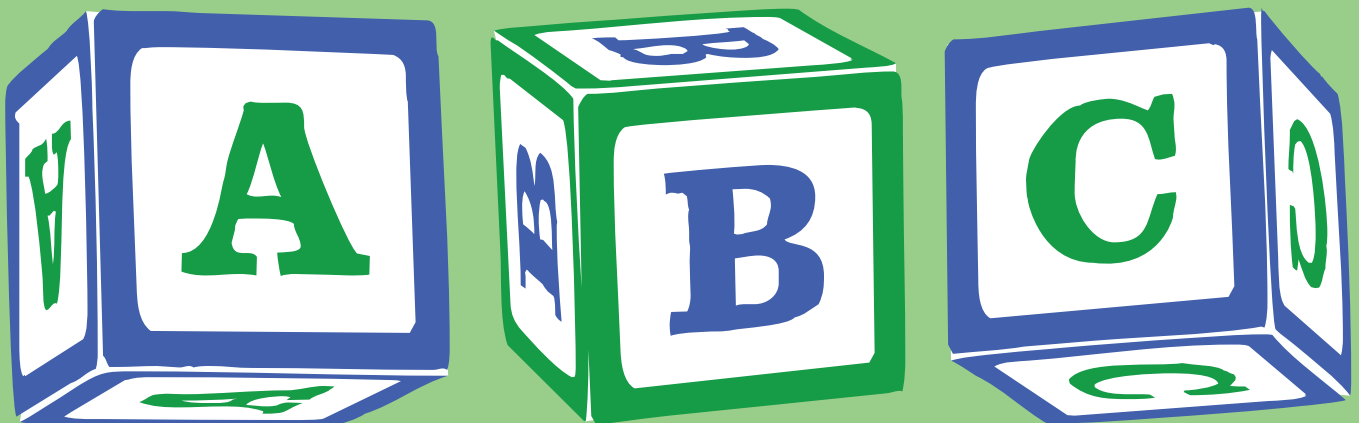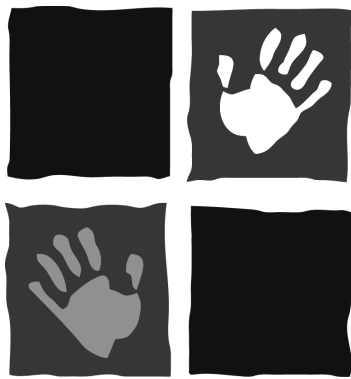# Embedded Instruction for Early Learning

## Tools for Teachers

# Module 2:
# What to Teach &
# When to Teach

# Embedded Instruction for Early Learning

## Module 2: What to Teach & When to Teach
## Workbook and Practice Guide
## Research Version 3.0

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# Module 2:
# What to Teach & When to Teach

# Workbook & Practice Guide

Welcome to the second in a series of four workshops focused on embedded instruction for early learning. The workshops are organized as learning modules. This workshop is Module 2: What to Teach & When to Teach. The four learning modules are part of a comprehensive professional development "toolkit" known as *Tools for Teachers*.

The Module 2 Workbook is designed for you to use during the workshop. Follow along with the slides and activities. Write your notes and ideas directly into this booklet. After the workshop, review the material for a refresher on what you have learned. The Module 2 Workbook starts on page 9 of this booklet.

The Module 2 Practice Guide is designed for you to use back home in your classroom. The guide provides additional information and references related to the content of this workshop. Use the practice guide to learn more about embedded instruction, refresh your memory, or use the materials to help your staff learn about embedded instruction. The Module 2 Practice Guide starts on page 95 of this booklet.

# Table of Contents

# Workbook

**Embedded Instruction for Early Learning**
**Tools for Teachers**

Module 2:
What to Teach
&
When to Teach

1

**Ground Rules**

- Settle in and be comfortable

- Participate, ask, and reflect

- Parking lot

- Talk or text in the hallway

- Silence phones

- Get to know each other and enjoy…

2

**Notes:**

**Notes:**

## Tools for Teachers Workshops

Module 1: Overview Module

Module 2: What to Teach & When to Teach

Module 3: How to Teach

Module 4: How to Evaluate

3

## After completing Module 2 you will be able to:

- Identify features of quality activities that are the foundation for embedded instruction

- Conduct activity-focused assessments to identify priority learning targets for embedded instruction

- Break down goals to make them the "right size" priority learning targets for embedded instruction

- Write quality learning targets

- Select activities, routines, or transitions that are logical and appropriate for embedded instruction

- Plan which and how many instructional learning trials to embed across activities, routines, and transitions

- Complete an Activity Matrix

4

**Notes:**

## Embedded Instruction for Early Learning
## Tools for Teachers

### What to Teach
### Key Practices

5

## Key Practices: What to Teach

1. Develop and implement activities that are designed to support the engagement and learning of all children.

2. Obtain information about children's skills in activities, routines, and environments (activity-focused assessment) and use it to inform priority instructional learning targets.

3. Break down larger goals to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

4. Write developmentally appropriate; functional and aligned; generative; observable and measurable (i.e., conditions and criteria specified) priority learning targets.

6

**Notes:**

**Embedded Instruction for Early Learning**
**Tools for Teachers**

## What to Teach
## Key Practice 1:
Provide High Quality Activities

7

## High Quality Activities



8

**Notes:**

## What are Activities?

- Types of "Activities"
  - Activities
  - Routines
  - Transitions

- Degree of "Structure" Continuum

Teacher-directed……………………..Child-initiated

9

## Teacher-Directed Activities

- Planned and led by the teacher
- Includes large-group and small-group activities
- Often "structured" with more limited opportunities for child choice or free expression

Teacher-
Directed……………... Initiated

10

**Notes:**

# My Classroom Schedule

Use this handout to write down the activities in your daily schedule (if you don't already have them written down).  You will first indicate the activities that are teacher-directed or child-initiated and then determine the "degree of structure" of each teacher-directed and child-initiated activity.

| Teacher-Directed Activities | Degree of Structure |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Child-Initiated Activities

- Frequent opportunities for child choice and free expression

- Children initiate and persist in an activity

- Includes free choice, center time, or other activities that the child chooses to do and completes using materials they choose

Teacher-Directed……….......Child-Initiated

11

**Notes:**

| Child-Initiated Activities | Degree of Structure |
| --- | --- |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Use this box to write down how many transitions children experience each day:

## Interest Areas

- Dramatic play
- Manipulatives
- Blocks
- Art
- Books/Literacy
- Writing
- Math
- Science
- Motor
- Family display

12

**Notes:**

**Notes:**

| Interest Areas | Activities I Might Lead |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

**Routines**

Series of behaviors

Include
- Clean–up
- Meal times
- Arrival/departure
- Toileting
- Hand washing

Occur regularly

---



**Transitions**

- Physical movement of children in the classroom from one "activity" to another

14

See Handout on p.18

**Notes:**

## Activities are "Embedded" in Daily Schedules…

- Organize the day
- Arrange meaningful experiences for children
- Correspond to concrete units of time

15
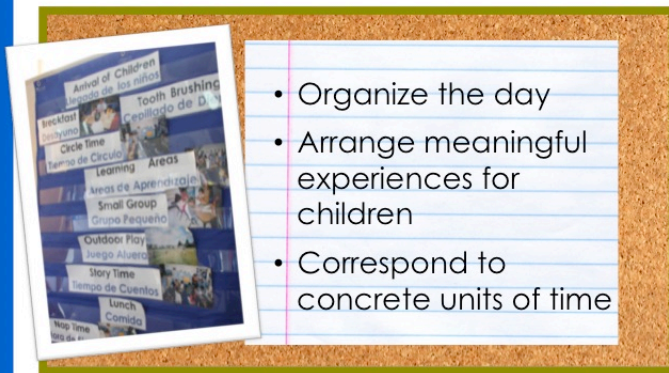
## Components of a Schedule

**Blocks**
of time

- Group time
  - Large group
  - Small group
- Activity/ center time
- Snacks/Meal time
- Outdoor time

**Sequence**
of time

- Arrival
- Next Activity
- Next Activity….
- Departure

16

**Notes:**

**Notes:**

**Schedules and Activities Should Be Designed to Promote Child Engagement**

- Attention span
- Alertness level
- Adult availability
- Sufficient time

17

**Notes:**



**Other Schedule and Activities Considerations**

- Requirements
- Active/Quiet activities
- Small/Large groups
- Teacher-directed/Child-initiated

18

**Notes:**

## Teaching the Schedule

- Post the schedule
- Follow the schedule consistently
- Teach the schedule so ALL children understand
- Individualize instruction around teaching the schedule

19
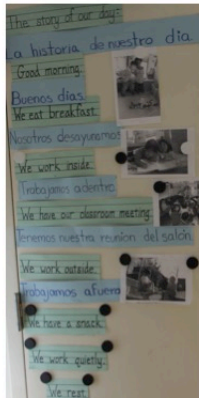
## Let's Analyze Your Daily Schedule and Activities

- Program Requirements
  - Scheduled times for lunch, outside, resource
- Active/Quiet Activities
  - Alternate?
- Small/Large Group
  - Mix?
- Teacher-directed vs. child-initiated
  - Balance?
- Location
  - Inside classroom, outdoors
- Number of Staff and children present
- Variation across Days

What's working well?

What might you want to change? Why?

20

**Notes:**

# Analyze Your Daily Schedule:
# Questions to Consider

1. *Are program requirements (e.g., meal times, outside, resource) reflected?*

2. *Do active and quiet activities alternate?*

3. *Are both small- **and** large-group activities included?*

4. *Is there a good mix of small- and large-group activities?*

5. *Is there a balance of teacher-directed and child-initiated activities?*

6. *Where are activities conducted (e.g., in the classroom, on the playground, cafeteria, gym)?*

7. *How many staff and children are present at various times of day? How does this impact the schedule and types of activities you plan?*

8. *What are the variations in your daily schedule across the week? How do you communicate these variations to the children?*

9. ***Overall, what is working well with your schedule?***

10. ***What might you want to change? Why?***

## High Quality Activities

- Logical beginning, middle, and end
- Developmentally appropriate materials to support learning
- Materials linked to curriculum and instruction
- Support characteristics of children
- Universal design
- Modifications or adaptations available for those who need them

21

## Logical Beginning, Middle, and End

- What cues the child that an activity, routine, or transition is beginning?
- What occurs during the middle of the activity?
- How does the activity end? What cues the child that an activity, routine, or transition is ending?
- Activity "flow" – for both adults and children?

22

**Notes:**

**Developmentally Appropriate Materials Linked to Curriculum and Instruction**

| Linked To Learning | Meaningful |
| Culturally Appropriate | Attractive |

23

**Support Characteristics of Children**
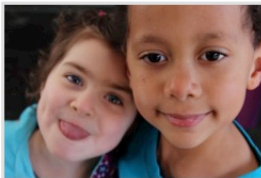
- Interests
- Experiences
- Home Background
- Learning Goals
- Abilities

24

**Notes:**

**Universal Design and Modifications/Adaptations for Activities**

- Universal Design
- Modifications or Adaptations
- Naturalistic Instructional Strategies
- Prompt/Prompt Fading Strategies
- Consequence/Feedback Strategies

25
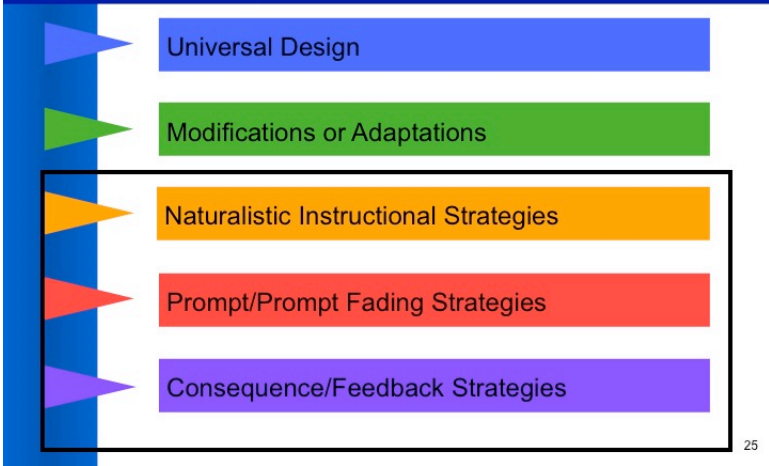
**Universal Design FOR Learning**

A set of principles for curriculum development and activity planning that gives **all individuals equal opportunities to learn.**

26

**Notes:**

**Notes:**



**Notes:**

## Multiple means of…
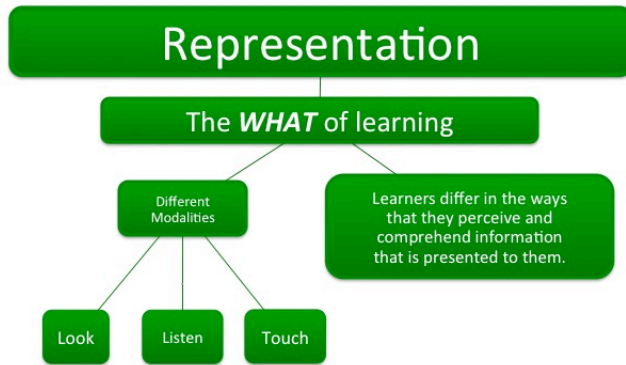
### Engagement

The **WHY** of learning

Learners differ in the ways in which they can be engaged or motivated to learn.

The same learner will differ over time and circumstance.

Interests change as children develop and gain new knowledge and skills.

Optimize choice, relevance, foster collaboration.

29
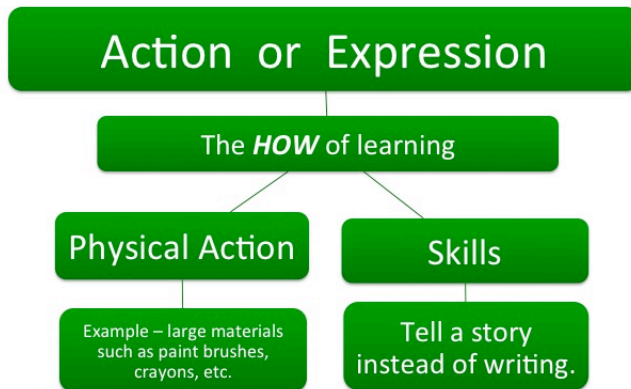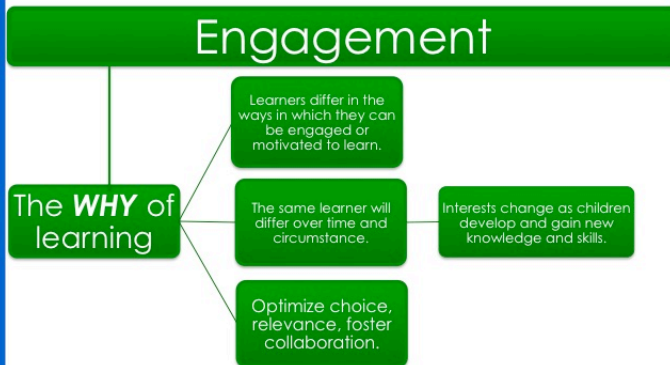
## Modifications or Adaptations

- Change made to the ongoing classroom activity or materials to achieve or maximize a child's participation (Sandall & Schwartz, 2008)

- Adaptations – special categories of modifications

30

**Notes:**

Examples of Modification: Simplify the Activity

Blocks available to make roads for the bigger cars instead of using the car mat.

Bigger cars for those who do not yet have the fine motor skills to drive the smaller cars on the car mat.

31



Example of Modification: Environmental Support

This visual support alters the environment and provides choices for how to engage with materials in the art center

Visuals, photographs, play strips, are examples of environmental supports.

32

**Notes:**

## Categories of Adaptations

**1. Augmentative or alternative communication system**
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

**2. Alternative Mode for Written Language**
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

**3. Visual Support**
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

**4. Assistive Equipment or Device**
Tools that make it possible or easier for a child to perform a task.

33

## Categories of Adaptations

**5. Functional Positioning**
Strategic positioning and postural support that allow a child to have increased control of his body.

**6. Sensory Support**
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

**7. Alternative Response Mode**
Recognition that a child might demonstrate mastery of a skill in a unique way.

7 types
http://draccess.org/sites/default/files/pdfs/
AdaptationsHandout_0.pdf

34

**Notes:**

**Notes:**

**Desired Results Access Project**

# Using Adaptations with the DRDP (2015)

## The Seven Categories of Adaptations

### 1. Augmentative or alternative communication system
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

### 2. Alternative Mode for Written Language
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

### 3. Visual Support
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

### 4. Assistive Equipment or Device
Tools that make it possible or easier for a child to perform a task.

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Strategic positioning and postural support that allow a child to have increased control of his body.

### 6. Sensory Support
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

### 7. Alternative Response Mode
Recognition that a child might demonstrate mastery of a skill in a unique way.

## Example Activities and Analyses

- Painting a Rainbow

- Animals on the Bus

- Bean Bag Rock

35

**Notes:**

# Promoting Matthew's Engagement and Learning

Here are three activities Cheryl and her teaching team are planning to implement in Matthew's classroom:

➢ "Painting a Rainbow"
➢ "Animals on the Bus"
➢ "Bean Bag Rock"

Choose one activity and evaluate it to see if it has the quality indicators presented in the table below. For each indicator, place a check mark in the appropriate column to indicate whether the indicator is met or not.

| Quality Indicator | Yes | No |
|---|---|---|
| The activity has a logical beginning, middle, and end. | | |
| The activity involves developmentally appropriate materials to support child learning. | | |
| The activity materials are linked to curriculum and instruction. | | |
| The activity supports characteristics of children (e.g., interests, experiences, learning goals, abilities). | | |
| The activity is universally designed. | | |
| Modifications and adaptations are available for children who need them. | | |

**What are some modifications or adaptations you might make to this activity for Matthew based on the following priority learning target?**

*Matthew will respond with the correct actions when asked to move objects or himself in relation to another object or location (e.g. Can you put the pencil on top of the paper?) without adult assistance during a variety of classroom activities for 10 times each day for 3 consecutive days.*

| Modifications | Adaptations |
|---|---|
| | |

# Activity 1: Painting a Rainbow

**Retrieved from:** https://gold.teachingstrategies.com/gold/teachers/activity.cfm?id=400

## Why is this Important?

As this child learns to use tools for writing and drawing, it is important to provide him with many opportunities to practice making purposeful marks on paper.

## You might observe development on the following TS Gold Measures:

- 1b. Follows limits and expectations
- 7a. Uses fingers and hands
- 7b. Uses writing and drawing tools
- 9a. Uses an expanding expressive vocabulary
- 10a. Engages in conversations
- 11a. Attends and engages
- 11d. Shows curiosity and motivation
- 14a. Thinks symbolically
- 33. Explores the visual arts

## Materials:

rainbow color paints, paintbrushes, smock, large sheets of paper, bowl of water

## What to do:

1. Place the paints, paintbrush, paper, and water on the table so that each is accessible to this child. Make sure the paper is large enough so this child can use whole-arm movements as he paints. If you would like, first read a book that has a rainbow in it with this child, or look at pictures of rainbows together.
2. Invite this child to paint a rainbow. Help him put on his smock.
3. If necessary, demonstrate how to dip the brush into the paint and make big strokes on the paper.
4. As he paints, encourage him to experiment with colors and arm movements. *I see you are painting a big blue line. What color will you paint with next?*
5. Ask this child if he would like to hang his finished painting on the wall or window so that he can see it during the day. Encourage him to share it with a family member. Let him know that paints are available for use each day.

**Teaching**Strategies®

# Activity 2: Animals on the Bus

**Retrieved from:** https://gold.teachingstrategies.com/gold/teachers/activity.cfm?id=51

## Why is this Important?

In order to build an understanding of basic positional words and concepts, a child must have many opportunities to experiment with objects by moving them.

## You might observe development on the following TS Gold Measures:

- 2a. Forms relationships with adults
- 2c. Interacts with peers
- 3a. Balances needs and rights of self and others
- 8a. Comprehends language
- 8b. Follows directions
- 11a. Attends and engages
- 14b. Engages in sociodramatic play
- 17a. Uses and appreciates books
- 18a. Interacts during read-alouds and book conversations
- 20a. County
- 21a. Understands spatial relationships
- 29. Demonstrates knowledge about self

## Materials:

*The Seals on the Bus* (by Lenny Hort), one chair for each participating child

## What to do:

1. Find a quiet and comfortable area to read with the child. Have the chairs nearby to use after you read the story.
2. Explain that you are going to read a story together about animals who ride on the bus. As you read, encourage this child to repeat any sounds or act out any motions from the book.
3. After reading, invite this child to make a pretend bus with you. Point out the chairs that you have gathered. Can you arrange the chairs to make it look like a bus? I see you're putting chairs next to each other in rows. How many chairs do you want to have in each row?
4. Offer some assistance moving the chairs if needed, but follow her guidance about the placement of each chair. I see you have an aisle down the middle so everyone can get to their seats easily. Do you want to have the same number of chairs on both sides of the aisle? Would you like for me to put this blue chair into a new row behind the first one?
5. Reread the book while sitting in the pretend bus that you've just created with this child. Encourage her to act out what the animals are doing in the story.
6. Explain that the book and pretend bus will be available for her to use at a later time, and that she may convert the bus into another type of vehicle if she wishes.

TeachingStrategies®

# Activity 3: Bean Bag Rock

**Retrieved from:** https://gold.teachingstrategies.com/gold/teachers/activity.cfm?id=33

## Why is this Important?

Bean bags are great for helping children learn how to throw and catch. They also offer opportunities for children to move creatively while developing fine-motor skills. This activity encourages children to follow directions and practice using bean bags safely and in new ways.

## You might observe development on the following TS Gold Measures:

2c. Interacts with peers
6. Demonstrates gross-motor manipulative skills
7a. Uses fingers and hands
8b. Follows directions
11a. Attends and engages
21a. Understands spatial relationships
34. Explores musical concepts and expression
37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

## Materials:

small bean bags, recording of "Bean Bag Rock" by Greg and Steve, or other bean bag song

## What to do:

1. Invite this child to explore the bean bags. Talk about how the bean bag feels and the sound it makes when shaken.
2. Listen to the song together and follow along with what the song says to do. Now we need to reach our bean bag down low. Now we stretch up high.
3. Encourage this child to hear the song and follow along again without assistance. Offer additional prompts, if needed.
4. After hearing the song, invite this child to think of new ways to move and balance the bean bag. Practice the new motions with her. I see you are holding the bean bag behind your back. Look behind my back. Do you see my bean bag?
5. Continue the activity for as long as this child is interested. Explain that the bean bags and song will be available for her to play with at a later time.

TeachingStrategies®

## Summary

- High quality activities are the foundation for embedded instruction

- Plan first for high quality activities that are universally designed

- Then, consider what modifications and adaptations might be needed based on children's embedded instruction priority learning targets

36

Embedded Instruction
for Early Learning
*Tools for Teachers*

What to Teach
Key Practice 2:
Conduct Activity-
Focused
Assessment

37

**Notes:**

## Why Activity-Focused Assessment?

Obtain information about children's skills in activities, routines, and transitions (and other environments) and use it to inform priority embedded instruction learning targets.

38

## Activity-Focused Assessment: Two Levels

*Activity Analysis*
- Examine classroom activities to identify characteristics, expectations, and **learning opportunities for all children**

*Child-Focused Activity Analysis*
- Observe a child while engaged in an activity to help identify **priority skills**

39

**Notes:**

## Activity Analysis

- Activity Characteristics
  - Whole group, small group, or individual
  - Structured --- unstructured
  - Teacher-directed --- child-initiated
  - Active --- passive
  - Novel or routine
  - Social --- materials-oriented

- Activity "Expectations"
  - What do children need to know or be able to do to be engaged meaningfully in the activity?

40

## Transition: Clean Up

41

**Notes:**

# Activity-Focused Assessment

| Activity Analysis | | |
|---|---|---|
| What is the ongoing activity? | What are the activity characteristics? | What are the activity expectations?<br><br>[What do **ALL** children need to know or be able to do to be engaged meaningfully in the activity?] |
| | | |
| | | |
| | | |

| Child-Focused Activity Analysis | | |
|---|---|---|
| What is the ongoing activity? | What is the child doing well? | What does the child need to know or be able to do to enhance his/her engagement, independence, or interaction with his/her peers during the activity? |
| | | |
| | | |
| | | |

## Clean-Up-Activity Analysis

- Characteristics?
  - Routine for small group, children work together to complete task
  - Activity is structured and teacher-directed
  - Children are active
- Expectations?
  - Stacking big block (motor)
  - Helping each other (social)
  - Following directions, requesting help (language)
  - Others...

42

**Notes:**

## Free Play



43

**Notes:**

## Free Play- Activity Analysis

- Characteristics?
  - Children are active
  - Children explore with support or with a friend
  - Child-initiated
- Expectations?

44

## Large-Group Teacher Directed: Dancing and Singing
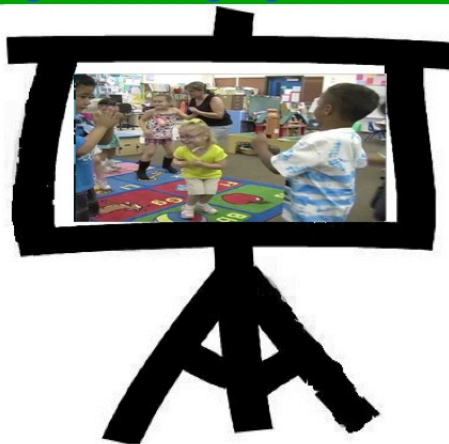
45

**Notes:**

## Large-Group Activity Analysis

- Characteristics?

- Expectations?

46

## Child-Focused Activity Analysis

- Provide authentic information about child skills in ongoing activities, routines, and transitions

- Observe child strengths and needs within activities

- Use to determine priority learning targets

47

**Notes:**

## Transition: Child-Focused Activity Analysis

48

## Skills/Behaviors for Damon

- What is Damon doing well?

- What skills/behaviors might help Damon enhance his engagement, independence, or interaction with adults or peers during the activity?

49

**Notes:**

## Free Play: Child-Focused Activity Analysis



50

## Skills/behaviors for Damon

- What is Damon doing well?

- What skills/behaviors might help Damon enhance his engagement, independence, or interaction with his peers during the activity?

51

**Notes:**

**Large-Group Teacher Directed: Dancing and Singing – Child Focused**

52

---

**Skills/behaviors for Carmen**

- What is Carmen doing well?

- What skills/behaviors might help Carmen enhance her engagement, independence, or interaction with her peers during the activity?

53

**Notes:**

## Summary

| Activity | Activity Expectations | Child Current Level of Engagement, Independence, Interaction | Child Strengths in Activity | Skills/ Behaviors To Target for Instruction |
|---|---|---|---|---|
| Transition | | | | |
| Free Play | | | | |
| Large Group | | | | |
| Etc | | | | |
| | | | | |

**Assessment ➜ Priority Learning Target**

54

## Think – Pair – Share

- Think about two ways you might use this activity-focused approach in your classroom…

- Pair up with the person next to you

- Share your ideas with one another…

55

**Notes:**

# Assessment →Priority Learning Target

| Activity | Activity Expectations | Child Current Level of Engagement, Independence, Interaction | Child Strengths in Activity | Skills/Behaviors To Target for Instruction |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Embedded Instruction for Early Learning
### Tools for Teachers

**What to Teach Key Practice 3: Identify Priority Learning Targets**

56

## What to Teach: Key Practice 3

Break down larger goals to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

57

**Notes:**

## Ensuring Alignment when Identifying Priority Learning Targets

**Individualized**

Priority Learning Targets

IEP Content

Targeted Curricula
(e.g., early literacy, social emotional)

General Curriculum Commercial

General Curriculum Locally Developed

**Universal**

Preschool Learning Foundations

58

## Identifying Learning Targets

**Priority Learning Target**

"Orients book correctly"

⬆

**Individualized Goal**

"Demonstrates functional use of books"

⬆

**FL Preschool Foundations**
**IV: Language, Communication, and Emergent Literacy**
**F: Emergent Reading**
**1.b. Child interacts appropriately with books and other materials in a print-rich environment.**

59

**Notes:**

## Identifying Learning Targets

**First Priority Learning Target**
"Orients book correctly"

↓

**Next Priority Learning Target**
"Turns pages one at a time"

↓

**Next Priority Learning Target**
"Touches and vocalizes or verbalizes at picture"

**Individualized Goal**
"Demonstrate functional use of books"

**FL Preschool Foundations**
IV: Language, Communication, and Emergent Literacy
F: Emergent Reading
1.b. Child interacts appropriately with books and other materials in a print-rich environment.

60

**Notes:**



## Remember Mia?

- Mia is 4 years old and has Down Syndrome
- She attends an integrated preschool 5 days a week
- The goals on Mia's IEP focus on:
  - preparing and serving food,
  - demonstrating understanding of concepts such as colors, shapes, and size
  - increasing social interactions with peers
  - using 3-word utterances to request, comment, or label

61

**Notes:**

# *Mia's Priority Learning Targets*

Mia is a 4-year-old girl who has Down syndrome. She is an only child and her parents are both involved in trade careers.

Mia attends a 6-hour integrated preschool 5-days per week. There are 13 other children in her class. Prior to starting preschool last fall, Mia participated in a Birth-to-Three program where she attended an integrated playgroup and received therapies 2 mornings per week. Mia is an eager participant in all preschool activities and seems excited to learn each day.

At this time, Mia is interested in her peers and watches them often. She will play near them, however, she has difficulty requesting from or responding to her peers. Mia is able to receptively and expressively label approximately 100 words and is beginning to work on increasing the complexity of her language by using more descriptive words. Mia is able to follow the classroom routines, but her teachers would like to begin to work on her ability to follow multi-step classroom directions. In the classroom, Mia seems to want to be able to do things for herself (zip own coat, change into dress-up clothes, pour her own juice, etc.), but she still needs assistance to be able to correctly accomplish such tasks. Mia's teachers would also like to begin to work on pre-academic skills such as color identification and counting and they would like to see her be able to keep up with her peers by increasing her ability to navigate equipment on the playground independently.

Below are some of the goals on Mia's IEP. Notice that these are big goals. While they tell us about areas of improvement and long-term aims, they don't tell us specifically about what we need to teach Mia on a day-to-day basis. Even if her IEP has short-term objectives or benchmarks (and not all IEPs have intermediate steps), they still might not be small enough steps to guide our daily teaching interactions.

The goals on Mia's IEP focus on:

- preparing and serving food,
- demonstrating understanding of concepts such as colors, shapes, and size
- increasing social interactions with peers
- using 3-word utterances to request, comment, or label

## Mia's Goal

During routine classroom activities, **Mia will spontaneously produce 3-word utterances** to express a variety of communicative intentions including <u>recurrence</u> (more juice please), <u>description</u> (big blue ball), and <u>agent-action-object relations</u> (you push truck) when <u>requesting or labeling</u> with adults or peers. Mia will demonstrate at least 3 examples from each category (recurrence, description, agent-action-object) during a language sample collected over 2 data collection days.

62

## Breaking Down Mia's Goal

Mia will use at least 5 single action words when labeling or requesting during snack, centers, and outside play

Mia will increase her expressive vocabulary by using single action words and single agent words when labeling or requesting in the classroom (e.g., go, run, push, me, mom, dad, Ms. Sara)

Mia will spontaneously produce 2-word utterances using either agent-action or action-object relations when labeling or requesting in the classroom (e.g., "me go", "throw ball")

Mia will spontaneously produce 3-word utterances using agent-action-object relations when commenting and requesting in the classroom (e.g., "you push swing")

**Notes:**

**Different Ways to Break Down Goals to Priority Learning Targets**

64

**Break it Down by Smaller Amounts**

1 Plays with one toy for 1 minute

2 Plays with one toy for 2 minutes

3 Plays with one toy for 3 minutes

Goal: Plays with one toy for at least 5 minutes

65

**Notes:**

**Break it Down by Providing Additional Help at First**

I'll hang up a picture on her cubby and **remind her to hang her backpack**!

Then I'll just leave the **visual reminder** on her cubby.

After a few days, I'll **take away the picture** to see if she is ready to hang her backpack up on her own!

66



**Break it Down: Step-by-step**

**Goal: Washing Hands**

| | |
|---|---|
| TURN ON WATER | TURN OFF WATER |
| GET SOAP | GET PAPER TOWEL |
| RUB SOAP INTO HANDS | DRY HANDS |
| RINSE HANDS | PAPER TOWEL INTO GARBAGE |

67

**Note**

**Break it down by Logical order**

1. Use number names but not always correctly
2. Identify small quantities without counting, up to three
3. Counts up to five objects using 1-to-1 correspondence

68
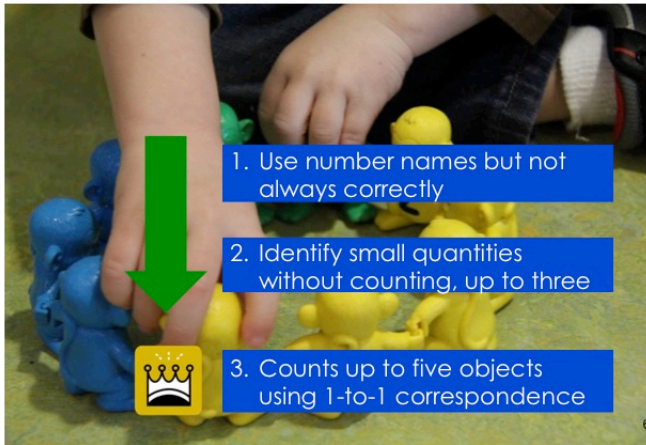
**Identifying Learning Targets**

- Let's look at a few more of Mia's goals

- Let's practice breaking down some of the goals into 3 smaller steps

  - Work in pairs

  - We will share a few ideas with your peers

69

**Notes:**

# Breaking it Down for Mia

Some IEP's only have goals. Some IEP's might have goals and objectives. A lot of the time the goals and objectives are written so that they are not immediately teachable, that is they might be too complex and need to be made into more teachable parts.

Below are some examples of IEP goals that are rather large and need to be broken down into more teachable steps.

| IEP Goal | |
|---|---|
| Mia will spontaneously produce 3-word utterances to express a variety of communicative intentions | 1) Mia will use at least 5 single action words when labeling or requesting during snack, centers, and outside play |
| | 2) Mia will increase her expressive vocabulary by using single action words and single agent words when labeling or requesting in the classroom (e.g., go, run, push, me, mom, dad, Ms. Sara) |
| | 3) Mia will spontaneously produce 2-word utterances using either agent-action or action-object relations when labeling or requesting in the classroom (e.g., "me go", "throw ball") |
| Mia will increase her **motor** skills by serving and feeding herself at meal times. | 1) Mia will drink juice from a cup independently with age-appropriate spilling. |
| | 2) Mia will use a fork to feed herself (include spearing food and bringing to mouth) |
| | 3) Mia will scoop food with a spoon onto her own plate and into her mouth. |

# *Let's try to break it down for Mia*

| IEP Goal | |
|---|---|
| Mia will increase her **cognitive skills** by demonstrating receptive and expressive understanding of concepts such as color, shape, and size. | 1) |
| | 2) |
| | 3) |
| Mia will increase her **social skills** by taking turns with peers. | 1) |
| | 2) |
| | 3) |

## Embedded Instruction for Early Learning
### Tools for Teachers

**What to Teach Key Practice 4: Write Quality Priority Learning Targets**

70

## Writing High-Quality Learning Targets

**Target Skill or Behavior** (what the child should do or say)

- Developmentally Appropriate

- Functional and Aligned

- Generative

- Observable and Measurable

71

**Notes:**

## Writing Learning Targets

| | |
|---|---|
| (1) Learner | Mia will |
| (2) Behavior | initiate interactions with peers using 1-2 words (e.g., say peer name, greeting) |
| (3) Conditions | following a model, |
| (4) Activities | during arrival, outdoor activities, and play activities |
| (5) Criterion | on 4 occasions each day for three consecutive days. |

72

## Behavior

| | |
|---|---|
| (1) Learner | |
| **(2) Behavior** | Focus on skill or behavior that is one or two steps ahead of what the child can currently do |
| (3) Conditions | |
| (4) Activities | **Stages of Learning**<br>• Acquisition<br>• Fluency<br>• Generalization<br>• Maintenance<br>• Adaptation |
| (5) Criterion | |

73

**Notes:**

## Conditions

(1) Learner

(2) Behavior

**(3) Conditions** Focus on supports that will help the child do the skill or behavior without "over-helping"

Type of Assistance
- People
- Materials
- Level of support

(4) Activities

(5) Criterion

74

## Activities

(1) Learner

(2) Behavior

(3) Conditions

**(4) Activities** Focus on activities in which the child might be expected to use the skill or behavior (natural or logical activities)

(5) Criterion

75

**Notes:**

**Notes:**

## Criterion

(1) Learner

(2) Behavior

I know he/she can do this when…
- *Level of performance*
- *How much, how often, how long*
- *Other*

(3) Conditions

(4) Activities

**(5) Criterion** — Focus on information that you could use to say the child can do the skill or behavior

76

---

Mia will initiate interactions with peers using 1-2 words (e.g., say peer name, greeting) following a model during arrival, outdoor activities, and play activities on 4 occasions each day for three consecutive days.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Observable and Measurable

77

**Notes:**

**Notes:**

Mia will name colors, give or show colored object, or point to colors (i.e., red, blue, green, and yellow) when asked by an adult or peer *during a variety of classroom activities*; identifying each color correctly twice a day for 3 consecutive days.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Measurable

78

Mia will greet peers with 1-2 words (e.g., Hi, good morning, how you?) following a peer or adult model during arrival, outdoor activities, and centers on 4 occasions each day for 3 consecutive days.

- Learner
- Behavior
- Conditions
- Activities
- Criterion

- Developmentally-appropriate
- Functional and aligned
- Generative
- Measurable

79

**Notes:**

## Practice Writing Learning Targets

- Select a learning target you brought to the workshop

- See if the learning target needs to be broken down to create smaller learning targets

- Write one learning target using the Learning Target Planning Form

- Indicate how the target aligns with preschool standards and Creative/ TS Gold

- Make sure the learning target meets the quality indicators shown on the Learning Target Planning Form

80

**Notes:**

# Practice Writing a Learning Target

First, break down one of the goals you brought with you.  After you break down the goal, use the
Learning Target Planning Form to write a priority learning target.

| Goal : | |
|---|---|
| | 1) |
| | 2) |
| | 3) |

# Learning Target Planning Form

**Embedded Instruction for Early Learning**

Teacher: _____     Child: _____     Date: _____

| | |
|---|---|
| **Behavior** | What is the target behavior (e.g. Use 2 word phrases to request help)? _____ <br><br> Provide an example(s) of how the behavior or skill looks and sounds (e.g. Help please?, Help me): |
| **Self-Check:** Can I see or hear the behavior? Will it be clear to others on the child's team including my teaching assistants and family members what we are targeting? | |
| **Alignment** | What state standard is aligned to this target? _____ <br><br> What curriculum objective(s) (e.g., Teaching Strategies© Gold Indicator) is aligned to this target? |
| **Conditions** | How much help will the child need to demonstrate the behavior? What prompts will you provide (e.g. picture card, sign model, verbal model)? _____ <br><br> What materials or people will be involved (e.g. peer, adults, book, shoe)? |
| **Activities** | When or where can you work on this skill (e.g., across daily activities and routines OR centers, recess, snack)? |
| **Self-Check:** Have I planned to implement the learning trial in a way that I am increasing the target child's participation in the curriculum, daily activities, transitions and routines all children experience? | |
| **Criterion** | How will I know when the child is ready for something new (e.g. 2 times per day for 1 week)? |
| **Priority Learning Target** | Write your learning target: _____ |

## Summary – Key What to Teach Practices!

1. Develop and implement <u>activities</u> that are designed to support the engagement and learning of all children.

2. Obtain information about children's skills in activities, routines, and environments (<u>activity-focused assessment</u>) and <u>use it to inform priority instructional learning targets</u>.

3. <u>Break down larger goals</u> to identify the behavior or skill I would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

4. <u>Write</u> developmentally appropriate; functional and aligned; generative; observable and measurable (i.e., conditions and criteria specified) <u>priority learning targets</u>.

**Notes:**

## Embedded Instruction for Early Learning
### Tools for Teachers

When to Teach

**Notes:**

**Notes:**

## Key Practices: When to Teach

5. <u>Select</u> which <u>activities, routines, and transitions</u> are <u>logical and appropriate</u> for embedded instruction given a specified instructional target.

6. <u>Plan which and how many</u> instructional learning <u>trials to embed</u> within and across activities, routines, and transitions.

7. <u>Develop an activity matrix</u> to record when I plan to embed instructional learning trials for individual children.

83

## Embedded Instruction for Early Learning
*Tools for Teachers*

### When to Teach
### Key Practice 5:
Select Logical and Appropriate Activities for Embedded Instruction

84

**Notes:**

## Find the "Fit"



85

**Learning Target**

(Consider child's abilities, priority skills, preferences, & support needs)

**Activity, Routine, or Transition**

(Characteristics & "demands")

High-Quality Teaching & Embedded Instruction

86

**Notes:**

Learning Target
(Consider child's abilities, priority skills, preferences, & support needs)

Activity, Routine, or Transition
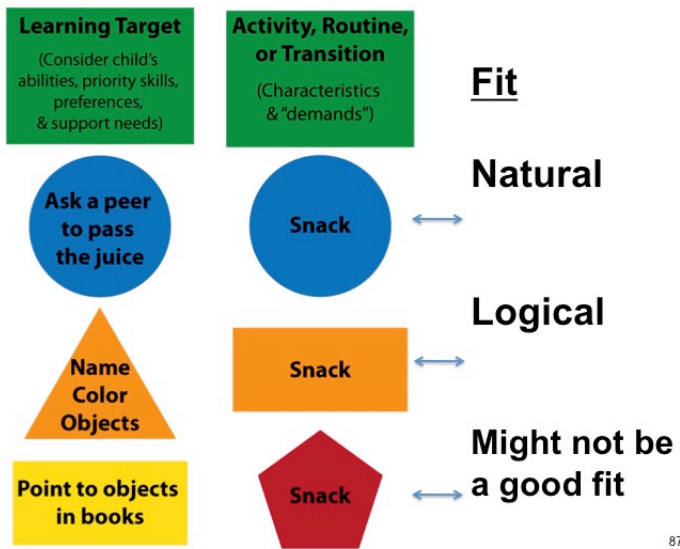(Characteristics & "demands")

**Fit**

Ask a peer to pass the juice — Snack — **Natural**

Name Color Objects — Snack — **Logical**

Point to objects in books — Snack — **Might not be a good fit**

87



Embedded Instruction for Early Learning
*Tools for Teachers*

When to Teach
Key Practice 6:
Plan Which and How Many Trials to Embed

88

**Notes:**

## Ensuring a "Sufficient" Number of Learning Trials

Learning trials can be distributed, massed, or spaced **within** or **across** activities

Distributed      Massed      Spaced

**Learning trials**
should occur in a
context that is meaningful for the child

89

## Embedded-Distributed Trial

### Embedded-distributed

- Learning trials are inserted into activities or routines and distributed throughout the day
- Time between learning trials to perform other skills or participate in other activities

### Promotes Mastery

- Might be helpful to support the maintenance and generalization of a learned skill

90

**Notes:**

# When is Leo Practicing?

In this video, we will watch Leo across a few activities throughout his preschool day. In the table below, put a checkmark next to the activities in which Leo practiced navigating obstacles.  How many opportunities did Leo have to practice within each activity?

| Daily Activities | When did Leo practice walking up or down stairs? |
|---|---|
| Arrival | |
| Free Play | |
| Circle | |
| Outside/Gross Motor Play | |
| Snack | |
| Class Activity | |
| Departure | |
| Transitions | |

## Embedded-Massed Trial

**Embedded-massed**

- Learning trials inserted into everyday activities and routines and delivered very closely together in time
- Focus on one behavior with repeated practice

**Promotes Learning**

- Might be helpful when child is acquiring a skill or becoming fluent in using a skill

91

**Notes:**

# Massed Trials for Maxford

As you watch the video, tally how many opportunities Maxford has to practice his priority learning target skill.  Then answer the questions provided.

**How many opportunities does Maxford have to practice?**

**What makes these trials massed?**

**How do these opportunities for practice promote acquisition of Maxford's priority learning target?**

**Notes:**

## Embedded-Spaced Trial

### Embedded-spaced

- Learning trials inserted into everyday activities and routines and pauses between trials
- Practice on target behavior spaced between another behavior

### Promotes Learning and Mastery

- Might be helpful when child is acquiring a skill or becoming fluent in using the skill
- Might be helpful to support the maintenance and generalization of a learned skill

92

**Notes:**

# Spaced Learning Trials

Watch the video and count how many trials there are for Lily to practice pouring liquids. Then answer the questions provided.

**How many trials are there for Lily to practice pouring liquids?**

**What behaviors do you see occurring between trials?**

**How does providing spaced trials during snack support Lily's acquisition or fluency of her priority learning target skill?**

## Embedded Instruction for Early Learning
### Tools for Teachers

**When to Teach**
**Key Practice 7:**
Develop an Activity Matrix

93

## Activity Matrix

An **Activity Matrix** helps to ensure teaching occurs. It reminds teachers of:

- the planned activities,
- the number of children and number of activities in the day, and
- the number of adults who are able to assist

94

**Notes:**

**Making an Activity Matrix**

Step 1: List a predictable, balanced classroom schedule of activities – list the activities and times of day in the left-hand column of the chart

Step 2: Create columns to the right for particular children

| | Mia | Matthew |
|---|---|---|
| Arrival | | |
| Free Play | | |
| Circle | | |
| Outside | | |
| Snack | | |
| Class Activity | | |
| Departure | | |
| Transitions | | |

95

**Activity Matrix: Example**

| | Mia | Matthew |
|---|---|---|
| Arrival | 2-word combination for recurrence | Follow a two-step direction relating to the immediate context |
| Free Play | Verbally name at least 3 different colors | Follow a two-step direction relating to the immediate context |
| Circle | Imitate at least one action performed by a peer | Will move objects or himself in relation to another object or location |
| Outside | 2-word combination for recurrence Imitate at least one action performed by a peer | Will move objects or himself in relation to another object or location |
| Snack | 2-word combination for recurrence | Follow a two-step direction relating to the immediate context |
| Class Activity | 2-word combination for recurrence | Hold adapted paint brush and make markings |
| Departure | | Will move objects or himself in relation to another object or location |
| Transitions | Verbally name at least 3 different colors | Follow a two-step direction relating to the immediate context |

96

**Notes:**

## A Well-Planned Activity Matrix

**Things to think about:**

- Match the child's learning target to the activity

- Consider natural locations in which behavior occurs

- Be aware of staff who are available during daily activities

- Identify the number of opportunities needed for practice

- Includes sufficient numbers of trials for the child to learn the learning target skills

97

## Activity Matrix: The Key for Embedding

|  | Mia | Matthew | Leo |
|---|---|---|---|
| Arrival | 2-word combination for recurrence - 5 | Follow a two-step direction relating to the immediate context - 2 | Move up and down stairs without assistance - 2 |
| Free Play | Verbally name at least 3 different colors - 6 | Follow a two-step direction relating to the immediate context - 4 | Use a chair or table to stand up from the floor without adult support - 5 |
| Circle | Imitate at least one action performed by a peer - 5 | Move objects or himself in relation to another object or location - 3 | Will express his needs to adults and peers using 2-3 word sentences - 2 |
| Outside | 2-word combination for recurrence - 3 Imitate at least one action performed by a peer - 5 | Move objects or himself in relation to another object or location - 5 | Move up and down stairs without assistance - 2 |
| Snack | 2-word combination for recurrence - 4 | Follow a two-step direction relating to the immediate context - 2 | Will express his needs to adults and peers using 2-3 word sentences - 3 |
| Class Activity | 2-word combination for recurrence - 3 | Hold adapted paint brush and make markings - 4 | Use a chair or table to stand up from the floor without adult support - 2 |
| Departure |  | Move objects or himself in relation to another object or location - 2 | Move up and down stairs without assistance - 2 |
| Transitions | Verbally name at least 3 different colors - 4 | Follow a two-step direction relating to the immediate context - 2 | Use a chair or table to stand up from the floor without adult support - 4 |

98

**Notes:**

## Activity Matrices in the Classroom



We can use activity matrices in a variety of ways to support embedded instruction

99

## Class Activity Matrix



100

**Notes:**

## Specific Area of Classroom Matrix



**Notes:**

## Scheduled Activity and Associated Activity Types Matrix



**Notes:**

## Specific Time of Day Matrix



103
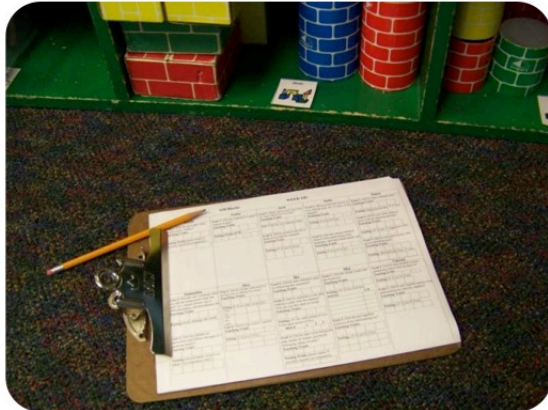
## Individual Child Activity Matrix

| Activity Matrix for **Mia** | Verbally name at least 3 different colors | Imitate one action of peer | 2-word combinations for recurrence |
|---|---|---|---|
| Arrival | x | | |
| Free Play | x | x | x |
| Circle | x | x | |
| Outside | | x | x |
| Snack | | | x |
| Class Activity | x | | x |
| Departure | | | |
| Transitions | x | x | |

104

**Notes:**

## Building the Class Activity Matrix

| | Mia | Matthew | Leo | Amos | Carla |
|---|---|---|---|---|---|
| **Arrival** | | Follow a two-step direction<br>2 | Move up and down stairs<br>2 | | |
| **Free Play** | | Follow a two-step direction<br>4 | Use a chair or table to stand up from the floor<br>5 | Verbally name 5 shapes<br>5 | Use both hands pour without spilling<br>5 |
| **Circle** | | Move objects/ himself in relation to other objects or location<br>3 | Will express his needs using 2-3 word sentences<br>2 | | Stay with large group for 10 min<br>1 |
| **Outside** | | Move objects or himself in relation to other objects or location<br>5 | Move up and down stairs<br>2 | Jump over small obj. w/ two feet<br>5 | Use 1 word to request preferred item<br>5 |
| **Snack** | | Follow a two-step direction<br>2 | Will express his needs using 2-3 word sentences<br>3 | Use 1 word to request more<br>5 | Use both hands pour without spilling<br>5 |
| **Class Activity** | | Hold adapted paint brush and make markings<br>4 | | Use 1 word to request more<br>5 | Use 1 word to request preferred item<br>5 |
| **Departure** | | | Move up and down stairs<br>2 | Jump over small obj. w/ two feet<br>2 | |
| **Transitions** | | Follow a two-step direction  2 | Use a chair or table to stand up from the floor<br>4 | | Stay with large group<br>6 |

105

**Notes:**

# Activity Matrix for an Individual Child – Mia

**Child's Name: ____Mia_____**

**Today's Date: _____**

| Mia | Verbally name at least 3 different colors | Imitate one action of peers | 2-word combinations for recurrence (e.g. again, more) |
|---|---|---|---|
| Arrival | X | | |
| Free Play | X | X | X |
| Circle | X | X | |
| Outside | | X | X |
| Snack | | | X |
| Class Activity | X | | X |
| Departure | | | |
| Transitions | X | X | |

# *Activity Matrix – Mia's Class*

| | **Mia** | Matthew | Leo | Amos | Carla |
|---|---|---|---|---|---|
| **Arrival** | | Follow a two-step direction 2 | Move up and down stairs 2 | | |
| **Free Play** | | Follow a two-step direction 4 | Use a chair or table to stand from the floor 5 | Verbally name 5 shapes 5 | Use both hands pour without spilling 5 |
| **Circle** | | Move objects/himself in relation to other objects or location 3 | Will express his needs using 2-3 word sentences 2 | | Stay with large group for 10 min 1 |
| **Outside** | | Move objects or himself in relation to other objects or location 5 | Move up and down stairs 2 | Jump over small objects with two feet 5 | Use 1 word to request preferred item 5 |
| **Snack** | | Follow a two-step direction 2 | Will express his needs using 2-3 word sentences 3 | Use 1 word to request more 5 | Use both hands pour without spilling 5 |
| **Class Activity** | | Hold adapted paint brush and make markings 4 | | Use 1 word to request more 5 | Use 1 word to request preferred item 5 |
| **Departure** | | | Move up and down stairs 2 | Jump over small objects with two feet 2 | |
| **Transitions** | | Follow a two-step direction 2 | Use a chair or table to stand from the floor 4 | | Stay with large group 6 |

## Class Activity Matrix

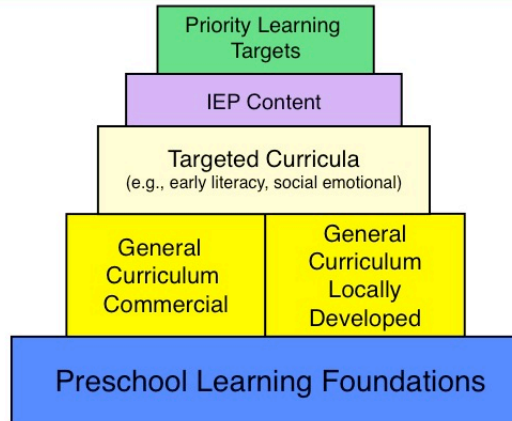| | Mia | Matthew | Leo | Amos | Carla |
|---|---|---|---|---|---|
| **Arrival** | | Follow a two-step direction 2 | Move up and down stairs 2 | | |
| **Free Play** | Verbally name at least 3 different colors 6 | Follow a two-step direction 5 | Use a chair or table to stand up from the floor 4 | Verbally name 5 shapes 6 | Use both hands pour without spilling 5 |
| **Circle** | Imitate at least one action performed by a peer 5 | Move objects/himself in relation to other objects or location 3 | Will express his needs using 2-3 word sentences 2 | | Stay with large group for 10 min 1 |
| **Outside** | 2-word combination for recurrence 3 | Move objects or himself in relation to other objects or location 5 | Move up and down stairs 2 | Jump over small obj. w/ two feet 5 | Use 1 word to request preferred item 5 |
| **Snack** | 2-word combination for recurrence 4 | Follow a two-step direction 2 | Will express his needs using 2-3 word sentences 3 | Use 1 word to request more 5 | Use both hands pour without spilling 5 |
| **Class Activity** | 2-word combination for recurrence 3 | Hold adapted paint brush and make markings 4 | | Use 1 word to request more 5 | Use 1 word to request preferred item 5 |
| **Departure** | | | Move up and down stairs 2 | Jump over small obj. w/ two feet 2 | |
| **Transitions** | Verbally name at least 3 different colors 4 | Follow a two-step direction 2 | Use a chair or table to stand up from the floor 4 | | Stay with large group 6 |

106

## Class Activity Matrix – Free Play

| Free Play | Mia | Matthew | Leo | Amos | Carla |
|---|---|---|---|---|---|
| **Blocks** | Verbally name at least 3 different colors 3 | | Use a chair or table to stand up from the floor 2 | Verbally name 5 shapes 3 | |
| **House** | | | Use a chair or table to stand up from the floor 1 | | Use both hands to pour without spilling 2 |
| **Table Toys** | Verbally name at least 3 different colors 3 | | | | |
| **Art** | | | | Verbally name 5 shapes 3 | |
| **Sand/Water** | | Follow a two-step direction relating to the activity 2 | | | Use both hands to pour without spilling 3 |
| **Books** | | Follow a two-step direction relating to the activity 3 | Use a chair or table to stand up from the floor 1 | | |

107

**Notes:**

## General Preschool Curriculum

Priority Learning Targets

IEP Content

Targeted Curricula
(e.g., early literacy, social emotional)

General Curriculum Commercial | General Curriculum Locally Developed

Preschool Learning Foundations

108

## Linking to General Preschool Curriculum & Activities

| Free Play | Mia | Matthew | Leo | Amos | Carla |
|-----------|-----|---------|-----|------|-------|
| Blocks | Verbally name at least 3 different colors 3 | | Use a chair or table to stand up from the floor 2 | Verbally name 5 shapes 3 | |
| House | | | Use a chair or table to stand up from the floor 1 | | Use both hands to pour without spilling 2 |
| Table Toys | Verbally name at least 3 different colors 3 | | | | |
| Art | | | | Verbally name 5 shapes 3 | |
| Sand/Water | | Follow a two-step direction relating to the activity 2 | | | Use both hands to pour without spilling 3 |
| Books | | Follow a two-step direction relating to the activity 3 | Use a chair or table to stand up from the floor 1 | | |

109

## Notes:

## General Preschool Activities

| Weekly Topic: BUGS | Free Play |
|---|---|
| Blocks | Models of bugs built from blocks (add duplo) |
| House | Ant farm |
| Table Toys | Bug and butterfly puzzles; lotto game with bug stickers; |
| Art | Build a bug (build bugs from craft leftovers –top rolls, buttons, boxes, string) |
| Sand/Water | Plastic bugs for counting and sorting |
| Books | The Bugliest Bug, The Little Squeegy Bug, I Love Bugs, Everything Bug; What Kids Really Want to Know about Bugs (Kids' FAQ's)<br><br>Photograph album with photos of insects from our nature walk;<br><br>Word and picture matching on felt board (grasshopper, ladybug, spider, ant, firefly, etc.) |

110

## Embedded Instruction for Early Learning
### Tools for Teachers

Putting the practices together:
What to teach
When to teach

111

**Notes:**

## Review and Wrap up

- Analyze schedule and design high quality activities

- Conduct activity-focused assessment

- Identify and write the learning target

- Select times and activities

- Construct and use an activity matrix

112

## Preparing for Module 3

1. Use the target from your classroom that we worked with during this module

2. Create an individual child matrix and fill in the times you plan to implement trials for the target you chose

3. Share your plan and matrix with a partner

4. Give each other feedback about whether you have chosen natural or logical times to embed instruction on the learning target

113

**Notes:**

# Individual Child Activity Matrix

**Child's Name:** _____ **Today's Date:** _____

| | | | | |
|---|---|---|---|---|
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**Notes:**

# Practice Guide Introduction

# Key Components of Embedded Instruction

Embedded instruction is an approach to instruction that promotes child engagement and learning in everyday activities, routines, and transitions.  This is accomplished by identifying *times* and *activities* when *instructional procedures* for teaching a child's priority learning targets are *implemented* in *ongoing [naturally occurring] activities, routines, and transitions*.

Embedded Instruction focuses on:
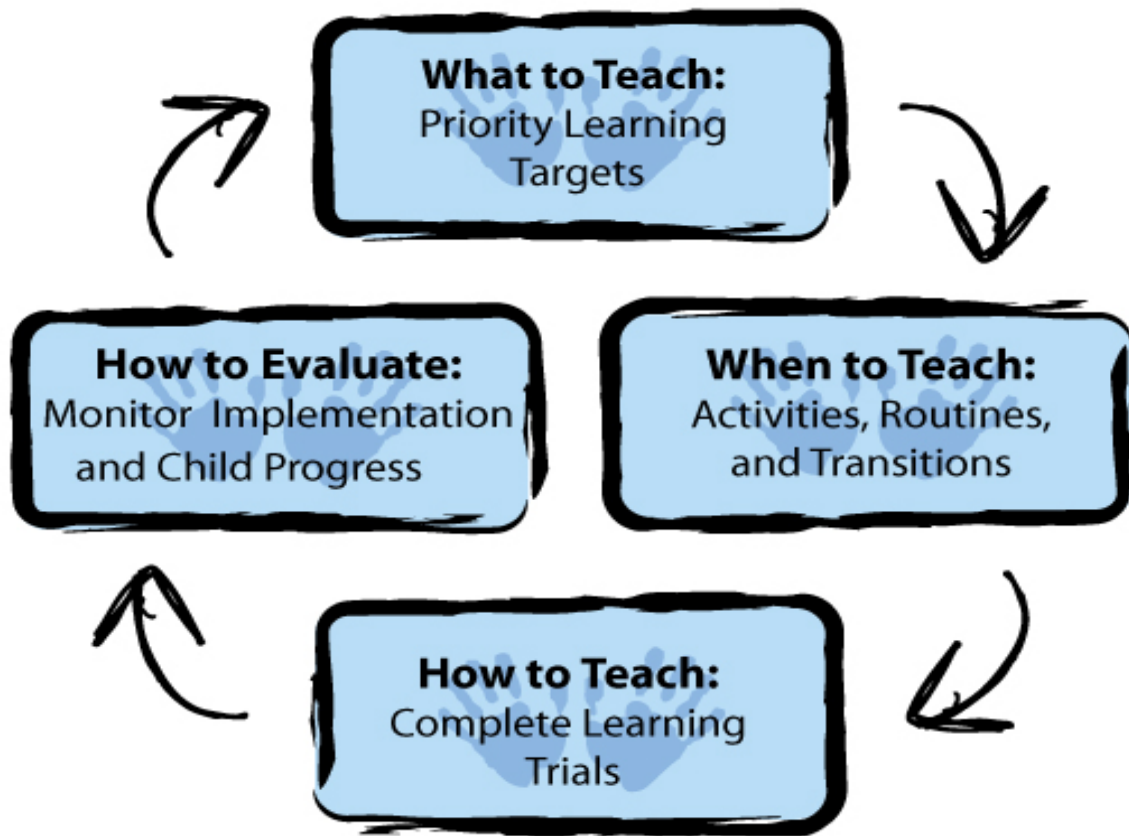


**This guide will focus on 'What to Teach' and 'How to Teach'**.  The key element of the What to Teach in embedded instruction is identifying priority learning targets.  The key element of the When to Teach in embedded instruction is selecting appropriate times and activities for embedded instruction.  Both of these practices support your implementation of *complete learning trials.*
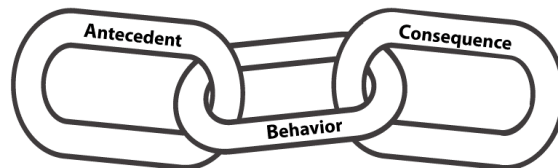


This guide will help you identify priority learning targets and select appropriate activities and times for implementing complete learning trials.

**This guide includes resources that will help you:**

- ✓ Identify and write priority learning targets that are developmentally appropriate; functional and aligned; generative; and observable and measureable.
- ✓ Select appropriate times and activities for embedded instruction.
- ✓ Complete an activity matrix.
.

Why are these important objectives for you to acquire and master?

*1. Identify and write priority learning targets that are developmentally appropriate; functional and aligned; generative; and observable and measureable*.

High-quality priority learning targets make it clear to you and to the other members of the team what you want the child to learn and how you will measure the child's progress. You will use early learning standards, general and targeted curriculum objectives, activity-based assessments, and the child's Individualized Education Program (IEP) as resources for developing priority learning targets. You will learn how to break down IEP goals into smaller, teachable parts that lend themselves to every day learning opportunities and every day instruction and that are aligned with the preschool curriculum and early learning foundations.

*2. Select appropriate times and activities for embedded instruction.*

Preschool classrooms are busy places. There are lots of children with a wide variety of interests and needs. The number of adults to help address these needs may vary from time to time during the day. Consequently, teachers need to be intentional about when and where they plan to embed instruction. You will learn how to analyze your daily schedule and determine the "fit" between priority learning targets and daily activities.

*3. Complete an activity matrix.*

An activity matrix is a helpful tool for planning embedded instruction in the classroom. The activity matrix helps you look at the big picture (e.g., all the activities and routines, all the children, and all the adult resources), as well as the little picture (i.e., the individual priority learning targets for individual children). The activity matrix helps teachers use resources efficiently and increase planned learning opportunities for those children who need them. You will learn to develop an activity matrix to plan for when and where to embed opportunities to practice the child's priority learning target.

# Review the A-B-Cs

Embedded instruction involves implementing ***complete learning trials***.  These are the interactions that you plan for and embed within classroom activities, routines and transitions.

A basic complete learning trial is made up of the A-B-C sequence.
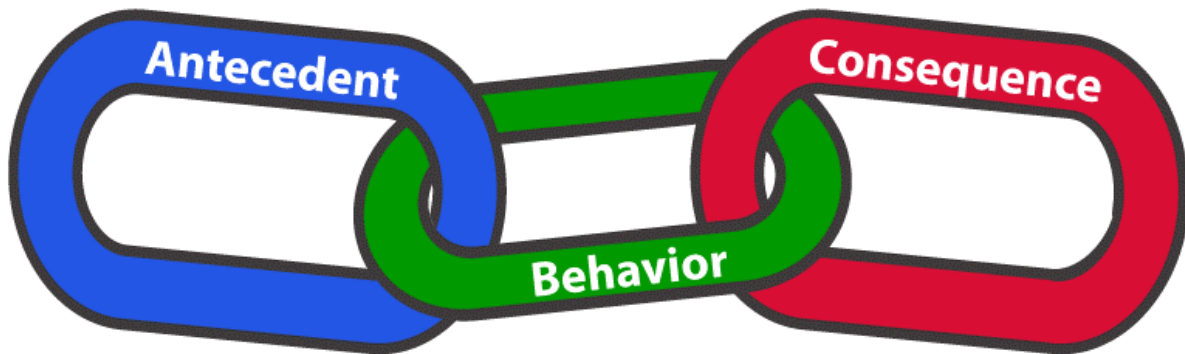


Look at some examples of complete learning trials.

| Antecedent | Behavior | Consequence |
|---|---|---|
| Teacher says, "Let's get ready for snack." | Child walks to snack table and sits in chair. | Snack is served by teacher. |

| Antecedent | Behavior | Consequence |
|---|---|---|
| Blocks available in the block area of classroom. | Child stacks blocks one on top of the other to make buildings. | Child looks at his building and smiles. |

| Antecedent | Behavior | Consequence |
|---|---|---|
| Child watches other children dressing-up in the dramatic play corner. | Child asks, "Can I play too?" | Children say, "Yeah, you be the sister." |

These are the sorts of interactions that occur all day, every day in preschool classrooms. Children are learning to follow directions, eat independently, understand visual-spatial concepts, engage in pretend play, converse with friends and many more important skills. However, some children don't get nearly enough of these naturally occurring learning and practice opportunities so that their learning proceeds.

## *Look into Your Own Classroom*

*Next time you're in your own classroom, take a few minutes to stand back and watch the children. Maybe you can do this during free-choice or learning centers time. Notice how some children seem to take full advantage of the centers and areas that you've set up. Notice what they're doing (i.e., the "behaviors"). They invite other children to join their play, they paint at the easel, they look at storybooks and repeat stories they've heard before, and on and on. Notice what events seem to elicit or set the stage for these behaviors. Notice what happens after the behavior.*

*Now, look at a child or children who are not participating, or maybe a child that you are concerned about. What behaviors do you notice? Maybe the child repeats the same behavior over and over. For example, at the sand table, he lets the sand run through his fingers. Or, maybe the child "flits" from activity to activity and never really participates. Or, maybe the child tries but gets easily frustrated. Now think about whether or not you observed complete learning trials. Also, think about what sorts of antecedents or consequences might have been more effective for that child.*

This guides will focus on how you can "set the stage" for successful implementation of complete learning trials by implementing key embedded instruction practices associated with **What to Teach and When to Teach.**

# What to Teach

# What to Teach: Key Practices

1. Develop and implement activities that are designed to support the engagement and learning of all children.

2. Obtain information about children's skills in activities, routines, and environments (activity-focused assessment) and use it to inform priority instructional learning targets.

3. Break down larger goals to identify the behavior or skill you would like the child to achieve in the next few weeks and ensure alignment with general preschool curricular content.

4. Write developmentally appropriate; functional and aligned; generative; observable and measureable priority learning targets.

# Providing High-Quality Activities

Embedded instruction involves providing **_intentional_** and **_systematic_** learning opportunities that are focused on children's **_priority learning targets_** and embedded within the ongoing activities and routines of the preschool classroom. This presumes that the ongoing activities are well planned, have clear learning goals (for all the children), and are interesting and engaging. In this section, we provide a few reminders about the different types of ongoing activities, routines, and transitions and how you can plan interesting and engaging activities for all children.

## Teacher-Directed and Child-Initiated Activities

Preschoolers encounter a number of different types of activities throughout their day in the preschool classroom. These activities have different degrees of structure, ranging from teacher-directed to child initiated.

## Teacher-directed……………………..Child-initiated

| Teacher-Directed Activities | Child-Initiated Activities |
|---|---|
| ✓ Planned and led by the teacher<br>✓ Often "structured," with more limited opportunities for child choice and free expression<br>✓ Include large-group, small-group, and individual activities | ✓ Children initiate and persist in the activity<br>✓ Frequent opportunities for child choice and free expression<br>✓ Free choice, center time, or other activities the child chooses to do and completes using materials they choose |

Having a balance of high-quality teacher-directed and child-initiated activities that are engaging for all children is foundational for embedded instruction, because it promotes children's engagement and sets the stage for learning.

# Routines

Routines are a special type of activity that occurs in preschool classrooms. These activities occur regularly, often involve a series of interrelated behaviors (e.g., clean up, arrival and departure, meal time, hand washing, toileting), and have a very predictable sequence. Routines are important times during the daily schedule when instruction might be embedded to support children's acquisition of priority learning targets.

# Transitions

Transitions are another special type of activity that occurs in preschool classrooms, and are times in which you might embed instruction on priority learning targets. Transitions involve the physical movement of children in the classroom from one activity or routine to another.

# Promoting Engagement and Participation for All

When setting the daily schedule, it is important to consider how activities and routines are designed to promote the engagement of all children in the classroom. This section of the Practice Guide outlines considerations for setting the daily schedule.

| **Blocks** of time | **Sequence** of time |
|---|---|
| • Group Time<br>  — Large Group<br>  — Small Group<br>• Activity/Center Time<br>• Snack/Meal Time<br>• Outdoor Time | • Arrival<br>• Next Activity<br>• Next Activity...<br>• Departure |

The schedule includes blocks of time for specific types of activities. These blocks are sequenced or ordered to create the daily schedule of activities in which children will participate.

Designing the blocks and sequence of activities that occur in the daily schedule should involve careful consideration of:

1. **Children's attention span**—We want to plan activities to maximize child attention and engagement. We can do this by:
   - ✓ Using other adults to assist
   - ✓ Using novel materials
   - ✓ Limiting the duration of an activity to ensure children stay engaged (e.g., limit large-group circle to 15 min).

2. **Alertness level**—We want to plan activities that require more child attention and listening skills during times when children are more alert. This might involve planning calming or quiet activities after active activities.

3. **Adult availability**—Some activities are likely to require support from more adults that others.  For example, more active activities, you might want to have more adults available to support the children's learning and the management of the classroom.

4. **Sufficient time—**It is important to allow enough time for children to fully engage and benefit from an activity. When children engage actively in an activity for longer periods of time, they show higher levels of exploration, experimentation, and persistence, they use materials in more creative ways, and they have more opportunities for interactions with peers and adults and more opportunities for embedded learning.

## Universal Design and Modifications/Adaptations

In Module 1 we introduced the instructional procedures of universal design for learning and modifications and adaptations.  Universal design for learning and modifications and adaptations are important to consider as you plan activities in which instruction will be implemented.
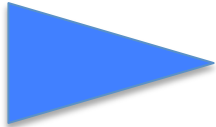


## Universal Design

**Universal Design for Learning—**focuses on a set of principles for _curriculum development and activity planning_ that gives all individuals equal opportunities to learn. Universal design involves:

❖ **Multiple Means of Representation**
   ➢ Providing the same information through different modalities, such as vision, touch, and hearing
   ➢ Providing information in a format that will allow for adjustability (e.g., text that can be enlarged, sounds that can be amplified)

❖ **Multiple Means of Action or Expression**
   ➢ Allowing options for physical action or skill demonstration

❖ **Multiple Means of Engagement**
   ➢ Using strategies to promote the engagement of all children
   ➢ Optimizing choice and relevance
   ➢ Fostering collaboration
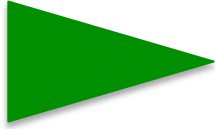
## Modifications or Adaptations

**Modifications or Adaptations—**involve *changes made to an ongoing classroom activity or materials* to achieve or maximize a child's participation (Sandall & Schwartz, 2008). These might include:

❖ **Modifications**
  ➢ Simplifying the activity
  ➢ Breaking a task into smaller parts or reducing the number of steps in a task
  ➢ Altering the physical, social, and temporal environment

❖ **Adaptations—Special Categories of Modifications**

**Desired Results Access Project**

## Using Adaptations with the DRDP (2015)

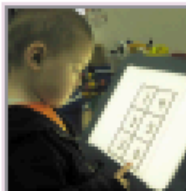### The Seven Categories of Adaptations

**1. Augmentative or alternative communication system**
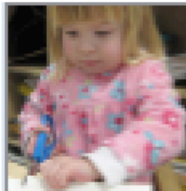Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.

**2. Alternative Mode for Written Language**
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.

**3. Visual Support**
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

**4. Assistive Equipment or Device**
Tools that make it possible or easier for a child to perform a task.

**5. Functional Positioning**
Strategic positioning and postural support that allow a child to have increased control of his body.

**6. Sensory Support**
Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

**7. Alternative Response Mode**
Recognition that a child might demonstrate mastery of a skill in a unique way.

# *Examine Your Activities, Routines, and Transitions*

*Use the* **Activity Planning and Implementation Checklist for Use with Embedded Instruction,** *which can be found in the appendix of this guide, to examine your activities, routines, and transitions.*

- ➢ *What characteristics of high-quality activities, routines, and transitions are you already implementing?*
- ➢ *How can you make activities, routines, and transitions more engaging for all children?*
- ➢ *What aspects of universal design are you implementing? What else might you consider implementing?*
- ➢ *What modifications and adaptations do you use? Are there additional modifications or adaptations you might consider to support the engagement and participation of individual children?*

# Activity-Focused Assessment

Activity-focused assessments are important because they provide information about children's skills in activities, routines, and environments and this information can be used to inform priority instructional learning targets. There are two levels of activity-focused assessment.

## Activity Analysis

Activity analysis involves examining your activities to with respect to <u>all</u> children. This type of analysis helps us think about the characteristics, expectations, and learning opportunities available in the activity for all children.

## Child-Focused Activity Analysis

The second level of activity-focused assessment is a child-focused activity analysis. This involves observing an **individual child** while he or she is engaged in an activity. It is important to consider what skills the child might need to support or enhance his or her engagement, independence, or interactions in the activity. Child-focused activity analysis provides authentic information about a child's skills in ongoing activities, routines, and transitions. When you conduct a child-focused activity analysis, you will observe the child's strengths and needs within the activity and use this information to you help you identify and write priority learning targets.

Some questions to consider when conducting activity-focused assessment are:

| Activity Analysis | Child-Focused Activity Analysis |
|---|---|
| 1. *What is the ongoing activity?*<br><br>2. *What are the activity characteristics?*<br><br>    • *Whole group, small group, or individual*<br>    • *Structured → Unstructured*<br>    • *Teacher-directed or child-initiated*<br>    • *Active or passive*<br>    • *Novel or routine*<br>    • *Social or materials oriented*<br><br>3. *What do **all** children need to know or be able to do to be part of the activity?* | 1. *What is the ongoing activity?*<br><br>2. *What is the **individual child** doing in the activity?*<br><br>3. *What does the **individual child** need to know or be able to do to **enhance his or her engagement, independence, or interaction** with adults or peers during the activity?* |

# Give it a Try

Use the **Activity-Based Assessment Summary** form in the appendix to help you do an activity-based assessment for a child in your classroom. This form has spaces for you to include 3 different activities. Write the name of each activity in the first column. First, analyze the characteristics, expectations, and learning opportunities of each activity for **all** children. Then, do a child-focused activity analysis for an **individual child**.

**Activity-Focused Assessment**

| Assessment → | | Priority Learning Target | | |
|---|---|---|---|---|
| Activity | Activity Expectations | Child Current Level of Engagement, Independence, Interaction | Child Strengths in Activity | Skills/Behaviors To Target for Instruction |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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**Activity Analysis**

**Child-Focused Activity Analysis**

# Breaking Down Goals

A child's Individualized Education Program (IEP) identifies the goals that the team wants the child to learn. These goals should be aligned with the general education curriculum as well as to standards or benchmarks that articulate what we want all young children to learn.
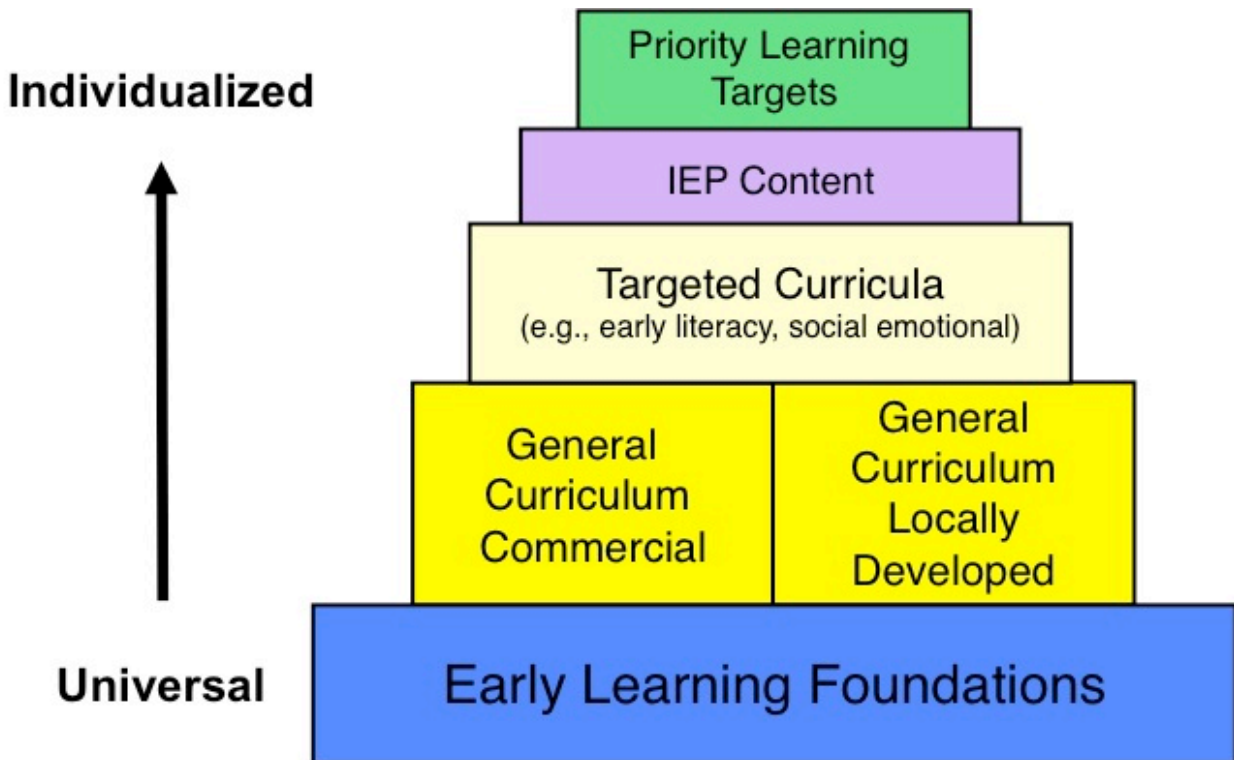


It is important to translate IEP goals into priority learning targets to inform everyday instruction. IEP goals, of course, are annual goals. Consequently, they are big, may contain many parts, and presume that the child must attain any number of intermediate goals (or objectives) in order to accomplish the big annual goal.

Your IEP might contain intermediate objectives or benchmarks, but event these might still be fairly large.

To get from IEP goals and objectives to everyday priority learning targets, you will need to:
- ✓ Break goals down into smaller objectives or steps
- ✓ Identify the necessary prerequisite behaviors (and teach those as needed), and
- ✓ Sequence the steps for instruction.

An example of a sequence of priority learning targets that might lead to an IEP goal that is aligned with the general curriculum and early learning foundations is provided below.
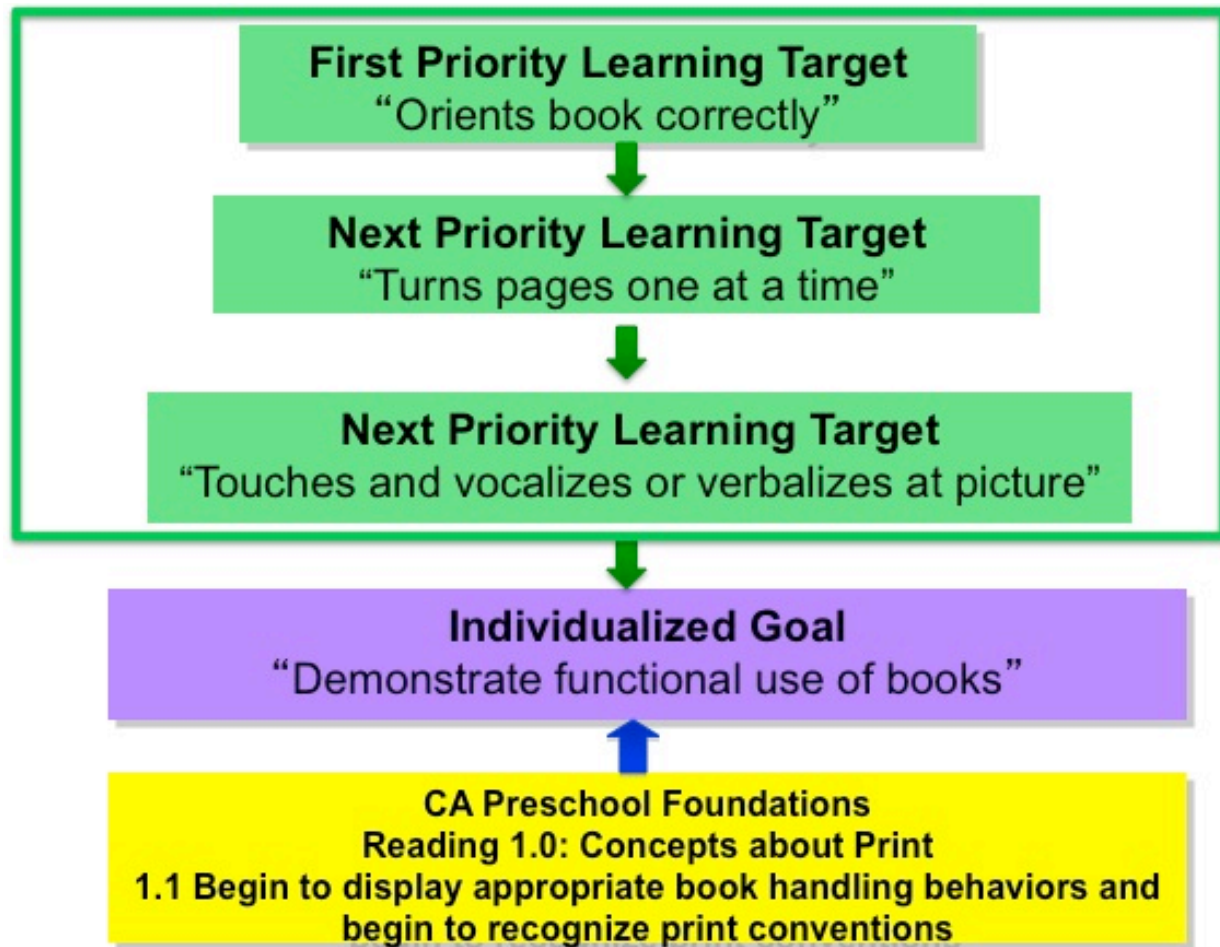


Breaking down IEP goals in this way can be accomplished by task analysis or logical analysis.

## In a task analysis, you:

- ✓ Specify the long term goal and look for related resources
- ✓ Determine the entry point
- ✓ Determine the steps to achieve the goal by
  - ○ doing the task yourself, or
  - ○ watching someone else do the task
- ✓ Eliminate unnecessary or redundant steps
- ✓ Sequence the steps for instruction.
- ✓ Assure that the child can perform prerequisites skills (or teach them to the child)

The task analysis approach works well for physical or motor goals such as walking across the room, pulling up pants, or painting with a paintbrush.

Task analysis doesn't work as well for goals that refer to learning a concept or developing social or language behaviors. For these types of behaviors, it might be helpful to do a logical analysis.

## In a logical analysis, you:

- ✓ Specify the long term goal and look for related resources
- ✓ Determine the entry point
- ✓ Determine the steps to achieve the goal, by
  - ○ reviewing the usual developmental sequence
  - ○ reviewing available instructional sequences from published curricula, etc.
  - ○ "thinking through" the goal and determining the component steps
- ✓ Sequence the steps for instruction
- ✓ Assure that the child can perform prerequisites skills (or teach them to the child)

Instructional sequences are less absolute for social or language skills. Many skills may be taught concurrently. The child's performance (i.e., ongoing progress monitoring) and your own teaching experience are useful guides.

**Note:** For some target behaviors, such as putting on one's jacket or riding a tricycle, there are a number of steps that are chained together. Each step is needed to complete the skill. Teachers will often assist the child through the whole skill while teaching, but it is still important for the teacher to know that the skill consists of component steps.

## Different Ways to Break Down Goals

There are different ways you might think about breaking down goals to identify priority learning targets. You might:

> ✓**Break it down by smaller amounts**
>
> ✓**Break it down by providing additional help first**
>
> ✓**Break it down step-by-step**
>
> ✓**Break it down by logical order**

The strategy you use to break down your goal will depend on the type of skills addressed. For example, a goal related to engaging in a behavior for a specific duration of time might be broken down by smaller amounts. In contrast, a goal that includes multiple steps (e.g., hand washing), might be more likely to be broken down step-by-step.

# Writing High-Quality Priority Learning Targets

Writing high-quality priority learning targets is a key practice for embedded instruction, because the priority learning target informs when to teach a skill or behavior, how to the teach the skill or behavior, and how to decide when the child is ready to move on to learning a new skill or behavior.

## Components of High-Quality Priority Learning Targets

In the Module 2 workshop, you learned about the five components of high-quality priority learning targets:

<div style="text-align:center;border:3px solid blue;">

**Learner**
**Behavior**
**Conditions**
**Activities**
**Criterion**

</div>

**The learner** is the child for whom the priority learning target is written.

**The behavior** is a behavior or skill that is one or two steps ahead of what the child can currently do.  When we think about writing the behavior statement in the learning target, it is important to consider the child's stage of learning:

- ✓ Acquisition

- ✓ Fluency

- ✓ Generalization

- ✓ Maintenance

- ✓ Adaptation

**The conditions** in the priority learning target focus on supports that will help the child do the skill or behavior (e.g., when given a musical instrument to shake). Condition statements can include:

- ✓ People who will help the child do the skill (e.g., a peer or adult)

- ✓ Materials that will help the child do the skill (e.g., musical instrument)

- ✓ A level of support (e.g., following a verbal model).

**Activities** refer to when the child might be expected or need to use the skill or behavior. These should be the activities that you have determined through child-focused activity analysis are logical and appropriate activities for embedded instruction.

**A criterion statement** focuses on information that you could use to say the child can do the skill or behavior. A good way to think about framing a criterion statement is "I know [child] can do this when…." Criterion statements can include:

- ✓ Level of performance (e.g., drink from a cup without spilling liquid) or how much (e.g., 4 times),

- ✓ How often a skill is demonstrated (every day),

- ✓ How long to demonstrate the skill (5 min), or

- ✓ Combinations of these (e.g., 4 times a day every day for 5 weeks)

## Quality Indicators

In the Module 2 workshop, you learned about four of the indicators of quality for priority learning targets:

| | |
|---|---|
| **Developmentally Appropriate** | *The skill is age-appropriate, individually appropriate, and culturally relevant* |
| **Functional & Aligned** | Child performance of the skill is needed for **engagement** in important aspects of **daily life** including: *participation, independence, and membership* |
| **Generative** | Child performance of the skill is **useful, adaptable, and portable** across settings, people, materials, and events |
| **Observable and Measurable** | The skill is **observable**, such that it can be counted, timed, or described; the **conditions** and the **criteria** for child performance are described. |

When priority learning trials are developmentally appropriate; functional and aligned; generative; and observable and measureable, it is far easier to embed instruction on them within ongoing classroom activities, routines, and transitions.

A fifth quality indicator to consider is:

| | |
|---|---|
| **Teachable in everyday contexts** | The skill can be taught in the **ongoing, naturally occurring activities, routines, and transitions** of the classroom. |

When you write priority learning targets, it is important to review them to ensure these five quality indicators are met. Some guiding questions to help you decide if you have written a high-quality priority learning are provided below.

**Developmentally appropriate learning targets** use materials and tasks that are appropriate for same-aged peers, developmentally appropriate and culturally relevant for the child.

> → *Is the* learning target *appropriate for same-aged peers who do not have disabilities?*

| Examples | Non-examples |
|---|---|
| — Shaking a musical instrument | — Shaking a rattle |
| — Drinking from a sippy cup with a lid or a straw | — Drinking from a bottle |
| — Sit up from a supine (flat on back) position with support | — Move from supine (flat on back) position after diapering |
| — Participate in social games with adults and peers | — Play peek-a-boo |

**Functional and aligned learning targets** are aligned with the general education curriculum. The behavior that is identified in the learning target is meaningful and enables meaningful participation and engagement in everyday sorts of activities and leads toward more independent participation.

> → *Is the* learning target *functional? Does it help increase the child's participation in everyday activities? Does it help increase the child's independence? Does it increase opportunities for interaction?*

| Examples | Non-examples |
|---|---|
| — Stacking objects in the classroom | — Stacking 1 inch blue cubes |
| — Grasping and releasing small objects using finger tips and thumb | — Place raisins into a bottle with a lid 1.5 inches in diameter |
| — Requesting a toy during centers, table toys, and recess | — Requesting a block |
| — Recognize emotions in books, pictures, and the faces of others | — Identify photos of people who are happy or sad |

**Generative learning targets** specify how the behavior can be embedded across activities and settings. For most children, we aim for learning targets that address a class of responses rather than a single, tiny skill.

| Examples | Non-examples |
|---|---|
| — Identify food and non-food substances during daily activities, routines and transitions | — Point to the correct choice when shown a field of two objects to distinguish food from non-food substances |
| — Greet familiar adults when entering a new activity or location | — Greet teacher at morning arrival |
| — Writes name using a variety of materials during arrival, small groups, centers, and recess | — When presented with a worksheet writes name in pencil |

**Observable and measurable learning targets** state a behavior that can be seen or heard and thus, can be easily counted or measured. The criteria or standard should also be noted. In this way, the teacher and team will know when the child has met or achieved the learning target.

→ *Can the* learning target *be counted or measured? Does it indicate when or how you will know the child has achieved it?*

| Examples | Non-Examples |
|---|---|
| — Climb sets of 3 or more stairs during daily activities | — Climb stairs to board the bus |
| — Child signs help me or help please to request assistance from peers or adults | — Child expresses a need for help when challenged |

**Teachable in everyday contexts learning targets** should reflect how the behavior will be used in natural or everyday situations. For the most part, it is preferable that the behavior can be easily elicited in classroom activities and routines.

→ *Is the* learning target *teachable in the ongoing, naturally occurring activities, routines, and transitions of the classroom?*

The **Learning Target Planning Form** included in the appendix is also a useful tool for writing high-quality priority learning targets, because it provides a guide to make sure your learning target includes all of the components of the high-quality learning and that each of the quality indicators is met.

# Let's Practice

*Select or write a learning target for a child in your class or use one of the examples listed below. Use the quality indicators and guiding question from this section to help you determine if the learning target meets all the quality indicators.*

***Example Learning Targets:***

*When given a model of a letter and the instruction to copy it, Joe will print a recognizable letter during art, centers or small group work. He will do this for 5 different upper case letters. (Joe is 5 years old.)*

*When presented with several like objects and asked to indicate one, Jamal will show, take or give one object on at least 90% of the opportunities on 2 days during centers, mealtimes, or free play (for example, when given a box of crayons and told to take "just one" or when playing with blocks and asked to give "one block"). (Jamal is 3 years old.)*

*Jill will use 1-2 word phrases to greet and respond to greetings from peers and adults (e.g., good morning, I'm good, thank you) during morning arrival, circle, and afternoon circle following a model from an adult or peer. Jill will use 2 greetings and 2 greeting responses following a model, each day for four consecutive days.*

*Jeanette will follow group directions from the teacher by responding with the appropriate verbal or motor actions during transitions and classroom routines (e.g., clean up, line up, etc) with one visual or gestural cue on 3 out of 5 opportunities presented each day.*

# Skills for Embedded Instruction

If you've followed the guidelines for quality priority learning targets (developmentally appropriate; functional and aligned; generative, observable and measurable; teachable in everyday contexts), then almost any priority learning target can be embedded into ongoing classroom activities, routines, and transitions.  However, over the years, we have identified a few categories of skills that might require more than an embedded instruction approach.

Some of these categories include:

**Entrée or foundational skills**: Some children have difficulty learning skills that are foundational to learning other important skills. Examples might be basic imitation skills, following simple instructions, and basic functional play skills. If a child in your preschool classroom is not proficient in such basic skills, it may be necessary to provide instruction in a controlled environment where you can use very precise instructional strategies and use very consistent consequences. It is likely that a child who is not yet proficient in these basic skills will need lots and lots of practice.

**Skills that are usually performed in private**: Some skills are naturally done in relative privacy such as certain dressing, grooming, or toileting behaviors. When a child needs instruction on these sorts of skills, you will want to provide that instruction during the usual routine as much as possible but, again, you may need to plan to provide lots of practice opportunities in a somewhat artificial way so that the child actually learns to do the skill.

**Adaptive skills that are unique to the child's needs**: Some individual learning targets are unique to the child. For example, a child with mobility needs might be learning how to use a walker, standing board, or wheelchair. A child with communication needs might be learning to use a voice-output device or other AAC system. In order for the child to acquire the skill, it may need to be taught in a non-embedded way. Once the child has some basic ability with the skill, further learning practice should be embedded within activities and routines.

Note that for any of these categories of skills, the aim is for the child to perform these in typical activities and contexts. Although the child may need additional assistance or instruction in order to acquire the skill that is best learned (at the acquisition stage) in a more controlled setting, the skill should be embedded into meaningful and natural opportunities as soon as possible.

# When to Teach

# When to Teach: Key Practices

5.  Select which activities, routines, and transitions are logical and appropriate for embedded instruction given a specified instructional target.

6.  Plan which and how many instructional learning trials to embed within and across activities, routines, and transitions.

7.  Develop an activity matrix to record when I plan to embed instructional learning trials for individual children.

# Selecting Activities, Routines, and Transitions

Selecting activities, routines, and transitions for embedding instruction on priority learning targets involves examining the "fit" between the priority learning target and the characteristics and expectations of an activity, routine, or transition.
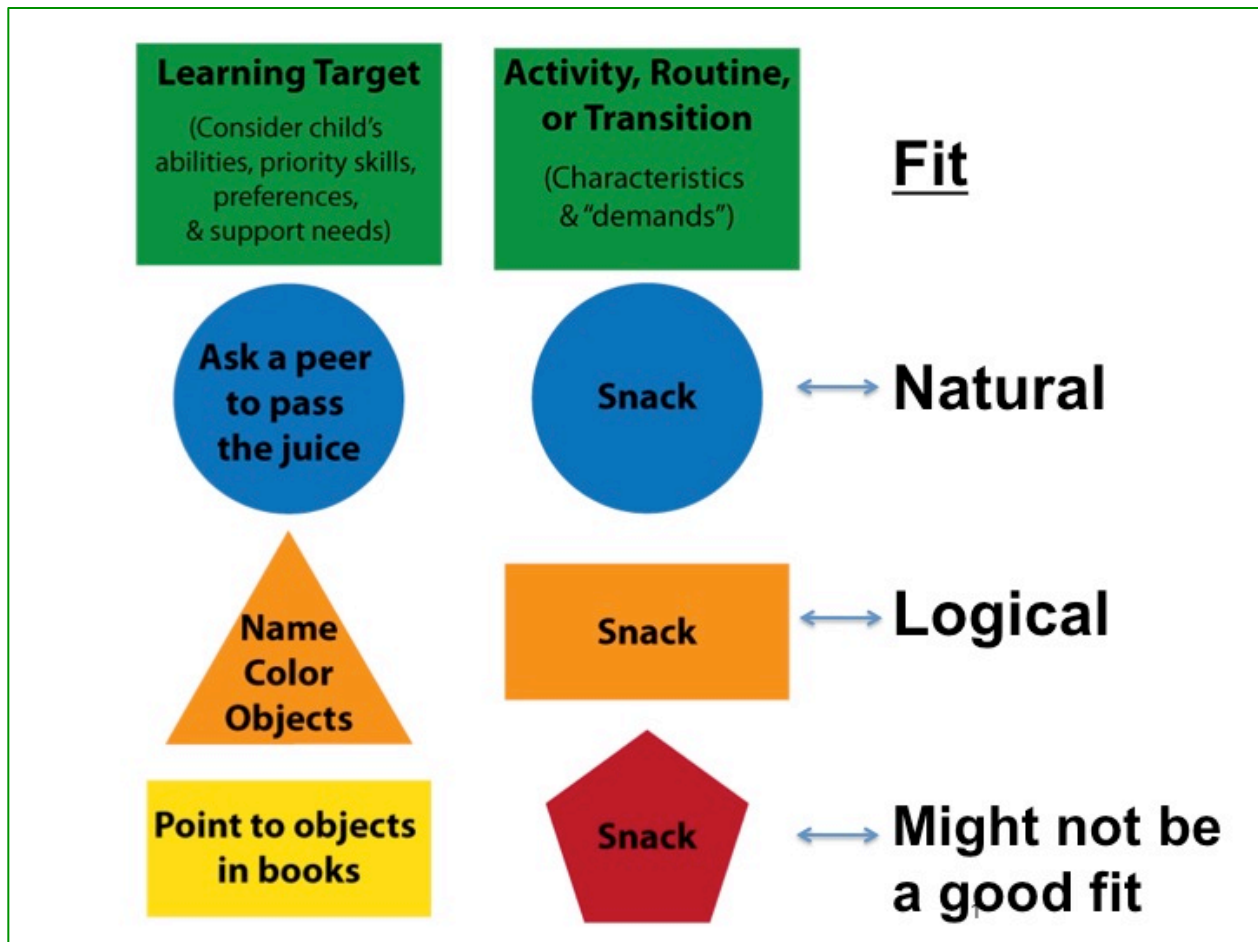


High-Quality Teaching & Embedded Instruction

The characteristics and "demands" or expectations of some activities provide natural opportunities for a child to practice some skills. For example, snack time is a natural time for a child to practice requesting, because there are multiple opportunities for all children to request food or assistance.

With a little planning, some activities might also be considered "logical" times to embed instruction on priority learning targets. This means you can arrange the environment and activity so that you can provide intentional and systematic instruction on the priority learning target without interrupting the flow of the activity or changing the activity characteristics and demands. For example, if a child is working on labeling colors, you might plan to have different colored bowls or napkins at snack time so you can ask the child what color he or she would like.

Some priorities might include features that lend themselves to being taught in specific types of activities. For example, if a child's priority learning target is related to pointing to objects in books, snack time might not be the best time to embed instruction. Story time or when the child is playing the library center are more natural times of day to embed instruction for this particular target.

**Learning Target** (Consider child's abilities, priority skills, preferences, & support needs)

**Activity, Routine, or Transition** (Characteristics & "demands")

**Fit**

Ask a peer to pass the juice / Snack ⟷ **Natural**

Name Color Objects / Snack ⟷ **Logical**

Point to objects in books / Snack ⟷ **Might not be a good fit**

---

## *Try it Out*

*Take a look at your classroom schedule and one of the priority learning targets you have written for a child in your classroom.  For each activity, routine, and transition, write down whether you think it is a "natural" fit, a "logical" fit, or not a good fit for embedded instruction on the priority learning target. When deciding about the fit of an activity, think about:*

✓ *The characteristics and demands of the activity with respect to the learning target behavior*

✓ *How (or if) providing embedding instruction on the learning target behavior will impact the characteristics and demands of the activity*

# Planning Which and How Many Trials

One of the unanswered questions when it comes to the use of embedded instruction is "*How many trials do I need to provide?*" This is one of those "it depends" questions. It depends on the child and his or her rate of progress.

You will need to provide enough instruction (sufficient trials) so that the child makes progress and learns. We know that once a day is unlikely to be enough, but it is difficult to predict how many trials an individual child will need to make progress. One of the benefits of embedding instruction is that if the trials are planned to occur during times and activities where the priority learning target (behavior) is needed for participation in the activity, then it is possible that the child may receive more trials than you officially plan.

Complete learning trials can be ***distributed*** throughout the day so that a child has several opportunities to practice one skill *in multiple* activities, routines, and transitions.

Complete learning trials can be ***massed*** together so that a child has multiple opportunities to practice the skill repeatedly *within* an activity, routine, or transition.

Complete learning trials can be ***spaced*** so that a child has several opportunities to practice the skill interspersed with other skills *within* an activity, routine, or transition.

Each format for delivering complete learning trials can be useful for ensuring a sufficient number of learning trials. The important point to keep in mind is that complete learning trials should occur in a context that is meaningful for the child. In other words, complete learning trials focused on a specific target skill should be delivered to a child in the context of activities, routines or transitions where he/she will naturally use the skill.

| **Distributed Trials** | | |
|---|---|---|
| Learning trials are inserted into everyday activities and routines and distributed throughout the day | There is time between learning trials for the child to participate in other activities and perform other skills | Helpful to support the maintenance or generalization of a learned skill |

| **Massed Trials** | | |
|---|---|---|
| Learning trials inserted into everyday activities and delivered closely together in time | Focus on one behavior with repeated practice | Helpful when child is acquiring a skill or becoming fluent in using the skill |

| **Spaced Trials** | | |
|---|---|---|
| Learning trials inserted into everyday activities and pauses between trials | Practice on target behavior spaced between another behavior | Helpful when child is acquiring a skill, becoming fluent in using the skill, or support the maintenance or generalization of a learned skill |

# Developing an Activity Matrix

**The Activity Matrix** helps you plan when, where, and how many complete learning trials you will embed within the usual activities of the classroom**.** There are lots of variations of an activity matrix, but there are essential concepts behind the use of any activity matrix.

## The Activity Matrix

- ❖ It is a grid or matrix.
- ❖ The usual schedule of activities is listed in the first column.
- ❖ The names of the child or children go across the top row.
- ❖ It is at the <u>intersection</u> of the row and column that you will provide instruction.
- ❖ Instruction is planned ahead of time, including **when** and **how many** complete learning trials will be implemented on **which** priority learning targets.
- ❖ In the next pages of this guide, you will find information about how to develop a Classroom activity matrix and an Individual Child Matrix.

In the next pages of this guide, you will find information about how to develop a Classroom Activity Matrix and an Individual Child Matrix.

## Example Class Activity Matrix

|  | **Mia** | **Mathew** | **Leo** |
|---|---|---|---|
| **Arrival** | 2-word combination for recurrence – 5 | Follow a two-step direction relating to the immediate context  - 2 | Move up and down stairs without assistance - 2 |
| **Free Play** | Verbally name at least 3 different colors - 6 | Follow a two-step direction relating to the immediate context  - 4 | Use a chair or table to stand up from the floor without adult support  -  5 |
| **Circle** | Imitate at least one action performed by a peer  - 5 | Move objects or himself in relation to another object or location – 3 | Will express his needs to adults and peers using 2-3 word sentences -  2 |
| **Outside** | **2-word combination for recurrence - 3**<br>Imitate at least one action performed by a peer - 5 | Move objects or himself in relation to another object or location – x | Move up and down stairs without assistance - 2 |
| **Snack** | 2-word combination for recurrence – 4 | Follow a two-step direction relating to the immediate context  - 2 | Will express his needs  to adults and peers using 2-3 word sentences - 3 |
| **Class Activity** | 2-word combination for recurrence – 3 | Hold adapted paint brush and make markings – 4 | Use a chair or table to stand up from the floor without adult support  - 2 |
| **Departure** |  | Move objects or himself in relation to another object or location – 2 | Move up and down stairs without assistance - 2 |
| **Transitions** | Verbally name at least 3 different colors - 4 | Follow a two-step direction relating to the immediate context  - 2 | Use a chair or table to stand up from the floor without adult support  - 4 |

# Classroom Activity Matrix

A classroom activity matrix is constructed in the following way:
1. The classroom schedule of activities is written in the first column.
2. The names of the children in the classroom (or at least the children who have special learning needs) are written in the top row.
3. The cells or blocks are used to indicate the learning target that will be embedded within that time and the number of trials that will be embedded.
4. A reminder about the instructional strategy to be used might also be included in the cells.

For planning purposes, the classroom activity matrix reminds the teacher and team of the usual activities of the day, all of the individual children's special learning needs, and the availability of adult resources. For example, on certain days the speech-language therapist might be in the classroom for an hour, or on other days a volunteer might be available.

To make a classroom activity matrix, teachers and teams will need:

- ❖ The usual classroom schedule
- ❖ List of "specials" (e.g., music day, bike day, etc.)
- ❖ List of children and their current learning targets
- ❖ Schedules of the adults in the classroom

The teacher and team use these resources to put together the master classroom activity matrix. The goal is to provide children with sufficient embedded instruction within activities and routines that are the best "fit" for teaching their priority learning targets.



Teachers will want to think about:
1) The most naturally occurring time for instruction to occur
2) Availability of adults
3) Child preferences
4) Other children's needs

**It's a juggling act!** For this reason, it might be helpful to use a format that can easily be changed (such as a system with post-it notes or a whiteboard, shown on the next page).



**Note:** When you develop the activity matrix it does not mean the teacher or other members of the child's team will never teach the target behavior during unplanned activities if a natural or logical opportunity presents itself, but it does describe the minimum number of planned learning trials the teacher believes the child will need to meet the specified criterion.

## Example Class Activity Matrix



An activity matrix highlights how busy preschool classrooms really are. Teachers sometimes remark that the schedule is just too big to fit on a single piece of paper or even on a whiteboard. Many teachers have one big master schedule/activity matrix but then put more detail on smaller activity-specific activity matrices.

## Example Activity Specific Matrix



For example, many teachers have a separate activity matrix for learning centers or free choice time or recess. This type of activity matrix has the interest areas listed in the left column and the children's names across the top row. Here's an example of what an activity matrix might look like for recess time.

## Example Interest Center Activity Matrix



Other teachers go even further and make separate activity matrices for each interest center area. In most classrooms, children spend a considerable amount of their preschool day at these areas. It is important to plan how individual children will use these areas and how you can provide instruction when the child arrives at an interest center.

This means it is important to plan what materials or toys will be available in the interest center or how it will be set up, in addition to planning for embedding complete learning trials in that area.

# Individual Child Activity Matrix

An individual child activity matrix is used to plan when and how many learning trials will be implemented for each individual child's priority learning targets.  In everyday practice, the individual child matrix is often developed <u>before</u> the classroom matrix. In the individual child matrix, the schedule of classroom activities goes in the left column and each of the current priority learning targets for the child go in the row across the top.

The individual child matrix gives the full picture of all of the child's current priority learning targets. Right away, the team can think about how reasonable it is to presume that the child will receive planned instruction on all of the priority learning targets. It also pushes the team to think about simpler ways to provide learning opportunities. For example, a curriculum modification (like using the child's preferred materials or adding a photographic cue) might be sufficient to support child participation and learning within an activity. That frees the adults to provide more hands-on support for other priority learning targets or for other children. Laying out all of the child's priority learning targets on the individual child matrix may also encourage the team to think about prioritizing learning targets or becoming more aware of teaching prerequisite learning targets that can then increase the possibility that the child will learn from the typical activities.

## Let's look at an example for Mia:

| Activity Matrix for Mia | Verbally name at least 3 different colors | Imitate one action of peer | 2-word combinations for recurrence |
|---|---|---|---|
| Arrival | | | 5 |
| Free Play | 6 | | |
| Circle | | 5 | |
| Outside | | 5 | 3 |
| Snack | | | 4 |
| Class Activity | | | 3 |
| Departure | | | |
| Transitions | 4 | | |

Individual child matrices are updated as the child makes progress on individual learning targets. Individual matrices are used when putting together the Classroom Matrix as described above.

# Other Considerations for Developing an Activity Matrix

Some other things to think about when developing and using a an activity matrix:

➢ **Involve the team** in developing and updating the matrix. If just one person writes it, other team members may not know what's on the matrix.

➢ Remind therapists that using the matrix is a great way to ensure **therapy is provided in the classroom**.

➢ **Update it regularly**. If the matrix gets out of date, team members will get out of the habit of using it.

➢ Use change of color or other tricks to **get team member's attention to the matrix**. If the matrix looks the same week after week, team members may stop looking at it. Use a new color of post-it note or use a different colored marker.

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## *Try it Out*

*First, take a look at Mia's Individual Activity Matrix on the previous page.*

- *Are the activities planned for embedding instruction on her priority learning targets a "natural", "logical", or not a good fit?*
- *Are there any changes you might make to this activity matrix?*

*Next, use the **Individual Child Activity Matrix and Classroom Activity Matrix** and work with your team to plan embedded instruction for two children in your classroom. Remember to consider the characteristics and demands of the activity in relation to the child's priority learning targets, and choose activities that are a natural or logical fit for embedded instruction.*



**Learning Target**

(Consider child's abilities, priority skills, preferences, & support needs)

**Activity, Routine, or Transition**

(Characteristics & "demands")

High-Quality Teaching & Embedded Instruction

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# Wrap-up

# Wrap-up

The purpose of this practice guide was to provide you with additional resources and practice for implementing key embedded instruction practices related to 'What to Teach' and 'When to Teach'.

Now, you should know how to:

➢ Identify and write meaningful child learning targets,

➢ Select appropriate times and activities for embedded instruction,

➢ Complete individual and classroom activity matrices

In future modules, you will learn more about developing instructional plans to use specific instructional procedures (How to Teach) and evaluating embedded instruction to determine if you have implemented embedded instruction as planned and whether it has resulted in child learning (How to Evaluate).

Remember that Embedded Instruction:

❖ Maximizes children's motivation by considering their interests and preferences.
❖ Maximizes children's learning by teaching them skills where and when they are needed.

# References

Desired Results Access Project (2015). *7 Adaptations Used with the DRDP (2015)*. California Department of Education, Special Education Division.


Sandall, S., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs* (2nd Ed.). Baltimore, MD: Brookes.

# Appendix

# Activity Planning and Implementation Checklist for Use with Embedded Instruction

| | I do this well | I want to do this better |
|---|---|---|
| **All Activities** | | |
| 1. I plan for and implement developmentally appropriate activities. | | |
| 2. I plan for and implement activities that build on children's interests. | | |
| 3. I plan for and implement engaging activities that are meaningful for children. | | |
| 4. I plan for and implement activities that include action components for children (what children will do or say). | | |
| 5. I use principles of universal design when designing activities. | | |
| 6. When necessary, I provide modifications and adaptations to support all children's access to and participation in activities. | | |
| 7. I structure activities to encourage peer interactions. | | |
| 8. I rotate materials regularly (e.g., at least every month) within and across activities. | | |
| 9. I teach children the expectations and sequences of activities. | | |
| 10. I plan for and implement a variety of types of activities each day. | | |
| **Teacher-Directed Large-Group Activities** | | |
| 1. I plan for and implement large-group activities with respect to children's learning goals. | | |
| 2. I vary the structure and activities for large-group activities on a regular basis (e.g., vary based on themes, child). | | |
| 3. I provide opportunities for children to be actively involved in large-group activities. | | |
| 4. I provide opportunities for peer-to-peer interactions during large-group activities. | | |
| 5. I limit the duration of large-group activities to 15-20 minutes. | | |

| | | |
|---|---|---|
| 6. I monitor children's engagement and modify the structure or activities when children lose interest in large-group activities. | | |
| 7. I use repetition during large-group activities to provide children with multiple learning opportunities. | | |
| 8. I design large-group activities so they have logical beginnings, middles, and ends. | | |
| **Teacher-Directed Small-Group Activities** | | |
| 1. I plan for and implement small-group activities with respect to children's learning goals. | | |
| 2. I vary the structure and activities for small-group activities on a regular basis (e.g., vary based on themes, child interests, learning goals). | | |
| 3. I provide opportunities for children to be actively involved in small-group activities. | | |
| 4. I provide opportunities for peer-to-peer interaction during small-group activities. | | |
| 5. I limit the duration of a small-group activity to 15-20 minutes. | | |
| 6. I monitor children's engagement and modify the structure or activity when children lose interest in small-group activities. | | |
| 7. I use repetition during small-group activities to provide children with multiple learning opportunities. | | |
| 8. I design small-group activities so they have logical beginnings, middles, and ends. | | |
| **Child-Initiated Activities** | | |
| 1. I provide access to a variety of materials during child-initiated activities and ensure materials are readily accessible for all children. | | |
| 2. I provide children with repeated opportunities to make choices during child-initiated activities. | | |
| 3. I effectively select, arrange, and use materials in child-initiated activities that promote child engagement and learning (e.g., preferred, novel, aligned with themes or projects, culturally relevant). | | |
| 4. I follow the child's lead and expand on child interests and preferences during child-initiated activities. | | |
| 5. I encourage peer-to-peer interactions during child-initiated activities through environmental arrangements and use of peer-mediated intervention strategies. | | |

| | | |
|---|---|---|
| 6. I consider how to adjust child-initiated activities by adapting the materials and their access to promote embedded learning opportunities. | | |
| 7. When necessary, I provide individualized modifications and adaptations to support children's access and participation in child-initiated activities. | | |

| **Routines** | | |
|---|---|---|
| 1. I plan for and implement predictable routines. | | |
| 2. When necessary, I provide individualized modifications and adaptations to support children's access and participation in routines. | | |
| 3. I plan for how to adjust routines by changing what children do in them (e.g., use snack time to embed instructional opportunities related to communication or social goals). | | |
| 4. I plan for and implement routines so they have clear beginnings, middles, and ends. | | |
| 5. I teach children the expectations and steps of the routine. | | |
| **Transitions** | | |
| 1. I plan my schedule to minimize the number of transitions children have during the day. | | |
| 2. I plan for and implement short transitions (i.e., 5 min or less). | | |
| 3. When necessary, I provide individualized modifications and adaptations to support children's access and participation during transitions. | | |
| 4. I plan for and implement instruction during transitions for some children. | | |
| 5. I plan for and implement transition "warnings" consistently throughout the day. | | |
| 6. I teach children the expectations and steps of a transition. | | |
| 7. I plan for and implement transitions so that children have something to do while they are waiting for other classmates or teachers. | | |

**Embedded Instruction for Early Learning**

# Learning Target Planning Form

Teacher: _____ Child: _____ Date: _____

| | |
|---|---|
| **Behavior** | What is the target behavior (e.g. Use 2 word phrases to request help)? _____<br><br>Provide an example(s) of how the behavior or skill looks and sounds (e.g. Help please?, Help me): |
| | **Self-Check:** Can I see or hear the behavior? Will it be clear to others on the child's team including my teaching assistants and family members what we are targeting? |
| **Alignment** | What state standard is aligned to this target? _____<br><br>What curriculum objective(s) (e.g., Teaching Strategies© Gold Indicator) is aligned to this target? |
| **Conditions** | How much help will the child need to demonstrate the behavior? What prompts will you provide (e.g. picture card, sign model, verbal model)? _____<br><br>What materials or people will be involved (e.g. peer, adults, book, shoe)? |
| **Activities** | When or where can you work on this skill (e.g., across daily activities and routines OR centers, recess, snack)? |
| | **Self-Check:** Have I planned to implement the learning trial in a way that I am increasing the target child's participation in the curriculum, daily activities, transitions and routines all children experience? |
| **Criterion** | How will I know when the child is ready for something new (e.g. 2 times per day for 1 week)? |
| **Priority Learning Target** | Write your learning target: _____ |

**Embedded Instruction for Early Learning**

# Activity-Based Assessment Summary

## Assessment ➔ Priority Learning Target

| Activity | Activity Expectations | Child Current Level of Engagement, Independence, Interaction | Child Strengths in Activity | Skills/Behaviors To Target for Instruction |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
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# Individual Child Activity Matrix

**Child's Name: _____ Today's Date: _____**

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# Classroom Activity Matrix
## (Three Children)

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# Classroom Activity Matrix
## (Five Children)

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# Supplemental Resources

## General considerations:

- Prevent clutter.
- Ensure that classroom materials are safe and clean.
- Have specified storage that is labeled so that children know where materials belong.
- Have sufficient materials available so that children can freely choose.
- Arrange materials so that children may have access and return them independently to their proper place.
- Arrange materials so children have opportunities to work together.
- Use authentic or "real" materials.
- Rotate materials so that children have access to many different materials.
- Introduce new materials.

## Characteristics of children:

- Match materials to the children's interests.
- Select open-ended materials that allow children to use multiple means of representation, multiple means of expression, and multiple means of participation.
- Use materials that represent cultural, linguistic, gender, and ability diversity.
- Ensure that materials are accessible for children with specific disabilities.
- Choose materials that support individual goals of children.

## Link materials to curriculum and instruction:

- Materials support children's acquisition of knowledge and skills.
- Choose objects that encourage children to construct knowledge.
- Select materials that address areas of the *Head Start Child Development and Early Learning Framework*.

## ARTICLES

Haugen, K. (January/February 2005). Learning materials for children of all abilities: Begin with universal design. *Exchange*, 45–48.

This article describes guidelines for choosing, adapting, and using learning materials to make early childhood programs more inviting and successful for all children.

Lawry, J., Danko, C., & Strain, P. (2000). Examining the role of the classroom environment in the prevention of problem behaviors. *Young Exceptional Children, 2*(2), 11–19.

The authors use their experiences as consultants to answer questions in regards to the role of the environment in preventing problem behaviors.

Santos, R. M., Lignugaris/Kraft, B., & Akers, J. (1999). Tips on planning center time activities for preschool classrooms. *Young Exceptional Children, 2*(4), 9–16.

This article provides guidelines to help preschool teachers plan classroom activities to involve all children, including children with disabilities. Several suggestions address how to select interesting materials that support children's learning.

## BOOKS

Castro, D., Ayankoya, B., & Kasprzak, C. (2011). *New voices: Guide to cultural and linguistic diversity in early childhood.* Baltimore, MD: Paul H. Brookes Publishing Company.

Chapter Five of this book, *Working with culturally and linguistically diverse children,* has a section about the environment that includes tips for selecting culturally and linguistically appropriate materials. In addition, there is information on book selection and an appendix with an Antibias Observation Checklist.

Grisham-Brown, J. L., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes Publishing Company.

Provides suggestions for materials to use in blended early childhood settings, as well as strategies for how to use these materials.

Greenman, J. (2007). *Caring spaces, learning places: Children's environments that work.* Redmond, WA: Exchange Press, Inc.

This book is written for teachers, directors, and parents. The first part of the book explores the power of the environment. Part Two looks at how quality settings can be created. Chapter Ten shows how storage and display are related to access to quality learning opportunities in programs.

**The following books would be useful to teachers in selecting materials for specific content areas.**

Chalufour, I., & Worth, K. (2004). *Building structures with young children.* St. Paul, MN: Redleaf Press. [Science and Math]

Pollman, M. J. (2010). *Blocks and beyond: Strengthening early math and science skills through special learning.* Baltimore, MD: Paul H. Brookes Publishing Company. [Math and Science]

Gelman, R., Brenneman, K., Macdonald, G., & Roman, M. (2010). *Preschool Pathways to Science: Facilitating scientific ways of thinking, talking, doing, and understanding.* Baltimore, MD: Paul H. Brookes Publishing Company. [Science]

Carlson F. M. (2011). *Big body play: Why boisterous, vigorous, and very physical play is essential to children's development and learning.* Reston, VA: National Association for the Education of Young Children. [Physical Development]

Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (2007). *Ladders to literacy (2nd ed.*). Baltimore, MD: Paul H. Brookes Publishing Company. [Literacy]

## WEB RESOURCES

Choosing Safe and Appropriate Toys
Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For Parents/Safe and Healthy Family/Safety and Prevention/ChoosingSafeand.htm

Choosing children's toys with caution is very important and it can be hard sometimes to know which toys are safe and appropriate, and which toys are not. Follow these guidelines to help choose toys for children.

Top 10 Things to Consider When Buying Toys for Children With Disabilities

Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/For Parents/Safe and Healthy Family/Safety and Prevention/Top10thingsto.htm
This list of considerations provides guidance when choosing appropriate toys for children with disabilities.

Use this checklist to guide your classroom observations. This tool can support supervisors in providing teachers with feedback on strengths and areas for improvement.

Date: _____ Teacher: _____ Observer: _____

| The schedule is ... | Indicators | Yes | Some | No |
|---|---|---|---|---|
| Written | Simple:<br>   a. Blocks of time listed<br>   b. Sequenced<br><br>Balanced:<br>   c. Active and quiet activities<br>   d. Small group and large group activities<br>   e. Teacher-directed and child-initiated | | | |
| Posted | At eye level for children<br>On teacher board | | | |
| Taught | Children identify visual symbols on the schedule.<br><br>Children "read" the schedule to themselves independently. | | | |
| Used | The teacher reviews the schedule.<br>The teacher refers to the schedule when it is time to change activities.<br>The teacher refers to the schedule during transition.<br>The teacher refers to the schedule when changes occur. | | | |
| Adapted | Mini-schedules are provided for:<br>   a. Circle/whole group<br>   b. Common routines<br><br>Schedules are customized for individual children. | | | |

NCQTL