



Child's Name: _____

Caregiver's Name: _____

Practitioner: _____

Date: _____

Everyday activities are activities and routines that you and your child do regularly. Consider focusing our visits on activities that are easy for your child and give lots of chances for you and your child to have positive interactions. You can also focus on activities that are challenging for your child and give you lots of chances to use your child's interests to help them participate the way you want them to.

Date	Everyday Activity	Date	Everyday Activity	Date	Everyday Activity	Date	Everyday Activity
	Bathing		Going out		Getting up in the morning		Park visit
	Bedtime/naptime preparation		Hanging out with family		Mealtime/eating		Reading
	Diapering/toileting		Household tasks		Mealtime preparation		Shopping
	Dressing		Laundry		Outside play		TV/video/computer
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		

Child's Name: _____



Invite Strategies—Ways caregiver create positive emotional interactions

Record date when you introduce each *Invite* strategy to the parent/caregiver and when the parent/caregiver demonstrates use of each strategy

- | | | | | | |
|-------|-------|-------------------------------------|-------|-------|------------------------------|
| _____ | _____ | Smiling/laughing | _____ | _____ | Using an inviting voice |
| _____ | _____ | Watching where the child is looking | _____ | _____ | Using an excited voice |
| _____ | _____ | Gesturing (hugging) | _____ | _____ | Using a quiet voice |
| _____ | _____ | Using sign language | _____ | _____ | Using a sad voice |
| _____ | _____ | Holding hands | _____ | _____ | Showing calmness |
| _____ | _____ | Using one or two word phrases | _____ | _____ | Demonstrating or modeling |
| _____ | _____ | Using multiple word phrases | _____ | _____ | Taking the child by the hand |
| _____ | _____ | Naming simple emotions | | | |

Engage Strategies—Ways to do things together

Record date when you introduced each *Engage* strategy to the parents/caregivers and when the parent/caregiver demonstrates use of each strategy.

- _____ _____ Start playing with the child by doing the same thing they are doing.
- _____ _____ Position your child to be successful.
- _____ _____ Always responding immediately and positively to the child.
- _____ _____ See the child's interest or concerns the same way they do.
- _____ _____ Let the child know that the parent sees they are ready to play or do things together.
- _____ _____ Let the child know the parent understands what they are feeling and telling them.
- _____ _____ Recognize, accept, and name the child's feelings.
- _____ _____ Listen until the child is finished telling things.
- _____ _____ Let the child know when they have been successful.

Teach Strategies—Ways to help children learn

Record date when you introduce each *Teach* strategy to the parents/caregivers and when the parent/caregiver demonstrates use of each strategy.

- _____ _____ Add new activities that let the child practice what they are learning.
- _____ _____ Show the child new ways to do things.
- _____ _____ Let the child decide what and how they want to do activities that interest them.
- _____ _____ Add things to what the child is doing to help them understand and learn new things.
- _____ _____ Help the child practice being responsible when they makes a mistake.
- _____ _____ Continue the child's successful activities to make them last longer.
- _____ _____ Increase how often the child is a part of activities they like to do.
- _____ _____ Use the child's interests to help them be a part of everyday activities.
- _____ _____ Start and wait for the child to respond, to practice taking turns, or finish the task.
- _____ _____ Use the child's interests to help them figure things out.
- _____ _____ Begin with small steps and gradually increase what the child does.

Child's Name: _____

Date: _____



Between Visits

Activity we

will focus on: _____

What do you want your child to learn during the activity?

What is your child interested in doing during the activity?

How will you help your child learn using *Invite*, *Engage*, and/or *Teach* strategies during the activity?

Next Visit

Activity we

will focus on: _____

What do you want your child to learn during the activity?

COMPLETED BY THE FAMILY WHILE REFLECTING WITH THE PRACTITIONER (OPTIONAL)



What part of your plan is working well?

How did that help your child participate and learn?

Based on what you and your child learned between the visits, what will you keep and what will you change?

COMPLETED BY THE FAMILY IN PREPARATION FOR THE NEXT VISIT (OPTIONAL)

Child's Name: _____

Date: _____



Practitioner Plan for the Focus Activity

What is the planned activity/routine for the next visit?

What did you and the caregiver plan for the child to learn?

How will you help the caregiver get started with the focus activity if needed?

How do you plan to help the caregiver use existing *Invite, Engage, and Teach* strategies?

What new *Invite, Engage, and Teach* strategies do you plan to introduce?

What reflective question prompts do you think you might use with this caregiver?

What level of scaffolding do you anticipate the caregiver will need with this activity? How will you provide it?

How will you help the caregiver reflect on the success of the activity?

COMPLETED BY THE PRACTITIONER IN PREPARATION FOR THE NEXT VISIT (OPTIONAL)



Practitioner Reflection After the Visit

How did this visit build the caregiver's capacity? How do you know?

What did you do or say during the visit that made the biggest impact on the caregiver's learning?

What did the caregiver do during the visit that had the biggest impact on child learning?

What can you do next time to continue to build on the caregiver's competencies?

COMPLETED BY THE PRACTITIONER AFTER THE VISIT (OPTIONAL)