



Observing Careprovider-Child Routines

Notes

1. *Observe the routine:*

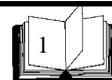
Did the routine:

- have a clear beginning and ending point?
- have a sequence of steps or logical order?
- have interesting objects or actions for the child's engagement?
- have opportunities for repetition?
- have opportunities for joint attention?
- have a motivating or reinforcing outcome?
- reach completion within a reasonably brief time period?

2. *Observe the child:*

Did the child:

- attend throughout the routine?
- anticipate actions or objects within the routine?
- initiate interactions within the routine?
- respond to cues from careprovider?
- imitate action/verbalization of careprovider?
- complete any of the routines independently?
- direct gaze to careprovider or establish joint attention?
- interact with objects/material in the routine?



3. *Observe the careprovider:*

Did the careprovider:

- describe the sequence or outcome of the routine?
- expect the child to participate?
- provide adequate response time?
- provide objects of interest for child?
- encourage child's participation?
- respond to child's initiations?
- read child's cues appropriately?
- engage in any incidental teaching?
- expand or extend any of the child's interactions?
- use any specific teaching strategies?

If so, what:

when:

for what purpose:

If so, what:

when:

for what purpose:

- provide encouragement for the child?

4. *Observe the dyad:*

Did the careprovider and child:

- position themselves comfortably for positive interactions?
- establish mutual attention?
- take turns?
- show positive affect to each other?
- read each others cues successfully?
- repair or clarify and missed cues?