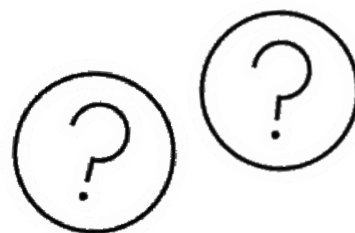


# Early Intervention Session Notes

## Frequently Asked Questions



### 1. What are the biggest differences in this note and the previous session note?

Simply put, this note is designed to highlight what is valuable to caregivers! Including targets to reach outcome(s) ensures that all are on the same page regarding what is important to the caregiver and expected of the child. The focus on progress to target(s) allows celebrations of those smaller successes. The family plan for between sessions facilitates the caregiver reviewing the details of how they will support their child's use of targeted skills during their recurring routines and activities.

### 2. What do you do when the boxes aren't big enough?

The Session Note is just that... a note! It includes the key points from the session that are important for the caregivers. It doesn't have to be written in grammatically accurate, complex sentences... phrases and bullet points are often appropriate and easier to read. Remember, more isn't better. Focus on what makes a difference for the caregivers!

If you use the session note electronically, the boxes will increase in size as you add more information. However, they can be difficult to read and may not "size" right for viewers.

### 3. The Family Plan is the plan for the family to use to guide the work with their child between sessions. Where is the spot for my plan for the next session?

True! The Family Plan is written by and for the family with the targets, routines, and strategies they will use to practice with their child. You do not develop a plan with the family for the next session until you are there, and they have shared their updates and priorities. The session plan addresses the targets in the routines the family wants to address next. New targets or strategies may be added, or routines will be expanded. Reviewing the previous Family Plan early in the home visit sets the stage for the next steps.

### 4. The word target is written multiple times on the session note. Are there different targets or are they the same?

Timing is important to answer this question. Discussing the smaller, observable steps that help the child reach the larger outcome throughout the session helps caregivers make decisions based on their priorities and the child's developmental level. Targets may be the same throughout the session or evolve and expand.

The ***Specific targets to reach outcome(s)/goal(s)*** documents planning for the session and the discussion about the next steps toward the overall outcome.

During ***Child and family outcome updates*** caregivers share about the child's targets practiced between sessions, this facilitates prioritizing next steps.

Within the ***What we did today*** section practice toward the target(s) identified during the session planning is detailed.

***Describe progress of target(s) identified in session plan and practiced in session*** is related to the targets identified as the session plan was discussed, targets may have been further specified during practice.

Finally, the ***Family plan for between sessions*** includes targets the family identifies for their plan for what they will do until the next EI visit.

### 5. How do I use the session note for my progress summary report? What about the data?

Completing the note as intended is documenting progress.

**Child and family outcome updates** capture information from the caregiver regarding progress they observed during family routines and activities between sessions. This data reflects success on the identified steps needed to move toward the functional outcome.

**What we did today** identifies what was done during the session to support progress toward the child's outcome. Progress monitoring includes child strengths and the intervention strategies that support the child's learning. Data here demonstrates steps toward the outcome within the context of how skills learned will be used to participate in family identified routines.

The **Coaching strategies** used by the interventionist to build the caregiver's confidence and competence help recognize what individual caregivers need to build their capacity (progress).

**Progress of target(s) identified in session plan and practiced in session** records incremental child achievement observed in the current session during family identified routines. This is a celebration of small gains toward the larger outcome and supports intervention planning.

The **Family plan for between sessions**, over time, illustrates increased caregiver confidence and child progress. Targets and success the caregiver is watching for between sessions evidence movement closer to reaching the outcome. Expansion of strategies used by the caregiver, routines for practice, and intervention partners show child growth and generalization. Supporting the caregiver to identify specific targets and routines to focus on helps them to provide meaningful updates during the next session.

The session note is not THE progress summary or data collection method, it is the tool to capture progress information collected. Interventionists support caregiver observations of child target use on an on-going basis, data is collected and noted in ways that are meaningful and efficient for them during and between sessions. The note is used to document this information and support a progress summary at identified review points.

## 6. How are the progress indicators defined?

The indicators are related to caregiver descriptions of what they would like to see or hear the child do (targets) for the session. These indicators are meaningful and function measures, they are not percentages or trials.

**Completed target as described-** The child successfully demonstrated session target use.

**Some/Partial-** The child partially used the target skill but needed help.

**Not yet-** The caregiver practiced, but the child is not quite there yet or is inconsistent.

**Did not practice-** Planned with caregiver, but was not able to practice due to child interest, time, etc.

## 7. How do I use this note to document sessions provided at a childcare center or preschool?

Same as you always have! Early education professionals share daily routines with the children they serve. These repetitive and predictable activities serve as a framework for teaching and learning. Share information about your role as a partner with childcare to maximize these opportunities for children. Meet caregivers with as much support as they need. This and looking for small successes will pave the way for confidence and competence building. The **Family plan for between sessions** should be generalized to imply the caregiver(s) who participated in the visit and will be embedding the interventions. Providing a copy of the note to both the family and the caregivers at the early care and education program facilitates utilization of the plan across settings.

**8. How do I document when the caregiver shares updates that their plan did not go as expected?**

Sometimes “stuff” happens! Respectfully acknowledging this fact builds trust and relationships. Use open-ended questions to learn more about what did go well and activities they enjoyed as a family. Often there are celebrations within these times that can be built on. Revisit the family plan from the previous session. Brainstorming and reflecting together can lead to some alternatives or adjustments to targets, strategies, and routines within the plan. Consider who made the decisions, caregivers are more likely to implement a plan developed collaboratively than one developed for them.

**9. What if I am addressing two outcomes?**

Address and document the outcome (or outcomes) that reflect the caregiver’s priority for the session as you always have. It is valuable to share information about the developmental connections between the outcomes. Note, two or more targets per session may also be appropriate. Document those most important to the caregiver. Further documentation can always be added to the child’s record.

**10. How should I document participation in a meeting or evaluation?**

Indicate participation in a meeting or evaluation as you did on previous versions of the session note. Include the purpose of the meeting and complete any relevant fields. Caregivers are encouraged to reflect, share updates, engage in brainstorming, and participate in decision making during all interactions regarding the IFSP. Document the caregiver’s plan developed based on these conversations.

**11. How should I document a missed session?**

When planned service delivery does not occur document the instance, including the reason, on the session note. No other form is necessary. Include a brief description along with the code for the missed session:

**CA**-Child Absent            **PA**-EI Professional Absent  
**NS**-No Show                **AON**-Act of Nature

**12. Does the note for a missed session need to include the caregiver’s signature?**

Although it is best practice, the caregiver’s signature on the note for a missed session is not required.

**Supplemental resources can be found in the Session Note section of the [Service Delivery](#) page on the Early Intervention Technical Assistance [portal](#).**