



Assessment of Family Activities & Routines

Date: _____ Child's name: _____ Completed As Guided Interview with _____ by Provider Name: _____

DIRECTIONS FOR USING THE ASSESSMENT AS AN INTERVIEW/CONVERSATION WITH CAREGIVERS

1. Ask the caregiver open ended questions about each activity/routine. For example, start by saying "tell me about bathtime and what you and your child do during bathtime." Follow-up by asking additional questions so that you gain an understanding, a picture, of what the routine or activity looks like. Then ask the caregiver to rate the child's participation in terms of the caregiver's expectations (e.g., exceeds, meets, occasionally meets, does not meet). Then, ask the caregiver about satisfaction with how the activity/routine is going.
2. Ask the caregiver to rate the child's use of functional skills (e.g., socializing, communicating) within activities and routines and satisfaction with the child's abilities. You are not trying to find out about the child's deficit or delay (e.g., speech) but rather about the extent to which problems or limitations interfere with a child's participation.
3. Identify any routines which may not be going well (so that you can help families make them go better); Identify routines that are positive for families/children as these will provide a context in which to show families how to teach developmental skills to their children.

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	<u>Exceeds</u>	<u>Meets</u>	<u>Occasionally Meets</u>	<u>Does not meet</u>		<u>Very</u>	<u>Is OK</u>	<u>Somewhat</u>	<u>Not</u>	<u>Did Not Ask</u>
BATHTIME										
MORNING ROUTINE (getting up, getting dressed, bathing/washing)										
BEDTIME (getting ready for bed, going to bed, sleeping)										
MEALTIMES (appetite, level of assistance)										

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	<u>Exceeds</u>	<u>Meets</u>	<u>Occasionally Meets</u>	<u>Does not meet</u>		<u>Very</u>	<u>Is OK</u>	<u>Somewhat</u>	<u>Not</u>	<u>Did Not Ask</u>
PLAYTIME (Indoor Play)										
STORY TIME										
OUTDOOR PLAY (riding a bike, playing outside, playing on playground equipment, swimming)										
AT HOME CHORES (cleaning, preparing meals, watching TV, caring for pets, etc.)										
LEAVING THE HOUSE										
TRAVEL TIME (riding in a car, bus; walking, etc.)										
RUNNING ERRANDS (grocery store, mall/store shopping, banking, wash/cleaners)										
OUTINGS (visit a friend/relative, eat at a restaurant/fast food, go to museums, amusement parks, zoo, etc.)										

USE OF FUNCTIONAL SKILLS IN ROUTINES/ACTIVITIES										
SOCIALIZING (interacting with peers and adults)										
COMMUNICATING with peers and adults										
GETTING AROUND (mobility at home/community)										
USING HANDS & ARMS for functional tasks (e.g., reaching, obtaining/holding objects, manipulation)										
PROBLEM SOLVING (figuring out solutions to “problems” – knowing object exists when not in sight; an object is a tool, etc.)										
Use blanks to add activities or routines not included in categories										

Based on your answers above, list the routines/activities that **do not** meet your expectations.

ROUTINE/ACTIVITY	What would you like to <i>see</i> happening: What would the child be doing? What would you or other family members be doing? What strategies have you tried?
1.	
2.	
3.	

Based on your answers above, list the routines/activities that are enjoyable for your family and child.

ROUTINE/ACTIVITY	
1.	
2.	
3.	

Additional Comments: