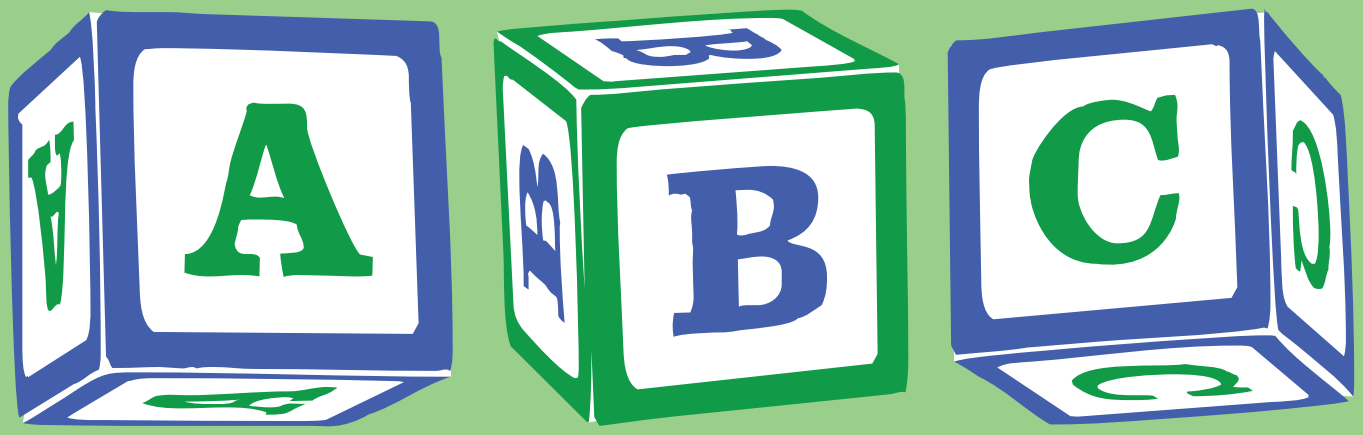
Embedded Instruction for Early Learning

Tools for Teachers - CA

Module 2: What to Teach



Embedded Instruction for Early Learning

Module 2: What to Teach
Workbook and Practice Guide
Fall 2017

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Module 2:
What 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. 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 1** 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 team learn about embedded instruction. The Module 2 Practice Guide starts on **page 51** of this booklet.

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What to Teach

(Fall 2017)

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Tools for Teachers Workshops

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Module 3: When to Teach & How to Teach

Module 4: How to Evaluate

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Getting to Know You…..

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Notes:

Ground Rules

- Settle in and be comfortable
- Participate, ask questions, and reflect
- Post questions in the parking lot
- Talk or text in the hallway
- Silence phones
- Get to know each other and enjoy…

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Thoughts about Embedded Instruction

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Moving Matthew Forward

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Moving Matthew Forward

The end of the preschool year is almost here. Cheryl wonders how Matthew's family will react when they learn that he has achieved only two of his eight IEP goals over the past year.

Cheryl is a preschool teacher at Sage Early Learning Center. She has fifteen, 3- and 4-year-olds in her classroom and works with a co-teacher and two assistants. Most children in Cheryl's class are making good progress toward mastering the *California Preschool Learning Foundations*. Cheryl is pleased with the progress they have demonstrated on the *Desired Results Developmental Profile 2015 (DRDP 2015)*. Matthew is the one exception. Having tried everything she can think of to keep Matthew moving forward, Cheryl decides to have a meeting with Matthew's individual education program (IEP) team. She is hoping they might have suggestions for how to help get Matthew back on track, particularly for next year, which will be his last year in preschool.

At the team meeting, Cheryl describes that she sets aside 10 to 15 minutes each day to work individually with Matthew on his IEP objectives. In addition, Mary, the speech-language therapist, noted that she works 30 minutes, 2 times per week one-on-one with Matthew in her therapy room just down the hall. Despite this targeted instruction, Matthew still has not made progress on many of his IEP objectives. In fact, Matthew does not seem to prefer the one-on-one time. For example, he often pushes away the blocks that Cheryl asks him to play with or refuses to name the picture cards Mary shows him during speech therapy.

Matthew's mother asks how he keeps up with other children and activities in the classroom when they play outside, eat, or go to activity centers. Cheryl describes that Matthew typically does not join most activities and prefers to play alone or watch others. He rarely speaks in class and often points or gestures to communicate with both peers and adults. Cheryl states that she tries to include Matthew in the everyday activities in the classroom, but really is at a loss about how to do this. Melissa, the occupational therapist, says she is confident that what is needed is a new approach to help move Matthew forward. He needs an approach that can help increase the number of opportunities Matthew has to learn skills. The skills will help him be more engaged and participative in everyday learning activities. Perhaps Matthew's IEP goals and objectives should be more functional.

Melissa suggests the team, including Matthew's family, might focus on identifying what skills Matthew needs to be engaged and participative in everyday activities. Opportunities to practice skills could be embedded as part of the activity or routine. For example, Cheryl and Matthew's mom would like Matthew to help during mealtimes, but Matthew does not seem to understand concepts about how objects are related in space. For example, he does not appear to understand what words like "top" and "bottom" mean. Rather than learning to put an object "on top" of another by stacking 10 blocks during one-on-one time (his current IEP objective), maybe Matthew could put a bowl "on top" of a napkin during snack time and put blocks on top of each other during center time. The team decides they like this idea. They need to find a better way to help keep Matthew on track and to make the most of Matthew's everyday learning opportunities in class and at home. There must be a better way!

Initial Ideas about Embedded Instruction

Think about the following questions and jot down your initial ideas. Then, after discussing the questions with your group, you can add others' ideas to the right-hand column.

Questions	Your Initial Ideas	Ideas You Heard from Others
What approach is the IEP team, including Cheryl, currently using with Matthew?		
Why might this approach not be working well for keeping Matthew on track?		
The occupational therapist suggests a "new" approach. What are several key features of this approach?		
What are your initial thoughts about this approach for helping move Matthew forward?		
What would Cheryl (and the team) need to do if they wanted to use this approach?		

Initial Questions

- What approach is the IEP team, including Cheryl, currently using with Matthew?
- Why might this approach not be working well for keeping Matthew on track?
- The occupational therapist suggests a "new" approach. What are several key features of this approach?
- What are your initial thoughts about this approach for helping move Matthew forward?
- What would Cheryl (and the team) need to do if they wanted to use this approach?

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Notes:

Module 2 Objectives

- Identify reasons for using embedded instruction
- Identify priority learning targets for embedded instruction by
  - Aligning IEP goals with the California Infant/Toddler and Preschool Learning Foundations and breaking down IEP goals into proximal skills for embedded instruction
  - Conducting activity-focused assessments in ongoing classroom activities, routines, and transitions
- Write high-quality priority learning targets

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Notes:


Embedded Instruction for Early Learning
Tools for Teachers
Embedded Instruction in Early Learning Settings
Helping Children Learn
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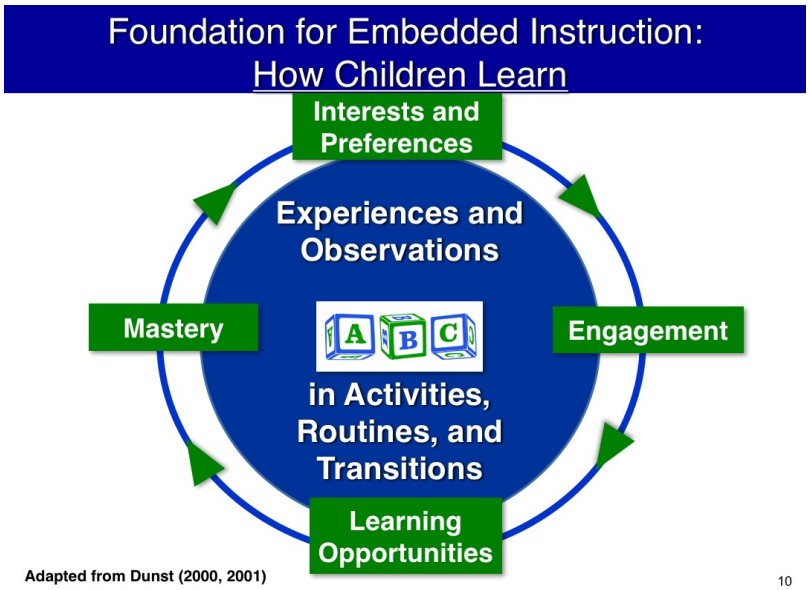
Notes:


Foundation for Embedded Instruction:
How Children Learn
Interests and Preferences
Experiences and Observations
Mastery
Engagement
in Activities, Routines, and Transitions
Learning Opportunities
Adapted from Dunst (2000, 2001)
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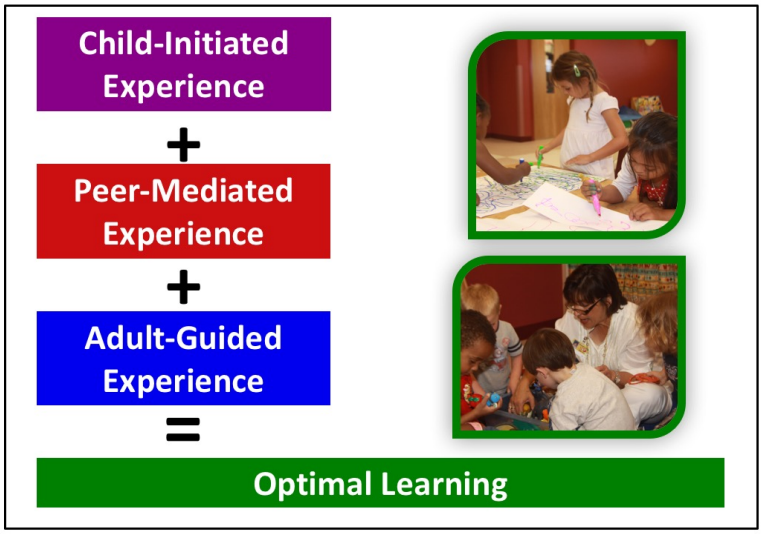
Notes:



Adapted from Epstein, A.S. (2014). *The intentional teacher: Choosing the best strategies for young children's learning* (2nd ed.). Washington, DC: NAEYC. Slide Adapted from: Embedded Instruction Project; Snyder et al, 2017

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Notes:

What is Embedded Instruction?

Multi-component approach to provide
intentional and systematic instruction
on priority learning targets
during typically occurring
activities, routines, and transitions
to support
child engagement and learning

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Notes:

Emphasis on ***Instruction***

- Emphasizes ***intentional, sufficient, and systematic learning opportunities*** during everyday activities, routines, and transitions
- Identifies ***instructional procedures*** to be used within or across activities, routines, and transitions

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Notes:

Think About It…

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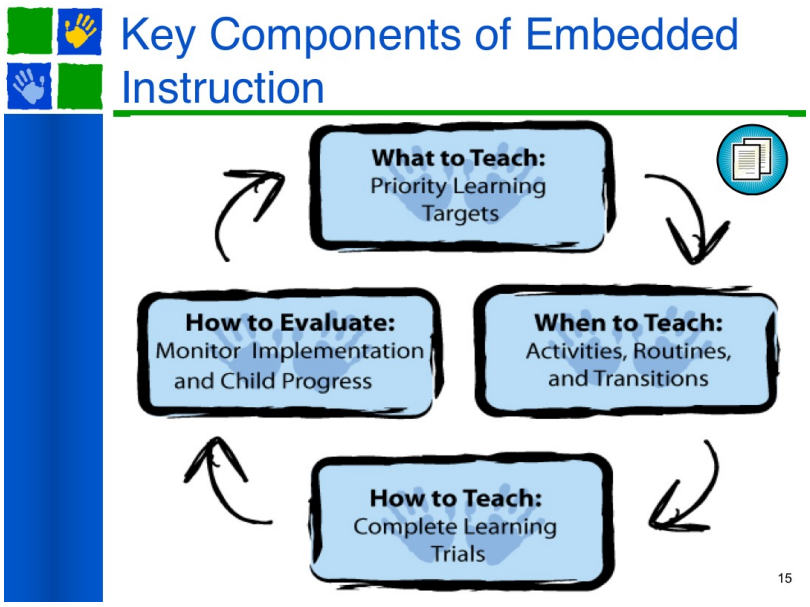
Notes:

Helping Children Learn in Everyday Activities

Watch the video and write down your observations. What did the teacher do that appears intentional and systematic?

What was happening?	What did the teacher do?
Example 1	
Example 2	
Example 3	
Example 4	
Example 5	
Example 6	



Notes:

4 Components	14 Practices	6 Priority Practices
What to Teach	Obtain information about children's strength and needs in activities, routines, and environments (activity-focused assessment) and use it to inform learning priorities.	Identify and align learning priorities for target children.
	Break down larger goals to identify the behavior or skill one or two steps ahead of what the child can currently do.	
	Identify learning priorities I would like the child to achieve in the next few weeks and align with IEP goals and general preschool curriculum.	Write high-quality learning targets.
	Write developmentally appropriate, functional and aligned, generative, observable and measurable (i.e., conditions and criteria specified) **priority learning targets**.	
When to Teach	Develop and implement activities, routines, and transitions that are designed to support the engagement and learning of all children.	Use high-quality activities to provide multiple and meaningful embedded learning opportunities.
	Select which activities, routines, and transitions are logical and appropriate to embed meaningful opportunities to practice a specified priority learning target behavior.	
	Use massed, spaced, or distributed instructional learning trials to embed multiple opportunities to practice the priority learning target behavior within and across activities, routines, and transitions, considering frequency, intensity, and duration of instruction needed.	Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.
	Develop an **activity matrix** to record when and how many instructional trials I plan to embed to optimize child learning on priority learning targets.	
How to Teach	Use and fade systematic prompting strategies to teach the priority learning target behavior and promote child engagement and learning.	Plan and implement embedded learning opportunities as complete learning trials.
	Implement **complete learning trials** that include (a) an environmental arrangement and/or prompt to elicit the priority learning target behavior (antecedent), (b) additional help to elicit the priority learning target behavior if the behavior does not occur, and (c) an appropriate response following the child behavior (consequence).	
	Individualize an **instructional plan** based on the characteristics of the child (e.g., preferences, interests, phase and pace of learning) and the target behavior (e.g., type of skill and level of support needed).	
How to Evaluate	Collect and analyze data to determine whether I am implementing instructional learning trials with fidelity (i.e., Am I doing it?).	Collect and analyze data on embedded instruction implementation and child progress to inform instructional decisions.
	Collect and analyze data to determine if children are making progress on their priority learning targets (i.e., Is it working?).	
	Make data-informed decisions about whether changes are needed to my instruction by considering (a) Am I doing it? and (b) Is it working?	

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Notes:

4 Components	14 Practices	6 Priority Practices
What to Teach	Obtain information about children's strength and needs in activities, routines, and environments (activity-focused assessment) and use it to inform learning priorities.	Identify and align learning priorities for target children.
	Break down larger goals to identify the behavior or skill one or two steps ahead of what the child can currently do.	
	Identify learning priorities I would like the child to achieve in the next few weeks and align with IEP goals and general preschool curriculum.	Write high-quality learning targets.
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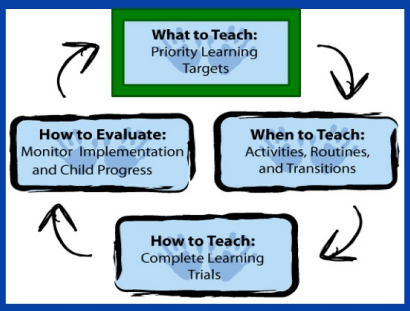
	Collect and analyze data to determine if children are making progress on their priority learning targets (i.e., Is it working?).	
	Make data-informed decisions about whether changes are needed to my instruction by considering (a) Am I doing it? and (b) Is it working?	

Embedded Instruction for Early Learning
Tools for Teachers

What to Teach



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Notes:

Key Practices: What to Teach

1. Obtain information about children's strength and needs in activities, routines, and environments (activity-focused assessment) and use it to inform learning priorities.
2. Break down larger goals to identify the behavior or skills one or two steps ahead of what the child can currently do.
3. Identify learning priorities I would like the child to achieve in the next few weeks and align with IEP goals and the general preschool curriculum.
4. Write developmentally appropriate, functional and aligned, generative, observable and measurable (i.e., conditions and criteria specified) **priority learning targets**.

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Notes:

Embedded Instruction for Early Learning
Tools for Teachers

Identify & Align Priority Learning Targets

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Notes:

Defining Terms

Learning Priority

- A behavior or skill that is *important* for the child to learn
- A behavior or skill that is "proximal" to what the child can do now

Learning Target

- A written statement of the behavior or skill the child will learn to do
- Includes information that will help you design your embedded instruction plan

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Notes:

Identify and align learning priorities for target children

- *Identify* learning priorities by:
  - Activity or routine analysis
  - Authentic Assessments (e.g., DRDP 2015, TS Gold)
  - Breaking down IEP goals
- *Align* learning priorities with:
  - DRDP 2015 and CA Infant/Toddler & Preschool Learning Foundations
  - Child's readiness to learn a skill

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Notes:

Embedded Instruction for Early Learning
Tools for Teachers

Breaking Down IEP Goals

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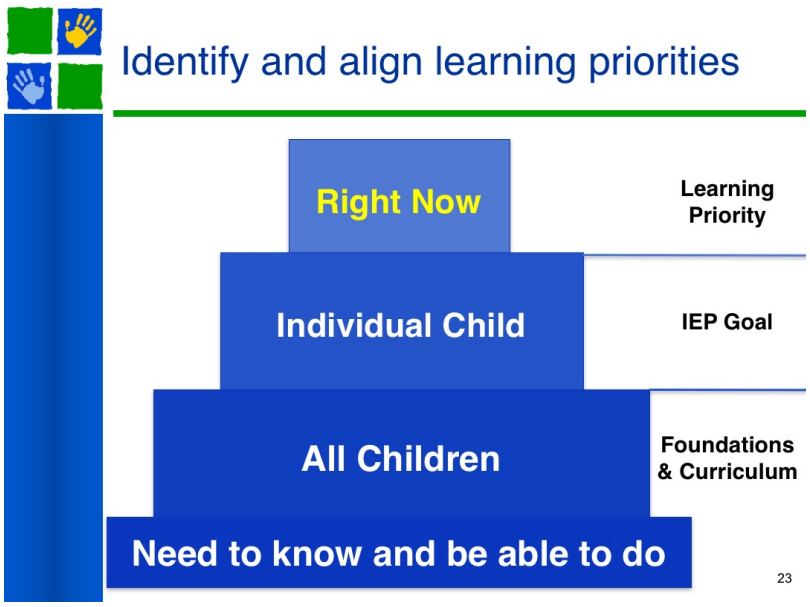
Notes:


Identify and align learning priorities
Right Now
Learning Priority
Individual Child
IEP Goal
All Children
Foundations & Curriculum
Need to know and be able to do
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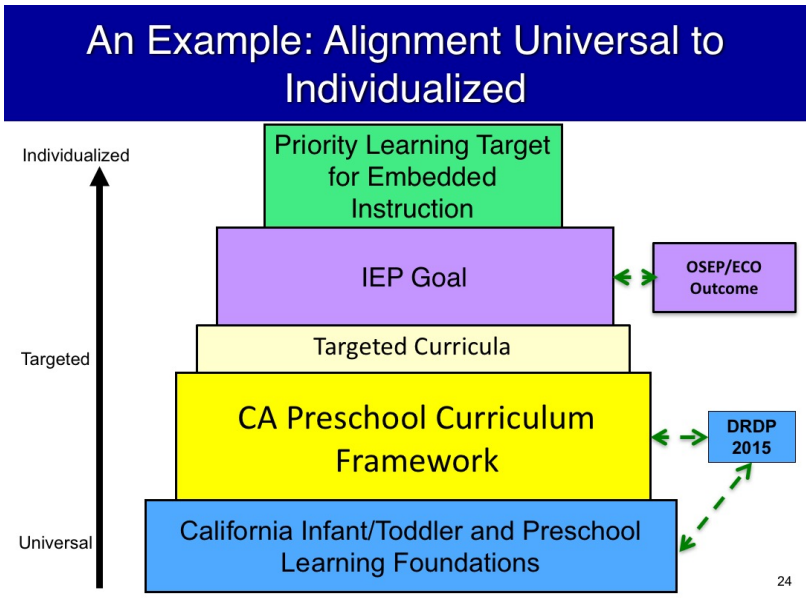
Notes:


An Example: Alignment Universal to Individualized
Individualized
Targeted
Universal
Priority Learning Target for Embedded Instruction
IEP Goal
OSEP/ECO Outcome
Targeted Curricula
CA Preschool Curriculum Framework
DRDP 2015
California Infant/Toddler and Preschool Learning Foundations
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Notes:

Meet Matthew

- Matthew is a 4 year old child with developmental delays.
- He attends an inclusive preschool 5 days a week.
- Some of the goals on Matthew's IEP focus on:
  - demonstrating receptive communication skills by following instructions
  - using 3 word expressive communication for a variety of functions (recurrence, agent, object, action)
  - developing eye-hand coordination and object manipulation skills
  - increasing social interactions with peers

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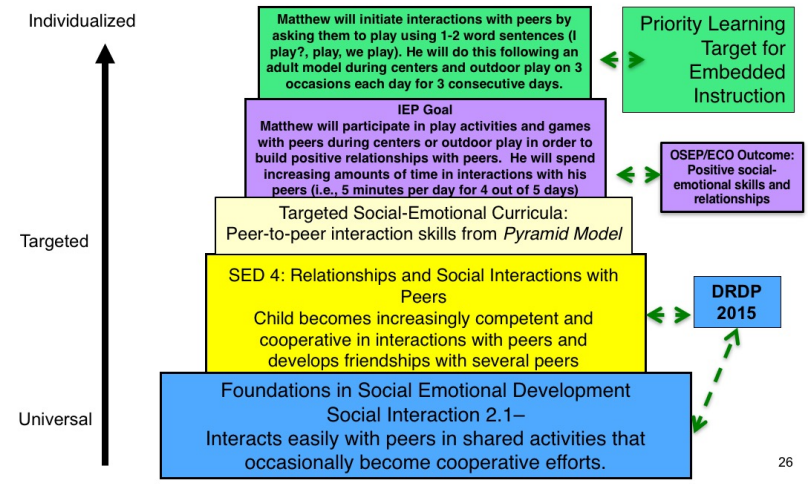
Notes:

An Example: Alignment Universal to Individualized



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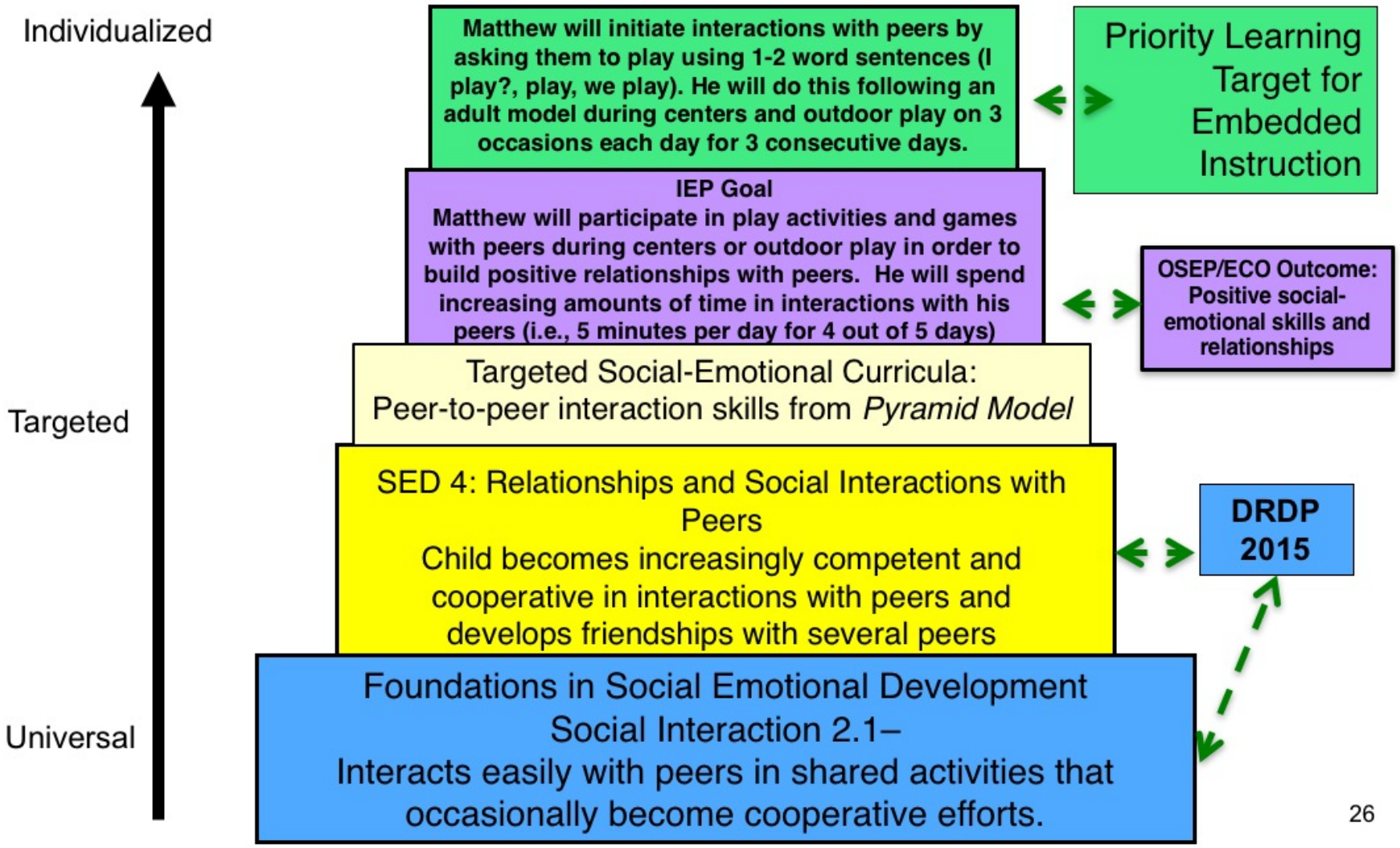
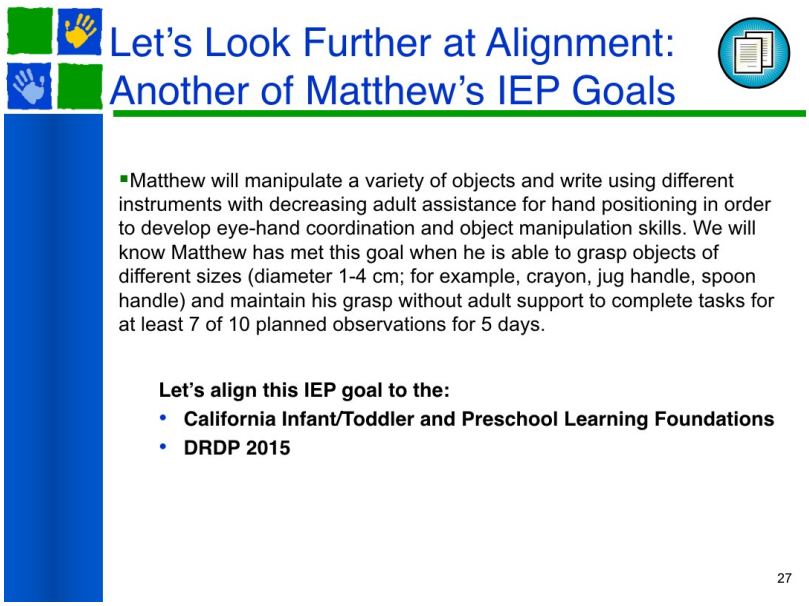
Notes:

An Example: Alignment Universal to Individualized




Let's Look Further at Alignment:
Another of Matthew's IEP Goals
Matthew will manipulate a variety of objects and write using different instruments with decreasing adult assistance for hand positioning in order to develop eye-hand coordination and object manipulation skills. We will know Matthew has met this goal when he is able to grasp objects of different sizes (diameter 1-4 cm; for example, crayon, jug handle, spoon handle) and maintain his grasp without adult support to complete tasks for at least 7 of 10 planned observations for 5 days.
Let's align this IEP goal to the:
California Infant/Toddler and Preschool Learning Foundations
DRDP 2015
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Notes:

Notes:

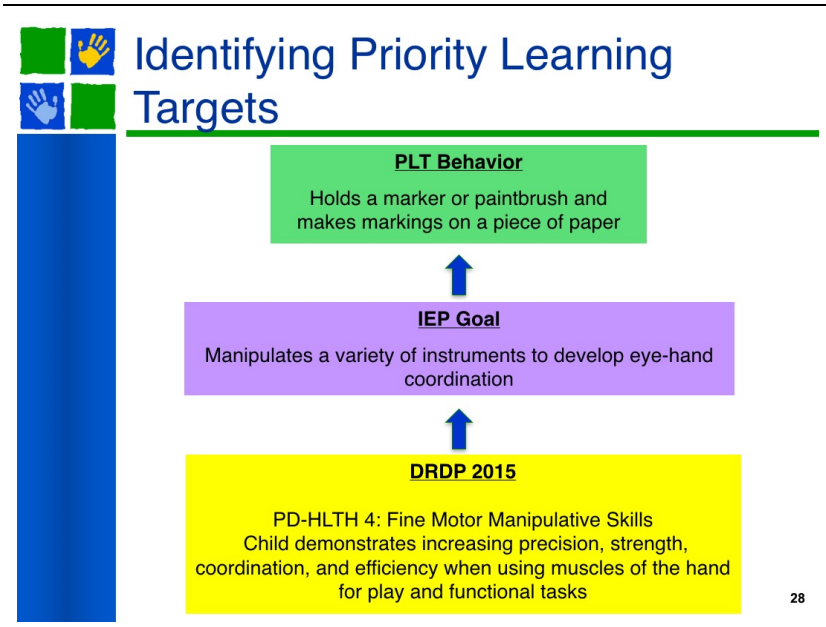
Your Turn

Read through Matthew's IEP goal. Then discuss with a person sitting beside you how the IEP goal is (or is not) aligned with what all California preschool children should know and be able to do.

Matthew will manipulate a variety of objects and write using different instruments with decreasing adult assistance for hand positioning in order to develop eye-hand coordination and object manipulation skills. We will know Matthew has met this goal when he is able to grasp objects of different sizes (diameter 1-4 cm; for example, crayon, jug handle, spoon handle) and maintain his grasp without adult support to complete tasks for at least 7 of 10 planned observations for 5 days.

- ❑ California Infant/Toddler and Preschool Learning Foundations

- ❑ DRDP 2015


Identifying Priority Learning Targets
PLT Behavior
Holds a marker or paintbrush and makes markings on a piece of paper
IEP Goal
Manipulates a variety of instruments to develop eye-hand coordination
DRDP 2015
PD-HLTH 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks
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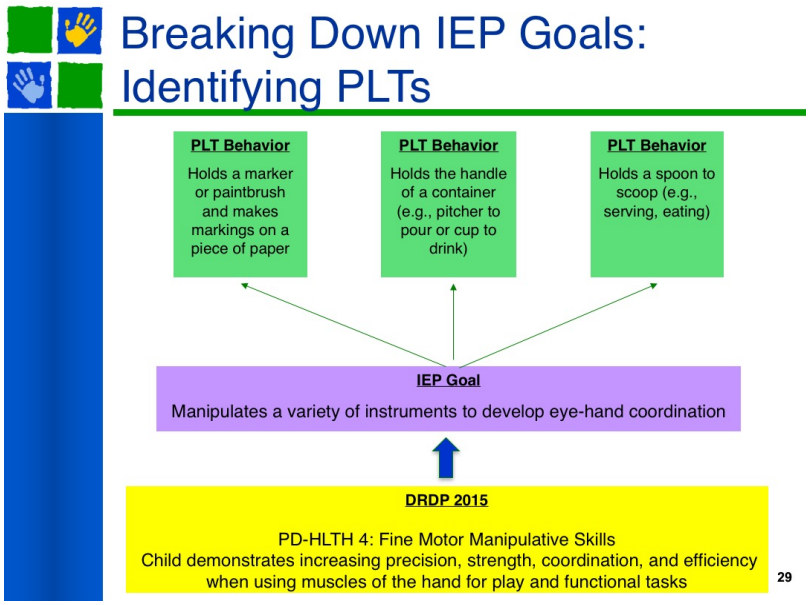
Notes:


Breaking Down IEP Goals: Identifying PLTs
PLT Behavior
Holds a marker or paintbrush and makes markings on a piece of paper
PLT Behavior
Holds the handle of a container (e.g., pitcher to pour or cup to drink)
PLT Behavior
Holds a spoon to scoop (e.g., serving, eating)
IEP Goal
Manipulates a variety of instruments to develop eye-hand coordination
DRDP 2015
PD-HLTH 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks
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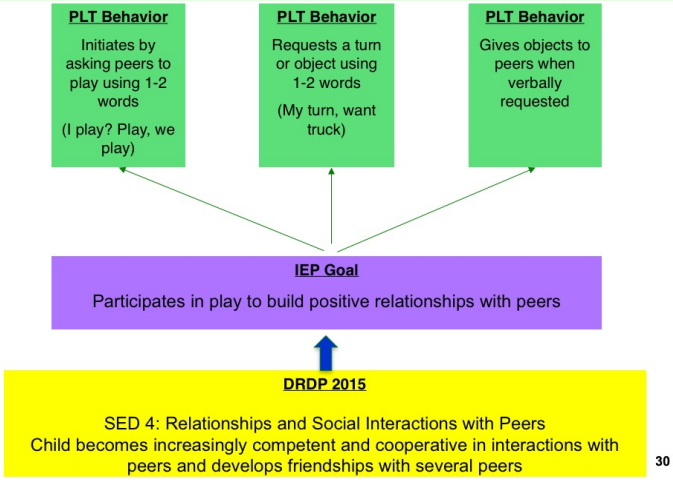
Notes:

Breaking Down IEP Goals: Identifying PLTs



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Notes:

Your turn: Break it Down

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

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Notes:

Breaking it Down for Matthew

Some IEPs only have goals. Some IEPs might have goals and objectives or benchmarks. Often the goals and objectives are written so they are not immediately teachable. They might be too complex and need to be made into more teachable parts.

When breaking down goals, it is important to consider the child's current phase and pace of learning. Think about what you have observed in the classroom related to the behavior or skill, then identify what teachable step will support the child to make progress towards the annual goal.

Below are two examples of IEP goals that are rather large and need to be broken down into more teachable steps, which will become part of a priority learning target.

<table>
<tr><th>IEP Goal</th><th></th></tr>
<tr><td rowspan="3">During routine classroom activities, Matthew will spontaneously produce 3-word utterances to express a variety of communicative intentions including recurrence (more juice please), description (big blue ball), and agent-action-object relations (you push truck) when requesting or labeling with adults or peers. Matthew will demonstrate at least 3 examples from each category (recurrence, description, agent-action-object) during a language sample collected over 2 data collection days.</td><td>1)</td></tr>
<tr><td>2)</td></tr>
<tr><td>3)</td></tr>
</table>

Let's try to break it down for Matthew

Break down the IEP goal into teachable "one-step" skills that Matthew could acquire in 2-3 weeks with intentional embedded instruction from Ms. Cheryl and her team.

IEP Goal	
Matthew will **manipulate a variety of objects and write using different instruments** with decreasing adult assistance for hand positioning in order to develop eye-hand coordination and object manipulation skills. We will know Matthew has met this goal when he is able to grasp objects of different sizes (diameter 1-4 cm; for example, crayon, jug handle, spoon handle) and maintain his grasp without adult support to complete tasks for at least 7 of 10 planned observations for 5 days.	1)
	2)
	3)

Embedded Instruction for Early Learning
Tools for Teachers

Activity Focused Assessment

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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 learning targets for embedded instruction.

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Notes:

Activity-Focused Assessment: Two Levels

Activity Analysis

- Examine classroom activities to identify characteristics, expectations, and **learning opportunities for <u>all children</u>**

Child-Focused Activity Analysis

- Observe a child while he/she is engaged in an activity to help identify **priority skills**

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Notes:

Activity Analysis

- Activity Characteristics
  - Whole group, small group, or individual
  - Structured → Unstructured
  - Teacher-directed → Child-initiated
  - Active → Passive
  - Novel → Routine
  - Social → Materials-oriented
- Activity "Expectations"
  - What do children need to know or be able to do to be engaged meaningfully in the activity?

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Notes:

Child-Focused Activity Analysis

- Provide authentic information about the child's skills in ongoing activities, routines, and transitions
- Observe the child's strengths and needs within activities
- Use to determine priority learning targets

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Notes:

Conducting an Activity-Focused Assessment

Activity Analysis			Child-Focused Activity Analysis	
Activity	Activity Characteristics	Activity Expectations	Child Strengths in Activity	Skills/Behaviors To Target for Instruction
Clean-Up				
Free Play				
Large Group				
Etc.				

Assessment → Priority Learning Target

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Notes:

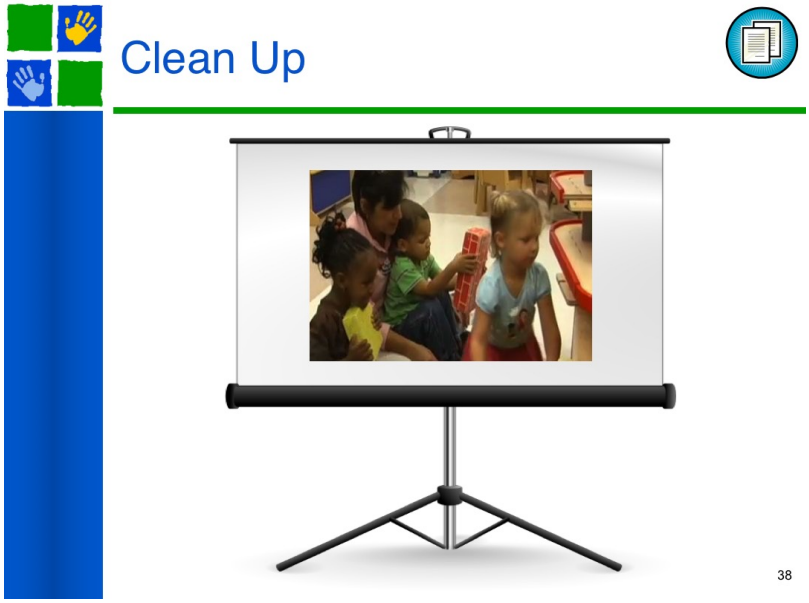
Embedded Instruction for Early Learning

Activity-Focused Assessment

Teacher ID: _____ Child ID: _____ Date: _____

Activity Analysis			Child-Focused Activity Analysis	
Activity	**Activity Characteristics**	**Activity Expectations**	**Child Strengths**	**Skills/Behaviors To Target for Instruction**

Embedded Instruction for Early Learning: Module 2 What to Teach (Fall, 2017)
Development of this form was supported, in part, by work completed for Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (R324A150076). The opinions expressed are those of the authors, not the funding agency, and no official endorsement should be inferred.



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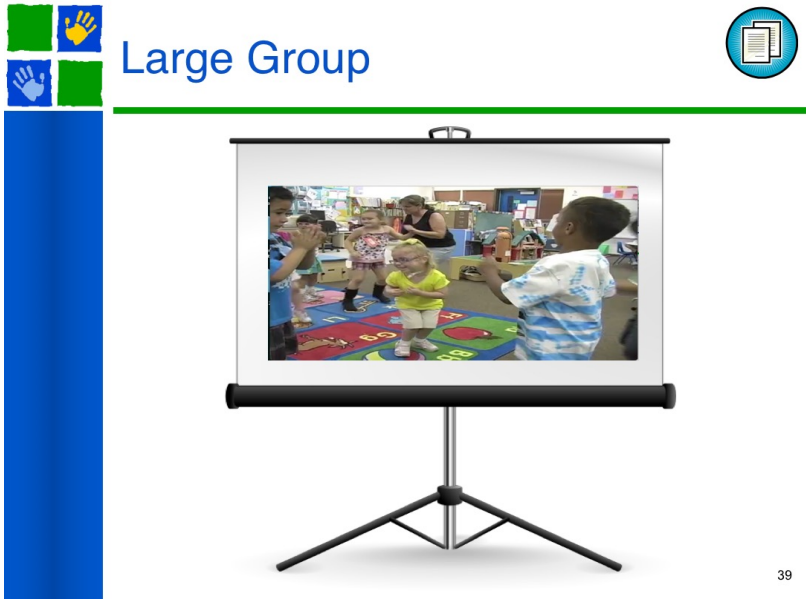

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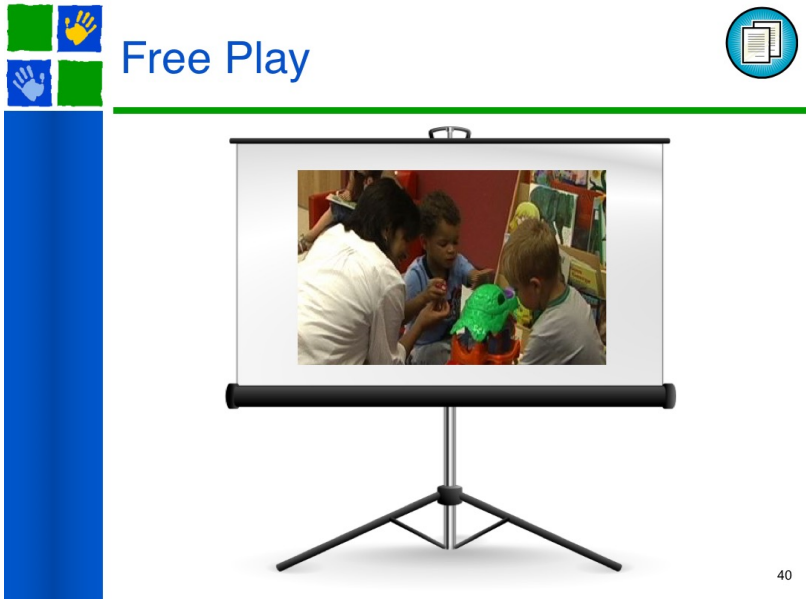
Free Play
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Notes:


Embedded Instruction
for Early Learning
Tools for Teachers
Writing Quality
Priority Learning
Targets
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Notes:

Domains of Quality Priority Learning Targets

- **Behavior Statement**
  Priority learning target specifies a specific action the child will do, including exemplars
- **Observable and Measurable**
  Skill is observable so that it can be counted, timed, or described; the conditions and the criteria for child performance are described
- **Developmentally Appropriate**
  Priority learning target skill and materials are age-appropriate, individually appropriate, and culturally relevant

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Notes:

Domains of Quality Priority Learning Targets (continued)

- **Functional and Aligned**
  Child performance of the skill is needed for engagement in important aspects of daily activities, routines, and transitions (i.e., access, participation, and membership)
- **Generative**
  Child performance of the skill is useful, adaptable, and portable across settings, people, materials, and events

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Notes:

Writing Priority Learning Targets

(1) Learner	Matthew will
(2) Behavior	initiate interactions with peers using 1-2 words (e.g., I play?, play, we play)
(3) Conditions	following an adult model
(4) Activities	during centers and outdoor play
(5) Criterion	on 3 occasions each day for 3 consecutive days.

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Notes:

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	
(5) Criterion	

Stages of Learning
- *Acquisition*
- *Fluency*
- *Generalization*
- *Maintenance*
- *Adaptation*

45

Notes:

Conditions

(1) Learner

(2) Behavior

(3) Conditions

(4) Activities

(5) Criterion

Focus on supports that will help the child do the skill or behavior without "over-helping"

Type of Assistance
- *People*
- *Materials*
- *Level of support*

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Notes:

Activities

(1) Learner

(2) Behavior

(3) Conditions

(4) Activities

(5) Criterion

Activity "Fit"
- *Is this a time when all children are using the skill?*
- *Could the skill enhance the child's engagement and participation in the activity?*

Focus on activities in which the child might be expected to use the skill or behavior (i.e., natural or logical activities)

47

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 indicates the child can do the skill or behavior as specified in the priority learning target

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Notes:

Priority Learning Target Quality Checklist

Embedded Instruction for Early Learning

Priority Learning Target (PLT) Quality Checklist

Instructions: Rate the quality of your four priority learning targets (PLT) by using the checklist below. Rate one target at a time by reading each indicator and then circle "yes" (if your PLT meets the indicator) or "no" (if your PLT does not meet the indicator) in the box provided. There is space to rate four priority learning targets. Refer to the Module 2 *Workbook and Practice Guide* for examples of priority learning targets that meet these indicators.

	Indicator	PLT 1	PLT 2	PLT 3	PLT 4
Behavior	1. Does the priority learning target include a **specific action** the child will do (i.e., behavior)?	YES NO	YES NO	YES NO	YES NO
	2. Can the priority learning target behavior be **counted or measured** (i.e., observable and measurable)?	YES NO	YES NO	YES NO	YES NO
	Self-Check: If you answered "no" to #1 or #2, revise the learning target behavior to include a **specific action** you can hear or see the child do and that can be counted.				
	3. Is the priority learning target **appropriate for same-aged peers who do not have disabilities** (i.e., developmentally appropriate)?	YES NO	YES NO	YES NO	YES NO
	4. Is the skill **aligned** with early learning foundations, curriculum objectives, and the child's IEP goals?	YES NO	YES NO	YES NO	YES NO
	5. Is the skill **useful, adaptable, and portable across settings, people, materials, or events** (i.e., generative)?	YES NO	YES NO	YES NO	YES NO
Conditions	6. Does the priority learning target specify **what level of support** the child will need to demonstrate the behavior (i.e., conditions)?	YES NO	YES NO	YES NO	YES NO
Activities	7. Does the priority learning target specify **the activities during which** the skill will be taught (i.e., activities)?	YES NO	YES NO	YES NO	YES NO
Criterion	8. Does the priority learning target **include a statement indicating when or how you will know the child has achieved it** (i.e., how much? how often, or how long?)?	YES NO	YES NO	YES NO	YES NO
Final Self-Check: After answering "yes" to #1 and #2 for each of the four priority learning targets, if you still have any "no's" for a PLT, consider revising that target.					

Embedded Instruction for Early Learning: California Pilot Project Coach Manual Version 2.0 (September, 2016).
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- Learner
- Behavior
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- Conditions
- Activities
- Criterion

Matthew will initiate interactions with peers using 1-2 words (e.g., I play?, play, we play) following an adult model during centers and outdoor play on 3 occasions each day for 3 consecutive days.

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Notes:

- Learner
- Behavior
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- Conditions
- Activities
- Criterion

Matthew will independently move objects or himself in relation to another object or location (e.g., can you put the pencil on top of the paper?) when asked during circle, centers, and meals for 10 times each day for three consecutive days.

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Notes:

- Learner
- Behavior
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- Conditions
- Activities
- Criterion

Matthew will independently move objects or himself in relation to another object or location (e.g., can you put the pencil on top of the paper?) when asked during circle, transitions, and meals for 10 times each day for three consecutive days.

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Notes:

- Learner
- Behavior
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- Conditions
- Activities
- Criterion

Matthew will independently move objects or himself in relation to another object or location (e.g., can you put the pencil on top of the paper?) when asked during circle, transitions, and meals for 10 times each day for three consecutive days.

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Notes:

- **Learner**
- **Behavior**
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- **Conditions**
- **Activities**
- **Criterion**

Matthew will independently move objects or himself in relation to another object or location (e.g., can you put the pencil on top of the paper?) when asked during circle, transitions, and meals for 10 times each day for three consecutive days.

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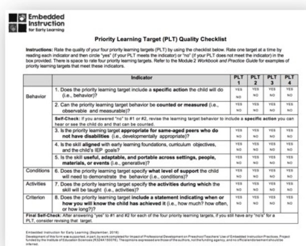
Notes:

Rate and Revise

- Use the checklist to rate the quality of the priority learning target
- Revise the target so that it meets all of the quality indicators



Embedded Instruction for Early Learning

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	2. Can the priority learning target behavior be **counted or measured** (i.e., observable and measurable)?	YES NO	YES NO	YES NO	YES NO
	Self-Check: If you answered "no" to #1 or #2, revise the learning target behavior to include a **specific action** you can hear or see the child do and that can be counted.				
	3. Is the priority learning target **appropriate for same-aged peers who do not have disabilities** (i.e., developmentally appropriate)?	YES NO	YES NO	YES NO	YES NO
	4. Is the skill **aligned** with early learning foundations, curriculum objectives, and the child's IEP goals?	YES NO	YES NO	YES NO	YES NO
	5. Is the skill **useful, adaptable, and portable across settings, people, materials, or events** (i.e., generative)?	YES NO	YES NO	YES NO	YES NO
Conditions	6. Does the priority learning target specify **what level of support** the child will need to demonstrate the behavior (i.e., conditions)?	YES NO	YES NO	YES NO	YES NO
Activities	7. Does the priority learning target specify **the activities during which** the skill will be taught (i.e., activities)?	YES NO	YES NO	YES NO	YES NO
Criterion	8. Does the priority learning target **include a statement indicating when or how you will know the child has achieved it** (i.e., how much? how often, or how long?)?	YES NO	YES NO	YES NO	YES NO
Final Self-Check: After answering "yes" to #1 and #2 for each of the four priority learning targets, if you still have any "no's" for a PLT, consider revising that target.					

Embedded Instruction for Early Learning (September, 2016)

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Notes:

Rate and Revise

Use the *Priority Learning Target Quality Checklist* to rate the priority learning target. Then, revise the target to meet all of the quality indicators.

Priority Learning Target	Revised Priority Learning Target
Matthew will demonstrate understanding of positional concepts (e.g., on, under, beside) during circle time and centers for four opportunities on three consecutive days.	
Matthew will refrain from taking toys from peers at center time for 4 out of 5 days a week.	

Different Categories of Behaviors

- **Discrete behaviors**
  - Name a color
  - Count objects
  - Name objects
- **Response class behaviors**
  - Make a request
  - Follow directions
  - Imitate peers
- **Chains of behavior**
  - Wash hands
  - Complete steps in morning arrival routine
- **Dispositions**
  - Being curious
  - Being flexible

Try discrete and response class behaviors first.

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Notes:

Priority Target Pitfalls

- Behaviors that happen too often throughout the day to be systematic and intentional embedded instruction trials
  - "Wh" questions – what kind and how many
  - Following directions – when, where, and with whom, and what is the behavior
- Describing what the child should not do
  - Transition without hitting
  - Not calling out
- General expectations
  - Be safe
  - Be a good friend
  - Take turns

Does not describe a specific action the child will do

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Notes:

Strengthening the PLT Behavior Statement

Behavior	PLT Behavior Statement
Child will answer "WH" questions	Child will answer "what" questions by labeling objects and pictures
	Child will answer "where" questions when provided with a choice of two locations
	Child will answer "when" questions by pointing or saying the name of an activity when shown a visual schedule and asked "When do we _____?"

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Notes:

Strengthening the PLT Behavior Statement

Behavior	PLT Behavior Statement
Follow 1-step directions	Child will follow 1-step directions (e.g., hang up backpack, put folder in basket) following a peer model during morning arrival and afternoon dismissal.
	Child will follow a 1-step direction to clean-up objects (e.g., put cup in trash, put toy on shelf) during meals and centers.

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Notes:

More Priority Target Pitfalls

- Participation, Engagement, and Attention
  - Engage with peers for 5 minutes
  - Participate in small group
  - Pay attention at the carpet
  - Remain in a center for 4 minutes

Not observable and measureable

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Notes:

Strengthening the PLT Behavior Statement

Behavior	PLT Behavior Statement
Engage with peers by taking turns	Child will make 2-word requests to peers for classroom objects (e.g., want car, blue ball)
	Child will give objects to peers when requested
	Child will share by exchanging or trading 2 objects with a peer during group games and centers

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Notes:

Revising Priority Learning Targets

- Select a PLT you brought to the workshop
- See if the PLT needs to be broken down to create smaller targets
- Revise or write one PLT using the *PLT Planning Form* or *PLT Quality Checklist*

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Notes:

Notes:

Practice Writing a Priority Learning Target

First, select an IEP goal you brought with you or a priority learning target (PLT) you wrote during the Module 1 Overview Webinar. Review the goal or target and confirm that the skill or behavior you have identified does not contain any of the pitfalls associated with priority learning targets. If your IEP goal or PLT does contain a pitfall consider the strategies we've discussed for revising the priority to make it a stronger behavior statement.

Next, decide if the skill or behavior you identified is small enough to be acquired in 2-3 weeks. If you have already identified a "one-step" skill that you believe the child can acquire in 2-3 weeks and is appropriate for the child's phase and pace of learning, you can skip this step.

Goal:	1.
	2.
	3.

Third, use the *Priority Learning Target Planning Form* and the *Priority Learning Target Quality Checklist* to write or revise a priority learning target for one of your target children.

Embedded Instruction for Early Learning

Priority Learning Target Planning Form

Teacher: _____ Child: _____ Date: _____

Behavior	What is the priority learning target behavior (e.g. Use 2 word phrases to request help)? _____ _____ 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 learning foundation is aligned to this target? _____ What curriculum objective(s) (e.g., Teaching Strategies©) 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)? _____ 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 **COMPLETE** priority learning target: _____ _____

Embedded Instruction for Early Learning: Module 2 What to Teach (Fall, 2017)
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Summary – Key What to Teach Practices!

1. Obtain information about children's strength and needs in activities, routines, and environments (activity-focused assessment) to inform learning priorities.
2. Break down larger goals to identify the behavior or skills one or two steps ahead of what the child can currently do.
3. Identify learning priorities I would like the child to achieve in the next few weeks and align with IEP goals and the general preschool curriculum.
4. Write developmentally appropriate, functional and aligned, generative, observable and measurable (i.e., conditions and criteria specified) **priority learning targets**.

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Notes:

Review and Wrap up

- Identify and align PLTs with the curriculum, IEP goals, and DRDP 2015
- Conduct activity-focused assessment
- Write high-quality PLTs
- Begin to think about times and activities that are a good "fit" for embedded instruction
- Try to provide a few embedded learning opportunities for the behaviors or skills you identified in your priority learning target

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Notes:

Working with Your Coach

- ✓ Practice implementing 1 PLT with each child
- ✓ Work with your coach in Session 1 to refine and develop additional PLTs
- ✓ Explore the Embedded Instruction Website

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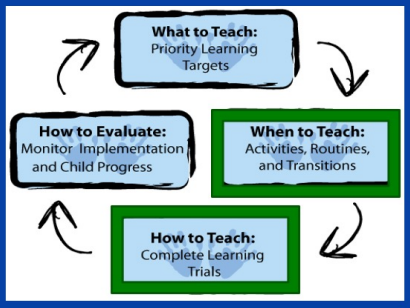
Notes:

Embedded Instruction for Early Learning

Tools for Teachers

Up next
When to Teach
and
How to Teach



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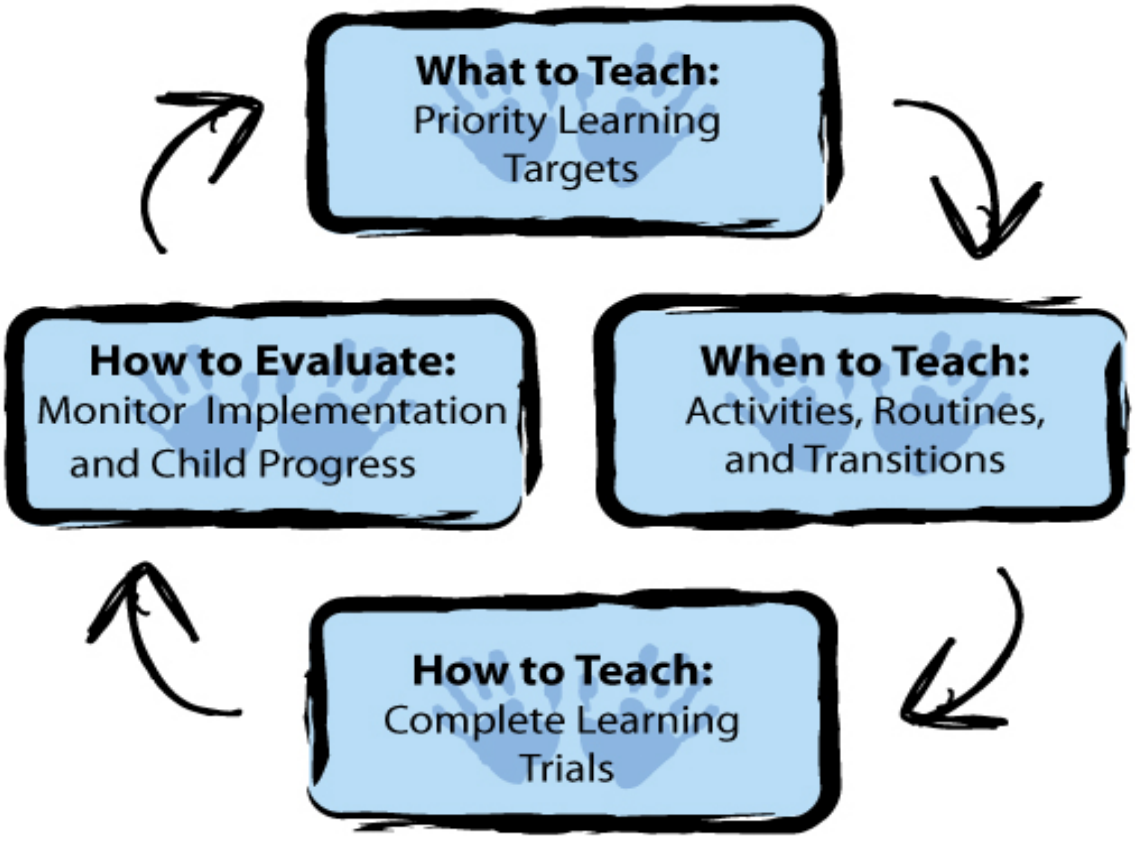
Notes:

Practice Guide Introduction

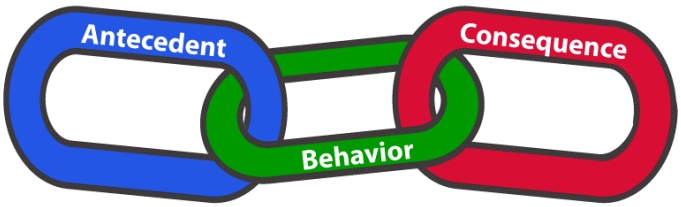
Key Components of Embedded Instruction

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'. The key element of What to Teach is identifying priority learning targets. High-quality priority learning targets 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:

- ✓ Define and describe embedded instruction.
- ✓ Identify and write priority learning targets that are developmentally appropriate, functional and aligned, generative, and observable and measureable.

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

1. Define and describe 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.* To identify when to embed instruction, we must consider what the child knows or can do with respect to what the child needs to learn or do to participate meaningfully in activities, routines, and transitions. We must also consider the developmentally appropriate tasks that are part of these activities, routines, and transitions.

Our approach to embedded instruction emphasizes the use of complete learning trials (i.e., antecedent, behavior, and consequence) to ensure that sufficient, systematic, and intentional learning opportunities are provided in the context of everyday activities, routines, and transitions so the child learns skills that will support access, participation, and membership in early learning instructional contexts (Snyder, Hemmeter, McLean, Sandall, & McLaughlin, 2013).

2. 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 the learning foundations, 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.

Getting Started

Embedded Instruction is an Evidence-Based Practice

Embedded instruction is a recommended and evidence-based practice in early childhood. As part of our project, we reviewed the existing research on embedded instruction. We found 43 studies had been conducted in preschool settings focused on embedded instruction approaches (Snyder et al., 2015). Two hundred eleven (211) children participated in these studies and 98% of these children learned new skills when instruction was embedded during classroom activities, routines, or transitions.

Research and practice tell us that the use of embedded instruction can:

- Maximize children's motivation by considering their interests and preferences
- Maximize children's learning by teaching the skills where and when they are needed
- Help children master, maintain, and adapt the skills/behaviors they learn
- Promote generalization of learned skills/behaviors across people, activities, and materials

We know embedded instruction can work. Here is some of what we know from the embedded instruction research literature.

1. Embedded instruction is effective for teaching a variety of valued skills to young children.

2. A variety of intentional and systematic instructional strategies have been used effectively to provide embedded instruction.

3. Embedded instruction seems to enhance children's generalization of skills.

4. Teachers assess embedded instruction favorably.

5. Teachers differ in the extent to which they can apply embedded instruction in their activities and classrooms.

The list of the 43 studies we reviewed related to embedded instruction is included in the reference list at the end of this practice guide.

Embedded Instruction is a Recommended Practice

Embedded instruction is a recommended practice according to the Division for Early Childhood's Recommended Practices (DEC, 2014). Recommended practices were identified through a review of the research literature and in conjunction with the professional knowledge and wisdom of the field. The specific recommended practice that is relevant to *Tools for Teachers* is as follows:

Recommended Practice INS5:

> Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities (DEC, 2014).

The key teaching practices associated with embedded instruction are also aligned with a number of other DEC Recommended Practices related to instruction and assessment. The DEC Recommended Practices are available online at the following web address:

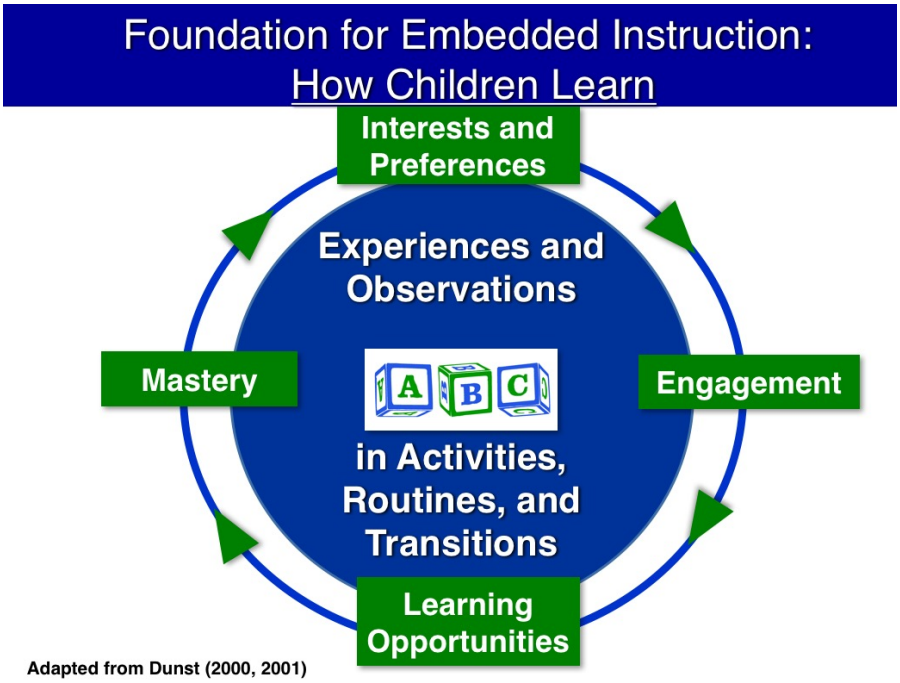
http://www.dec-sped.org/dec-recommended-practices

DEC Recommended Practices

Embedded instruction supports children's learning during everyday activities and routines through the teachers' use of intentional and systematic instructional procedures.

How Does Embedded Instruction Promote Learning?

The everyday experiences of young children can either promote or impede learning and development (Bronfenbrenner, 1992; Hobbs, 1967). Research shows that young children's learning and development is more meaningful when everyday activities are the foundation for learning opportunities.



As the figure shows, children's interests in everyday activities engage them in social and nonsocial interactions, which provide them opportunities to practice skills and learn new behaviors. Repeated practice leads to mastery. Increased mastery, in turn, strengthens children's interests, setting the learning cycle into motion once again.

Children with disabilities may need additional support for engagement, learning opportunities, and mastery within the context of everyday learning activities. To provide this additional support, we can use a variety of intentional and systematic instructional procedures to implement complete learning trials. By doing so, we ensure intentional, sufficient, and systematic instruction within and across everyday activities, routines, and transitions.

Complete Learning Trials
ensure *intentional* and *systematic* instruction
within and across everyday activities, routines, and transitions.

Why Use Embedded Instruction?

Embedded instruction is used to meet children's needs by providing opportunities to learn and practice important skills in meaningful contexts. Instruction can occur during ongoing classroom activities, routines, and transitions as part of the curriculum for all children.

Key features of embedded instruction:

- Addresses functional skills – skills that young children need to learn to support their access, participation, and membership in an early learning classroom
- Teaches skills in context – skills are taught in the contexts in which they are needed
- Teaches within and across activities, routines, and transitions
- Uses "authentic" activities and materials to support learning
- Uses intentional and systematic instruction

Embedded instruction is useful during each <u>phase of learning</u>:

- ✓ **Acquisition-** Learning a new skill
- ✓ **Fluency-** Gaining the ability to perform a skill in a continuous or fluid way
- ✓ **Maintenance-** Using the same skill over time
- ✓ **Generalization-** Using learned skills or behaviors across different settings, people, times, activities, or materials
- ✓ **Adaptation-** Using elements of previously learned skills that can be adapted to new demands and situations

Key benefits of embedded instruction:

- Maximizes children's motivation by considering their interests and preferences
- Maximizes children's learning by teaching in settings where and when the skills are needed
- Helps children master, maintain, and adapt the skills/behaviors they learn
- Promotes generalization of learned skills/behaviors across people, activities, and materials

How Do I Get Started with Embedded Instruction?

Anyone can use embedded instruction. Throughout this professional development, you will gain the knowledge and experience you need to use embedded instruction successfully in your classroom. It is likely you are already using some of the key embedded instruction practices. This professional development has been designed to help you learn about and use all the key embedded instruction practices and to ensure you provide a sufficient number of embedded learning opportunities for young children across classroom activities, routines, and transitions.

We recommend you use this practice guide and the practice guides that accompany subsequent modules to help support your implementation of embedded instruction. To get started, select a child in your classroom and begin!

First, you will need to make decisions about **'What to Teach'.**

- Use this guide to ensure your IEP goals or priority learning targets are linked with the learning foundations and the general preschool curriculum.
- Use this guide to identify learning targets that are developmentally appropriate, functional and aligned, generative, observable and measurable.
- You will learn more about this during Module 2: What to Teach (this Module!).

Second, you will need to make decisions about **'When to Teach'**.

- Use this guide to start building an embedded instruction activity matrix by identifying key activities, routines, and transitions in your daily classroom schedule.
- You will learn more about this during Module 3: When to Teach and How to Teach.

Third, you will need to make decisions about **'How to Teach'**.

- Use this guide to learn about intentional and systematic instructional procedures and complete learning trials.
- You will learn more about this during Module 3: When to Teach and How to Teach.

Finally, you will need to make decisions about **'How to Evaluate'**.

- Think about how you collect data on children's learning in your classroom.
- You will learn more about this during Module 4: How to Evaluate.

What to Teach

Developmentally appropriate, functional and aligned, generative, observable and measurable priority learning targets

What to Teach: Key Practices

1. Obtain information about children's strength and needs in activities, routines, and environments (activity-focused assessment) and use it to inform learning priorities.

2. Break down larger goals to identify the behavior or skill one or two steps ahead of what the child can currently do.

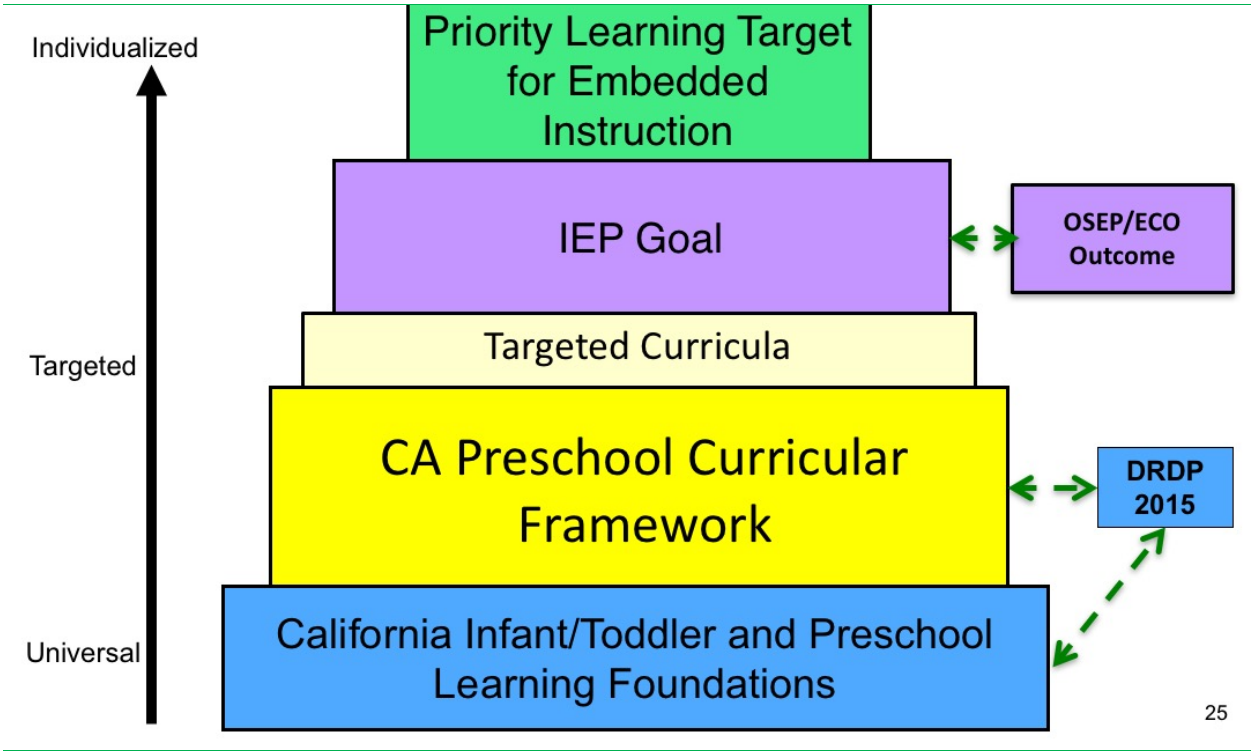
3. Identify learning priorities I would like the child to achieve in the next few weeks and align with IEP goals and general preschool curriculum.

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

Strengthening the Link between the Early Learning Foundations, General and Targeted Curricula, IEP Goals, and Priority Learning Targets

Teachers, other team members, and families systematically identify everyday activities, routines, and transitions in the classroom and at home, and the developmentally appropriate tasks that are part of them.

Consideration is given to ***what the child knows or can do*** and ***what the child needs to learn or do to participate meaningfully*** in these naturally occurring activities, routines, and transitions.

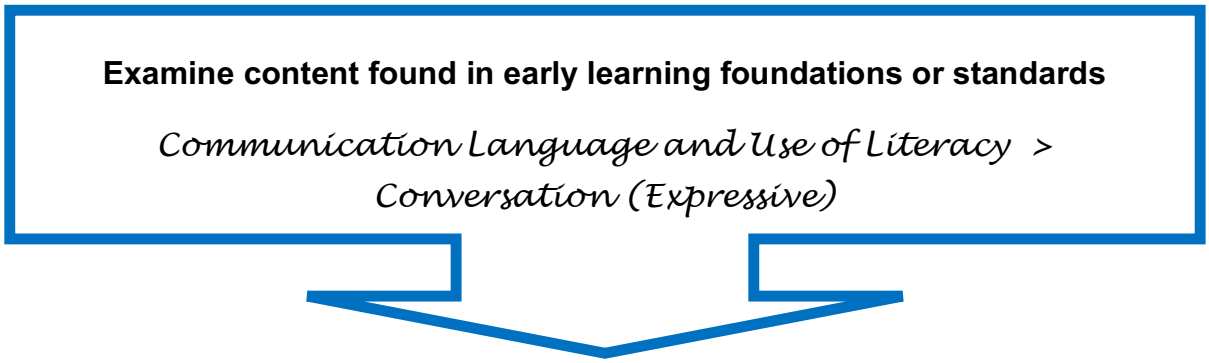


When getting started with embedded instruction, it is important that the child's priority learning targets align with universal learning foundations.

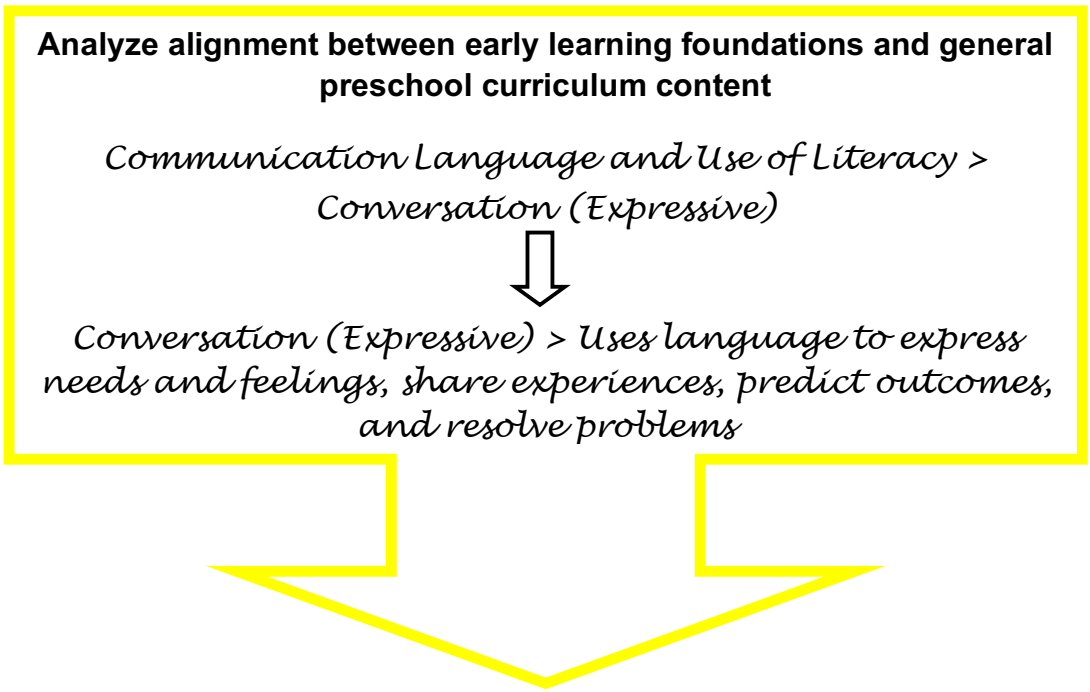
What children should know or what they should do is often reflected in early learning foundations and early childhood curricula. What all children need to learn to participate meaningfully in everyday activities, routines, and transitions informs the development of individualized goals or priority learning targets for children with special learning needs.

Let's Walk Through this Process

Step 1: What is it that we believe all young children should know or be able to do? Your state, school district, or early learning program is likely to have learning foundations or standards.



Step 2: Use early learning foundations or standards to identify how the content of your general preschool curriculum aligns with this content. You may be using a commercial general preschool curriculum or a locally developed one.



Step 3: What targeted curricular content are you focusing on with children in your classroom during the on-going activities, routines, and transitions?

Identify how targeted curricular content relates to the general curriculum and early learning foundations

Conversation (Expressive) > Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems

⇩

Ladders to Literacy ©

Step 4: Review the child's individualized educational program (IEP) to identify the child's strengths and needs identified by the team. Identify how curricular content individualized for a child aligns with or links to the general or targeted curricular content

Link to IEP content

Increase expressive communication skills

Step 5: Consider steps 1 through 4 above and write a developmentally appropriate; functional and aligned; generative; and observable and measurable priority learning target for the child that aligns or links to classroom curricular content.

Priority Learning Target for Child

The child will use 2-3 word phrases independently to request objects, people, or materials with at least 2 adults and 2 peers across a variety of classroom activities on at least 2 occasions each day for 5 consecutive days.

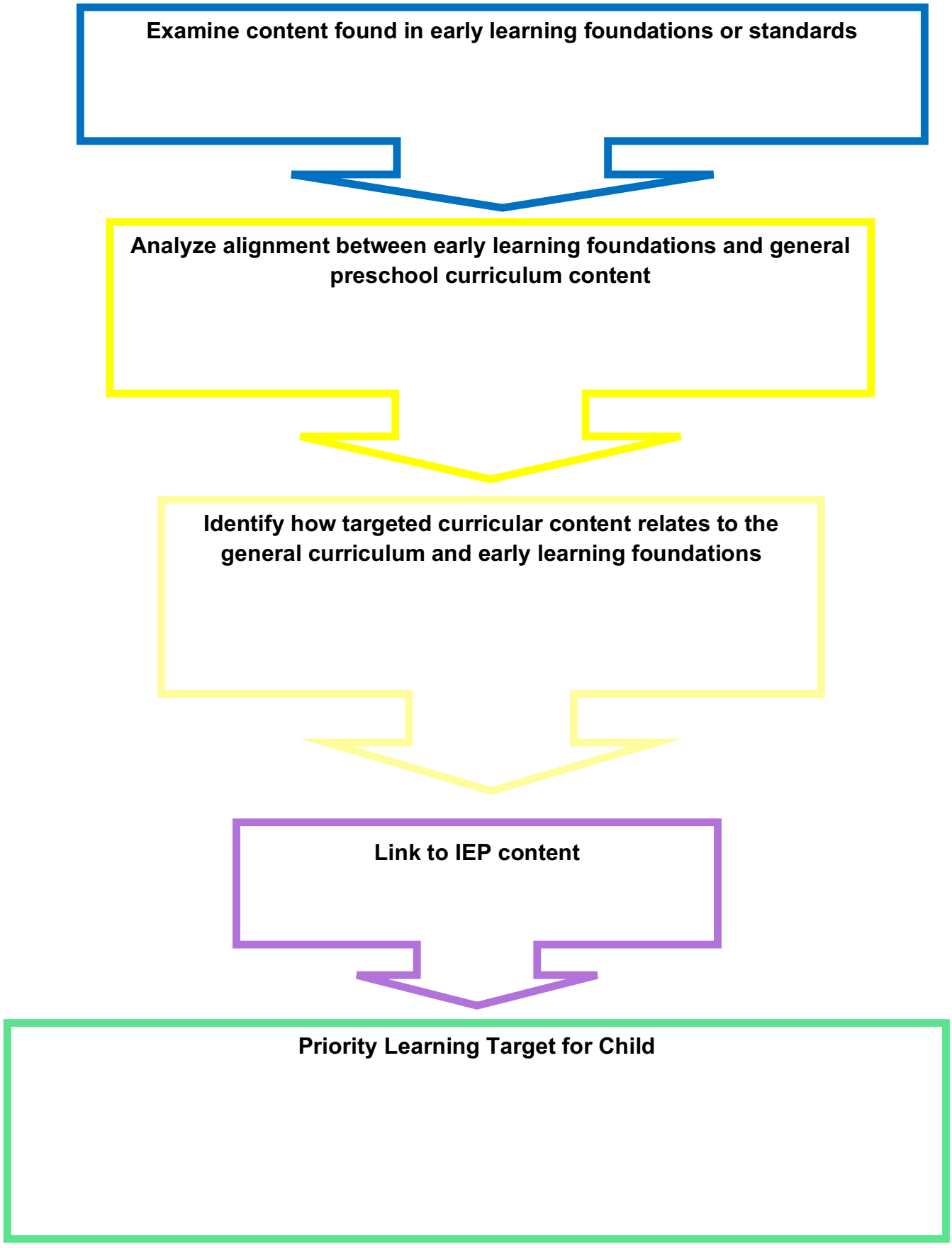

Examine content found in early learning foundations or standards
Analyze alignment between early learning foundations and general preschool curriculum content
Identify how targeted curricular content relates to the general curriculum and early learning foundations
Link to IEP content
Priority Learning Target for Child

Illustration: Painting a Rainbow

Embedding Instruction in High-Quality Activities

Below is an example of how to embed instruction for Matthew in a high-quality early learning curricular activity.

Painting a Rainbow: Activity for All Children

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 may observe development on the following Teaching Strategies 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.

TeachingStrategies®

Individualizing “Painting a Rainbow” for Matthew

Here are some of Matthew’s priority learning targets:

Language—Receptive: Following a two-step direction given by an adult (e.g., “Cut and then glue the pieces of paper”), Matthew will respond with adult modeling or partial physical prompting. This will be measured during morning routine, centers, mealtimes, and transitions for 8 out of 10 opportunities each day for 3 consecutive weeks.

Motor—Fine Motor: Matthew will use a paintbrush with an adapted handle to make markings on a page during art or other painting-related activities. Matthew will hold the adapted brush and make at least 5-6 markings during an art activity for 4 consecutive days.

Cognitive—Positional Concepts: 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.

In addition to the learning opportunities outlined in the general curriculum Painting a Rainbow activity, we can also embed opportunities for Matthew to practice his priority learning targets.

Materials: Same as whole-class activity. Provide paintbrushes with adapted handles at every station.

Plan: At the beginning of the activity, hand Matthew his paint smock and say, “Take this smock and put it on.” Observe whether Matthew can complete this task independently; provide positive feedback or assistance as needed.

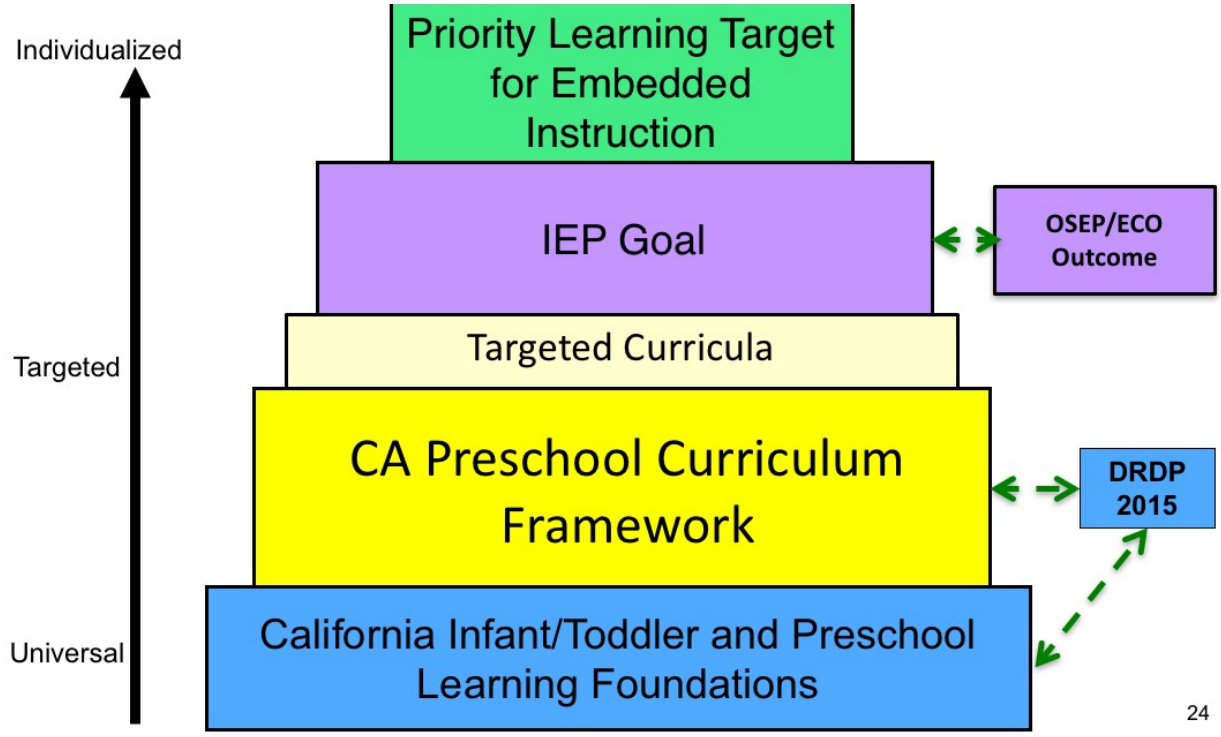
Pair Matthew with another child and have them paint on the same easel together.

After materials have been handed out, ensure Matthew has picked up a paintbrush and is making marks on the paper. Provide positive feedback and support as needed.

During the painting activity, ask Matthew and his partner to paint specific parts of the paper (e.g., top, bottom). Provide an opportunity for Matthew to respond. If Matthew does not respond or responds incorrectly, guide his hand to the correct location and name the location. Provide him with feedback after he responds.

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 the early learning foundations in your state. States sometimes refer to their early learning foundations as standards or benchmarks that articulate what your state has prioritized for 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.

The IEP might contain intermediate objectives or benchmarks, but these may 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 skills. For these types of skills, 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. As you target systematic instruction around one aspect of the larger IEP goal the child may concurrently acquire related skills. It is important to make data-informed decisions about when to move to the next step and what the next step should be based on the child's phase of learning.

Different Ways to Break Down Goals

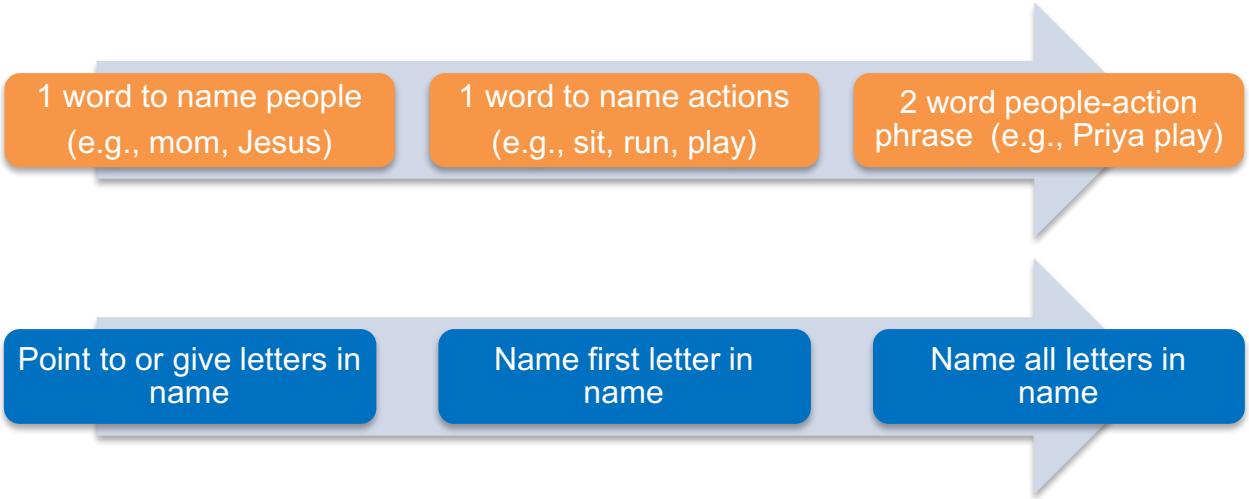
There are different ways you might think about breaking down goals to identify priority learning targets. You might:

✓Break it down by smaller amounts

✓Break it down by providing additional help first

✓Break it down by logical order

The strategy you use to break down the IEP goal will depend on the type of skills addressed. For example, a goal related to expanding expressive vocabulary might be broken down by smaller parts (e.g., phrases of increasingly more words). In contrast, a goal related to a pre-academic skill might be broken down by logical order (e.g., receptive demonstration before expressive demonstration).



1 Use 1 word to request or label

2 Use 2 words to request or label

3 Use 2-3 words to request or label

Goal: Spontaneously use 3 words to request or label.

Break it Down into Smaller Amounts

- In this example, the teacher targeted 1 word requests for the first priority learning target behavior.
- The teacher increased the number of words as the child met the criterion.
- The child is making progress towards using 3 words to request or label.

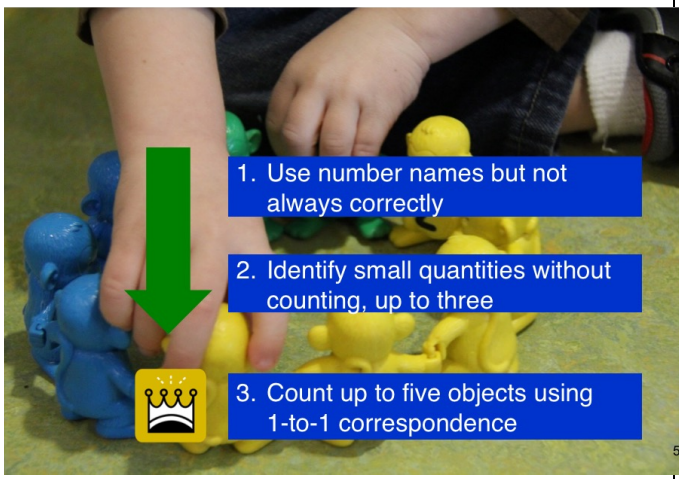
I'll hang up a picture on her cubby and **remind her to hang her backpack**!

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!

Break it Down by Providing and Fading Additional Help

- In this example, the teacher targeted following a 1 step direction for the first priority learning target behavior.
- The teacher decreased her support over time 1) verbal and visual cue, 2) visual cue, 3) "natural cue" or instruction provided to the entire class.



Break it Down by Logical Order

- In this example, the teacher targeted using number names for the first priority learning target behavior, supporting the child to develop new vocabulary.
- Moved logically to naming quantities up to 3 using visual recognition.
- Next the teacher worked on counting up to 5 using 1-to-1 correspondence.

Activity-Focused Assessment

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

Activity Analysis

Activity analysis involves examining your activities with respect to **all** 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?* 2. *What are the activity characteristics?* • *Whole group, small group, or individual* • *Structured → Unstructured* • *Teacher-directed → Child-initiated* • *Active → Passive* • *Novel → Routine* • *Social → Materials oriented* 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?* 2. *What is the **individual child** doing in the activity?* 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

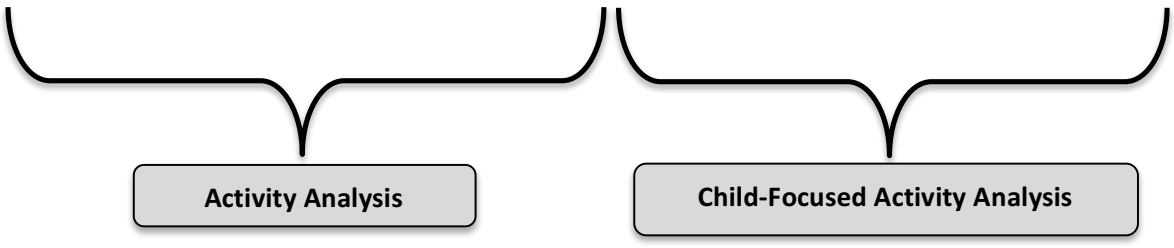
*Use the **Activity-Focused Assessment** form in the Appendix to help you do an activity-focused assessment for a child in your classroom. This form has spaces for you to include 3 different activities. Write the name of each activity in the first column. First, analyze the characteristics, expectations,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

Embedded Instruction for Early Learning

Activity-Focused Assessment

Teacher ID: _____ Child ID: _____ Date: _____

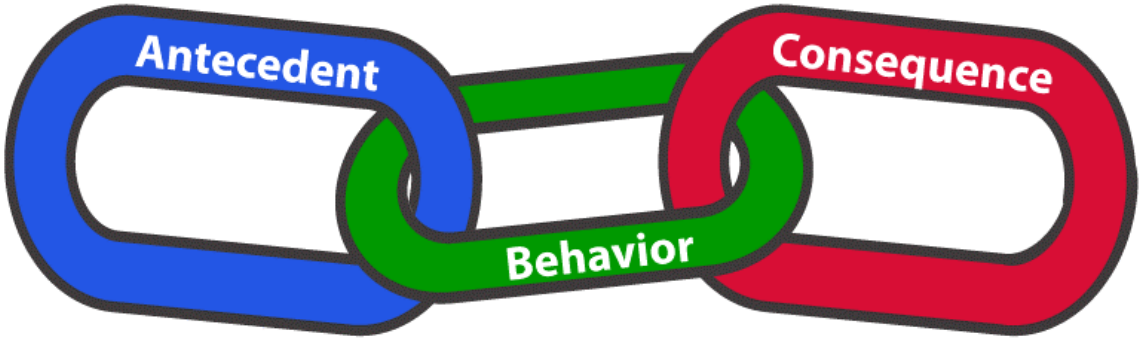
Activity Analysis			Child-Focused Activity Analysis	
Activity	Activity Characteristics	Activity Expectations	Child Strengths	Skills/Behaviors To Target for Instruction



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?”	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 one particular 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 sort of antecedents or consequences might be more effective for that child.

Behaviors or Skills for Embedded Instruction

If you've followed the guidelines for writing quality priority learning targets (developmentally appropriate, functional and aligned, generative, observable and measurable, teachable in everyday instructional 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 in these 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 and practice should be embedded within activities, routines, and transitions.

Note: 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.

Different Categories of Behaviors

Behaviors or skills often are categorized into developmental domains (e.g., language and literacy, social-emotional, cognitive), but in embedded instruction, it is better to think about learning target behaviors or skills in a different way, using four categories:

(1) **discrete behaviors**—single responses of relatively short duration (e.g., name a color, count objects, name objects);

(2) **response class behaviors**— functions that can be fulfilled with a variety of behaviors (e.g., make a request, follow directions, imitate peer);

(3) **chains of behavior**— sequences of behaviors which when combined form a complex skill (e.g., washing hands, completing steps in morning arrival routine); and

(4) **dispositions**— patterns of behavior that are generalizable across settings and time (e.g., being curious, being flexible).

When you are first developing priority learning targets for embedded instruction, we recommend you focus on discrete behaviors or behaviors that are considered a response class.

Source: Wolery, M., & Hemmeter, M.L. (2011). Classroom instruction: Background, assumptions, and challenges. *Journal of Early Intervention*, *33*, 371-380.

One-step Skill (Discrete/Response Class)	Multi-step or "Chained" Skills
• Name objects using one word • Count up to 3 moveable objects • Sort objects by shape • Use 2-3 words to request objects from peers and adults • Give an object to a peer • Sign "help"	• Wash hands (water on, soap, rinse, towel, water off, trash) • Complete steps of transition (clean up, select a visual cue, move to the correct center, and begin to play)

Writing Meaningful Priority Learning Targets

Having priority learning targets that are ***developmentally appropriate; functional and aligned***; ***generative***; can be taught in a variety of ***instructional contexts;*** and ***observable and measurable*** is very important for getting started with embedded instruction.

Behavior Quality Indicators

In the Module 2 workshop, you learned about five of the indicators of quality for priority learning target behaviors or skills.

Observable (specific action) & Measurable	The skill is **observable**, such that it can be counted, timed, or described and the **conditions** and the **criteria** for child performance are described.
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.
Instructional Contexts	The skill can be taught in the **ongoing, naturally occurring activities, routines, and transitions** of the classroom.

When priority learning targets are developmentally appropriate, functional and aligned, generative, teachable in naturally occurring context, and observable and measureable, it is far easier to embed instruction within ongoing classroom activities, routines, and transitions.

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.

Observable (specific action) and measurable priority 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 priority learning target.

→ *Can the* priority 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
— Name objects in play or book-reading activities	— Identify objects in the classroom

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

→ *Is the priority 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 priority learning targets are aligned with the general education curriculum. The behavior that is identified in the priority learning target is meaningful and enables meaningful participation and engagement in everyday activities and leads toward more independence.

→ *Is the priority 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 priority learning targets specify how the behavior can be embedded across activities and settings. For most children, priority learning targets should address a class of responses rather than a single, tiny skill.

→ *Is the priority learning target useful, adaptable, and portable across different settings, different people, different materials, and/or different events?*

Examples	Non-examples
— Tells whether a substance is a food or non-food substance during daily activities, routines and transitions	— Points to the correct choice when shown a field of two objects to distinguish food from non-food substances
— Greets familiar adults when entering a new activity or location	— Greets 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

Instructional Contexts reflect how the behavior will be used in natural or everyday situations. For the most part, it is preferable for the behavior to be easily taught intypical activities, routines, and transitions in the classroom.

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

Examples	**Non-examples**
— Point to or give colored objects	— Count to 50 *(It is unlikely that you would have multiple opportunities to count up to 50 in a preschool classroom)*
— Use 2-3 words to make a request for objects (e.g., I want milk, want car, ball my turn)	— Say the /th/ sound when presented with pictures cards in speech *(This target specifies that the child will demonstrate the behavior by making an isolated sound in speech rather than naming objects in the natural environment)*
— Use 1-2 words to greet peers (e.g., hi, hello, good morning, hi Kemoni)	— Complete worksheet with one-on-one support at teacher table *(Worksheets are not developmentally appropriate for most preschool children and in this example the child is completing the worksheet individually outside of the ongoing classroom activities)*

These questions can be a guide when writing priority learning targets:

Observable and Measurable

- ✓ Can the skill/behavior be seen or heard?
- ✓ Can I count or measure the occurrence of the behavior?
- ✓ What will the *child do*… to what *level/degree*…under what *conditions*?

Developmentally Appropriate

- ✓ Is the skill one that same-aged peers would need to participate in everyday activities, routines, and transitions?
- ✓ Is the skill in the child's "zone"—not too easy and not too hard for the child to do?

Functional and Aligned

- ✓ Does the skill improve the child's ability to *participate* in the activity?
- ✓ Does the skill increase the child's *independence* in the activity?
- ✓ Is the skill necessary for the completion of daily activities?
- ✓ Does the child *interact* with peers to complete the skill or task?

Generative

- ✓ Is it clearly stated that the skill will be used across settings, activities, people, materials, and events?
- ✓ Is the skill described in terms of a generic response?
- ✓ Is the performance of the skill *useful, adaptable,* and *portable*?

Instructional Contexts

- ✓ Can the behavior or skill be taught in a variety of naturally occurring activities, routines, and transitions?
- ✓ Does the priority learning target specify the activities, routines, or transitions where the child will demonstrate the skill?

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 what to teach the child, 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 1 Overview Webinar, you were introduced to the five components of high-quality priority learning targets:

Learner **Behavior** ▪ *Observable (specific action) and Measurable* ▪ *Developmentally-appropriate* ▪ *Functional and aligned* ▪ *Generative* **Conditions** **Activities** **Criterion**	Mia will name colors of objects (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.

1. **The learner** is the child for whom the priority learning target is written.
2. **The behavior** is a behavior or skill that is one or two steps ahead of what the child can currently do. When writing priority learning targets, it is important to include exemplars of the behavior, which illustrate what the behavior will look or sound like. Examples include:
   - ✓ Use 1-2 words to greet adults and peers (e.g., Good morning!, hello)
   - ✓ Move objects or self in relation to another object or location (on, beside, under)
   - ✓ Follow a 1-step direction related to the immediate context (Take name, go to center, pick-up block, put toy on shelf)
   - ✓ Use an adapted writing tool (e.g., pencil, marker, paint brush) to make markings (e.g., lines, circles)

   When we think about writing the behavior statement in the learning target, it is important to consider the child's phase of learning:

   - ✓ **Acquisition-** Learning a new skill

- ✓ **Fluency-** Gaining the ability to perform a skill in a continuous or fluid way
- ✓ **Generalization-** Using learned skills or behaviors across difference settings, people, times, activities, and materials
- ✓ **Maintenance-** Using the same skill over time
- **Adaptation-** Using elements of previously learned skills that can be adapted to new demands and locations

Finally, we think about the Behavior Quality Indicators, which were described in detail earlier later in this section.

- ✓ Observable (specific action) and Measureable
- ✓ Developmentally Appropriate
- ✓ Functional and Aligned
- ✓ Generative
- ✓ Instructional Contexts

3. **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).
4. **Activities** refer to when the child might be expected or need to use the skill or behavior (e.g., snack, centers, arrival). These should be the activities that you have determined through child-focused activity analysis are logical and appropriate activities for embedded instruction.
5. **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 the skill is performed (5 minutes); or
   - ✓ Combinations of these (e.g., 4 times a day every day for 5 weeks).

The **Priority Learning Target Planning Form** and the **Priority Learning Target Checklist** included in the Appendix are useful tools for writing high-quality priority learning targets because they provide guidance to make sure the key components of priority learning targets are included and that the priority learning target meets each of the quality indicators described.

Let's Look at an Example

Priority learning targets are often not written clearly or are missing components necessary for embedded instruction. Well-written priority learning targets help teachers, parents, and your team understand what, where, and how to implement embedded instruction, as well as how to evaluate child progress.

Let's look at an example of a priority learning target that we might re-write:

> Alphonso will identify his first name.

We can rewrite this priority learning target to be more developmentally appropriate, functional and aligned, generative, observable and measurable, and to include the instructional context so that it can be embedded throughout classroom activities.

> Alphonso will independently point to or say his name when shown a variety of names or words during circle, small group activities, or centers on 3 out of 4 opportunities each day for 4 consecutive days.

Writing the priority learning target in this way:

- Provides a description of how Alphonso demonstrates the skill (he points or says)
- Reflects a response (point to or say his name) that is useful and portable across settings
- Describes the conditions under which the skill should occur (when shown a variety of names or words, independently)
- Indicates when the skill can be embedded across activities (circle, small group activities, centers)
- Specifies the skill in a way that reflects it can be used in a variety of natural instructional contexts
- Explains the skill so that it can be easily observed and measured (point or say name rather than "identify")
- Describes the criteria for successfully learning the skill (3 out of 4 opportunities each day for 4 consecutive days)

Example Priority Learning Targets

Learner
Behavior
- *Observable (specific action) and Measurable*
- *Developmentally-appropriate*
- *Functional and aligned*
- *Generative*

Conditions
Activities
Criterion

Social Skills **Receptive Language**	Cody will take a turn after a peer or adult says 'your turn' during a game or structured play activity in centers or outdoor play for 80% of opportunities presented across two different turn-taking activities.
Cognitive **Receptive Language**	Jayden will point to or give a colored (e.g., red, green, blue, yellow) object to a teacher or peer when asked, during circle, centers, or art activities on 8 out of 10 opportunities presented across 2 days.
Expressive Language	Shira will use 1 word to request more of an object or action (e.g., more, again) following a verbal model during meals, centers, and recess on 6 occasions per day for 4 consecutive days.
Cognitive	Crystal will count sets of up to 4 objects when shown a numeral 1-4 during snack, small group, and centers. She will do this correctly 8 out of 10 times per day for 1 week.
Early Literacy	George will point to or select his name when given two choices during arrival, centers, transitions, and table time on 8 occasions each day for 3 consecutive days.
Expressive Language	Kris will request an object using 2-3 words (e.g., I want ____; want ___) following a verbal cue (e.g., What do you want). He will do this during meals, circle, and recess for 80% of opportunities presented for 1 week.

Let's Practice

Select or write a priority learning target for a child in your class or use one of the examples listed below. Use the quality indicators, guiding questions from this section, and the ***Priority Learning Target Quality Checklist*** *to help you determine if the priority learning target will provide the information necessary to plan for, implement, and evaluate embedded instruction trials.*

Priority Learning Targets for revision:

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.

Wrap-up

Tips for Success

Whether embedded instruction is an approach brand new to you or something you have been doing for years, we recommend the following practices to ensure sufficient, intentional, and systematic instruction within and across everyday activities, routines, and transitions to maximize young children's learning.

- Know the key features of embedded instruction
- Examine your instructional practices using the *Priority Practices* T*eacher Strengths and Needs Assessment*; identify if and when you are already using key embedded instruction practices
- Examine your instructional practices to identify which key embedded instruction practices you are not currently using
- Consider how to adjust your instructional practices to include all of the key features of embedded instruction
- Create an action plan to support your implementation of embedded instruction
- Talk to your team about your action plan. Include the team in planning, implementing, and evaluating the plan
- Systematically introduce aspects of embedded instruction in your classroom
- Monitor and evaluate how changes to your practice are affecting you, the children, and your team
- Seek out resources and support as needed; share your experiences with colleagues
- Celebrate your successes and learn from your experiences!

When you begin coaching, you will have additional supports to help implement key features of embedded instruction.

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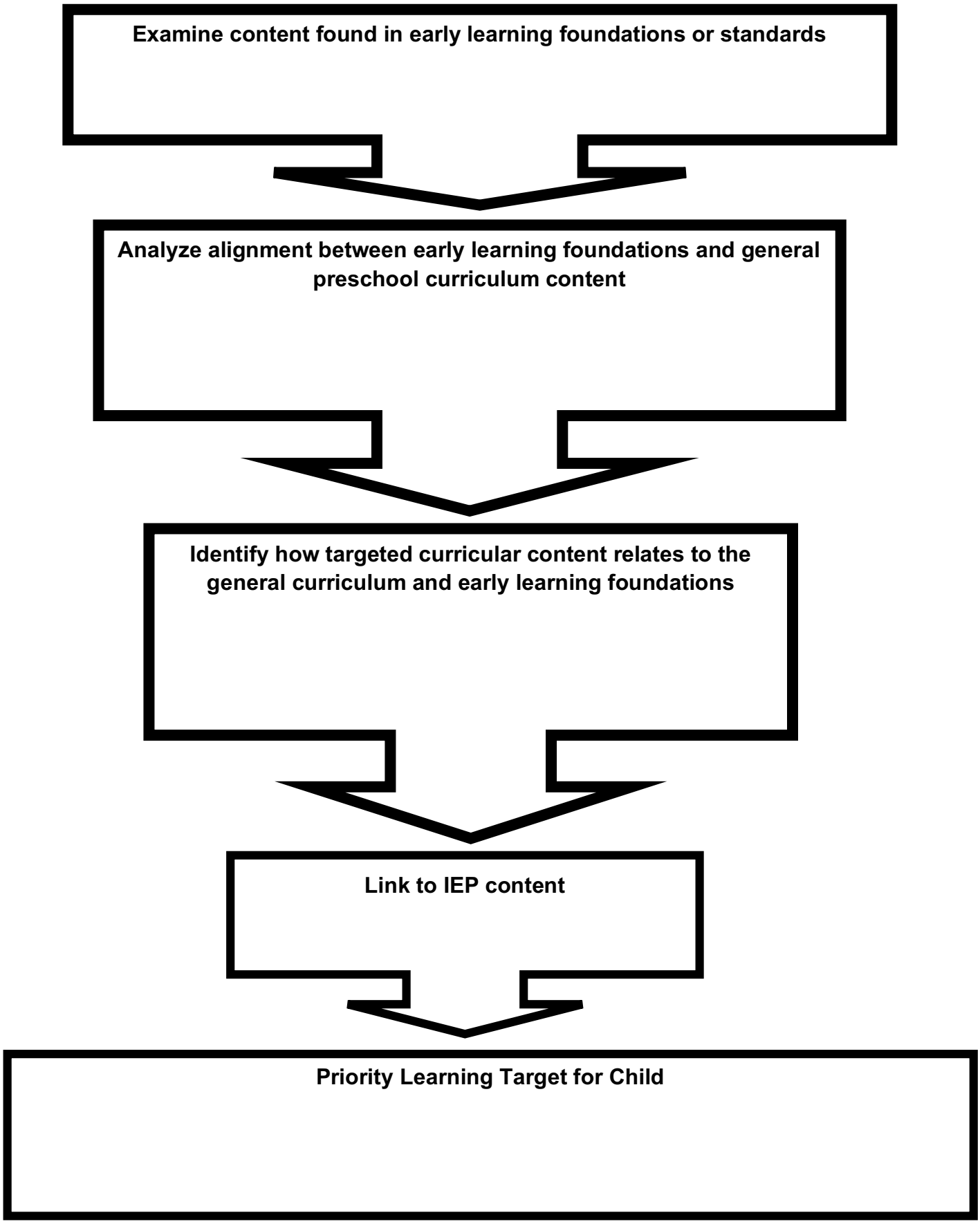
Appendix

Linking Curricular Content to Priority Learning Targets



Practice Writing a Priority Learning Target

First, select an IEP goal you brought with you or a priority learning target (PLT) you wrote during the Module 1 Overview Webinar. Review the goal or target and confirm that the skill or behavior you have identified does not contain any of the pitfalls associated with priority learning targets. If your IEP goal or PLT does contain a pitfall consider the strategies we've discussed for revising the priority to make it a stronger behavior statement.

Next, decide if the skill or behavior you identified is small enough to be acquired in 2-3 weeks. If you have already identified a "one-step" skill that you believe the child can acquire in 2-3 weeks and is appropriate for the child's phase and pace of learning, you can skip this step.

Goal:	1.
	2.
	3.

Third, use the *Priority Learning Target Planning Form* and the *Priority Learning Target Quality Checklist* to write or revise a priority learning target for one of your target children.

Embedded Instruction for Early Learning: Module 2 What to Teach (Fall, 2017)
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Embedded Instruction for Early Learning

Priority Learning Target Planning Form

Teacher: _____ Child: _____ Date: _____

Behavior	What is the priority learning target behavior (e.g. Use 2 word phrases to request help)? _____ _____ 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 learning foundation is aligned to this target? _____ What curriculum objective(s) (e.g., Teaching Strategies©) 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)? _____ 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 **COMPLETE** priority learning target: _____ _____

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Embedded Instruction for Early Learning

Priority Learning Target (PLT) Quality Checklist

Instructions: Rate the quality of your four priority learning targets (PLT) by using the checklist below. Rate one target at a time by reading each indicator and then circle "yes" (if your PLT meets the indicator) or "no" (if your PLT does not meet the indicator) in the box provided. There is space to rate four priority learning targets. Refer to the Module 2 *Workbook and Practice Guide* for examples of priority learning targets that meet these indicators.

	Indicator	PLT 1	PLT 2	PLT 3	PLT 4
Behavior	1. Does the priority learning target include a **specific action** the child will do (i.e., behavior)?	YES NO	YES NO	YES NO	YES NO
	2. Can the priority learning target behavior be **counted or measured** (i.e., observable and measurable)?	YES NO	YES NO	YES NO	YES NO
	Self-Check: If you answered "no" to #1 or #2, revise the learning target behavior to include a **specific action** you can hear or see the child do and that can be counted.				
	3. Is the priority learning target **appropriate for same-aged peers who do not have disabilities** (i.e., developmentally appropriate)?	YES NO	YES NO	YES NO	YES NO
	4. Is the skill **aligned** with early learning foundations, curriculum objectives, and the child's IEP goals?	YES NO	YES NO	YES NO	YES NO
	5. Is the skill **useful, adaptable, and portable across settings, people, materials, or events** (i.e., generative)?	YES NO	YES NO	YES NO	YES NO
Conditions	6. Does the priority learning target specify **what level of support** the child will need to demonstrate the behavior (i.e., conditions)?	YES NO	YES NO	YES NO	YES NO
Activities	7. Does the priority learning target specify **the activities during which** the skill will be taught (i.e., activities)?	YES NO	YES NO	YES NO	YES NO
Criterion	8. Does the priority learning target **include a statement indicating when or how you will know the child has achieved it** (i.e., how much? how often, or how long?)?	YES NO	YES NO	YES NO	YES NO
Final Self-Check: After answering "yes" to #1 and #2 for each of the four priority learning targets, if you still have any "no's" for a PLT, consider revising that target.					

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