

**Parent-Child Group Planning Process:
Sample Forms and Completed Example
(Stella and Ignacio)**

- Family Interview Guide
- Family Interview Summary
- Session Plan
- Session Review
- Individual Child Observation

PIWI Group Family Interview Guide

Child: _____

Parent: _____

Date: _____

IFSP: _____
Yes/No/In Process

Child Interests

1. What toys and activities are your child's favorites?

Favorite Dyadic Activities

1. Tell me about your child's typical day: (routines, nap times, meal time, play time, day care, etc.)

2. What are the times that you enjoy being together the most? What do you enjoy doing with your child at these times? What makes these times enjoyable?

3. What are the times that are frustrating or difficult? What makes these times difficult for you?

Parent Concerns

1. What current concerns do you have for your child?
 - a. Developmental (example: language)

 - b. Daily living (example: bed time, feeding self)

 - c. Interaction (example: having fun together)

Parent Interests/Goals

1. What goals do you have for your child in the upcoming PIWI group?
 - a. What would you like your child to gain from the group?

 - b. Are there any modifications we should make to help your child participate?

 - c. (If there is an IFSP) are there specific IFSP goals that you would like for us to address in the group?

2. What goals do you have for yourself in the upcoming group?
 - a. What would you especially like to gain from the group?

 - b. Do you have special interests related to the goals that you have for your child?

 - c. What other topics about development and parenting would you be interested in?

 - d. How can we best address these topics (discussions, handouts, etc)?

Snack Preference/Needs (play group only)

1. What type of snack would be appropriate for your child?

PIWI Group Family Interview Summary

PARENT-CHILD PARENT-CHILD DYAD	CHILD INTERESTS	FAVORITE DYADIC ACTIVITIES	PARENT CONCERNS (Development, daily living, parent-child interaction)	PARENT INTERESTS/GOALS FOR CHILD*	PARENT INTERESTS/GOALS FOR SELF*	MODIFICATIONS AND SNACK PREFERENCES

Dates of Group: _____
Range in Group: _____

Age

DYAD		ACTIVITIES	(Development, daily living, parent-child interactions (Development))	GOALS FOR CHILD*	GOALS FOR SELF*	PREFERENCES
PARENT-CHILD DYAD	CHILD INTERESTS	FAVORITE DYADIC ACTIVITIES	PARENT CONCERN (Development)	PARENT INTERESTS/GOALS FOR CHILD*	PARENT INTERESTS/GOALS FOR SELF*	MODIFICATIONS AND SNACK PREFERENCES

*Asterisk any goals that correspond to those on the IFSP

PIWI Group Family Interview Summary

Dates of Group: 1/5-6/12

Age

Range in Group: 19-36 months

			living, parent- child interactio n)			
Stella & Ignacio (19 months)	Workbench, tools, cars & trucks, musical toy with many buttons, doesn't like singing	Books, playing trucks, bath time	Language development	Play with others	How to help him develop and grow	Sippy cup, crackers, apples, no allergies
Becky & Joshua (36 months)	Plays with a lot of little people, uses as finger puppets, rough-houses with siblings, likes to sing	Songs, bath time, time spent in car	Joshua has never been around other children; will he be accepted?	For him to observe and imitate other children, use language *	None; has three older children	Sippy cup, cereal, crackers, peanut butter
Allison & Andrew (22 months)	Cars, boxes, crayons, markers, songs	Songs, finger plays, eating	Language development with peers, sharing	Play with peers	Discipline, temper tantrums, share with other parents	Sippy cup, apple juice, crackers, cheese
Dave & Lizzie (27 months)	Babies, puzzles, books, pretend	Puzzles, pretend play, playgro	None	Play with peers, share with	Discipline, share with other	Juice, water, milk, crackers, pbj

month s)		und		children	parents	
PARENT-CHILD DYAD	CHILD INTERESTS	FAVORITE DYADIC ACTIVITIES	PARENT CONCERNS (Development, daily living, parent-child interaction)	PARENT INTERESTS/ GOALS FOR CHILD*	PARENT INTERESTS/ GOALS FOR SELF*	MODIFICATIONS AND SNACK PREFERENCES
Tina & Taryn (26 months)	Babies, house-keeping, blocks, play ground (slide, etc.)	House-keeping play, songs	Stuttering over words	Play with peers, language development	Discipline, sharing, share with other parents	Juice or water, allergic to pb, cheese, fruit
Carrie & Chris (22 months)	Vehicles, airplanes, helicopters, blocks, cars, pretend play	Books, songs, playing, bath time	Language (frequent ear infections, speech delay), fine motor, share ideas for discipline with other parents	Play with peers*, language development*	Discipline (hitting, biting)*, peer interactions*, share with other parents	Sippy cup, crackers, apples, juice, no dairy
Alexandra & Nicholas (28 months)	Likes to build and construct with blocks, painting	Playing what Nicholas wants, bath time	Seems distant, uncommunicative at times; refuses to talk,	Interact with peers, language development	Discipline, peer interactions, share with other	No cheese, crackers, fresh fruit, no canned food or sweets

	, legos, small plastic characters and animals		articulation		parents	
--	---	--	--------------	--	---------	--

*Asterisk any goals that correspond to those on the IFSP

PIWI Group Session Plan

Dates of Group: _____

Age

Range in Group: _____

Developmental Observation Topic:

Observation Focus:

Schedule	Space/Materials	Group Activities/Strategies	Individual Strategies*	Team Roles
Greeting				
Opening Discussion <i>Sharing</i> <i>Topic Discussion</i>				

--	--	--	--	--

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Plan

Schedule	Space/Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Parent-Child Observation Activities				

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Plan

Schedule	Space/Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Snack				
Songs and Games				
Closing Discussion <i>Sharing</i> <i>Main Points</i> <i>Things to Try</i> <i>Goodbye Song</i>				

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Plan

Dates of Group: 2/6
in Group: 19-36 Months

Age Range

Developmental Observation Topic: Understanding How I Interact with Peers

Observation Focus: How a child's interactions with peers are affected by the size and number of available materials

Schedule	Space/Materials	Group Activities/Strategies	Individual Strategies *	Team Roles
Greeting	Parachute activity on large rug	Sit in circle with parents and children holding the parachute; swing, bounce, walk around, go under Sing songs while waving the parachute: up/down, jump, jim-jo, London bridge	Direct Ignacio to the rug with a toy Joshua: would sign during "Hello Song"	Felicia: lead songs Susan: greet and transition toys to discussion
Opening Discussion <i>Sharing</i> <i>Topic Discussion</i>	Place on center rug: containers and chips, shape sorters, wallets and purses, small brick blocks and vehicles, bead maze, tube box with bean bags	Lead <u>sharing discussion</u> with question: what activities this past week caused your child to play for a long time? How did you set up materials to encourage interaction? Lead <u>topic discussion</u> : see topic plan for questions and focus of observation.		Susan: bring basket of toys to group and place on rug, ask children to help if there is interest Felicia: lead discussions Susan: support Susan with observations ; support children in play as parents engage in discussion

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Plan

Schedule	Space/Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Parent-Child Observation Activities	<p>Put out small motor objects first.</p> <p>Play areas:</p> <ol style="list-style-type: none"> 1. play-dough: plastic knives, animal figures, unusual kitchen objects 2. Materials shelf and small table: bridge blocks, stacking toy, colored blocks and small dinosaur figures 3. Small rug area: puzzles, etch-a-sketch, books 4. Paints-easel: paper, brushes, clothespins, smocks <p>Motor Area:</p> <ol style="list-style-type: none"> 1. Pipeworks as a climbing structure, blanket, flashlight 2. Box maze & tunnel 3. Rocking Boat <p>Set dividers between the two areas</p>	<p>Small motor play area:</p> <p>Observe for these child behaviors: watch, smile, intimate, offer material, close proximity, parallel play</p> <p>Things to try: talk about what child is doing, model play, talk about what other children are doing</p> <p>Large Motor area:</p> <p>Observe for these behaviors: intimate, turn-take, invite each other to play, watch, pretend, peek-a-boo, hide and surprise</p> <p>Things to try: model interactions, encourage</p>	<p>Chris: model transitions between materials*</p> <p>Lizzie: focus Dave on her present actions with materials</p> <p>Taryn: model exchange of materials and encourage one other child in close proximity</p> <p>Nicholas: support pretend play with mom</p> <p>Joshua: Encourage use of "social" equipment; model "more" for continuing activity*</p>	<p>Susan and Felicia: observe dyads and use strategies; focus on things to try and children's interactions with other children</p>

		children to invite other children to play		
--	--	---	--	--

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Plan

Schedule	Space/Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Snack	Oranges & apples: quartered, graham crackers, juice or water	Have children pass napkins and fruit plate to each other	Ask Stella to sit with Ignacio. Encourage language, requests, signs	Felicia: prepare snack and lead parent discussion Susan: target Stella and Ignacio
Songs and Games	Transition with sheet swing, involve parents Sing: songs requested by children, Macaroni Poni, This is the way we..., Open-Shut them	Encourage children and parents to face each other	Use gestures and signs Do not sing directly to Nicholas	Susan: lead songs Felicia: clean up from snack
Closing Discussion <i>Sharing</i> <i>Main Points</i> <i>Things to Try</i> <i>Goodbye Song</i>	Shape sorters Dolls, blankets, bottles Trucks Figures Blocks	See closing discussion guide from topic plan. Main points: parent observations of child interactions within the environment Home ideas: invite another child to have a play date; watch for naturally	Encourage Nicholas to have one toy at a time Ask each parent in turn about their observations	Felicia: lead discussion after bringing in toy basket Susan: support discussion with observations from the activities

		occurring interactions with siblings & other children; give children materials that will encourage interactions. Next week's topic: emotional development tempers		
--	--	---	--	--

*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

PIWI Group Session Review

Date: _____

Topic and Focus:

Guiding Question:
 What was each child and parent experiencing during each segment?

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
Greeting		
Opening Discussion		
Parent-Child Observation Activities		

--	--	--

*Include additional information on the Individual Child Observation form; asterisk any observations related to IFSP goals/outcomes

PIWI Group Session Review

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
Snack		
Songs and Games		
Closing Discussion		

OTHER OBSERVATIONS:

PIWI Group Session Review

Date: 2/6

Topic and Focus: Peer interactions: influence of size and number of materials

Guiding Question:

What was each child and parent experiencing during each segment?

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
Greeting	The amount and type of toys generated a lot of solitary play. Toys were familiar and didn't create much challenge. Some conflict over the small objects. Nicolas gathered all the small toys together and refused to share.	Use a large group activity, such as parachute. Introduce toys at the sharing.
Opening Discussion	Parents talked about children's use of words and gestures re: last week's topic. The songs and finger play take home activity was very popular. Focused on a specific topic which helped set the stage for the theme. Parents generated specific examples of peer interaction in play. Children were well engaged with toys on the rug.	Parents liked the take home activity written out. Generate more probing questions. Expand on this topic by focusing on parent support strategies.
Parent-Child Observation Activities	Slide: social challenge to turn-take and wait, new type of slide kept children interested longer. Children observed each other. Too many things out? May not have supported interactions. Boat: great for Joshua especially. Ladder: too challenging, children had preconceived notions of what they were supposed to do Box: all children played with the box on all levels; school bus, house, as a container Puzzles and Mazes: varying degrees of interest in these; other large motor toys were more fun	Continue to plan a balance of fine and gross motor and novel and familiar toys. Put fewer things out at same time—maybe do another session on same focus? Might be important for Stella. Put rocking boat out again for Joshua.

*Include additional information on the Individual Child Observation form; asterisk any observations related to IFSP goals/outcomes

PIWI Group Session Review

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
----------	-----------------	---------------------------

Snack	Transition to snack was difficult because of toys on small table: Nicolas does not want to stop playing at the small table. A model was provided for helping him transition.	Use different table for toys. Put toys away for snack. Everyone sit at table. Offer food and chairs to parents.
Songs and Games	Used parachute with songs and variety of movements. Children were very engaged. Ignacio interacted with other children during "London Bridge".	Use for welcome and add other materials and games. Use more interactive games that engage children with each other.
Closing Discussion	<p>Not much response to questions. Parents noted that peer interactions occurred more with the smaller materials, such as the play-dough. Parents also described how children followed each other through the boxes and watched each other in this setting more than with the smaller toys.</p> <p>Parents noted some conflict over smaller objects and discussed how children used their imaginations with the different materials.</p> <p>Parents want some more structure to transitions.</p>	<p>Redesign questions to be more specific to each child.</p> <p>Limit the focus of the closing to observations and feedback, and take home activities.</p>

OTHER OBSERVATIONS:

PIWI Group Individual Child Observation

Child: _____

Date: _____

Special Observation focus for this session (if any):

WHAT HAPPENED?*	INTERPRETATION	FUTURE PLANNING

*Include observations related to the IFSP and attach updated embedding matrix for that dyad

PIWI Group Individual Child Observation

Child: _____

Date: _____

Special Observation focus for this session (if any):

WHAT HAPPENED?*	INTERPRETATION	FUTURE PLANNING

--	--	--

*Include observations related to the IFSP and attach updated embedding matrix for that dyad

PIWI Group Individual Child Observation

Child: Ignacio

Date: 1/5

Special Observation focus for this session (if any): Stella wants to learn strategies for supporting Ignacio’s Play

WHAT HAPPENED?*	INTERPRETATION	FUTURE PLANNING
Ignacio pushed a chair during the welcome time around the periphery of the rug. He would not join the group.	Stella and Ignacio came in late. The group could be too intimidating.	Meet at the door with a truck or other toy and move to the edge of the rug.
Ignacio pushed a truck and said “vroom”. He watched other action in the room as he pushed the truck.	This play does not seem very functional or satisfactory. Ignacio’s attention to his own play was brief. Shy?	Expand this play with modeling and parallel talk. Point out these strategies to Stella. Include more opportunities for

<p>Ignacio played well with Stella but rarely played with other children.</p> <p>Ignacio signaled “want” at snack by reaching and waving fingers</p> <p>Ignacio spent most of playtime at the slide. He waited his turn when prompted.</p>	<p>Ignacio may not have the idea of using words to achieve the same functions.</p> <p>Ignacio needs help when turn-taking with other children. He does not acknowledge the presence of other children.</p>	<p>group games; also try fewer materials.</p> <p>Combine gestures with words, model and point out strategy to Stella.</p> <p>For large motor, talk about what he is doing; point out other children in his play space; encourage proximity and support from mom.</p>
--	--	--

*Include observations related to the IFSP and attach updated embedding matrix for that dyad