



**Embedded Instruction
for Early Learning**

Tools for Teachers - CA

Participant Workbook

This binder belongs to: _____

 **Embedded Instruction
for Early Learning**
Tools for Teachers

Planning for
and Implementing
Key Components
of Embedded
Instruction




(Fall 2018) 1

 **Tools for Teachers Training
Before You Came Today....**


- ✓ **Introduction to Embedded Instruction
online course**
- ✓ **Introduction to Writing Priority Learning
Targets online course**
 - Practice Module 1: Identifying and Aligning Target Skills
 - Practice Module 2: Writing High-Quality Priority Learning Targets
- ✓ **Coaching Session 1**
 - ✓ Wrote 4 PLTs for each child enrolled

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 **Tools for Teachers Training
Today and Beyond....**


- ✓ **Live Training**
 - El Practices Day 1 – (TODAY)
 - El Practices Day 2 – (enter date)
- ✓ **Coaching**
- ✓ **Professional Learning Communities**

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 **Objectives for Today**

- Review key components of embedded instruction and practices
- Review, revise, and write priority learning targets
- Develop a class-wide activity matrix
- Write an instructional plan to provide complete learning trials
- Discuss three questions for evaluating embedded instruction that you can begin to explore with your coach


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 **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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 **Getting to Know You.....**



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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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Component	Teaching Practice
What to Teach	1. Identify and align target skills for children.
	2. Write high-quality priority learning targets.
When to Teach	3. Use high-quality activities to provide multiple and meaningful embedded learning opportunities.
	4. Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.
How to Teach	5. Plan and implement embedded learning opportunities as complete learning trials.
How to Evaluate	6. Collect and analyze data on embedded instruction implementation and child progress to inform instructional decisions.

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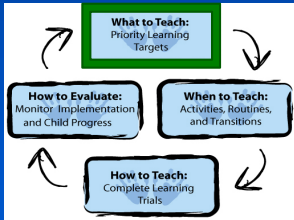


Embedded Instruction for Early Learning


Tools for Teachers

What to Teach

High-quality Priority Learning Targets



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What to Teach Practices

1. Identify and align a target skill
2. Write a high-quality priority learning target

Target Skill → Priority Learning Target

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Defining Terms


Target Skill

- A behavior or skill that is *important* for the child to learn
- A behavior or skill that is “proximal” (i.e., 1 or 2 steps past what the child can do now)

Examples:

- ◇ Use 1 word to request an object
- ◇ Describe an object using an adjective and a noun (e.g., red ball, little car)
- ◇ Sort objects by size

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Defining Terms

Priority Learning Target

A written statement of the skill or behavior you want to teach the child **right now (i.e., in the next 2-4 week)**, which includes:

- the **behavior** you want the child to learn
- the **level of support** needed to help the child do the behavior
- the **activities** where the child will demonstrate the behavior
- **how you will know** when the child has learned the behavior

Example:

Matthew will use 1 word to request an object from a peer, following a verbal model, during meal times and centers, 3 times per day for one week.

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What to Teach Practices

1. Identify and align a target skill
2. Write a high-quality priority learning target

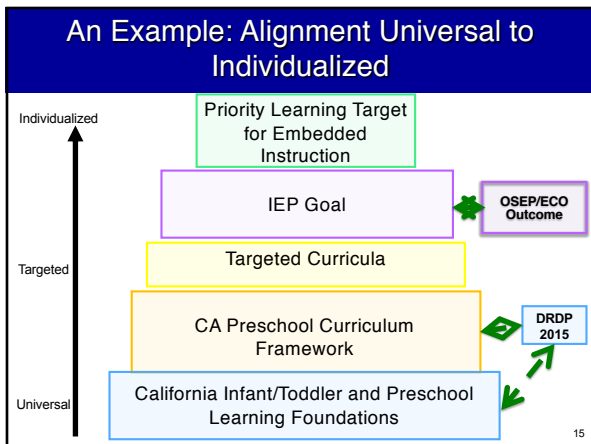
Target Skill → Priority Learning Target

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Identify and Align Target Skills

- **Identify** target skills by:
 - Breaking down IEP goals
 - Using authentic assessments (e.g., DRDP 2015, TS Gold)
 - Conducting activity or routine analyses (activity-focused assessment)
- **Align** target skills with:
 - DRDP 2015 and CA Infant/Toddler & Preschool Learning Foundations
 - Child's readiness to learn a skill

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 **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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Meet Matthew

Cheryl is a preschool teacher at Sage Early Learning Center, an inclusive full-day preschool program. 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* and she is pleased with the progress they have demonstrated on the *DRDP(2015)*. Matthew is one exception. Currently, Matthew has a vocabulary of about 50 words and typically uses single words, pointing, or gesturing to communicate with adults during ongoing classroom activities and routines. He rarely initiates with his peers, but appears to be interested in being near them. When Cheryl tries to work with Matthew one-on-one in the classroom to address his IEP goals he is often reluctant to participate.



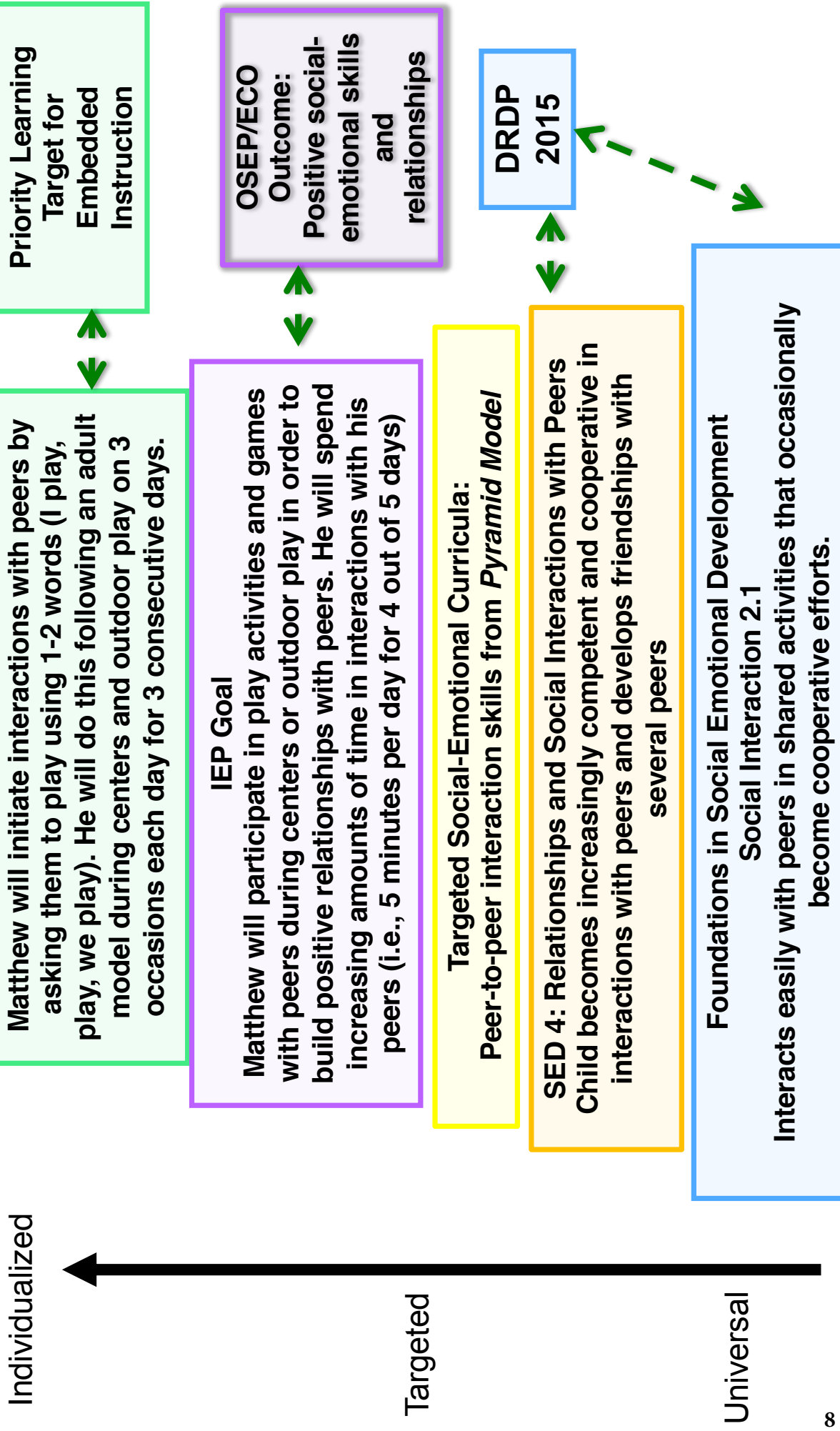
It is October and the end of the first quarter is almost here. Matthew has been working on eight IEP goals since joining Cheryl's class in February of last year, but his progress towards meeting the benchmarks set by the team has been slow and Matthew does not seem to maintain the skills Cheryl thought he had once mastered from week to week. Having tried everything she can think of to keep Matthew moving forward, Cheryl shares her concerns at Matthew's interim IEP team meeting. She is hoping the team might have suggestions for how to help get Matthew back on track.

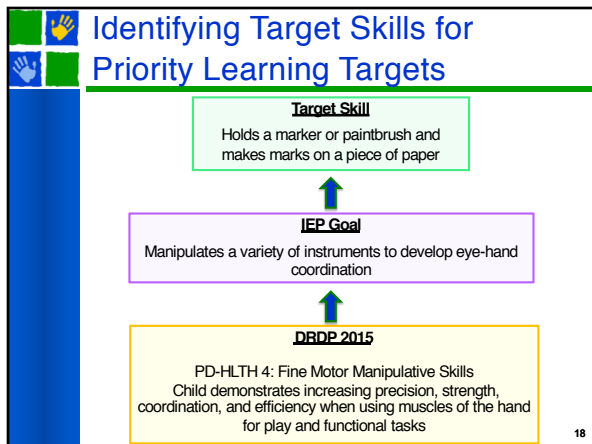
After discussing a range of evidence-based strategies to support Matthew in the classroom environment, the team, including Matthew's family, decide to use embedded instruction. This approach will focus on skills Matthew needs to be engaged and participative in everyday activities and will give him multiple and meaningful opportunities for using skills throughout the day. For example, Cheryl and Matthew's mom would like Matthew to help during mealtimes and clean-up routines, but Matthew does not seem to understand concepts about how objects are related in space. He does not appear to understand what words like "top", "bottom", and "in" mean. Maybe Matthew could put a bowl "on top" of a napkin during snack time and put trucks "in" the basket during center time clean-up. 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 his everyday learning opportunities in class and at home.

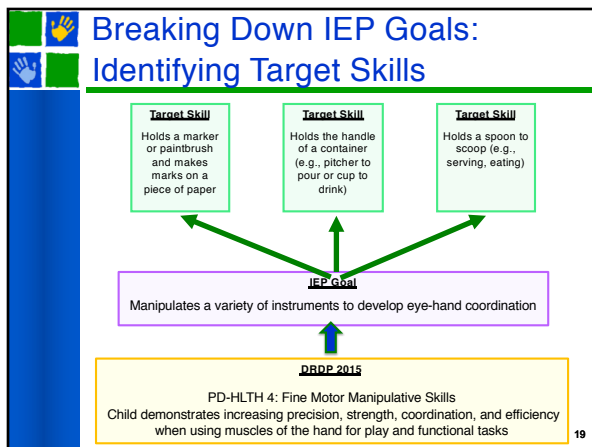
Some of the goals on Matthew's IEP focus on:

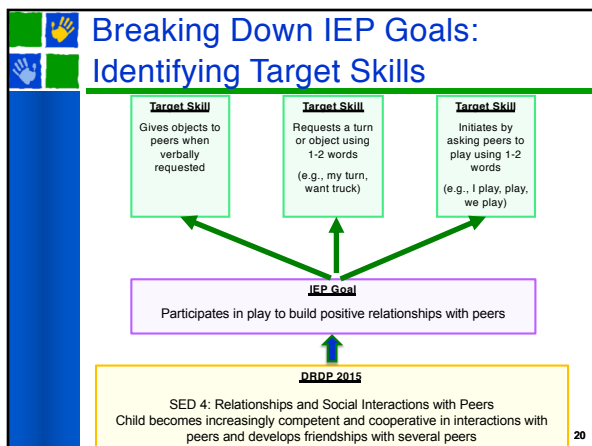
- demonstrating receptive communication skills by following instructions
- using 3-word expressive communication for a variety of functions (recurrence, agent, object, action)
- developing eye-hand coordination and object manipulation skills
- increasing social interactions with peers

An Example: Alignment Universal to Individualized









Your Turn: Break it Down for Matthew

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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Review Your Work

- Read the target skills you identified with your coach in Session 1

Teacher ID: _____	Child 1 ID: _____	Date: _____
Write the behavior statement (the target skill or behavior the child will do).		Now write the complete priority learning target with all components (learner, behavior, conditions, activities, criterion).
Behavior Statement 1:	Priority Learning Target 1:	
Behavior Statement 2:	Priority Learning Target 2:	

- Do any target skills need to be broken down more?
 - Yes**
Revise the target skill(s)
 - No**
What might be a logical next target skill(s)?

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Breaking it Down for Matthew #1

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 target skill will support the child to make progress towards the annual goal.

Below is an example of an IEP goal that is rather large and needs to be broken down into target skills, which will become part of a priority learning target.

IEP Goal or Benchmark	Target Skills
<p>During routine classroom activities, Matthew will spontaneously produce 3-word utterances to express a variety of communicative intentions including <u>recurrence</u> (more juice please), <u>description</u> (big blue ball), and <u>agent-action-object relations</u> (you push truck) when <u>requesting or labeling objects</u> 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.</p>	1)
	2)
	3)

Let's Break It Down for Matthew #2

Break down the IEP goal into teachable “one-step” skills that Matthew could acquire in 2-4 weeks with intentional embedded instruction from Ms. Cheryl and her team.

IEP Goal or Benchmark	Steps to Teach
<p>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 (diameters of 1-4 cm such as a crayon, jug handle, or spoon handle) and maintains his grasp without adult support in completing tasks for at least 7 of 10 planned observations for 5 days.</p>	1)
	2)
	3)

Let's Break it Down for a Child in Your Class

Break down the annual IEP goal or benchmarks into target skills the child could acquire in 2-4 weeks with intentional embedded instruction.

IEP Goal or Benchmark	Target Skills
	1)
	2)
	3)

Let's Break it Down for a Child in Your Class

Break down the annual IEP goal or benchmarks into target skills the child could acquire in 2-4 weeks with intentional embedded instruction.

IEP Goal or Benchmark	Target Skills
	1)
	2)
	3)

What to Teach Practices

1. Identify and align a target skill
2. Write a high-quality priority learning target

Target Skill → Priority Learning Target

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Review: Components of Priority Learning Targets

(1) Learner Matthew will

(2) Behavior initiate interactions with peers by asking them to play using 1-2 words (e.g., I play, play, we play).

(3) Conditions He will do this 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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Behavior Statements

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
Best 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 EIP 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 Best 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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Priority Learning Target (PLT) Quality Checklist

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Conditions	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
Activities	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
	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
Criterion	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
	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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	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
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	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.					


Different Categories of Behaviors

- **Discrete behaviors**
 - Name a color
 - Count objects
 - Name objects
- **Response class behaviors**
 - Make a 2-word request
 - Follow a 1-step direction
 - Imitate peers
- **Chains of behavior**
 - Wash hands
 - Complete steps in morning arrival routine
- **Dispositions**
 - Be curious
 - Be flexible

Try discrete and response class behaviors first.

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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, 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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Strengthening the Behavior Statement (i.e., target skill)

Behavior	Priority Learning Target (PLT) Behavior Statement
Child will answer “WH” questions	Child will answer “what” questions about a book by labeling objects and pictures Child will verbally 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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Strengthening the PLT Behavior Statement (i.e., target skill)

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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More 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 measurable

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Strengthening the PLT Behavior Statement (i.e., target skill)

Behavior	PLT Behavior Statement
Engage with peers by taking turns	Child will give objects to peers when requested.
	Child will make 2-word requests to peers for classroom objects (e.g., want car, blue ball).
	Child will use 2-3 words (e.g., my turn, want turn, Jacob's turn) to request a turn during group games and centers.

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Review Your Work

- Read the behavior statements or target skills you identified with your coach in Session 1

Teacher ID: _____	Child ID: _____	Date: _____
Write the behavior statement (the target skill or behavior) for the child and date.	Now write the complete priority learning target with all 5 components (Learner, behavior, conditions, activities, criterion).	
Behavior Statement 1:	Priority Learning Target 1:	
Behavior Statement 2:	Priority Learning Target 2:	

- Can you make them more observable, measurable, functional and aligned, or generative?

Priority Learning Target Quality Checklist


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Priority Learning Target (PLT) Quality Checklist

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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., appropriate)?	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 behavior should occur?	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.



When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork on napkin, puts backpack in cubby) during circle, transitions, and meals. He will do this for 10 times each day for three consecutive days.

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

Review Your Work

- Read the complete priority learning target statements you wrote with your coach in session 1

Teacher ID: _____	Child 1 ID: _____	Date: _____
Write the behavior statement (the target skill or behavior) the child will do:	Now write the complete priority learning target with all 5 components (learner, behavior, conditions, activities, criterion):	
Behavior Statement 1:	Priority Learning Target 1:	
Behavior Statement 2:	Priority Learning Target 2:	

- Do you have all 5 components? Did you answer "yes" to each of the indicators on the checklist?

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Summary

- Identify and align target skills with the curriculum, IEP goals, and DRDP 2015
- Write high-quality PLTs that include:
 - The **target skill** or behavior
 - Conditions** for demonstrating the target skill or behavior
 - Activities** where the behavior will occur
 - Criterion statement**

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Embedded Instruction for Early Learning Tools for Teachers

When to Teach:
Developing the Activity Matrix

```

    graph TD
      A[What to Teach: Priority Learning Targets] --> B[How to Evaluate: Monitor Implementation and Child Progress]
      B --> C[When to Teach: Activities, Routines, and Transitions]
      C --> D[How to Teach: Complete Learning Trials]
      D --> A
  
```

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When to Teach Practices

3. Use high-quality activities to provide multiple and meaningful embedded learning opportunities.

4. Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.

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Multiple and Meaningful Embedded Learning Opportunities

- Occur within the context of **high-quality activities**



- Sufficient opportunities to practice
- Children are interested and engaged
- Skills targeted are logical or part of the natural flow of the activity (aka a good "fit")

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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.

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When to Teach Practices

3. Use high-quality activities to provide multiple and meaningful embedded learning opportunities.

4. Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.

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Learning Target
(Consider child's abilities, priority skills, preferences, & support needs)

Activity, Routine, or Transition
(Characteristics & "demands")

High-Quality Teaching & Embedded Instruction

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Learning Target	Activity, Routine, or Transition	Fit
2-word request	Snack	Natural
Name colors	Snack	Logical
Point to objects in books	Snack	Might not be a good fit

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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 embedded learning opportunities planned, and
- The number of adults who are able to assist.

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Making an Activity Matrix

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

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

Step 2: Create columns to the right for particular children

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A Well-Planned Activity Matrix

Things to think about:

- “Fit” between the child’s PLT 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

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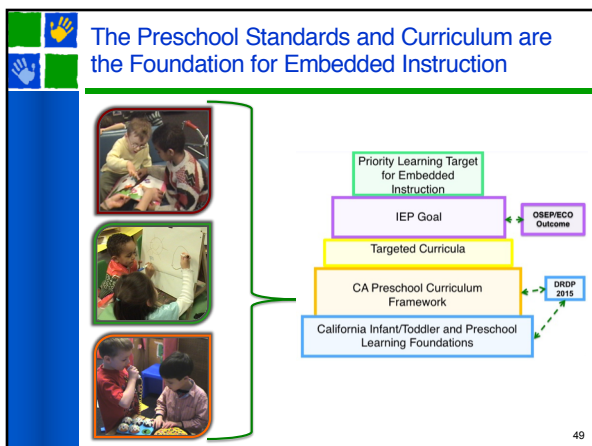
Class Activity Matrix

	Anna	Kiana	Xander
Arrival	Remove coat	Respond to Greeting x3	
Free Play	Complete closed ended task x2	Accept and use toy offered by peer	Initiate group use in drawing play x2
Circle	Jump up with 2 feet together x2	Initiate 2-step directions	Answer "whom" question
Outside	2 word phrases with 1 descriptor x2	Follow 1-step direction x3	Catch and throw for 3 cycles
Snack	2 word phrases with 1 descriptor x3	Drink from open cup x4	Respond to peer request x3
Free Play	Complete closed ended task	Use 2 hands together	Initiate request to peer x3

Color Coded Activity Matrix for Data Collection by Team

Date: 2.22.16 + demonstrated the behavior - did NOT demonstrate the behavior

	Spiderman Behavior +/-	Car Behavior +/-	Hulk Behavior +/-	Frozen Behavior +/-	Dinosaur Behavior +/-
Arrival		Pick-up (1)	Say/Point to Letter (2)	Pick-up (1)	
Breakfast			Say/Point to Letter (1)	more milk (2)	
Talking Group	Begin task in 2 min (1)		Say number 4-10 (1)		
Calendar	Count obj up to 10 (1)		Say number 4-10 (1)	Pick-up (2)	Pick-up (1)
Centers	Match/sort by shape (2)	Match/sort by shape (2)	Say/Point to Letter (2)	Sign more milk (2)	
Small Group	Begin task in 2 min (1)			Sign more milk (2)	
Lunch	Count obj up to 10 (1)		Say/Point to Letter (2)	Sign more milk (2)	
Free Play	Match/sort by shape (2)	Pick-up (2)	Sign more milk (2)	Pick-up (1)	
All Day	2-step schedule (2)	Match/sort by shape (2)	Sign more milk (2)	Sign/PECS Letter (3)	
	2-step schedule (2)	2-step schedule (2)	Remove self when upset (2)	PECS to request obj (2)	



Linking to General Preschool Curriculum & Activities

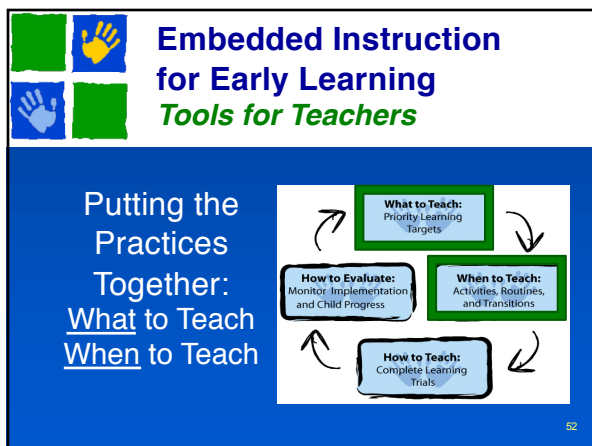
Free Play	Davion	Matthew	Nilah
Blocks	Count up to 3 objects—2	Move objects or himself in relation to another object or location—5	
House	Use 2-3 words to initiate play—2		Use 2 words to request item—3
Table Toys	Count up to 3 objects—2		
Art		Hold marker/paintbrush and make markings on paper—6	Use 2 words to request item—2
Sand/Water	Use 2-3 words to initiate play—2		Use both hands to pour—2
Books			

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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—buttons, boxes, string) Paint a picture of a bug
Sand/Water	Plastic bugs for counting and sorting
Books	<u>The Bugliest Bug</u> , <u>The Little Squeaky Bug</u> , <u>I Love Bugs</u> , <u>Everything Bug: What Kids Really Want to Know about Bugs (Kids' FAQs)</u> 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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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?

When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork on napkin, puts backpack in cubby) during circle, transitions, and meals. He will do this correctly 10 times each day for 3 consecutive days.

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Linking the PLT and Activity Matrix

When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork on napkin, puts backpack in cubby) during circle, transitions, and meals. He will do this correctly 10 times each day for 3 consecutive days.

	Davion	Matthew	Niah
Arrival		Move objects or himself in relation to another object or location—2	Greet peers—2
Circle		Move objects or himself in relation to another object or location—1	
Centers	Use 2-3 words to initiate play—2 Count up to 3 objects—2	Hold marker/paintbrush and make marks on paper—6	Use both hands to pour—2 Use 2 words to request help or assistance from peer—2
Outside	Use 2-3 words to initiate play—2	Move objects or himself in relation to another object or location—5	Greet peers—2
Snack	3-word phrases for requests—3 Count up to 3 objects—2	Move objects or himself in relation to another object or location—5	Use both hands to pour—5
Class Activity	3-word phrases for requests—3	Hold marker/paintbrush and make marks on paper—6	Follow 1-step directions—3
Free Play	Use 2-3 words to initiate play—2 Count up to 3 objects—2 3-word phrases for request—3		Use 2 words to request help or assistance from peer—2
Departure		Move objects or himself in relation to another object or location—2	Follow 1-step directions—1
Transitions	Walk up and down stairs—6		Follow 1-step directions—2

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Review Your Work

- Review the activity matrix you developed during the Introduction to Embedded Instruction course or develop a new matrix
- Is there a natural or logical "fit" between the priority learning targets and the activity?

Yes

Consider how you will share the matrix with your team

No

Revise the placement of the PLT

55

Linking the PLT and Activity Matrix

When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork on napkin, puts backpack in cubby) during circle, transitions, and meals. He will do this correctly 10 times each day for 3 consecutive days.

	Davion	Matthew	Nilah
Arrival		Move objects or himself in relation to another object or location—2	Greet peers—2
Circle		Move objects or himself in relation to another object or location—1	
Centers	Use 2-3 words to Initiate play—2 Count up to 3 objects—2	Hold marker/paintbrush and make marks on paper—6	Use both hands to pour—2 Use 2 words to request help or assistance from peer —2
Outside	Use 2-3 words to Initiate play—2	Move objects or himself in relation to another object or location—5	Greet peers—2
Snack	3-word phrases for requests—3 Count up to 3 objects—2	Move objects or himself in relation to another object or location—5	Use both hands to pour—5
Class Activity	3-word phrases for requests—3	Hold marker/paintbrush and make marks on paper—6	Follow 1-step directions—3
Free Play	Use 2-3 words to Initiate play —2 Count up to 3 objects—2 3-word phrases for request—3		Use 2 words to request help or assistance from peer —2
Departure		Move objects or himself in relation to another object or location—2	Follow 1-step directions—1
Transitions	Walk up and down stairs—6		Follow 1-step directions—2

Classroom Activity Matrix


Teacher ID: _____ Date: _____

				Total
Total				

Individual Child Activity Matrix

Teacher ID: _____ Child ID : _____ Date: _____

				Total
Total				

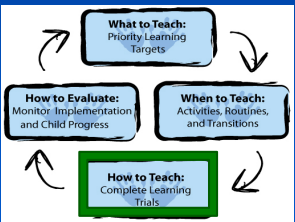


Embedded Instruction for Early Learning

Tools for Teachers

How to Teach

Complete Learning Trials




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How to Teach Practice


- Plan and implement embedded learning opportunities as complete learning trials.

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Complete Learning Trial



Nilah will independently use 2 words to request help or assistance from a peer (e.g., help me, open please) during free play or centers, on 3 occasions each day for 1 week.




Antecedent	Behavior	Consequence
Playdoh with the lid on during an art activity.	Nilah asks Jacob to "open please" while holding out the playdoh.	Jacob acknowledges the request and open the Nilah's playdoh.

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Let's Look at an Example




Embedded Instruction
for Early Learning
Tools for Teachers

Illustration of
A - B - C

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Another Complete Learning Trial



Nilah will independently use 2 words to request help or assistance from a peer (e.g., help me, open please) during free play or centers, on 3 occasions each day for 1 week.




Antecedent	No Target Behavior	Additional Help	Behavior	Consequence
Playdoh with the lid on during an art activity.	Nilah holds out playdoh to peer and shakes it.	Teacher says, "Nilah tell Jacob, 'open please'"	Nilah says "open please" while holding out the playdoh to Jacob.	Jacob acknowledges the request and open the child's playdoh.

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Let's Look at an Example



Embedded Instruction
Tools for Teachers

A - B - C
in Everyday Activities

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Learning Trials

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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.

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Embedded Instruction for Early Learning Instructional Plan Child's Name: _____ Date: _____

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

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?

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

 Child does NOT demonstrate the target behavior
 What feedback do you provide to end the trial?

Feedback

valuation
 Type of data: _____
 Data Collection Format: _____



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

Behavior

Child does NOT demonstrate the target behavior

Consequence

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

Feedback

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____



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?

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

Feedback
What feedback do you provide to end the trial?

Evaluation

Type of data: _____

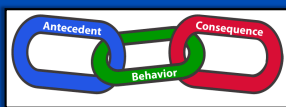
Data Collection Format: _____



Embedded Instruction for Early Learning

Tools for Teachers

Complete Learning Trial Components



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Remember 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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Matthew's Instructional Plan

Matthew will initiate interactions with peers by asking them to play using 1-2 words (e.g., I play, play, we play). He will do this following an adult model during centers and outdoor play on 3 occasions each day for 3 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?

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Instructional Plan

Child's Name: _____

Date: _____

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

Centers, Outdoor Play

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

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

Antecedent

Child demonstrates target behavior

Matthew taps peer on shoulder and says, "I play?"

Behavior

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

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

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

Peer acknowledges Matthew's request and Matthew gets to play with his peer.

Consequence

Child demonstrates the target behavior

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

Peer acknowledges request and Matthew gets to play.

Consequence

Child does NOT demonstrate the target behavior

What feedback do you provide to end the trial?

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

Feedback

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 Matthew demonstrated the target behavior with or without a model.

Instructional Plan

Child's Name: _____

Date: _____

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?

Preferred materials (e.g., paint, color yellow) available. Hand Matthew a marker or paintbrush and say, "Matthew let's paint/color"

Tap the surface where he should make marks

Antecedent

Child demonstrates target behavior

Matthew makes marks on the paper with a marker or paintbrush

Behavior

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Adult provides and over hand support to make a mark on the paper/surface

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

Good coloring/painting! OR I like the way you're using your marker/paintbrush to make marks **on** the paper.

Consequence

Behavior

Child demonstrates the target behavior

How do you respond when the child demonstrates the target behavior?
Good coloring/painting!

Consequence

Behavior

Child does NOT demonstrate the target behavior


What feedback do you provide to end the trial?
Adult says to Matthew, "Next time, I want you to make a mark."

Feedback


Evaluation

Type of data: Frequency of target behavior and level of support


Data Collection Format: Tally # of times Matthew makes 6 marks independently and with physical prompting

 **Embedded Instruction
for Early Learning**
Tools for Teachers

Behaviors
*What will you see or hear
the child do?*




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 **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 skill level.

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 **Matthew’s Priority Learning Target**

When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork on napkin, puts backpack in cubby) during circle, transitions, and meals. He will do this correctly 10 times each day for 3 consecutive days.

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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 Matthew moves objects or himself to the correct location			
	Child does NOT demonstrate the target behavior _____ _____ _____			
Consequence	How do you respond when the child demonstrates the target behavior? _____ _____ _____			
	<table border="1"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Consequence</td> <td> Behavior Child demonstrates the target behavior How do you respond when the child demonstrates the target behavior? _____ _____ </td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Feedback</td> <td> Behavior Child does NOT demonstrate the target behavior What feedback do you provide to end the trial? _____ _____ </td> </tr> </table>	Consequence	Behavior Child demonstrates the target behavior How do you respond when the child demonstrates the target behavior? _____ _____	Feedback
Consequence	Behavior Child demonstrates the target behavior How do you respond when the child demonstrates the target behavior? _____ _____	Feedback	Behavior Child does NOT demonstrate the target behavior What feedback do you provide to end the trial? _____ _____	
Evaluation	Type of data: _____ Data Collection Format: _____			

Embedded Instruction for Early Learning

Tools for Teachers

Antecedents


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

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What are Antecedents?




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


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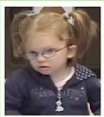
 **Types of Antecedents**

- 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

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 **Let's Look at Some Examples**  

 **Embedded Instruction**
Tools for Teachers

 **Illustration of Antecedents**

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Types of Antecedents

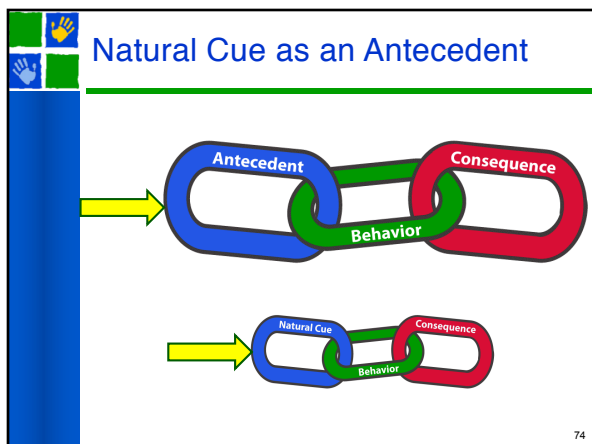
Materials, objects, or people- preferred toys, games, food, or other objects that the child is interested in obtaining or communicating about OR people (adults or peers)

A situation or event- situations in which something unexpected or unusual has occurred OR typical events, including familiar social situations or classroom routines

A direction or question- verbal comments, directives, requests, or questions from either adults or other children OR gestural directions or pictures that cue the child

A previous behavior in a chain- one step in a well-known chain (e.g., washing hands) or routine (e.g., morning arrival) that cues the next step and thus serves as an antecedent

Clip	Antecedent <i>What cued the behavior?</i>	Behavior <i>What did the child do or say?</i>	Type of Antecedent <i>Check ALL of the antecedents observed.</i>
1			<input type="checkbox"/> Materials, objects, or people <input type="checkbox"/> A situation or event <input type="checkbox"/> A direction or question <input type="checkbox"/> A previous behavior in a chain
2			<input type="checkbox"/> Materials, objects, or people <input type="checkbox"/> A situation or event <input type="checkbox"/> A direction or question <input type="checkbox"/> A previous behavior in a chain




Instructional Plan		Child's Name: _____	Date: _____
Instructional context: During which activities will the instruction take place? Circle transitions and meals			
What do you do or say to elicit the target behavior? Say Matthew's name, then give him a verbal direction emphasizing the positional word, "Matthew stand behind Tomas," or "Matthew put the Legos in the box."			
Antecedent	Child demonstrates target behavior	Child does NOT demonstrate the target behavior	
	Matthew moves objects or himself to the correct location	What additional help (prompts) do you provide? _____ _____	
Behavior	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	Consequence How do you respond when the child demonstrates 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.

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Levels of Prompts

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Antecedent with a Prompt

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Instructional Plan		Child's Name: _____	Date: _____
Instructional context: During which activities will the instruction take place? <u>Circle transitions and meals</u> What do you do or say to elicit the target behavior? Say Matthew's name, then give him a verbal direction emphasizing the positional word. "Matthew stand <i>behind</i> Tomas" or "Matthew put the Legos <i>in</i> the box." Point to/gesture to the location as you provide the direction			
Antecedent	Child demonstrates target behavior	Child does NOT demonstrate the target behavior	
	Behavior Matthew moves objects or himself to the correct location	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? _____ _____ _____	Behavior Child does NOT demonstrate the target behavior 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 are *not* a necessary part of every antecedent.
- Prompts should be selected based on the characteristics of the child and the characteristics of the priority learning target behavior.
- Prompts should be faded out as soon as possible.

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Embedded Instruction for Early Learning *Tools for Teachers*

Additional Help

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

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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**).

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A-B-C with Additional Help

The diagram illustrates the A-B-C model with additional help. The top chain shows a sequence: Antecedent (blue) leads to Behavior (orange) labeled 'No Target', which leads to Additional Help (purple) labeled 'Help', which leads to Behavior (green) labeled 'Behavior', which leads to Consequence (red). Below this, two smaller chains show the same sequence but with a 'Natural Cue' (yellow) leading to the 'Behavior' step. The first smaller chain has a yellow arrow pointing to the 'Behavior' step, and the second has a yellow arrow pointing to the 'Additional Help' step. The number 88 is in the bottom right corner.

Let's Look at Some Examples

The logo for 'Embedded Instruction Tools for Teachers' features a grid of four squares: top-left is green with a hand icon, top-right is blue with a hand icon, bottom-left is blue with a hand icon, and bottom-right is green with a hand icon. Below the logo is a photo of a child being helped by an adult. The text 'Illustration of Additional Help' is written in blue. The number 89 is in the bottom right corner.

Additional Help (Prompts)

Clip	Antecedent <i>[Natural Cue(s) or Natural Cue(s) Plus Prompt(s)]</i>	Behavior <i>What did the child say or do?</i>	Additional Help <i>What you observed the teacher say or do, if the child did not perform the target behavior</i>
1	Trial 1: Book Reading “Point to the key.”	Trial 1:	Trial 1:
2a	Trial 1: Cookie Cutters “How many cookie cutters do we have?”	Trial 1:	Trial 1:
2b	Trial 2: Play-Doh® word mats “Do you know what sound T makes?”	Trial 2:	Trial 2:

Instructional Plan Child's Name: _____ Date: _____

Instructional context: During which activities will the instruction take place?
Circle transitions and meals

Antecedent: What do you do or say to elicit the target behavior?
Say Matthew's name, then give him a verbal direction emphasizing the positional word. "Matthew stand *behind* Tomas" or "Matthew put the Legos *in* the box."

Behavior: **Matthew moves objects or himself to the correct location**

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

Child demonstrates target behavior: _____

Child does NOT demonstrate the target behavior: _____

What additional help (prompts) do you provide?
Repeat the direction providing a partial physical or full physical prompt to help Matthew move himself or the object to the correct location

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?

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

Consequences
 What do you do when the target behavior occurs?




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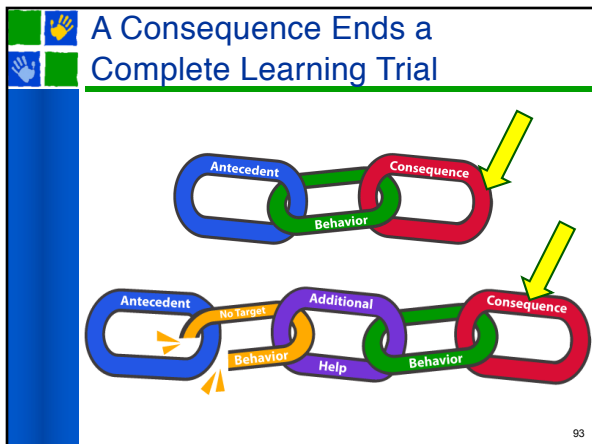


What are Positive Consequences?

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.



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Types of Consequences

Naturally Occurring Consequences	Planned Consequences
<ul style="list-style-type: none"> Access to preferred toys, materials, activities, and people Continued social interaction Acknowledgement Understanding, learning, or mastering (e.g., <i>I'm doing it!</i>) 	<ul style="list-style-type: none"> Token, food, preferred object, or activity Feedback <ul style="list-style-type: none"> 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



Embedded Instruction
Tools for Teachers




Illustration of Positive Consequences

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Positive Consequences Video

Clip	Antecedent <i>[Natural Cue(s) or Natural Cue(s) Plus Prompt(s)]</i>	Target Behavior <i>What did the child say or do?</i>	Consequence <i>What did you observe <u>immediately</u> after the child demonstrated the target behavior?</i>
1	Natural Cue: Swing stopped Prompts: Expectant look Teacher says, "Hey, what should we do?"		Naturally Occurring: Planned:
2	Natural Cue: Swing stopped Prompt: Expectant look		Naturally Occurring: Planned:


Instructional Plan		Child's Name: _____	Date: _____
Instructional context: During which activities will the instruction take place? <u>Circle transitions and meals</u> What do you do or say to elicit the target behavior? <u>Say Matthew's name, then give him a verbal direction emphasizing the positional word "Matthew stand <i>behind</i> Tomas" or "Matthew put the Legos <i>in</i> the box."</u> <u>Point to/gesture to the location as you provide the direction</u>			
Antecedent	Child demonstrates target behavior	Child does NOT demonstrate the target behavior	
	Matthew moves objects or himself to the correct location	What additional help (prompts) do you provide? <u>Repeat the direction providing a partial physical or full physical prompt to help Matthew move himself or the object to the correct location</u>	
Behavior	How do you respond when the child demonstrates the target behavior? Provide descriptive praise: <u>Say "Great job. You are standing <i>behind</i> Tomas" OR "Good listening. You <i>put</i> the Legos <i>in</i> the box."</u>	Child demonstrates the target behavior How do you respond when the child demonstrates the target behavior? Provide descriptive praise	Child does NOT demonstrate the target behavior What feedback do you provide to end the trial? _____ _____
	Consequence	Consequence	Feedback
Evaluation Type of data: _____ Data Collection Format: _____			




Embedded Instruction for Early Learning Tools for Teachers

Feedback

How do you end the trial if the target behavior does not occur?




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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 when to end the trial
 - The adult provides with **feedback** by showing or telling the child what the desired behavior looks like or sounds like



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Instructional Plan Child's Name: _____ Date: _____

Instructional context: During which activities will the instruction take place?
Circle transitions and meals

Antecedent: What do you do or say to elicit the target behavior?
Say Matthew's name, then give him a verbal direction emphasizing the positional word "Matthew stand *behind* Tomas" or "Matthew put the Legos *in* the box."
 Point to/gesture to the location as you provide the direction

Behavior: **Matthew moves objects or himself to the correct location**

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?
Repeat the direction providing a partial physical or full physical prompt to help Matthew move himself or the object to the correct location

Child demonstrates the target behavior

Child does NOT demonstrate the target behavior

Consequence: How do you respond when the child demonstrates the target behavior?
Provide descriptive praise: Say "Great job. You are standing *behind* Tomas" OR "Good listening. You put the Legos *in* the box."

How do you respond when the child does NOT demonstrate the target behavior?
Provide descriptive praise

Feedback: What feedback do you provide to end the trial?
"Next time, you need to *state* the direction!"

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).
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	No Behavior	Additional Help
	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
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	No Behavior	Additional Help
	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, ..."	No Behavior
		Say, "This is how we count," and count the objects. Then say, "We can try again later."

101

Let's Try It!

- Select a PLT for a child in your classroom.
- Develop an instructional plan you could use to teach the target behavior or skill.
- Think about how you will use this plan to work with other members of your team or the child's family.

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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

Behavior

Child does NOT demonstrate the target behavior

Consequence

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

Feedback

What feedback do you provide to end the trial?

Evaluation

Type of data: _____

Data Collection Format: _____

It's as Easy as ABC!

Antecedent	Behavior	Consequence

Antecedent	No Behavior	Additional Help	Behavior	Consequence

Antecedent	No Behavior	Additional Help	No Behavior	Feedback

Embedded Instruction for Early Learning
Tools for Teachers

How to Evaluate

Monitor Implementation and Child Progress

103

How to Evaluate Practice

6. Collect and analyze data on embedded instruction implementation and child progress to inform instructional decisions.

104

Three Key Questions for Evaluating Embedded Instruction


105

Considerations for Monitoring Child Progress In Your Classroom

- **Identifying what data are needed:**
 - What behaviors are targeted?
 - What type of data do I need?
- **Planning for and collecting the data:**
 - How do I collect data?

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Planning for and collecting "Is it working?" data



107

"Live" Data Collection

BE CREATIVE...




39

Recall vs. Video Data Collection


Recall Data Collection

- At end of activity, routine, or transition
- At end of day
- Accuracy of recall data?



Video Data Collection

- Useful for examining the quality of embedded learning trials by examining implementation of A-B-C components



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Instructional Plan Child's Name: _____ Date: _____

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

Antecedent
Circle transitions and meals
 What do you do or say to elicit the target behavior?
 Say Matthew's name, then give him a verbal direction emphasizing the positional word, "Matthew stand *behind* Tomas" or "Matthew put the Legos *in* the box."
 Point to/gesture to the location as you provide the direction

<p>Behavior Child demonstrates target behavior Matthew moves objects or himself to another location.</p>	<p>Child does NOT demonstrate the target behavior</p> <p>What additional help (prompts) do you provide? Repeat the direction providing a partial physical or full physical prompt to help Matthew move himself or the object to the correct location.</p>
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<p>Consequence How do you respond when the child demonstrates the target behavior? Provide descriptive praise: Say, "Great job. You are standing <i>behind</i> Tomas" OR "Good listening you put the Legos <i>in</i> the box."</p>	<p>Consequence Child demonstrates the target behavior How do you respond when the child demonstrates the target behavior? Provide descriptive praise & feedback.</p>	<p>Feedback Child does NOT demonstrate the target behavior What feedback do you provide to end the trial? Next time "You need to [state the direction]"</p>
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Type of data: Accuracy
 Data Collection Format: Make a plus sign on my matrix each time he does the behavior correctly and a minus sign if he does the behavior incorrectly. Calculate accuracy by plus signs dividing the total number of plus signs by all of the opportunities provided.

Instructional Plan

Child's Name: _____

Date: _____

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

Circle, transitions, and meals

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

Say Matthew's name, then give him a verbal direction emphasizing the positional word,

"Matthew, stand **behind** Tomas." or "Matthew, put the Legos **in** the box."

Point to/gesture to the location as you provide the direction

Child demonstrates target behavior

Matthew moves objects or
himself to another
location.

Child does NOT demonstrate the target behavior

What additional help (prompts) do you provide?

Repeat the direction providing a partial physical or
full physical prompt to help Matthew move himself
or the object to the correct location.

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

Provide descriptive praise:
Say, "Great job. You are
standing **behind** Tomas" OR
"Good listening you **put** the
Legos **in** the box."

Child demonstrates the target behavior

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

Provide descriptive
praise & feedback.

Behavior

Child does NOT demonstrate the target behavior

What feedback do you provide to end the trial?

Next time " You need
to [state the direction]

Feedback

Type of data: Accuracy

Data Collection Format: Make a plus sign on my matrix each time he does the behavior correctly and a minus sign if he does the behavior incorrectly. Calculate accuracy by plus signs dividing the total number of plus signs by all of the opportunities provided.


Evaluation




Preparing for Implementation



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How are the Coaching Sessions Organized?



Session	Features
Welcome Meeting	<ul style="list-style-type: none"> Meet your coach Gather baseline PLTs
Introduction to Embedded Instruction Online Course	<ul style="list-style-type: none"> Overview of embedded instruction Overview of practice-based coaching
Introduction to Writing Priority Learning Targets Online Course	<ul style="list-style-type: none"> Learn more about writing PLTs Teachers write PLTs for target children
Coaching Session 1	<ul style="list-style-type: none"> First classroom observation Coach supports the teacher to refine the PLTs using quality checklist
Workshop 1	<ul style="list-style-type: none"> Teachers plan for and practice foundational aspects of implementing embedded instruction
Coaching Sessions 2-5	<ul style="list-style-type: none"> Develop the first action plan in Session 2 and additional plans as needed Classroom observations and debrief meetings continue Coach supports ongoing planning, implementation, and evaluation of embedded instruction
Workshop 2	<ul style="list-style-type: none"> Teachers practice analyzing data from their classroom to inform instruction
Coaching Sessions 6-10	<ul style="list-style-type: none"> New action plans are developed as needed Classroom observations and debrief meetings continue Coach supports ongoing planning, implementation, and evaluation of EI
Closing Meeting	<ul style="list-style-type: none"> Review and celebrate the accomplishments from the year Discuss how to sustain implementation of embedded instruction practices

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Teacher Strengths and Needs Assessment

Instructions: Each of the statements listed are skills you need in order to implement embedded instruction. Read each statement and identify how much you know about the practice, how much support you need to use the practice, and how often you use the practice. For each of the six embedded instruction teaching practices, circle one number in each column.

Teacher ID: _____ Date: _____

Embedded Instruction Teaching Practices	How much do you know about this practice?		How much support do you need to use this practice?			How often do you use this practice?		
	Just learning	I could teach others	None	A lot	Never	Every day		
1. Identify and align target skills for children.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
2. Write high-quality priority learning targets.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
3. Use high-quality activities to provide multiple and meaningful embedded learning opportunities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
4. Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
5. Plan and implement embedded learning opportunities as complete learning trials.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
6. Collect and analyze data on embedded instruction implementation and child progress to inform instructional decisions.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		



Strengths: List 3 things about your current instructional practices that you are confident about and that you believe are strengths that support your implementation of embedded instruction (e.g., I know my students' individual interests and what they like, I offer a variety of toys in each center).

Three things I am confident about and are strengths:

1. _____

2. _____

3. _____


Priorities: List your top 3 priorities for embedded instruction coaching support to inform your first Action Plan goal.

Three priorities for coaching are:

1. _____



2. _____


3. _____

 **Strategies To Support Implementation**


- In Session 2 & 6, your coach will film your coaching meeting to gain feedback on *their* coaching practices.
- In Session 4 & 7, your coach will film you in the classroom to gather brief clips of CLTs.
- In Session 5 & 8, your coach will share a summary graph of your “Am I doing it?” data.

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 **Evaluations** 



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THANK YOU!!!

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Workshops Day 1

Participant Reflection and Evaluation of Workshop

Read each statement below and select the response that best describes your reaction to the workshop content, organization, and presenter. Please respond to each statement. We value your input!

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	The workshop was well-organized.				
2	The learning objectives for this workshop were clearly stated.				
3	The learning objectives for this workshop were accomplished.				
4	The trainer(s) who presented the workshop was prepared.				
5	The trainer(s) was effective.				
6	The methods used to present the material in the workshop were effective.				
7	The information presented in this workshop will be useful for me as an early childhood practitioner.				
8	The content of the workshop has direct application to my daily work with young children with learning challenges.				
9	The content of the workshop was appropriately targeted to my abilities and skills.				
10	The content of the workshop is important for preschool teachers.				
11	It is feasible to use embedded instruction in preschool classrooms.				
12	I would recommend this workshop content to other preschool teachers.				

1. Overall, how would you rate the trainer(s)?

Poor	Fair	Average	Good	Superior
1	2	3	4	5

2. Which part(s) of the workshop were most helpful for you?

3. Which part(s) of the workshop were least helpful for you?

4. What are you hoping to learn more about in upcoming embedded instruction events?

5. Other comments: