

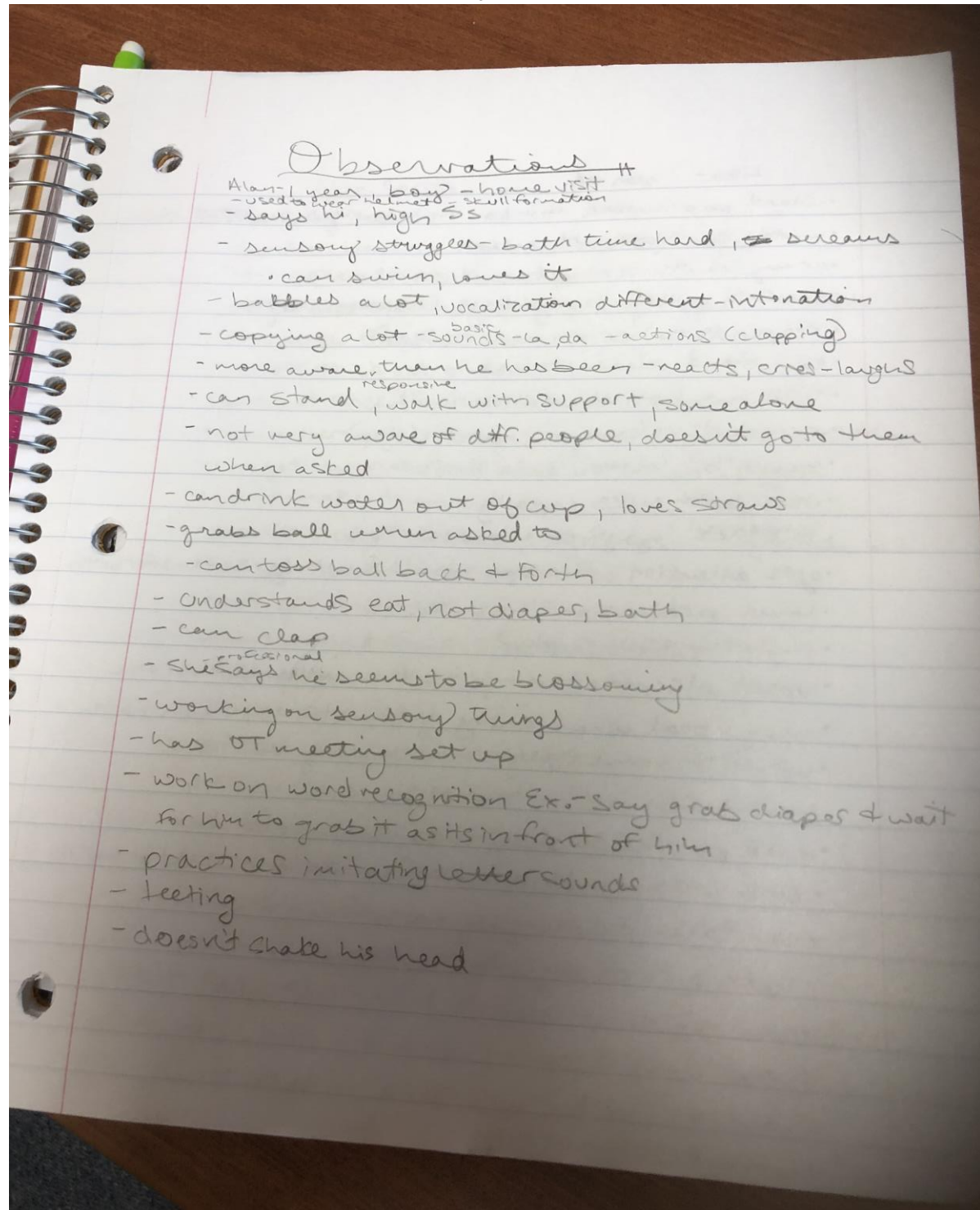
Visit 1- Activity: Home Visit

Objective: Check in on progress of goals, especially to work on making bath time more successful.

Learning Goals: Bath time is completed with Alan being content throughout the process.

Alan can understand at least three new words by the end of the month.

Alan can shake his head yes or no to communicate.



Reflection of interactions:

This was a very exciting home visit. Hearing about how far Alan has come it was very exciting to see him do so many things successfully. He seems to be very comfortable with a lot of different sensory experiences, which he was apparently not before. The mom and the interventionist had such a good relationship. Right when we got to the house, they were so chatty and just wanted to catch up with each other about how life was going for both of them. It was very exciting to get to see this. When this relationship exists between the two, I am sure that it makes the intervention much more successful. When the parents feel comfortable they will be much more likely to take advice. She very casually brought up how the different goals were going, and discussion about them flowed seamlessly from their casual conversation as they were catching up. Alan used to be very afraid of strangers but crawled over and wanted to play with me. Both, Mom and the interventionist were slightly surprised by this. He really was doing well. He made a lot of vocalizations, but many of them had little meaning. The doctor is thinking that his late talking is likely due to the fact that he often has ear infections. He will be getting tubes in next week. I am sure it will be very interesting and exciting to see how that changes his development linguistically.

When Mom and the interventionist were discussing ways that she could help Alan and promote his development, it occurred in a very natural way. The interventionist would bring up things that she tried with her own kids. This helped make her more relatable and showed that she has had similar struggles. The mom was very receptive to this. She discussed how maybe it could help if Alan wore his swim trunks in the bath, as he loves to swim but hates the bath. Maybe wearing swim trunks in the bath would make him relate it more to swimming and make him feel better about it. She also talked about putting his medicine in ice cream since he has not been taking it plain. She also was very good at modeling techniques that Mom could be doing on a daily basis without saying that she was. She was modeling language by telling Alan what he was holding or doing while he was doing it. She also promoted a lot of mirroring and large motor skill development. I felt like this was a very successful home visit.

Visit 2- Activity: First Evaluation

Objective: Determine what resources Liza is eligible through testing so she can be where she needs to be developmentally.

Learning Goals: -None determined yet-

-Notes below-

Liza - 1 year old

- start paperwork + info. on resources, HeadStart etc.
- motor development concern
- army crawls, not yet crawling on knees
- started pulling up on things two weeks ago
- responds to her name (looked)
- can stand w/ assistance
- still has bottles w/ whole milk
- responds to 'come on', 'quiet', 'clap'
- says 'hi' 'mama' 'dada' 'no'
- uses both sides equally
- bubbles 'yaya' etc. buzzes lips
- gets attention when she wants something - screams for bottles
- loves peek a boo - initiates it
- imitates siblings play
- upset w/ separation - cries if mom leaves the room
- very vocal when eating + in bath - sits up in bath
- upset if something is taken away that she's headed for
- need pacifier to sleep, very soothing for her
- eats with hands, drinks from cup if it's held for her, no ^{straw}
- can take off clothing by herself
- gets excited by praise, giggles
- can pick up blocks
- can't drop block in cup
- makes noise w/ blocks on table
- can put spoon in cup

Liza cont.

- can ring bell
- can turn book to right side & flip pages
- can put cheerios in cup
- picks up cheerios using pointer finger & thumb
- can poke finger in small holes
- can pull stick out of hole
- can put stick back in the hole
- remembers objects when they are put under a cloth
- can get cheerios out of small bottle with fingers
- can't shake them out
- doesn't recognize objects by names ^(get the book) - ~~grabs the ball~~
- can get duck under a shelf
- can't get it when the shelf is turned
- when pushed back she doesn't resist
- won't drink out of cup
- no pretend play
- won't crawl up or down steps
- puts circle on circle spot on board
- can take assisted steps
- she shakes her head no
- sings & dances to music
- can throw a ball

Self help skills - 9 mo.

12 mo. - cognition

fine motor skills - 11 mo.

11 mo. - language

gross motor skills - 8-9 mo.

9-15 mo. - social

Reflection of Interactions:

We were told before coming to be gentle because Liza was very afraid of people. As we arrived, we were careful not to come on too strong. She took a minute to feel out the situation and then was far from scared. She was so excited and full of personality, giggling and playing

with all three of us. They filled out paperwork and Liza just came to me and explored my notebook. It was kind of nice that there was paperwork first so she could have a little more time to get used to the situation. They explained all of the paperwork in a very user friendly way. This was good and helped the Mom to fully understand what was going on. After that, they started the test. Liza loved it and giggled for most of the activities. The interventionists giving the test were very good at modeling for Liza. She would often not do what they were wanting before it was modeled, but was often very quick to catch on after the skill was modeled. The interventionists involved Mom and let her help model too. This was good, so Mom felt involved and also got to practice modeling skills.

Liza was very advanced when it comes to cognitive skills. I was so impressed with her object permanence skills. One thing that I would have done differently is before the physical development test where she has to be pushed over, I would warn the mom that it was coming before it happened. She was a little startled when one of the interventionists just pushed her daughter over. The interventionist did a very good job of calming Liza down after that test though, and showed her that she was not scary. Liza's four year old brother gained interest about half way into the test and started getting a little jealous that Liza was getting all of the attention. They handled this so well by letting him play with the things that Liza was using after she was done with them. This helped him stay occupied so he did not make the test harder or more distracting for Liza. At the end, they were very good at presenting the results in an understandable way. They focused a lot on the positives and then stated where she qualified for assistance (physical and social). The mom seemed to feel very good about it, and felt that it was a success.

Visit 3- Activity: 6 Month Check In

Objective: Check in on Jack to make sure he is staying healthy and developing well.

Learning Goals: These can be found on most of the bullet points in my notes.

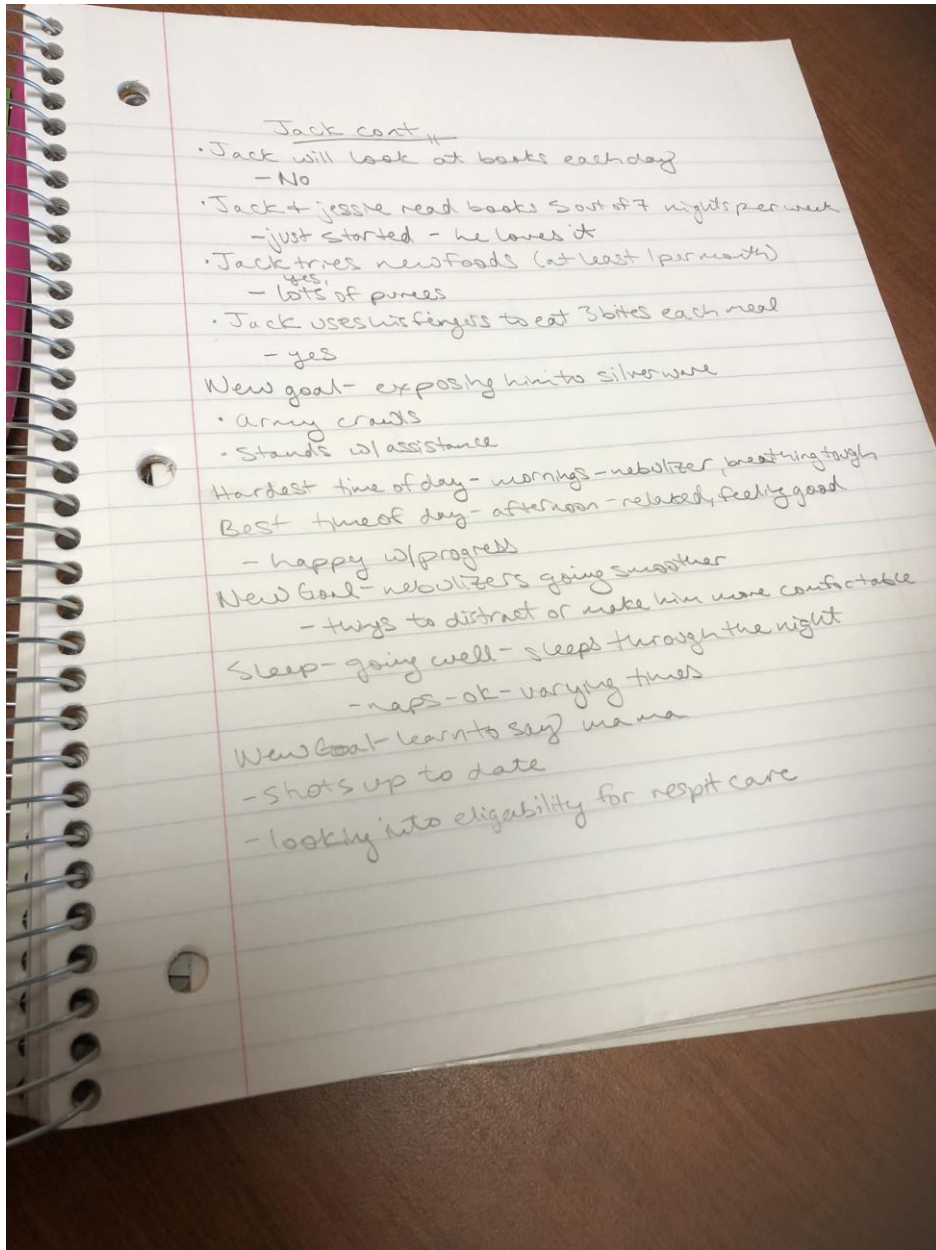
-notes found below-

Jack - 8 months - has Cystic Fibrosis

- Monitor weight so impacts of cystic fibrosis is minimized
 - gained but dropped in last two months
- doesn't get illnesses
 - 1 cold
- Jack rolls from back to front + visa versa
 - yes
- Sits unsupported for 15 min.
 - not yet but can hold for a couple seconds

PT consult review

- work on throats
- extending chest to balance
- loves a lot of toys
- no teeth yet
- Jessie + Jack do 1 activity out of house per week
 - yes
- loves light up toys
- Jack can eat dinner so Jessie can eat too
 - better - eats more than he used to
- New goal - schedule his meds + stay consistent
- babbling - vowels a lot, just introducing consonant sounds
- starting to eat solids w- baby food
- can drink from sippy cup, can hold his own bottle
- can finger feed by himself
- Jessie can work on her crafts every other week for 6 min.
 - yes



Jack cont

- Jack will look at books each day
 - No
- Jack + Jesse read books 5 or 7 nights per week
 - just started - he loves it
- Jack tries new foods (at least 1 per month)
 - lots of pures
- Jack uses his fingers to eat 3 bites each meal
 - yes

New goal - exposing him to silverware

- Army crawls
- Stands w/ assistance

Hardest time of day - mornings - nebulizer, breathing tough

Best time of day - afternoon - relaxed, feeling good

- happy w/ progress

New goal - nebulizers going smoother

- tries to distract or make him more comfortable

Sleep - going well - sleeps through the night

- naps - ok - varying times

New goal - learnt to say ma ma

- shots up to date

- looking into eligibility for respite care

Reflection of Interactions:

This was a very interesting visit as they lived in government subsidized housing and the mother has been known to use drugs. This was not the case on this visit and social services is very involved. She really seemed to be trying and wanting the best for her son. This

was very good to see, especially since he has cystic fibrosis. He was very excited to have visitors and was very excited to explore and play with us. It was very interesting to see how the interventionists language changed. In the car she was relaxed but used much more terminology with me. Right when she entered the check in, she used much more relaxed language, she called Jack a little dude, like the mom did. She also used words like chill, etc. more as that is how the mom spoke. This seemed to make the mom much more comfortable and relaxed in the situation. She was very good about casually asking about their life without prying too much and making mom uncomfortable. She also discussed with mom how she was handling everything. This seemed to mean a lot to mom and she talked a lot about this. It is so important to have someone to confide in and talk to about her struggles.

The interventionist did a lot of modeling and discussed a lot of what has been successful for her with her children. She made the advice very relatable which was very important. There were a couple of times that the interventionist was just playing with Jack and Mom stopped her and asked why she was doing that. The interventionist would then explain and teach her what she was doing and why it is important. Then Mom would try it and get excited about how it can help Jack. Mom is also interested in helping Jack in other ways. Mom is currently not working and living on welfare. There was a lot of discussion about how she is interested in getting back to work so she can support them more successfully. They discussed her respite care options for Jack as it would not be good for him to go to daycare as he would be much more likely to get sick and take a turn for the worse. They were very good at making sure that they explained this concept without using jargon and making it understandable. During this visit, it was very good to see how relatable you can make these concepts and share knowledge in an effective way even if it is not the best situation. They really promoted Jacks well being during this visit which was important.