

2 year old, Sandi has ASD. She communicates by pulling on Sally, her Mom. Sandi plays repetitively by tapping on anything that makes a noise. Her provider is working with parents to make tapping purposeful for Sandi and to encourage eye contact for requesting. They just recently have had success with a toy drum when home visits were stopped. Sally wants to show her provider something new she is trying but it only works in the evening when Jay is home from working in the hospital, so there are 2 of them. The provider encourages Sally to videotape, send it to her, and then they can facetime to talk.

<p>Opening and agreeing to agenda/outcome – Provider (P) finds out what’s new; what child is doing that is new/of interest; what if any are concerns; review of previous visit; agreement with parent about visit focus and corresponding outcome</p>	<p>P: “How are you anyway, Sally?” S: “I feel cooped up and Sandi is missing childcare but it helps when Jay comes home”; P: “I know we are going to talk about the video you sent, but what’s Sandi been up to this past week?”; S: “She is wandering more but still tapping. I have also gotten her to look briefly at me when I get her juice ready since she loves that.” P: “That’s great, if time allows today we could brainstorm more times to try” S: “Sure we can see how long Sandi lasts. She’s wandering around the living room here now.” P: “Ok, well I watched the video and like you said, it definitely works better to get longer eye contact when one of you can be behind her to guide her hands while the other watches for the eye contact. What were you hoping to have us focus on with this?” S: “I didn’t know if there were other toys we could try?” P: “we can sure explore that. One of your goals is for Sandi to use eye contact to communicate what she wants at playtime or mealtime. Is that what you were thinking?” S; “yes, toys at playtime for now.” P: “So, what toys were you thinking?”</p>
<p>VC</p>	<p>S: “hey can I call you back, Sandi is getting wound up, let me get her settled with something else. P: “Sure.”</p>
<p>Parent-Child Interaction – parent has the opportunity to try strategies, show the provider what is going well or of concern, etc.</p>	<p>(video was the parent-child interaction) S: “she’s watching Teletubbies so should be okay for awhile.” P: “Oh good! So, what ideas did you have for</p>

	<p>other toys?" S: "what about this toy piano or her book that has buttons to press?" P: "Good ideas for using the same motion but you might have to teach her to use them. I know you've said she likes music. I noticed on the video that you and Jay have a quick exchange about when she looks at you and then he helps her push. It's pretty effective. Will you set up in the same place at the coffee table?" S: "I think so".</p>
<p>VC</p>	<p>S: "I need to walk into the TV room and check on Sandi, I won't hang up" P: "sure."</p>
<p>Reflect and Develop a Plan – encourage parent to think about what went well, what didn't and then make a plan with the provider as to what will happen in between visits.</p>	<p>P: "What do you think might get in the way or be hard?" S: "the fact that it's not the drum." P: "Good point, so maybe Jay or you will have to help her learn what to do and not worry about the eye contact at first?" S: "I can probably do that myself." P: "good idea. You're good at following her lead. So, what's the plan for between now and our next call or zoom? S: "Oh, I'd like to try zooming next time. Oh wait, she needs me, gotta go." P: "I'll text you".</p>
<p>Closing- wrap up, make sure parent is comfortable with the plan and doesn't have any other questions.</p>	<p>P texts S to review the plan and asks her to let P know if S wants to practice the zoom first before the visit. S responds later that she will introduce the piano and when Sandi is comfortable, try it with Jay. S will text P about how it's going and the zoom test.</p>