

**Addressing Individual Goals within a PIWI Parent-Child Playgroup:
Sample Forms and Completed Example
(Joshua and Becky)**

- Family Interview Guide
- Family Interview Summary
- Individual Embedding Matrix
- Group Embedding Matrix
- Session Plan
- Session Review
- Individual Child Observation
- Individual Embedding Matrix (updated)

PIWI Visit—Family Interview Guide

Child: Joshua

Parent: Becky

Date: 1/15

IFSP: Yes
Yes/No/In Process

Child Interests

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

Joshua likes to play with little Fisher Price puppets; they are plastic and have holes in the bottom that he puts his fingers into. He loves singing. Josh likes to rough-house with his three older siblings.

Favorite Dyadic Activities

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

Josh eats breakfast with his siblings and then takes them to school with Mom. He plays in the morning at home and naps for a short time after lunch. He spends most afternoons driving his siblings to their various after school activities. Dinner is around 6 and he has a bath and goes to bed about 8.

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?

Quiet play time is the best. Mom and Josh play most often in the mornings while the other children are in school. Mom and Josh like to sing songs together.

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

Sometimes Josh doesn't play with toys like his siblings did. He is most likely to throw toys rather than play with them.

Parent Concerns

1. What current concerns do you have for your child?

a. Developmental (example: language)

-Josh is beginning to use signs more. He waves "hi" and "bye". His parents would like him to use more signs and begin to use words.

-Joshua will be going to preschool in the fall. Mom would like him to interact with children his age to get used to being with other children.

-Joshua's play is limited to putting things on his fingers and wiggling them. He is most likely to throw objects and not to play with them functionally. Mom would like his play to be more functional.

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

No concerns

c. Interaction (example: having fun together)

No concerns

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?
To be with other children, observing how they play.
 - b. Are there any modifications we should make to help your child participate?
Not aware of any needs at this time
 - b. (If there is an IFSP) are there specific IFSP goals that you would like us to address in the group?
IFSP goals are related to the above...
 1. *Use of signs and beginning use of words.*
 2. *Interactions with other children.*
 3. *Functional play with objects.*
2. What goals do you have for yourself in the upcoming group?
 - a. What would you especially like to gain from the group?
To watch him interact with other children
 - b. Do you have special interests related to the goals that you have for your child?
No
 - c. What other topics about development and parenting would you be interested in?
None
 - d. How can we best address these topics (discussions, handouts, etc)?
N/A

Snack Preferences and Needs (play group only)

1. What type of snack would be appropriate for your child?
Joshua likes cheerios, fruit, peanut butter. He needs a sippy top on his cup. No allergies.

PIWI Group Family Interview Summary

Dates of Group: 1/5-6/12

Age

Range in Group: 19-36 months

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
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	Sippy cup, apple juice, crackers, cheese

					other parents	
Dave & Lizzie (27 months)	Babies, puzzles, books, pretend	Puzzles, pretend play, playground	None	Play with peers, share with children	Discipline, share with other parents	Juice, water, milk, crackers, pbj
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
Alexan	Likes to	Playing	Seems	Interact	Discipline	No cheese,

dra & Nicholas (28 months)	build and construct with blocks, painting, legos, small plastic characters and animals	what Nicholas wants, bath time	distant, uncommunicative at times; refuses to talk, articulation	with peers, language development	peer interactions, share with other parents	crackers, fresh fruit, no canned food or sweets
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*Asterisk any goals that correspond to those on the IFSP

PIWI Group: Individual Embedding Matrix

Child: _____

Date: _____

	<u>Goal</u>	<u>Goal</u>	<u>Goal</u>	<u>Goal</u>
Greeting				
Opening Discussion				
Parent-Child Observation Activities				
Snack				
Songs and Games				

Closing Discussion				

PIWI Group: Individual Embedding Matrix

Child: *Joshua*

Date: *1/20*

	Goal <i>Increase age-appropriate social interactions</i>	Goal <i>Increase use of signs and gestures</i>	Goal <i>Increase manipulation of objects during variety of activities</i>	Goal <i>Learn to maintain attention to play for longer period</i>
Greeting	<i>Encourage J to watch peers; label peer actions</i>	<i>Sign “come”, “play”, and “Joshua” during hello song</i>	<i>Have Becky model appropriate use of objects; limit the number of objects in front of J to 1 or 2</i>	<i>Have Becky limit the number of materials in J’s view</i>
Opening Discussion	<i>Developmental topic area: how children interact with peers</i>	<i>Developmental topic area: how children develop new words/labels</i>	<i>Developmental topic area: how children interact with objects</i>	<i>Developmental topic area: what are the characteristics of objects and activities that are motivating</i>
Parent-Child Observation Activities	<i>Encourage J to watch peers; label peer actions</i> <i>Place J in situations with peers; have Becky model appropriate peer interactions</i>	<i>All adults use the following signs with Joshua:</i> <i>Come</i> <i>Play</i> <i>Ball</i>	<i>Limit number of objects to 1 or 2; have Becky model appropriate use of objects; functional use of objects should be modeled</i>	<i>Have Becky establish a play routine and change it by adding an object or action</i> <i>Have Becky introduce activities by giving J a choice between two sets of materials</i>
Snack	<i>Encourage J to hand out napkins</i>	<i>All adults use the following signs</i>	<i>N/A</i>	<i>N/A</i>

	<i>and to pass snack to other children</i>	<i>with Joshua: More Drink</i>		
Songs and Games	<i>Use songs that encourage child-child interaction; label other children's actions</i>	<i>Use songs with everyday gestures; have Becky model and use hand-over-hand if needed</i>	<i>Use musical instruments to shake, bang, etc.</i>	<i>Have Becky face J during songs</i>
Closing Discussion	<i>(same as opening)</i>	<i>(same as opening)</i>	<i>(same as opening)</i>	<i>(same as opening)</i>

PIWI Group: Group Embedding Matrix

Date: _____

	<u>Child</u>	<u>Child</u>	<u>Child</u>	<u>Child</u>
Greeting				
Opening Discussion				
Parent-Child Observation Activities				
Snack				
Songs and Games				
Closing Discussion				

PIWI Group: Group Embedding Matrix

Date: 2/6

	<u>Child</u> <i>Joshua</i>	<u>Child</u> <i>Chris</i>	<u>Child</u>	<u>Child</u>
Greeting	<i>Sign “come”, “play”, and “Joshua” during hello song</i>			
Opening Discussion				
Parent-Child Observation Activities	<i>Place J in situations with peers (rocking boat, play-doh table, climbing structure); have Becky model appropriate peer interactions</i>	<i>Have Carrie expand C’s play with objects by commenting on what he is doing, joining the play, and changing the play by introducing a new activity or action</i>		
Snack		<i>Have C pass out drinks to other children</i>		
Songs and Games	<i>Use songs that encourage child-child interactions; label other children’s actions Have Becky use hand-over-hand for gestures</i>	<i>Use signs and gestures with C; have Carrie Model</i>		
Closing Discussion				

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
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*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> <p>1. play-dough: plastic knives, animal figures, unusual kitchen objects</p> <p>2. Materials shelf and small table: bridge blocks, stacking toy, colored blocks and small dinosaur figures</p> <p>3. Small rug area: puzzles, etch-a-sketch, books</p> <p>4. Paints-easel: paper, brushes, clothespins, smocks</p> <p>Motor Area:</p> <p>1. Pipeworks as a climbing structure, blanket, flashlight</p> <p>2. Box maze & tunnel</p> <p>3. Rocking Boat</p> <p>Set dividers</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,</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>

	between the two areas	hide and surprise Things to try: model interactions, encourage children to invite other children to play		
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*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>	Shape sorters Dolls, blankets, bottles Trucks Figures Blocks	See closing discussion guide from topic plan. Main points: parent observations of child interactions within the	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

<i>Goodbye Song</i>		<p>environment</p> <p>Home ideas: invite another child to have a play date; watch for naturally occurring interactions with siblings & other children; give children materials that will encourage interactions.</p> <p>Next week's topic: emotional development tempers</p>	<p>observations from the activities</p>
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*Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also embedding matrix)

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	<p>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.</p> <p>Focused on a specific topic which helped set the stage for the theme. Parents generated specific examples of peer interaction in play.</p>	<p>Parents liked the take home activity written out.</p> <p>Generate more probing questions.</p> <p>Expand on this topic by focusing on parent support</p>

	Children were well engaged with toys on the rug.	strategies.
Parent-Child Observation Activities	<p>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.</p> <p>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</p>	<p>Continue to plan a balance of fine and gross motor and novel and familiar toys.</p> <p>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.</p>

*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	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	<p>Redesign questions to be more specific to each child.</p> <p>Limit the focus of the closing to observations</p>

	<p>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>and feedback, and take home activities.</p>
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OTHER OBSERVATIONS:

PIWI Group Individual Child Observation

Date: 2/6

Child/Parent: *Joshua and Becky*

Special Considerations for this session: *Peer interactions and object play*

CHILD/DYAD OBSERVATIONS*	INTERPRETATION	FUTURE PLANNING
Joshua held the parachute and moved his arms “up” and “down”. He also crawled under.	Joshua understands simple commands.	Continue to use the parachute with Joshua and add other actions.
Joshua knocked the blocks down with his foot and continued to kick at them.	Joshua does not know what to do with a large number of small materials.	Limit the number of materials presented to and within Joshua’s play space.
Joshua preferred the rocking boat, climbing structure and box maze to the small motor materials. He climbed and took turns.	Joshua seems to be really working on his large motor skills. He also is watching other children and imitating others, Andrew in particular. Comfortable, contained boat activity made it easier to be with peer.	Continue to provide large motor materials. Talk to Joshua about what other children are doing and have Becky do so also.
Joshua handed the napkins to each child at snack.		

Joshua held the blanket swing for children. He would not get in the blanket.	Joshua took pride in this task Becky said he does this chore at home. Joshua participated by watching and swinging. He was fearful of climbing into the blanket and may have felt too off balance on his first attempt.	Continue to provide Joshua with this opportunity and model other children's names. Introduce this activity again. Talk to Joshua about what he and the other children are doing.
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*Include observations related to individual objectives; also attach updated Individual Matrix

PIWI Group: Individual Embedding Matrix

Child: *Joshua*

Date: *1/20*

	Goal <i>Increase age-appropriate social interactions</i>	Goal <i>Increase use of signs and gestures</i>	Goal <i>Increase manipulation of objects during variety of activities</i>	Goal <i>Learn to maintain attention to play for longer period</i>
Greeting	<i>Encourage J to watch peers; label peer actions</i>	<i>Sign "come", "play", and "Joshua" during hello song 2/6 held up both hands on "play"</i>	<i>Have Becky model appropriate use of objects; limit the number of objects in front of J to 1 or 2</i>	<i>Have Becky limit the number of materials in J's view</i>
Opening Discussion	<i>Developmental topic area: how children interact with peers</i>	<i>Developmental topic area: how children develop new words/labels</i>	<i>Developmental topic area: how children interact with objects</i>	<i>Developmental topic area: what are the characteristics of objects and activities that are motivating</i>
Parent-Child Observation Activities	<i>Encourage J to watch peers; label peer actions Place J in situations with peers; have Becky model appropriate peer</i>	<i>All adults use the following signs with Joshua: Come Play Ball</i>	<i>Limit number of objects to 1 or 2; have Becky model appropriate use of objects; functional use of objects should be modeled</i>	<i>Have Becky establish a play routine and change it by adding an object or action Have Becky introduce</i>

	<i>interactions</i> 2/6 sat in boat with Nicholas and rocked			<i>activities by giving J a choice between two sets of materials</i>
Snack	<i>Encourage J to hand out napkins and to pass snack to other children</i>	<i>All adults use the following signs with Joshua: More Drink</i>	<i>N/A</i>	<i>N/A</i>
Songs and Games	<i>Use songs that encourage child-child interaction; label other children's actions</i>	<i>Use songs with everyday gestures; have Becky model and use hand-over-hand if needed</i>	<i>Use musical instruments to shake, bang, etc.</i>	<i>Have Becky face J during songs</i>
Closing Discussion	<i>(same as opening)</i>	<i>(same as opening)</i>	<i>(same as opening)</i>	<i>(same as opening)</i>