



## **WV Birth to Three**

### **Intervention Activity Note**

The primary role of WV Birth to Three practitioners is to partner with and coach family members and other caregivers to enhance the child's development. Infants and toddlers learn best when they are actively engaged in daily activities and routines where they can practice the skills they are learning. All families with the appropriate supports can become confident and competent facilitators of their child's learning.

The Intervention Activity Note is designed to document the family/caregiver coaching activities.

**Note: The Practitioner, in preparation for the home visit, should review any follow up activities from the last Intervention Activity note.**

#### **Header of Each Page**

Please remember to complete the header information.

**Name of Child:** Enter correct spelling of the child's last name, first name and middle initial. Please double check dates.

**Date of Birth:** Enter month/day/year (xx/xx/xxxx) of the child's birth. Please double check dates.

**RAU:** Enter RAU where the child resides.

**Note: The location of services is identified in the IFSP based on where the parent or caregiver has identified that they have a need to support the child's active participation in the daily activities and/or routines of that setting.**

**Face to Face Location:** Enter location of services.

**Date:** Enter date of service

**Parent and Other Caregivers Present:** Enter the name(s) of the parent(s) or caregiver(s) present.

**Activity Completed:** Check type of activity that was completed.

- Evaluation/Assessment
- Individual Intervention Activity

***What progress towards the IFSP outcome(s) has the family/caregiver noticed since the last visit? Are the strategies working for the child and the family/caregiver?***

In this section, you will document information provided by the family/caregiver as to how the child and/or family is progressing towards the child and/or family outcomes identified on the IFSP. Note what is going well, where there are challenges, what have they tried, and what concerns they have. Also note what has the family/caregiver followed up on and what still may need to be accomplished.

***What routines/activities does the family/caregiver want to focus on for today's visit?***

Based on discussion on how things are going, describe what routines or activities the family/caregiver would like to focus on for the visit.

***Describe the learning strategies that were modeled/coached for the family/caregiver to support the child's participation within the daily activity or routine.***

The learning strategies should reflect the strategies and activities identified on the child and family outcome pages of the IFSP such as:

- Modeled how to place hand over hand to support Glen in holding his adapted spoon to take a bite. Offered mother opportunities to practice and provided feedback.
- Provided mother written materials on the benefits of reading to young children and answered questions about limiting screen time.
- After modeling how to position Cassie in her new adaptive seating, observed the family placing Cassie in the seat and provided



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suggestions on how to assure she is seated correctly to prevent leaning to the right side. Mother and I observed that Cassie was able to reach for toy and wave it in the air when seated more securely.

- Observed grandmother during bath time routine. Grandmother reviewed the visual schedule with Bruce, prompted Bruce to select which toys he wanted to play with in tub, and turned water on. When Bruce began to say, “no bath”, grandmother redirected him to the visual schedule and reminded him that after he plays with his toys in the bath, grandmother will read him a bed time story. Discussed what a wonderful job she did in redirecting him.
- Discussed with Kay and Bill the importance of keeping data to see what possible triggers and reinforcers may be happening before and after Linda gets upset so that we can plan appropriate interventions. We believe Linda may be trying to avoid certain activities but also have concerns about how her limited communication skills may be impacting her ability to let the family know what she wants. Created with the family a simple data chart that they will use for one week. We will review the chart together during my next home visit.

### ***What will the practitioner do before the next visit to support the child and family?***

This section is available to document any follow up activities that have been identified. At the very least, you should be communicating with other IFSP team members regarding how the child and family are doing, and any needs for support or information from the IFSP team. Research tells us that children/families make more progress when everyone is working together as a team.

Check one or more box(s) as appropriate.

- Provide update to other IFSP team members
- Develop materials for family to use
- Explore Assistive Technology
- Communicate with the child’s physician or others
- Research information/resources of interest to family
- Other

### ***My practitioner was here today and completed the activities identified above.***

**Note:** Allow the family to review the completed activity note.

**Start Time:** Enter the actual start time. Do not round up or round down.

**End Time:** Enter the actual end time. Do not round up or round down.

**Total Time:** Enter the total time spent face to face with the parent or caregiver. Enter time prior to parent signing the note. This recorded time is documentation to support billing.

**Parent Caregiver Signature and Date:** After you and the family have reviewed the activity note have the parent sign as confirmation.

**Provider Name: (Print), Provider Signature, Date and Provider Telephone Number:** Print your name, sign your name with your professional credential, provide the date of service and enter your telephone number.

### ***Next Visit Date and Time:***

Enter the next scheduled date and time of home visit.