

Planning Phase

PLANNING PHASE

- * OUTCOMES
- * ROUTINES
- * STRENGTH AND NEEDS
- * PROBLEM-SOLVE ACTIVITIES
- * CHOOSE AN ACTIVITY
- * SET THE ENVIRONMENT

The planning phase is meant to allow parents equal input in the focus of the intervention session. Interventionists do not come into the home with a pre-made lesson plan. Instead, the parent and interventionists work to determine the focus of the session at the beginning. It is likely that this will build upon what was done during the previous session, but could be developed to address a specific issue that families experienced between visits.

In this phase, the *parent identifies outcomes* that they would like to focus on. They might have one area they want to work on or they might have more. This information is *written down* to solidify and highlight the focus. Then the *parent identifies family routines* in which they would like to work on or in which outcomes naturally fit. Again one or several is acceptable. The routines are *written down* to solidify and highlight the focus. Then, they brainstorm strengths and needs of the child including needed *visual adaptations*.

All of this planning (identifying outcomes, routines, and visual adaptations) helps to *teach parents to identify their needs and problem-solve solutions* to those needs. At first parents may have a difficult time contributing to the planning conversation. But, with practice, they will become more proficient and even confident in what they have to contribute to planning for their child's needs.

Once the matrix is developed, the *parent chooses one activity* from the matrix that they would like to practice during the intervention session. The *parent and professional then set up the environment* gathering needed materials and making necessary visual accommodations for practicing the activity. It is important that the *materials being used will remain in the family home* after the session so that *families can follow through* with the activity and skill that is practiced during the session.

Hopefully you notice a recurring theme of parent involvement and parent choice throughout the planning phase.

While all apply, specifically this planning phase is meant to:

- **train parents in problem-solving skills, and**
- **promote parent follow through.**

PLANNING PHASE

Problem-Solving

Competence

Follow Through

Parent-child Relationship

Specialized skills