

# CAREGIVER ASSESSMENT OF ACTIVITIES AND ROUTINES

Date \_\_\_\_\_ Toddler's Name Classroom Completed as Guided Interview with Spencer By Provider Name Mallory

## Guidelines for the Assessment as an Interview or Conversation

- 1) Ask the caregiver open-ended questions about each activity and routine. For example, begin by saying, "Tell me about story time and how the toddler (or group of toddlers) participates during story time." Follow up by asking additional questions in order to gain an understanding or a picture of what the activity or routine looks like.
- 2) Ask the caregiver to rate the toddler's (or group's) participation in terms of the caregiver's expectations (i.e., exceeds, meets, occasionally meets, or does not meet). Also ask the caregiver to describe his or her satisfaction with how the activity or routine is going.
- 3) If the focus is on an individual toddler, ask the caregiver to rate the toddler's use of functional skills (e.g., socializing, communicating, etc.) within activities and routines and his or her satisfaction with the toddler's abilities. Keep in mind that you are not trying to find out about the toddler's deficit, but the extent to which identified problems interfere with a toddler's participation in activities and routines.
- 4) Summarize activities and routines that are going well and that are not going well. Ask caregivers follow-up questions about their ratings to understand the importance of the activities and routines.

CHILD CARE ACTIVITIES	Expectations				COMMENTS	Satisfaction				
	Exceeds	Meets	Occasionally Meets	Does Not Meet		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Did Not Ask
MUSIC			✓					✓		
PLAY TIME			✓		can get chaotic			✓		
ART AND SENSORY EXPERIENCES		✓			children like art + music		✓			
STORY TIME				✓	roll around ; not engaged				✓	
ACTIVE MOVEMENT (indoors and outdoors)		✓					✓			
CIRCLE TIME				✓	has to be very short				✓	
COMMUNITY OUTINGS					have not tried yet					

CHILD CARE ROUTINES	Expectations				COMMENTS	Satisfaction				
	Exceeds	Meets	Occasionally Meets	Does Not Meet		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Did Not Ask
DROP OFF/PICK UP		✓					✓			
DIAPERING/TOILETING		✓					✓			
NAP TIME		✓					✓			
MEAL TIME				✓	waiting is hard; children don't stay seated					✓
CLEANING UP			✓							✓
TRANSITION			✓		before + after meals					✓

USE OF FUNCTIONAL SKILLS IN ACTIVITIES AND ROUTINES	Expectations				COMMENTS	Satisfaction				
	Exceeds	Meets	Occasionally Meets	Does Not Meet		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Did Not Ask
SOCIALIZING ( e.g., interacting with peers and adults)		✓			doing well in all of these areas ↓		✓			
COMMUNICATING (e.g., expressing wants, desires, thoughts, choices, etc.)		✓					✓			
GETTING AROUND (e.g., mobility)	✓						✓			
USING HANDS & ARMS FOR FUNCTIONAL TASKS (e.g., reaching, obtaining and holding objects, manipulating objects, etc.)		✓						✓		
PROBLEM SOLVING (e.g., figuring out solutions to problems, such as knowing an object still exists when it is not in direct sight, etc.)		✓						✓		

ADDITIONAL ACTIVITIES OR ROUTINES	Expectations				COMMENTS	Satisfaction				
	Exceeds	Meets	Occasionally Meets	Does Not Meet		Very Satisfied	Satisfied	Somewhat Satisfied	Not Satisfied	Did Not Ask
AT HOME CHORES										✓
LEAVING THE HOUSE		✓					✓			
RUNNING ERRANDS										✓
MORNING ROUTINE		✓					✓			
EVENING ROUTINE										✓
TRAVEL TIME		✓					✓			

List the activities and routines that do not meet your expectations.

Story Time  
 Circle Time  
 Meal Time → Spencer's top priority

List the activities and routines that are enjoyable for you and the toddler(s).

Music  
Play time  
Any active movement times  
Arrival + Departure  
Nap time

Comments:

Meal time  
- Biggest concern for Spencer  
- Children are hungry + need to eat  
- Spencer has been trying to do what he can  
to be as prepared as possible