**F**amily-guided **A**pproaches to **C**ollaborative **E**arly Intervention **T**raining and **S**ervices

**FACETS**

**Identifying Classroom Routines**

 **and Activities**

Teaching and learning opportunities occur throughout the day. Learning about your typical daily schedule will help us identify routines and activities that are both comfortable and convenient for you and fun and engaging for our student. Together, we can identify naturally occurring times where learning goals can be addressed.

* What times/days does the child attend?
* What are the routines/activities that occur on a scheduled basis in your program?

 Morning:

 Afternoon:

* What activities occur on a less than regular basis (e.g., library time once per week)?
* What routine/activity does the child enjoy?
* What do you think makes this routine enjoyable?
* What does the child typically do during the routine/activity?

**FACETS Page 2**

* What specific strengths/needs does the child demonstrate in this routine/activity?
* What are your (teacher’s) expectations of the children during this routine/activity?
* What do you (teacher) do during this routine/activity?
* How do you let the children know what is expected in each routine/activity?
* How many other children participate in this routine/activity?
* How do they interact with the child with the IEP?
* What activity/routine does the child not like?
* What makes this activity/routine difficult or uncomfortable for the child?
* What does the child typically do during the routine/activity?
* What are your (teacher’s) expectations during the routine/activity?
* What do you (teacher) do during the routine/activity?
* How do you let the child with the IEP know what is expected during the routine/activity?

**FACETS Page 3**

* How many other children participate in this routine/activity?
* What do they do?
* How do they interact with the child with the IEP?
* What are the family’s main concerns or goals for the child?
* Are these congruent with yours?
* What strategies do you use to communicate with the child’s family about expectations and outcomes between the classroom and home?

*Jaye Harvey, Ed.D. (July 2024) Adapted from FACETS (a joint project of the Kansas University Affiliated Program and Florida State University); Woods Cripe; and Woods, Cripe & Venn*