Embedded Instruction for Early Learning

Tools for Teachers

Module 3:
When to Teach
&
How to Teach

(Fall, 2017)

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…

Tools for Teachers Workshops

Module 1: Overview Webinar

Module 2: What to Teach

Module 3: When to Teach & How to Teach

Module 4: How to Evaluate

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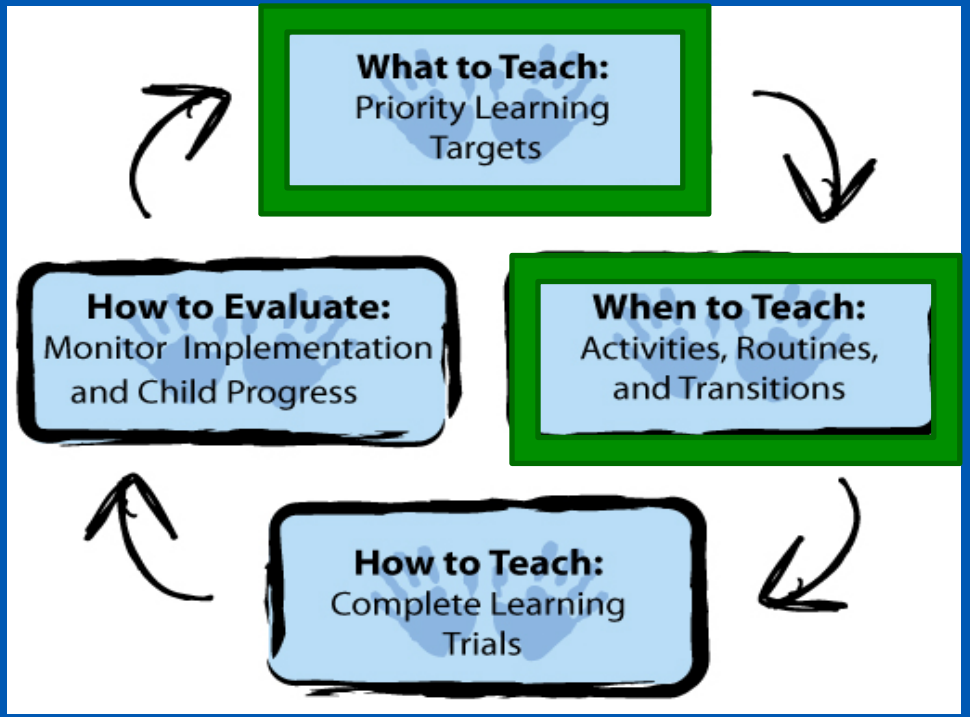
When to Teach



Key Practices: When to Teach

5. Develop and implement activities, routines, and transitions that are designed to support the engagement and learning of all children.
6. Select which activities, routines, and transitions are logical and appropriate to embed meaningful opportunities to practice a specified priority learning target behavior.
7. 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.
8. Develop an **activity matrix** to record when and how many instructional trials I plan to embed to optimize child learning on priority learning targets.

After completing When to Teach, you will be able to:

- Identify the characteristics of high-quality activities
- Select activities, routines, or transitions that are logical and appropriate for embedded instruction
- Plan which and how many instructional learning trials to embed across activities, routines, and transitions
- Develop an Activity Matrix

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Tools for Teachers

High Quality Activities: Balancing the Classroom Schedule

What Makes an Activity?

- High-quality activities
  - Developmentally appropriate
  - Flexible and dynamic
  - Balance between adult-guided and child-initiated
- Multiple and meaningful embedded learning opportunities
  - Children are interested and engaged
  - Skills targeted are part of natural flow or logical to activity (aka a good “fit”)
  - Sufficient opportunities

High-Quality Activities

What are Activities?

- Types of “Activities”
  - Activities
  - Routines
  - Transitions

- Degree of “Structure” Continuum

Adult-Guided……..Child-initiated

Child-Initiated Experience

+

Peer-Mediated Experience

+

Adult-Guided Experience

=

Optimal Learning

Adapted from Epstein, A.S. (2014). *The intentional teacher: Choosing the best strategies for young children's learning* (2nd ed.). Washington, DC: NAEYC.

Each child's equation is different…

Optimal Learning

Adult-Guided Activities

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

Adult-Guided ..... **Child-Initiated**

Child-Initiated Activities

- Frequent opportunities for child choice and free expression
- Children initiate and persist in an activity
- Includes free choice, center time, or other activities that the child chooses to do and completes using materials they choose

Adult-Guided ..... **Child-Initiated**

Transitions & Routines

Let's Analyze Your Daily Schedule and Activities

- Program Requirements
  - Scheduled times for lunch, outside, therapies?
- Number of Staff and Children Present
  - Consistent or variable?
- Small/Large Group
  - Mix?
- Adult-Guided vs. Child-Initiated
  - Balance?
- Location
  - Inside classroom, outdoors
- Variation across Days
  - Flexible and dynamic?

What's working well?

What might you want to change?

Why?

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High Quality Activities: Finding the “Fit”

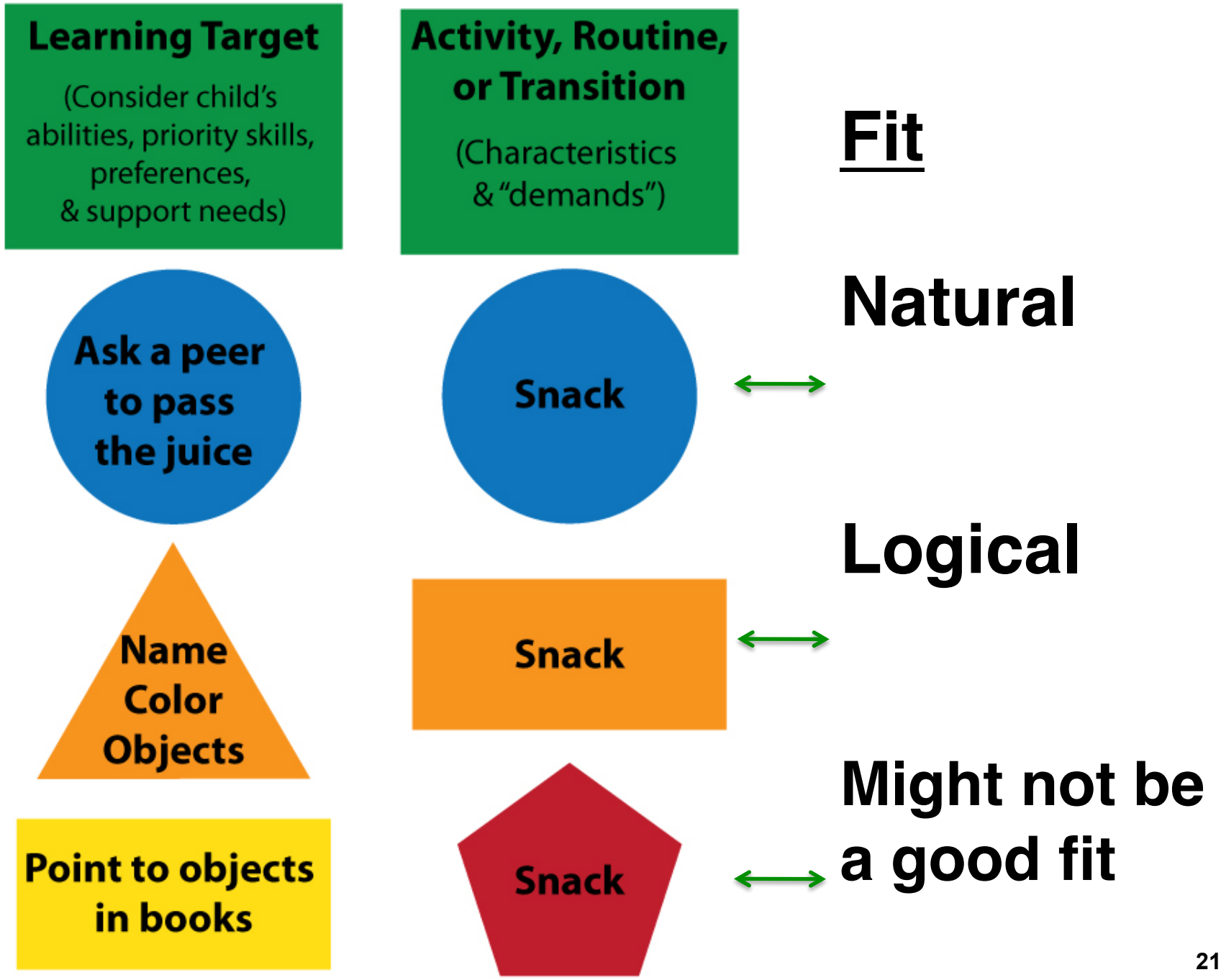
Find the “Fit”

One-Step Behaviors/Skills for Embedded Instruction

- More easily embedded
- "Single" behavior or response
- Only one behavior the child does to receive a positive consequence

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) • Solve a social problem (identify the problem, generate solutions, select a solution and try it out)

High-Quality Teaching & Embedded Instruction


Learning Target
(Consider child's abilities, priority skills, preferences, & support needs)
Activity, Routine, or Transition
(Characteristics & "demands")
Fit
Ask a peer to pass the juice
Snack
Natural
Name Color Objects
Snack
Logical
Point to objects in books
Snack
Might not be a good fit

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High Quality Activities: Create an Activity Matrix

Activity Matrix

An **Activity Matrix** helps to ensure teaching occurs.

It reminds teachers of:

- the planned schedule of activities,
- the number and type of activities in the day,
- the PLTs and ELOs planned, and
- the number of adults who are able to assist.

Making an Activity Matrix

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

Step 2: Create columns to the right for particular children

	Mia	Matthew	Leo
Arrival			
Morning Activity/Free Play			
Breakfast			
Circle			
Table Games			
Outdoor Play			
Snack			
Centers			
Departure			
Transitions			

A Well-Planned Activity Matrix

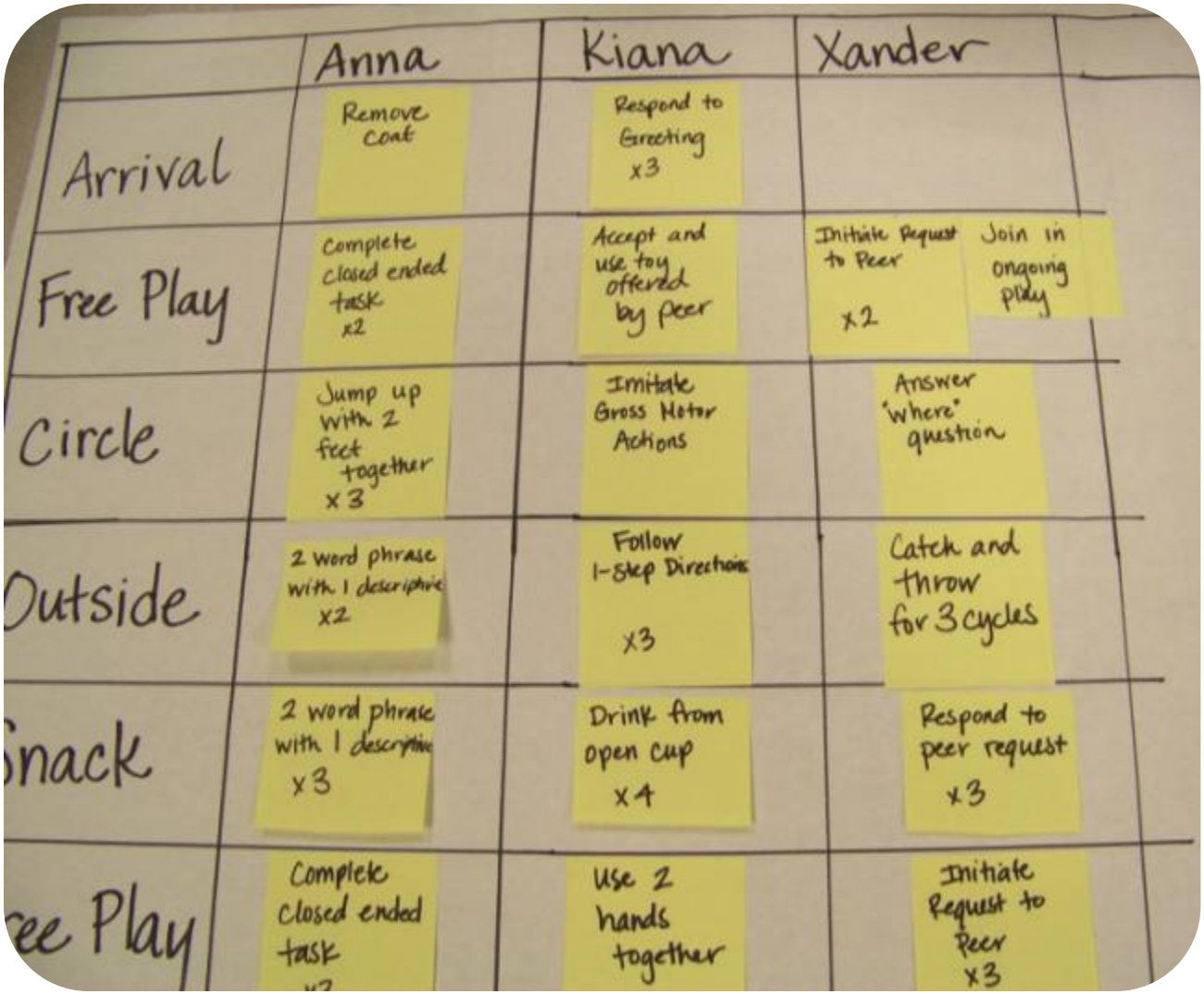
Things to think about:

- "Fit" between the child's priority learning target and the activity
- Consider natural and logical locations in which the behavior occurs
- Consider staff who are available during daily activities
- Identify the number of opportunities needed for practice
- Include a sufficient numbers of trials given the child's phase of learning

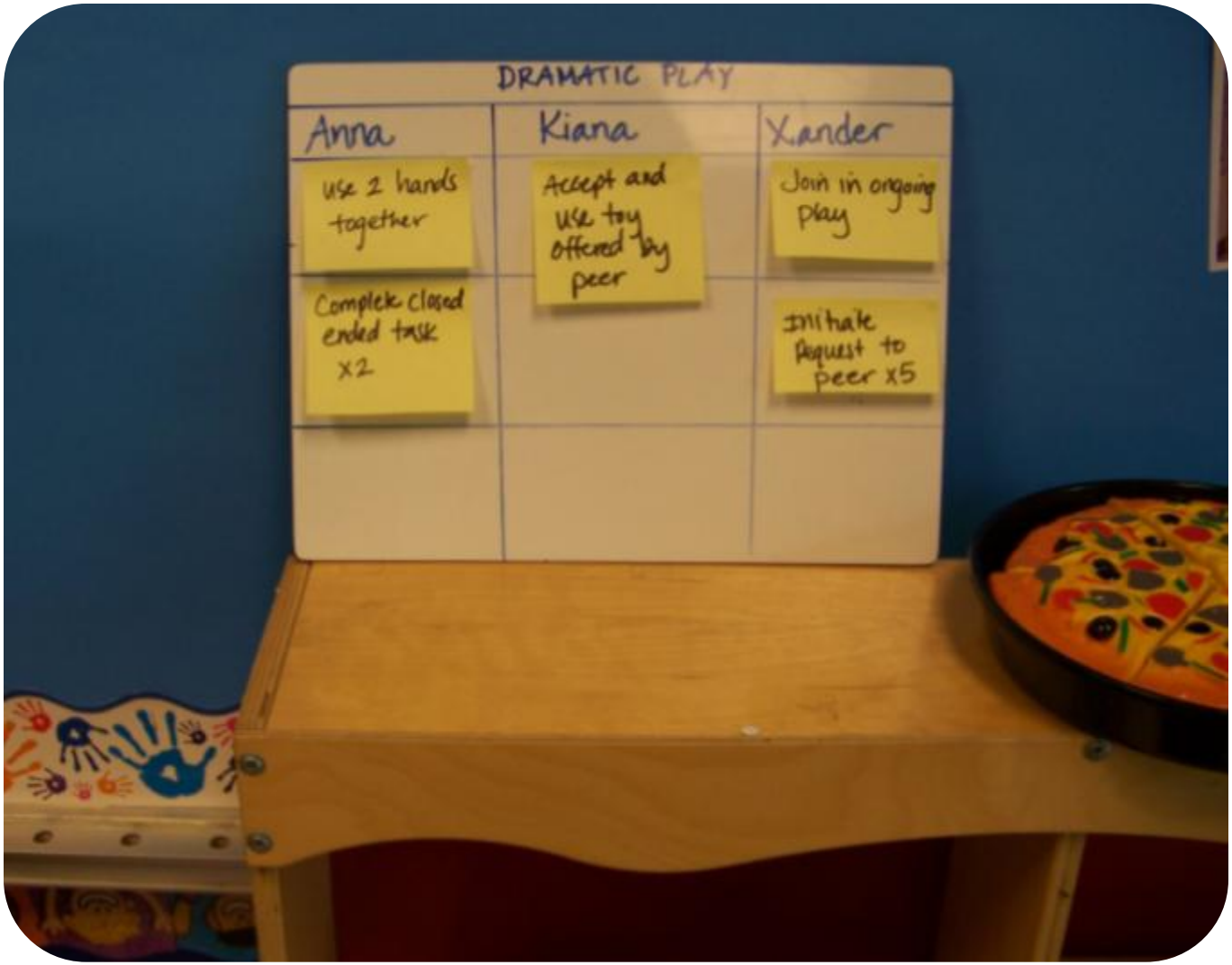
Activity Matrices in the Classroom

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

Class Activity Matrix



Specific Area of Classroom Matrix

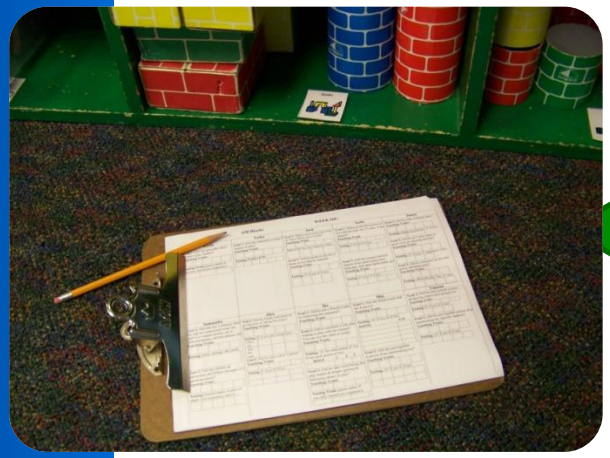


Scheduled Activity and Associated Activity Types Matrix

Data Collection Plan Matrix

	Mia	Matthew	Leo
Arrival			
Morning Activity	Name colors **Assistant-M, T, W**		Sort objects by color **Assistant-M, T, W**
Breakfast	1-2 word request for object **Team Rotate Each Day-Daily**		
Circle		Move objects or himself in relation to another object or location **Assistant-Daily**	
Table Games	1-2 word request for object **Activity Facilitator-Daily**	Hold marker/paintbrush and make markings on paper **Activity Facilitator-Daily**	
Outdoor Play		Move objects or himself in relation to another object or location **Team Rotate Each Day-Daily**	
Snack			
Centers	Name colors **Teacher-M, T, W**	Hold marker/paintbrush and make markings on paper **Teacher-Daily**	Sort objects by color **Activity Facilitator-T/TH**
Departure			
Transitions			

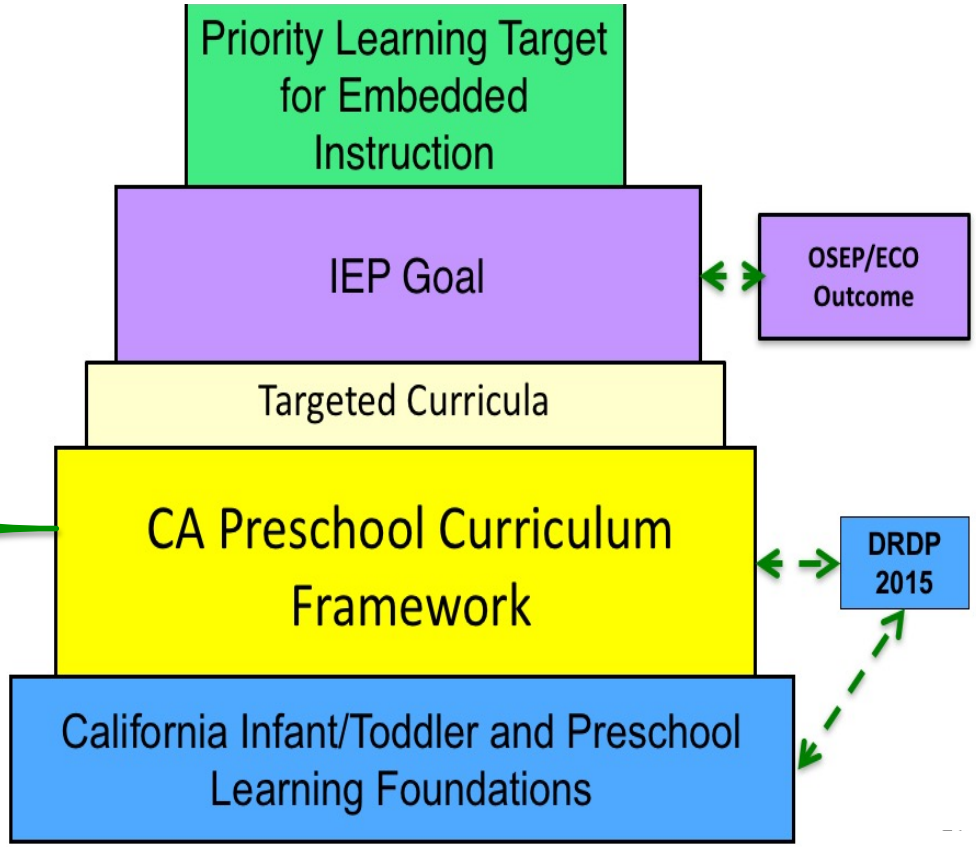
Data Collection Matrix for an Individual Child



T/Th M/W/F M/W T/Th/F

M= Blue T= Black W= Red Th= Green – sick F= Purple	Name numerals 0-5	2-word request or object to peer/adult	1-2 word to name object or picture	Identify name by pointing/ picking up
Arrival/ Breakfast		X1 +v +i +v +i		X1 +H +v
Reading/ Toileting			X3 +m, +v, +v +v −v	
Morning Circle	X1 0: +i 1: +m 2: 3: − 4: 5:		X1 −m	X1 +H +H
Centers	X5 0: +v +i 1: +v +v 2: +v 3: − −m 4: +m +m 5: +m −m	X2 −m, −vm −v −m +m	+	X1 +v +v
Small Group with Teacher		+v	+v +v	
Playground			X2 +m, −m +v	
Lunch		X2 +v +i +i +v +v		
Afternoon Circle				+i
V= Verbal prompt	M= Model 6/8 4/6	H= Hand-over-hand 4/6 2/4 5/5	5/6 Indep. 4/6	+i 3/3 4/4

The Preschool Standards and Curriculum are the Foundation for Embedded Instruction



Linking to General Preschool Curriculum & Activities

Free Play	Mia	Matthew	Leo
Blocks	Name colors (x2)	Move objects or himself in relation to another objects or location (x2)	
House		Move objects or himself in relation to another objects or location (x2)	
Table Toys	Give/Point to big/ little object (x3)		
Art		Hold marker/ paintbrush and make markings on paper (x6)	
Sand/Water			Sort objects by color (x3)
Books	Name object in a picture (x3)		

General Preschool Activities

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

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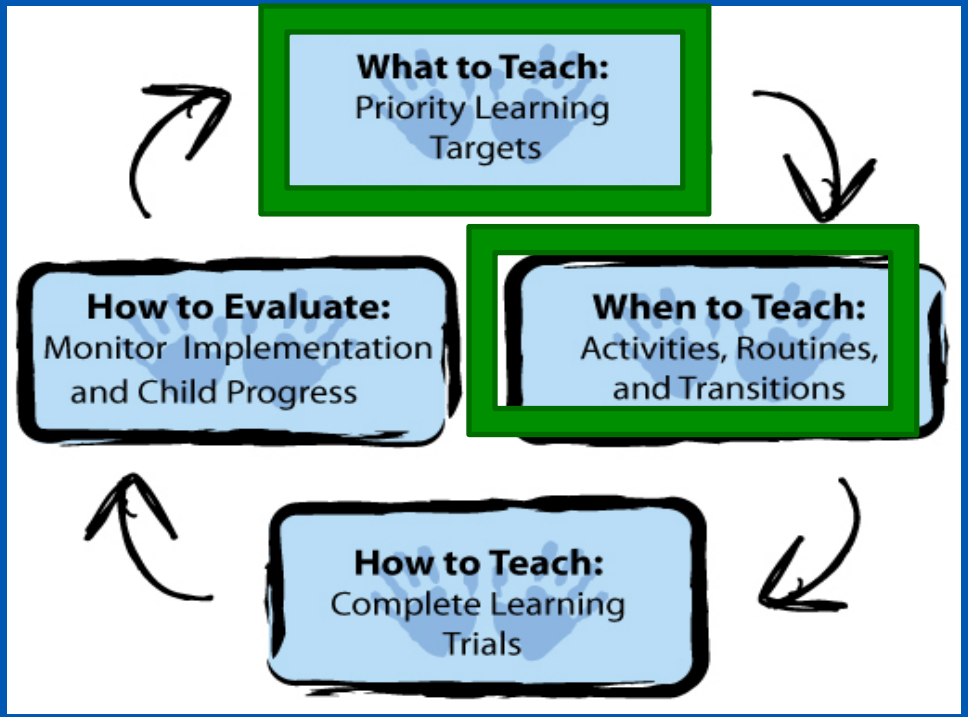
Tools for Teachers

Putting the Practices Together:

What to Teach

When to Teach



Considering What to Teach and When to Teach

- What does the PLT tell you about ***when*** the trials should occur?
- What does the PLT tell you about ***how many*** trials should occur?
- Davion will use 3-word phrases when making requests (e.g., I want___, my turn please) to an adult or peer during free play, snack, and class activity time when asked by an adult ("What do you want?") at least four times a day across two activities for four consecutive days.

Linking PLT and the Activity Matrix

Davion will use 3-word phrases when making requests (e.g., I want___, my turn please) to an adult or peer during free play, snack, and class activity time when asked by an adult ("What do you want?") at least four times a day across two activities for four consecutive days.

	Davion	Sam	Cindy
Arrival		Point to name—2	Greet peers—2
Circle		Point to name—1	
Centers	Initiate play by asking to join—2 Count 3 objects—2	Point to shapes—5 Use 1 word to request more—5	Use both hands to pour—2 Use 2 words to request preferred item—5
Outside	Initiate play by asking to join –2	Jump over small objects—5	Greet peers—2
Snack	**3-word phrases for requests—3** Count 3 objects—2		Use both hands to pour—5
Class Activity	**3-word phrases for requests—3**	Point to name—2 Point to shapes—3	Follow 1-step directions—3
Free Play	Initiate play by asking to join —2 Count 3 objects—2 **3-word phrases for request—3**	Use 1 word to request more—5	Use 2 words to request preferred item—5
Departure		Jump over small objects—2	Follow 1-step directions—1
Transitions	Walk up and down stairs—6		Follow 1-step directions—2

Ensuring a "Sufficient" Number of Learning Trials

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

Distributed **Massed** **Spaced**

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

Embedded-Distributed Trial

Distributed Trials

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

Promotes Mastery

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

Embedded-Massed Trial

Massed Trials

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

Promotes Learning

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

Embedded-Spaced Trial

Spaced Trials

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

Promotes Learning and Mastery

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

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

Let's Try It!

- Create an activity matrix with your classroom schedule and select a PLT
- Look carefully at the **activities** and **criterion**
- Consider the "fit" between the PLT and your ongoing activities, routines, and transitions
- Make a decision about ***when*** and ***how many*** trials you plan to deliver for that PLT

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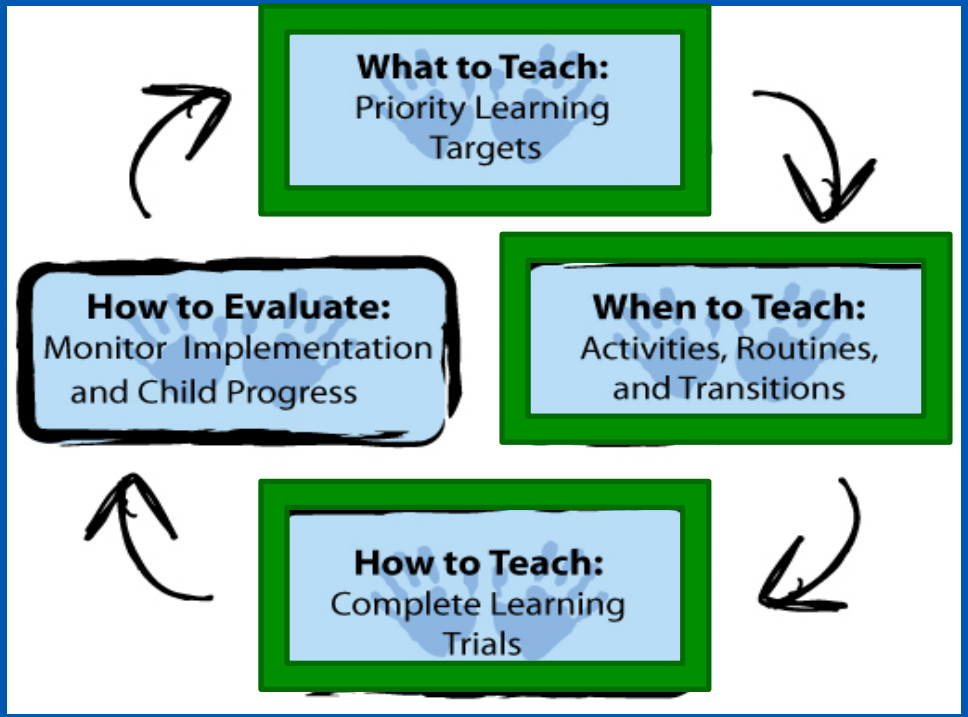
How to Teach



Key Practices: How to Teach

8. Use and fade systematic prompting strategies to teach the priority learning target behavior and promote child engagement and learning.

9. 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). **WE CALL THIS A COMPLETE LEARNING TRIAL!**

10. 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)..

After completing How to Teach, you will be able to:

- Identify the instructional components of complete learning trials
- Develop instructional plans, including the following components:
  - How to identify the target behavior
  - What to say or do to elicit the target behavior (antecedent)
  - What additional help (prompts) to provide, if the child does NOT demonstrate the target behavior
  - How to respond when the target behavior occurs (consequence)
  - What feedback to provide to end the trial, if child does not demonstrate the target behavior after additional help

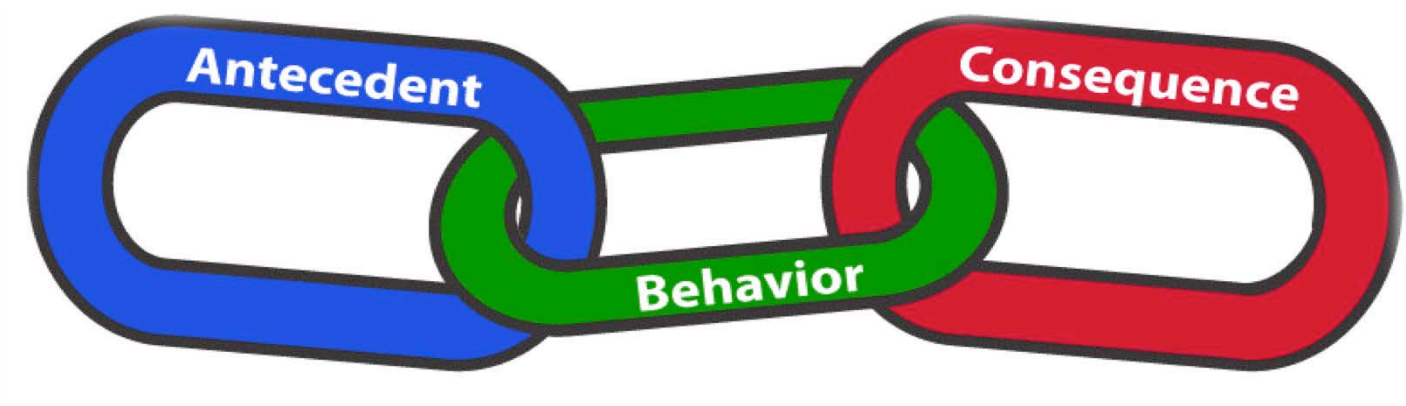
Remember the webinar…

Child uses 2-3 words to request (e.g., open please, I need help, more goldfish), following an adult prompt during meals, centers, and transitions. I will know he has accomplished this target when he can make a request in each of the 3 activities for 3 out of 5 days.

Antecedent → Behavior → Consequence

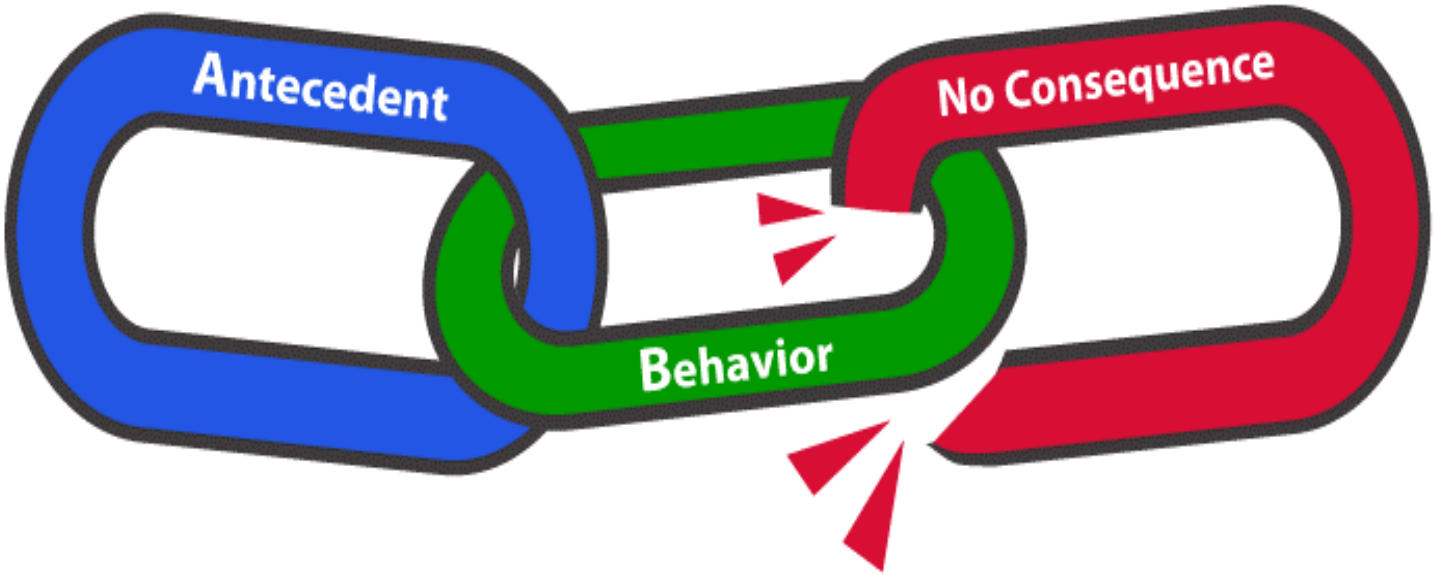
What will you do or say?	**What do you want the child do?**	**What will you do if the child does the behavior?**
Set-up situations in which child will need help Say to him – "Tell [peer] that you need help, s/he'll help you."	Ask peer for help (e.g., open please, I need help, help me [peer])	Child gets the help he needs Teacher or peer may provide praise

Complete Learning Trial



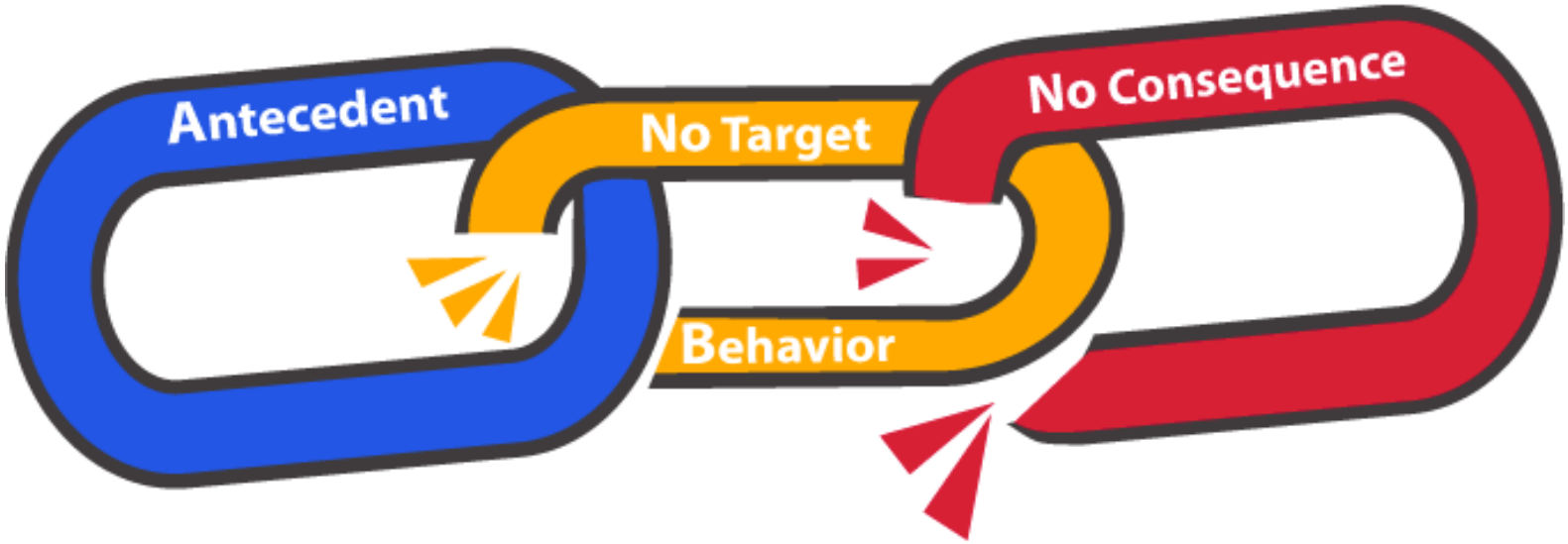
Let’s Look at an Example

Incomplete Learning Trial



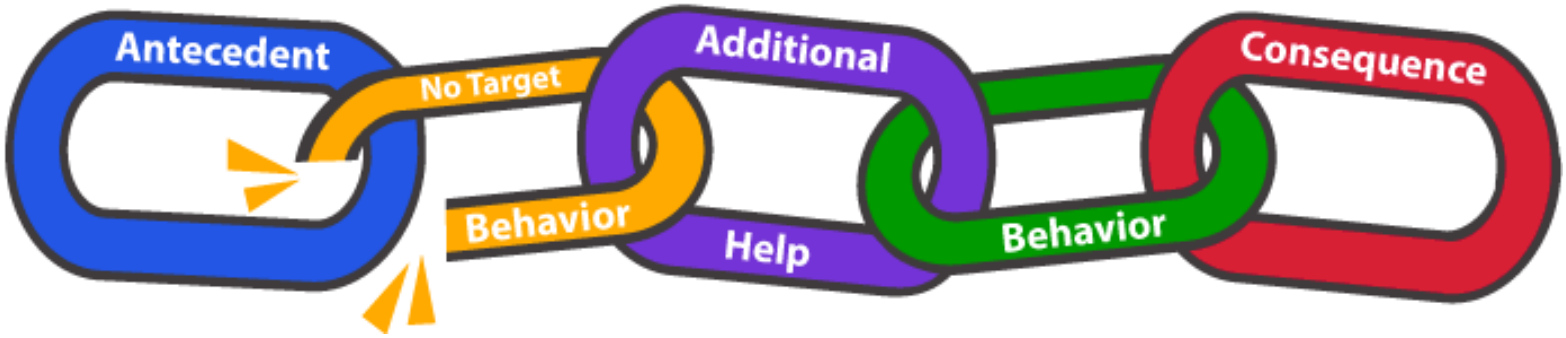
Let's Look at an Example

Another Incomplete Learning Trial



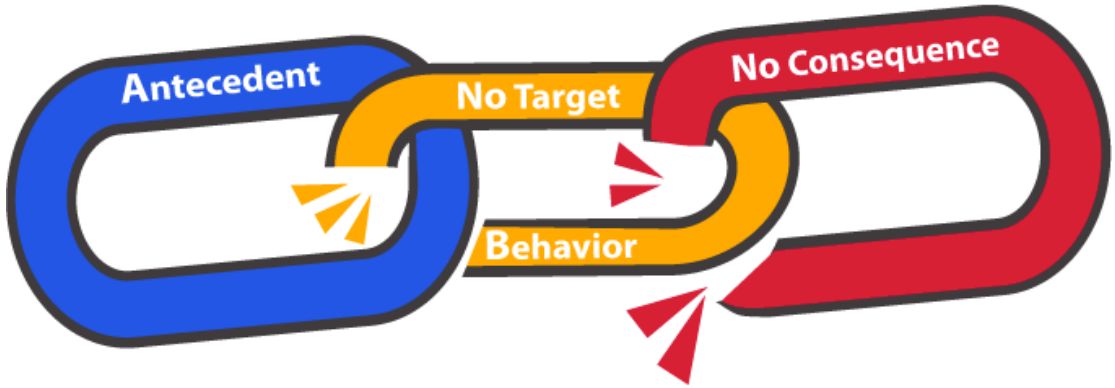
Let's Look at an Example

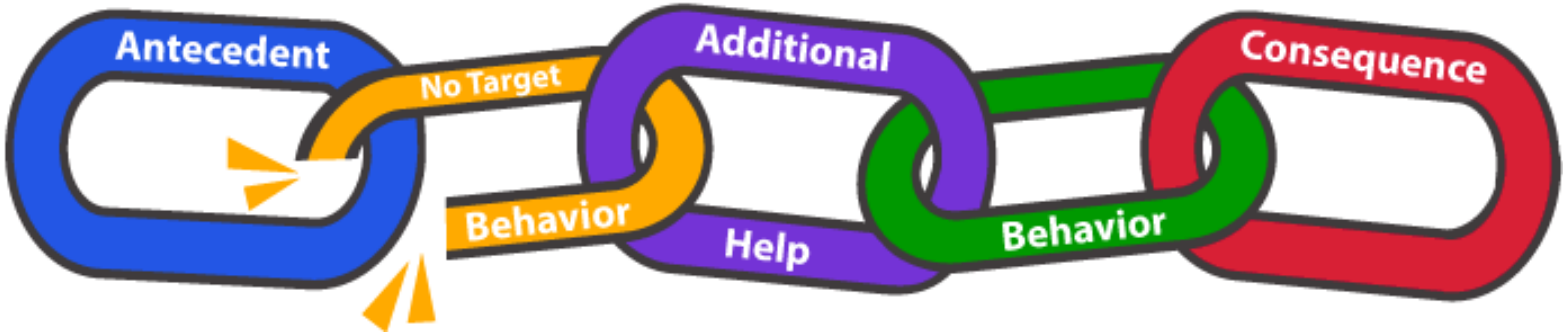
Another Complete Learning Trial



Let's Look at an Example

Learning Trials





Why are Complete Learning Trials Important?

- Young children need sufficient learning opportunities
- Children should experience high quality environments, responsive interactions, and effective instruction
- Embedded instruction does not necessarily result in early learning if we do not consider A-B-C and ensure complete learning trials

Planning For Success: Developing Instructional Plans

- Describe the target behavior
- Plan for how you will implement each component of a complete learning trial
  - Antecedents
  - Additional Help
  - Consequences/Feedback
- Plan for collecting data on your implementation of complete learning trials
- The **instructional plan** is a tool for planning for the components of complete learning trials, but might not be needed for every priority learning target.

Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

_____

What do you do or say to elicit the target behavior?

_____

_____

Behavior

Child demonstrates target behavior

_____

_____

_____

_____

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

_____

_____

_____

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

_____

_____

_____

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

_____

What do you do or say to elicit the target behavior?

_____

_____

Behavior

Child demonstrates target behavior

_____

_____

_____

_____

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

_____

_____

_____

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

_____

_____

_____

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

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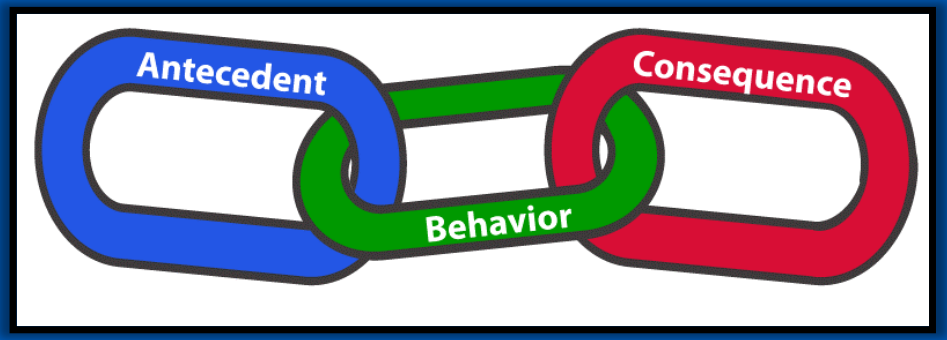
Tools for Teachers

Complete Learning Trial Components



Davion's Story

Davion's Instructional Plan

Davion will initiate play with another child by asking to join in (e.g., Can I play?, My turn) following a teacher model during centers, free play, and outside at least six times a day for five consecutive days.

What is the target behavior?

What activities were selected for embedding trials on this target?

Why do we think these activities were selected?

What would we do or say to elicit this behavior?

If the child does NOT demonstrate the target behavior, what additional help (prompts) could we provide?

How would we respond when the behavior occurs?

If, after additional help, the child still does NOT demonstrate the target behavior, what feedback could we provide to end the trial?

Instructional Plan Child's Name: _____ Date: _____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Outside

What do you do or say to elicit the target behavior?

Peers playing together. Tell Davion where his peers are playing. Davion approaches the peers. Model a tap on a peer's shoulder and say, "Can I play?"

Behavior

Child demonstrates target behavior

Davion taps peer on shoulder and says, "Can I play?"

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Take Davion's hand to help him tap a peer on the shoulder and say, "Davion, say 'Can I play?'"

Consequence

How do you respond when the child demonstrates the target behavior?

Peers acknowledge Davion's request and Davion gets to play with his peers.

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

Peers acknowledge request and Davion gets to play.

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

"It helps to ask your friends to play. You can try later."

Evaluation

Type of data: Level of Support; Frequency of target behavior

Data Collection Format: Tally # of times the target behavior is observed and indicate whether Davion demonstrated the target behavior with or without a model .

Instructional Plan Child's Name: _____ Date: _____

Antecedent

Instructional context: During which activities will the instruction take place?

Free Play, Snack, Class Activity

What do you do or say to elicit the target behavior?

Materials or objects that Davion likes are near Davion and an adult or peer names the objects (e.g., "We have a ball, blocks, and cars.").

Peer or adult says to Davion, "Davion, tell me what you want."

Behavior

Child demonstrates target behavior

Davion uses 3-word phrases when making requests

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Adult says to Davion, "Davion, say, 'I want ball.'"

Consequence

How do you respond when the child demonstrates the target behavior?

Give Davion what was requested.

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

Give Davion what was requested.

Feedback

Behavior

Child does NOT demonstrate the target behavior

What feedback do you provide to end the trial?

Adult says to Davion, "You should say, 'I want ____.'"

Evaluation

Type of data: Frequency of target behavior

Data Collection Format: Tally # of times Davion uses 3-word phrases to request.

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Tools for Teachers

Let's Look at Each Component

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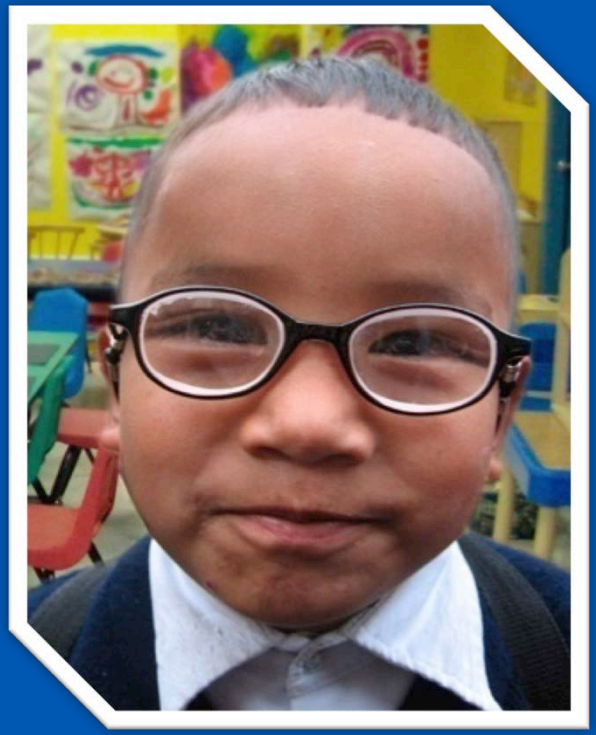
What is the target behavior?



What are Behaviors?

Behaviors are actions you can see or hear the child do

- For embedded instruction the behavior should be *important* for the child to learn and "proximal" to the child's current level

Let's Look at Some Examples

A Priority Learning Target for Davion

- Davion will count sets of up to 3 moveable objects (e.g., blocks, toy cars, crackers) when asked by an adult during centers, free play, and snack for 80% of the opportunities across a day for two consecutive days.

Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

_____

What do you do or say to elicit the target behavior?

_____

_____

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

_____

_____

_____

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

_____

_____

_____

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

Embedded Instruction for Early Learning

Tools for Teachers

What do you say or do to elicit the target behavior?

Antecedents

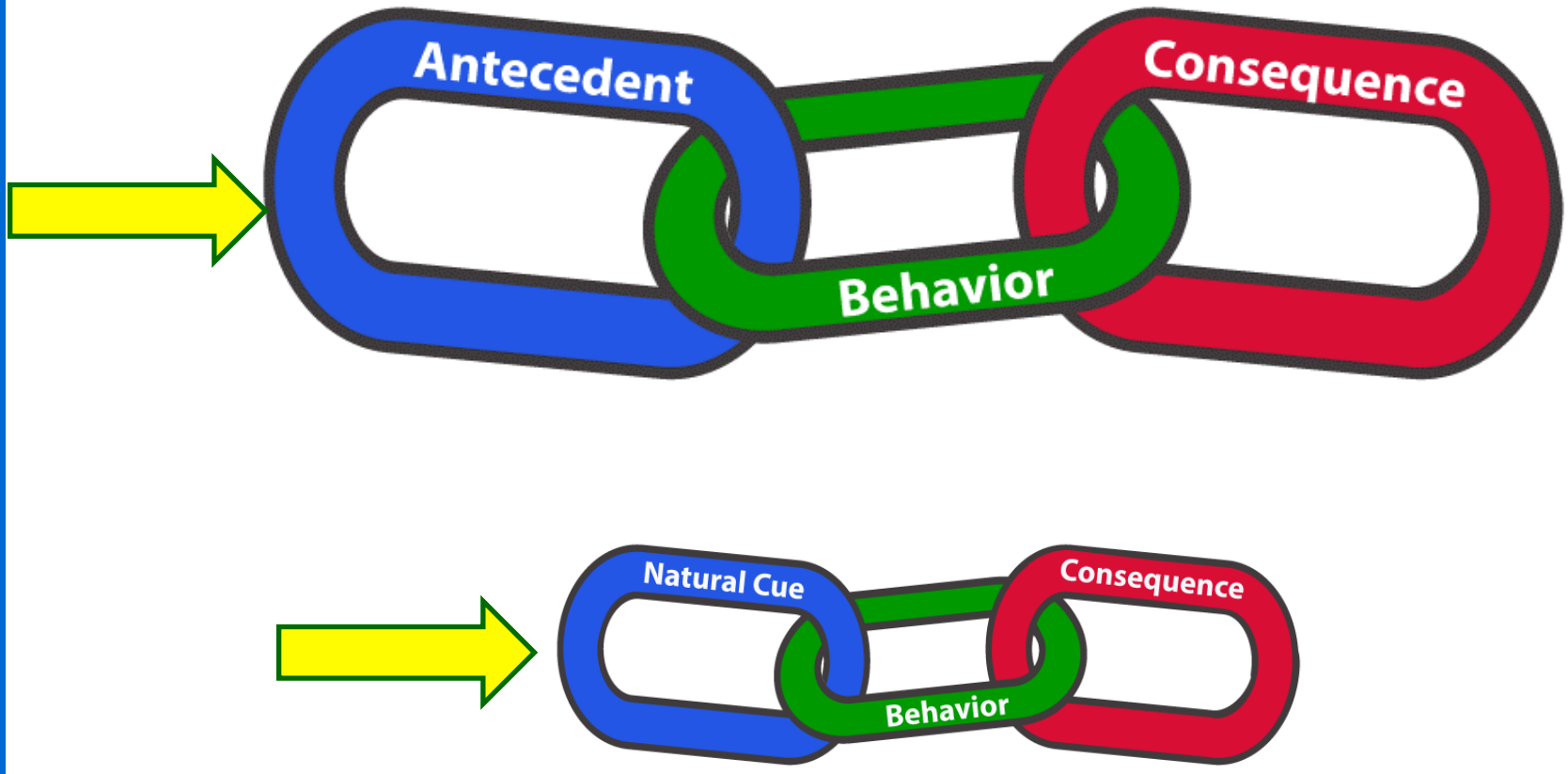
What are Antecedents?

Antecedents are objects, events, or behaviors that set the occasion for the occurrence of the targeted behavior.

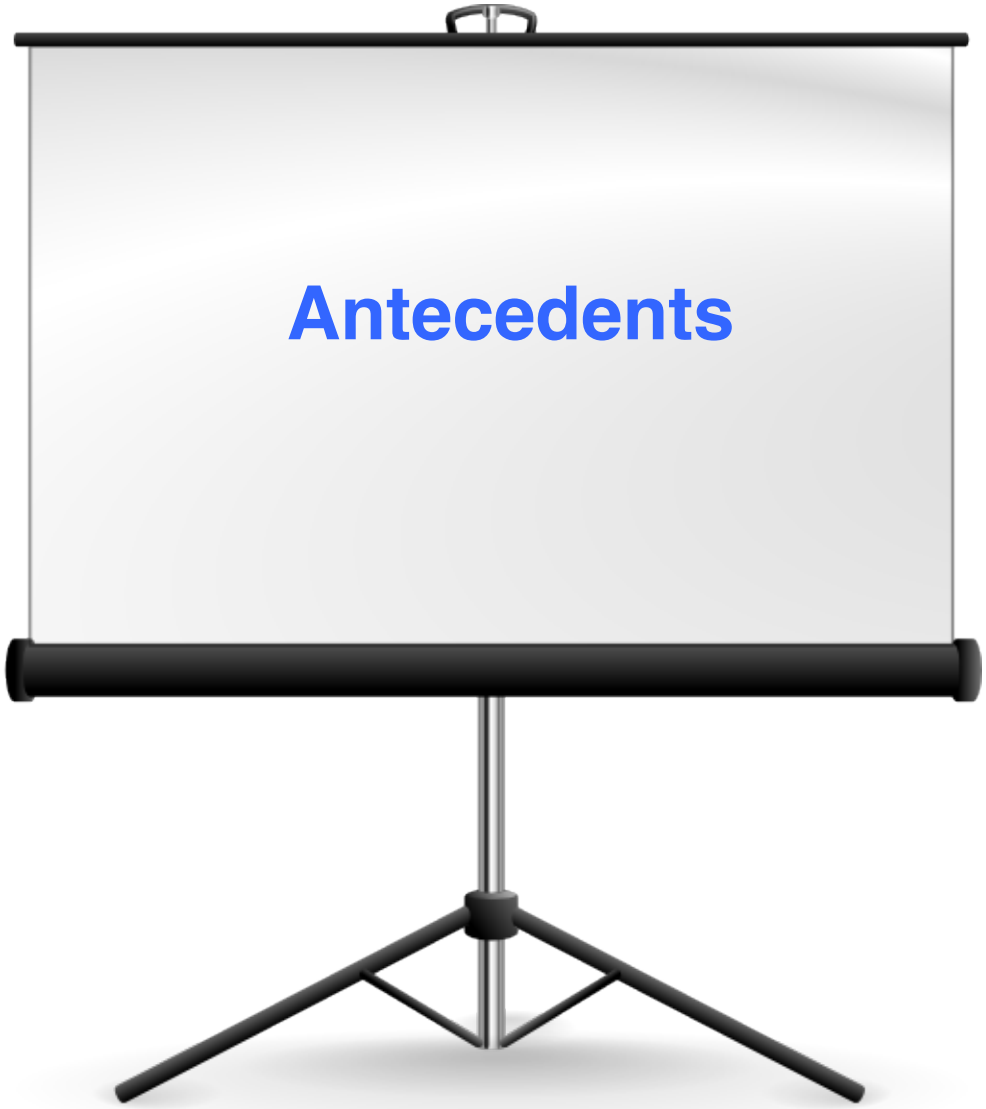
Types of Antecedents

- Materials, objects, or people
- A situation or event
- A direction or question
  - Verbal (comments, directives, or questions)
  - Non-verbal (communicative gestures or pictures)
- A previous behavior in a chain or steps in a routine

Natural Cue as an Antecedent



Let's Look at Some Examples



Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Snack

What do you do or say to elicit the target behavior?

Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision)

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

Consequence

How do you respond when the child demonstrates the target behavior?

_____

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Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

_____

_____

_____

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

Embedded Instruction for Early Learning

Tools for Teachers

Prompts

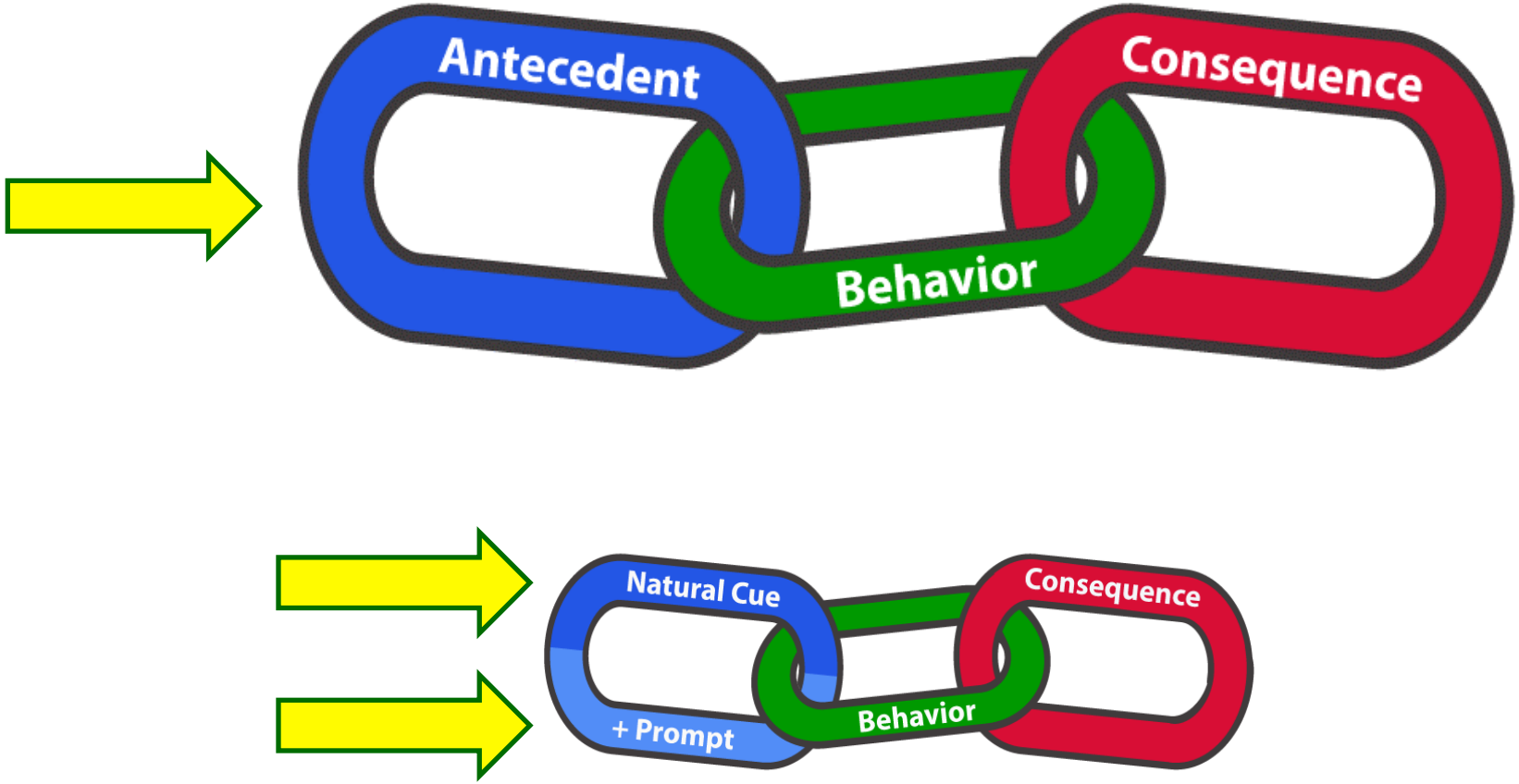
In addition to natural cues

What is a prompt?

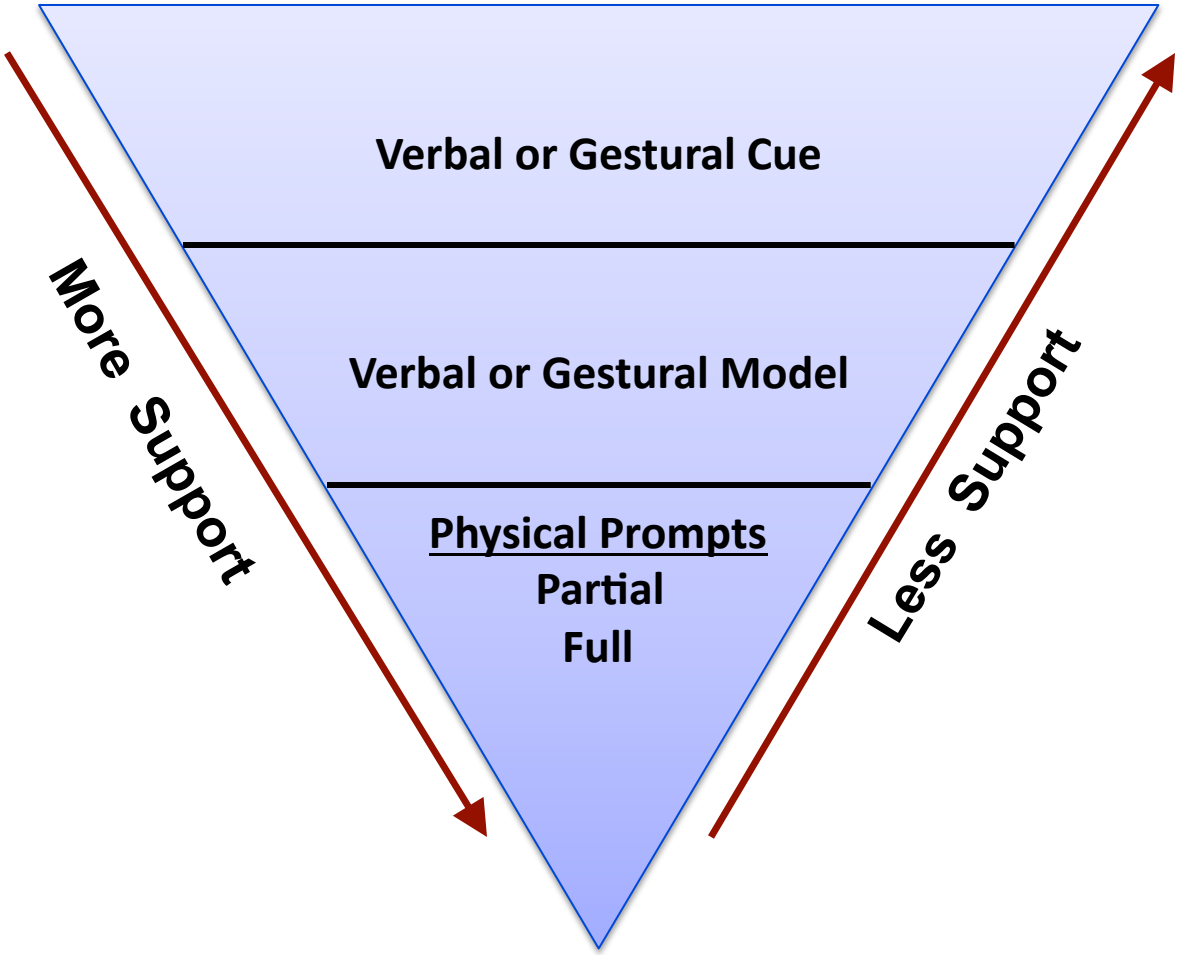
A **prompt** is something done in addition to the natural cue to increase the likelihood that the child will produce the target behavior.

Prompts help to elicit a behavior.

Antecedent that Includes a Prompt in Addition to a Natural Cue



Levels of Prompts



Antecedent with a Prompt

Antecedent

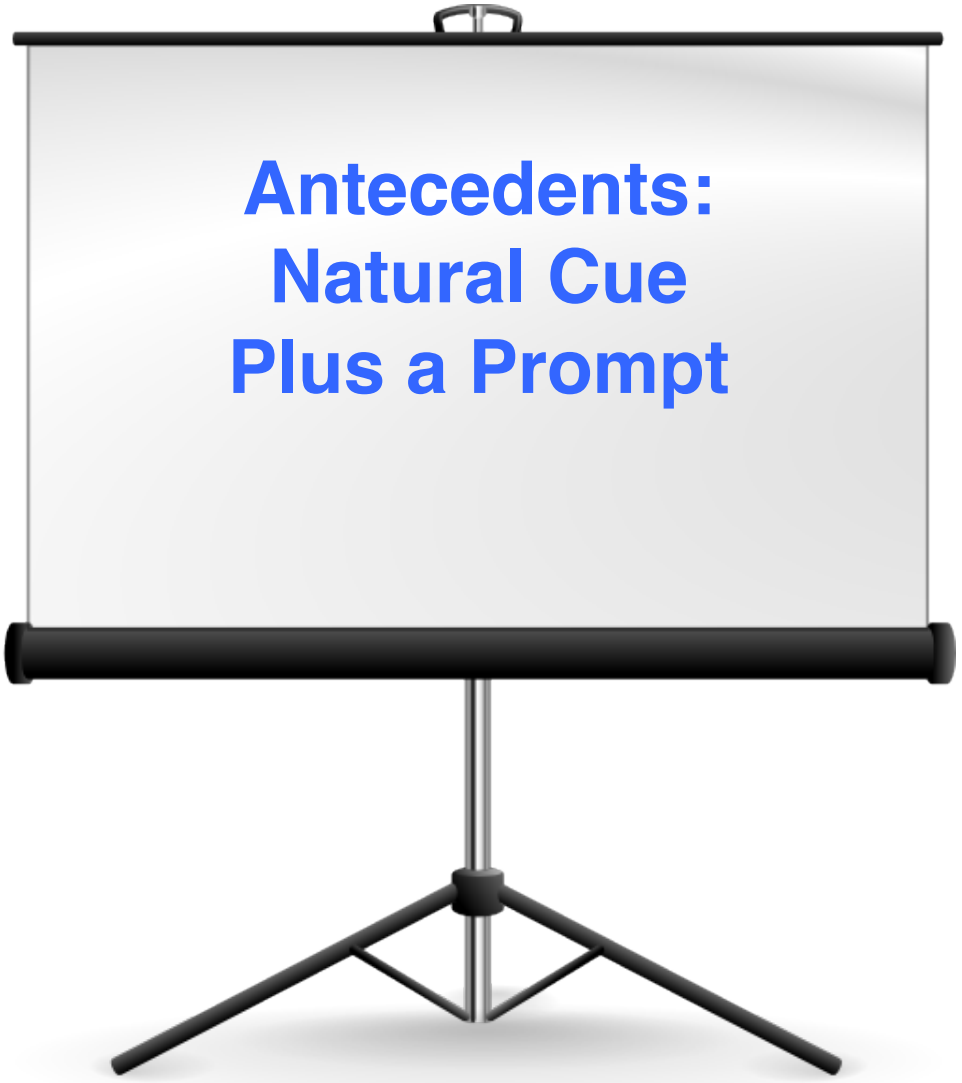
Natural Cue

Prompt

Target **B**ehavior Occurs

Consequence

Let's Look at Some Examples



Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Snack

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Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision)

Point to and tap each item before Davion moves it

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

Consequence

How do you respond when the child demonstrates the target behavior?

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Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

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Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

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_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

Remember…

- Antecedents ***always*** include natural cues to elicit the target behavior.
- Antecedents ***might*** include a natural cue PLUS a prompt(s) when the behavior is new or challenging for a child.
- Prompts should be selected based on the characteristics of the child and the characteristics of the priority learning target behavior.
- Prompts are ***not*** a necessary part of every antecedent.
- Prompts should be faded out as soon as possible.

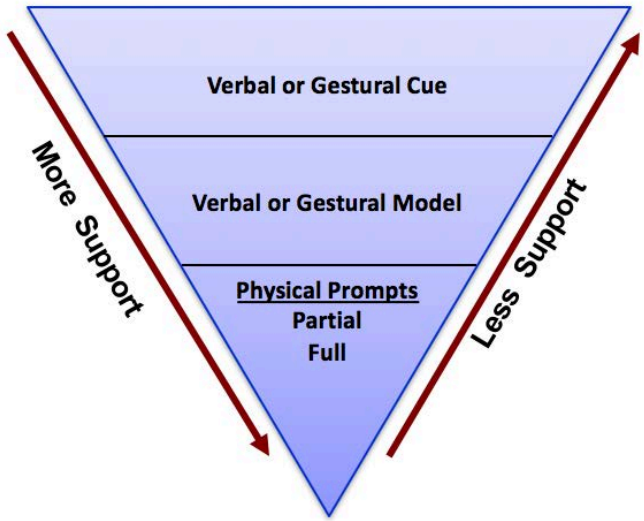
Embedded Instruction for Early Learning

Tools for Teachers

The Importance of Fading Prompts

Fading Prompts

Remember to “fade” any prompts that you provide by gradually decreasing prompts over time until the behavior occurs independently *in response to the natural cue (A).*



Fading Prompts for Davion

A = Adult says, "Time to go downstairs for lunch."

Adult **holds Davion's hand**, actively steadying him as he descends, cueing him to slide his foot to find the step's edge.

B = Davion walks down the stairs.

C = Davion enters the lunchroom to eat.

A = Adult says, "Time to go downstairs for lunch."

Adult **holds the other end of a short dowel** with Davion as he descends, cueing him to find each step's edge.

B = Davion walks down the stairs.

C = Davion enters the lunchroom to eat.

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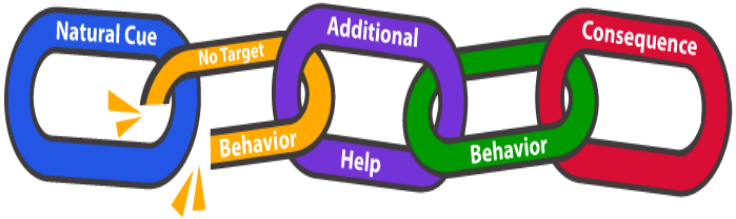
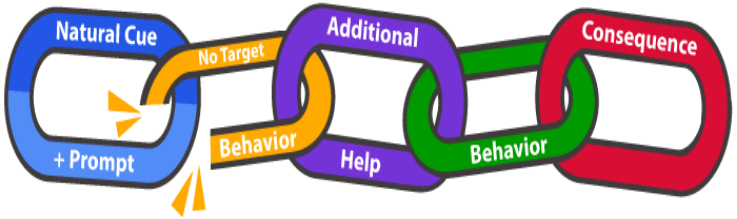
Tools for Teachers

Additional Help:
What do you do if the child does NOT demonstrate the target behavior?

A-B-C with Additional Help





Providing Additional Help (Prompts)

If the child does not demonstrate the target behavior, you might:

- **Repeat** the prompt (if a prompt was provided as part of the antecedent)
- Provide a different or **more supportive prompt** that will help the child perform the target behavior
- Provide a prompt in which you guide the child through the target behavior (**physical prompt**)

Let's Look at Some Examples

Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Snack

What do you do or say to elicit the target behavior?

Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision)

Point to and tap each item before Davion moves it

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

_____

_____

_____

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Take Davion's hand and help him to move each object one at a time. If Davion still does not count, say "Say 1, say 2, …"

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

_____

_____

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

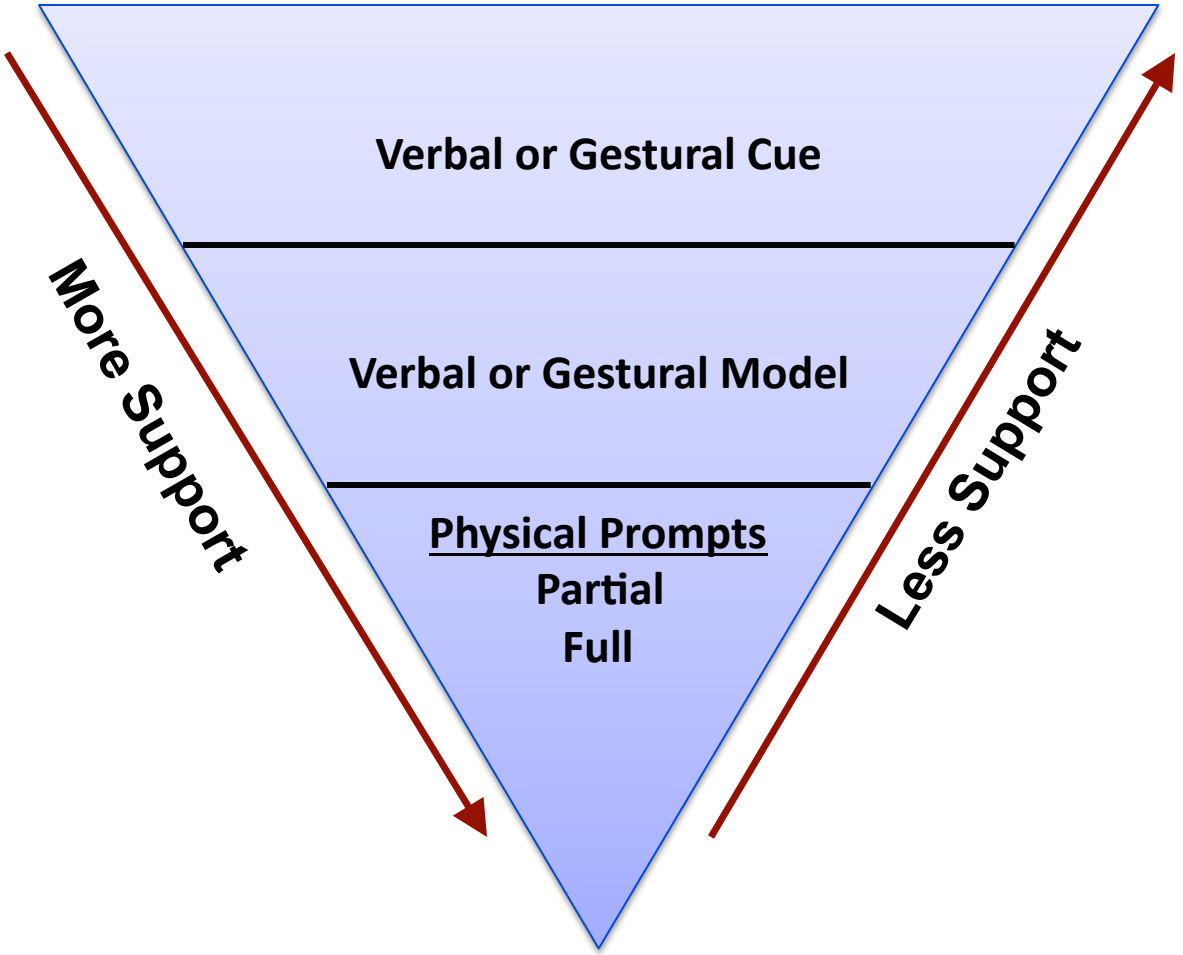
_____

Evaluation

Type of data:_____

Data Collection Format:_____

Remember Levels of Prompts



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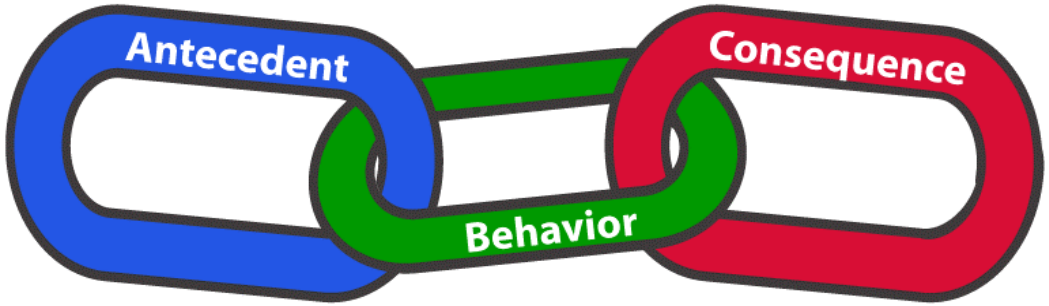
Tools for Teachers

What do you do when the target behavior occurs?

Consequences

A Consequence Ends a Complete Learning Trial



What are Positive Consequences?

A positive consequence is something that is presented in the child's environment *immediately* following his/her behavior that makes it more likely that the child will produce that same behavior again in the presence of the same antecedent.

Types of Consequences

Naturally Occurring Consequences

Planned Consequences

Naturally Occurring Consequences

- Access to preferred toys, materials, activities, and people
- Continued social interaction
- Acknowledgement
- Understanding, learning, or mastering (e.g., *I'm doing it!*)

Planned Consequences

- Token, food, preferred object, or activity
- Feedback
  - Praise from a peer or adult
  - Descriptive feedback
- It is important to fade planned consequences!

Positive Consequences

- Consider
  - Naturally occurring or planned
  - How frequently to use consequences
- Select consequences that are
  - Meaningful to the child
  - Appropriate for the characteristics of the child, target behavior, and activity

Let's Look at Some Examples

Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Snack

What do you do or say to elicit the target behavior?

Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision)

Point to and tap each item before Davion moves it

Child does NOT demonstrate the target behavior

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

What additional help (prompts) do you provide?

Take Davion's hand and help him point to each object one at a time. If Davion still does not count, say "say 1, say 2, …"

Consequence

How do you respond when the child demonstrates the target behavior?

Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).

Behavior

Child does NOT demonstrate the target behavior

Feedback

What feedback do you provide to end the trial?

_____

_____

_____

Evaluation

Type of data:_____

Data Collection Format:_____

Embedded Instruction for Early Learning

Tools for Teachers

Ending the Trial if the Target Behavior Does Not Occur

Three Possibilities

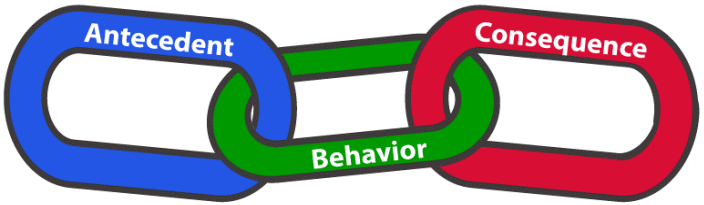
1) Learning trial is **complete**

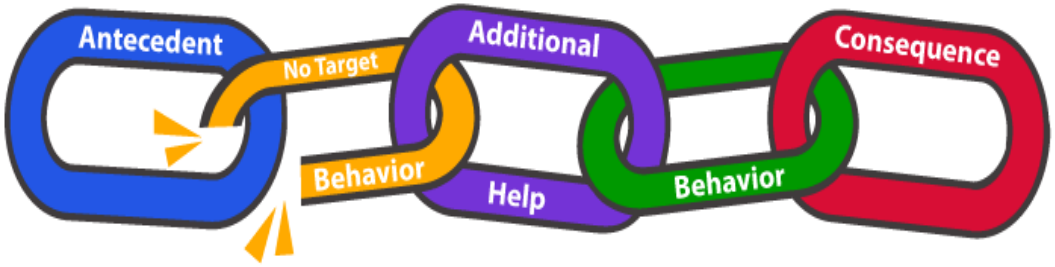
2) Learning trial is **incomplete** because the child did not demonstrate the behavior or the teacher did not provide a consequence

3) Learning trial implemented **correctly** by teacher, but child behavior did not occur

Possibility 1: Complete

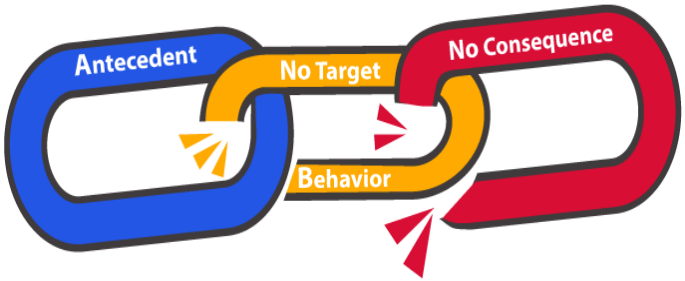
1) Target behavior occurs (with or without additional help) and a consequence is provided→ **learning trial is complete**

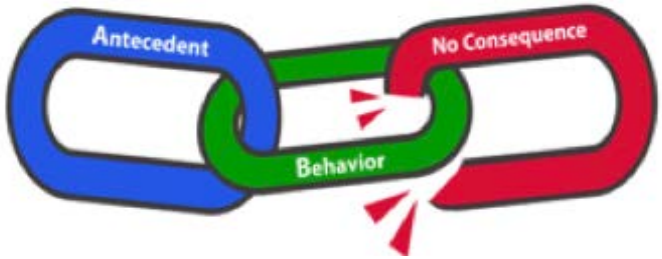


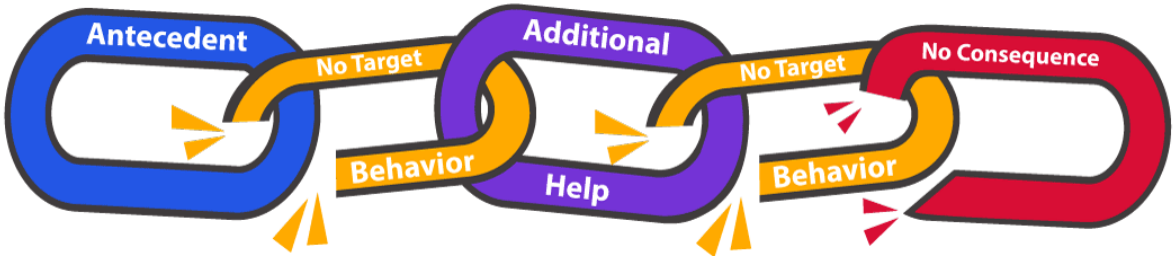


Possibility 2: Incomplete

2) The child did not demonstrate the behavior even with additional help or the teacher did not provide a consequence
→ **learning trial is incomplete**





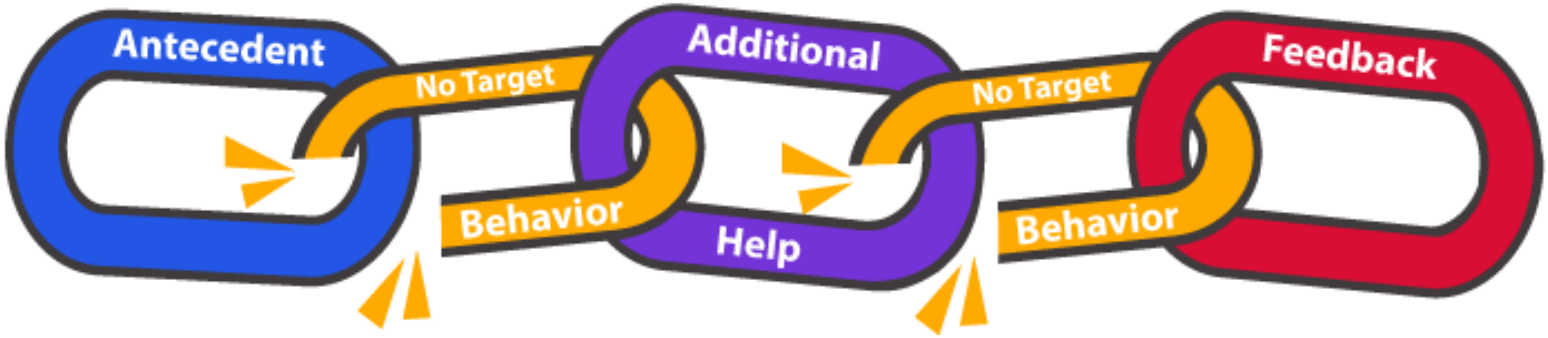


Possibility 3: Correct

3) Target behavior does not occur – even with additional help (prompts) → **learning trial implemented correctly by teacher, but child behavior did not occur**

Learning Trial in Which the Target Behavior Does NOT Occur

- If the child does **not** perform the target behavior even with additional help
- The adult decides to end the trial
- The trial should end with **feedback**



Instructional Plan Child's Name:_____ Date:_____

Antecedent

Instructional context: During which activities will the instruction take place?

Centers, Free Play, Snack

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Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision)

Point to and tap each item before Davion moves it

Behavior

Child demonstrates target behavior

Davion says, "1-2-3" while moving each object

Consequence

How do you respond when the child demonstrates the target behavior?

Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Take Davion's hand and help him point to each object one at a time. If Davion still does not count, say, "Say 1, say 2, …"

Behavior

Child demonstrates the target behavior

Consequence

How do you respond when the child demonstrates the target behavior?

Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).

Behavior

Child does NOT demonstrate

Feedback

What feedback do you provide to end the trial?

Say, "This is how we count," and count the objects. Then say, "We can try again later."

Evaluation

Type of data:_____

Data Collection Format:_____

It's as Easy as ABC!

Antecedent	Behavior	Consequence
Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision) **Point to and tap each item before Davion moves it**	**Davion says, "1-2-3" while moving each object**	**Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).**

Antecedent	No Behavior	Additional Help	Behavior	Consequence
Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision) **Point to and tap each item before Davion moves it**		**Take Davion's hand and help him point to each object one at a time.** **If Davion still does not count, say, "Say 1, say 2, …"**	**Davion says, "1-2-3" while moving each object**	**Say, "Great job, you counted three objects, 1, 2, 3," (point to each again).**

Antecedent	No Behavior	Additional Help	No Behavior	Feedback
Give Davion 3 objects and say, "How many?" (Objects and the background are high contrast to support vision) **Point to and tap each item before Davion moves it**		**Take Davion's hand and help him point to each object one at a time.** **If Davion still does not count, say, "Say 1, say 2, …"**		**Say, "This is how we count," and count the objects. Then say, "We can try again later."**

Embedded Instruction for Early Learning

Tools for Teachers

Building Complete Learning Trials for the Children you Teach

Review and Wrap-Up

Today, you have learned how to develop instructional plans to guide the implementation of embedded instruction that includes the following components:

- How to identify the **target behavior**
- What to say or do to elicit the target behavior (**antecedent**)
  - If needed, what prompts will be used to elicit the target behavior
- How to respond when the target behavior occurs (**consequence**)
- What prompts (**additional help**) to provide, if the child does NOT demonstrate the target behavior
- What **feedback** to provide to end the trial, if child still does NOT demonstrate the target behavior

Let's Try It!

- Work on one PLT for the other two children in your classroom
- Develop an instructional plan(s) to support the child to demonstrate the behavior in the activities you selected
- Think about how you will discuss this plan with other members of your team

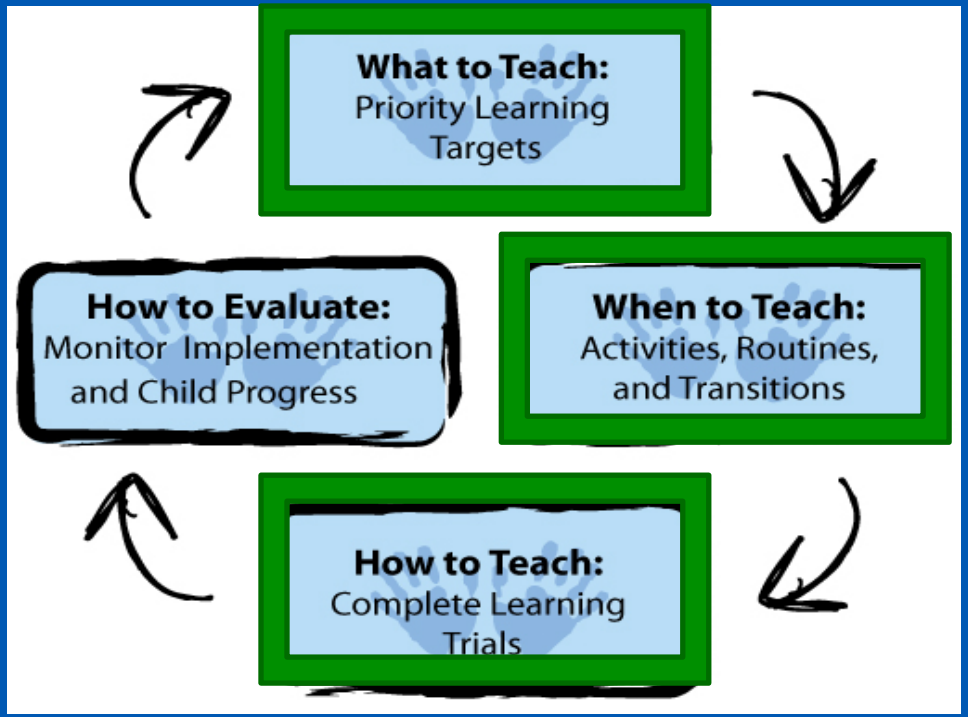
Before next time…

- Videotape yourself implementing your instructional plan
- Sharing your video will be voluntary, but we believe it is a valuable opportunity for reflection and to gain insight from our Embedded Instruction for Early Learning community
- Learning trials that are not complete can still be used as a learning opportunity

Embedded Instruction for Early Learning

Tools for Teachers

Up next
How to Evaluate



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Tools for Teachers

Thank you!

See you at Module 4
How to Evaluate!