# **Matrix Approach Checklist**

|  |  |  |
| --- | --- | --- |
| **Phase 1: PLANNING** | **Phase 2: ENGAGEMENT** | **Phase 3: REFLECTION** |
| * Goals/outcomes * Routine * Problem-solving activities * Choose activity * Set up environment | * Parent begins the activity * Early Intervention TVI Supports | * Session reflection * Extension |

Detailed description of each step within the three phases is provided below:

## **Phase 1 Planning**

1. Goals/Outcomes on Matrix – Identify or review of the family’s preferred target outcomes and add to left column of matrix on worksheet. Initially, this is likely to take several minutes. In subsequent sessions, professionals can quickly ask parents if the identified outcomes are still appropriate. If parents indicate a change is needed, professionals will make changes.
2. Routines on Matrix – Identify or review the family’s preferred target routines and add to top row of matrix on worksheet. Initially, this is likely to take several minutes. In subsequent sessions, professionals can quickly ask parents if the identified routines are still appropriate. If parents indicate a change is needed, professionals will make changes.
3. Problem-Solve Activities – Identify or review activities that meet outcomes within daily routines and add to appropriate fields within the matrix. These activities should be descriptive including necessary adaptations and example materials. Initially, this is likely to take several minutes. In subsequent sessions, professionals can quickly ask parents if the identified activities, adaptations, and materials are still appropriate. If parents indicate a change is needed, professionals will make changes.
4. Choose Activity – Parent will choose one activity from the matrix to practice during the session.
5. Set up the Environment – Parents and Early intervention TVIs choose an environment for the activity to take place. They gather needed materials prepare the space being mindful of the child’s visual needs such as lighting and contrast.

## **Phase 2 Engagement**

1. Parent begins the activity – The Early intervention TVI invites the parent to begin the activity. The professional observes the parent and child for at least 30 seconds before providing feedback or suggestions.
2. Early intervention TVI support – The Early intervention TVI utilizes triadic strategies throughout the activity. These strategies include such activities as affirming parent competence, focusing attention, providing developmental information, modeling, and providing suggestions (McCollum & Yates, 1994).