver work as partners with the child and exchange roles in practicing intervention strategies in the context of a routine. The EI guides the interaction with specific suggestions about how to use a strategy. The caregiver has a turn (or multiple turns) to practice using the strategy with the child as the EI makes suggestions during the interaction or following the routine.</p>	<p>During snack, the Early Interventionist says, “Here are two goldfish for her to eat. Let’s see what happens if you wait a little longer before offering her more.”. Child eats and looks at mom and mom reaches out with another goldfish. The Early Interventionist prompts mom to say ‘more’ before giving her another goldfish. <i>Guided Mom to limit quantity, use wait time, and then model “more” when she looks and wants more goldfish.</i></p>
<p><u>Caregiver Practice</u> The caregiver takes the lead in interaction with the child as the EI observes and supports the interaction as needed. Support is offered by providing feedback specific to the caregiver or child’s behavior, offering encouragement, or asking a reflective question without interrupting the routine. The EI is less actively involved or ‘hands-on’ than in guided practice.</p>	<p>Mom is working on pausing to give Amy time to take a turn rather than asking “What’s that?” Mom and Amy look at a book together, mom waits after reading the title. Amy vocalizes and mom turns the page. Amy points, vocalizes, and looks up at mom to “tell” her about the picture. <i>Mom practiced pausing during book time, Amy responded by pointing, vocalizing, and looking to Mom.</i></p>
<p><u>Feedback</u> The EI offers performance-based comments about the caregiver’s use of strategies with the child or about the child’s behavior/ responses. Feedback may be specific (citing something the EI observed) or general in nature. Feedback may be provided during or after the routine and may be directed to the child or to the caregiver.</p>	<p>“Wow! You do such a good job of making sure she has lots of opportunities to make choices as you help her to get ready for childcare in the morning.” (Specific) <i>Pointed out Mom’s natural use of choices during their morning routine.</i> “Great job!” (General)</p>
<p><u>Problem Solving</u> The caregiver and early interventionist consider and discuss strategies to improve routines and outcomes. Both parties contribute, define, or clarify solutions to a problem, situation or concern and develop an action plan for when and how the strategy will be used in a routine.</p>	<p>EI: “He seems to throw the ball away from you- how do you think we could help him roll the ball toward you?” Mom: “Maybe if I hold the laundry basket he can throw the ball into the basket.” EI: “Let’s try it. You could even say ‘ready, set, go’ to get his attention.” <i>Brainstormed ways to encourage him to roll the ball to Mom on the playroom floor. She decided to try the laundry basket and “ready, set, go”.</i></p>
<p><u>Reflection</u> The EI supports the caregiver to reflect on a routine, home visit, strategy, or child progress. The EI may ask questions or make comments to encourage the caregiver to reflect. The EI may model his/her own reflections and impressions. The EI may also build or expand upon the caregiver’s comments to encourage continued reflection. Videos or other tools may be used to create opportunities for reflection.</p>	<p>EI: “Let’s watch the video together to see how he responded when you used environmental arrangement during breakfast. Tell me what you think made this work so well.” EI: “How do you think she did using the spoon today? What helped her?” EI: “What do you think helped him not only stay on the swing, but ask for more?” <i>Grandpa felt that highly motivating activities work best to keep him engaged and prompt him to ask for more.</i></p>

ADDITIONAL GUIDANCE

The session note format, along with annotated guidance for completion of each section of the session note can be found at www.pattan.net. A job aid with additional resources is also available at www.eita-pa.org.