

Embedded Instruction for Early Learning *Tools for Teachers*

Module 3: How to Teach





Ground Rules

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





Tools for Teachers Workshops

Module 1: Overview

Module 2: What to Teach & When to Teach

Module 3: How to Teach

Module 4: How to Evaluate



Key Practices: How to Teach

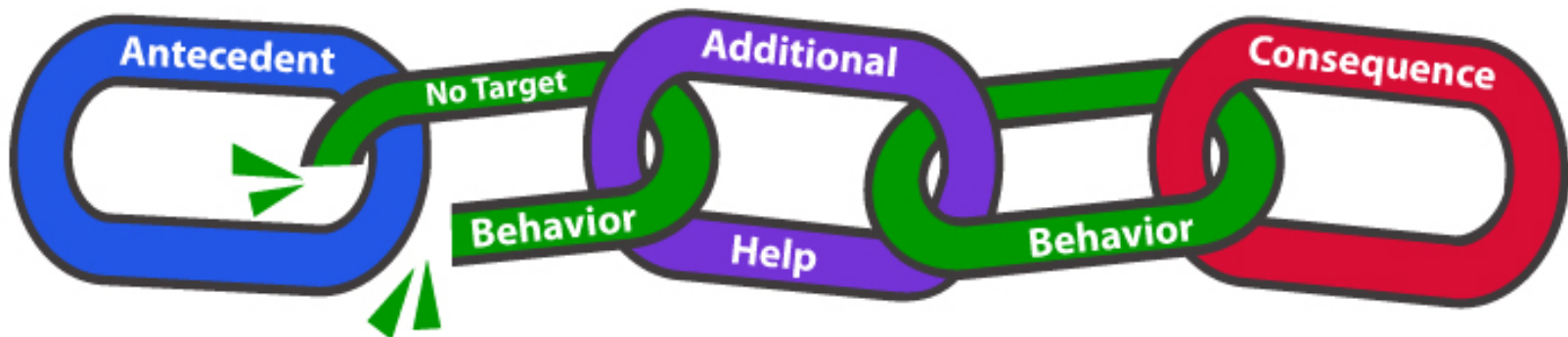
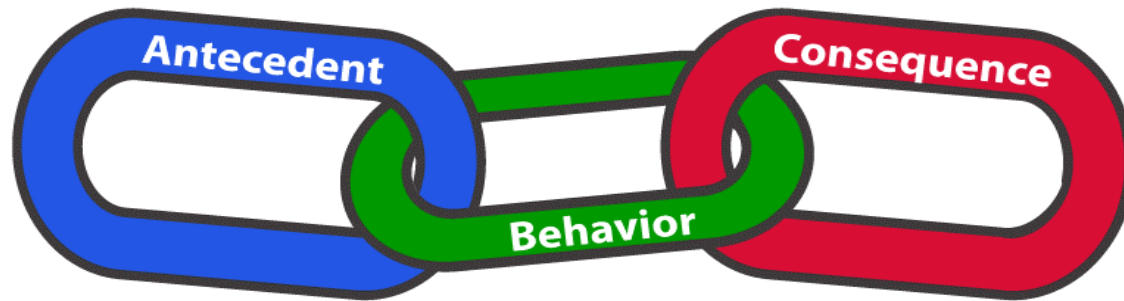
8. Use systematic instructional strategies with fidelity to teach skills and promote child engagement and learning.
9. Implement instructional learning trials that include (a) an environmental arrangement and/or prompt to elicit the learning target behavior (antecedent), (b) additional help to elicit the learning target behavior if the behavior does not occur, and (c) an appropriate response following the child behavior (consequence).
10. Implement massed, spaced, or distributed instructional learning trials.
11. Implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning.



After completing Module 3, you will be able to:

- Identify the instructional components of complete learning trials
- 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)
 - 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

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 learning about the components of complete learning trials, but is not needed for every target

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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

Consequence

What feedback do you provide to end the trial?

Evaluation

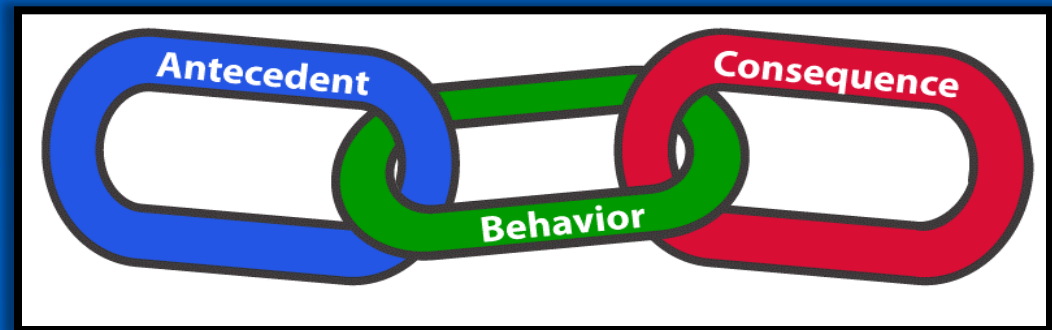
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Data Collection Format: _____



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Complete
Learning Trial
Components





Today we will consider...

- Behaviors
- Antecedents
- Additional Help
- Consequences & Feedback Strategies



Davion's Story





Davion' s Instructional Plan

Davion will initiate play with another child by asking to join in after a teacher model during center activities, free play, or outdoor play at least once 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?

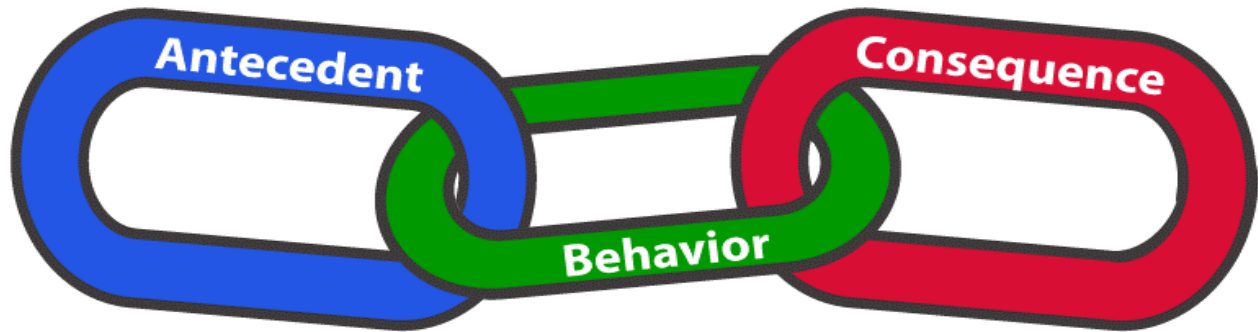
If the child does NOT demonstrate the target behavior, what additional help (prompts) could we provide?

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?



Complete Learning Trials



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?

B

Did the target behavior occur following A?

Additional Help (Prompt):

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

C

How do you respond when the target behavior occurs?

How do you end the trial if the target behavior does not occur, even with additional help?

Example CLT for Davion

Davion taps peer on shoulder and says “can I play?”

A

Peers playing together in center activity,
Davion approaches the peers.

Model a tap on peer’s shoulder and model saying,
“Can I play?”

B

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

If Davion does not tap peer and ask to play, provide a
physical prompt and say, “Davion, say can I play?”

C

Peers acknowledge Davion’s initiation and he joins in play.

If Davion does not say, “ Can I play?” say,
“If you want to play you need to ask your friends.”

Instructional Plan

Child's Name:

Date:

Antecedent

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 peer's shoulder and model saying "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 peer on 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 and Davion gets to play

Behavior

Child does NOT demonstrate the target behavior

Consequence

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: Frequency of opportunities presented with or without a model, frequency of target behavior
Data Collection Format: Tally # of opportunities presented with or without a model. For each opportunity indicate whether Davion demonstrated the target behavior or not.

Another Example CLT for Davion

Davion uses three word phrases when making requests.

A

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.”

B

Davion says, “I want ball.”

If Davion does not use 3 word phrase, adult says to Davion,
“Davion, say I want ball.”

C

Davion is given the object.

If he does not say anything or says only one or two words, the adult says to Davion, “You should say. ‘I want ball.’” Then try again in a little bit.

Antecedent

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

Consequence

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 opportunities presented with or without a model, frequency of target behavior


Data Collection Format: Tally # of opportunities presented with or without a model. For each opportunity indicate whether Davion demonstrated the target behavior or not.



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Let's look at
each component





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What is the target
behavior?



Components of a Complete Learning Trial

What is the target behavior?



Let's look at some examples





A priority learning target for Davion

When asked, Davion will correctly count sets of 3 moveable objects (such as blocks, toy cars, crackers), without help from an adult, during free play, snack or clean-up time for 80% of the opportunities across a day for two consecutive days.



Priority Learning Target Behavior

When asked, Davion will correctly **count sets of 3 moveable objects** (such as blocks, toy cars, crackers), without help from an adult, during free play, snack or clean-up time for 80% of the opportunities across a day for two consecutive days.

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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



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

Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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?

Evaluation

Type of data: _____

Data Collection Format: _____



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

Consequence

What feedback do you provide to end the trial?

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

Antecedents



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?



What are Antecedents?

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

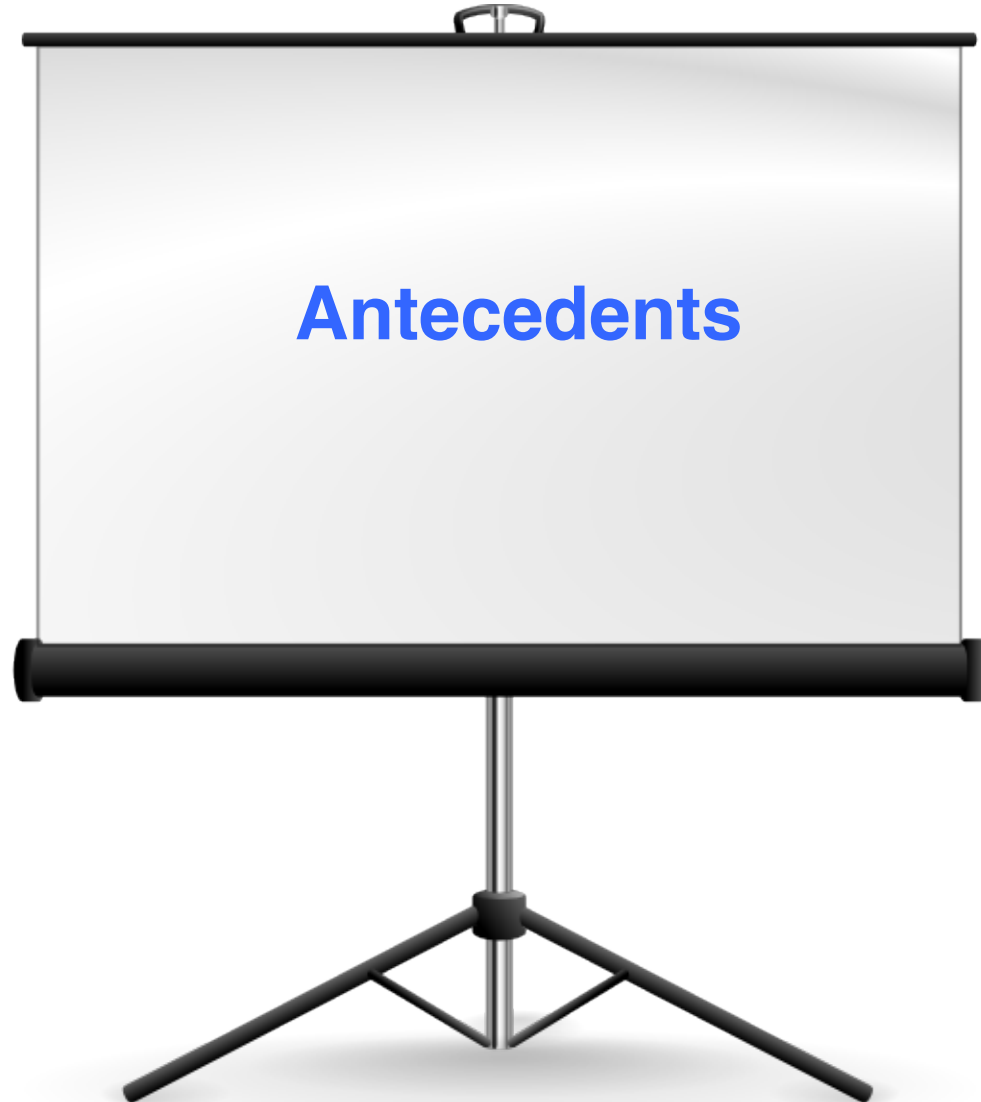


Types of Antecedents

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



Let's look at some examples



Antecedent

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

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

Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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

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

Consequence

Behavior

Child does NOT demonstrate the target behavior


What feedback do you provide to end the trial?

Consequence

Evaluation

Type of data: _____

Data Collection Format: _____



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Prompts

In addition to natural cues



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?

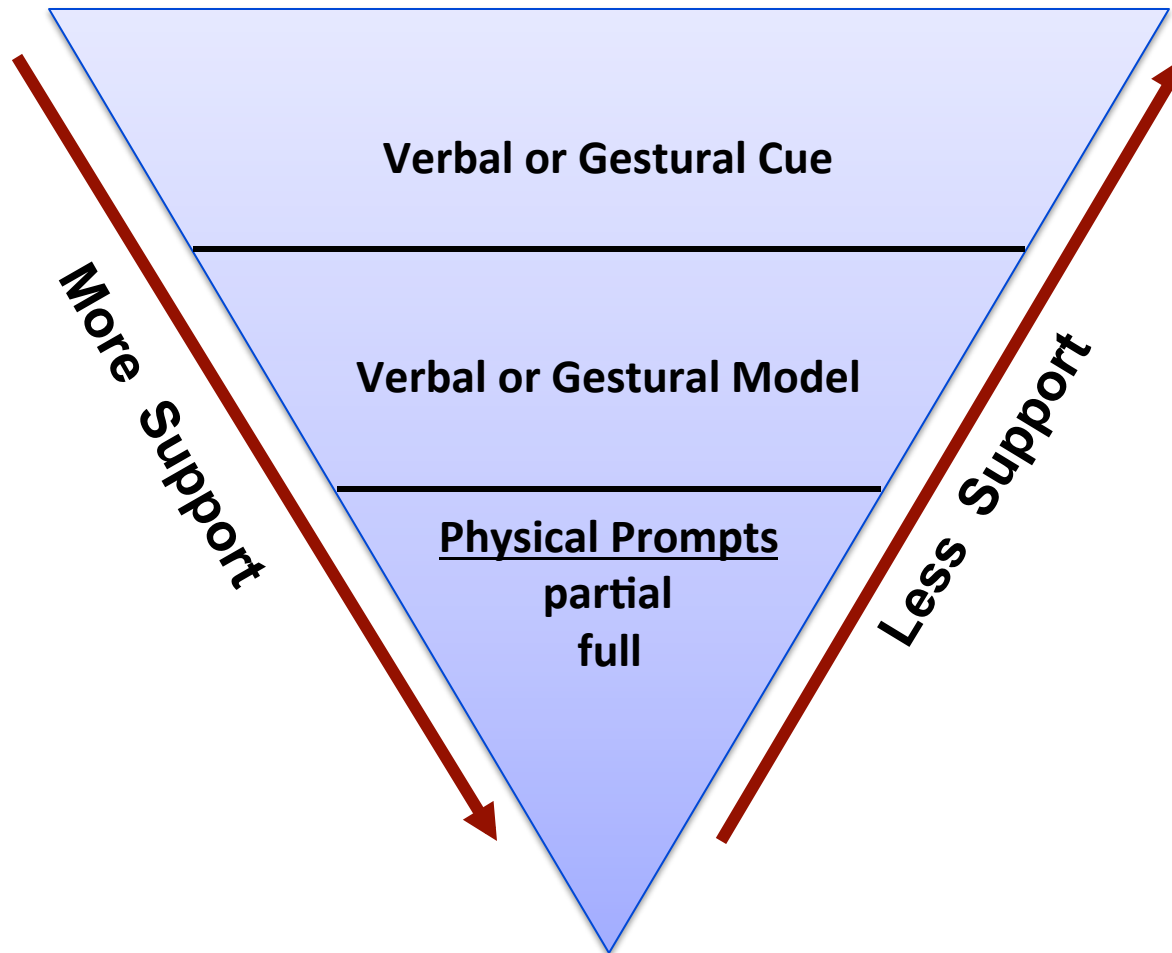


What is a prompt?

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

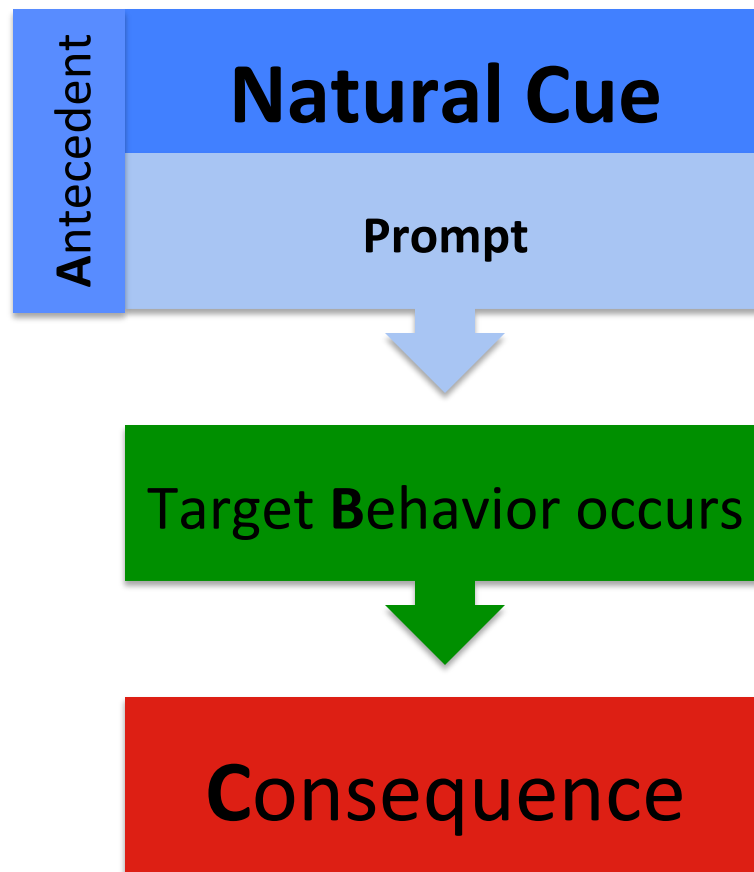
Prompts help to elicit a behavior

Levels of Prompts





Antecedents





Let's look at some examples



Example of an antecedent that includes an adult prompt for Davion

Davion uses 3-word phrases to make requests.

A = Children are taking turns stirring pudding;
Teacher asks “who wants to go next?”
Teacher says to Davion, “Davion say, I want to stir.”

B = Davion says, “I want stir.”

C = Give Davion bowl and spoon for stirring pudding.

Antecedent

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 points to it

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

Behavior

Child does NOT demonstrate the target behavior

Consequence

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

Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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

Consequence

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 learning target behavior
- Prompts are *not* necessary for every antecedent
- Prompts should be faded out as soon as possible



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The Importance of
Fading Prompts





Fading Prompts

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

Fading Prompts for Davion

Adult says, "Time to go downstairs for lunch"



A = Adult holds Davion's hand, actively steadying him as he descends, cuing him to slide his foot to find the step's edge



B = Davion walks down the stairs without falling



C = Davion enters the lunchroom to eat

Adult says, "Time to go downstairs for lunch"



A = Adult holds the other end of a short dowel with Davion as he descends, cuing him to find each step's edge



B = Davion walks down the stairs without falling




C = Davion enters the lunchroom to eat



How will you fade the prompt?

1. Think of the learning target you are working on with a child—What type of prompt is usually required?
2. How could you fade the use of that prompt over time so that the child is producing the behavior independently?



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Additional Help:

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



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?

B

Did the target behavior occur following A?

Additional Help (Prompt):
What do you do if the target behavior is not demonstrated?

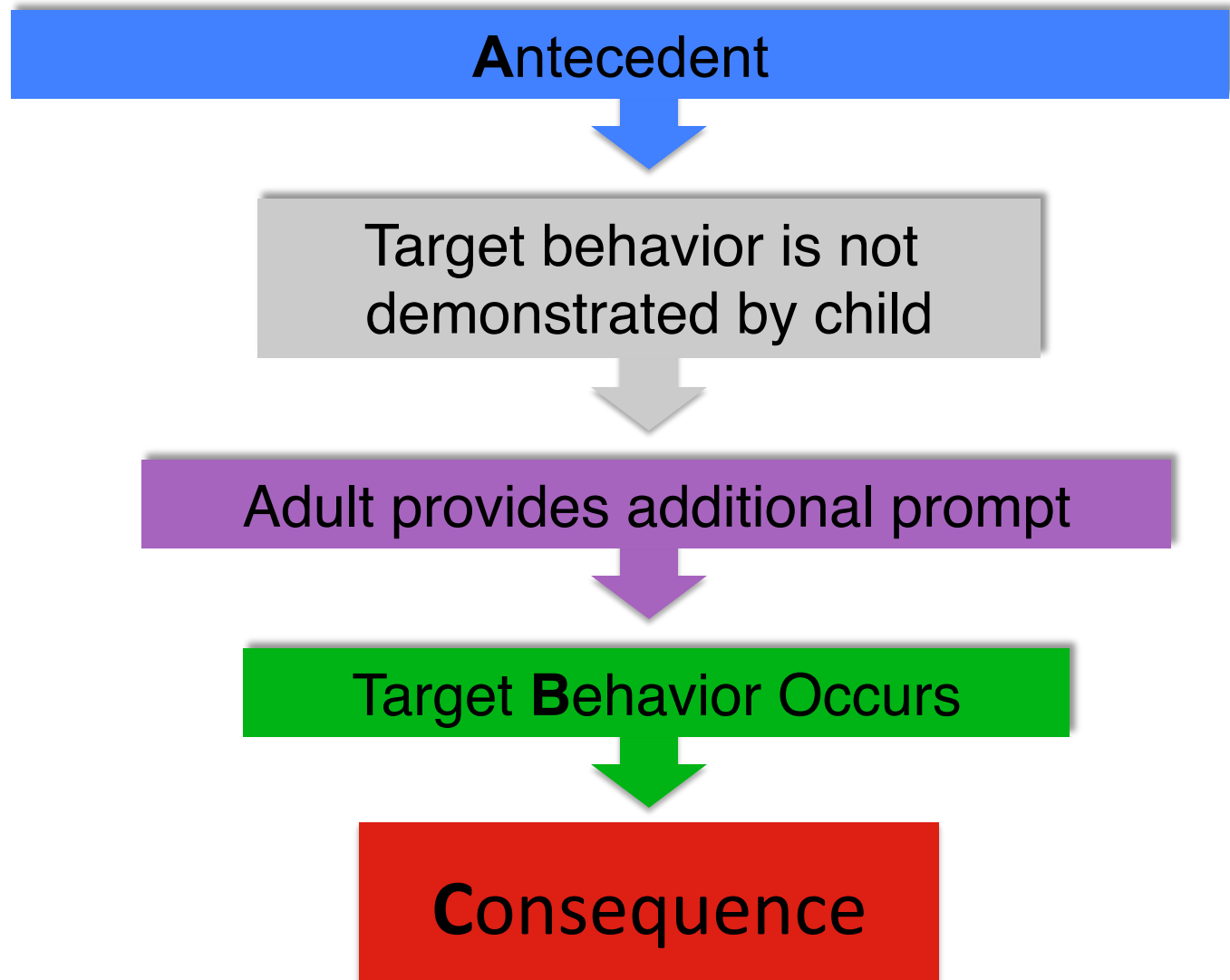


Providing Additional Help (Prompts)

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)

Providing a Prompt: Additional Help





Let's look at some examples



Example of using a prompt as part of additional help for Davion

Walk up and down stairs holding onto the hand railing

A = Say, "it's time to go outside we are going to walk down the stairs"

Davion grabs the teachers hand and starts to step down

Say, "You hold onto the hand railing" and place Davion's hand on the hand railing

B = Davion holds the hand railing while he goes down the stairs

C = Say, "You walked down the stairs by yourself, good job, now we can play outside"

Antecedent

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 points to it

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?

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?

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

Consequence

What feedback do you provide to end the trial?

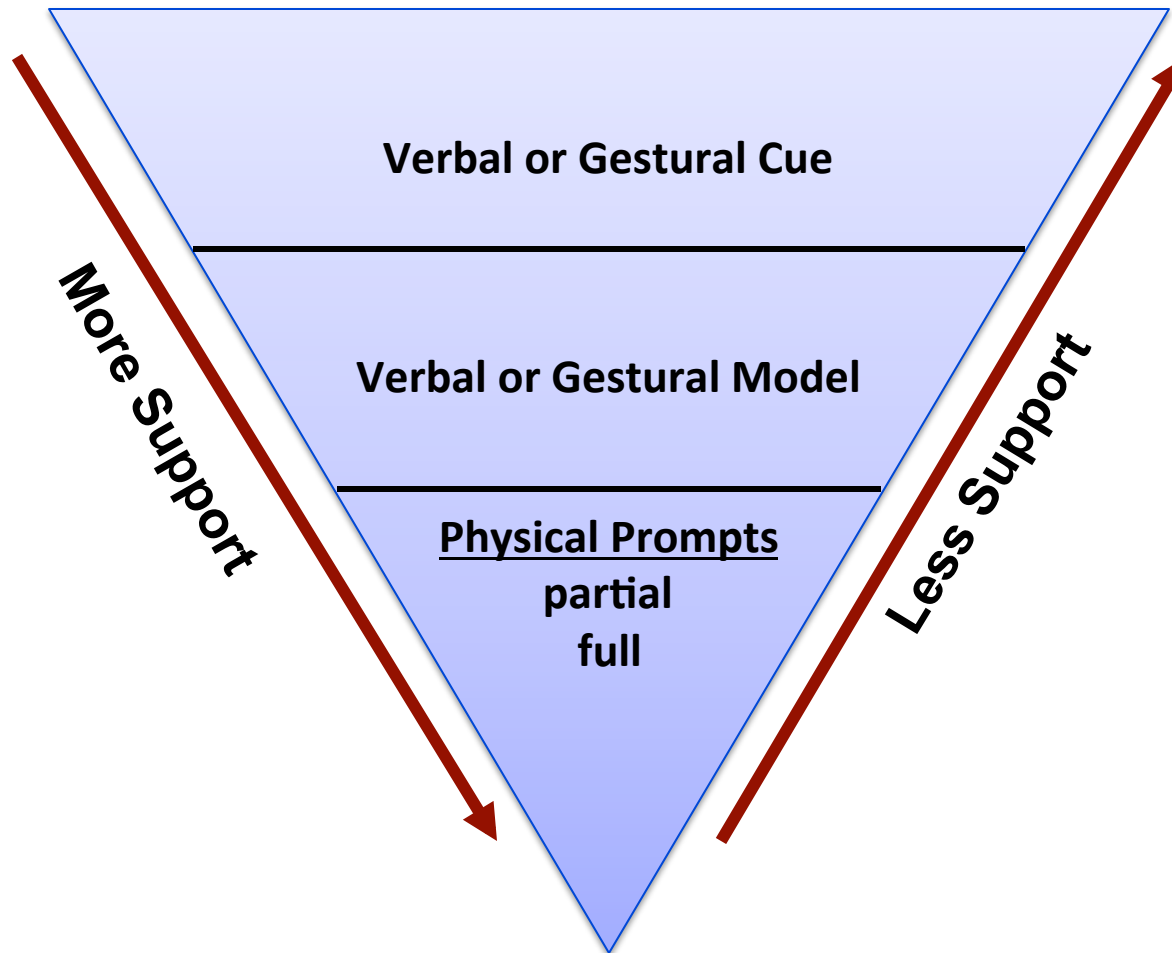
Evaluation

Type of data: _____

Data Collection Format: _____



Remember Levels of Prompts



Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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

Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

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What do you do
when the target
behavior occurs?

Consequences



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?

B

Did the target behavior occur following A?

Prompt/Additional Help:

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

C

How do you respond when the target behavior occurs?



How Consequences Work

	Positive Consequence	Negative Consequence
Presented	Increase in behavior	Decrease in behavior
Removed	Decrease in behavior	Increase in behavior



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 desired toys, materials, activities
- Continues a social interaction
- Receives acknowledgement
- Understands learning or mastering
(i.e., *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 either naturally occurring or planned consequences
- Consider how soon and how frequently to use
- Select consequences to fit the child and the learning target



Let's look at some examples



Antecedent

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 points to it

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?

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

Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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


Consequence

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 Behavior
Does Not Occur



Components of a Complete Learning Trial

What is the target behavior?

A

What do you say or do to elicit the behavior?

B

Did the target behavior occur following A?

Prompt/Additional Help:

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

C

How do you respond when the target behavior occurs?

How do you end the trial if the target behavior does not occur, even with additional help?



Two Possibilities

- 1) Target behavior occurs and consequence is provided: learning trial is complete
- 2) Target behavior does not occur – even with additional help (prompts)



Complete Learning Trial

**A complete learning trial
can occur in various ways**

Example of a Complete Learning Trial

A

Antecedent occurs

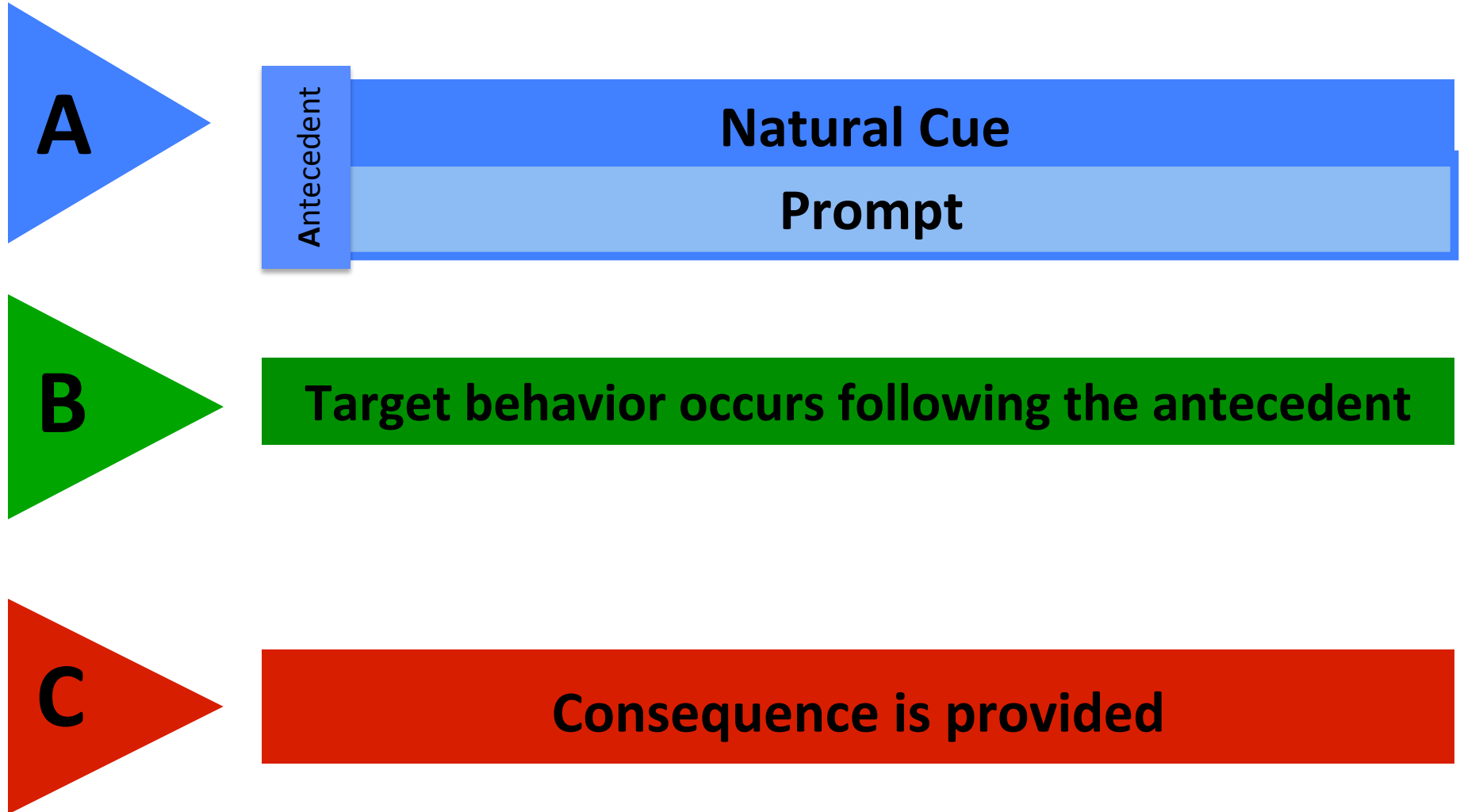
B

Target behavior occurs following the antecedent

C

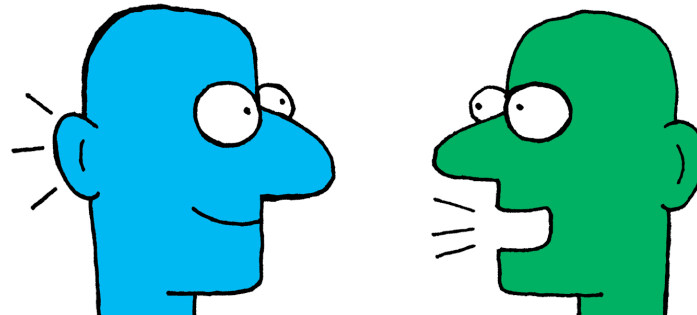
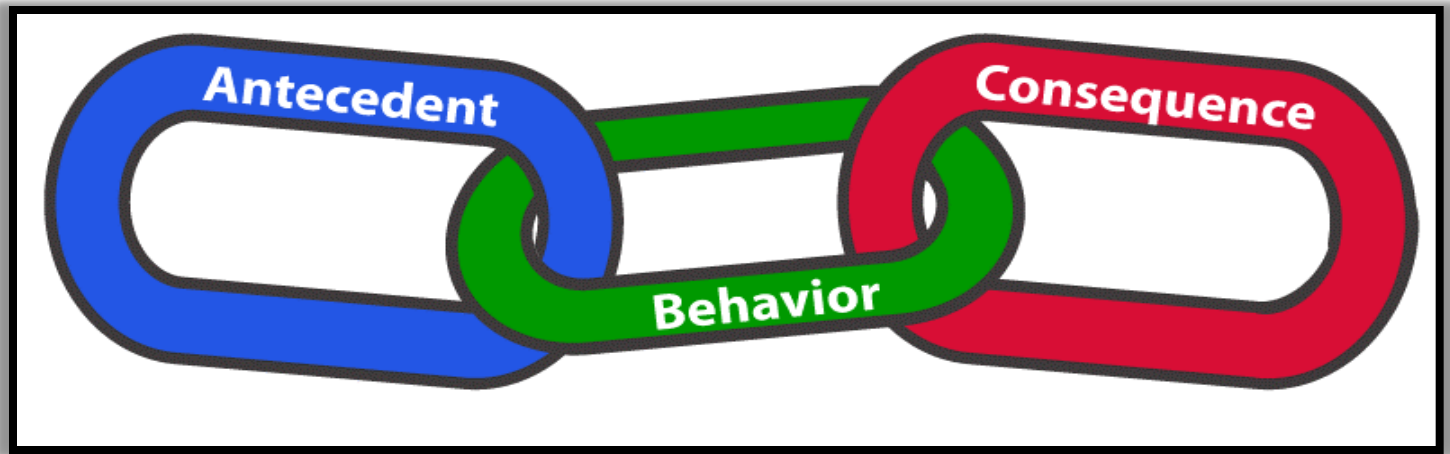
Consequence is provided

Example of a Complete Learning Trial





Easy as A-B-C



Example of a Complete Learning Trial

A

Antecedent occurs

B

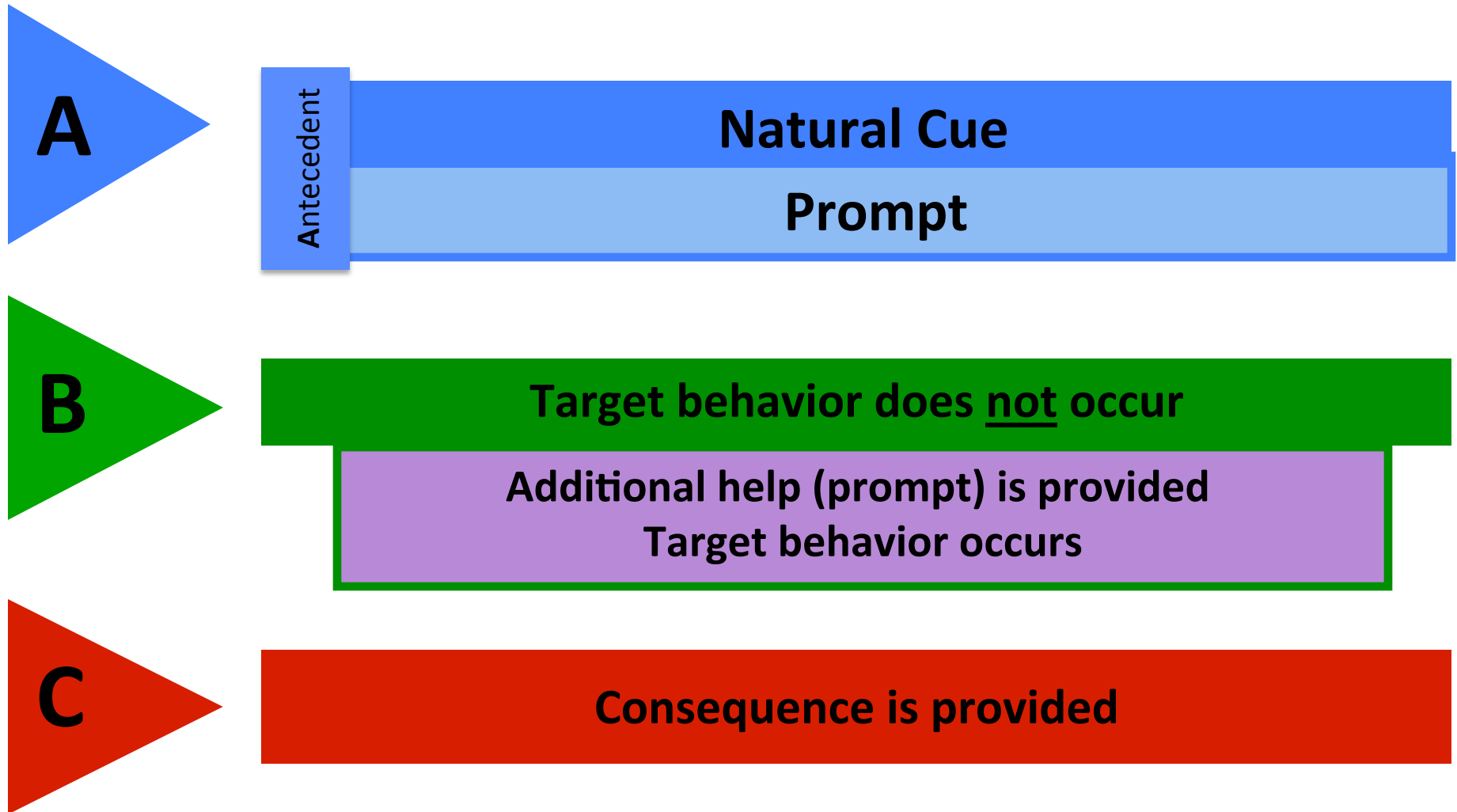
Target behavior does not occur

**Additional help (prompt) is provided
Target behavior occurs**

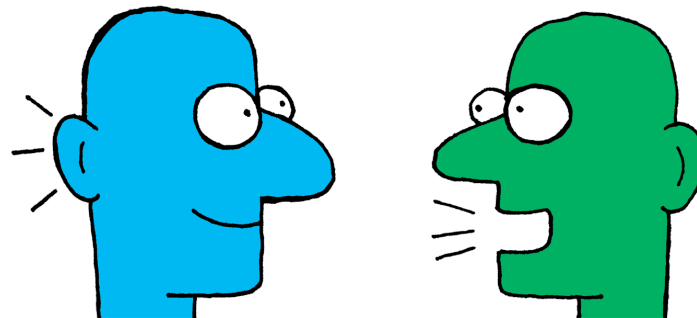
C

Consequence is provided

Example of a Complete Learning Trial



A-B-C with additional help





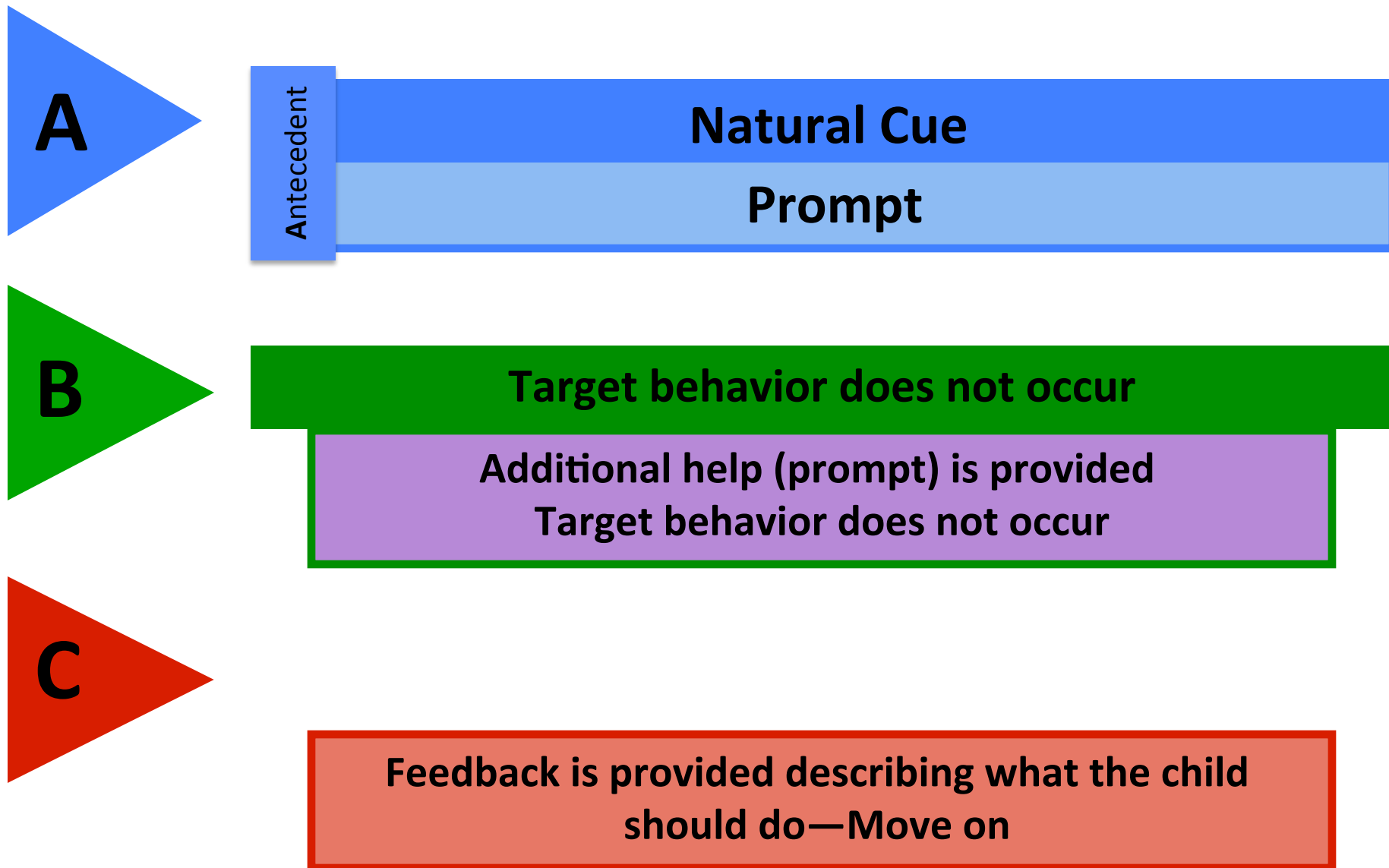
Learning Trial in Which the Target Behavior does not Occur

If the child does **not** perform the target behavior even with additional help

The adult decides to end the trial

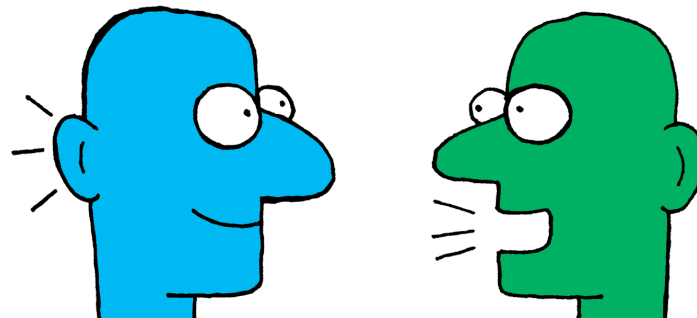
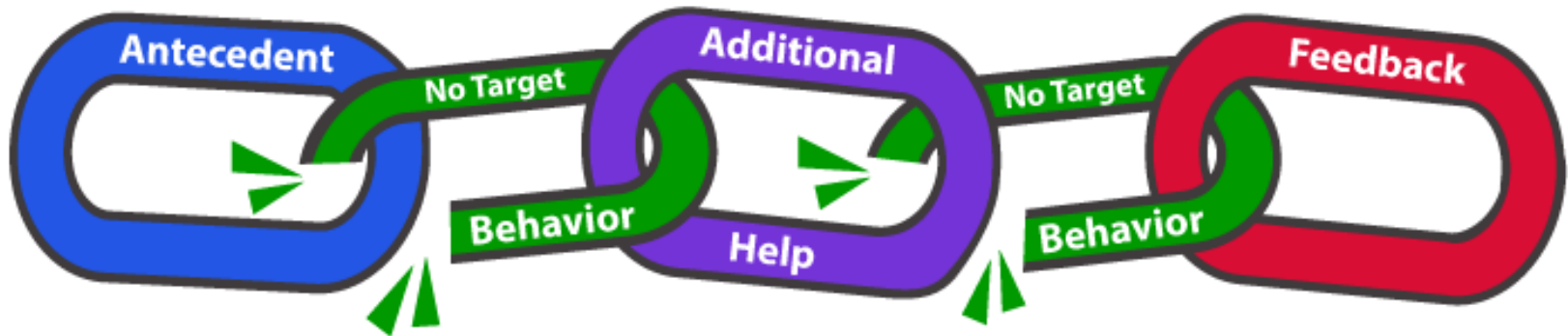
The trial should end with **feedback**

Example of a Correct (But Incomplete) Learning Trial





Target Behavior Does NOT Occur



Antecedent

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 points to 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 the target behavior

Consequence

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: _____

Instructional Plan

Child's Name: _____

Date: _____

Antecedent

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


Consequence

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____



Embedded Instruction for Early Learning *Tools for Teachers*

Building Complete
Learning Trials for
the Children you
Teach






Application Activity



The Class Activity Matrix

- Develop a **class activity matrix** that displays at least two targets for each child
- In each box of the matrix:
 - Identify the learning target(s) you plan to teach
 - Fill in the number of complete learning trials you estimate could be implemented

Class Activity Matrix

	Child 1	Child 2	Child 3
Arrival	•Request Help (X2)		
Free Play			
Circle			
Outside			
Snack			
Class Activity			
Departure			
Transitions			




Application Activity



The Instructional Plan

- Hold on to the instructional plan you created throughout today's workshop
- Select one learning target for each of the other two children in your classroom
- Complete two more Instructional Planning Sheets, one for each of the learning targets you have identified
- When you are finished you will have 3 complete instructional plans for 3 different children



Embedded Instruction for Early Learning *Tools for Teachers*

How to Include
Classroom Teaching
Assistants
in Delivering
Embedded Instruction





Ideas for Including Others in Delivering Embedded Instruction

- Share selected materials from embedded instruction workshops with your assistant
- Watch a classroom video together and watch for embedded instruction examples
- Ask your assistant to collect data as you deliver embedded instruction
- Role play delivering embedded instruction
- Post an Activity Matrix for one activity and target behavior for your assistant to follow



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
 - If needed, what prompts to add to elicit
- 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



Before next time...



- Video tape yourself implementing your instructional plan with at least one target child in your classroom
- 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*

Thank you!

See you at Module 4
How to Evaluate!