

## Learning Through Daily Routines

Structured daily routines can reinforce cues, actions, words, and concepts through repetition.

- Select a few routines (bath time, feeding time) to become opportunities for learning.
- Identify which actions a baby can experience independently, and which need to be performed with a parent's help, such as moving a washcloth together during bath time.
- Develop key words or cues to use each time the baby is engaged in that same routine.
- Identify which objects a baby is going to touch regularly and what they're going to be called.
- Include a cue to start and end each routine, such as a gesture, touch, or a sound.

The following steps will assist in preparing a daily routine for learning:

- Identify up to four daily routines to be teaching routines for the baby and family member to experience together (bottle time, bath time, diaper time, or nap time).
- For each routine, create a simple script of the event. Identify who does what, when it happens, and where it takes place. Keep it simple. For example, an adult might pick the baby up five times a day to carry the baby to the diaper station. This would be an excellent learning routine.
- For each script, identify the core vocabulary, or the words and signs to use consistently during the routine. For example, an adult might say "up" as the baby is picked up. The adult then says "diaper" and hands a diaper to the baby to feel. The adult says "cold" as the baby is wiped clean after the diaper change. Finally, the adult signs and says "all done" by moving the baby's arms apart to indicate when the diapering is complete.
- For each routine, plan one or two opportunities for the use of vision and other sensory skills. For example, before picking up the baby, the adult might get close to the baby so they can explore their face visually or tactually. The adult then shows the baby the diaper and helps the baby touch the material. Finally, the adult shows the baby the baby wipe container and helps the baby touch it.

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# Task Analysis

Task analysis involves breaking down parts of a complex task into smaller, sequential steps, and then teaching each step one at a time. In order to determine how to divide a task into its component parts, teachers and parents should perform the task themselves and take note of the steps involved. They can then teach the steps to the child individually. Once a step is mastered, another is added, the child can perform all of the steps needed to complete the entire task.

## Examples

**A sample task for an infant can be to replace their pacifier. The task can be broken down as follows:**

- Locate the pacifier by touch. (It can be helpful to attach the pacifier to the baby's shirt with a pacifier or clip holder.)
- Grasp the pacifier.
- Bring the pacifier to the mouth.
- Move the pacifier to fit between the lips correctly.

**A sample task for toddlers might be hand washing. The task can be broken down as follows:**

- Find the sink.
- Find the faucet.
- Turn on the nozzle.
- Wet hands.
- Find the soap.
- Rotate the soap in hands.
- Return the soap to its holder.
- Rinse the hands.
- Turn off the nozzle.
- Find a towel.
- Dry the hands.
- Return the towel.

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