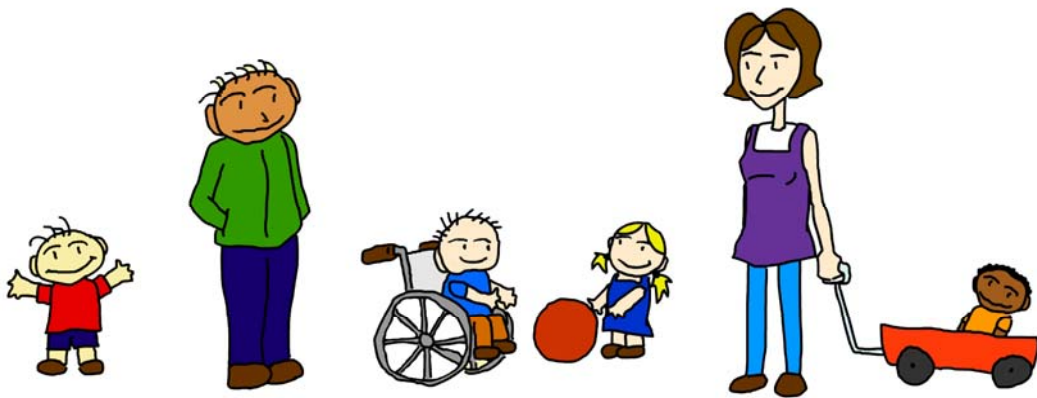


The caregiver Child Interaction Plan (CCIP)

A Step BY Step Resource Guide for Providers



PARTICIPATION - BASED SERVICES

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Welcome to the Caregiver-Child Interaction Plan Resource Guide! This guide contains information for early intervention providers who want to help families complete their daily activities more successfully. Within each section of the guide you will find examples of Caregiver-Child Interaction Plans (CCIPs) that can be used as starting points in creating families' personal CCIPs. Each CCIP contains a list of possible steps that may occur during a routine. Some families may have more steps in their routines and others may have less. Use these example steps to help families brainstorm steps that actually occur in their routines.

The guide is divided into 12 activities and routines that many families use each day. The routines include:

- Bath time
- Mealtime
- Playtime
- Story time
- Outdoor play
- Morning routine
- Travel time
- Leaving the house
- Community outings
- Bed time
- Errands
- Chores

Some CCIPs in this guide also include examples of adaptations to use during each step. Adaptations are helpful if a step in the routine is not going well. Some of the adaptations in this guide are appropriate for birth to three populations while others may be more appropriate for children up to the age of six. Please keep this in mind when deciding what adaptations to use. Good luck creating your own CCIPs!

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Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bathtime _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child goes to bathroom				
Child pulls down pants/shorts				
Child removes pants/shorts				
Child removes socks/shoes if applicable				
Child removes shirt (pull over)				
Child removes diaper				
Parent puts water in tub				
Child gets into bathtub				
Child's body is scrubbed and rinsed				
Child gets out of bathtub				
Child gets dressed				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bathtime _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent says "it's bath time"				
Child runs to the bath and parent follows				
Child removes clothing				
Parent fills tub with water				
Child gets into bathtub				
Child splashes water outside of the tub				
Child's body is quickly scrubbed and rinsed				
Parent removes child from bath				
Parent cleans up water				
Child gets dressed and goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bathtime ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent and child go to bathroom				
Put water into the bath tub				
Undress child				
Put child into the bath water				
Child's body is scrubbed and rinsed				
Parent pours water over child's head				
Child screams, cries, tries to get out of tub				
Parent holds child down to shampoo and rinse				
Child gets out of bathtub				
Child gets dressed and goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bathtime ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent goes to bathroom and starts the bath water				
Child hears the water and runs				
Parent catches child and carries to bathtub				
Parent turns water off				
Parent undresses child				
Parent puts child into water				
Child is scrubbed and rinsed				
Child gets out of bathtub				
Child gets dressed and goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Mealtime ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom and child go to kitchen				
Mom presents child with two choices for meal or snack				
Mom makes desired food				
Child sits down to eat				
Child tells mom when she is all done				
Mom takes child's plate and cup to sink to clean				
Child helps mom dry her cup and plate				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Mealtime **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one) **Focus:** Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child goes to kitchen		<ul style="list-style-type: none"> Use a scooter for moving to the kitchen. Have the child hold on to a hula hoop to increase stability. Stabilize the child while walking by tying magazines or newspapers around their legs. Build a Scoot-a-bout so the child can independently move from one place to another. Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair on the way to the table. 		
Parent prepares meal		<ul style="list-style-type: none"> Use a plastic desk to keep an eye on the child while preparing a meal. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with If the child uses a stander, attach a tray and bring toys to play with while preparing a meal. To have the child help with meal preparation use a homemade stander that is positioned in front of the sink or countertop. To interact with the child during meal preparation, create an object calendar with steps in the preparation process to let the child know what is happening and what is going to come next. Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. Create a schedule to help the child stay on task; cover up old tasks when done. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent or child sets the table		<ul style="list-style-type: none"> • Use a plastic desk to keep an eye on the child while setting the table. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with • If the child uses a stander, attach a tray and bring toys to play with while setting the table. • Have the child help set the table by creating an object calendar with steps for setting the table. This may help the child remember what things need to be put out. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task; cover up old tasks when done. 		
Child goes to table		<ul style="list-style-type: none"> • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair on the way to the table. • Use a hula hoop to help the child walk to the table. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Use a masking tape to create a path for the child to follow that leads to their chair. • Create a schedule or use My Day Board to help the child transition. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task; cover up old tasks when done. 		
Child sits down		<ul style="list-style-type: none"> • Use bolsters to position the child in their chair. • Decrease fidgeting while sitting down by putting a box underneath children's feet who don't reach the floor. • Create a schedule or use My Day Board to help the child transition. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task; cover up old tasks when done. 		
Child/parent puts on bib		<ul style="list-style-type: none"> • Decrease fidgeting while putting the child's bib on by putting a box underneath their feet if they don't reach the floor. • Create a schedule or use My Day Board to help the child transition. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task; cover up old tasks when done. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child eats food		<ul style="list-style-type: none"> • Use different household objects to build up the child's utensils so they can grasp their fork and spoon better (Grippers, Shower curtain rings, Built up handle grips) • Decrease fidgeting while eating by putting a box underneath children's feet who don't reach the floor. • Use a communication device to have a conversation with the child during mealtime and to select food choices, ask to pass food, say are "finished", etc. • Create a schedule or use My Day Board to help the child transition. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task; cover up old tasks when done. • To prevent the child's plate from sliding around the table while eating use a suction cup, damp washcloth, or plastic place mat. 		
Child wipes hands and face		<ul style="list-style-type: none"> • Decrease fidgeting while cleaning up by putting a box underneath children's feet who don't reach the floor • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task; cover up old tasks when done. • Use a communication display to communicate with the child through pictures. 		
Child/parent remove bib		<ul style="list-style-type: none"> • Decrease fidgeting while removing the child's bib by putting a box underneath children's feet who don't reach the floor. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task; cover up old tasks when done. • Use a communication display to communicate with the child through pictures. 		
Child gets down from chair		<ul style="list-style-type: none"> • Use the box for decreasing the child's fidgeting to help them get down from their chair. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task; cover up old tasks when done. • Use a communication display to communicate with the child through pictures. 		
Child/parent clears table		<ul style="list-style-type: none"> • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task; cover up old tasks when done. • Use a communication display to communicate with the child through pictures. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child/parent cleans up kitchen		<ul style="list-style-type: none"> • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task; cover up old tasks when done. • Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. • Use a communication display to communicate with the child through pictures. 		
Child goes to next activity		<ul style="list-style-type: none"> • Use a communication board to let the child know what will be happening next • Scooter for moving around. • Have the child hold on to a hula hoop to increase stability. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Playtime indoor/ unsupervised play w/siblings **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom or boys go to play area and select game or activity				
Mom and boys start or setup				
Mom lets boys play w/o her				
Child and siblings fight				
Mom enters, siblings stop playing together				
Mom tells boys to go to their rooms				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Indoor _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child goes to play area				
Child shows interest in blocks				
Parent models block building				
Child attempts block building with no success.				
Child cannot grasp blocks				
Child and parent become frustrated				
Block building is abandoned				
Parent cleans up blocks				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Indoor _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent ready to do house chores				
Child placed in bedroom with toys surrounding the child				
Parent leaves the room				
Child cries and does not interact with toys				
Parent abandons chores				
Parent picks up child and brings child to the room chores are being done in				
Parent puts child on ground while chores are finished				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Indoor _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child goes to playroom				
Child is interested in toys on the shelf				
Child cannot reach toys				
Child begins to scream for caregiver				
Caregiver comes into playroom				
Child no longer interested in playing				
Child goes to another activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Indoor _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child goes to playroom				
Child walks to toy shelf				
Child dumps all of the toys onto the floor				
Child walks around and through toys				
Playtime is finished				
Caregiver picks up toys				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

*The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.

Routine/Activity: Indoor Play _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent and child decide what the child will play with		<ul style="list-style-type: none"> Use a communication board Program a voice recording switch to say "Yes", give the child choices of activities, he/she can hit the switch when they want to do an activity Create a list of activities the child may perform, have the child pick one activity out during the beginning of play time. Keep this card out during play, when done have them put the finished activity in the 'done' pile. 		
Child goes to play area		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize child while walking by tying magazines or newspapers around their legs. Build a Scoot-a-bout so child can independently move from one place to another. Create a schedule to help the child transition. If child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened 		
Child plays		<ul style="list-style-type: none"> Ideas for playing with toys – add film canisters, old prescription bottles, shower curtain rings, etc. to toys for easier grasping; attach knobs to puzzle pieces; outline edges puzzle pieces so child can see more easily; wrap fabric, foam, tape, etc. around toys with handles for an easier grip; use Velcro bracelet so the child doesn't lose toys Ideas for drawing/painting – use an old/clean roll-on deodorant for painting, melt crayons in a cupcake pan to make them easier to grasp, add foam, tape, fabric, etc. to crayons, pencils, markers, etc., use a slant board Ideas for table top games – Use a clean hairbrush as a card holder, turn a Styrofoam tray upside down and cut card sized slits in it to hold cards Use a communication board so the child can communicate during play Use bolsters to position the child during play 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child cleans up		<ul style="list-style-type: none"> • Use a communication board to say “all done” • Create a schedule to help the child transition. • Perform a short activity that the child likes to do after play; create a schedule so he/she can anticipate the reward. • Use a tape recorder or switch with the ‘cleanup’ song recorded on it, have the child press the switch when it is time to clean up. 		
Child goes to next activity		<ul style="list-style-type: none"> • Use a communication board to let the child know what will be happening next • Scooter for moving around. • Have the child hold on to a hula hoop to increase stability. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Story time **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Dad and child go to child's bed room				
Child brings Dad a book				
Child sits with Dad in chair and Dad reads story				
Child points to pictures				
Dad says "All done with books"				
Child puts book away				
Child gets into bed				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Story time _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
When the other siblings are outside on the swing set parent and child decided to sit and read a book				
Child chooses book from the book bin				
Child and parent sit in an area where the other children can be watched				
Child sits through entire book while parent reads				
Child and parent finish book and siblings come inside				
Child puts book away				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Story time _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent and child go to child's room				
Parent gets a book				
Parent forces child to sit on parent's lap in chair				
Parent reads the book and turns the pages while holding tightly to the child.				
Child squirms until book is over				
Parent lets the child down				
Parent puts book away				
Child gets into bed and goes to sleep				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Story time _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
At 7:00 p.m. the TV is turned off				
Parent gets two books				
Child makes a choice between two books				
Child and parent sit on the couch to read book				
Child is prompted to turn the pages				
Parent finishes the book.				
Child puts book away				
Child begins bedtime routine				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Storytime **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child decides what story to read		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Use a communication display to communicate with the child through pictures. • Let the child pick out their book using a choice making device. 		
Child/parent go to reading area		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Scooter for moving. • Stabilize your child while walking by tying magazines or newspapers around his/her legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Have the child hold on to a hula hoop to increase stability. 		
Child sits down		<ul style="list-style-type: none"> • Provide a child sized bench to sit on. • Make a barrel seat for your child to sit on. • Position your child using bolsters. • Put a box underneath their feet for a good base of support. • Create a schedule to help the child transition. 		
Child/parent read book		<ul style="list-style-type: none"> • Use a Velcro bracelet to help child turn pages of book • Use Bungee Cords to secure books • Use Slant board to prop book up • Put a box underneath child's feet for a good base of support. • Create a schedule to help the child transition. • Use communication board or switch so child can communicate when to turn page • Program a switch to help with reading words in repetitive stories 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child puts book away		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward • Use a communication device 		
Child goes to next activity		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Use a scooter to move to next activity • Use a communication device 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Outdoor Play **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child puts shoes and coat (if necessary) on				
Child goes outside to play				
Child will go on the trampoline with siblings				
Child will go on play set				
Child will swing				
Child will put a ball or bus down the slide				
Child will go inside when outdoor play is over				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Outdoor ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver tells child they are going to the park				
Caregiver puts child in stroller and they leave the house				
Caregiver pushes child in the stroller to the park				
Child runs to the play apparatus				
Child cannot climb onto the apparatus				
Caregiver must lift child onto the play unit				
Child plays on apparatus				
Caregiver tells child when it is time to go				
Caregiver puts child in stroller and they walk home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Outdoor ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver tells child they are going to the park				
Child puts shoes and coat on (if necessary)				
Child and caregiver walk to park				
Child and caregiver at the park with sand toys				
Child loves the sand and wants to scoop				
Child cannot scoop with shovel into pail				
Child begins to throw sand				
Child must leave park				
Child and caregiver walk home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Outdoor ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child wants to play outside in the back yard and asks caregiver				
Child puts on shoes and coat (if necessary)				
Child waits for caregiver to open back door				
Child wants to choose what to play.				
Caregiver places child into swing so chores can get done				
Child tires of swing has to wait for caregiver to respond and remove				
Caregiver takes child out of swing when done with chores				
Caregiver and child go back inside the house				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Playtime Outdoor ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child and caregiver go to the back yard				
Child plays in sand box				
Child goes down slide with help				
Neighbor dog begins to bark				
Child becomes frightened				
Child cries to return inside the house				
Caregiver brings child into the house				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

*The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.

Routine/Activity: Outdoor Play _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent prepares child for outside		<ul style="list-style-type: none"> Put Velcro under the child's buttons to increase ease and independence Have the child use a dressing stick Add a knob or gripper to the child's coat zipper to make it easier to zip up Have the child sit in a bucket seat while you prepare for outside Use a communication device so the child can tell you what play activity he/she wants to do 		
Child goes outside		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize your child while walking by tying magazines or newspapers around his/her legs. Build a Scoot-a-bout so the child can independently move from one place to another. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair Use a communication display to communicate with the child through pictures. 		
Child goes to play site		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize your child while walking by tying magazines or newspapers around his/her legs. Build a Scoot-a-bout so the child can independently move from one place to another. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair Use a communication display to communicate with the child through pictures. 		

Child: _____

Provider: _____

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child plays		<ul style="list-style-type: none"> • Use tape, foam, cloth etc. to build up the handles of sandbox toys • Use shower curtain rings or grippers to build up handles • Use an adapted crayon holder for chalk • Have the child wear a Velcro bracelet to pick up small objects more easily • Have the child wear a portable communication device to communicate on the go • Use bolsters to position the child during outdoor play • Adapt the child's riding toy with a handle for you to push if the child gets tired 		
Child cleans up/finishes up		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Use a communication display to communicate with the child through pictures. • Use a tape recorder or switch with the 'cleanup' song recorded on it, have the child press the switch when it is time to clean up. 		
Child returns home		<ul style="list-style-type: none"> • Scooter for moving around. • Have the child hold on to a hula hoop to increase stability. • Stabilize your child while walking by tying magazines or newspapers around his/her legs.. • Build a Scoot-a-bout so the child can independently move from one place to another. • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a communication display to communicate with the child through pictures. 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Morning Routine? dressing **Location** (if outside the home) _____ **Date:**

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent goes to child's room to wake child up				
Child is removed from the bed				
Pajamas removed				
Diaper changed on the floor				
Clothes for the day taken out of drawers				
Clothes put on the child				
Child taken to the kitchen for breakfast				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Morning Routine _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom gets child up at 7:10				
Mom changes diaper and gets child dressed.				
Child sits in high chair in the kitchen with cheerios and sippy cup while mom puts makeup on in other room.				
Child's face/hands washed, removed from high chair.				
Mom and child exit house to the car.				
Child put into car seat				
On the road by 7:30				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Morning Routine _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child wakes up and goes into parent's room				
Parent and child go to kitchen				
Child sits down while parent prepares breakfast				
Parent and child sit down to eat breakfast				
Child tells parent "all done" and child is cleaned up at sink				
Parent brings child to living room and turns a video on				
Child watches video while mom gets dressed.				
Mom attempts to take child into room to dress child. Video is turned off and child screams.				
Mom carries child to room				
Child refuses to get dressed.				
Mom dresses child				
Mom and child leave the house				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Morning Routine _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Parent puts child to bed				
Child wakes up at 3:00 a.m.				
Child comes into parent's room.				
Parents take child back to his room and leaves				
Child cries for 15 minutes, parent retrieves child				
Child sleeps in parent's bed until 7:00 a.m.				
Parent brings child to kitchen and prepares breakfast for child				
Parents are getting ready for work while child eats breakfast				
One parent leaves for work				
The other parent cleans child after breakfast at sink				
Parent takes child to room and dresses child				
Child and parent leave house and go to car				
Parent drops child off at daycare and is late for work				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

*The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.

Routine/Activity: Morning Routine **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child gets up		<ul style="list-style-type: none"> • Provide a child sized bench to sit on. • Scooter for moving from bedroom to bathroom. • Make a barrel seat for your child to sit on. • Have the child hold on to a hula hoop to increase stability. • Create a schedule to help the child transition. • Use taction pads to allow child to turn on light • Use a talking picture frame and a baby monitor to allow child to communicate before you come in, in the morning. • Use a communication display to communicate with the child • Keep a communication display next to the child's bed. • Stabilize child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. 		
Child goes to the bathroom (potty/diaper /teeth/ washing)		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Perform a short activity that the child likes to do before or after • Incorporate the child's favorite toy by letting the child brush its hair or teeth while you brush their hair/teeth. • Use grips, shower curtain rings, or built up handle grips for child to grasp • Have child brush hair or teeth first end with parental finishing touches. • Use a stander for washing and teeth brushing at the sink. • Scooter for moving from bathroom to bedroom. • Have the child hold on to a hula hoop to increase stability. • Position child on bathroom floor for support while brushing teeth & hair. • Use pool noodles to protect child from hard edges in bathroom and tub. • Use a communication display to communicate with the child • Use a dressing stick or sew easy if child has trouble with zippers or buttons. • Wear a communication bib that illustrates what comes next. • Stabilize child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child gets dressed		<ul style="list-style-type: none"> • Use a dressing stick. • Put Velcro under the child's buttons to increase ease and independence • Add a knob or gripper to the child's zipper to make it easier to zip up • Create a schedule to help the child transition. • Wear a communication bib that illustrates what comes next. • Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. • Let the child pick out their outfit (or one item of their outfit) using a choice making device. • Provide a child sized bench to sit on. • Scooter for moving around. • Make a barrel seat for your child to sit on. • Use a communication display to communicate with the child through pictures. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. 		
Child eats breakfast *See mealtime CCIP for more ideas		<ul style="list-style-type: none"> • Scooter for moving around. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Have the child hold on to a hula hoop to increase stability. • Position your child in their chair using bolsters. • Use a communication display to communicate with the child through pictures. • Put a box underneath their feet so they have a good base of support. • Attach shower curtain rings or grippers to utensils for an easier grip. 		
Child goes to next activity		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Create a schedule to help the child stay on task, cover up old tasks when done. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Use a communication display to communicate with the child through pictures 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Travel time **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child gets put into the car				
Child gets buckled into the car seat				
Child stays in the car seat				
Dad gets into the car				
Child behaves and enjoys the car ride				
Child and Dad arrive at destination and exit the car				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Travel Time **Location** (if outside the home) car **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom picks up child from daycare				
Mom places child in car seat; child cries				
Mom gives her a bottle to soothe her on the ride home				
Child drinks bottle during ride, then gets car sick and vomits				
Mom stops car and cleans up child, car seat, and car				
Mom continues driving and child cries rest of the way home				
Mom and child arrive home and exit car				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Travel Time **Location** (if outside the home) car **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom puts child in car seat				
During drive, child unbuckles car seat and attempts to get out of chair				
Mom pulls over, secures child in car seat, reattaches seat belt, starts driving again ; child laughs and does it again				
Mom stops car again and repeats above steps, chastising child; child cries				
Mom continues driving again				
Child cries whole way home				
Mom gets child out of car seat				
Mom and child go to house				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Travel Time **Location** (if outside the home) car **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom puts child in car seat				
During ride, child plays with window buttons, making window go up and down and throwing items from windows				
Mom pulls over, chastises child, moves items away from child's reach; child cries				
Child cries for duration of car ride home				
Mom and child arrive home and exit car				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Leaving the house **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom says it's time to go				
Child will get his/her shoes				
Child will walk to mom for help with shoes				
Child will walk to the door				
Child will hold mom's hand at the door				
Child and Mom leave the house and lock the door				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Leaving the House **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom tells child it is time to go				
Mom asks child to find his shoes and bring them to her				
Child starts to cry and tantrum				
Mom picks up child and carries him to room to find shoes				
Mom finds shoes and puts them on his feet				
Mom carries child to car and places him in car seat				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Leaving the House **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom tells child it is time to go				
Mom packs purse & diaper bag while child waits in high chair				
Mom puts on sunglasses, picks up child, picks up coffee mug				
Child pulls sunglasses off Mom's face and spills the coffee mug				
Mom puts child back in high chair				
Mom cleans up mess and changes clothes				
Mom puts child in car seat				
Mom goes back to get diaper bag, purse, and coffee mug and puts them in car				
Mom and child leave				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Leaving the House **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom tells child it's time to go				
Mom packs work crate with work items, child sits on couch				
Mom leaves child on couch to go put crate in car				
Child cries when mom leaves house				
Mom returns to house and brings child to car				
Mom puts child in car seat				
Child continues to cry for duration of car ride				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Leaving House _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent prepares child to go outside		<ul style="list-style-type: none"> Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. Use a communication device to show the child where you are going Put Velcro under the child's buttons to increase ease and independence Have the child use a dressing stick Add a knob or gripper to the child's coat zipper to make it easier to zip up Have the child sit in a bucket seat while you prepare for outside 		
Parent gets child to front door		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize your child while walking by tying magazines or newspapers around his/her legs. Build a Scoot-a-bout so the child can independently move from one place to another. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair Use a communication display to communicate with the child through pictures. 		
Parent opens door		<ul style="list-style-type: none"> Use a step stool so the child can help unlock/open the door Use a communication display to communicate to the child what you are doing. Use a communication device to show the child where you are going 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent and child go outside		<ul style="list-style-type: none"> • Use a communication device to show the child where you are going • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Create a schedule to help the child transition. 		
Parent closes and locks door		<ul style="list-style-type: none"> • Use a communication device to show the child where you are going • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Create a schedule to help the child transition. 		
Parent and child go to next activity		<ul style="list-style-type: none"> • Create a schedule to help the child transition. Or use My Day Board. • Use a communication display to communicate with the child through pictures • Scooter for moving around. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Community Outings **Location** (if outside the home) Park **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver tells child it's time to walk to the park				
Child gets shoes and helps put them on				
Child wants to walk unassisted and carry big therapy ball by herself				
Child falls down and drops ball; child cries				
Caregiver carries child and leaves ball behind				
Child and caregiver leave house and walk to park				
Child cries whole way to the park				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Community Outings/Play at friends **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child arrives at friends house for play time				
Children play/interact				
Children have snack				
Playtime over, children and moms clean up toys				
Child leaves friend's house and goes home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Community Outings **Location** (if outside the home) Going to Birthday Party **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom asks child to help wrap present; child helps with tape				
Mom and child get dressed and get in car				
Child wants to hold present in car seat, cries when he drops it.				
Arrive at house, child rings doorbell				
Once inside, child cries when asked to put gift on gift table, wants to take gift home				
Child refuses to play with other children at party				
Mom and child leave party and go home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Community Outings **Location** (if outside the home) Grandma's House **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Dad tells child they are going to visit Grandma				
Dad helps child get dressed (diaper, clothes, shoes)				
Dad asks child to bring one favorite toy to Grandma's house to play with				
Child chooses toy but won't put it down to put on jacket and get in car seat				
Dad takes toy and then helps child put on jacket				
Dad gives child toy				
Dad and child leave house and get into car				
Child does not want to put toy down to get in car seat				
Dad takes toy and puts child in car seat				
Dad drives and child cries whole way to Grandma's house				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Community Outings **Location** (if outside the home) Church **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom wakes up child and feeds her breakfast				
Mom helps child get dressed for church (wash face, diaper, dress)				
Mom puts child in car seat and drives to church				
Arrive at church about 20 minutes early to talk to friends, child sits in stroller				
Child cries and wants to get out of stroller				
Mom holds child during church service (@60 minutes), child whines and cries				
Mom gets up and leaves sanctuary when child becomes too noisy				
Mom and child leave church, mom puts child in car seat				
Mom and child drive home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bedtime ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
When it is 8:00 p.m. the child is told it is time for bed.				
Child begins to cry				
Parent carries child to his room.				
Parent changes child's diaper and puts pajamas on child				
Parent puts child into the child's bed.				
Child gets out of his bed and goes to parent's room.				
Parent carries child back to his room				
Parent puts child into his bed				
Parent stays in room until child falls asleep				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bedtime ____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Bath time is completed, pajamas are on				
Parent and child go to kitchen and child has a light snack				
Parent and child go to bathroom and child's teeth are brushed				
Parent and child go into child's room.				
Parent and child lay down on child's bed				
Parent rubs child's back until child goes to sleep				
Parent leaves the child's room.				
Child does not often sleep long after the parent leaves the bed.				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Bedtime **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one) **Focus:** Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent and child go into child's room		<ul style="list-style-type: none"> • Use a scooter for moving to the bedroom. • Have the child hold on to a hula hoop to increase stability. • Stabilize the child while walking by tying magazines or newspapers around his/her legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Perform a short activity that the child likes to do before bedtime; create a schedule so he/she can anticipate the reward. • Create a schedule to help the child transition. • If the child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair on the way to the bedroom. 		
Child undresses and puts on pajamas		<ul style="list-style-type: none"> • If the child's clothing or pajamas have zippers or buttons use a dressing stick, sew easy or grippers for more independence while grasping. • Create a schedule to help the child transition. • Wear a communication bib that illustrates what comes next. • Perform a short activity that the child likes to do before undressing; create a schedule so he/she can anticipate the reward. • Let the child pick out their pajamas using a choice making device. • Provide a child sized bench to sit on while undressing. • Make a barrel seat for the child to sit on. • Use a communication display to communicate with the child through pictures. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child gets into bed & lies down		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Wear a communication bib that illustrates what comes next. • Have the child hold on to a hula hoop to increase stability while moving to the bed. • Use the box for decreasing the child's fidgeting to help the child climb into bed. • Position your child in bed using bolsters. 		
Parent reads child a story		<ul style="list-style-type: none"> • Use a Velcro bracelet to help child turn pages of book • Use a variety of page turners to help the child turn the pages of the book (Page turners) 		
Parent tucks child in		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Wear a communication bib that illustrates what comes next. • Use a communication display to say goodnight to the child. 		
Parent turns lights out		<ul style="list-style-type: none"> • Create a schedule to help the child transition. • Wear a communication bib that illustrates what comes next. • Use taction pads to allow the child to turn off the light. 		
Child goes to sleep		<ul style="list-style-type: none"> • Use taction pads to allow the child to turn on the light or alert parents they are awake during the night. • Use a talking picture frame and a baby monitor to allow the child to communicate during the night. 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Bedtime **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Take child upstairs to bathroom				
Put on pajamas, brush teeth				
Go to child's bedroom				
Child gets into bed				
Read story				
Turn closet light on, room light off, close door				
Child goes to sleep				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Bedtime _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
After getting PJs on child picks three books to read				
Child and Mom read books				
Child and Mom walk to child's room				
Child is picked up and placed into his bed.				
Child and Mom say a goodnight prayer				
Mom leaves the room				
Child goes to sleep				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Going to Grocery Store **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child is taken to the car and put in car seat				
Mom drives to the grocery store				
Mom gets child out of car seat and out of car into a cart in the parking lot				
Mom and child enter the store				
Mom quickly wheels cart down aisles and put items into cart				
Mom pays				
Mom and child return to car and put groceries in car				
Mom removes child from cart and puts in car seat				
Mom and child drive home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Errands _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child and caregiver drive to the store				
Caregiver takes child out of car and puts in cart				
Child cannot sit up in the cart				
Child is placed into the main part of the cart				
Caregiver and child enter store				
Caregiver begins to put groceries in cart, space for groceries is limited				
Child does not like groceries in his sitting area				
Caregiver pays				
Child cries until store is left.				
Child and caregiver return to car and put groceries away				
Caregiver returns child to car				
Child and caregiver drive home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Errands _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child and caregiver get into the car				
Caregiver puts child into car seat				
Caregiver drives through each business; dry cleaners, bank, etc				
Child and equipment too heavy/cumbersome for caregiver to be taking all in and out of car seat numerous times.				
Other errands must be scheduled when another adult can accompany				
Child and caregiver return home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Errands _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Child and caregiver ride bus to Dr.'s office				
Wait time is 1 hour minimum, Child becomes agitated, Caregiver becomes frustrated				
Child becomes hungry and bored				
Child and caregiver are called back for appointment				
Child is not cooperative with Dr.				
Child and caregiver leave Dr.'s office				
Child and caregiver ride bus home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Errands _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver puts child in stroller				
Caregiver and child leave house				
Child rides in stroller and Caregiver walks to pick up siblings				
Walk includes large grassy, bumpy hills				
Stroller gets stuck and is hard to push				
Caregiver is worried child will fall out				
Caregiver and child pick up siblings				
Caregiver and children walk home				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Errands _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent prepares child to go outside		<ul style="list-style-type: none"> Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. Use a communication device to show the child where you are going Put Velcro under the child's buttons to increase ease and independence Have the child use a dressing stick Add a knob or gripper to the child's coat zipper to make it easier to zip up Have the child sit in a bucket seat while you prepare for outside 		
Parent and child leave the house		<ul style="list-style-type: none"> Scooter for moving around. Have the child hold on to a hula hoop to increase stability. Stabilize child while walking by tying magazines or newspapers around their legs. Build a Scoot-a-bout so the child can independently move from one place to another. Create a schedule to help the child transition. If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair Use a communication display to communicate with the child through pictures. 		
Steps in the	Problem	Adaptations that could be used	What I will do	What my child is

Child: _____

Provider: _____

Routine	(y/n)			expected to do
Parent and child go to errand site (using transportation)		<ul style="list-style-type: none"> • To entertain child bring crayon nibbles, egg crayon, adapted crayon holder, etc. • Use a portable communication device to communicate with child • Use a picture schedule of what to expect • Bring an adapted tape recorder with headphones to keep the child entertained • Create a seatbelt cover so the child is more likely to stay fastened • Use bolsters to help position the child • Use a scooter for transporting the child 		
Parent and child go to store (from transportation)		<ul style="list-style-type: none"> • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a scooter for transporting the child 		
Parent and child run Errands		<ul style="list-style-type: none"> • To entertain child bring crayon nibbles, egg crayon, adapted crayon holder • Use a velcro bracelet to hold toys while you shop so they don't drop • Use a pool noodle for protection from sharp edges in grocery cart • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • Bring an adapted tape recorder with headphones to keep the child entertained • Create communication cards with the items from your grocery list or items that the child might see • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use bolsters to help position the child • Use a scooter for transporting child 		
Parent and child leave store		<ul style="list-style-type: none"> • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a scooter for transporting child 		
Parent and child go to car, bus etc.		<ul style="list-style-type: none"> • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a scooter for transporting child 		
Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do

Parent and child go home		<ul style="list-style-type: none"> • To entertain child bring crayon nibbles, egg crayon, adapted crayon holder • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • Bring an adapted tape recorder with headphones to keep the child entertained • Create a seatbelt cover so the child is more likely to stay fastened • Use bolsters to help with positioning 		
Parent and child go to house		<ul style="list-style-type: none"> • Use a portable communication device to communicate with child • Create a schedule to help the child transition. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a scooter for transporting child 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity Chores **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom and child go to laundry room				
Mom gets cleaning spray and child bangs on cabinet to get towel				
Mom and child go to windows that will be cleaned				
Child helps Mom spray windows				
Child wipes windows with towel				
Child puts towel in laundry room and Mom puts spray away				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Chores **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver asks child to clean up her dishes after mealtime				
Child attempts to carry bowl with food in it but can't grasp with both hands, spills on floor; child cries				
Caregiver helps child clean up spilled food and carry bowl to sink				
Child attempts to carry open cup with liquid to sink; drops cup and spills, cries				
Caregiver helps child clean up spilled liquid and carry cup to sink				
Caregiver washes child's hands and face at sink				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Chores **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Mom asks child to help her fold clean laundry				
Child runs to laundry room and grabs basket. Basket is too large and child drops basket of laundry on floor.				
Mom cleans up laundry and carries basket to couch. Child cries and wants to help.				
Child needs assistance to sit on couch, so Mom picks him up and puts him between 2 cushions.				
Mom hands him dishtowels to fold, but he cannot grasp ends and move ends together.				
Mom lets him play with laundry while she finishes folding.				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Chores **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver and child go to kitchen				
Caregiver asks child to help get breakfast ready				
Caregiver asks child to get spoons; child can't grasp utensils and drops them				
Caregiver gives child stack of plastic bowls to carry to table; child carries one at a time and places them on chairs where he can reach				
Caregiver asks child to get cereal from cupboard; child attempts to carry two boxes and falls down				
Caregiver picks up child and puts child in high chair				
Caregiver picks up cereal boxes and puts cereal into a bowl for child and for herself				
Child and caregiver eat cereal				

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver takes bowls to sink and puts away cereal boxes				
Caregiver takes child out of high chair				
Child washes hands and face at sink with help from caregiver				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

Routine/Activity: Chores **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Caregiver asks child to help wash the windows/sliding glass door in kitchen; child gets excited				
Caregiver asks child to get bucket of cleaning supplies; child goes to cabinet and gets basket but can't grasp handles				
Caregiver assists, carrying basket, and hands child roll of paper towels to carry; child and caregiver go to windows to clean				
Child wants to squirt Windex but cannot grasp bottle and pull trigger; caregiver assists				
Caregiver cleans up supplies and puts them away				
Child goes to next activity				

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine

Caregiver-Child Interaction Plan (CCIP)



(This plan and the analysis of effectiveness are to be completed by the early interventionist and caregiver together)

**The adaptations provided on the chart are examples. Some adaptations are not appropriate for the birth to three population however all examples are appropriate for the birth to six population. Please keep this in mind when deciding what adaptations to use.*

Routine/Activity: Chores _____ **Location** (if outside the home) _____ **Date:** _____

Is this routine going well? Yes No (circle one)

Focus: Routine or Creating Opportunities (circle one)

What I would like to see happen during this routine:

What is the current situation?

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Parent and child decide what chore the child will do or help with		<ul style="list-style-type: none"> Use a communication device with chores the child is able to perform, let the child choose the chore they would like to do. Create a list of chores the child may perform during the week, have the child pick one chore out during the beginning of chore time. Keep this card out while the child performs the chore, when done have the child put the finished chore in the 'done' pile. The next day have the child select a different chore and put it in the done pile until all chores have been done. Perform a short activity that the child likes to do before or after; create a schedule so he/she can anticipate the reward. Use a communication device to show the child what chore the parent will be doing 		
Child and parent get supplies		<ul style="list-style-type: none"> Have the child help set the table by creating an object calendar with steps for getting out supplies. This may help the child remember what things are needed for particular chores. Create a list of supplies needed to do the chore. Parent or child can get supplies, child puts supplies that have been taken out into the container. Create a schedule to help the child stay on task, cover up old tasks when done. If the child is unable to participate, keep an eye on him/her while the chores are being done. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with If the child uses a stander, attach a tray and provide toys to play with while chores are performed. Use a communication display to communicate with the child through pictures. 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
<p>Parent and child go to the area where the child will perform chore</p>		<ul style="list-style-type: none"> • Scooter for moving around. • Have the child hold on to a hula hoop to increase stability. • Stabilize your child while walking by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Create a schedule to help the child transition. • Create a schedule to help the child stay on task, cover up old tasks when done. • If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair • Use a communication display to communicate with the child through pictures. 		
<p>Child performs chore</p>		<ul style="list-style-type: none"> • Stabilize your child while they walk by tying magazines or newspapers around their legs. • Build a Scoot-a-bout so the child can independently move from one place to another. • Create a schedule to help the child transition. Or use My Day Board. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile • Create a schedule to help the child stay on task, cover up old tasks when done. • If the child is unable to participate, keep an eye on him/her while the chores are being done. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with • If the child uses a stander, attach a tray and provide toys to play with while chores are performed. • Use a communication display to communicate with the child through pictures. • Use a grip to help child grasp small things • Velcro bracelet to pick up small items 		
<p>Child puts away supplies</p>		<ul style="list-style-type: none"> • Create a schedule to help the child transition. Or use My Day Board. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task, cover up old tasks when done. • If the child is unable to participate, keep an eye on him/her while the chores are being done. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with • If the child uses a stander, attach a tray and provide toys to play with while chores are performed. • Use a tape recorder or switch with the 'cleanup' song recorded on it, have the child press the switch when it is time to clean up. • Use a communication display 		

Steps in the Routine	Problem (y/n)	Adaptations that could be used	What I will do	What my child is expected to do
Child goes to next activity		<ul style="list-style-type: none"> • Create a schedule to help the child transition. Or use My Day Board. • Create a list of tasks to perform and have the child put the finished tasks in the 'done' pile. • Create a schedule to help the child stay on task, cover up old tasks when done. • Use a communication display to communicate with the child through pictures 		

Note: If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine