

## Early Intervention Session Note

|  |  |                        |  |  |  |  |  |   |  |   |                         |                          |                 |
|--|--|------------------------|--|--|--|--|--|---|--|---|-------------------------|--------------------------|-----------------|
| <b>Optional Local ID # (if required)</b>   |  |                        |  |  |  |  |  |   |  | <b>Date:</b> 7/21/15  | <b>Time in:</b> 10:30am | <b>Time out:</b> 11:30am | <b>Units:</b> 4 |
| <b>Name of Child</b>   |  | <b>Provider/Agency</b> |  |  |  | <b>Type of Service</b>   |  | <b>Type of Session</b>  |  | <b>Location of Session</b>  |                         |                          |                 |
| Isaac Asimov   |  | E.I. Provider          |  |  |  | OT <input type="checkbox"/> PT <input type="checkbox"/> ST <input checked="" type="checkbox"/><br>SI <input type="checkbox"/> Other: |  | Initial <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/><br><input type="checkbox"/> Other: |  | childcare   |                         |                          |                 |
| <b>Outcome(s)/Goals(s) from IFSP/IEP:</b>  |  |                        |  |  |  |  |  |   |  |   |                         |                          |                 |
| Isaac will initiate communication to have his needs met during play and mealtime routines  |  |                        |  |  |  |  |  |   |  |   |                         |                          |                 |
| <b>Child and Family Outcome Update:</b>  |  |                        |  |  |  |  |  |   |  |   |                         |                          |                 |
| Isaac uses single words to communicate with adults. He waits until the teacher asks him what he wants and then he tries to answer her. Isaac tantrums when he does not get what he wants.  |  |                        |  |  |  |  |  |   |  |   |                         |                          |                 |
| <b>What we did today to address the outcome:</b> Include how intervention was embedded within <u>activities and routines, family participation and how strategies were used.</u>   |  |                        |  |  |  |  |  |   |  | <b>Strategies used:</b>   |                         |                          |                 |
| During this session, Isaac went outside with his childcare class to the playground. He wanted to ride a tricycle but another child and reached it first. The speech therapist prompted Isaac to ask the child for a turn on the bike. After a few attempts, the child did give Isaac the bike. The speech therapist then facilitated a game of ring around the rosy with Isaac and his peers. Prompting Isaac to sing the song and ask his friends to play again. The speech therapist then explained how playing ring around the rosy may help Isaac. The class then returned to the classroom. The children had to wash their hands before having a snack. Isaac waited in line with his peers. He was not able to push the soap dispenser so that the soap came out onto his hands. The speech therapist prompted Isaac to ask a peer to help him push the soap dispenser. Isaac then washed his hands without assistance. At the end of snack, a grandparent came in the classroom to pick up their child. The child ran into the grandparent's arms and gave her a big hug. Isaac then ran up and hugged the grandparent too. |  |                        |  |  |  |  |  |   |  | <input type="checkbox"/> Direct teaching<br><input checked="" type="checkbox"/> Demonstration<br><input type="checkbox"/> Guided practice w/feedback<br><input type="checkbox"/> Caregiver practice w/feedback<br><input type="checkbox"/> Problem solving<br><input checked="" type="checkbox"/> Reflection<br><input type="checkbox"/> Other: |                         |                          |                 |
| <b>Progress information/data collection:</b>   |  |                        |  |  |  | <b>Plans for next session and opportunities for practice:</b>  |  |   |  |   |                         |                          |                 |
| Isaac will talk to his peers when prompted. Will collect data on how often Isaac will talk to his peers during meal times.   |  |                        |  |  |  | Childcare staff will encourage Isaac to play with his peers in games such as ring around the rosy.                                   |  |   |  |   |                         |                          |                 |

**Early Interventionist Name/Title/  
Signature/Phone Number:**

E. I. Provider

**Parent/Caregiver Name/Signature:**

Ms. Asimov

**Service Coordinator Name:**

Sally Service Coordinator

**Date Next Session:**

7/28/15