



Caregiver Responsive Routines Planning Form



The part of our day (i.e., routine or activity) that I want to focus on is...

Describe the steps taken to complete this part of our day:

First: _____
Next: _____
Next: _____
Next: _____
Next: _____
Finally: _____

Overall, how does this part of the day feel to you:

- Good, but I want to make small changes
- I need help reworking this routine

What would you like to change about this part of the day?

Checklist:

- Does the routine look the way I want it to?
- Is this part of the day important for me and my child?
- Which of my child's basic needs are met through this routine?
 - ▶ Rest
 - ▶ Hygiene
 - ▶ Food
 - ▶ Social Interaction
- Does this routine feel safe for me and my child?
- Are there opportunities for my toddler to make choices within the routine?
- Is it predictable? (Do we do it the same way?)
- Do I feel confident in my ability to follow each step to complete this part of the day?
- Does my child participate in the routine in a way that supports our family's goals?
- Are there opportunities for my child to learn new skills?

What I want my child to learn during the routine (check 1):

- To engage in back and forth interaction
- Learn how to do parts of the routine on their own
- To stay calm:
 - ▶ Transitioning to the routine
 - ▶ During the routine
 - ▶ Transitioning from the routine

Family Routine Definition

Any regular (e.g., daily, weekly) activity that families complete. Common examples of family routines are bed time, washing hands before meals, or getting dressed in the morning.

Other: _____

Notes: _____

What this routine looks like now:

| Skill I want my child to learn | How I prompt/cue my child | How my child responds (Describe what you see e.g., child's actions, words, sounds, etc.) | How I respond to my child's behavior |
|---|-----------------------------------|---|--------------------------------------|
| <i>EXAMPLE: To use a sign to let me know he is finished eating.</i> | <i>I ask: "Are you all done?"</i> | <i>He throws his spoon or food on the floor.</i> | <i>I pick it up.</i> |
| | | | |

What I want this routine to look like:

| Skill I want my child to learn | How I prompt/cue my child | How my child responds (Describe what you see e.g., child's actions, words, sounds, etc.) | How I respond to my child's behavior |
|---|---|---|--|
| <i>EXAMPLE: To use a sign to let me know he is finished eating.</i> | <i>I will ask: Are you all done while modeling the sign. Pause to see if he imitates, and then prompt him to sign "all done."</i> | <i>Imitate signing "all done"</i> | <i>I will take the food away. If he throws the food, I will take the food away, and prompt him to sign "all done" as I label "all done."</i> |
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