



## Observing Caregiver & Child Routines and Activities

*Identifying features to support embedding intervention*

### Does the routine or activity:

- have a clear beginning and ending point?
- have a predictable sequence of steps or logical order?
- have meaningful roles for the child?
- have opportunities for repetition?
- have opportunities for joint attention?
- have interesting objects or actions for the child's engagement?
- have a motivating or reinforcing outcome?
- reach completion within a reasonably brief time period?

### Does the child:

- engage with the caregiver in the routine?
- anticipate actions or objects within the routine?
- interact with objects/material in the routine?
- direct gaze to caregiver or establish joint attention?
- respond to cues from caregiver?
- imitate action/verbalization of caregiver?
- complete any parts of the routines independently?
- initiate interactions with the caregiver within the routine?
- increase participation through practice?

### Does the caregiver:

- use responsive teaching strategies
  - describe the sequence or outcome of the routine (prepare child)?
  - expect the child to participate?
  - follow the child's lead, focus of attention?
  - provide adequate response time (wait)?
  - provide objects or actions of interest to motivate child?
  - promote and respond to child's initiations?
  - provide clear messages?
  - read child's cues appropriately?
- use natural reinforcers?
- engage in any incidental teaching?
- expand or extend any of the child's interactions?
- adjust expectations and supports?
- use any specific intervention strategies?
  - If so, what:  
when:  
for what purpose:
  - If so, what:  
when:  
for what purpose:  
for what purpose:
  - If so, what:  
when:  
for what purpose:

### Did the caregiver and child:

- position themselves comfortably for face to face interactions?
- establish mutual attention?
- take turns/balance between give and take?
- show positive affect to each other?
- read each others cues successfully?
- repair or clarify any missed cues?



### References

- Cripe, J. W. & Venn, M. L. (1997). Family-guided routines for early intervention services. *Young Exceptional Children*, 1(1), 18-26.
- McCullum, J. A., & Yates, T. J. (1994). Dyad as focus, triad as means: A family-centered approach to supporting parent-child interactions. *Infants and Young Children*, 6(4), 54-63.