



Child's Name: \_\_\_\_\_

Caregiver's Name: \_\_\_\_\_

Practitioner: \_\_\_\_\_

Date: \_\_\_\_\_

Date	Everyday Activity	Date	Everyday Activity	Date	Everyday Activity	Date	Everyday Activity
	Bathing		Going out		Getting up in the morning		Park visit
	Bedtime/naptime preparation		Hanging out with family		Mealtime/eating		Reading
	Diapering/toileting		Household tasks		Mealtime preparation		Shopping
	Dressing		Laundry		Outside play		TV/video/computer
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		
	Playtime with others (describe):				Other everyday activity:		

Child's Name: \_\_\_\_\_



### Invite Strategies—Ways caregiver create positive emotional interactions

Record date when you introduce each *Invite* strategy to the parent/caregiver and when the parent/caregiver demonstrates use of each strategy

- |       |       |                                     |       |       |                              |
|-------|-------|-------------------------------------|-------|-------|------------------------------|
| _____ | _____ | Smiling/laughing                    | _____ | _____ | Using an inviting voice      |
| _____ | _____ | Watching where the child is looking | _____ | _____ | Using an excited voice       |
| _____ | _____ | Gesturing (hugging)                 | _____ | _____ | Using a quiet voice          |
| _____ | _____ | Using sign language                 | _____ | _____ | Using a sad voice            |
| _____ | _____ | Holding hands                       | _____ | _____ | Showing calmness             |
| _____ | _____ | Using one or two word phrases       | _____ | _____ | Demonstrating or modeling    |
| _____ | _____ | Using multiple word phrases         | _____ | _____ | Taking the child by the hand |
| _____ | _____ | Naming simple emotions              |       |       |                              |

### Engage Strategies—Ways to do things together

Record date when you introduced each **Engage** strategy to the parents/caregivers and when the parent/caregiver demonstrates use of each strategy.

- \_\_\_\_\_    \_\_\_\_\_ Start playing with the child by doing the same thing they are doing.
- \_\_\_\_\_    \_\_\_\_\_ Position your child to be successful.
- \_\_\_\_\_    \_\_\_\_\_ Always responding immediately and positively to the child.
- \_\_\_\_\_    \_\_\_\_\_ See the child's interest or concerns the same way they do.
- \_\_\_\_\_    \_\_\_\_\_ Let the child know that the parent sees they are ready to play or do things together.
- \_\_\_\_\_    \_\_\_\_\_ Let the child know the parent understands what they are feeling and telling them.
- \_\_\_\_\_    \_\_\_\_\_ Recognize, accept, and name the child's feelings.
- \_\_\_\_\_    \_\_\_\_\_ Listen until the child is finished telling things.
- \_\_\_\_\_    \_\_\_\_\_ Let the child know when they have been successful.

### Teach Strategies—Ways to help children learn

Record date when you introduce each **Teach** strategy to the parents/caregivers and when the parent/caregiver demonstrates use of each strategy.

- \_\_\_\_\_    \_\_\_\_\_ Add new activities that let the child practice what they are learning.
- \_\_\_\_\_    \_\_\_\_\_ Show the child new ways to do things.
- \_\_\_\_\_    \_\_\_\_\_ Let the child decide what and how they want to do activities that interest them.
- \_\_\_\_\_    \_\_\_\_\_ Add things to what the child is doing to help them understand and learn new things.
- \_\_\_\_\_    \_\_\_\_\_ Help the child practice being responsible when they makes a mistake.
- \_\_\_\_\_    \_\_\_\_\_ Continue the child's successful activities to make them last longer.
- \_\_\_\_\_    \_\_\_\_\_ Increase how often the child is a part of activities they like to do.
- \_\_\_\_\_    \_\_\_\_\_ Use the child's interests to help them be a part of everyday activities.
- \_\_\_\_\_    \_\_\_\_\_ Start and wait for the child to respond, to practice taking turns, or finish the task.
- \_\_\_\_\_    \_\_\_\_\_ Use the child's interests to help them figure things out.
- \_\_\_\_\_    \_\_\_\_\_ Begin with small steps and gradually increase what the child does.

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Between Visits**

Activity we

will focus on: \_\_\_\_\_

What do you want your child to learn during the activity?

What is your child interested in doing during the activity?

How will you help your child learn using *Invite*, *Engage*, and/or *Teach* strategies during the activity?

**Next Visit**

Activity we

will focus on: \_\_\_\_\_

What do you want your child to learn during the activity?

**COMPLETED BY THE FAMILY WHILE REFLECTING WITH THE PRACTITIONER (OPTIONAL)**



**What part of your plan is working well?**

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**How did that help your child participate and learn?**

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**Based on what you and your child learned between the visits, what will you keep and what will you change?**

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**COMPLETED BY THE FAMILY IN PREPARATION FOR THE NEXT VISIT (OPTIONAL)**

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Practitioner Plan

**What is the planned activity/routine for the next visit?** →

↓

**What did you are the caregiver plan for the child to learn** →

↓

**How do you plan to help the parent get started?** →

↓

**How do you plan to help the parent use existing *Invite, Engage, and Teach* strategies?** →

↓

**What new *Invite, Engage, and Teach* strategies do you plan to introduce?** →

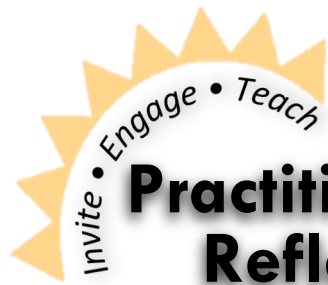
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**What level of scaffolding do you think the caregiver will need?** →

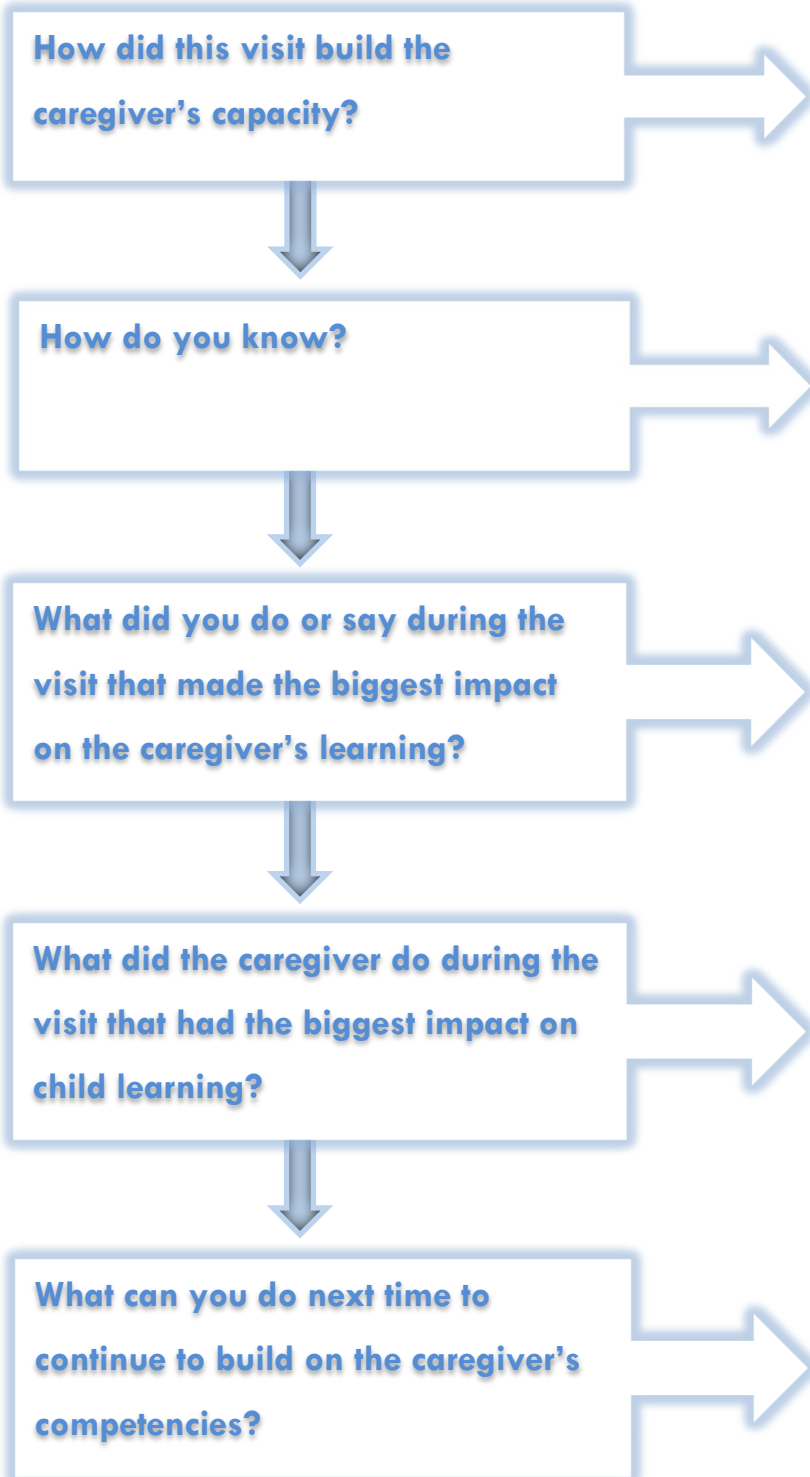
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**How will you know if you plan for the visit is working?** →

**COMPLETED BY THE PRACTITIONER IN PREPARATION FOR THE NEXT VISIT (OPTIONAL)**



# Practitioner Reflection



**COMPLETED BY THE PRACTITIONER AFTER THE VISIT (OPTIONAL)**