

Using information gathered from the ‘Assessment of Caregiver Activities and Routines’ and from the provider’s observations of the child’s abilities and skill performance, the provider can use the ‘Intervention Decision-Making Chart’ (below) to inform decision-making about selecting intervention strategies. If a routine/activity is not going well, the provider can focus on developing strategies for improving the child’s participation in that activity. For example, if Robert needs to be held up to the sink to wash his hands and he screams and struggles the whole time, a simple footstool would allow him to reach the sink independently. Or, when Malica struggles to communicate what she wants to eat for lunch, her participation could be improved via a simple picture communication device.

When routines and activities are going well, the provider can use these routines/activities as a context for learning and practicing new functional skills. For example, Malica and her mother love to read books together in the afternoon after naptime and this is a perfect opportunity for her mother to produce single words giving Malica the opportunity to practice saying target words while pointing to the pictures. Or, D’wayn’s child care provider made sure she positioned objects away from D’wayn, thereby creating opportunities for her to practice reaching.

Intervention Decision-Making Chart

