

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

**IDENTIFYING TYPICAL FAMILY ROUTINES AND ACTIVITIES**

1. What activities do you and your family like to do together?

2. Where do you and your child spend time?

Where would you like to spend more time?

3. What routines or activities in your home or community would you like your child or family to participate in?

4. Who are important people in your family's life?

5. Other Information:

## Instructions for “Identifying Typical Family Routines and Activities” WorkSheet

### Purpose:

This worksheet assists the IFSP team in identifying the settings in which the child and family are typically located. This worksheet can help to define strategies and activities that may assist in expanding access to these settings for an eligible child and can assist significantly in the IFSP planning. This worksheet provides the opportunity for a thoughtful discussion of what kinds of activities the family is currently involved in, what they would like to be doing, and how First Steps can effectively support the family.

### Instructions:

The identification of outcomes, services and the location for provision of services in a Natural Environment begins with the discussion of where the child currently spends their day, followed by where the child would be without consideration of their developmental delay or disability, given the family's lifestyle, plans and other commitments. This may include, for example, typical events and activities that families are routinely engaged in such<sup>1</sup> as:

**Family Routines** including cooking, food shopping and caring for family pets and other animals

**Parenting Routines** such as bed and bath time

**Child Routines** including dressing, eating, brushing teeth

**Literacy Activities** such as looking at books, listening to stories, reading

**Play Activities** including drawing, lap games, playing with toys

**Physical Play** such as roughhousing, swimming, playing ball

**Entertainment** including dancing, singing, watching TV

**Family Rituals** including family talks, story telling, saying grace at meals, spiritual readings

### Natural learning environments in the community include:

**Family Excursions** such as running errands, car or bus rides, weekend chores

**Family Outings** to include shopping, eating out, visiting friends and relatives

**Play Activities** such as outdoor playgrounds and indoor playlands

**Community Activities** including libraries, fairs and festivals

**Recreational Activities** such as horseback riding, swimming, sledding

**Children's Attractions** to include petting zoos, nature centers, pet stores

**Art/Entertainment Activities** such as children's theater, storytellers, music activities

**Church/Religious Activities** including Sunday school, nursery at church/synagogue, church services

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<sup>1</sup> Adapted from Natural Learning Opportunities for Infants, Toddlers and Preschoolers (Dunst, Bruder, Trivette, Raab and McLean, 2000)

What activities do you and your family like to do together (Q1)? The family will be able to identify several activities that their family enjoys doing together and, share where they spend their time with their child (Q2) both within and outside of the family home. The family may be able to identify places or activities that they would like to spend more time, and why this is important to them and to their child.

Question 3 is very important. It is intended to describe activities or routines that the family is NOT currently involved in because of their child's special needs. The purpose of this question is to assist families in identifying community or neighborhood programs, services or facilities in which they might want to participate - but haven't, due to their child's developmental or health/medical needs. This helps to identify potential opportunities for early intervention and the need for resource development to expand community options beyond traditional disability locations.

Describe the supports and services that the family would need to have their child included in routines and activities that are typical for children without disabilities and their families. What activities are particularly difficult for the family to accomplish now? How can First Steps services support the family with respect to these challenges?

Question 4 helps the family to identify who is important to them now. How can First Steps support the family to engage and inform important people in their lives?

Other general information or comments may be recorded in Question 5.

**Application:** This worksheet is designed to be completed with the family prior to the initial and annual IFSP team meetings. The intake/service coordinator will assist the family to use this worksheet to guide a discussion about their routines and typical activities at the IFSP meeting and it may be used to assist in identifying the location for provision of services in Natural Environments. This worksheet should be shared with the other IFSP team members during the IFSP meeting.