



Series

MANUAL

Interest & Activity Plan

Invite • Engage • Teach

INTRODUCTION

The *Child Interest and Activity Plan (CIAP)* is a step-by-step observation planning guide for early intervention/early childhood practitioners and families to use to prepare and practice how parents/caregivers can promote child learning as a part of everyday activities during a visit and between visits. The *CIAP* includes the three characteristics of natural learning environment practices: child interest-based learning, everyday activity settings/opportunities, and parent responsiveness. The *CIAP* supports and implements the characteristics of natural learning environment practices through the use of coaching that builds parents' capabilities during the following in-practice activities: (1) follow-up on the previous between visit family plan; (2) planning and practice of the current visit's focus activity or observation; (3) review and reflection regarding the current visit's focus activity, the development of a new between-visit family plan, and the plan that includes identifying an everyday activity as the focus activity for the next visit.

The *CIAP* worksheets are provided to support parent and practitioner documentation of planning, implementing, and reflection on a child interest-based activity. The *Selecting Everyday Activities* worksheet can be used ongoing, and then should be replaced when no more space is available to document activities that have been chosen as the focus activity for the home visit or for between visits. The *Child Interest and Activity Plan* worksheet is only used for one focus activity and needs to be replaced for each planned focus activity. The *Family Plan* can be left with the family to use as a reminder of the between visit activity and needs to be replaced after four between-visit activities. If used, the *Between Visit Family Plan* worksheet should be completed by the parent/caregiver.

INSTRUCTIONS FOR USING THE TOOL

PART—I Follow-up for Between Visit Plan

At the beginning of the home visit, the practitioner and parent review the effectiveness of the *Between Visit Plan*. The *Roadmap for Promoting Child Interest-Based Learning: Follow-Up on the Previous Plan* provides opportunities for feedback and specific awareness, analysis, and action questions for the practitioner to use to support the parent's reflection on between-visits activities.

PART II—Child Interest Activity Plan:

- a. **Planning:** During this component, the practitioner and family focus on planning to support child interest-based learning during an everyday activity chosen as the focus activity during the previous visit. An alternative everyday activity can be chosen, if needed, before the planning process using the *Selecting Everyday Activities* worksheet. The planning process focuses on three parent choices: (1) identifying what the child can learn during the activity, (2) identifying what the child is interested in doing during the activity, and (3) the responsive and/or skilled strategies the parent will use to support child learning during the activity (Refer to enclosed *Guide to Responsive Parent Strategies* worksheet to support parent selection). The *Roadmap for Promoting Child Interest Activity Plan Part IIa: Planning* provides the practitioner with awareness questions, probes, and opportunities for feedback to promote the parent's participation in planning the child learning activity.
- b. **Focus Activity:** During the focused activity component, the practitioner, parent, and child begin the everyday activity and implement the plan they created. The practitioner's objectives during the focus activity are to support the parent's knowledge and practice implementing child interest-based learning and to promote the parent's acknowledgement of how successfully he/she is supporting child learning. The *Roadmap for Promoting Child Interest Activity Plan Part IIb & c Focus Activity and Review* provides probes and opportunities for practitioners to support both objectives through parent reflection-in-action and active participation during the focus activity. The *Roadmap* also identifies opportunities to provide intentional modeling of skilled interventions and informative feedback regarding child interest-based learning and responsive *Invite, Engage, and Teach* strategies.
- c. **Review:** During the review component, the practitioner promotes the parent's immediate reflection on what the parent and child learned, the effectiveness of the strategies the parent chose for the focus activity, and how the activity matched the parent's expectations for future activities.

PART III—Between Visit and Next Visit Plan

During Part III of the *CIAP*, the practitioner supports the parent's planning to promote child interest-based learning during an everyday activity between home visits. The practitioner and parent also select an everyday activity as the focus activity for the next home visit and schedule the home visit at a time that provides the best opportunity to practice the chosen activity. The practitioner and parent should choose activities using the *Selecting Everyday Activities* worksheet.

OVERVIEW OF THE EVIDENCE-BASED EARLY INTERVENTION APPROACH

Evidence-based early intervention includes a three component model: (1) natural learning environment practices; (2) coaching as an adult learning strategy and an interaction style when working with adults in the child's life; and (3) a primary service provider approach to teaming. This approach meets the requirements of Part C of the IDEA and uses family-centered helping practices as the foundation for the supports. While it is possible to use natural learning environment practices, a coaching interaction style, and a primary coach approach to teaming separately, the blending of all three components maximizes effectiveness and efficiency while also ensuring accountability for high quality supports and services (Rush & Shelden, 2008, p. 1).

Natural Learning Environment Practices

Natural learning environment practices include use of everyday activity settings, child interests, and parent/adult responsiveness to the child.

- Everyday activity settings (family routines) are used as the sources of early learning because they provide frequent opportunities for child use of existing abilities and development of new skills (in all areas of development, including positive social-emotional interactions).
- Child interests are used because children are more likely to focus on a person or activity longer if they are motivated and engaged, which in turn, provides more practice and learning opportunities.
- Parent responsiveness involves ensuring that parents know and understand what they do that supports their child's learning within and across activity settings (Rush & Shelden, 2008).

Coaching Interaction Style

Coaching is an evidence-based adult learning strategy used for interacting with parents and other care providers to recognize what they are already doing and build on existing or new ideas.

- Coaching is not an intervention, but a method of supporting the priorities of the parents and other care providers.
- Coaching involves jointly observing and modeling, thinking about what works, trying new strategies with the child, and planning an intervention to use in everyday activities.
- Practitioners using coaching are as hands on as needed in helping parents and other care providers support the child's participation in meaningful and functional everyday activities (Rush & Shelden, 2011).

Using a Primary Service Provider Approach to Teaming

When using a primary service provider (PSP) approach to teaming, all team members are potentially available to serve as a primary service provider, and the PSP is selected by the team, including the family, based on the long-term view of the child, family, environment, and practitioner factors (Shelden & Rush, 2013).

- Visit frequency is determined by the needs of the child/family, is activity-based, and may include bursts of support if needed to promote the child's participation in the activity.
- All team members attend regular team meetings to gain support from each other.
- Joint visits with secondary providers occur when the primary provider needs support to address a family priority. The secondary provider supports the primary provider.
- When joint visits occur, both team members and the family are present and the visit occurs during the activity where the PSP/family need support in promoting the child's participation.

(Modified from Shelden & Rush, 2013)

GETTING STARTED

Introduce the Tool to the Family

When using the CIAP for the first time, introduce the tool to the family. Use the following information as a guide:

Your child learns best from doing things with you during every day activities. Your child especially learns when he/she gets to do things he/she likes and enjoys during everyday activities. You help your child learn by being positive, sharing what he/she likes to do, and showing him/her new things to do. We will use the Child Interest and Activity Plan to help us choose everyday activities that let you and your child do things together.

The CIAP plan has three sections. We will use the first section of the CIAP to decide what your child can learn during an everyday activity you choose. We will use the second section of the CIAP to learn what your child likes to do during that activity. We will use the third section of the CIAP to decide how you are going to help your child learn during an everyday activity. After we plan what you would like to do with your child we will give it a try. When we finish the activity, we will talk about how well the plan worked for helping your child learn.

We will use the final section of the CIAP to write down ideas about what you and your child will do together between our visits. We will also choose an activity setting you would like to focus on for our next visit.

Within natural learning environment practices, parents and other caregivers are considered the primary learners during intervention, and we want to support you helping your child learn. Research has shown that parents' methods of responding to and supporting their children in everyday activities has more positive influence on child development than anyone else can have (Davis, 2014).

We encourage parents to participate in the following ways:

- Identify your everyday activities, learning opportunities, and strategies that will be the focus of the intervention.
- Demonstrate and/or describe what is currently happening in the activity or routine that is the focus of the visit.
- Try new techniques within the context of the activity or the routine.
- Reflect on changes in the child's participation in activities and routines.
- Decide which practices work or what needs to be done differently.

(Modified from Rush & Shelden, 2008, p. 3)

Be sure to give parents a copy of the *Practitioner/Parent Responsive Guide* (Davis, 2014) for parents to reference when you discuss responsive teaching strategies.

(Available at http://fipp.org/static/media/uploads/casetool_7.1_combined.pdf)

INTEREST-BASED CHILD LEARNING

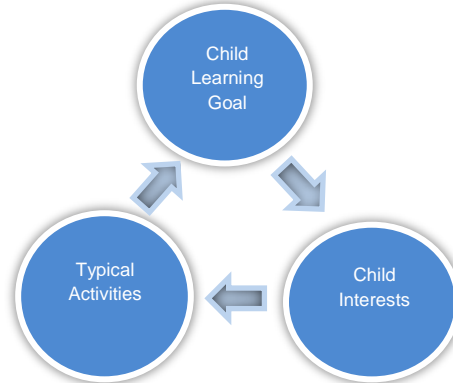
Children learn most efficiently when they are interested in what they are doing. When children are highly interested they become more interactive and engage for a longer period of time. The more children interact with objects and people, the more they practice new and existing abilities and the more they learn about the world around them. The more children learn and can do, the more interests they tend to have. As children's interests increase, so does their range of interest-based learning opportunities. When children are interested, they also tend to enjoy themselves and the people they are with, thus promoting positive relationships between the child and caregiver. We assess children's interests frequently to ensure the activities on which we focus provide the child with the best opportunities to practice and enjoy the process of interacting and learning.

Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASEinPoint*. 1(2) pp 2-3.

QUICK START GUIDE

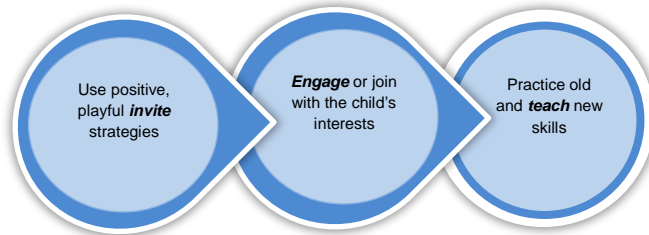
1. REVISIT (USING ROADMAP PART I)

FOLLOW-UP ON THE AGREED UPON BETWEEN-VISIT PLAN.

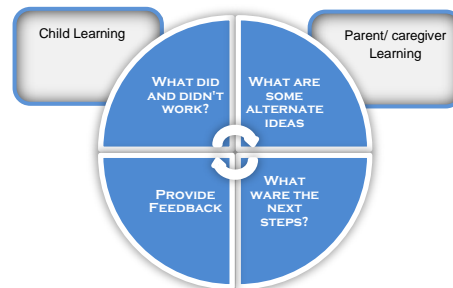


2. DO AND REVIEW (USING ROADMAPS PART II A, B, AND C)

CONFIRM WITH THE FAMILY THE PLAN FOR TODAY'S VISIT. DO THE ACTIVITY WHILE SUPPORTING THE PARENT TO USE RESPONSIVE STRATEGIES TO PROMOTE THE CHILD'S PARTICIPATION AND LEARNING.



USE OPEN-ENDED QUESTIONS TO REFLECT WITH THE PARENT ON EFFECTIVENESS OF HIS/HER STRATEGIES ON THE CHILD'S LEARNING AND HIS/HER OWN LEARNING.



3. PLAN THE ACTIVITY FOR BETWEEN VISITS AND FOR THE NEXT VISIT (USING ROADMAP PART III)

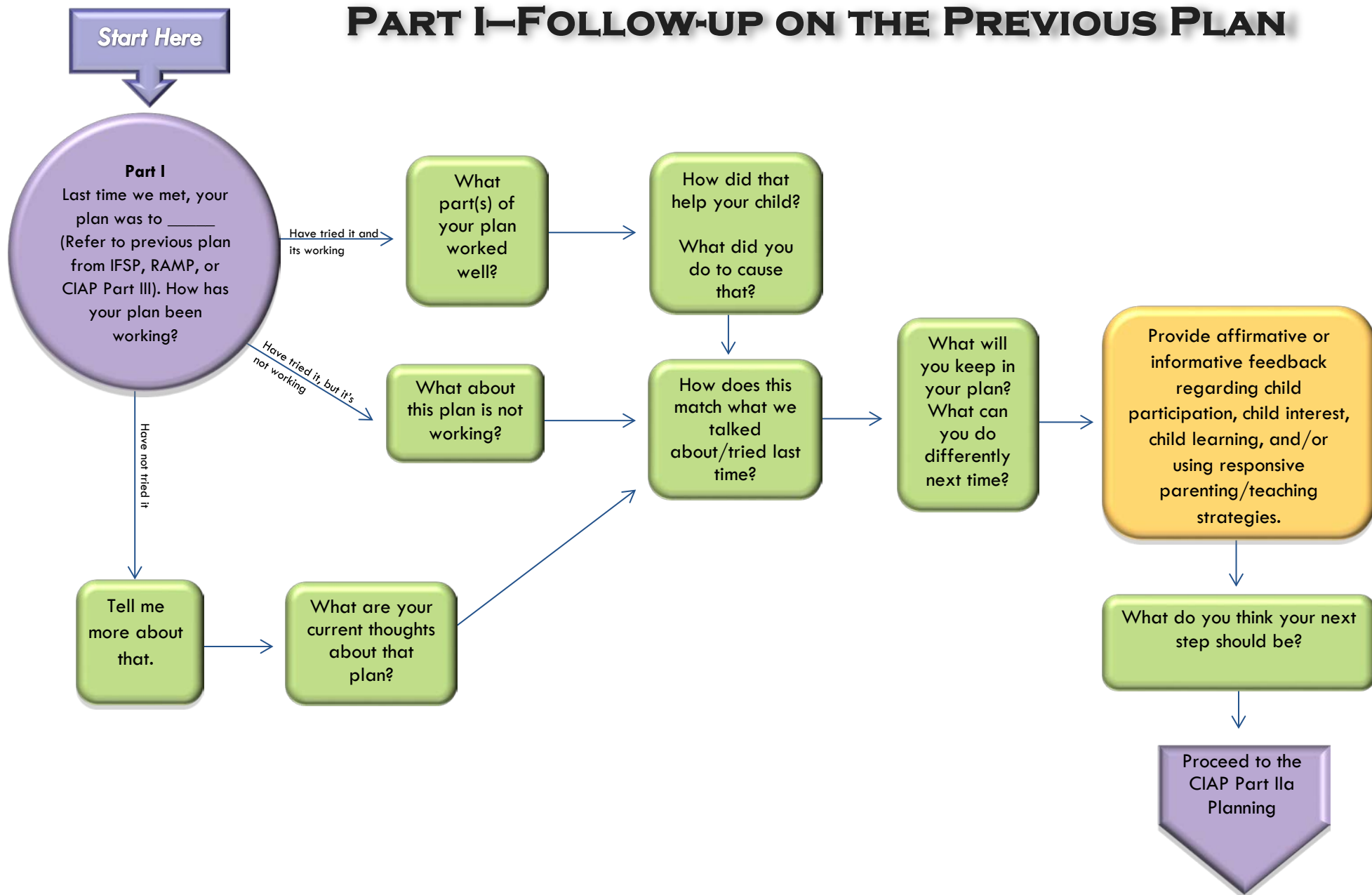
USE TODAY'S INFORMATION TO HELP THE PARENT PLAN FOR HOW TO USE RESPONSIVE STRATEGIES TO SUPPORT THE CHILD'S PARTICIPATION AND LEARNING DURING REAL-LIFE ACTIVITIES.

MAKE A PLAN FOR USING A REAL-LIFE, INTEREST-BASED ACTIVITY AS THE CONTEXT FOR THE NEXT VISIT.



ROADMAP FOR PROMOTING CHILD INTEREST-BASED LEARNING

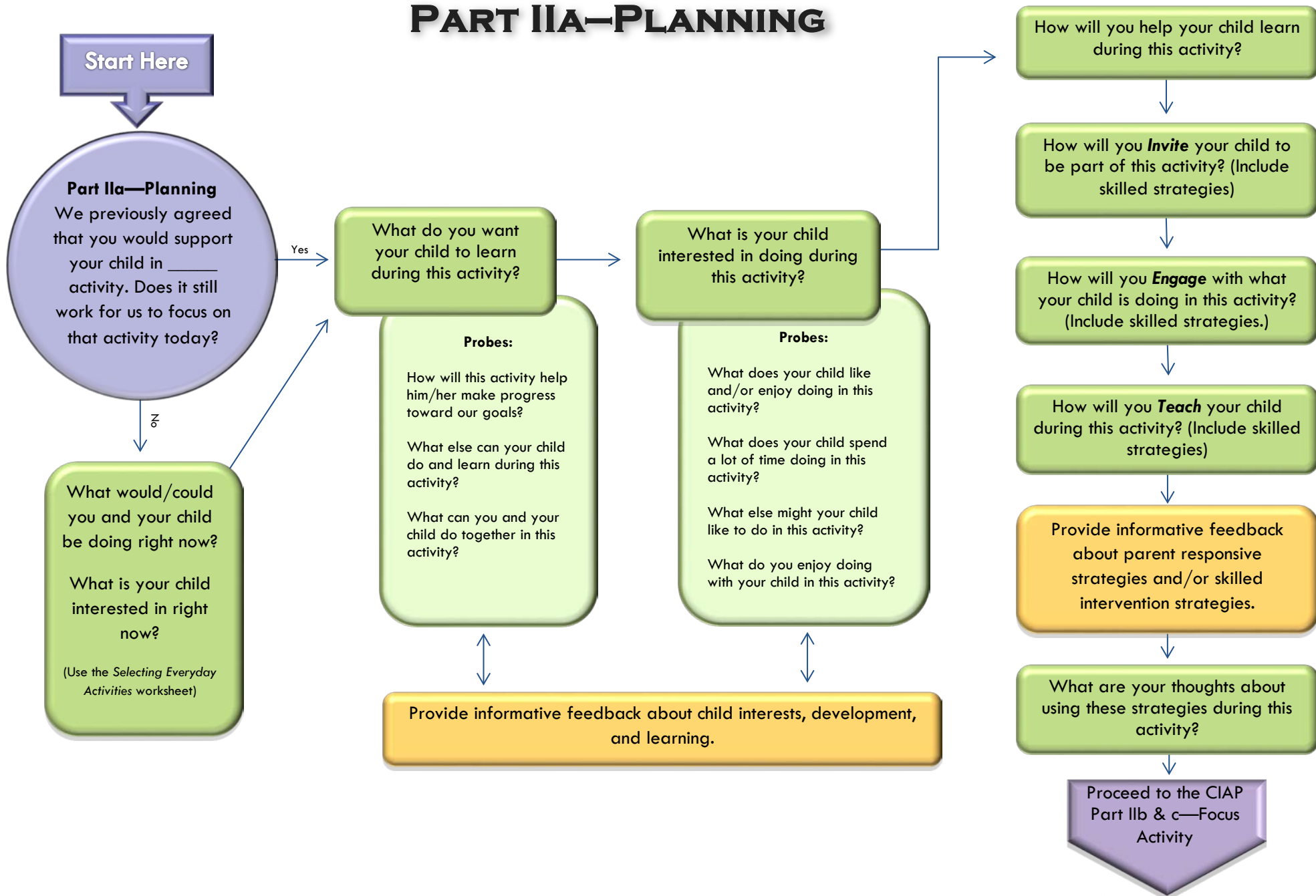
PART I—FOLLOW-UP ON THE PREVIOUS PLAN



Review previous plan

ROADMAP FOR PROMOTING CHILD INTEREST & ACTIVITY PLAN

PART IIA—PLANNING

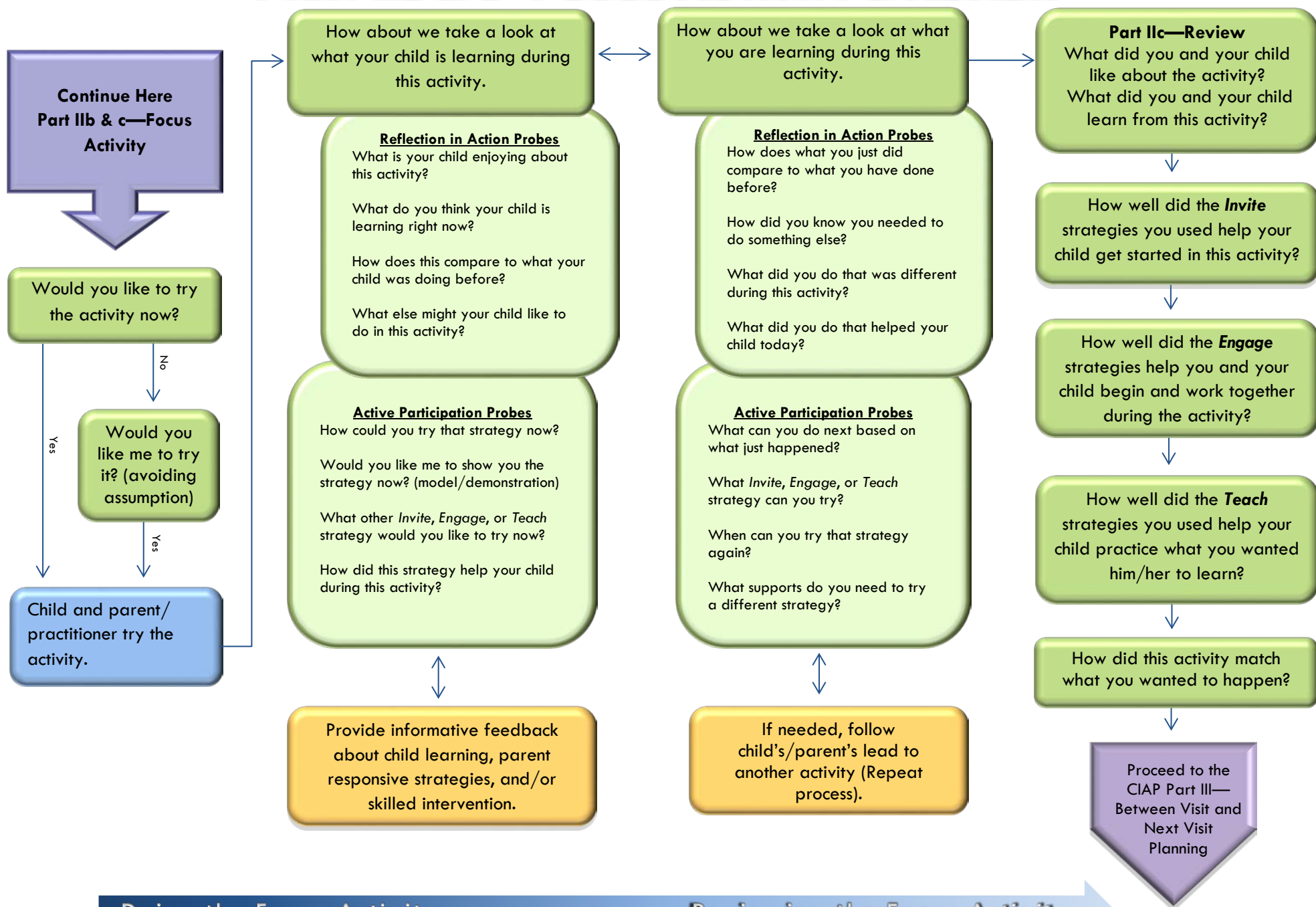


Planning the focus activity

Reflect on the Focus Activity

ROADMAP FOR PROMOTING CHILD INTEREST & ACTIVITY PLAN

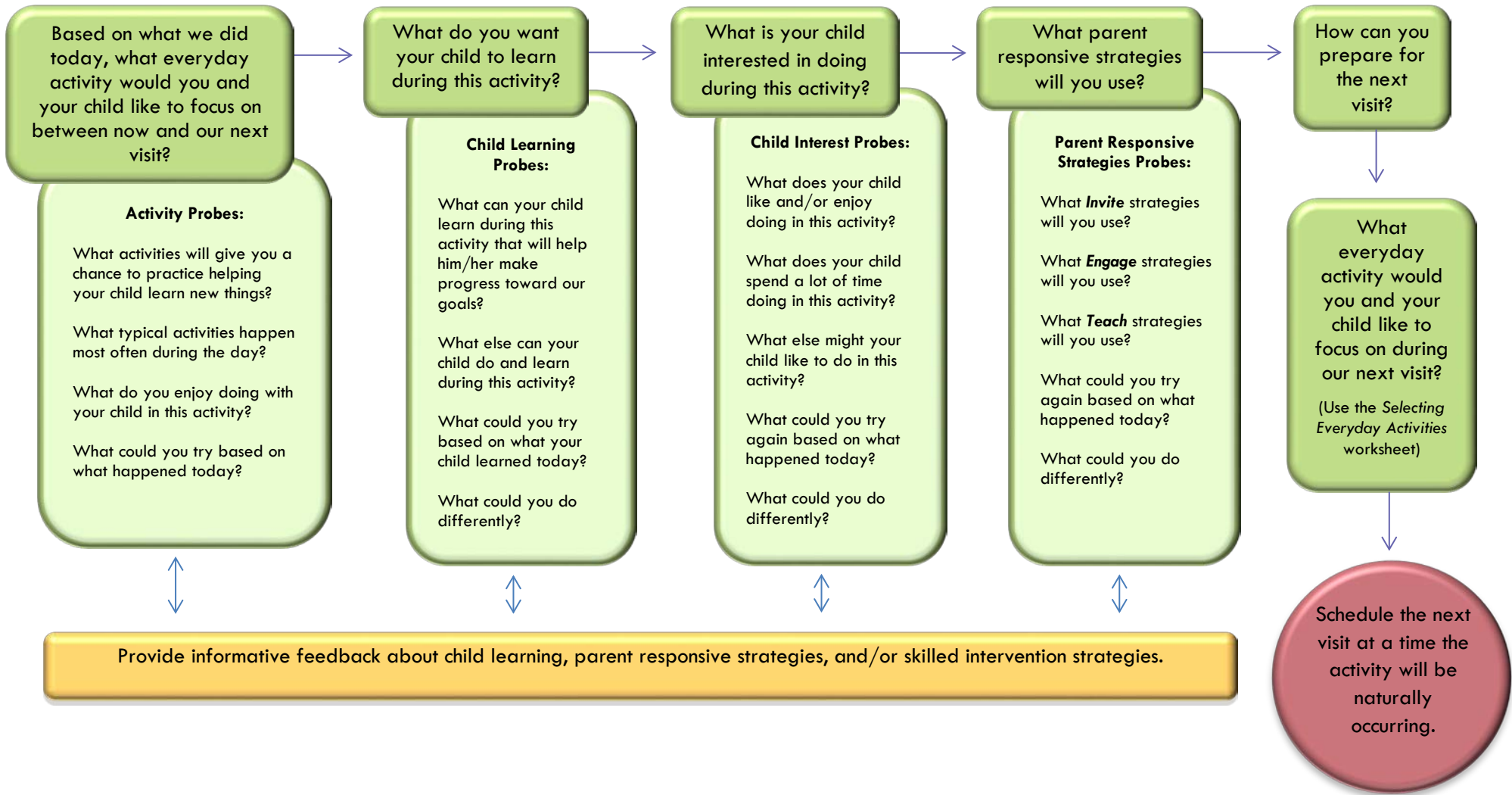
PART IIB & C—FOCUS ACTIVITY & REVIEW



ROADMAP FOR PROMOTING CHILD INTEREST & ACTIVITY PLAN

PART III: BETWEEN VISIT AND NEXT VISIT PLAN

Continue Here
Part III



Planning for the next activities

GUIDE TO RESPONSIVE PARENT STRATEGIES

Practitioners should use this guide with the Child Interest and Activity Plan (CIAP) to help parents identify the responsive strategies they currently use and/or want to use to **invite**, **engage**, and **teach** their child during everyday activities. Practitioners and parents should plan how parents will practice and evaluate what strategies work best during everyday activities for their child and family. Provide parents with a copy of the Practitioner and Parent Guide to Responsive Strategies (Davis, 2014) available at http://fipp.org/static/media/uploads/casetool_7.1_combined.pdf.

Parents are more knowledgeable and important than anyone else who is with their child. Parents know what capabilities their child has when he/she is exploring and learning about people and objects. Parents know how well their child expresses his/her interests and emotions. Parents know the daily activities and routines of their child's life and the best times to practice new skills.

Responsive interactions between the parent and child help the child learn during everyday routines. When parents are responsive, they have more successful communications with their child. Successful communication between a parent and his/her child includes four steps:

1. The parent identifies what the child wants or does not want to do in any given activity.
2. The parent lets the child know that the parent understood his/her intentions.
3. The parent responds to the child regarding his/her interests in the activity.
4. The child lets the parent know he/she understood the parent's response concerning the activity.

Using responsive strategies, parents help their child learn successful ways to communicate, learn new things, interact and play with others, and participate in family activities. This guide lists three different kinds of responsive strategies that parents use to **invite**, **engage**, and **teach** children during everyday activities.

INVITE STRATEGIES—WAYS TO CREATE POSITIVE EMOTIONAL INTERACTIONS

Invite strategies create the emotional setting that helps the child as he/she participates in daily activities and interactions with others. Positive, emotionally responsive **invite** strategies are used by parents before they can engage with and teach children. **Invite** strategies also include all the ways parents share and teach emotional management and expression during daily activities and play. When a parent uses **invite** strategies with a child, the parent establishes when and how emotions are expressed. Review these parent and child emotional responses and communications and support the parents to choose a daily activity to identify what they are currently using successfully and/or identify new strategies to try.

PARENT EMOTIONAL RESPONSES AND COMMUNICATION ACTIONS

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

CHILD EMOTIONAL RESPONSES AND COMMUNICATION ACTIONS

- Moving to the parent
- Frowning
- Naming simple emotions
- Using sounds but no words
- Pointing, reaching for, or looking
- Other _____
- _____
- Smiling/laughing
- Crying or whining
- Getting excited
- Using sign language
- Using multiple word phrases
- Hitting, grabbing, or biting
- Moving away from the parent
- Giving the parent something
- Using one or two words

GUIDE TO RESPONSIVE PARENT STRATEGIES

ENGAGE STRATEGIES—WAYS TO DOING THINGS TOGETHER WITH CHILDREN

Engage strategies are all the positive ways parents/caregivers respond to join their child during an activity. Contingent **Engage** strategies let the child know immediately that the parent heard and understood what he/she communicated and what he/she is interested in doing. **Engage** strategies include knowing the child's interests, skills, and what helps him/her be successful. **Engage** strategies help the child listen to the parent so he/she can use responsive **Teach** strategies to help the child learn about people, objects, and play. Review these **Engage** strategies with the parent(s)/caregiver(s) and then choose daily activities to identify **Engage** strategies they are currently using or new strategies you wish to try.

- Start playing with the child by doing the same thing he/she is doing.
- Always respond 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 and telling the parent.
- Note how the child responds back to the parent and make 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.
- Other _____
- _____

TEACH STRATEGIES—WAYS TO HELP CHILDREN LEARN

Teach strategies consist of parent/caregiver responses that support current child skills or help children learn and use new skills. In the sequence of parent and child interactions, **Teach** strategies are used after the parent uses **Invite** strategies to create a learning activity and **Engage** strategies to recognize the child's interests or goals and has his/her attention in a joint activity. Review these **Teach** strategies with the parents/caregivers and choose a daily activity to identify what they are currently using and/or identify new **Teach** strategies you wish to try.

- 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.
- Begin with small steps and gradually increase what the child does.
- Other _____
- _____
- _____
- _____

References

- Davis, F. A. (2014). Promoting responsive parent/caregiver-child interactions during natural learning activities. CASEinPoint, 6(1), 1-13. Retrieved at http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_6-1.pdf
- Raab, M. (2005). Interest-based child participation in everyday learning activities. CASEinPoint, 1(2), 1-5. Retrieved at http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol1_no2.pdf
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