### 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?
Family Guided Routines Based Intervention (FGRBI) is a collaborative project with the Communication and Early Childhood Research and Practice (CEC-RAP) Center at Florida State University

http://fgrbi.com

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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:
  - 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:
