Delivered Services Notes / Checklist

CDS makes sure mandatory information like this is included when you enter the session note:

- Type of service
- Date of session
- Time session started/ended
- Child’s name and identification number
- Provider’s name
- Location of session
- Who was present for the session
- Date note was written

CDS provides a space for the “notes,” a summary of what happened at the session. Type in information useful to the IFSP team about what is being worked on and how the adult caregivers are being supported to implement their IFSP.

Include (checklist):

- What the goals/objectives were being worked on
- How the goals/objectives were being worked on
- How the adult caregiver(s) was involved (what/how the caregiver practiced the strategy/ies)
- Any modifications made when strategies did not seem to be working or child was not engaged (different routine to practice in, different toy or game, different method of teaching the child, etc)
- CLICK “SHOW ALL INCOMPLETE GOALS”
In the list of “INCOMPLETE GOALS,” enter information about child progress from the session for the objectives worked on in that session:

**Include:**
Complete information for the objectives that were worked on in the session:

- How many times did the child try (trials)?
- How many times did the child do the activity successfully?
- Determine the status of the objective (continue working on it, mastered, etc.)
- Type in the “notes” how the child practiced the strategy, how the parent/caregiver was involved
- Type in the “notes” any modifications of the activity
- Type in the “notes” how caregiver might practice this between sessions or within other activities (if applicable)

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**Goal:** Kendra will use her spoon to feed herself at meal times so that she is less messy. We will know she can do this when she uses her spoon independently with minimal spilling each meal for a week.

**Benchmark:** S.4.8 Area of Development: Adaptive

**Objective:** Kendra will participate in play time by cutting play dough with her toy knife and scooping it with a spoon to feed her babydoll.

<table>
<thead>
<tr>
<th>How will I know it is accomplished?</th>
<th>Who will work on it?</th>
<th>When will it be accomplished?</th>
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</thead>
</table>

**Past Sessions:**
- 11/14/2017 Provider: Therapist 5
  - 5 Trials
  - 4 Successes
  - 50% Successful
- Continue

- Parent put mat on table and got out playdough and toys. I modeled for parent how to cut pieces of play food and put them in a spoon to feed Kendra's doll then asked Kendra if she wanted to feed her doll. She did not put it on the doll but did cut pieces and scooped them. Most of the time, Kendra tried to cut the food but did not scoop it. We will continue asking her to cut and scoop.

**Objective:** Kendra will participate in meal time by using her spoon to eat foods with a thick consistency (mashed potatoes, oatmeal, etc). Parent may use hand-over-hand technique to guide her, backing off support as her skills improve.

<table>
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<th>Who will work on it?</th>
<th>When will it be accomplished?</th>
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</table>

**Past Sessions:**
- 11/14/2017 Provider: Therapist 5
  - 4 Trials
  - 1 Successes
  - 25% Successful
- Continue

- Ms. Thomas set up a yogurt snack for Kendra to practice using her spoon. Shewed parent how to prop her elbow after she scoops to help support her motion to her mouth. Suggested parent back off support as Kendra's arm/wrist improves. Mom brainstormed other foods Kendra likes that stick well to a spoon like oatmeal and mashed potatoes and will also practice at breakfast and dinner.