

Mealtime Assessment of Activities and Routines

This assessment is for the entire classroom. It was completed as a guided interview with Spencer by Mallory who is the provider.

The guidelines for the assessment:

- 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.

There is a table with the headings "Child Care Activities," "Expectations," which has subheadings of "Exceeds," "Meets," "Occasionally meets," "Does not meet," followed by a "Comments" heading and then "Satisfaction" which has subheadings of "Very satisfied," "Satisfied," "Somewhat satisfied," "Not satisfied," "Did not ask." The rows are labeled underneath the heading "Child care activities": "Music," "Play time," "Art and sensory experiences," "Story time," "Active movement," "Circle time," and "Community outings."

The table that is completed for the classroom reads: Under the child care activities in story time and circle time do not meet expectations and not satisfied is selected. There is a note for story time that reads, "roll around; not engaged." There is a note for circle time that reads, "has to be very short." Under the activities music and play time, occasionally meets expectations is selected and somewhat satisfied. There is a note for play time that reads, "can get chaotic." Under the activities art and sensory experiences and active movement, meets expectations is selected and satisfied. There is a note for art and sensory that reads, "children like art and music." Community outings have not been tried yet.

There is a table with the headings "Child Care Routines," "Expectations," which has subheadings of "Exceeds," "Meets," "Occasionally meets," "Does not meet," followed by a "Comments" heading and then "Satisfaction" which has subheadings of "Very satisfied,"

“Satisfied,” “Somewhat satisfied,” “Not satisfied,” “Did not ask.” The rows are labeled underneath the heading “Child care activities”: “Music,” “Play time,” “Art and sensory experiences,” “Story time,” “Active movement,” “Circle time,” and “Community outings.”

The table that is completed for the classroom reads: Under the routines of drop off/pick up, diapering/toileting and nap time, meets expectations and satisfied are selected. Under the routine of meal time, does not meet expectations and not satisfied is selected. There is a note that reads, “wait is hard; children don’t stay seated. Under cleaning up and transition, occasionally meets expectations and not satisfied are selected with a note for transition that reads, “before and after meals.”

There is a table with the headings “Use of Functional Skills in Activities and Routines,” “Expectations,” which has subheadings of “Exceeds,” “Meets,” “Occasionally meets,” “Does not meet,” followed by a “Comments” heading and then “Satisfaction” which has subheadings of “Very satisfied,” “Satisfied,” “Somewhat satisfied,” “Not satisfied,” “Did not ask.” The rows are labeled underneath the heading “Child care activities”: “Music,” “Play time,” “Art and sensory experiences,” “Story time,” “Active movement,” “Circle time,” and “Community outings.”

The table that is completed for the classroom reads: Under the routines of socializing, communicating, using hands and arms for functional tasks, and problem solving meets expectations and satisfied are selected. Under the routine for getting around, exceeds expectations and very satisfied are selected. There is a note for all routines that reads, “doing well in all of these areas.”

There is a table with the headings “Additional Activities and Routines,” “Expectations,” which has subheadings of “Exceeds,” “Meets,” “Occasionally meets,” “Does not meet,” followed by a “Comments” heading and then “Satisfaction” which has subheadings of “Very satisfied,” “Satisfied,” “Somewhat satisfied,” “Not satisfied,” “Did not ask.” The rows are labeled underneath the heading “Child care activities”: “At home chores,” “Leaving the house,” “Running errands,” “Morning routine,” “Evening routine,” “Travel time.”

The table that is completed for the classroom reads: Under the additional activities and routines of at leaving the house, morning routine and travel time, meets expectations and satisfied are selected. The others were not asked.

There is a comments section that has a few notes. The first asks which activities and routines did not meet expectations. Those were story time, circle time and meal time. Meal time has been chosen as the main focus. Next it asks to list the activities and routines that are enjoyable for you and the toddlers. Music, play time, any active movement times, arrival and departure and nap time are written. The comments read: “Meal time is the biggest concern for Spencer. Children are hungry and need to eat. Spencer has been trying to do what he can to be as prepared as possible.”

