Observing Careprovider-Child Routines

Notes

1. Observe 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:
   - 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?