Select 5-7 activity settings that provide opportunities for child interest-based learning to serve as the context for visits.

**At-a-Glance**

**Natural Learning Environment Practices**

<table>
<thead>
<tr>
<th>Identify Parent Priorities</th>
<th>Collect Activity Settings &amp; Interests</th>
<th>Observe Parent Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on:</td>
<td>Tools:</td>
<td>Method:</td>
</tr>
<tr>
<td>• Reason for referral</td>
<td>• Initial pages of IFSP</td>
<td>• Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity</td>
</tr>
<tr>
<td>• Initial conversation</td>
<td>• Asset-Based Context (ABC) Matrix</td>
<td></td>
</tr>
<tr>
<td>• Discussion of child interests, routines, and everyday activity settings</td>
<td>• Interest-Based Everyday Activity Checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My Child Interest &amp; Activity Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Newborn Interest &amp; Activity Plan (NIAP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Routines-Based Interview (RBI)</td>
<td></td>
</tr>
</tbody>
</table>

**Child Interest**

- Use actual activities/routines based on child interests that occur at the time of the visit as context for intervention and part of joint plan for between visits
- Support the parent/teacher in using the child's interests to promote participation in activity
- Support the parent/teacher in expanding opportunities to promote the child's interests within *current* activity settings
- Support the parent/teacher in expanding opportunities to promote the child's interests within *new* activity settings during and between visits

**Activity Settings**

- As part of previous joint plan, schedule visit to occur during an actual child, family, or classroom activity or routine
- Use actual child/family/classroom activity or routine at the time of the visit as context for intervention and part of joint plan for between visits
- Focus on increasing child participation within the activity/routine, rather than only providing/suggesting intervention strategies or working on child deficits or needed skills
- Identify with parent/teacher existing and/or new activity settings/routines that can promote the child's participation in ways to accomplish the parent/teacher priorities
- Assist parent/teacher to identify contexts in which prioritized skills are needed for participation

**Parent Responsiveness**

- Actively engage or follow parent/teacher lead in the routine/activity
- Support the adult in fostering child participation
- Support the adult when his/her interaction style does not match the child
- Intentionally model/teach new interaction strategies (if needed) to promote the child’s participation (See Practitioner and Parent Responsive Strategies Guides)

**Sources for Contextually Mediated Practices**

Dunst, Trivette, Bruder, Raab, & McLean, 2001

Shelden & Rush, LLC (2014)
Self-Assessment

• What did the parent/teacher learn and/or change as a result of this conversation?
• How did this interaction build the parent’s/teacher’s knowledge and skills for the current and future situations?
• How did this interaction compare to others with this parent/teacher?
• What will I do similarly in future coaching interactions?
• What will I do differently in future coaching interactions?

Your Plan

• What is my plan related to the continued use of natural learning environment practices in terms of what I want to continue to improve or do differently?
• What additional supports do I need?
• When should I revisit my plan?