



# Activity Matrix for Infants and Toddlers





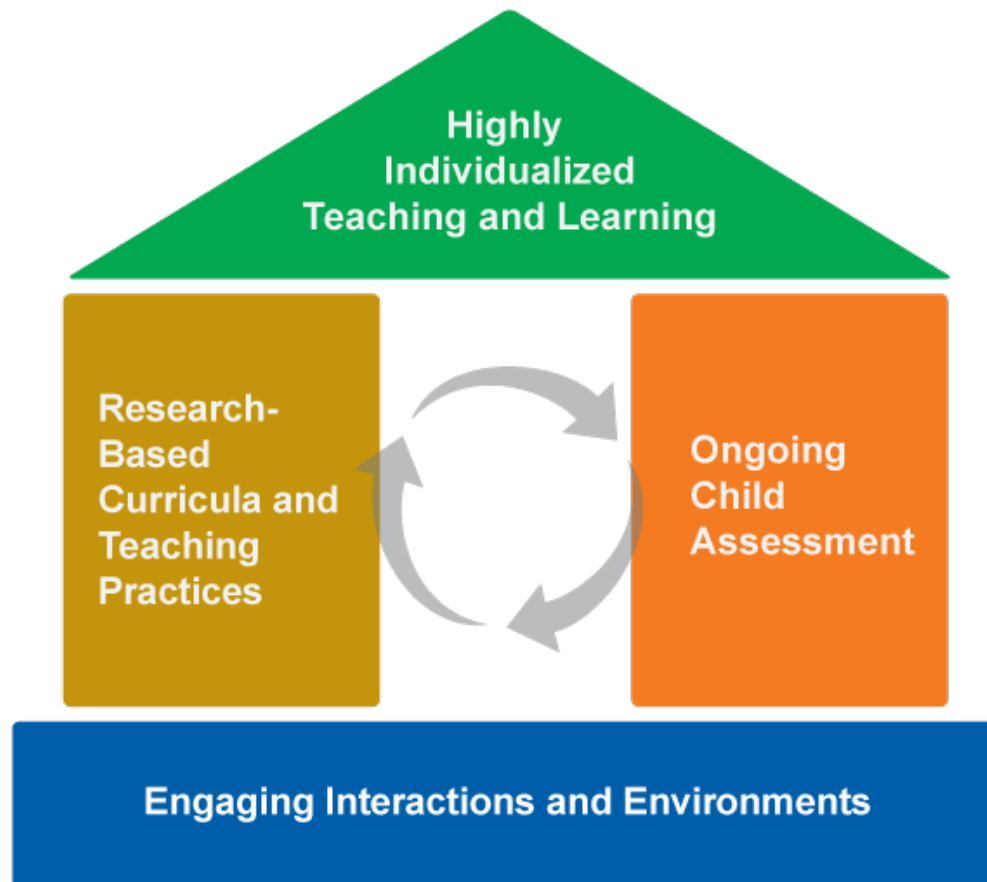
# Objectives

Describe the uses and benefits of the activity matrix.

Practice creating and using an activity matrix for home-based, family child care, and center-based programs.

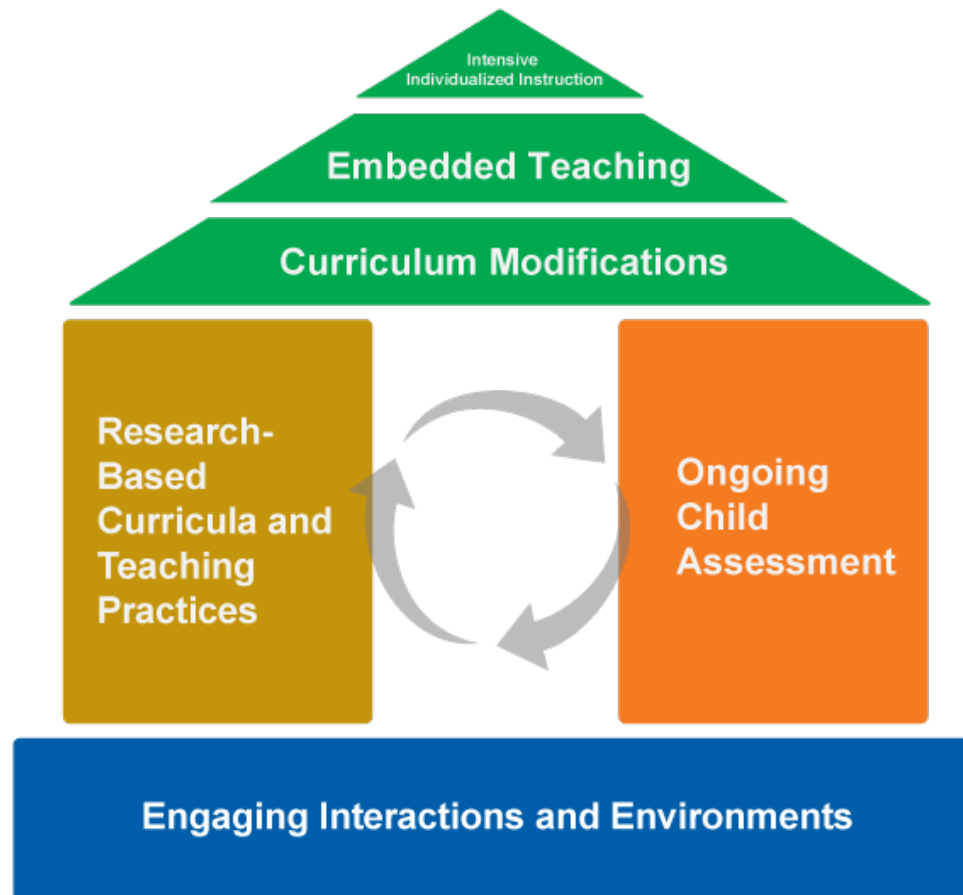


# Framework of Effective Practice



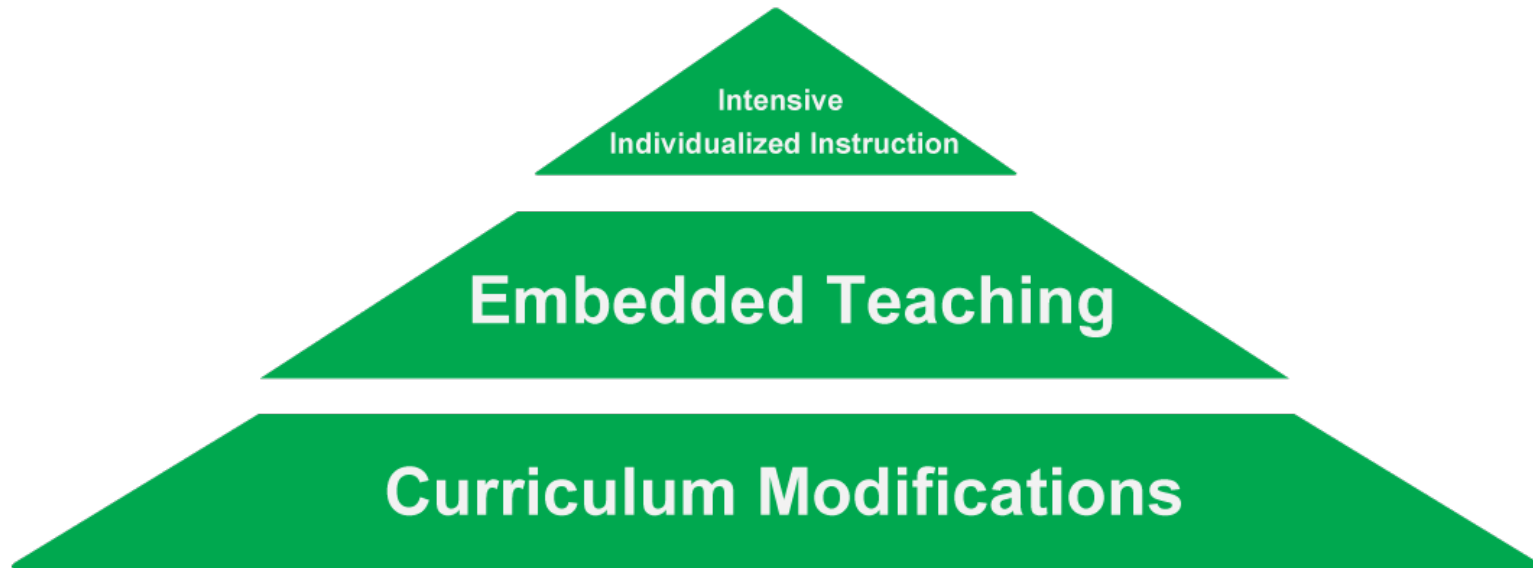


# Framework of Effective Practice





# Framework of Effective Practice





# What is an Activity Matrix?

- The Activity Matrix is a tool for activity:
  - Planning
  - Organization
  - Implementation





# Activity Matrix Examples



Ms. Gracie's

Time	Activity	Notes
6:30 to 9:00 am	Arrival/quiet individual activities/breakfast	
7:30	DAMIAN Arrival Rice cereal Let him play with spoon Quiet time - mobile	Record food intake, diapering, naps on individual sheet  Do "serve and return" as much as possible Sit with support at chest Help him reach, take and shake rattles
9:00 to 9:20 am	Circle time/music and movement/story time	
9:00	Sit in lap or pillow for circle Hold, shake rattle	
9:20 to 10:45 am	Exploratory time Infants - sensory, language, creative, fine and gross motor Older children - Learning Centers open - discovery, dramatic play, language, art 10:45 to 11:30 am Outside time	
9:30	Nap #1	
11:30 to 1:00 pm	Tableting/handwashing/story time/lunch	
12:00	Lunch	Try pureed veggie Let him watch others eat Do "tummy time" when he wakes up
1:00 to 3:00 pm	Quiet time/naps	
12:30	Nap #2	
3:00 to 3:30 pm	Handwashing/snack	
3:30 to 5:15	Exploratory time - same as above, inside and outside	
3:30	Exploratory	Help with sitting and playing and playing More "tummy time"

*Handwritten note: Help hold bottle*

TODDLERS MORNING	NJ	AH	MC
8:00 OPEN, ARRIVAL QUIET CENTERS	see table		
ALL TRANSITIONS	Picture Schedule		
MORNING SNACK	use words		
9:15 CIRCLE	see PLAN	date	
9:30 CENTERS	Take turns		
10:30 OUTSIDE	Take turns		
11:30 LUNCH	use words		
TRANSITION QUIET CENTERS	Picture Schedule		
NAP	try get to calm		



# What are the Benefits?

Organize teaching and learning.

Maximize learning time within naturally occurring activities, routines, and transitions.

Support educator awareness of individual child objectives and learning opportunities.

Match child's learning objectives with activities, routines, and transitions.





# Steps to Create an Activity Matrix

1. Gather or organize the child's individual learning objectives.
2. Identify the general schedule of the day, including typical routines.
3. Select preferred daily activities, routines, and transitions — individualized for the child and the family.
4. Incorporate individual learning objectives within daily activities, routines, and transitions.
5. Build upon natural strategies used by caregivers.
6. Use the matrix, monitor child progress, and adjust as needed.



# Home-Based Setting Example

MAYA	Eat more easily, tolerate more food	Sit with less support	Increase vocalizations	Use two hands together	Reach and grasp objects	PT Notes
Feeding	<ul style="list-style-type: none"><li>- Pureed foods</li><li>- Try finger foods</li><li>- Track time &amp; food</li></ul>					
Diapering			Play peek-a-boo		Reach for diaper or toy	<ul style="list-style-type: none"><li>- Leg exercises</li><li>- Roll to tummy</li></ul>
Play with Mom		Sit between legs or hold on sitting	Repeat her sounds, take turns	Practice clapping	Play with bubbles	Leg exercises
Play with Grandma			Repeat her sounds, take turns	Play with favorite toys	Play with favorite toys	
Play with Uncle		AFTER HOME-WORK hold on knees and bounce	Repeat her sounds, take turns		Play "gonna get you"	
Ready for bed			Read a book, pat pictures, take turns			



# Family Child Care Setting Example

	DAMIAN	NOTES
<b>6:30 am to 9:00 am</b> Arrival/quiet individual activities/ breakfast	<b>7:30 am</b> Arrival Rice cereal Let him play with spoon Quite time - mobile	Record food intake, diapering, naps on individual sheet  Do "serve and return" as much as possible
<b>9:0 am to 9:20 am</b> Circle time/music and movement/ story time	<b>9:00 am</b> - Sit in lap or pillow for circle - Holds, shake rattle	Sit with support at chest  Help him reach, take and shake rattles
<b>9:20 am to 10:45 am</b> Exploratory time <i>Infants</i> - sensory, language, creative, fine and gross motor <i>Older Children</i> - Learning Centers open - discovery, dramatic play, language, art	<b>9:30 am</b> Nap #1	
<b>10:45 am to 11:30 am</b> Outside time	Bottle and take outside if time	Encourage hands on bottle
<b>11:30 am to 1:00 pm</b> Toileting/hand-washing/story time/lunch	<b>12:00 pm</b> Lunch	Try pureed veggie  Let him watch others eat
<b>1:00 pm to 3:00 pm</b> Quite time/naps	<b>12:30 pm</b> Nap #2	Do "tummy time" when he wakes up
<b>3:00 pm to 3:30 pm</b> Hand-washing/snack	Bottle	Encourage hands on bottle

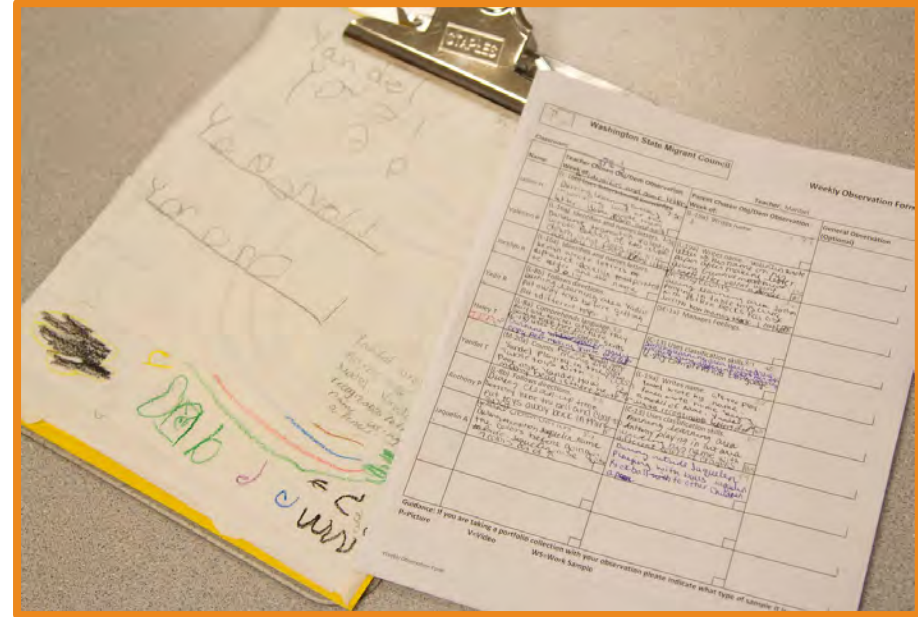


# Center-Based Setting Example

TODDLERS MORNING	MJ	AH	MC
8:00 OPEN, ARRIVAL QUIET CENTERS	Say name		
ALL TRANSITIONS	Picture Schedule		
MORNING SNACK	use words		
9:15 CIRCLE	see PLAN date		
9:30 CENTERS	Take turns		
10:30 OUTSIDE	Take turns		
11:30 LUNCH	use words		
TRANSITION QUIET CENTERS	Picture Schedule		
NAP	Put back to calm		



# Make Your Own Matrix





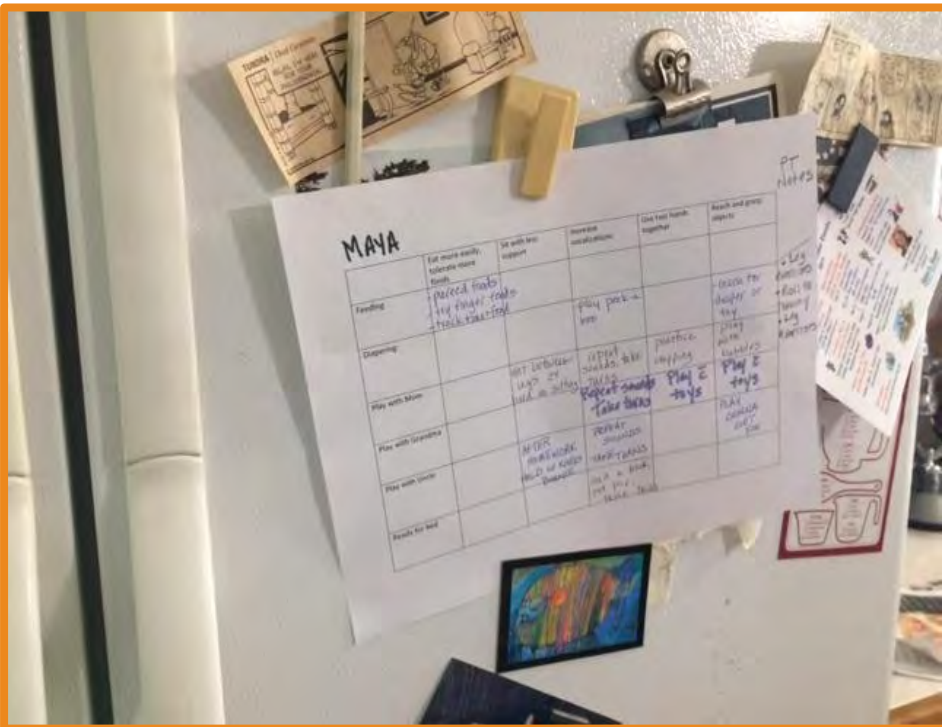
# Getting Started

- Start small
- One activity or routine
- One developmental domain
- One child in the group





# More Tips



Child name: *Maya* Date: *10.21*  
 Learning Objective: *When shown toy or other interesting object and cue, Maya will reach and grasp toy*

Set up: *Mom*  
*hold Maya on your knees or get face-to-face*  
**PLAY TIME, DIAPERING**

What are you going to say?  
*"Look, Maya"*

What are you going to do?  
*shake toy or make noise*  
*(about 4-6" from face)*

What will baby do?  
*reach, grab, play*

How will you respond?  
 + *smile, laugh, play with toy*  
 - *touch hands to toy, try again*



# Review







# Review: Benefits

Effective way to organize teaching and learning

Maximize learning time within naturally occurring activities, routines, and transitions

Help all educators be aware of individual child objectives and learning opportunities

Match child's learning objectives with activities, routines, and transitions



# Thank You!

See the Early Childhood Learning and Knowledge Center (ECLKC) website for more resources: <https://eclkc.ohs.acf.hhs.gov>



NATIONAL CENTER ON  
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