



LEARNINGbyte

Assessment

Utilizing the Scale for Assessment of Family Enjoyment within Routines (SAFER)



PURPOSE OF ACTIVITY

This activity is designed to support professionals in using the SAFER tool to ask open-ended questions about family routines and determine caregivers' priorities.



RESOURCES NEEDED

- Handout – [Scale for Assessment of Family Enjoyment within Routines \(SAFER\)](#)



SPECIFIC STEPS

1. Before the meeting, print the handout for each participant.
2. State the purpose of the activity above. Participants will have an opportunity to practice using an optional SAFER tool during this activity.
3. Instruct each participant to pair up with someone sitting next to him/her.
4. Pass out the *Scale for Assessment of Family Enjoyment within Routines (SAFER)*.
5. Instruct participants to review the *Scale for Assessment of Family Enjoyment within Routines (SAFER)* and put a star next to one routine they would like to focus on in today's activity. Each participant will take turns asking their partners questions about their chosen routine. One participant will be the interviewer and the other will play the role of a caregiver. The partners can provide information based on a child they know or a recently completed assessment. Give each participant 5-7 minutes to ask open-ended questions about the routine, document information gathered on the tool, and identify the level of satisfaction within that given routine.
6. After the first 5-7 minutes, instruct participants to switch roles (interviewer and caregiver).
7. Once the time is done, reflect with the large group using the following questions:
 - a. As an interviewer, what did you do well? What was hard?
(*ex. Asking open-ended questions, reading caregivers nonverbal cues, etc.*)
 - b. In the caregiver role, how did the interviewer help support your engagement?
(*ex. Asking open-ended questions, helping me visually think about the process in routines, etc.*)
 - c. How did this tool help facilitate the discussion of routines?
(*ex. Digging into some routines deeper, getting a clearer picture of a routine, etc.*)
 - d. What questions did you ask that required more individualization to that particular family?
(*ex. Waking up – What happens when your child starts to cry when she wakes up? Diapering – You said your child will go bring a diaper to you when you say, "It's time to change your diaper." Where does your child go to get the diaper?*)

- e. What questions did you ask that you may not normally ask?
(ex. I usually ask about bedtime, but not questions about “how your child lets you know she is awake?”)
 - f. How did the tool help you identify the caregiver’s satisfaction with a routine?
(ex. I intentionally asked if the caregiver was satisfied with this routine. This helped prompt the caregiver to describe what was working well, specific challenges, and what would make it easier.)
 - g. What would you do differently?
(ex. Practice asking more open-ended questions about each routine. Utilize tool during assessments to help identify family’s satisfaction of routines.)
8. Ask the group how they see this tool being used with real families during intake, first visits, assessment for service planning, etc. Develop a goal for the program. Reflect on the progress in your next meeting.



ADDITIONAL RESOURCES

Handouts:

- [Definition of Functional Assessment](#)
- [Functional Assessment: Examples of Questions to Ask Families](#)

Guidance Document:

- [Virginia’s Child Outcomes Booklet: Team Engagement in the Child Outcomes Summary Process](#)

Functional Assessment Tool:

- [Measure of Engagement, Independence, and Social Relationships \(MEISR – COSF Tool\) – A Tool to Assist with the Child Outcomes Summary Form](#)