

## HOW TO COMPLETE AND USE THE MATRIX

### Description

The Goals x Routines matrix lists the short version of outcomes/goals in the first column, in the family’s order of importance, and routines in the first row (see Figure 1). All outcomes/goals are listed, including family ones, even though they are not tied to routines. They are listed because the matrix reflects the whole plan. For families primarily receiving home visits, but the child also attends a classroom program (e.g., child care, preschool, Head Start), one column can say “School.” When most visits are to the classroom, the opposite is possible: One column can say “Home.” When both home and the classroom are both visited, either use columns for both or have different matrices for each setting.



### OUTCOMES X ROUTINES MATRIX

Child: Olivia                      Date: 3/14/20

Outcome	Routine							
	Dressing Time	Meal Time	Hanging-Out Time	Car Rides	Outings	Dinner Prep	Bath Time	Bedtime
1. Ride in car without tantrum				X				
2. Stay at table for 10 minutes		X			X		X	X
3. Recover from being upset	X		X		X	X		
4. Use soft voice (not shouting)				X			X	X
5. Play with toys independently			X			X		
6. Family night every 2 weeks								
7. Eat without shoveling		X						
8. Eat neatly		X						
9. Eat in regular chair		X						
10. Drink from open cup without playing		X						
11. Getting dressed without messing with Christine’s things	X							

Figure 1. Outcome x Routine Figure

### Completing the Matrix at the End of the RBI

From participation-based child goals, the matrix writes itself. For example, a goal might be “Benjamin will participate in breakfast, dinner, play time, and outside time by using two-word combinations. We will know he can do this when he uses four two-word combinations at breakfast, dinner, one play time, and one outside time, in one day, for four consecutive days.”

The matrix would have “Use 2-word combinations” in the first column and Xs under breakfast, dinner, play time, and outside time, which would be in the first row. Every child goal would have Xs under the appropriate routines.

Family goals have no Xs but are still listed in the order of importance the family chose at the end of the Routines-Based Interview.

### Summary of How to Complete a Matrix

1. Look at all the outcomes/goals and list the routines in approximate temporal order (e.g., waking up time, breakfast time, dressing time) in the spaces for routines on the first row.
2. Take the family's most important outcome/goal and put it in the top cell for goals.
3. See what routines are targeted for this skill and put Xs in the appropriate routines.
4. Continue this process with each outcome/goal.
5. For family outcomes/goals, no Xs are needed.

### Service Providers' Using the Matrix

Early interventionists use the matrix to plan for the next visit, to make transitions between visits, and to remind caregivers.

#### Plan for Next Visit

When using the Next-Steps Form (NSF) to ask the caregiver what the plan should be for the next visit, which is the bottom panel on the form, the early interventionist should show the caregiver the matrix. This reminds the caregiver of all the goals on the plan, in case the caregiver wants to address a goal that hasn't been addressed at all or for a while.

#### Transition Between Topics

Usually, when the early interventionist and the caregiver have finished discussing one goal, they will address another one the caregiver has been working on (i.e., the right-hand panel of the NSF) or they will address a topic the caregiver chose to be a focus of the current visit (i.e., the bottom panel of the NSF). Occasionally, these topics are exhausted, and the early interventionist need to determine what to discuss next.

The matrix can be used for this transition. If, for example, the early interventionist and the caregiver were discussing play with something for 15 minutes during play inside time, in a visit regarding Danielle and her family (see below), the discussion ended, and nothing on the NSF was left to talk about, the early interventionist could ask, "Is there another skill at play inside time you'd like to talk about (i.e., use 25 words consistently, run without running into things, name objects in a book, play without pulling Tibby's tail, say yes or no to *Messy diaper*)? Or would you like to talk about playing with something for 15 minutes at another time of day (i.e., waking up time, dinner prep time)?"

**EIEIO**

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Danielle

R. A. McWilliam (2013)

Child: Danielle, aged 30 months, overall delay (no known etiology)

Also in the home: Brenda (your 20-year-old sister, a college student)

You: Single mother, used to work as a bank teller, now stay home with Danielle, living on savings and support from your parents, who live in a nearby town

See the matrix for your IFSP outcomes, in your priority order, and the times of day when you want Danielle to have the skills.

	Outcome	Waking Up	Meals	Play Inside	Outside	Bath	Bedtime	Outings	Diaper	Dinner Prep
1.	Eat with spoon		X							
2.	Use 25 words consistently	X		X		X			X	
3.	Run without running into things			X	X			X		
4.	Do as she's told, without saying no		X		X		X			X
5.	Time for [mother] alone									
6.	Information about preschool options									
7.	Play with something for 15 minutes	X		X						X
8.	Name objects in a book			X			X			
9.	Play without pulling Tibby's tail			X						X
10.	Stay nearby, without running off				X			X		
11.	Decide about going back to work									
12.	Say yes or no to Messy diaper?	X		X	X			X	X	

Reminder for Caregiver

The matrix is a useful tool to remind caregivers about what they can work on at different times of the day. It is famously a refrigerator door tool, meaning families often put it on their refrigerators (in the days when refrigerator doors took magnets). Teachers have found it useful when planning activities, to remember who needs what skills addressed, during which routines.

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