



Practice Brief: Practice 6

To help collect and analyze data on embedded instruction...

Make data-based decisions about whether changes are needed to my instruction by considering (a) Am I doing it? and (b) Is it working?

Practice description:

There are three key questions to evaluating embedded instruction. The third question is: Do I need to make changes? This question relates to considering the information gathered from Am I doing it? And Is it working? then deciding whether to continue with or revise your embedded instruction plan. It is important to evaluate how well you are implementing the planned instruction before determining if embedded instruction is working for the child. Based on the data, you might decide that you have not implemented embedded instruction as planned. This suggests a need to work on consistently implementing your plan. If you have implemented embedded instruction as planned, but it is not working for the child, consider adjusting the instructional plan. If the child is making progress, continue the plan or choose to develop a new priority learning target or instructional plan.

Why is it important for embedded instruction?

Using data to inform instructional plans and decisions can lead to improved child learning and progress. Making data-based decisions involves using multiple sources of information and considering both teacher implementation and child progress. With appropriate analysis and interpretation of data, you can make informed decisions that positively affect the children in your classroom and improve your use of embedded instruction.

Tips for using this practice:

- Remember – the data are a source of information to guide and inform your instructional plans and decisions. Use the data you collect in combination with what you know about your classroom, the child, and the skills and behaviors being targeted to make your decisions.
- Graphs can be a helpful way to summarize data so you can easily analyze and interpret it.
- Data-based decisions might help you make changes to priority learning targets, the activity matrix, the instructional plans, or a combination of these. Alternatively, you might find no changes are needed.
- When a child achieves a priority learning target consider increasing the complexity of the desired behavior, adjust the performance criteria or conditions, or identify a new behavior or priority learning target.
- Data-based decision making is an ongoing process – remember to review the data you collect regularly.