



Promoting Young Children's Participation in Interest-Based Everyday Learning Activities

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This *CASEtool* includes a description of the development and use of three *Interest-Based Everyday Activity Checklists*, one for children birth to 15 months of age, one for children 15 to 36 months of age, and one for children 36 to 60 months of age. The assessment/intervention tools are used as part of a parent-mediated approach to early childhood intervention called *Contextually Mediated Practices* or *CMP*. The checklists are used to identify interest-based child learning opportunities occurring as part of everyday family and community life and to increase child participation in the activities. Guidelines for implementing *CMP* are included.

INTRODUCTION

The purpose of this *CASEtool* is to describe the development and use of procedures for promoting infant, toddler, and preschooler interest-based participation and learning in everyday family and community activities (Raab, 2005). The paper includes three checklists of activities for identifying interest-based everyday learning opportunities for infants (birth to 15 months), toddlers (15 months to 36 months), and preschoolers (36 months to 60 months) respectively. The checklists are used as part of a parent-mediated approach to early childhood intervention called *Contextually-Mediated Practices™* or *CMP™* (Dunst, 2006). *CMP* uses everyday family and community activities as sources of child learning opportunities and child interests as the basis for parent-mediated child participation and learning in those activities. The next section of the paper includes an overview of *CMP*. The reader is referred to Dunst (2006), Raab (2005), and Raab and Dunst (2006a) for additional information about this approach to early childhood intervention.

CONTEXTUALLY MEDIATED PRACTICES

Figure 1 shows the major components of the *CMP* model. The components include: (a) the everyday activities making up children's family and community lives, (b) children's interests and assets for promoting participation and learning in everyday activities, (c) increased opportunities for practicing existing abilities and learning new competencies, and (d) parent's mediation of children's interest-based everyday learning.

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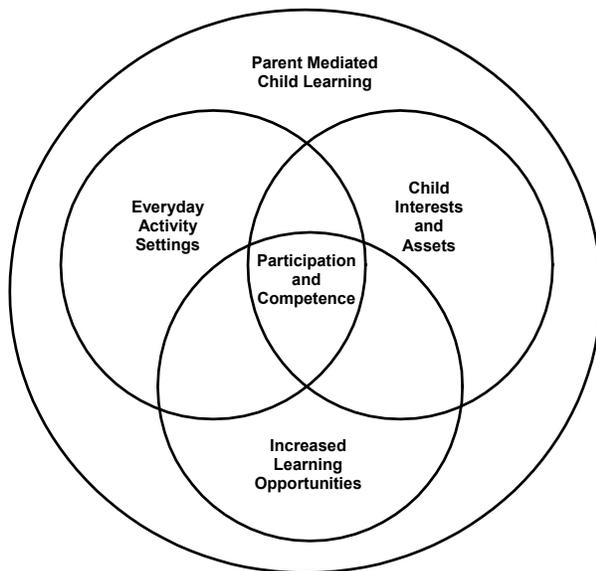


Figure 1. Major components of the contextually mediated practices™ model for providing young children interest-based everyday learning opportunities.

Everyday Activity Settings

CMP uses everyday activity settings that occur as part of children's family and community lives as primary contexts for child learning. Activity settings are everyday experiences, opportunities, and events involving children's interactions with the social and nonsocial environment (Dunst & Bruder, 1999; Dunst, Bruder, Trivette, Raab, & McLean, 2001; Farver, 1999). Research indicates that everyday activities most likely to serve as sources of children's development-enhancing learning opportunities are ones that are interest-based, engaging, provide opportunities for competence expression and child exploration, and promote children's recognition of their own abilities to influence their social and nonsocial environments (Dunst, 2000, 2001; Dunst, Bruder, Trivette, Hamby et al., 2001).

Child Interests and Assets

CMP uses child interests as the basis for involving children in everyday activities serving as contexts for child learning, and child assets as the basis for building on a child's existing abilities and promoting the acquisition of new abilities. Child interests include a child's likes, preferences, favorites, etc., that influence his/her engagement and expression of competence in everyday activities (Dunst, Herter, & Shields, 2000; Krapp, Hidi, & Renninger, 1992; Raab, 2005; Raab & Dunst, 2006b). Child assets include a child's abilities, skills, strengths, capabilities, etc. that he/she uses to engage in interactions with people and objects in different activities.

Increased Learning Opportunities

A primary goal of *CMP* is increased opportunity to participate in everyday activities providing interest-based learning opportunities. Research indicates that any one everyday activity is a source of many different kinds of learning opportunities (Dunst & Bruder, 1999). Increasing child learning opportunities is accomplished using a greater number of everyday activities that provide opportunities for interest expression, ensuring variety in the kinds of activities used as contexts for child learning, and increasing the frequency of child participation in everyday activities (Dunst, Bruder, Trivette, Hamby et al., 2001). Everyday activities that have large degrees-of-freedom (Bruner, 1968) provide the best opportunities for interest-based child exploration and mastery. These are activities that encourage the production of a variety of different behaviors. Providing a child who likes water play an opportunity to play in water in the kitchen sink, bathtub, backyard hose, community swimming pool, and other places that encourage the child to do a variety of things more often is an example of increasing interest-based child learning opportunities. The goal is to insure *breadth* (many different kinds of learning activities) and *depth* (many different learning opportunities in any one activity) in a child's interest-based learning.

Parent-Mediated Everyday Child Learning

CMP places major emphasis on parent-implemented practices where practitioners support and strengthen parents' sense of competence and confidence to provide their children interest-based everyday learning opportunities. This includes methods and procedures for promoting parents' abilities to: (a) identify their children's interests, (b) identify everyday activities making up their children's family and community life, (c) use child interests as the basis for selecting activities that can be used as sources of interest-based everyday learning opportunities, (d) increase the number, frequency, and quality of child participation in everyday activities, (e) support children's participation and competence expression using responsive and supportive interactional styles, and (f) identify and use new learning opportunities for promoting child learning (see especially Raab & Dunst, 2006a). Parent-mediation includes any behavior or action that is purposefully and intentionally used by a parent for engaging a child in interest-based child learning opportunities.

Child Benefits

The expected child benefits of *CMP* are increased child participation in everyday activity (Shweder et al., 1998) and acquisition of new competencies for initiating and sustaining interactions with people and objects (Dunst, Holbert, & Wilson, 1990). Through interest-based participation in everyday activities, children have opportunities to practice existing skills, learn and perfect new skills useful for participation in a variety of activities (Farver, 1999), understand the relationship

between their own behavior and its consequences (MacTurk & Morgan, 1995), and become more involved in socially and culturally meaningful ways in everyday activities (Göncü, 1999). The desired outcome of *CMP* is increased child initiated participation in everyday activities using socially adaptive behaviors fostering children's understanding of their abilities to be producers of their own learning and development (e.g., Brandtstädter & Lerner, 1999; Lerner & Walls, 1999).

DEVELOPMENT OF THE CHECKLISTS

The family and community activities on the *Interest-Based Everyday Activity Checklists* were identified primarily from an extensive review of available research (e.g., Dent-Read & Zukow-Goldring, 1997; Göncü, 1999; Rogoff, Mistry, Göncü, & Mosier, 1993; Tudge, Putnam, & Sidden, 1994) and findings from survey studies investigating infant, toddler, and preschooler participation in everyday family and community activities (Dunst, Hamby, Trivette, Raab, & Bruder, 2000, 2002). Secondary sources of information included parents' open-ended survey responses to the question "Which activities does your child get to do as part of family or community life where your child best learns important behavior?" (Dunst & Raab, 2004) and the *Everyday Early Literacy Experiences Scale* (Dunst, Raab, & Shue, in press). Patterns of young children's age-related involvement in everyday activities were used to develop the checklist content for each of the three age groups (Dunst et al., 2002). The infants, toddlers, and preschoolers whose participation in the activities constituted the focus of analysis included children with identified disabilities, children demonstrating developmental delays, children considered at-risk for poor developmental outcomes, and children who were typically developing.

Table 1 shows the main categories of activities that were used to identify checklist content. These categories were generated from analyses of survey data gathered from parents and other caregivers in 48 States, Puerto Rico, and Micronesia. The categories were found to be sources of many different learning opportunities. Closer examination of the activities on the surveys found everyday learning opportunities to be an interesting mix of planned and unplanned, formal and informal, and structured and unstructured experiences. More interestingly and importantly, the activities that were found to be most associated with positive child and parent benefits were ones that happened routinely as part of everyday life (Trivette, Dunst, & Hamby, 2004).

One very important observation needs to be made about the everyday activities infants, toddlers,

Table 1

Categories and Examples of Everyday Family and Community Activities

Family Activities	Community Activities
<i>Family Routines</i>	<i>Family Excursions</i>
<ul style="list-style-type: none"> • Cooking Meals • Food Shopping 	<ul style="list-style-type: none"> • Car/Bus Rides • Food Shopping
<i>Parenting Routines</i>	<i>Family Outings</i>
<ul style="list-style-type: none"> • Child's Bathtime • Child's Bedtime 	<ul style="list-style-type: none"> • Eating Out • Visiting Friends
<i>Child Routines</i>	<i>Play Activities</i>
<ul style="list-style-type: none"> • Dressing • Brushing Teeth 	<ul style="list-style-type: none"> • Playground Slide • Hiding Games
<i>Literacy Activities</i>	<i>Community Activities</i>
<ul style="list-style-type: none"> • Storytelling • Looking at Books 	<ul style="list-style-type: none"> • Libraries • Children's Festivals
<i>Play Activities</i>	<i>Recreation Activities</i>
<ul style="list-style-type: none"> • Drawing • Parent/child 	<ul style="list-style-type: none"> • Swimming • Street Hockey
<i>Entertainment Activities</i>	<i>Children's Attractions</i>
<ul style="list-style-type: none"> • Dancing • Music 	<ul style="list-style-type: none"> • Petting Zoos • Children's Museums
<i>Family Celebrations</i>	<i>Art/Entertainment</i>
<ul style="list-style-type: none"> • Get Togethers • Birthdays 	<ul style="list-style-type: none"> • Story Tellers • Music Concerts
<i>Physical Play</i>	<i>Groups/Organizations</i>
<ul style="list-style-type: none"> • Rough Housing • Playing Ball 	<ul style="list-style-type: none"> • Parent/Child Play • Movement Classes
<i>Family Rituals</i>	<i>Religious Activities</i>
<ul style="list-style-type: none"> • Family Talks • Saying Grace 	<ul style="list-style-type: none"> • Sunday School • Spirit Dancing
<i>Socialization Activities</i>	<i>Sport Activities</i>
<ul style="list-style-type: none"> • Visiting Friends • Family Gatherings 	<ul style="list-style-type: none"> • T-Ball • Soccer
<i>Outdoor Activities</i>	<i>Outdoor Activities</i>
<ul style="list-style-type: none"> • Garden Activities • Yard Work 	<ul style="list-style-type: none"> • Neighborhood Walks • Parades

and preschoolers experience as part of family and community life. The activities that young children experience are often ones where their involvement is indirect or peripheral but where they nonetheless benefit behaviorally and developmentally (see especially Lave & Wenger, 1991). Many activities that young children become involved in are adult activities (e.g., Rogoff, Mosier, Mistry, & Göncü, 1993) or the activities of older children (e.g., Lancy, 1996) that draw infants, toddlers, and preschoolers into interactions with people and materials that provide contexts for many different

kinds of learning opportunities. Tagging along to an older sibling's baseball game where a toddler is afforded opportunities to play with baseballs, "run" the bases, attempt to swing a bat, and clap and cheer at his sister making a hit are examples of these peripheral learning opportunities. Many of the everyday activities on the *Interest-Based Everyday Learning Activities Checklists* are these kinds of learning opportunities. Parents and practitioners using the checklists should therefore be cognizant of the potential learning opportunities afforded by these "tag along" activities.

Everyday Family Activities

The everyday activities that happen as part of family life are a rich mix of different kinds of learning opportunities. Some are adult activities in which the child takes part like cooking meals and working outside in the yard. Many activities are ones parents do with and for their children each and every day like getting the child ready for bed and feeding the child breakfast. Other activities are ones that provide children opportunities to practice and learn specific abilities like dressing and undressing, washing one's hands, and brushing teeth. Many activities involve contact with other children and adults like having friends over to play and a family picnic. Some encourage children to practice or learn different kinds of physical abilities like riding a tricycle or catching a ball. Others encourage children to participate in activities like dancing and singing, and learning and practicing different kinds of abilities as part of lap games (peek-a-boo, so-big, etc.). Parent/child activities like looking at pictures in a book and listening to stories provide children literacy experiences. Other activities are special family events like birthday parties which provide children learning opportunities like waving hi and bye, singing and playing games, and getting held and talked to by different family members.

Everyday Community Activities

The many different kinds of everyday activities children experience as part of community life are also an interesting mix of learning opportunities. Some occur as part of everyday adult activity like car or bus rides and food shopping. Many activities happen as part of family rituals like going to church or visiting grandparents every Sunday afternoon. Others happen as part of child participation in adult activities like camping, hiking, and water sports (e.g., boating). Still others happen as part of community celebrations like parades, festivals, and county fairs.

Other community activities are geared more toward children themselves. Climbing on playground equipment

and going to a play group at a community center are examples of these kinds of activities. Getting to pet baby animals at a pet store or on a farm are other kinds of children's learning opportunities. Hands-on science center activities, water play at a community park, feeding ducks at a community pond, listening to stories at a library, and getting to dance and sing at a children's fair provide lots of child learning opportunities. "Going along" with older siblings to ball games, karate classes, music lessons, and the like open up all kinds of learning opportunities for young children. Going on errands with mom or dad, going fishing with grandpa, helping grandma with church activities, and playing with cousins at a family reunion, also provide different kinds of opportunities for learning to take place.

Cultural and Context Specific Activities

The largest majority of activities on the *Interest-Based Everyday Activity Checklists* are universal or near universal activities. That is, the activities, or variations of the activities, are experienced by most children as part of everyday family and community activities (albeit in different ways).

There are, however, many activities that are either cultural or context specific. Learning opportunities that happen as part of cultural rituals or customs such as family gatherings or tribal dances and singing are examples of these kinds of activities. Context-specific activities are ones that happen as a consequence of where one happens to live. For example, children who live in the northern United States are more likely to experience activities that involve playing in the snow such as sledding and building a snowman, whereas children who live near the ocean are more likely to experience activities that involve water play such as wading in the ocean and building sand castles year-round. Space is included on the checklists for adding these (as well as other) activities that are interest-based.

USING THE CHECKLISTS

A four-step process is used to complete the checklists and to use the information for promoting interest-based child participation in everyday family and community activities. The four steps are: (1) identification of child interests, (2) identification of checklist activities that match child interests, (3) selection of activities that provide or could provide the most frequent opportunities for interest-based learning, and (4) procedures for increasing child participation in these interest-based learning opportunities. Copies of the checklists are included in the Appendix.

Identifying Child Interests

The process of selecting checklist activities as sources of everyday learning opportunities begins with identifying child interests. It is helpful to preface the process of identifying child interests by explaining to the parent that children learn best when they are involved in learning activities that are fun and enjoyable, and which provide them learning opportunities and experiences that are linked to their interests (i.e., are interest-based).

Child interests can be identified either formally using interest-based assessment tools (e.g., Dunst, Herter et al., 2000; Dunst, Roberts, & Snyder, 2004) or informally by simply asking a parent to list or describe the child's interests. Identifying a child's interests informally is done by asking questions like: "What does your child enjoy doing?," "What does your child get excited about?," "What makes your child laugh or smile?," "If your child could get to do anything (s)he wanted, what would (s)he do?," "What does your child prefer to do?," and "Who does your child prefer to be with?" The purposes of identifying a child's interests are to: (1) focus parent attention on positive child qualities and (2) use this information to identify learning opportunities that are contexts for interest expression.

Completing the Checklists

It is helpful to preface the completion of this step by explaining to the parent that everyday family and community life is made up of lots of different activities that provide young children opportunities to learn and practice different behaviors and skills and to learn new things. It is also helpful to say that we sometimes overlook these learning opportunities because they happen naturally as part of everyday life. The practitioner and parent should also remember that many of the activities on the checklists are "tag alongs" that provide children development-instigating learning opportunities as a result of adult or older sibling participation in the activities. A toddler who gets to splash and play in water as a consequence of canoeing with his or her parents is an example of this kind of activity.

A checklist is completed by asking the parent to "Keep in mind the child interests you just described, and go through the list of activities and pick those that would provide your child opportunities to use or express those interests." The parent should be asked to list activities not included on a checklist in the spaces provided on the recording form. The checklists also include prompts for listing activities that are cultural and context specific.

Selecting Interest-Based Learning Activities

The third step involves the selection of activities among all those checked that occur or could occur

most often or most frequently, and that provide the child many interest-based learning opportunities in an activity. Some activities may not happen often but could be opportunities that can easily be made to happen more frequently. Both types of activities are appropriate as sources of everyday, interest-based learning opportunities. The best activities are ones that provide a child many different kinds of learning opportunities.

Increasing Participation in Interest-Based Activities

The fourth step involves the development of a "plan" to increase child participation in the activities, increasing the *breadth* and *depth* of the interest-based everyday learning activities selected in Step 3. This includes both participation in a larger number of everyday activities (*breadth*) and lots of learning opportunities in any one activity (*depth*). The last page of each checklist recording form includes a template for developing an action plan to provide a child as many opportunities as possible to be involved in the selected activities. The reader is referred to Raab (2005), Roper et al. (2005), and Raab and Dunst (2006a) for descriptions of different ways of helping parents plan and implement strategies for increasing child involvement in everyday learning activities.

CONCLUSION

This *CASEtool* included information about the development and use of the *Interest-Based Everyday Activity Checklists*. Earlier versions of the checklists were field tested with nine practitioners promoting parents' use of interest-based everyday child learning opportunities. All nine practitioners indicated that the checklists were *very helpful* or *extremely helpful* for having parents identify their children's interests and for choosing everyday activities as sources of their children's learning opportunities. Eight of the nine practitioners indicated that the checklists were *very helpful* or *extremely helpful* for identifying everyday activities that were contexts for interest-based child learning. These preliminary results indicate that the checklists, and procedures for using them, achieved our intent in developing the assessment/intervention tools.

The checklists constituting the focus of this *CASEtool* are part of a set of tools for strengthening practitioners' abilities to promote parents' use of *CMP* with their children. The reader is referred to Raab and Dunst (2006a) and Raab (2005) for descriptions of those tools and procedures. The different checklists and tools were specifically developed to promote practitioner adoption and use of practices supporting and strengthening parents' mediation of interest-based child learning. Additional work with parents and

practitioners is planned to further evaluate the usefulness of the checklists and administration procedures for their intended purposes.

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Appendix A

Interest-Based Everyday Activity Checklists

The three different versions of the *Interest-Based Everyday Activity Checklists* are included in this Appendix. Either the chronological or developmental age of a child is used to select which checklist is used with a parent and child. A child’s chronological age is used to select the appropriate checklist when the child is not showing a delay in his or her development. A child’s developmental age is used to select the appropriate checklist when the child is demonstrating a delay in his or her

development. For example, if a child is 34 months of age but is functioning at a 8 or 9 month level developmentally, it is best to use the early preschool version of the checklists. Similarly, if a child is 47 months of age, but is functioning at a 28 month level of development, the middle preschool version of the checklists would be used to do an interest-based activity identification assessment. The table below can be used as a guide for selecting the appropriate checklist for any one child.

Child Age (Months)	Age Range	Everyday Activity Checklists
0	0	Early Preschool Version
4		
8		
12	15	Middle Preschool Version
16		
20		
24		
28	36	Later Preschool Version
32		
36		
40		
44	60	
48		
52		
56		
60		

Early Preschool Interest-Based Everyday Activity Checklist

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Identifying Information

Child's Name _____ Date of Birth _____
 Age (Months) _____ Today's Date _____
 Person Completing the Checklist _____ Relationship to Child _____

Checklist Description

This checklist includes a list of everyday activities that are sources of learning opportunities for infants and very young children functioning below 15 to 18 months of age. The activities are a mix of things that children get to be involved in as part of everyday family and community life, things parents and children do together, things children become involved in because of adult interests and activities, and things that simply happen day-in and day-out as part of everyday living. The checklist is used to identify activities that are interest-based and would provide your child opportunities to learn and practice many different kinds of skills and behaviors. Simply follow the steps described below to make your child's learning full of wonderful possibilities.

Using the Checklists

Step 1. Identifying a Child's Interest. Start by making a list of all the things, people, places, and activities that *interest* your child. "What does your child enjoy doing?" "What gets your child excited?" "What does your child prefer or like to do?" "What makes your child laugh or smile?" "What does your child choose to do most often?" "Who does your child prefer to be with?" List your child's interests in the space provided on the next two pages.

Step 2. Completing the Checklist. Keep in mind your answers to the Step 1 questions. Go through the lists of activities on the next two pages, and **check the activities** that provide or could provide your child opportunities to use or express his or her interests. Add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child. Don't overlook **tag along** activities that would include opportunities for interest-expression.

Step 3. Selecting Interest-Based Learning Activities. Go back through the list of activities you checked, and **circle those activities** that do or could happen often for your child and which best match your child's interests. The best activities are ones that provide lots of opportunities for a child to do things (s)he is interested in doing as well as learn new things.

Step 4. Develop an Action Plan. The last page of the checklist includes one way you can be sure you and your child can take advantage of all the learning possibilities that are part of your everyday family and community life. Simply complete each section and you will have a useful **plan** for providing your child interest-based everyday learning opportunities.

My Child's Interest

Your Child's Interests

Keep in mind your child's interests (things he or she likes to do, enjoys doing, that get him or her excited, and so forth), and check all activities that you think would be ones that would give your child opportunities to use or express those interests.

Everyday Activities

The following is a list of activities many children experience as part of everyday living. Please check those activities that best match your child's interests. Don't forget about *tag along* activities.

- | | |
|---|---|
| <input type="checkbox"/> Attending a playgroup | <input type="checkbox"/> Going on a hike |
| <input type="checkbox"/> Attending church/synagogue | <input type="checkbox"/> Going on a stroller ride |
| <input type="checkbox"/> Being read to | <input type="checkbox"/> Going on a neighborhood walk |
| <input type="checkbox"/> Being sprayed by a garden hose | <input type="checkbox"/> Going on nature walks |
| <input type="checkbox"/> Cuddling/rocking with adult | <input type="checkbox"/> Going to siblings' ball games |
| <input type="checkbox"/> Dancing with mom or dad | <input type="checkbox"/> Going to the library |
| <input type="checkbox"/> Diaper changing | <input type="checkbox"/> Having picnics |
| <input type="checkbox"/> Doing errands with mom or dad | <input type="checkbox"/> Helping with household chores
(e.g., vacuuming) |
| <input type="checkbox"/> Doing laundry with mom or dad | <input type="checkbox"/> Listening to bedtime stories |
| <input type="checkbox"/> Dressing/undressing | <input type="checkbox"/> Listening to music |
| <input type="checkbox"/> Eating meals or snacks | <input type="checkbox"/> Listening to story times |
| <input type="checkbox"/> Eating out | <input type="checkbox"/> Listening to/saying nursery rhymes |
| <input type="checkbox"/> Feeding ducks at the pond | <input type="checkbox"/> Looking at and talking about photographs |
| <input type="checkbox"/> Finger painting | <input type="checkbox"/> Looking at/reading cereal boxes/labels |
| <input type="checkbox"/> Getting out of bed/waking up | <input type="checkbox"/> Looking in mirrors |
| <input type="checkbox"/> Getting ready for bed/naptime | <input type="checkbox"/> Picking up siblings from school/childcare |
| <input type="checkbox"/> Going grocery shopping with mom or dad | <input type="checkbox"/> Picking up toys |
| <input type="checkbox"/> Going on a bike ride | <input type="checkbox"/> Playing finger games |
| | <input type="checkbox"/> Playing in a stream/creek/river |
| | <input type="checkbox"/> Playing in a sprinkler |
| | <input type="checkbox"/> Playing in a wading pool |
| | <input type="checkbox"/> Playing in dirt or sand |
| | <input type="checkbox"/> Playing in kitchen cupboards |
| | <input type="checkbox"/> Playing lap games
(e.g., peek-a-boo, so big) |
| | <input type="checkbox"/> Playing on park/playground equipment |
| | <input type="checkbox"/> Playing turn-taking vocal games |
| | <input type="checkbox"/> Playing with balls/balloons |
| | <input type="checkbox"/> Playing with bubbles |
| | <input type="checkbox"/> Playing with busy boxes/baby gyms |
| | <input type="checkbox"/> Playing with magnetic letters/shapes |
| | <input type="checkbox"/> Playing with musical toys |
| | <input type="checkbox"/> Playing with other children |

My Child's Interest

- Playing with/taking care of pets
- Playing with playhouse toys
- Playing with push/pull toys
- Playing with responsive toys
(e.g., mobile, roly poly)
- Playing with shape sorters/puzzles
- Playing with talking toys
(e.g., See and Say)
- Playing with teething toys
- Praying/saying Grace
- Preparing meals or snacks
- Riding in a boat
- Riding in wagon/riding toys
- Rough housing/playing tickle games
- Saying hellos/good-byes
- Shopping at the mall/department stores
- Singing
- Swimming at the pool
- Taking a bath
- Taking a car, bus, train ride, etc.
- Using crayons, markers, etc.
- Using play dough, silly putty, etc.
- Visiting animals (e.g., pet store/zoo)
- Visiting friends, relatives, or neighbors
- Washing hands/face
- Watching mom or dad write notes/lists
- Watching TV/videos
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Special Family Activities

Many families have special events, celebrations and traditions that are important to them. Please list those special family activities that you know or think might be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Activities Where You Live

Many families have special experiences and learning opportunities because of where they live. Please list those activities that your child gets to be a part of because of where you live that would be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Expanding Your Child's Learning Opportunities

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

	Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities...					
Let's Try These New Activities...					

Middle Preschool Interest-Based Everyday Activity Checklist

Jennifer Swanson, Melinda Raab, Nicole Roper, and Carl J. Dunst

Identifying Information

Child's Name _____ Date of Birth _____
 Age (Months) _____ Today's Date _____
 Person Completing the Checklist _____ Relationship to Child _____

Checklist Description

This checklist includes a list of everyday activities that are sources of learning opportunities for children functioning between 15 and 36 months of age. The activities are a mix of things that children get to be involved in as part of everyday family and community life, things parents and children do together, things children become involved in because of adult interests and activities, and things that simply happen day-in and day-out as part of everyday living. The checklist is used to identify activities that are interest-based and would provide your child opportunities to learn and practice many different kinds of skills and behaviors. Simply follow the steps described below to make your child's learning full of wonderful possibilities.

Using the Checklists

Step 1. Identifying a Child's Interest. Start by making a list of all the things, people, places, and activities that *interest* your child. "What does your child enjoy doing?" "What gets your child excited?" "What does your child prefer or like to do?" "What makes your child laugh or smile?" "What does your child choose to do most often?" "Who does your child prefer to be with?" List your child's interests in the space provided on the next two pages.

Step 2. Completing the Checklist. Keep in mind your answers to the Step 1 questions. Go through the lists of activities on the next two pages, and **check the activities** that provide or could provide your child opportunities to use or express his or her interests. Add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child. Don't overlook **tag along** activities that would include opportunities for interest-expression.

Step 3. Selecting Interest-Based Learning Activities. Go back through the list of activities you checked, and **circle those activities** that do or could happen often for your child and which best match your child's interests. The best activities are ones that provide lots of opportunities for a child to do things (s)he is interested in doing as well as learn new things.

Step 4. Develop an Action Plan. The last page of the checklist includes one way you can be sure you and your child can take advantage of all the learning possibilities that are part of your everyday family and community life. Simply complete each section and you will have a useful **plan** for providing your child interest-based everyday learning opportunities.

My Child's Interest

Your Child's Interests

Keep in mind your child's interests (things he or she likes to do, enjoys doing, that get him or her excited, and so forth), and check all activities that you think would be ones that would give your child opportunities to use or express those interests.

Everyday Activities

The following is a list of activities many children experience as part of everyday living. Please check those activities that best match your child's interests. Don't forget about *tag along* activities.

- | | |
|--|--|
| <input type="checkbox"/> Attending a playgroup | <input type="checkbox"/> Finger painting |
| <input type="checkbox"/> Attending church/synagogue | <input type="checkbox"/> Gardening/planting flowers |
| <input type="checkbox"/> Attending movement/music class | <input type="checkbox"/> Getting out of bed/waking up |
| <input type="checkbox"/> Attending neighborhood gatherings | <input type="checkbox"/> Getting ready for bed/naptime |
| <input type="checkbox"/> Attending Sunday school/kid's church | <input type="checkbox"/> Going on a camping trip |
| <input type="checkbox"/> Being read to | <input type="checkbox"/> Going on a play date |
| <input type="checkbox"/> Brushing teeth | <input type="checkbox"/> Going fishing with mom or dad |
| <input type="checkbox"/> Choosing books at the library | <input type="checkbox"/> Going on a bike ride |
| <input type="checkbox"/> Collecting leaves or rocks | <input type="checkbox"/> Going on a stroller ride |
| <input type="checkbox"/> Creating an art project/craft | <input type="checkbox"/> Going on a hike |
| <input type="checkbox"/> Cuddling with parent/caregiver | <input type="checkbox"/> Going on a neighborhood walk |
| <input type="checkbox"/> Cutting/tearing pictures
(e.g., magazines, catalogs) | <input type="checkbox"/> Going on nature walks |
| <input type="checkbox"/> Dancing | <input type="checkbox"/> Going to a movie |
| <input type="checkbox"/> Diaper changing | <input type="checkbox"/> Going to a nature center |
| <input type="checkbox"/> Doing errands with mom or dad | <input type="checkbox"/> Going to siblings' ball games/sports events |
| <input type="checkbox"/> Doing laundry with mom or dad | <input type="checkbox"/> Having cookouts/barbecues |
| <input type="checkbox"/> Dressing/undressing | <input type="checkbox"/> Having friends over to play |
| <input type="checkbox"/> Eating meals or snacks | <input type="checkbox"/> Having picnics |
| <input type="checkbox"/> Eating out | <input type="checkbox"/> Helping with household chores |
| <input type="checkbox"/> Feeding ducks at the pond | <input type="checkbox"/> Listening to bedtime stories |
| | <input type="checkbox"/> Listening to music |
| | <input type="checkbox"/> Listening to storytellers/story times |
| | <input type="checkbox"/> Listening to/saying nursery rhymes |
| | <input type="checkbox"/> Looking at and talking about photographs |
| | <input type="checkbox"/> Looking at/reading cereal boxes/labels |
| | <input type="checkbox"/> Participating in family talks |
| | <input type="checkbox"/> Picking up siblings from school/childcare |
| | <input type="checkbox"/> Picking up toys |
| | <input type="checkbox"/> Playing at an indoor playland |
| | <input type="checkbox"/> Playing chase/running |
| | <input type="checkbox"/> Playing dress-up |
| | <input type="checkbox"/> Playing finger games |
| | <input type="checkbox"/> Playing hide-n-seek |
| | <input type="checkbox"/> Playing house |
| | <input type="checkbox"/> Playing in a stream/creek/river |
| | <input type="checkbox"/> Playing in a sprinkler |
| | <input type="checkbox"/> Playing in a wading pool |

My Child's Interest

- Playing in dirt/mud/sand
- Playing musical instruments
- Playing on park/playground equipment
- Playing on the computer/typewriter
- Playing with a garden hose
- Playing with balls/balloons
- Playing with bubbles
- Playing with busy boxes/busy centers
- Playing with magnetic letters/shapes
- Playing with other children/siblings
- Playing with pets
- Playing with playhouse toys
- Playing with puppets, dolls, etc.
- Playing with shape sorters/puzzles
- Playing with toys that play music, talk, etc.
- Playing with trucks/cars/boats
- Playing with water toys
- Playing in a sandbox/sand table
- Praying/saying Grace
- Preparing meals or snacks
- Renting/returning videos
- Riding in a boat
- Riding in wagon/riding toys
- Rough housing/playing tickle games
- Saying hellos/good-byes
- Shopping at the mall/department stores
- Shopping for groceries
- Singing
- Swimming/floating at the pool
- Taking a bath
- Taking a car, bus, train ride, etc.
- Taking care of pets (e.g., feeding)
- Toileting/going to bathroom
- Using crayons, markers, paints, etc.
- Using play dough, silly putty, etc.
- Visiting animals (e.g., pet store/zoo)
- Visiting neighbors, friends, relatives

- Washing hands/face
- Watching mom or dad write notes/lists
- Watching TV/videos
- Watering plants/grass/flowers
- _____
- _____
- _____
- _____
- _____
- _____

Special Family Activities

Many families have special events, celebrations and traditions that are important to them. Please list those special family activities that you know or think might be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____

Activities Where You Live

Many families have special experiences and learning opportunities because of where they live. Please list those activities that your child gets to be a part of because of where you live that would be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____

Expanding Your Child's Learning Opportunities

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

	Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities...					
Let's Try These New Activities...					

Later Preschool Interest-Based Everyday Activity Checklist

Jennifer Swanson, Melinda Raab, Nicole Roper, and Carl J. Dunst

Identifying Information

Child's Name _____ Date of Birth _____
 Age (Months) _____ Today's Date _____
 Person Completing the Checklist _____ Relationship to Child _____

Checklist Description

This checklist includes a list of everyday activities that are sources of learning opportunities for preschool-aged children 36 months of age or older. The activities are a mix of things that children get to be involved in as part of everyday family and community life, things parents and children do together, things children become involved in because of adult interests and activities, and things that simply happen day-in and day-out as part of everyday living. The checklist is used to identify activities that are interest-based and would provide your child opportunities to learn and practice many different kinds of skills and behaviors. Simply follow the steps described below to make your child's learning full of wonderful possibilities.

Using the Checklists

Step 1. Identifying a Child's Interest. Start by making a list of all the things, people, places, and activities that *interest* your child. "What does your child enjoy doing?" "What gets your child excited?" "What does your child prefer or like to do?" "What makes your child laugh or smile?" "What does your child choose to do most often?" "Who does your child prefer to be with?" List your child's interests in the space provided on the next two pages.

Step 2. Completing the Checklist. Keep in mind your answers to the Step 1 questions. Go through the lists of activities on the next two pages, and **check the activities** that provide or could provide your child opportunities to use or express his or her interests. Add activities that are not included on the checklists that are important to your family or happen because of where you live and which are or would be interesting to your child. Don't overlook **tag along** activities that would include opportunities for interest-expression.

Step 3. Selecting Interest-Based Learning Activities. Go back through the list of activities you checked, and **circle those activities** that do or could happen often for your child and which best match your child's interests. The best activities are ones that provide lots of opportunities for a child to do things (s)he is interested in doing as well as learn new things.

Step 4. Develop an Action Plan. The last page of the checklist includes one way you can be sure you and your child can take advantage of all the learning possibilities that are part of your everyday family and community life. Simply complete each section and you will have a useful **plan** for providing your child interest-based everyday learning opportunities.

My Child's Interest

Your Child's Interests

Keep in mind your child's interests (things he or she likes to do, enjoys doing, that get him or her excited, and so forth), and check all activities that you think would be ones that would give your child opportunities to use or express those interests.

Everyday Activities

The following is a list of activities many children experience as part of everyday living. Please check those activities that best match your child's interests. Don't forget about **tag along** activities.

- Flying a kite
- Gardening/planting flowers
- Getting out of bed/waking up
- Getting ready for bed/naptime
- Going on a camping trip
- Going fishing
- Going on a bike ride
- Going on a hike
- Going on a neighborhood walk
- Going on nature walks
- Going to a movie
- Going to work with a parent
- Going to a nature center/arboretum
- Having cookouts/barbecues
- Having friends over to play
- Having or going to parties
- Having picnics
- Helping do the laundry
- Helping to repair or build things
- Helping with household chores (e.g., doing dishes)
- Helping take care of/play with young siblings
- Helping with errands
- Jumping on a trampoline
- Listening to bedtime stories
- Listening to music
- Listening to storytellers/story times
- Listening to/saying nursery rhymes
- Looking at and talking about photos
- Looking at/reading cereal boxes/labels
- Looking at magazines, catalogs, etc.
- Participating in family talks
- Picking up toys
- Picking up siblings from school/childcare
- Planting or picking flowers
- Playing at an indoor playland
- Playing card or board games
- Playing chase/running
- Playing dress-up
- Playing finger games
- Playing guessing games
- Attending movement/music class
- Attending a playgroup
- Attending church/synagogue
- Attending girl/boy scouts meetings
- Attending club meetings
- Attending neighborhood gatherings
- Attending Sunday school/kid's church
- Being read to/reading
- Being sprayed by the garden hose
- Bird watching
- Bowling
- Brushing teeth
- Choosing books at the library
- Collecting leaves or rocks
- Creating an art project/craft
- Cuddling with adult
- Cutting/tearing pictures (e.g., magazines, catalogs)
- Dancing
- Dictating lists, letters, or stories
- Doing yard work
- Dressing/undressing
- Eating meals or snacks
- Eating out
- Feeding ducks at the pond

My Child's Interest

- Playing house
- Playing in a stream/creek/river
- Playing in a sandbox/sand table
- Playing in a sprinkler
- Playing in a wading pool
- Playing in dirt/mud/sand
- Playing miniature golf
- Playing musical instruments
- Playing on park/playground equipment
- Playing on the computer/typewriter
- Playing outdoor games
(e.g., hide-n-go-seek)
- Playing sports (e.g., soccer, T-ball)
- Playing table games (e.g., air hockey)
- Playing video games/computer games
- Playing with action figures, dolls, puppets, etc.
- Playing with balls/balloons
- Playing with bubbles
- Playing with magnetic letters or shapes
- Playing with other children/siblings
- Playing with pets
- Playing with playhouse toys
- Playing with shape sorters/puzzles
- Playing with trucks/cars/boats
- Playing with water toys
- Praying/saying Grace
- Preparing meals or snacks
- Renting/returning videos
- Riding a bike
- Riding in a boat
- Riding in wagon/riding toys
- Roller skating/roller blading/skateboarding
- Rough housing/playing tickle games
- Saying hellos/good-byes
- Shopping (groceries/mall/department stores)
- Singing
- Swimming/floating at the pool
- Taking a bath
- Taking a car, bus, train ride
- Taking care of pets (e.g., feeding)
- Taking swimming lessons
- Talking on the telephone

- Toileting/going to bathroom
- Using crayons, markers, paints, etc.
- Using play dough, silly putty, etc.
- Visiting animals (e.g., pet store/zoo)
- Visiting neighbors, friends, relatives
- Washing hands/face
- Watching ball game/sports events
- Watching/helping parents write notes/lists
- Watching TV/videos
- _____
- _____
- _____
- _____
- _____

Special Family Activities

Many families have special events, celebrations and traditions that are important to them. Please list those special family activities that you know or think might be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____

Activities Where You Live

Many families have special experiences and learning opportunities because of where they live. Please list those activities that your child gets to be a part of because of where you live that would be interesting to your child.

- _____
- _____
- _____
- _____
- _____
- _____

Expanding Your Child's Learning Opportunities

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

	Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities...					
Let's Try These New Activities...					

Appendix B

Expanding Children’s Interest-Based Learning Opportunities

This appendix includes a recording form for taking results from a completed *Interest-Based Everyday Activity Checklist* (Appendix A) and using the information for increasing children’s everyday interest-based learning opportunities. The *Action Plan* includes space for recording both the everyday activities that will be continued to be used as sources of interest-based learning opportunities and those activities which will be used to provide new everyday interest-based learning opportunities.

The *Action Plan* also includes space for indicating when and where the activities will occur, what the child will get to do or learn in the activities, what the parent or child’s caregiver can do to support and encourage child learning, and how it will be determined if the child benefits from participation in the activities. The *Action Plan* form can be duplicated and used for maintaining a record of the number and types of interest-based everyday child learning opportunities that are provided the child.

Expanding Your Child's Learning Opportunities

Now that you have selected the best activities for everyday child learning, the next step is to use this information to provide your child lots of opportunities to use his or her interests to do things (s)he is able to do and to learn new things. The following is a helpful way for providing your child interest-based learning opportunities.

Interest-Based Activities	When/Where Activities Will Occur	What My Child Will Get to Do	What I Can Do To Help My Child Learn	How I Will Know My Child Benefited
Let's Continue Doing These Activities...				
Let's Try These New Activities...				