



Practice Brief: Practice 6

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

Implement strategies to help determine if children are making progress on their learning targets (i.e., Is it working?).

Practice description:

There are three key questions to evaluating embedded instruction. The second question is: Is it working? This question relates to whether embedded instruction is working for a child. That is, is the child learning and making progress on the identified priority learning targets? Monitoring child progress on learning targets can be done by collecting data on child performance of skills and behaviors outlined in priority learning targets. The data you collect might relate to whether the child is acquiring, maintaining, mastering, generalizing, or adapting skills based on the how the skill and criteria are specified in the learning target. Embedded instruction focuses on children learning skills in the activities and settings in which they need to use these skills. Consequently, it is important that we evaluate a child's use of targeted skills within the ongoing activities, routines, and transitions of the classroom. To do this, outline a data plan so that you know what type of data to collect, when to collect it, who will collect it, and how often. Again, these decisions will relate to the criteria set in the learning target. There are a variety of data collection strategies and resources that can help you get the data needed to monitor child progress.

Why is it important for embedded instruction?

Monitoring child progress will help you decide if adjustments need to be made in your implementation of embedded instruction. The data you collect will help you identify possible barriers to child progress and determine other instructional strategies that might be more effective or efficient for learning skills. Regular data collection will also help you determine when a child has achieved a goal and might be ready for something new.

Tips for using this practice:

- Remember to record your data collection plan on the instructional plan.
- High-quality learning targets that identify observable and measurable skills and include criteria and conditions will make determining your data collection plan easier.
- Different skills and behaviors will require different types of data. Identify what type of data is needed to collect. Child progress data might focus on: frequency, accuracy, duration, latency, intensity, or endurance.
- Graphing data is key. When we use graphs, we are able to describe the child's performance and progress and make predictions about future performance. Graphs can also help us identify factors affecting the child's performance (e.g., activities or time of day).