



Routines and Participation: Facilitator Notes

Purpose

The purpose of this activity is to learn about routines-based planning to identify when and where a child has difficulty participating. Routines-based planning is also used to identify possible modifications. Simple modifications are intended to help the child participate in everyday activities and routines.

Instructions

Hand out the Child Participation Form. Participants may work individually or in small groups. Make sure participants have the form and writing utensils to jot down notes as they go through the following steps.

Step 1. Based on their own experience, ask participants to determine an age group based on the following options:

- a) Group care program with young children of similar ages (e.g., toddler group)
- b) Group care environment with mixed ages (e.g., family child care)
- c) Home-based setting with a single child (infant, young toddler, older toddler)

Ask participants to think of an individual child of focus for this activity: a child who is having some difficulty participating in some activities. In Step 4, the child will need to be described to the small group.

Step 2. Ask participants to write the typical daily schedule of activities and routines, e.g. wake up, diaper change, watch mom from baby seat, eat breakfast, etc., in the first column of the Child Participation Form handout. For participants who work in a full-day or home-based program, invite them to write just part of the typical daily schedule.

Step 3. Ask participants to write down the expectations for each of the activities and routines, e.g. child cooperates with diaper change, plays or looks at toys during "tummy time."

Note: Remind participants that this is a simulated learning activity and that, in actual practice, all care providers, including family members, should agree upon the expectations. Additionally, expectations should be age-appropriate and culturally sensitive.

Step 4. If working in small groups, ask participants to briefly describe their child of focus to the group and the participation level of the individual child based on the options from third column of the handout: good (i.e. as expected), needs support in order to participate (i.e., a modification is needed), or needs enrichment (i.e., child is losing interest and needs a bit more challenge or less assistance). Ask participants to note the child's participation level in the third column as well as concerns, if any, in the final column.