

## Goal #1

### Goal / Outcome

Dahlia will participate in the tickling game with her family by letting them know she wants another "turn". We will know she can do this when she lets them know that she wants them to tickle her again using eye contact with a family member before or after looking at their hand at least 3 times during a game.

### Child / Family strengths and resources related to this goal:

Dahlia pulls people to what she wants. She will also put her hand on their hand.  
If the family is doing something Dahlia likes, such as listening to music, she will come over to that area.  
Dahlia loves the tickling game and anticipates that Neal will tickle her again by curling up in a ball and watching his hand closely.

### What will be done / by whom:

#### **Dahlia's family will:**

Continue to use routine activities and any preferred toys that Dahlia likes as a way to motivate her to be with them. They will reinforce this by doing what she wants them to do.  
Once the activity has started, stop and wait to see what Dahlia does.  
As much as possible, use Dahlia's name and then wait to see if she responds. Pair this with the preferred activity if needed to keep her motivated.

#### **The Primary Service Provider (ECSE) will:**

Engage in the favorite activities with the family and then observe and reflect with them about ways that Dahlia may be indicating her turn or could learn to indicate her turn.  
Figure out, with the family, how to get Dahlia to make eye contact, and then begin moving her gaze back/forth between the person and what she wants them to do.  
Discuss other activities and play routines that could be used for Dahlia taking turns, and include her older sister, and then determine how to use interventions across other activities and routines.  
ECSE visits will be more frequent in the beginning, as often as needed to allow for the kinds of supports the family needs to learn how to support this outcome (e.g. modeling, feedback, etc.).