At-a-Glance
Natural Learning Environment Practices

Identify Parent Priorities
Based on:
- Reason for referral
- Initial conversation
- Discussion of child interests, routines, and everyday activity settings

Collect Activity Settings & Interests
Tools:
- Initial pages of IFSP
- Asset-Based Context (ABC) Matrix
- Interest-Based Everyday Activity Checklists
- My Child Interest & Activity Plan
- Newborn Interest & Activity Plan (NIAP)
- The Routines-Based Interview (RBI)

Observe Parent Responsiveness
Method:
- Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity

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

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)

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?