

# CAREGIVER ASSESSMENT OF ACTIVITIES AND ROUTINES

Date \_\_\_\_\_ Toddler's Name Jace Completed as Guided Interview with Paula By Provider Name Kris

## 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				✓	throws instruments, covers ears, rolls around				✓	
PLAY TIME		✓					✓	✓		
ART AND SENSORY EXPERIENCES			✓					✓		
STORY TIME			✓		stays if the story is short enough				✓	
ACTIVE MOVEMENT (indoors and outdoors)	✓				his favorite	✓				
CIRCLE TIME				✓	runs away				✓	
COMMUNITY OUTINGS		✓					✓			

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			✓		likes to be independent			✓		
CLEANING UP			✓					✓		
TRANSITION			✓					✓		

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
<b>SOCIALIZING</b> (e.g., interacting with peers and adults)			✓		talks and plays at table time and play time			✓		
<b>COMMUNICATING</b> (e.g., expressing wants, desires, thoughts, choices, etc.)			✓						✓	
<b>GETTING AROUND</b> (e.g., mobility)	✓					✓				
<b>USING HANDS &amp; ARMS FOR FUNCTIONAL TASKS</b> (e.g., reaching, obtaining and holding objects, manipulating objects, etc.)	✓					✓				
<b>PROBLEM SOLVING</b> (e.g., figuring out solutions to problems, such as knowing an object still exists when it is not in direct sight, etc.)		✓			he will figure out a way to get away from what he does not like			✓		

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			✓		depends on length + noise			✓		

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

Music  
Circle Time

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

Active Play (Inside and on the playground)  
Play Time  
Meal Time

**Comments:**

Most difficulty comes when he has to sit in a group.

Loud noise bothers him sometimes.

A big concern is when he runs away from group activities to another part of the room.