

Scenario: Donovan Family

Donovan Family: Mike, Pat and their two-year-old son Joey have recently moved to a farm just outside a rural community to be closer to their extended family members.

Step 1: Gathering Information

Using the Interest-Based Everyday Activity Checklist (Swanson, Raab, Roper, & Dunst, 2006), the early intervention team learned that Joey loves to play in and with water, so much so that the family has been required to lock toilet lids and decrease the temperature of the hot water tank in their home because of Joey's interest in turning on/off the faucets. The family also shared that Joey likes to be outside.

Using the Asset-Based Context (ABC) Matrix (Wilson & Mott, 2006), the team learned more information about the activity settings and routines important to Joey and his family. They learned that Joey's mom and dad are farmers and the family enjoys growing all of their own food. The Donovans have a large extended family. Joey has 10 cousins close to his age who live within 30 minutes from his new home. The Donovans attend church every Sunday with their extended family members and then share Sunday dinner together. Mike and Pat also stated that Joey is not fond of napping and does not sleep through the night.

Mike and Pat shared their priorities of learning more about Joey's diagnosis of autism and how to help their family understand Joey better. Mike and Pat are anxious that Joey will not sit down at the dinner table for family meals, which they find particularly troublesome when the entire extended family share meals together on the weekend. Joey's parents also worry that his lack of sleep contributes to some of his agitation.

Step 2: Observe Families and Children

Once the above information was gathered, a member of the early intervention team observed a family mealtime with Mike, Pat and Joey. During the mealtime, Joey was agitated and would not join his parents at the table. Mike and Pat demonstrated strategies they had tried in the past and the practitioner had a few ideas that they implemented during the observation. Overall, everyone felt they had better ideas of how to get started on improving the family's mealtimes.

Step 3: Document IFSP Outcome Statements

During the IFSP meeting, the service coordinator reviewed and summarized the information that the Donovan family had shared as well as discussed the observations made by the early intervention team members. Together, the family and team decided upon the following outcomes.

1. Joey will join the family for meals at the dinner table on the weekends
2. Mike and Pat will know how to put Joey to bed for naps and at bedtime
3. Joey will help his parents water the garden and houseplants

Step 4. Mike and Pat will feel comfortable discussing Joey's diagnosis of autism with family and friends.

Middle Preschool Interest-Based Everyday Activity Checklist

Jennifer Swanson, Melinda Raab, Nicole Roper, and Carl J. Dunst

Identifying Information

Child's Name	<u>Joey Donovan</u>	Date of Birth	<u>10-1-07</u>
Age (Months)	<u>24 months</u>	Today's Date	<u>10-17-09</u>
Person Completing the Checklist	<u>Mike + Pat Donovan</u>	Relationship to Child	<u>Parents</u>

Checklist Description

This checklist includes a list of everyday activities that are sources of learning opportunities for children functioning between 15 and 36 months of age. The activities are a mix of things that children get to be involved in as part of everyday family and community life, things parents and children do together, things children become involved in because of adult interests and activities, and things that simply happen day-in and day-out as part of everyday living. The checklist is used to identify activities that are interest-based and would provide your child opportunities to learn and practice many different kinds of skills and behaviors. Simply follow the steps described below to make your child's learning full of wonderful possibilities.

Using the Checklists

Step 1. Identifying a Child's Interest. Start by making a list of all the things, people, places, and activities that *interest* your child. "What does your child enjoy doing?" "What gets your child excited?" "What does your child prefer or like to do?" "What makes your child laugh or smile?" "What does your child choose to do most often?" "Who does your child prefer to be with?" List your child's interests in the space provided on the next two pages.

Step 2. Completing the Checklist. Keep in mind your answers to the Step 1 questions. Go through the lists of activities on the next two pages, and *check the activities* that provide or could provide your child opportunities to use or express his or her interests. Add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child. Don't overlook *tag along* activities that would include opportunities for interest-expression.

Step 3. Selecting Interest-Based Learning Activities. Go back through the list of activities you checked, and *circle those activities* that do or could happen often for your child and which best match your child's interests. The best activities are ones that provide lots of opportunities for a child to do things (s)he is interested in doing as well as learn new things.

Step 4. Develop an Action Plan. The last page of the checklist includes one way you can be sure you and your child can take advantage of all the learning possibilities that are part of your everyday family and community life. Simply complete each section and you will have a useful *plan* for providing your child interest-based everyday learning opportunities.

My Child's Interest

Joey Donovan:

★ Water

- playing in it
- splashing in it
- walking in it
- Feeling it

★ Being outside

★ Vibration of tractor/mower

Your Child's Interests

Keep in mind your child's interests (things he or she likes to do, enjoys doing, that get him or her excited, and so forth), and check all activities that you think would be ones that would give your child opportunities to use or express those interests.

Everyday Activities

The following is a list of activities many children experience as part of everyday living. Please check those activities that best match your child's interests. Don't forget about *tag along* activities.

- Finger painting
- Gardening/planting flowers (tag along)
- Getting out of bed/waking up
- Getting ready for bed/naptime
- Going on a camping trip
- Going on a play date
- Going fishing with mom or dad
- Going on a bike ride
- Going on a stroller ride
- Going on a hike
- Going on a neighborhood walk
- Going on nature walks
- Going to a movie
- Going to a nature center
- Going to siblings' ball games/sports events
- Having cookouts/barbecues
- Having friends over to play
- Having picnics
- Helping with household chores
- Listening to bedtime stories
- Listening to music
- Listening to storytellers/story times
- Listening to/saying nursery rhymes
- Looking at and talking about photographs
- Looking at/reading cereal boxes/labels
- Participating in family talks
- Picking up siblings from school/childcare
- Picking up toys
- Playing at an indoor playland
- Playing chase/running
- Playing dress-up
- Playing finger games
- Playing hide-n-seek
- Playing house
- Playing in a stream/creek/river
- Playing in a sprinkler
- Playing in a wading pool
- Attending a playgroup
- Attending church/synagogue
- Attending movement/music class
- Attending neighborhood gatherings
- Attending Sunday school/kid's church
- Being read to
- Brushing teeth
- Choosing books at the library
- Collecting leaves or rocks
- Creating an art project/craft
- Cuddling with parent/caregiver
- Cutting/tearing pictures (e.g., magazines, catalogs)
- Dancing
- Diaper changing
- Doing errands with mom or dad
- Doing laundry with mom or dad
- Dressing/undressing
- Eating meals or snacks
- Eating out
- Feeding ducks at the pond

My Child's Interest

Joey Donovan

- * Water play
- * Being outside
- * Vibration of tractor/mower

- Playing in dirt/mud/sand
- Playing musical instruments
- Playing on park/playground equipment
- Playing on the computer/typewriter
- Playing with a garden hose ***
- Playing with balls/balloons
- Playing with bubbles
- Playing with busy boxes/busy centers
- Playing with magnetic letters/shapes
- Playing with other children/siblings
- Playing with pets
- Playing with playhouse toys
- Playing with puppets, dolls, etc.
- Playing with shape sorters/puzzles
- Playing with toys that play music, talk, etc.
- Playing with trucks/cars/boats
- Playing with water toys
- Playing in a sandbox/sand table
- Praying/saying Grace
- Preparing meals or snacks
- Renting/returning videos
- Riding in a boat
- Riding in wagon/riding toys
- Rough housing/playing tickle games
- Saying hellos/good-byes
- Shopping at the mall/department stores
- Shopping for groceries
- Singing
- Swimming/floating at the pool
- Taking a bath
- Taking a car, bus, train ride, etc.
- Taking care of pets (e.g., feeding)
- Toileting/going to bathroom
- Using crayons, markers, paints, etc.
- Using play dough, silly putty, etc.
- Visiting animals (e.g., pet store/zoo)
- Visiting neighbors, friends, relatives

- Washing hands/face (playing in sink)
- Watching mom or dad write notes/lists
- Watching TV/videos
- Watering plants/grass/flowers
- Being outside
- Turning on/off faucets
- Playing in toilet water
- Riding in the tractor/mower
-
-

Special Family Activities

Many families have special events, celebrations and traditions that are important to them. Please list those special family activities that you know or think might be interesting to your child.

- Weekend family get togethers - outside!
-
-
-
-

Activities Where You Live

Many families have special experiences and learning opportunities because of where they live. Please list those activities that your child gets to be a part of because of where you live that would be interesting to your child.

- Creek on property
- Farming/gardening
-
-
-
-

Expanding Your Child's Learning Opportunities

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

	Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities...	Playing with garden hose	• Back yard • Garden (Every day)	• Turn water off/on • Splash in water	• Watch him • Talk about what is happening	• He's happy • He can water the plants
	Taking a bath	Every night Joey's tub	• Turn water off/on to fill tub • Splash in water	• Help him water flowers and plants	• He's happy • Bath time goes well
	Playing in the creek	2-3x week	• Splash + walk in water	• Help him wash • Walk w/him • Ask him ?s	• Tells us what he wants to do
	Riding tractor/mower	2-3x week	• Climb • Feel vibration + hum	• Give him choices • Sing when he hums.	• He's happy • Chooses what to ride
	Going outside	Every Day	• Walk around • Look for puddles • Feel things	• Walk w/him • Talk about what he's doing • Ask him questions	• He's happy • He says words
Let's Try These New Activities	Pouring Juice/Water	Snacks + Meals	Pour into cups from Pitcher/faucet	• Pitcher w/lid • Help him fill cups at faucet	• He's happy • Wants to drink water/juice
	Washing hands/face at sink	Morning/night/when Dirty	Turn on/off water + Use Soap	• Help him wash	• Doesn't fight using Soap
	Filling dog bowls + horse trough	Use hose to water animals outside every night	Turn on/off water-fill bowls/trough	• Help him carry dog bowls	• He's happy • Not afraid of barn

Asset-Based Context Matrix Assessment©

Identifying Information

Child's Name: Joey Donovan Gender: Female Male

	<u>Year</u>	<u>Month</u>	<u>Day</u>
Date Completed	<u>09</u>	<u>10</u>	<u>17</u>
Date of birth	<u>07</u>	<u>10</u>	<u>01</u>
Age	<u>02</u>	<u>00</u>	<u>16</u>

Assessment setting Family's home

Respondent:

Name Mike & Pat Donovan Relationship to child Parents

Administrator:

Name Christina Title OT

Purpose of this assessment:

Gathering information for joint planning with family

Additional comments about identifying information or administrative conditions:

Others present: N/A

Working Version

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The Asset Based Context Matrix®

Contexts			
	Family Life	Community Life	Early Childhood Programs
Activity Settings (everyday experiences, opportunities or events)	Bath time/every night Meals - walks around and eats Being outside as much as possible Church every Sunday Family Sunday dinner/get together		Sunday School Preschool - won't stay there/can't leave him
Child and Family Interests (child and family's likes, preferences, and favorites)	Joey: -Playing with garden hose -Being outside -Playing in toilet water -Turning off/on faucets -Playing during bath time Mike & Pat: -Being outside -Gardening/Farming		
Child and Family Assets (abilities, strengths, skills, accomplishments, and capabilities)	Joey is happy and content when outside or playing with water Joey eats veggies and fruit Mike and Pat are outdoorsy people and are with Joey 24/7 The family enjoys being outdoors together The Donovans have a strong support system of extended family and friends all within 30 minutes of their farm		

	Family Life	Community Life	Early Childhood Programs
Functional/ Meaningful Interactions (purposeful interactions; ways interests and assets are used in everyday life)	<p>Joey smiles, flaps his hands, and squeals when he is happy or excited</p> <p>Joey will take Mike or Pat by the arm what he wants and will bang the door/window when he wants to go outside</p> <p>Mike and Pat use water play as a reward for Joey</p>		
Current Opportunities (quantity and quality of experiences occurring in activity settings)	<p>Mike and Pat are vigilant about reading Joey's cues</p> <p>Mike and Pat are outside with Joey many hours every day even during bad weather</p>	<p>Joey only leaves the farm for Sunday Church outings.</p> <p>Pat takes a special prize bag along, filled with Joey's favorite treats and toys to entertain him during church.</p>	<p>Mike & Pat have tried leaving Joey at Sunday School, but he becomes extremely upset</p>
Current Participation (ways in which a child takes part in everyday activity)	<p>Joey does not take naps and sleeps about 6 hours each night, waking intermittently</p> <p>Joey eats well, but will not join the family at the dinner table...walks around while eating</p> <p>During Sunday family dinners with cousins present, Joey wanders around snacking on foods and looking for water puddles.</p>	<p>At church, Joey sits between his parents occupied with his prize bag for about 30 minutes. After that, the parents take turns in being outside with Joey on the front lawn.</p>	
Possibilities (new learning opportunities, ways of participating in everyday experiences, and increased opportunity)	<p>Mike and Pat want Joey to join the family for meals at the dinner table on the weekends and feel comfortable talking about Joey's autism with family and friends</p> <p>Mike and Pat want to know how to put Joey to bed for naps and at bedtime</p> <p>Joey can help his parents water the garden and houseplants</p>	<p>Mike and Pat would love to have family outings and do errands together...but don't feel ready to do this right now</p> <p>Parents would like for Joey to happily sit through Church with them</p>	<p>At some point, Parents would like Joey to go to Sunday School Preschool</p>

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My Calendar©

An Assessment of Daily Routines, Activities, and Schedules for Young Children and Their Families

Protocol and Instructions



Family, Infant and Preschool Program
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My Calendar® Instructions

The **My Calendar®** is an assessment tool for parents and practitioners in early childhood programs to document existing family routines and activities. The process is designed to assist family members to identify and prioritize specific routines and activities as potential areas of focus for support and intervention. The **My Calendar®** should be completed by one or more of the child's parents/primary caregivers with participation of an early childhood practitioner. The **My Calendar®** focuses on specifically identifying existing family schedules for each individual family member for each 24 hour period of each day of the week. Information is gathered through conversations with parents/primary care providers, as well as through interactions with and observations of the child in natural environments and settings. Once the schedules of all family members are documented, parents and other primary caregivers are asked to indicate how well each specific time period is going and if support or focus is desired to improve the routine or activity that happens during that time period. Once the entire calendar is reviewed, then parents/primary caregivers are asked to prioritize the specific time periods where they would like to place focus and attention.

Using My Calendar®

Step 1. Completing the My Calendar® Start by filling out routines and activities for each family member important to your child. Be as specific as needed for each time slot for each 24 hour period for each day of a typical week.

Step 2. Determining the need for support Once the schedules are completed for each family member, have the parent(s)/caregiver(s) indicate if he or she feels that time of the day or night is going smoothly or needs attention. Indicate with an OK or Not OK by placing a checkmark in the appropriate column.

Step 3. Prioritizing routines and activities where support is desired Go back through the list of activities or routines that were checked to be "Not OK." Ask the parent/caregiver to circle the top priorities that were "Not OK." If more than three to five areas are checked "Not OK," ask the parent/caregiver to prioritize the top three routines to indicate where to begin focus or attention.

Step 4. Developing IFSP outcomes The last page of **My Calendar®** is a page for writing down possible Individualized Family Service Plan (IFSP) outcomes that may emerge as a result of the conversation. These outcomes can be further discussed and included on the child's IFSP document.

Background Information

Identifying Information

Child's Name: Joey Donovan Gender: Female Male

Year Month Day

Date Completed 2009 10 20

Date of Birth 2007 10 01

Child's Age 2 0 19

Assessment Administration Information

Respondent's Name Pat Donovan Relationship to Child Mother

Respondent's Name Mike Donovan Relationship to Child Father

Administrator's Name Christina Ginter Title OT

Assessment Purpose

Purpose of this assessment:

To identify priority routines and activities to support Joey's participation in family life.

Additional comments about identifying information or administrative conditions:

None

My Calendar® Assessment Questions

Routines and Activities

- What is _____ typically doing during this time of day/night?
- What are the special events in which your child and family participate that we should consider while completing your calendar?

OK or Not OK?

- How smoothly do you feel this specific routine or activity is currently going?
- How would you like this routine or activity to look?
- What things have you already tried to change the current situation?

Priority for Support?

- What activities or routine are your priorities?
- Where should we start?

Possible IFSP Outcome Statements

IFSP Outcome #1

Joey will join the family for meals at the dinner table on the weekends

IFSP Outcome #2

Mike and Pat will know how to put Joey to bed for naps and at bedtime

IFSP Outcome #3

Joey will help his parents water the garden and houseplants

IFSP Outcome #4

Mike and Pat will feel comfortable discussing Joey's diagnosis of autism with family and friends

NOTES AND COMMENTS

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: MONDAY - TUESDAY - THURSDAY - FRIDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Showers; Gets dressed Time to have a cup of coffee Prepares breakfast	Sleeping	✓		
7:00 am						
8:00 am	Eats breakfast with Pat Reads the newspaper	Eats breakfast with Mike Cleans up kitchen	Runs around house eating Pop Tart pieces/apple slices	✓	✓	✓
9:00 am	Chores close to the house first then out to the fields	Gets Joey dressed for the day	Does not help with getting dressed		✓	
10:00 am		Pays bills; household budgeting; phone calls Household chores	Plays in kitchen sink; dog bowl; wanders; wants to go outside...starts getting anxious and excited when sees Mike coming in from fields		✓	
11:00 am		Prepares and serves lunch – outside if nice	Cleaned up for lunch by Mike	✓		
12:00 pm	Cleans up for lunch Eats lunch with Pat – outside if nice	Eats lunch with Mike – outside if nice	Eats lunch walking around		✓	✓
1:00 pm	Watches Joey while Pat cleans up from lunch	Cleans up from lunch; Back outside to work in garden	Outside playing in water spigot/tries to go to creek; Happy when at creek, but unhappy when asked to stay in yard area. Mostly plays with water hose		✓	✓
2:00 pm	Back out to fields; tractor – sometimes takes Joey with him for tractor rides	Works in garden; tries to keep Joey out of the creek; spends time at creek				
3:00 pm						
4:00 pm	Outside with family	Outside with family	Outside with family	✓		
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		✓	✓

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: MONDAY-TUESDAY-THURSDAY-FRIDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores	Cleans up Joey for supper	Cleaned up by Pat for supper	✓		
	Cleans up for dinner	Prepares light supper	Plays in kitchen sink/faucet	✓		
7:00 pm	Light supper with Pat	Light supper with Mike	Eats supper running around		✓	✓
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	✓		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping					
12:00 am		Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: WEDNESDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Showers; Gets dressed Time to have a cup of coffee Prepares breakfast and an easy lunch for Mike to heat up later	Sleeping	✓		
7:00 am				Waked up by Pat	✓	
8:00 am	Eats breakfast with Pat	Eats breakfast with Mike	Runs around house eating		✓	✓
9:00 am	Reads the newspaper	Cleans up kitchen	Does not help with getting dressed		✓	
	Gets Joey dressed for the day			Outside with Mike; Playing in water spigot; Walks to creek.	✓	
10:00 am	Outside with Joey	Goes to town to run errands (e.g., grocery shopping; gas for truck); Usually meets sister for lunch	Cleaned up for lunch by Mike; Plays in kitchen sink	✓		
11:00 am	Heats up/serves lunch – outside if nice	Home by 1:00 pm	Eats lunch walking around		✓	
	Cleans up for lunch					
12:00 pm	Eats lunch – outside if nice				✓	✓
1:00 pm	Watches Joey while Pat unloads groceries/cleans up	Unloads groceries; Cleans up from lunch		✓		
2:00 pm	Out to fields; tractor –takes Joey with him for tractor rides; Time in barn	Cleans house	Tractor ride with Mike; Barn with Mike – plays in water trough	✓		
3:00 pm	Chores - outside	Outside with Joey – goes to creek	Outside with Pat – goes to creek	✓		
4:00 pm		Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		✓	✓
5:00 pm	Evening chores					

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: WEDNESDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores Cleans up for dinner	Cleans up Joey for dinner Prepares dinner	Cleaned up by Pat for dinner Plays in kitchen sink/faucet	✓		
7:00 pm	Dinner with Pat Checks on barn	Dinner with Mike Cleans up kitchen	Eats dinner running around Plays in kitchen sink/faucet	✓	✓	✓
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping	Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
12:00 am						
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: SATURDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority	
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Prepares food for Sunday dinner Time to have a cup of coffee Prepares breakfast Eats breakfast with Mike	Sleeping	✓			
7:00 am							
8:00 am				Eats breakfast with Pat			
9:00 am	Gets dressed to go to town	Feeds Joey breakfast	Wakes up on own Eats breakfast walking around Cleaned up by Pat	✓		✓	
10:00 am				Cleans up kitchen	✓		
11:00 am				Tries to play with Joey in the house w/cars, books, listening to music			✓
12:00 pm	Returns home around this time	Prepares lunch – outside to eat Outside with Joey; tries to do some chores; Mostly keeping Joey safe Outside with family	Eats lunch outside walking around Outside playing in water spigot/tries to go to creek		✓	✓	
1:00 pm						✓	
2:00 pm				Outside with family	Outside playing in water spigot/tries to go to creek		✓
3:30 pm	Outside with Joey	Household chores	Outside with Mike playing in water; hanging out Rides with Mike	✓			
4:00 pm							
5:00 pm				Chores – checks on cows Evening chores	Outside with parents-goes wild when Pat waters plants		✓

My Calendar

Name: Joey Donovan Date: 10-19-09

Day of Week: SATURDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Cleans up Joey for supper	Prepares dinner – sets up outside if nice	Cleaned up by Mike for dinner	✓		
	Cleans up for dinner		Plays in kitchen sink/faucet	✓		
7:00 pm	Dinner with Pat	Dinner with Mike	Eats supper running around		✓	✓
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	✓		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed...sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping					
12:00 am		Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: SUNDAY

Day Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 am	Checks on Joey; feeds animals; milks cows; gathers eggs	Feeds dogs and cats; Prepares food for Sunday dinner	Sleeping	✓		
7:00 am	Eats breakfast with Pat	Time to have a cup of coffee	Waked up by Pat	✓		
8:00 am	Gets ready for Church	Prepares breakfast	Runs around house eating Pop Tart pieces/apple slices		✓	✓
9:00 am		Cleans up kitchen	Does not help with getting ready for Church		✓	
	Takes Joey outside	Gets Joey ready for Church	Outside with Mike	✓		
10:00 am	Drives family to Church	Gets ready for Church	Enjoys car ride to Church			
11:00 am	Church Service (alternate weeks going outside with Joey)	Church Service (alternate weeks going outside with Joey)	Church service – longest is 30 minutes then parents alternate being outside with Joey		✓	
12:00 pm	Drives home from Church	Car ride home	Enjoys car ride home	✓		
1:00 pm	Outside with Joey greeting arriving family members	Preparing food/table – outside in nice weather	Outside playing in water spigot/tries to go to creek	✓		
2:00 pm	Sunday dinner with extended family	Sunday dinner with extended family	Eats while running around outside; tries to go to creek		✓	✓
3:30 pm	Outside with Joey	Cleaning up after Sunday dinner	Outside with Mike; playing in water; hanging out	✓		
4:00 pm	Outside with family	Outside with family	Outside with family	✓		
5:00 pm	Evening chores	Helps with chores; waters garden and porch plants	Outside with parents-goes wild when Pat waters plants		✓	✓

My Calendar

Name: Joey Donovan Date: 10-19-09
 Day of Week: SUNDAY

Night Time	Name: Mike	Name: Pat	Name: Joey	OK	Not OK	Priority
6:00 pm	Finishing evening chores	Cleans up Joey for supper	Cleaned up by Pat for supper	✓		
	Cleans up for dinner	Prepares light supper	Plays in kitchen sink/faucet	✓		
7:00 pm	Light supper with Pat	Light supper with Mike	Eats supper running around	✓	✓	✓
	Checks on barn	Cleans up kitchen	Plays in kitchen sink/faucet	✓		
8:00 pm	Helps Pat with Joey's bath	Gives Joey a bath	Bath time	✓		
9:00 pm	Helps get Joey out of bath tub and ready for bed	Gets Joey out of bath tub; into pjs and teeth brushed.	Does not want to get out of tub or brush teeth		✓	✓
10:00 pm	Showers and gets ready for bed; watches TV in room	Tries to get Joey to bed... sings; hums, plays James Taylor CD; reads stories about the ocean	Wanders around room; does not want to be in bed; rocks and opens/closes dresser drawers; Finally passes out		✓	✓
11:00 pm	Sleeping					
12:00 am		Sleeping in Joey's room	Sleeping (Wakes up 2-3 times each night. Pat sings to Joey to help him fall back to sleep)		✓	✓
1:00 am						
2:00 am						
3:00 am						
4:00 am						
5:00 am						

Name of Child: Joey Donovan

Summary of Child's Present levels of Functioning:

Joey is a two year old little boy who lives on a farm with his mom and dad. His favorite thing in the universe is water. He enjoys being outside as much as possible. He lets his parents know what he wants by taking them to it or squealing. When he is happy or excited he smiles and flaps his hands. He bangs on the door or window to let them know he wants to go outside. Joey does not take naps and sleeps intermittently during the night for approximately six hours. Joey eats well, including fruits and vegetables, but walks around while eating and will not join the family at the dinner table. Joey can run fast, jump, and climb trees. He loves riding in the family tractor and on the riding lawn mower. He hums during riding. His parents describe the humming as an expression of happiness and contentment

GOAL/OUTCOME #1: A. What we would like to see change:

Joey will join the family for meals at the dinner table on the weekends

B. What is happening now:

Joey will not sit at the table. He walks to the table, takes food from his plate, and then eats it with his hands/fingers while walking around. The family likes to dine outside for Sunday dinners. If outside, Joey tries to run down to the creek and will not eat as well as he does when inside.

C. Progress statement – How will we know we're making progress toward A; what will be different?

Joey will sit at the dinner table when the family dines inside.

Name of Child: Joey Donovan

Summary of Child's Present levels of Functioning:

Joey is a two year old little boy who lives on a farm with his mom and dad. His favorite thing in the universe is water. He enjoys being outside as much as possible. He lets his parents know what he wants by taking them to it or squealing. When he is happy or excited he smiles and flaps his hands. He bangs on the door or window to let them know he wants to go outside. Joey does not take naps and sleeps intermittently during the night for approximately six hours. Joey eats well, including fruits and vegetables, but walks around while eating and will not join the family at the dinner table. Joey can run fast, jump, and climb trees. He loves riding in the family tractor and on the riding lawn mower. He hums during riding. His parents describe the humming as an expression of happiness and contentment

GOAL/OUTCOME #2: A. What we would like to see change:

Mike and Pat will know how to put Joey to bed for naps and at bedtime

B. What is happening now:

Mike and Pat try to put Joey down for naps during the day, but have recently given up. At bedtime, if he goes down by midnight it is a good night.

C. Progress statement – How will we know we're making progress toward A; what will be different?

Mike and Pat will establish a bedtime routine and get Joey to bed by 10:00 p.m. Mike and Pat will explore strategies for putting Joey down for naps and choose an approach that they can both agree upon.

Name of Child: Joey Donovan

Summary of Child's Present levels of Functioning:

Joey is a two year old little boy who lives on a farm with his mom and dad. His favorite thing in the universe is water. He enjoys being outside as much as possible. He lets his parents know what he wants by taking them to it or squealing. When he is happy or excited he smiles and flaps his hands. He bangs on the door or window to let them know he wants to go outside. Joey does not take naps and sleeps intermittently during the night for approximately six hours. Joey eats well, including fruits and vegetables, but walks around while eating and will not join the family at the dinner table. Joey can run fast, jump, and climb trees. He loves riding in the family tractor and on the riding lawn mower. He hums during riding. His parents describe the humming as an expression of happiness and contentment

GOAL/OUTCOME #3: A. What we would like to see change:

Joey will help his parents water the garden and houseplants

B. What is happening now:

Joey goes wild around water. He splashes, spills, and sprays the water. With the garden hose, Joey will spray it everywhere and chase after his parents or cousins once he gets the water turned on. Joey also will fixate on the faucets turning them off/on for up to 45 minutes, until Mike and Pat have to physically pry him away.

C. Progress statement – How will we know we're making progress toward A; what will be different?

Joey will play in the water with more control as not to damage the house or garden area and will stop chasing people with water. Joey will learn how to transition from a water play time to doing other things without tantrums.

Name of Child: Joey Donovan

Summary of Child's Present levels of Functioning:

Joey is a two year old little boy who lives on a farm with his mom and dad. His favorite thing in the universe is water. He enjoys being outside as much as possible. He lets his parents know what he wants by taking them to it or squealing. When he is happy or excited he smiles and flaps his hands. He bangs on the door or window to let them know he wants to go outside. Joey does not take naps and sleeps intermittently during the night for approximately six hours. Joey eats well, including fruits and vegetables, but walks around while eating and will not join the family at the dinner table. Joey can run fast, jump, and climb trees. He loves riding in the family tractor and on the riding lawn mower. He hums during riding. His parents describe the humming as an expression of happiness and contentment

GOAL/OUTCOME #4: A. What we would like to see change:

Mike and Pat will feel comfortable discussing Joey's diagnosis of autism with family and friends

B. What is happening now:

Mike and Pat have tried to explain Joey's autism with their family members and friends, especially Joey's grandparents. Mike and Pat feel that they think Joey just has behavior problems and the parents don't make him do anything he doesn't want to do.

C. Progress statement – How will we know we're making progress toward A; what will be different?

Mike and Pat will have accessed resources and supports to be able to bring up this topic with Joey's grandparents (both sets) and share with them their feelings about how the grandparents have responded to the information they've shared in the past.

EI Service Code	Service Provider	Related to Outcome #s	Frequency/Intensity	Start Date	End Date
OT	CG	1-4	26, 1 hour visits	10/20/09	1/20/10
ECSE	KC	2	2, 1 hour visits	10/20/09	1/20/10
SLP	SR	1,3	3, 1 hour visits	10/20/09	1/20/10