



# Routines-Based Assessment and Planning

## Overview of Routines-Based Assessment and Planning

Routines-based assessment and planning is a process for using the typical routines of the day to identify an individual child's strengths and needs, and to implement opportunities for learning and practice.

Assessment is defined as the process of gathering information to make decisions. In early intervention, there are a variety of purposes, including screening, determination of eligibility, individualized planning, and monitoring progress. Assessment information can be gathered in different ways, such as through observation, interview, and direct testing. Routines-based assessment and planning happens in typical routines, such as feeding, diapering, bathing, play times, looking at books, going out in the community, or spending time with family members.

In group care situations, we think of similar routines, in addition to 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 typical routines and activities to determine "what to teach" — goals and objectives. These same routines and activities then become the "when to teach" — planned instruction occurs during these times. The steps listed below describe the "how" of routines-based assessment and planning:

## Assessment and Planning Steps

- Assess the learning environment
- Gather information about the individual child
- Assess and talk with the family about the child's learning needs in typical routines
- Work with the family to clarify and prioritize current concerns for the child
- Together with the child's family, plan activities to support the child and family's needs and goals
- Use an activity matrix to create a plan
- Implement the plan, and support family members to be involved
- Evaluate the plan and monitor child progress, checking in regularly with the child's family