



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

**Routine/Activity:** Meal-time

**Location** (if outside the home): \_\_\_\_\_

**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:** I would like Brian to be able to participate in mealtime by sitting in his highchair.

**What is the current situation?** Brian does not like to sit in his high chair. He is uncomfortable and cries to be taken out of the chair.

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Put Brian in his high chair.	Y	Foam insert for stability.	Put Brian in his high chair and insert the foam around his legs and at his back to keep him seated comfortably.	Nothing.
Position toys on Brian's tray	Y	Double sided Velcro tape to keep toys on the tray	Tape a favorite toy of Brian's onto the high-chair tray.	Nothing.
Play with toy with Brian.	N		Play with the toy with Brian for as long as he is enjoying it (no longer than 5 minutes). Reinforce Brian when he plays (or tries to play) with the toy.	Play with the toy.
Feed Brian	N	Food will be cut into small pieces  Use shelf liner to secure plate/bowl to tray	Leave toy on tray for Brian to play with. Put food either directly on tray or in a bowl/plate. Feed Brian food that requires utensils.	Eat finger food
Clean Up	N		Leave toy for Brian to play with. Take food away. Wipe Brian's face/hands.	Play with toy
Take Brian out of the high chair.	N		Take Brian out of the high chair.	Nothing.

**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.