WESTCHESTER COUNTY EARLY INTERVENTION PROGRAM INSTRUCTIONS FOR COMPLETION OF SESSION NOTES

GENERAL DIRECTIONS

The interventionist must complete this form for each session completed and document whenever a session is cancelled and the reason for the cancellation on the form. A copy must be submitted to the interventionist's provider agency for billing purposes.

All Session Note fields are mandatory. Refer to the Session Note Policy

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DEMOGRAPHIC/AUTHORIZATION INFORMATION		
Child's Name:	Information must be the same as in KIDS/NYEIS (do not use nickname).	
DOB:	Enter child's date of birth.	
Sex:	Enter the sex of the child (M, F).	
Authorization #:	Enter Authorization # for the child and service being provided.	
Interventionist Name:	Print the name of the interventionist who is completing this form.	
Credentials:	Interventionist's discipline/credentials, e.g. speech therapist (Speech/Language Pathologist MS CCC/SP) special educator (MS Ed.) etc.	
National Provider ID (NPI):	Write the National Provider ID (NPI). [See NY State regulations from June 2010]	
Service Type:	IFSP authorized service delivered by the interventionist, e.g., Speech, Physical Therapy.	
Session Date:	Date session was held.	
IFSP Service Location:	This is the location the IFSP indicates the service is to be provided (i.e. facility etc.)	
Time:	Exact duration of session. From begin time to end time . AM/PM must be indicated in order to support billing.	
ICD 10 Code:	The relevant ICD 10 code as indicated on the child's evaluation.	
HCPCS Code (if applicable):	Enter the Level II HCPCS code for the service or product provided by a non-health care interventionist (for example, Special Educator).	
CPT Code(s):	 Enter the CPT code(s) as indicated by the interventionist's professional association. Depending on the CPT code, a session may require more than one. For example, if the same service was provided for a 30 minute session and the CPT code is for 15 minutes of service, the CPT code would be listed twice. (See Early Intervention Memorandum 2003-1). 	
Session Cancelled:	When a session is cancelled: 1. Indicate that the session was cancelled and document the reason under question #1.2. This is a make-up session for : If this session is a make-up session, check this box and indicate the date of the missed session.	
Session Participants:	Check the box that indicates the session participants. Specify others not listed (e.g. siblings)	
Parent/Caregiver unable to participate	Indicate the reason the parent/caregiver was not able to participate.	
Question #1 to #5 suppo	Question #1 to #5 support the interventionist in their work with the parent/caregiver and the child.	

The information in this section guides what will be worked on during the current 1. Describe the session. In this session, the interventionist must document: progress/response that 1. The progress the child had made since the last visit (i.e., generalization the child has made to other routines, ease of doing, obstacles encountered, etc.) after toward the IFSP observing the child & parent/caregiver in the routine and talking with the outcomes since the last parent/caregiver. session. Incorporate 2. Document feedback from the parent/caregiver as to what strategies Parent/caregiver worked and did not work. feedback. The interventionist may also update information about the child/family if there are changes in medical or developmental status or in community services. Document the IFSP functional outcomes(s) and objective(s) that were worked on 2. IFSP Functional in this session with the child and parent/caregiver. Outcome(s) and Objective(s) addressed **Note:** Ongoing discussion with the parent/caregivers about what their concerns, during this session: priorities and resources currently are will help guide the functional outcome or objective that will be worked on. The session note must include documentation that services are being delivered 3. Routine Activities within the context of the family's natural routines and are functional for the child. worked 1. The routines must be specific to the family's cultural and social on during the session: environment and are of a concern and priority for them. 2. The routine activities should include but are not limited to those listed in the functional outcomes in the IFSP. 3. It is expected that a range of family routines be documented when appropriate. Routines should not be limited to "play routines". Check off all those that were used during the session or write in the daily routine if it is not listed. Routine activities may include: • Activities of Daily Living (ADL) Routines which cover hygiene routines, food routines, & dressing routines; • Play/Socialization routines; Community/Family routines; Song/Rhyme Routines; Book Routines: and Strategies used within Indicate the strategies used to help the families/caregivers successfully support the Routine Activities: the child's participation in daily activities. The following are examples of strategies: • Positive reinforcement at all levels: • Parent models –child imitates; • Verbal cues only; • Gesture with verbal cues; Physical prompts: • Hand-over-hand; Increased opportunities to practice; Modification of social or physical environment; Positioning; Adaptation of materials; Use of Assistive Technology; and Discrete trail instruction

4. How did you coach (techniques) the parent/caregiver?

Each family learns in different ways. Some families may not choose to participate in a session while others may choose to participate. Check off <u>all</u> coaching techniques used during the session. If a technique is not listed, please check "other" and describe the technique(s). Some techniques utilized to coach the parent/caregiver include but are not limited to the following items:

- Observed parent/caregiver and child performing activities
- Discussed activity with parent/caregiver
- Assisted parent/caregiver
- Giving the parent a picture illustrating the way to position the child after demonstrating the method
- Demonstrated parent/caregiver activity
- Interventionist modeled and explained the strategy and provided feedback as parent tried the activity with the child
- Videotaped learning activity and reviewed with parent
- Observed parent/caregiver and child performing activities and both the parent/caregiver and the interventionist provided feedback during the session
- Reviewed communication tool with parent/caregiver
- Identified the methods and sequence of the activity for the parent
- Generalized the strategy to other routines with the parent

If the parent/caregiver was unavailable, how did you work with the child and communicate with the parent/caregiver about the session?

Document the strategies that were used to work with the child when the parent/caregiver was not available or chose not to participate in the session. Indicate the methods used to communicate these strategies to the parent/caregiver.

5. What learning activities did the parent/caregiver agree to do with the child before the next visit	A learning activity is a combination of the strategy embedded within the routine activity. Outline the sequence of the learning activity (ies) for the parent/caregiver that they have agreed to do until the next visit. Indicate here if the parent/caregiver did not agree to work on a learning activity with the reason if given and what efforts were made by the interventionist to engage the parent/caregiver.
before the next visit	 During each visit, the interventionist and the parent/caregiver determine and collaborate together on deciding which learning activities: Will be integrated into the child and family's natural routines based on family's comfort level and that fit seamlessly into the family's daily routines. Will be used to build upon the child and family's strengths and competencies. The family can use without the presence of the interventionist.
	 Include the following information if applicable: If the child is authorized an AT device, describe how the family will use the device as part of the child's daily routine. The framework of the strategies and whether they may be used across other natural routines when the child and family feel they have been successful. Include recommendations of other interventionists working with the parent/caregiver and child whenever possible.
Parent/Caregiver Signature and Relationship to the child:	The parent/caregiver signs the session note and indicates his/her relationship to the child at the end of the session. The date used is the date that the parent reviews/signs the completed note. A parent must not be asked to sign an incomplete note. *This does not apply to toddler development groups.
Interventionist Signature, Date and License/Certification	The interventionist signs the session note and adds his/her credentials. If certified, write "certified" and do not indicate number. The date that the session note was signed is then entered.
number:	This field may also include the signature, License/Certification number of a supervisor in the case of student interns, CFYs, OTAs, and PTAs, as applicable. A date should also be indicated.