



Routines-Based Assessment and Planning for Infants and Toddlers





Objectives

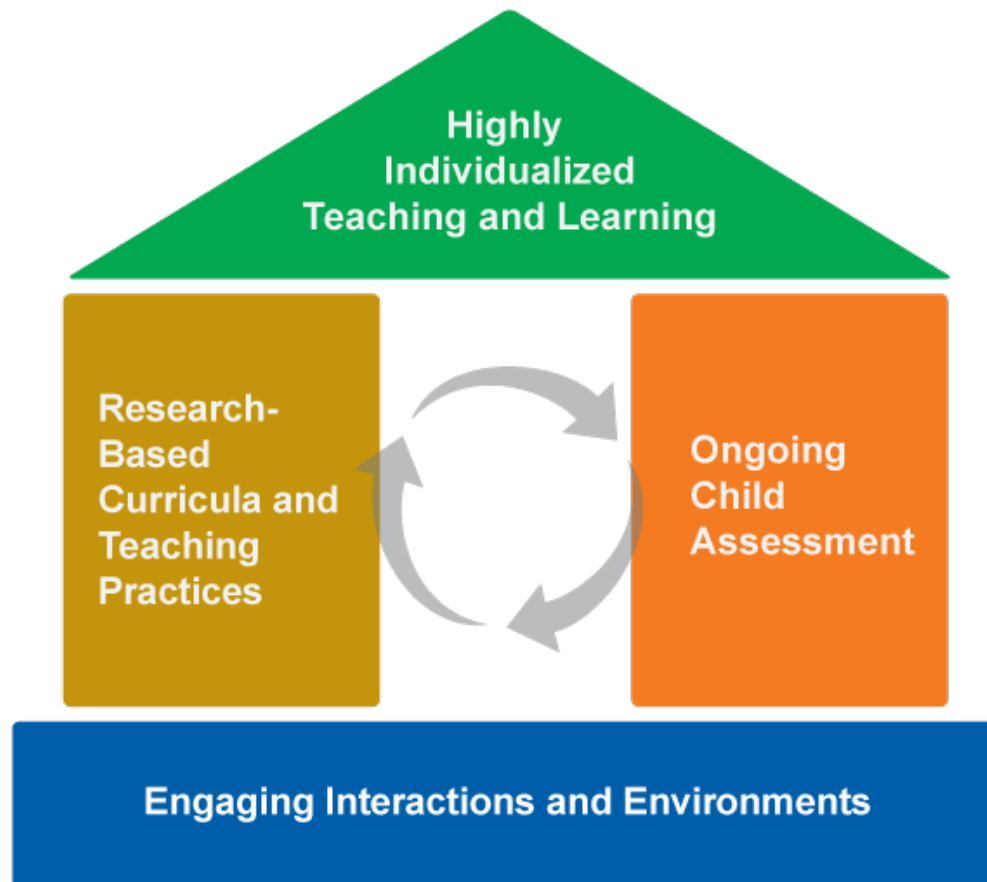
Define and describe routines-based assessment and planning

Tell the benefits of routines-based assessment and planning for infants and toddlers

Describe the steps for implementing routines-based assessment and planning

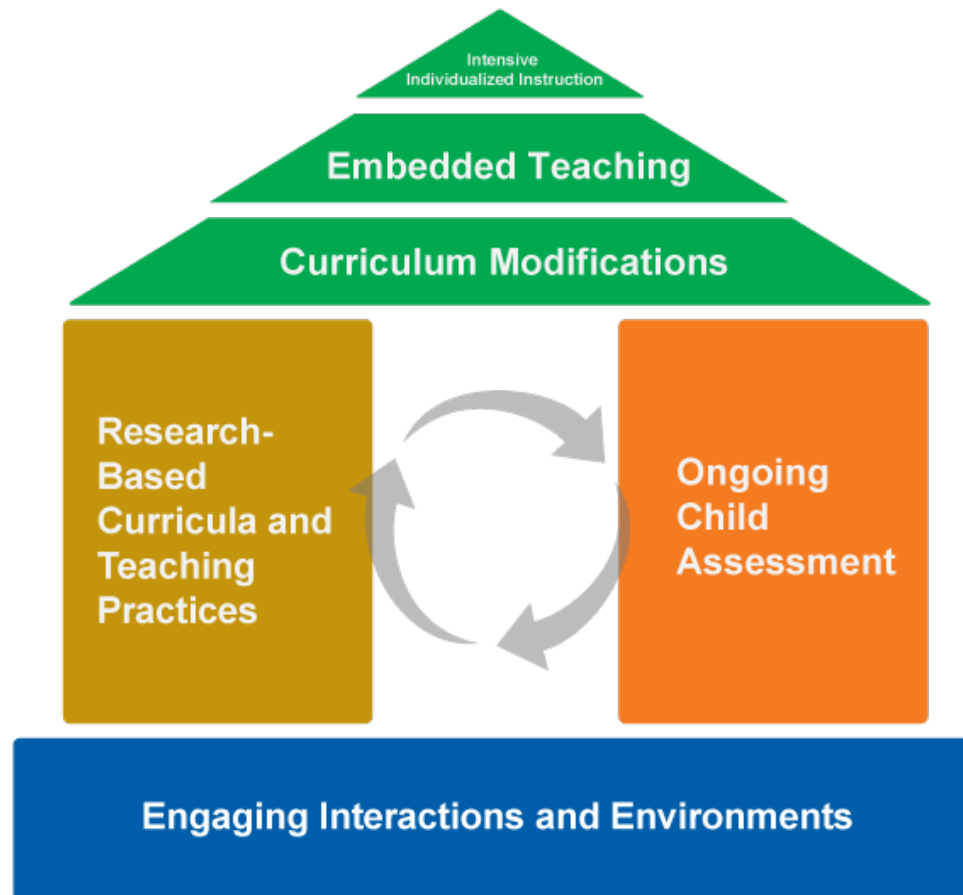


Framework of Effective Practice



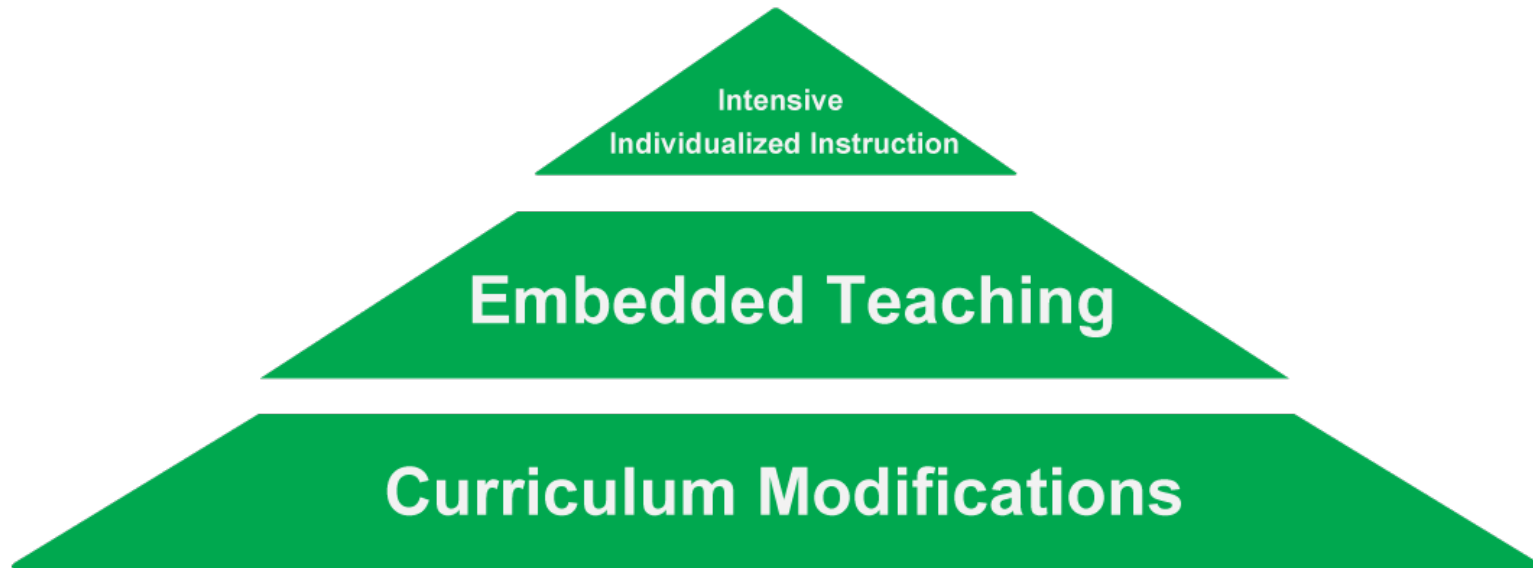


Framework of Effective Practice





Framework of Effective Practice





What Is Routines-Based Assessment and Planning?

A process for using the typical routines of the day to identify an individual child's strengths and needs

AND

A process for using the typical routines of the day as the context for implementing opportunities for learning and practice



Assessment

- Gathering information to make decisions





Why Use Routines-Based Assessment and Planning?

- See child in authentic situations and environments
- Focus on functional goals and objectives (relevant, worthwhile, socially meaningful, etc.)
- Give a complete picture of the child



DEC Recommended Practices

- **Assessment Practice 7.** Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- **Environment Practice 1.** Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- **Instruction Practice 5.** Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.



What Does Routines-Based Assessment Look Like?





How To Use Routines-Based Assessment and Planning

- Assess the learning environment
- Gather information about the individual child
- Assess the child's learning needs in typical routines
- Clarify and prioritize current concerns for the child
- Create a plan
- Use an activity matrix
- Implement the plan
- Evaluate the plan and monitor child progress



Assess the Learning Environment

- Responsive caregiving
- High quality child and adult interactions
- Predictable routines
- Measurement Tools:
 - Infant/Toddler Environment Rating Scale ([ITERS](#))
 - Family Child Care Environmental Rating Scale ([FCCERS](#))





Gather Information on Individual Goals and Objectives

- Individual plan
 - such as: Individualized Family Service Plan (IFSP), behavior support plan
- Curriculum-referenced assessment
- Family priorities
- Observations





Assess Learning Needs of the Child Within Routines





Routines-Based Assessment

Child's Name: _____

Date: _____

Team members: _____

Routines	Expectations	Child's Performance



Routines-Based Interview

- Interviewer prepares the family
- Family members report on their routines
- Interviewer reviews concerns and strengths
- Family selects goals/objectives
- Family puts goals/objectives into priority order

(McWilliam, 2010)



Clarify and Prioritize

The image shows a collage of documents and notes. At the top left is a printed schedule for 'Mr. Damian' with columns for time, activities, and notes. Below it is a handwritten table with two columns: 'PRIORITY CONCERNS' and 'LEARNING OBJECTIVES'. The table lists several goals for Damian, such as 'Get stronger (Crawl)', 'Get stronger (Sit)', 'Babble', 'Play with toys', and 'Play with people'. A yellow sticky note says 'meet other parents'. A green sticky note says 'then to OT'. There are also handwritten notes like 'get stronger', 'get ready', 'lay with', and '* Babble'.

PRIORITY CONCERNS	LEARNING OBJECTIVES
Get stronger (Crawl)	When on tummy, D will raise chest for 30 sec or more, times per day
Get stronger (Sit)	When held at chest, D sitting with head centered a minute or more, several
Babble	When looking at mom, dad at book, D will make (vowels, b,m) at least 2
Play with toys	When rattle placed in will hold and shake
Play with people	When face-to-face with caregiver, D will watch localize several times

Mr. Damian's Schedule

Time	Activity	Notes	
7:00 am	Arrival/quiet time/activities/breakfast		
7:30	Arrival/quiet time/activities/breakfast	Notes: Record food intake, diapering, naps on individual sheet	
9:00	Sit in lap or pillow for circle	Hold, shake rattle	Do "serve and return" as much as possible. Sit with support at chest. Help him touch, take and shake rattle.

Handwritten notes:

- get stronger
- get ready
- lay with
- * Babble
- meet other parents
- then to OT



Create a Plan

ELO-at-a-Glance Date: 10-15

Child's Name: Damian

Learning Objective: When face-to-face with mom, dad, Caregiver, Damian will watch, reach or vocalize several times during interaction.

Routines:
Diapering, Playtimes, after nap

What are you going to do?
Get face-to-face

What are you going to say?
Smile, call his name, say "look at me",

How will you respond?
Smile, laugh, repeat his sounds
continue game

What materials do you need?
- can use clean diaper to touch his nose

How many opportunities will you provide each day?
Several times during routines when Damian is interested

Notes:



Use an Activity Matrix

Ms. Grace's

	DAMIAN	Notes
8:30 to 9:00 am Arrive/quiet individual activities/breakfast	7:30 Arrival Rice cereal. Let him play with spoon Quiet time - mobile	Record food intake, diapering, naps on individual sheet
9:00 to 9:20 am Circle time/music and movement/story time	9:00 Sit in lap or pillow for circle Hold, shake rattle	Do "serve and return" as much as possible Sit with support at chest Help him reach, take and shake rattles.
9:20 to 10:45 am Exploratory time Infants - sensory, language, creative, fine and gross motor Older children - Learning Centers open - discovery, dramatic play, language, art	9:30 Nap #1	
11:30 to 1:00 pm Tuning/handwashing/story time/lunch	12:00 Lunch	Try pureed veggie
1:00 to 3:00 pm Quiet time/nap	12:30 Nap #2	Let him watch others eat Do "tummy time" when he wakes up.
3:00 to 3:30 pm Handwashing/snack	Bottle	
3:30 to 5:15 Exploratory time - same as above, inside and outside	3:30 Exploratory	Help with sitting and playing More "tummy time"

Help hold bottle

	MJ	AH	MC
RIVAL	SOY PASTE		
ENTERS	Picture Schedule		
NS	USE WHEELS		
K	SEE PLAN	date	
S	Take turns		
DE	Take turns		
	USE WHEELS		
NTERS	Picture schedule		
	Put back in bin		

MANA

	Get most events, schedule items	Get with me, support	Personalization	Use low levels, support	Push and pull objects
Feeding	SOY PASTE PASTEL FOODS try chunky, make thick/thin				
Diapering					
Play with blocks					
Play with Duplo					
Play with Legos					
Handed the book					



Implement the Plan





Evaluate the Plan and Monitor Progress

	Date				Damian's Objectives
Morning Feeding	Liquids _____				Tummy Time -raise head and chest when on tummy -maintain position when propped on arms when on tummy
	Solids _____				
Midday Feeding	Liquids _____				
	Solids _____				
Midday Feeding	Liquid _____				Sit -maintain sitting and head control with support at chest
	Solids _____				
Diapering	Time _____	Dry	Wet	Soiled	Face-to-face interactions -smile, make sounds, when playing games or looking at books -watch and reach for person's face
	Time _____	Dry	Wet	Soiled	
	Time _____	Dry	Wet	Soiled	Play with toys -watch and reach for rattles, other toys -hold and shake rattle when placed in hand
	Time _____	Dry	Wet	Soiled	



Review

- Define and describe routines-based assessment and planning
- Tell the benefits of routines-based assessment and planning for infants and toddlers
- Describe the steps for implementing routines-based assessment and planning



Thank you!

- Thank you for your time and attention today
- See the Early Childhood Learning and Knowledge (ECLKC) website for more resources
<https://eclkc.ohs.acf.hhs.gov>



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

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