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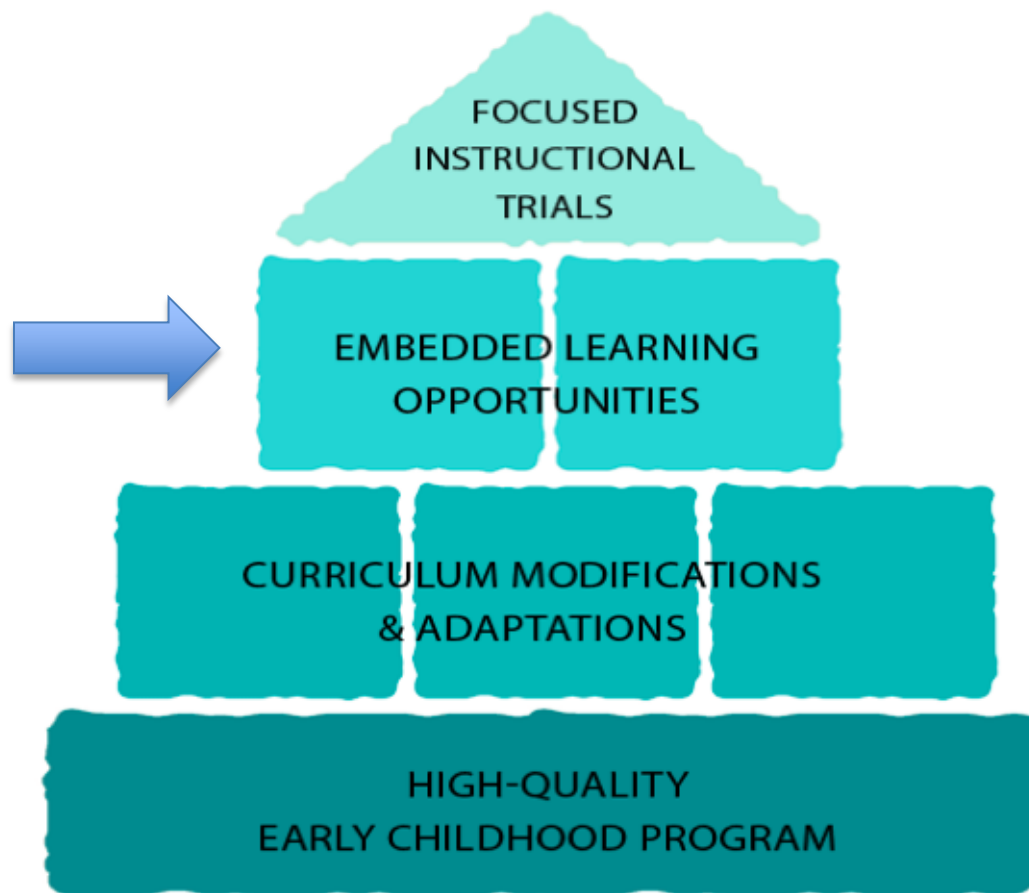
# Embedded Learning Opportunities

Head Start Center for Inclusion

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# HSCI Framework





# Today's Objectives

- Meet Mia and see how her team used embedded learning opportunities to support her learning
- See what embedded learning opportunities might look like in a classroom
- Consider how embedded learning opportunities can be used to take advantage of teachable moments



# How do we create Embedded Learning Opportunities?

- Provide targeted instruction or specialized instruction
- Plan for instruction during everyday learning opportunities
- Promote child engagement and learning in everyday activities, routines, and transitions
- Plan for specialized instruction and focus on individualizing your teaching



# Key Features of Embedded Learning Opportunities

- Address skills that are important to everyday activities
- Teach skills to a child in activities alongside all children
- Use typically occurring activities and authentic materials
- Use short teaching interactions



# Let's Take a Look





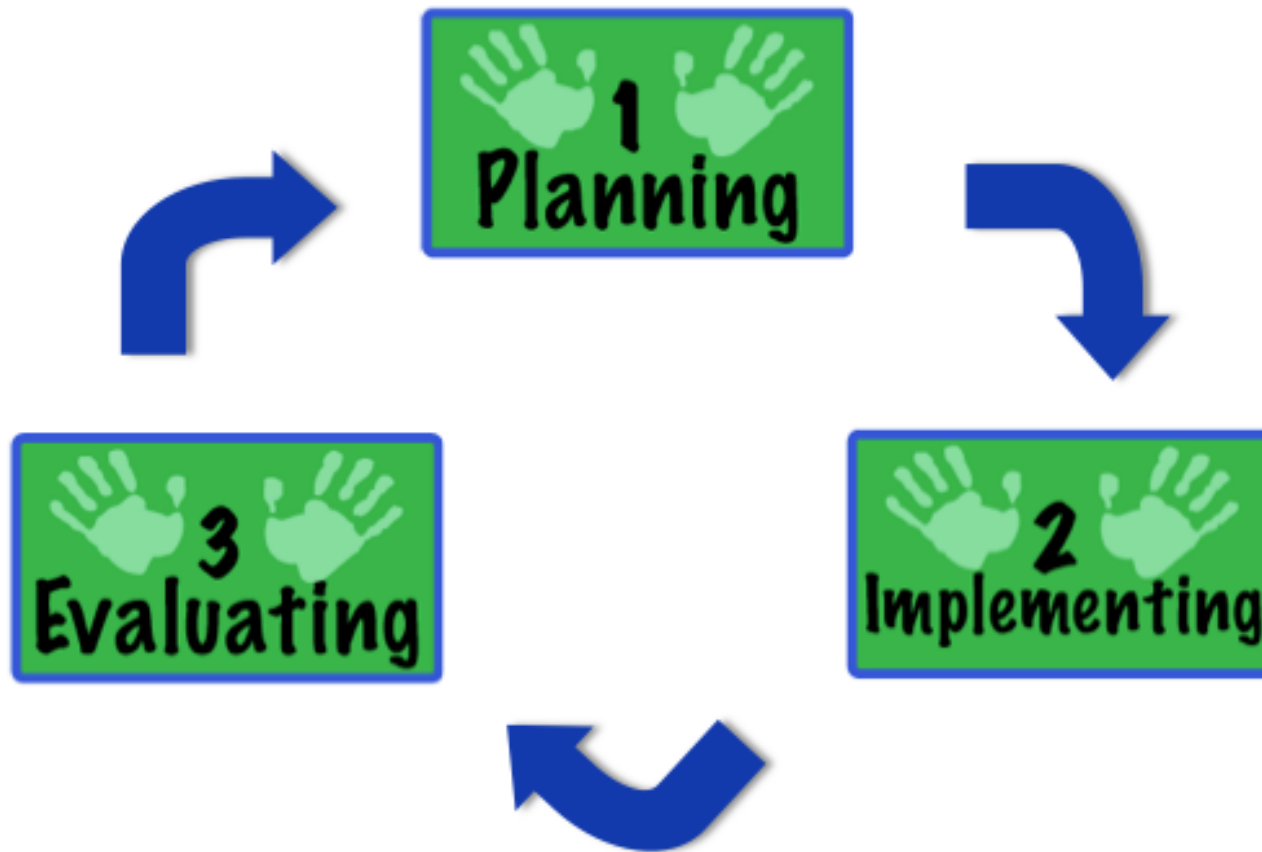
# Meet Mia

- Mia is 4 years old and has Down Syndrome
- She attends an integrated Head Start program 5 days a week
- Ms. Mary is worried about Mia's progress on IEP objectives
- She currently sets aside 10 to 15 minutes each day to work with Mia on IEP objectives and Mia receives 30 minutes of speech language services twice a week down the hall
- Is there a better way to make the most of Mia's everyday learning opportunities?





# Three Steps





# Embedded Learning Opportunities

What to teach

When to teach

How to teach



# What to Teach

## Identifying Learning Objectives





# Learning Objectives

- Learning objectives are based on content that children need to learn to participate meaningfully in everyday activities
- Learning objectives include information that will help to design embedded learning opportunities
- Learning objectives focus on what the child needs to learn “right now”
- A learning objective is a behavioral objective that states the behavior or skill the child will learn to do



# Identifying Learning Objectives

We identify children's learning objectives from a variety of sources:

- The child's IEP
- The child's ILP
- The classroom curriculum, state standards, or benchmarks
- Family input
- Our own knowledge of child development and learning
- Through observation and assessment

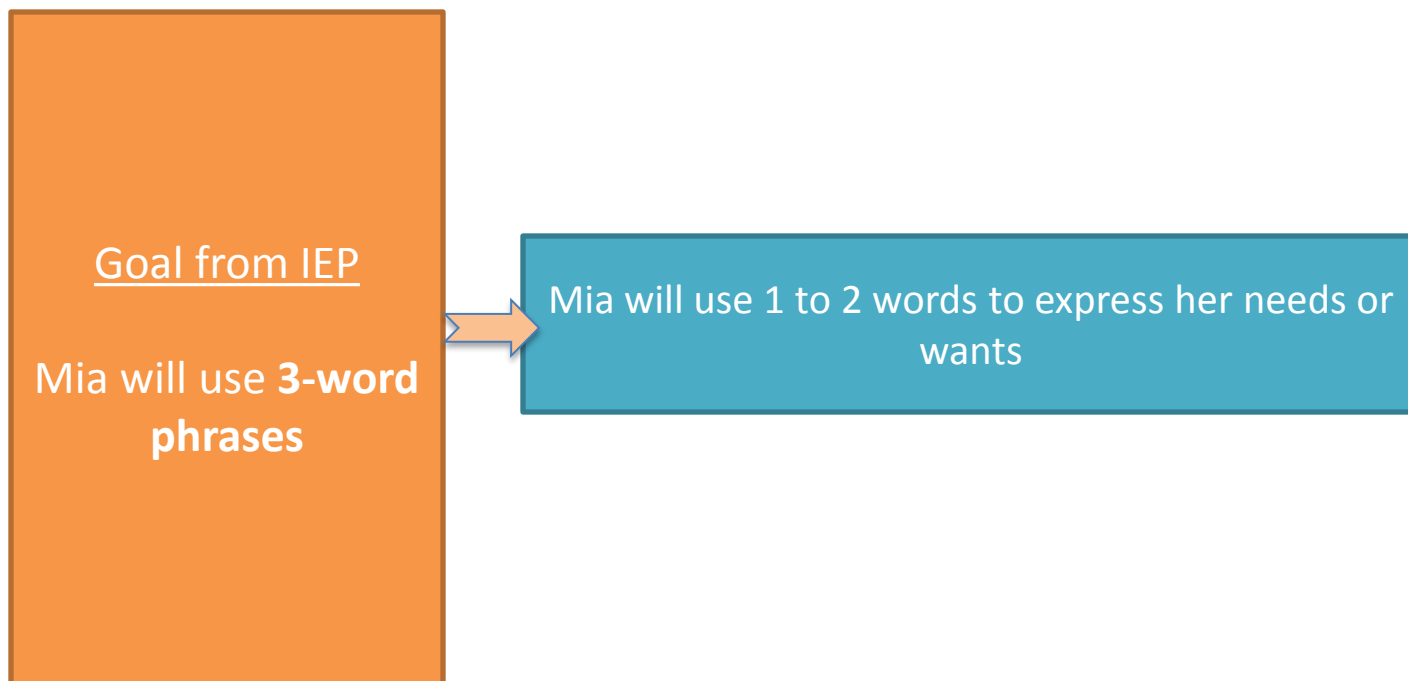


## Mia's IEP Goal

During routine classroom activities, **Mia will use 3-word phrases** to ask for things or to tell people things. Mia will use 3 word phrases 6 times during a language sample collected over 2 data collection days.



# Identifying a Learning Objective for Mia





# When to Teach

## Activities, Routines, and Transitions





# Helping Children Learn in Everyday Activities

## Mia's Daily Schedule

Arrival  
Free play  
Circle time  
Snack  
Centers  
Toileting

Lunch  
Nap  
Outdoor play  
Story time  
Music/Art  
Departure





## **Learning Target**

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

## **Activity, Routine, or Transition**

(Characteristics  
& "demands")

High-Quality Teaching & Embedded Instruction



# Selecting Times and Activities

An **activity matrix** helps ensure teaching occurs. It reminds teachers or families about:

- The planned activities and routines
- The priority learning targets for children who need individualized and intentional learning opportunities
- Planned times to embed learning opportunities



# Making an Activity Matrix

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

Step 2: Create columns to the right for particular children



|                | Mia | Matthew |
|----------------|-----|---------|
| Arrival        |     |         |
| Free Play      |     |         |
| Circle         |     |         |
| Outside        |     |         |
| Snack          |     |         |
| Class Activity |     |         |
| Departure      |     |         |
| Transitions    |     |         |



# Activity Matrix for Mia

|                | Mia                                                                                               |
|----------------|---------------------------------------------------------------------------------------------------|
| Arrival        | Use 1 to 2 words to express her needs or wants                                                    |
| Free Play      | Verbally name at least 3 different colors                                                         |
| Circle         | Imitate at least one action performed by a peer                                                   |
| Outside        | Use 1 to 2 words to express her needs or wants<br>Imitate at least one action performed by a peer |
| Snack          | Use 1 to 2 words to express her needs or wants                                                    |
| Class Activity | Use 1 to 2 words to express her needs or wants                                                    |
| Departure      |                                                                                                   |
| Transitions    | Verbally name at least 3 different colors                                                         |



# 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 Request to Peer x2<br>Join in ongoing play |
| Circle    | Jump up with 2 feet together x3     | Imitate Gross Motor Actions        | Answer 'where' question                             |
| Outside   | 2 word phrase with 1 descriptive x2 | Follow 1-step Directions x3        | Catch and throw for 3 cycles                        |
| Snack     | 2 word phrase with 1 descriptive x3 | Drink from open cup x4             | Respond to peer request x3                          |
| Free Play | Complete closed ended task x2       | Use 2 hands together               | Initiate Request to Peer x3                         |



# A Well-Planned Activity Matrix

## Things to think about:

- Match the child's learning objective to the activity
- Consider natural locations in which the behavior occurs
- Be aware of staff who are available during daily activities
- Identify the number of opportunities needed for practice



# How to Teach Planned Instructional Sequences





# Planned Instructional Sequence (PInS)

- Short teaching interaction used to teach a child a skill
- Use to teach any skill
- Fit into ongoing classroom activities, routines, and transitions



# PInS: 4 Step Process

- 1) Cue
- 2) Provide help if needed
- 3) Child response
- 4) Feedback



Mia will use 1-2 words to express her needs or wants

| Cue                                   | Child Response           | Feedback                                                           |
|---------------------------------------|--------------------------|--------------------------------------------------------------------|
| <i>What will Ms. Mary say or do?</i>  | <i>What will Mia do?</i> | <i>How will Ms. Mary respond?</i>                                  |
| Provide a container with lid still on | Mia will say "Help."     | Provide Mia with help to open the container and praise for asking. |

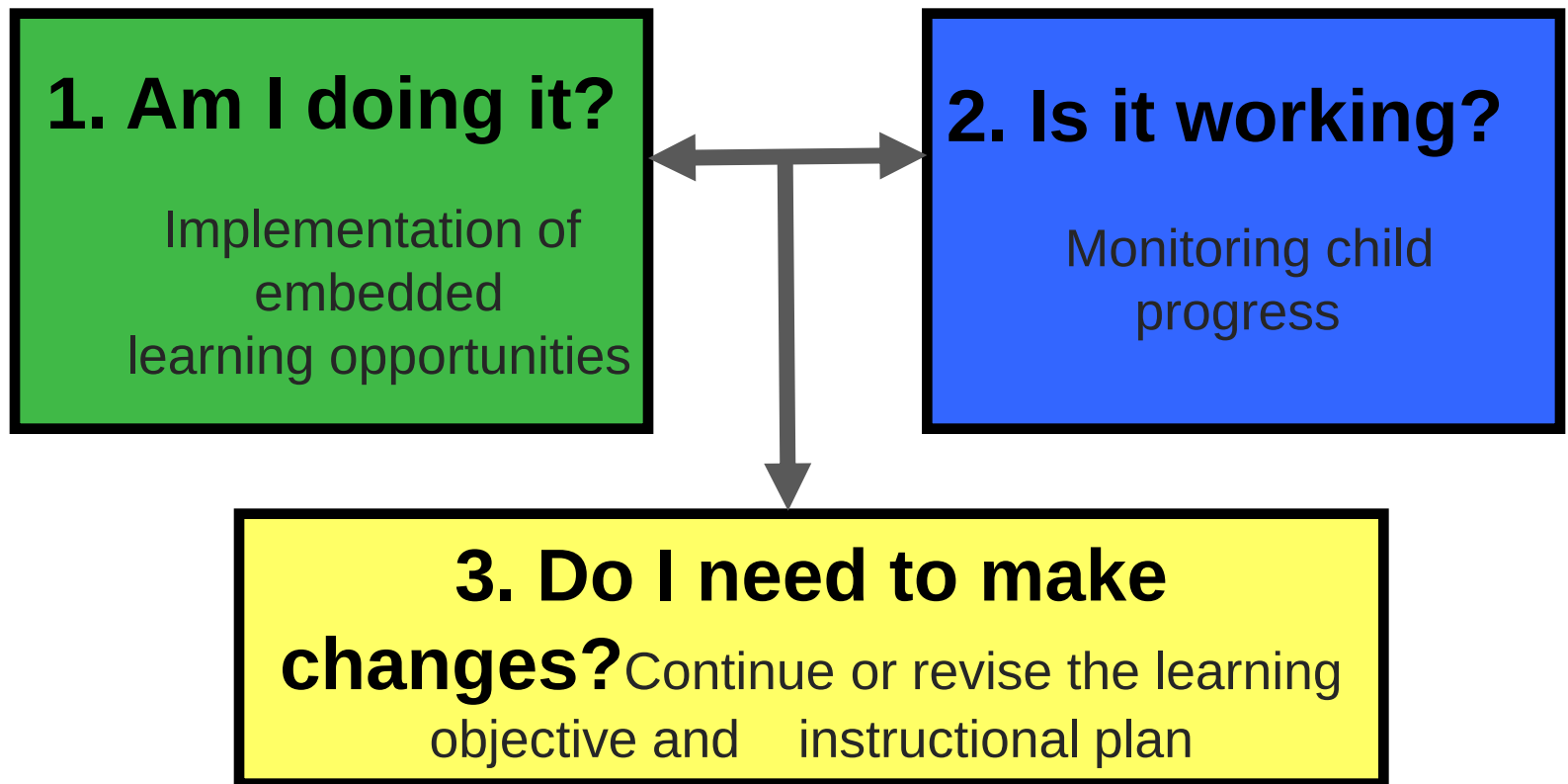


# PInS for Mia



# Three Key Questions for Evaluating Embedded Learning Opportunities

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# Supporting Mia's Learning

- Mia's team decided to use *embedded learning opportunities* to support her learning
- They began by considering:
  - *What to teach*-learning objectives
  - *When to teach*- ongoing activities, routines, and transitions
  - *How to teach*- intentional and systematic instruction





# Mia's Progress





# Embedded Learning Opportunities

- Help meet individualized learning needs by identifying priority learning objectives
- Maximizes children's motivation by considering interests and preferences
- Provides opportunities to learn and practice important skills in meaningful contexts
- All young children need sufficient learning opportunities

To provide embedded learning opportunities, Mia's team considered what to teach, when to teach, and how to teach



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(Patricia Snyder, Principal Investigator, Mary Louise Hemmeter, Co-Principal Investigator, Susan Sandall, Co-Principal Investigator, Mary McLean, Co-Principal Investigator, Tara McLaughlin, Research Coordinator, Larry Edelman, Project Consultant)
- Information and opinions expressed in this module are those of the authors, not the Institute of Education Sciences
- Permission to use and adapt these materials has been granted to the Head Start Center for Inclusion
- Thanks to the preschool teachers, children, and families who helped evaluate these materials



## More Information

- See the materials that accompany this presentation for further tips, ideas, and checklists that can help guide your practice

