



Child's Name: _____

Parent'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 to 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 | _____ | _____ | Gesturing (hugging) |
| _____ | _____ | Holding hands | _____ | _____ | Naming simple emotions |
| _____ | _____ | Using an inviting voice | _____ | _____ | Using an excited voice |
| _____ | _____ | Using sign language | _____ | _____ | Using multiple work phrases |
| _____ | _____ | Using one/two word phrases | _____ | _____ | Demonstrating or modeling |
| _____ | _____ | Using a sad voice | _____ | _____ | Using a quiet voice |
| _____ | _____ | Using an excited voice | _____ | _____ | Taking the child by the hand |
| _____ | _____ | Showing calmness | | | |

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 he/she is doing.
- _____ _____ Always responding immediately and positively to the child.
- _____ _____ See the child's interest or concerns the same way he/she does.
- _____ _____ Let the child know that the parent sees he/she is ready to play or do things together.
- _____ _____ Understand how the child is telling the parent what he/she wants and feels.
- _____ _____ Let the child know the parent accepts and understands what he/she is feeling.
- _____ _____ Note how the child responds back to the parent and making sure he/she understands.
- _____ _____ Let the child know the parent understands what he/she likes to do in an activity.
- _____ _____ Recognize, accept, and name the child's feelings.
- _____ _____ Listen until the child is finished telling things.
- _____ _____ Let the child know when he/she has been successful doing things with the parent and others.
- _____ _____ Plan how to help the child be successful in everyday activities.

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 he/she is learning.
- _____ _____ Show the child new ways to do things.
- _____ _____ Let the child decide what and how he/she wants to do activities that interest him/her.
- _____ _____ Add things to what the child is doing to help him/her understand and learn new things.
- _____ _____ Help the child practice being responsible when he/she makes a mistake.
- _____ _____ Continue the child's successful activities to make them last longer.
- _____ _____ Increase how often the child is a part of activities he/she likes to do.
- _____ _____ Use the child's interests to help him/her 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 him/her plan activities and/or figure things out.
- _____ _____ Begin with small steps and gradually increase what the child does.

Child's Name: _____ Date: _____

Parent's Name: _____

Practitioner: _____



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

Blank space for writing the answer to the question above.

What is your child interested in doing during this activity?

Blank space for writing the answer to the question above.

How will you help your child learn during this activity?

Invite:
(include skilled interventions)

Engage:
(include skilled interventions)

Teach:
(include skilled interventions)

Large blank space for writing the answer to the question above, organized into three columns corresponding to the labels above.

Observations

What did your child learn?

What did you learn?

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 did the child learn during the activities?

What did you learn during the activities?

Based on what you and your child learned during the focus activities, where else could you use your child's interest to engage him/her?

