



Step 3 Essential Trainings

CONNECT: Embedded Interventions and Transitions

What does this look like in practice?

Checklist of Practice

Always	Sometimes	Not Yet	Caregiver Strategies: What they look like in practice
			1. Identify existing routines to support child participation, growth and learning.
			2. Change room set-up as needed to support participation of individual children.
			3. Modify classroom materials as needed to support participation of individual children.
			4. Simplify routines and activities in duration and difficulty to support the success of individual children.
			5. Work with families and inclusion partners to identify specialized equipment that could support the participation of a child in the child care setting (i.e. communication device, walker, etc.).
			6. Work with families and inclusion partners to provide specialized equipment that supports the participation of a child in the child care setting.
			7. Encourage peers to invite other children to join an activity.
			8. Encourage peers to help other children complete a task when appropriate.
			9. Encourage and support peers with modeling new tasks.
			10. Support peers with responding appropriately to other children.
			11. Collect data and other important information to determine if strategies being used with a specific child are working.
			12. Validate a child's home language by learning some words in that language and incorporating the language into daily routines and activities.
			13. Participate in a range of activities with families and inclusion partners to support individual children (i.e. Individualized Family Service Plan meetings or Individualized Education Plan meetings).
			14. Communicate with parents on a regular basis and in a variety of ways, such as by phone, e-mail, a shared notebook, etc.
			15. Conduct home visits or offer parent conferences with families to gather information about a child and family and to share information with families about the child care setting.
			16. Identify child strengths, needs, and interests for planning activities and daily routines through parent interviews and observations.
			17. Encourage families to share information about modifications that can be made for their child to be successful in the child care environment.
			18. With written permission from parents, communicate with early intervention specialists, early childhood special educators, and other inclusion partners as needed to support transitions and participation in the child care setting.

