



## Presenter Notes

### Purpose:

The purpose of this module is to provide trainers and participants with information about using typical routines as the context for assessment and planning for infants and toddlers with disabilities. The module describes the practice of **Routines-Based Assessment and Planning**, the associated benefits, and step-by-step guidance for implementing routines-based assessment and planning.

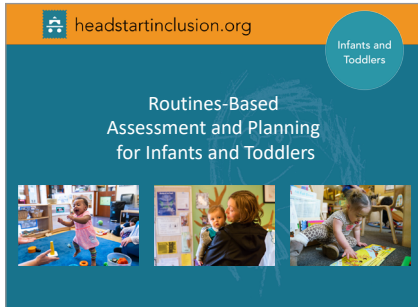
### Materials Needed:

- Routines-Based Assessment and Planning for Infants and Toddlers Presentation Slides (21)
- Presenter Notes
- Projector and audio equipment
- Learning Activities
  - Observing Typical Routines
    - Facilitator Notes
    - Presenter-selected example video
  - Planning for Routines-Based Assessment
    - Facilitator Notes
    - Child Vignettes
- Tips for Educators
  - Routines-Based Assessment and Planning
- Helpful Resources
- Flip chart, or similar, and markers for writing participant ideas during group discussions

### Before You Begin

- This training module offers information and tools for implementing routines-based assessment and planning for infants and toddlers. Examples include using routines-based assessment and planning in both home- and center-based programs.
- This training module is one in a series of in-service modules about planning and providing individualized interventions for infants and toddlers who need extra support.
- The presentation slides are animated. Animations throughout the presentation highlight various aspects of curriculum modifications. It is advised that trainers spend a few minutes prior to the presentation to run through the presentation and consider how they will match it to the presenter notes.
- The included learning activities offer participants opportunities to think about and plan for routines-based assessment and planning in their own settings.

### Presenter Notes



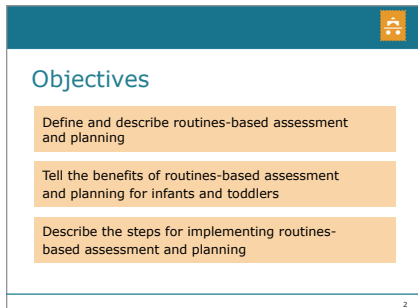
#### Slide 1: Routines-Based Assessment and Planning for Infants and Toddlers

Introductions:

- Introduce yourself
- Have participants introduce themselves e.g., briefly describe their experiences with infants and toddlers, including experiences with young children with disabilities or other special needs.

The purpose of these presentation materials is to help participants understand the value of using typical routines as the context for assessment and planning for infants and toddlers.

**Note to Presenter:** These slides may be used as a training session focused on infants and toddlers. This module may be combined with other modules for infants and toddlers (Curriculum Modifications, Embedded Learning Opportunities and Activity Matrix for Infants and Toddlers) on the ECLKC website to provide a professional development sequence on assessment and intervention for young children with disabilities in inclusive and natural settings.

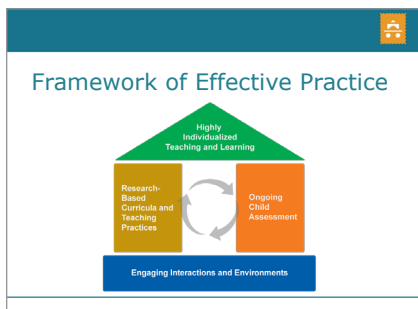


#### Slide 2: Objectives

Participants will be able to:

- Define and describe routines-based assessment and planning
- State and explain the benefits of routines-based assessment and planning for infants and toddlers, and
- Describe the steps for implementing routines-based assessment and planning.

Much growth, development, and learning happen during infancy and toddlerhood. For young children with disabilities, we need to intervene early and intentionally to support learning. Some children will be identified and determined eligible for Part C early intervention services. The concepts and practices described in this module are useful for all children, and especially for those who may need additional support.



#### Slide 3: Framework of Effective Practice

**Note to Presenter:** This is an animated slide.

The highly individualized level of support of routines-based assessment and planning appears in the Roof of the House.

This module addresses an approach to assessment for identifying individual needs.

This module also addresses planning for highly individualized teaching and learning, or the Roof of the House.

Notice that the tiers or levels of support all rest on a foundation of effective interactions and engaging environments. The Roof is further supported by research-based curriculum and teaching practices, and ongoing child assessment. The door opens to represent close collaboration with families.

All components interact with each other and are essential for effective intervention for young children.

**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

**Slide 4: What Is Routines-Based Assessment and Planning?**

Routines-based assessment and planning is defined as:

- 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.

**Optional Discussion:** Point out the words "typical routines." Ask participants to think about and share what the phrase "typical routines" means to them. This can be done as a turn-and-talk or whole group discussion.

Some points to make during the discussion:

- Some routines happen frequently (e.g. eating, diapering) while others may happen just once a day, or less.
- Routines may change as the child gets older.
- Routines may be somewhat different depending on the setting (e.g., home, center-based, or family child care).

**Assessment**

- Gathering information to make decisions



**Slide 5: Assessment**

Briefly review what participants may already know about assessment.

Assessment is defined as the process of gathering information to make decisions.

In early intervention, there are many purposes, including screening, determination of eligibility, individualized planning, and monitoring progress.

Assessment information can be gathered in a number of ways, such as through observation, interview, and/or direct testing.

In this module, the focus is on collecting information that is immediately useful for identifying individual strengths and needs and turning those into goals and objectives for teaching. The information is also useful for planning when, where and how to teach.

See the 15-minute in-service suites on [Ongoing Assessment](#) on the ECLKC for more information on assessment methods.

**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

**Slide 6: Why Use Routines-Based Assessment and Planning?**

Participants may be very familiar with test-based assessment.

There are numerous reasons for and benefits of using routines-based assessment and planning, including:

- Observers see the child in authentic situations and environments, such as home, child care, and other familiar environments. The child interacts with family members, caregivers, and others that the child knows well.
- Focus is on functional goals and objectives. The information is immediately useful. The observation helps identify relevant and important skills and concepts that the child needs to participate in everyday activities and to increase their level of participation or engagement.
- Give a complete picture of the child. Observers see and report on the child's skills and knowledge across domains of learning and development.

### 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.

## Slide 7: DEC Recommended Practices

**Note to Presenter:** Routines-based assessment and planning aligns with other Recommended Practices as well. You may want to share the practices with participants and ask them to find the relevant practices. Focus on the Assessment and Instruction domains.

Routines-based assessment and planning are consistent with the [Division for Early Childhood \(DEC\) Recommended Practices](#). The DEC is the major professional and advocacy organization in early intervention/early childhood special education. The Recommended Practices are based on the research literature and professional knowledge.

Several of the practices are especially relevant to routines-based assessment and planning, including:

- 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?



## Slide 8: What Does Routines-Based Assessment and Planning Look Like?

Routines-based assessment and planning considers typical routines, such as feeding, diapering, bathing, play times, looking at books, going out in the community (e.g., to the store or to the neighbor), or spending time with family members. In group care situations, we think of similar routines and additional planned activities, such as play in the sensory table or book area, music time, outdoor time, and transitions from one activity to another.

We can observe and assess children during these routines and activities to determine "what to teach" (goals and objectives). These same routines and activities become the "when to teach," and planned instruction occurs during these times.

**See the Observing Typical Routines Learning Activity.**

### 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

## Slide 9: How to Use Routines-Based Assessment and Planning

**Note to Presenter:** Share the Tips for Educators handout with participants and encourage them to use it for note-taking.

The main steps for routines-based assessment and planning are:

- 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

In the remainder of this module, the focus is on assessing the child’s learning needs in typical routines.

Brief descriptions of the other steps are given, and reference is made to other modules that offer further information and guidance.

### Slide 10: Assess the Learning Environment

A high-quality learning environment for all children creates a strong foundation for individualization. For home visitors, this can involve supporting families to use strategies that promote the home as a learning environment — see specific language about this in the [Head Start Program Performance Standards](#). For group care, we often use the ITERS (Infant/Toddler Environment Rating Scale, Third Edition) or FCCERS (Family Child Care Environmental Rating Scale, Third Edition) as tools for observing and assessing the learning environment — see the Helpful Resources handout for full references.

The ITERS is designed to assess center-based child care programs for infants and toddlers up to 30 months of age. Observers rate the environment in seven areas: space and furnishings, personal care routines, listening and talking, activities, interaction, program structure, and parents and staff.

The FCCERS is designed to assess quality of family child care homes for children from infancy through school-age. Observers rate the environment in six areas: space and furnishings, personal care routines, language and books, activities, interaction, and program structure.

Key elements of a high-quality learning environment for infants and toddlers include:

- Responsive caregiving
- High quality child and adult interactions
- Predictable routines

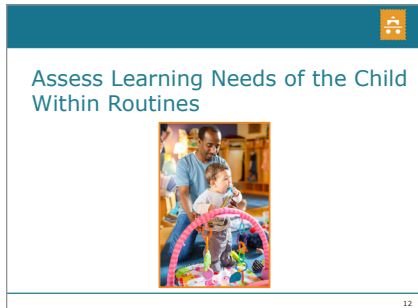
**Optional Discussion:** Ask participants if they use a measure of quality in their setting. Ask them to describe the benefits and drawbacks of the measure.

### Slide 11: Gather Information on Individual Goals and Objectives

The next step is to gather information for an individual child. Information about the child’s individual strengths, needs, and interests may be available from:

- Individualized Family Service Plan (IFSP) created for the child who is eligible for Part C early intervention services. The plan is based, in part, on assessment of the child.
- Other individual plans such as a behavior support plan
- Curriculum referenced assessment or checklist used with all children in the early education program
- Informal observations of the child’s participation and learning
- Family’s observations of the child

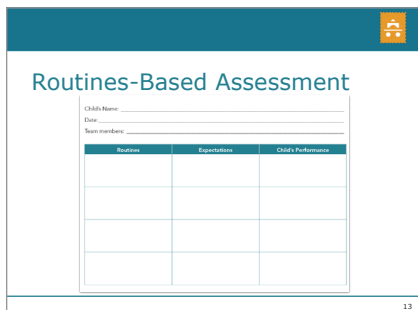
**Optional Discussion:** Ask participants about their prior experiences with IFSPs. Record positive experiences as well as any concerns. Possible positives: identifies high priority goals and outcomes, involves the family, guides what to do in the program or home visit. Possible concerns: may or may not break down big goals/ outcomes into smaller achievable parts, may or may not be shared with community provider, may or may not seem connected to everyday routines and activities.



### Slide 12: Assess Learning Needs of the Child Within Routines

Routines-based assessments helps to identify an individual child’s strengths, needs, and interests within everyday routines and activities. Information may be gathered through observation or interview. A routines-based assessment may be used to develop the IFSP. However, it is not uncommon for the community-based provider to have a child in their program who already has an IFSP. Routines-based assessment can help make the IFSP and the child’s individual goals more aligned with typical routines and activities. That is, it adds relevance by connecting the IFSP with everyday routines and activities.

Next, we describe the main steps for conducting routines-based assessments through observation in classroom or child care settings, as well as through interview with the family or other caregivers.

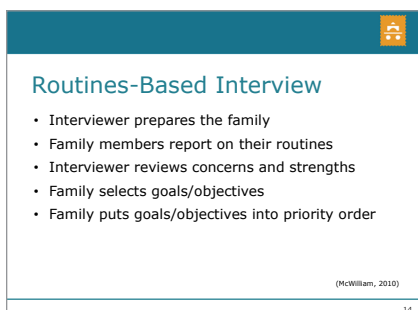


### Slide 13: Routines-Based Assessment

Routines-based assessment can be conducted by using team members’ observations of the child’s participation.

Use a form such as the one shown. List the typical routines and activities in the first column. Start with greetings at arrival time, and list each routine, activity, and transition. In the middle column, briefly describe the team’s expectation for a child’s engagement and independence during that routine. Then, in the third column, indicate the focal child’s level of performance. Is this an area of strength or an area of concern? Does the child enjoy the routine? Work hard or persist? Or find the routine difficult?

**Optional Activity:** If participants work in group care environments, ask them to write down the daily routines, activities, and transitions from the child’s arrival to departure. The activity may be extended to a discussion of expectations for children during each of the routines. Alternatively, participants might consider a child that they currently work with and try this activity in their own context.



### Slide 14: Routines-Based Interview

A comparable process can be used by conducting interviews with family members or other caregivers. The interview format is often used in home-based programs.

For example, McWilliam’s Routines-Based Interview (RBI — see the Helpful Resources handout for the full reference) is a semi-structured interview by which the interviewer asks one or more family member about each routine from the start of the day to going to bed at night. For each routine, the interviewer asks: what does everyone do at this time, what does the child do, how does the child participate, what does the child do by him- or herself, how does the child communicate and get along with others, and how satisfied is the caregiver with the routine?

The same process can be used by child care providers or teachers.

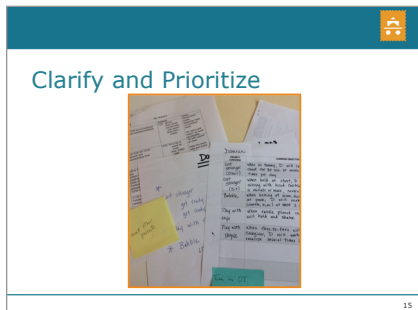
Training is provided to conduct RBIs. Interviewers should be skilled in conducting systematic yet conversational interviews.

The slide shows the key steps in conducting a routines-based interview.

**Optional Activity:** Ask participants to identify the strengths and drawbacks for a routines-based assessment performed through either observation or interview.

One possible drawback is the length of time to conduct the process. Some authors suggest using a sampling of routines rather than the entire day. However, a strength of the approach is that it gives a full picture of the child's abilities and helps to identify functional learning goals.

**See the Planning for Routines-Based Assessment Learning Activity.**



**Slide 15: Clarify and Prioritize**

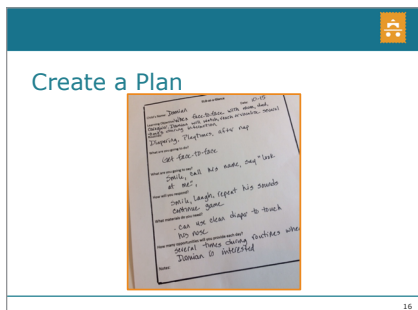
The routines-based assessment helps the team identify areas of need or concern. The concern may be around lack of participation in the routine, or a lack of independent performance. After all routines are discussed, review the areas of concern. Think about how these concerns can be changed into learning goals/objectives.

Then, the team identifies what concern is most important, what is the next most important and so forth. In making a priority list, the team considers whether or not the concern (now described as a goal/objective) is prerequisite to other skills. For example, learning some functional communication such as simple requesting might increase a child's participation in social activities. Prerequisite skills are often listed as higher priority.

The team uses this priority listing in future planning.

For children whose IFSP was developed in a traditional way and used primarily test-based information, the routines-based assessment offers important contextual information that leads to functional goals/objectives.

The slide shows notes from a team meeting as the team negotiates main concerns for the child and turns the priorities into goals/objectives.



**Slide 16: Create a Plan**

The next step is to create a plan.

If routines-based assessment is part of IFSP development, this plan is part of the IFSP.

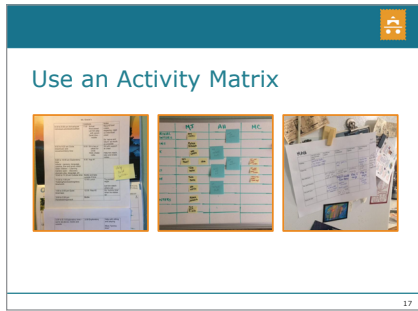
In addition, the team takes the current priority list of concerns and transforms them into individual learning objectives and then into instructional or lesson plans.

A learning (or behavioral) objective is a statement that states what the learner (child) will do (the behavior) under what conditions and at what level of performance.

For example:

When placed on his tummy and given interesting things to look at, Damian will lift his head and chest for more than 30 seconds and will do this several times during the day. (See the Child Vignettes handout.)

An individual instructional plan tells what to teach, when to teach, and how to teach. The slide shows an example format. For more information, see the Embedded Learning Opportunities for Infants and Toddlers module.



### Slide 17: Use an Activity Matrix

An activity matrix is a tool that helps educators and teams plan, organize and implement responsive care-giving and meaningful instruction within the child’s early learning environment.

The team uses the matrix to ensure that sufficient opportunities for teaching and learning are provided on the high priority goals/objectives. A matrix can be used at home as well as in group settings.

Note that the routines-based assessment provides the team with important information about when the skill or concept is typically used. The team will use this information to identify opportunities for instruction and additional practice.

See the Activity Matrix for Infants and Toddlers module for more detailed information and practice tips.



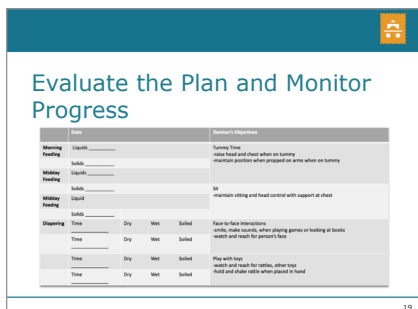
### Slide 18: Implement the Plan

The next step is to implement the plan by providing planned instruction during the typical routines, activities and transitions.

For some infants and toddlers or for some of their learning goals/objectives, curriculum modifications may be sufficient. With modifications, the child gets numerous of opportunities to learn and practice new skills and concepts. For example:

Maya (see the Child Vignettes handout) likes music. Her family uses musical toys to encourage her to reach, grasp and play with objects.

For other learning goals/objectives, more specialized instruction may be needed. Well-planned instruction can be embedded within the typical, everyday routines and activities. For example, Marcus (see the Child Vignettes handout) needs additional support and instruction to play with other children. His education and support team uses a picture card and verbal prompts to help him play and take turns. They systematically acknowledge and reinforce his efforts.



### Slide 19: Evaluate the Plan and Monitor Progress

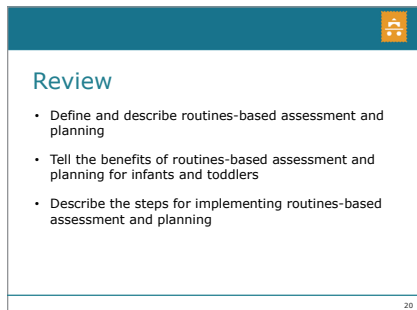
The team implements the plan and collects on-going assessment information. On-going assessment tells the team if the plan is working and if the child is making progress.

This slide shows an example data sheet for Damian, who is enrolled in a family child care program (see the Child Vignettes handout).

If the child is making progress but hasn’t yet achieved the goal, the plan continues. If the child is not making progress, the team makes a change to the plan. If the child has achieved the goal, the team identifies a new individual goal.

See the [15-minute in-service suites](#) on the ECLKC for more information about collecting ongoing assessment by taking notes, collecting samples (such as video) of the child’s performance, or other means of observing and documenting performance.





**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

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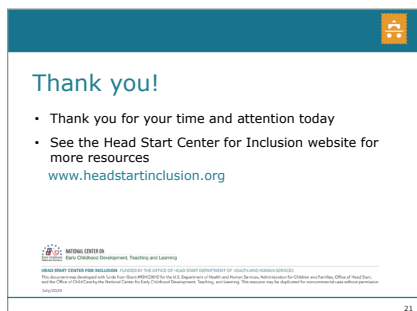
## Slide 20: Review

The purpose of this module is to help participants understand the value of using typical routines as the context for assessment and planning for infants and toddlers.

As the objectives for the module are revealed, ask participants to check their knowledge by:

- 1) describing the routines-based assessment and planning process
- 2) telling at least 3 benefits of the process

Refer to the Tips for Educators handout and ask if there are any further needs for clarification on the routines-based assessment and planning process.



**Thank you!**

- Thank you for your time and attention today
- See the Head Start Center for Inclusion website for more resources  
[www.headstartinclusion.org](http://www.headstartinclusion.org)

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## Slide 21: Thank You!

Thank audience members for their time and participation before ending the session. Recommend that they visit the Children with Disabilities page on the ECLKC for more helpful resources: <https://eclkc.ohs.acf.hhs.gov/children-disabilities>