



**On Becoming a Family-guided Activity Based Interventionist...**

Circle the number that most closely describes your behavior for each component on the continuum of “family-guided activity based early intervention”. Please do not worry about your score. Different situations require different skills. Becoming family-guided evolves with time.

**1. Identifying Routines**

1	2	3	4	5
I know activities that work for the child. I do what I know in my intervention session.		I incorporate a few of the child’s and family’s activities into my intervention plan.		We use any and all activities and routines the family identifies as preferred. Learning can and does occur anytime...all the time.

**2. Activity Settings**

1	2	3	4	5
I do what I want to do in my designated space.		We work and play in a comfortable space and suggest strategies for other places.		Teaching and learning occurs within the activities and the environment of the child and family. We do Wal-Mart, windows, and walks.

**3. Intervention Model**

1	2	3	4	5
I do what I do with the child. I tell the careproviders what I did and what they should do.		I model strategies while I work and play with the child and offer suggestions to careproviders so they can do what I do.		Careproviders are the primary providers. I join their activity and share information and ideas that increase their confidence and competence.

**4. Appropriateness of Intervention**

1	2	3	4	5
I do what I do; it works for me so it’s right for you.		I use a variety of intervention strategies that I believe are appropriate and show the careproviders how to use them.		Careproviders demonstrate the routine or activity, and we “brainstorm” the most effective and comfortable strategies for the dyad and outcome.

**5. Progress Monitoring**

1	2	3	4	5
I count what I do while I do it and summarize it in a report.		I ask you what you did. I check how we’re doing, and I tell you where to go next.		We observe and share skills used functionally to ensure success and to plan for the future.

**6. Team Approach**

1	2	3	4	5
I do what I do, and you don’t do what I do.		I share my plans and progress with team members and incorporate their suggestions.		We do what the child and family chooses by teaching, learning, and supporting each other with consistent communication.

Cripe, J. & Jones, D. (1998). Adapted from Transdisciplinary and collaborative teams for infant/toddler community services. Valdosta, GA: Project TaCTICS.