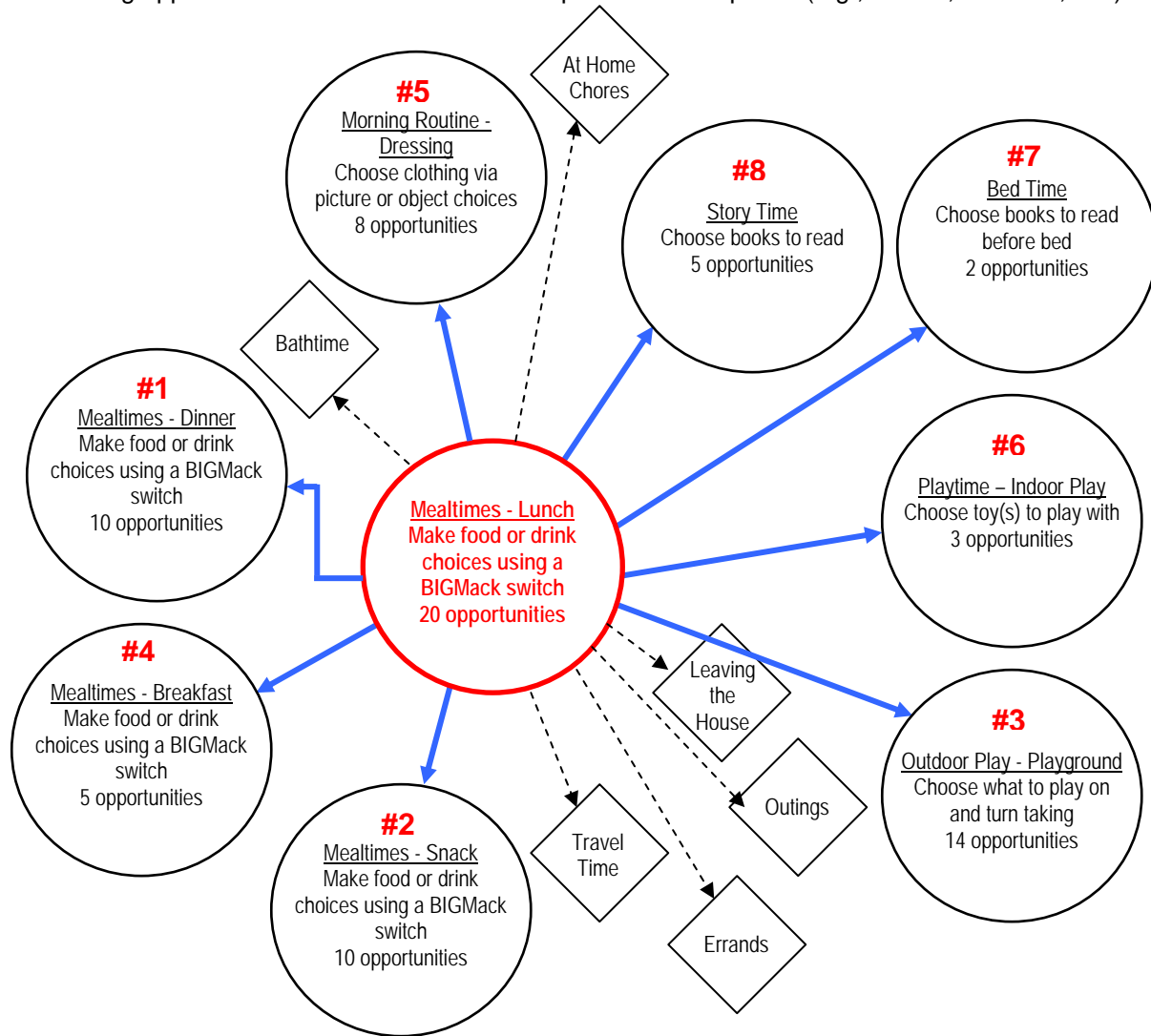


If an adaptation/AT intervention was used with a child and it helped make the activity/routine successful, the parent/provider can use this particular intervention to embed practice and learning opportunities for functional skills into other activities/routines. This is accomplished by making a web (below) which represents the activities and routines into which learning opportunities will be embedded. The activities/routines are numbered from the starting point; in the diagram below the starting point is mealtimes - specifically lunch – and the 1st activity/routine to embed practice and learning for choice making is dinnertime. The activities/routines are numbered in the order in which additional learning opportunities will be added. In the illustration below, the bedtime routine of story book reading will be added in 7th. Webs may include all the various activities/routines in which a child/family participates. Those that are not likely to provide a context for learning opportunities in the near future are represented in squares (e.g., chores, bathtime, etc.).



Webs are created through discussions and problem-oriented reflection between the caregiver and the provider. The web above illustrates the activities/routines in which the caregiver and provider agreed that choice-making opportunities for the child will be embedded. In contrast to the CCIP, in this plan, the same skill is embedded across multiple activities and routines — not all at once but in a planned sequence identified by the provider and caregiver together.

Once a web has been created, the caregiver and provider can make a detailed plan for how the embedding will occur in each activity/routine. The form below includes the same information as the web with the exception of the date in which choice making learning opportunities were added to each of the planned routines and a more detailed description of what will happen during the activity/routine. When this plan is fully implemented, more than 500 possible learning opportunities are available in a week's time.

ACTIVITY/ROUTINE	# of Learning Opportunities	Order to Use	Start Date	What Will Adult Do?
BATHTIME	0			
MORNING ROUTINE (getting up, getting dressed, etc.)	8	5	5/20	Provide picture board options or actual pieces of clothing for choices by reaching and touching
BEDTIME (getting ready for bed, going to bed, sleeping)	2	7	5/29	Hold up 2 books, reach and touch for selection
MEALTIMES (appetite, level of assistance); Lunch; dinner, snack; breakfast	45	Lunch Start 1, 2, 4	4/23, 5/7, 5/12	Program BIGMack switch to say drink or food; put picture of drink/food on switch; voice output by touching
PLAYTIME (Indoor Play)	3	6	5/22	Either program Big Mac, use actual object toy, or use pictures, reach and touch for selection
STORY TIME	5	8	6/5	Hold up 2 books, reach and touch for selection
OUTDOOR PLAY (riding a bike, playing outside, playing on playground equipment, swimming)	14	3	5/15	Use pictures fastened to noodle with Velcro for easy use; reach and touch to select.
AT HOME CHORES (cleaning, preparing meals, watching TV, caring for pets, etc.)	0			
LEAVING THE HOUSE	0			
TRAVEL TIME (riding in a car, bus; walking, etc.)	0			
RUNNING ERRANDS (grocery store, mall/store shopping, banking, wash/cleaners)	0			
OUTINGS (visit a friend/relative, eat at a restaurant/fast food, go to museums, amusement parks, zoo)	0			
TOTAL	77			