

## TPBI2 TIP Strategies Checklist: Home and Community

Child's name: \_\_\_\_\_ Age: \_\_\_\_\_ Birth date: \_\_\_\_\_

Parent's name: \_\_\_\_\_ Assessment date: \_\_\_\_\_

Person(s) completing the form: \_\_\_\_\_

The following is a summary of many of the times of the day (T) when intervention can be incorporated and interactions (I) and potential environmental adaptations (P) can be made to support development. The checklist is designed to stimulate ideas when planning with collaborators on the intervention team. As a team, place checkmarks next to the items you want to consider trying. Use the "other" section to record your own ideas. This Checklist may be useful when completing the Collaborative Problem-Solving Worksheet. For more in-depth discussion of these ideas and more, refer to Chapter 2 (p. 9) in TPBI2.

<b>T</b> Times for natural intervention	✓	<b>I</b> Interactions that support development	✓	<b>P</b> Potential environmental adaptations	✓
Diapering/toileting		Follow child's lead		Modify activity: simplify	
Feeding/eating		Respond to attempts to interact		Modify activity: length of time	
Bathing/washing		Imitate child's actions, sounds		Modify position of materials	
Dressing/undressing		Wait for child		Modify tools child uses	
Grooming		Encourage engagement		Modify sensory aspects of the environment	
Playing alone		Take turns in balance with child		Modify room for safety	
Playing with family		Structure next step		Modify number of toys/materials	
Playing with other children		Model		Modify schedule	
Sharing books		Add sound, action, words		Modify developmental level of toys	
Going down for nap/waking up		Make practice fun		Use visual or concrete cues	
Going to bed/waking up		Prompt at child's level		Organize materials for interaction	
Calming after being upset		Give clear directions		Organize materials for success	
Indoor play		Modify affect		Adapt materials: sensory aspects	
Outdoor play		Modify position with child		Adapt child's positioning	
Going out in the stroller/car		Establish boundaries/rules		Equipment use: for movement	
Visiting grocery store/errands		Redirect gently but firmly		Equipment use: for communication	
Visiting friends		Provide choices		Equipment use: for vision/hearing	
Religious activities		Comment, discuss		Other:	
Family celebrations		Anticipate reactions/problems			
Other:		Give positive attention			
		Other:			