AT-A-GLANCE
NATURAL LEARNING ENVIRONMENT

Identify Parent Priorities

Based on:
- Reason for referral
- Initial conversation
- Discussion of child interests, routines, and everyday activity settings

Collect Activity Settings & Interests

*Tools:
- Initial pages of IFSP
- Asset-Based Context (ABC) Matrix
- Interest-Based Everyday Activity Checklists
- My Child Interest & Activity Plan (CIAP)
- Newborn Interest Assessment & Activity Plan
- HUGS Interest & Activity Plan (HIAP)
- Roadmap for Assessing Meaningful Participation (RAMP)
- The Routines-Based Interview (RBI)

Observe Parent Responsiveness

Method:
- Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity

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Select 5-7 activity settings that provide opportunities for child interest-based learning to serve as the context for visits.

Child Interest

- Use actual activities/routines based on child interests that occur at the time of the visit as context for intervention and part of joint plan for between visits
- Support the parent/teacher in using the child's interests to promote participation in activity
- Support the parent/teacher in expanding opportunities to promote the child's interests within *current* activity settings
- Support the parent/teacher in expanding opportunities to promote the child's interests within *new* activity settings during and between visits

Activity Settings

- As part of previous joint plan, schedule visit to occur during an actual child, family, or classroom activity or routine
- Use actual child/family/classroom activity or routine at the time of the visit as context for intervention and part of joint plan for between visits
- Focus on increasing child participation within the activity/routine, rather than only providing/suggesting intervention strategies or working on child deficits or needed skills
- Identify with parent/teacher e*xisting* and/or *new* activity settings/routines that can promote the child's participation in ways to accomplish the parent/teacher priorities
- Assist parent/teacher to identify contexts in which prioritized skills are needed for participation

Parent Responsiveness

- Assist the adult to consider the effectiveness of the current strategies being used to support child learning
- Support the adult in selecting and fostering child participation through the use of responsive *invite, engage,* and *teach* strategies
- Intentionally model/teach new responsive strategies for the adult (if needed) to promote the child's participation
- Actively engage and support the adult in trying strategies within real-life activity settings
- Plan for continued use of effective strategies across routines and activities

Self-Assessment

- What did the parent/teacher learn and/or change as a result of this conversation?
- How did this interaction build the parent's/teacher's knowledge and skills for the current and future situations?
- How did this interaction compare to others with this parent/teacher?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

Your Plan

- What is my plan related to the continued use of natural learning environment practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?

Tools:

Individualized Family Service Plan (IFSP)—see individual state resources

Asset-Based Context (ABC) Matrix—Wilson, L. L., & Mott, D. W. (2006). Asset-Based Context Matrix: An assessment tool for developing contextually-based child outcomes. *CASEtools, 2*(4), 1-12. Available at http://fipp.org/static/media/uploads/casetools/casetools_vol2_no4.pdf.

Interest-Based Checklists—Swanson, J., Raab, M., Roper, N., & Dunst, C. (2006). Promoting young children's participation in interest-based everyday learning activities. *CASEtools, 2*(5) 1-22. Available at http://fipp.org/static/media/uploads/casetools/casetools_vol2_no5.pdf.

CIAP, NIAAP,HIAP, RAMP—see www.fipp.org

Routines Based Interview (RBI)— McWilliam, R. A. (in press). *Routines-based early intervention.* Baltimore, MD: Brookes Publishing.

Sources for Coaching:

Rush, D., & Shelden, M., (2011). *Early childhood coaching handbook.* Baltimore, MD.: Paul H. Brookes.

Sources for Contextually-Mediated Practices:

Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, and preschoolers. *Young Exceptional Children, 4*(3), 18-25 (Erratum in Vol. 4(4), 25).

Sources for Responsive Interactions:

Davis, F. (2014). Practitioner and parent responsive strategy guides. *CASEtools* 7(1), 1-14. Available at http://fipp.org/static/media/uploads/casetool_7.1_combined.pdf.