Embedding Instruction for Children with Disabilities in Inclusive Community Settings

Gary Glasenapp
glaseng@wou.edu
The Teaching Research Institute
Center on Early Learning
Western Oregon University
teachingresearchinstitute.org
Getting to Know You….

- Center-Based Preschool/Child Care
- Family/Home-Based Child Care
- Head Start
- EI/ECSE
- Director/Administrator/Supervisor
- Teacher
- Assistant/Aide
- Consultant
- Related Service Provider
- Student
- Other
Session Objectives

- Participants will be able to:
  - Define embedded instruction and rationale.
  - Identify functional IFSP goals and skills to embed.
  - Identify opportunities and strategies for embedding instruction.
Materials
Embedded Instruction

Introduction to Embedded Instruction
Definition of Embedded Instruction

- Sufficient scientific support to be included in practices recommended by DEC.

- DEC definition of embedded instruction:

  “Inserting planned, individualized teaching into children’s ongoing activities, routines, and transitions in a way that relates to the context of what the child is doing. It involves distributing opportunities to use teaching strategies for the child’s objectives throughout the regular routines of the day.”
**Embedded Instruction** means instruction on a child’s IFSP objective that is implemented in the context of ongoing, naturally occurring activities, routines and transitions.
Embedding Instruction

- Staying with group
- Requesting Objects
- Taking Turns
- Pouring
- Drinking from a cup
- Colors
Embedding Instruction

- Joint attention
- Visually Fixates
- Uses gestures
- Grasp objects
- Joins group
Embedded Instruction...

- Promotes child engagement, learning, and independence in everyday activities, routines, and transitions.
- Identifies times and activities when and where instruction on IFSPs happens.
- Provides sufficient, systematic and intentional learning opportunities.
- Offers instructional trials within and across activities.
Embedded Instruction, DAP and ECSE Recommended Practices

- DAP developed in regards to regular early childhood education.
  - May not take into account wide range of abilities in children with disabilities.
- ECSE recommended practices derived from research and professional consensus about how ECSE services should be provided.
- DAP are necessary but not sufficient for implementing ECSE services.
- Embedded instruction needs to be implemented within the context of DAP and ECSE recommended practices.
COMBINING ECSE AND DAP

Inclusion
Related Services
Family Centered Services
Collaborative IFSP
Monitoring Child Progress
Transition Planning

Age Appropriate
Individualization
High Staff-Child Ratio
Concrete and Relevant Experiences
Small Groups
Process Orientated
Assessment
Environmentally Based Curriculum
Planning for a Broad Developmental Range

Recommended Practices
Early Childhood Special Education
Developmentally Appropriate Practices

Teaching Research Models, Monmouth, Oregon
DAP + ECSE

A DAP Setting Produces the Foundation for Developing Comprehensive Programs for Children with Disabilities
RTI and Embedded Instruction

RTI

- Identify children at risk for poor learning outcomes
  - Assess
  - Provide intervention
  - Monitor child progress
  - Adjust intensity and nature of the interventions depending on the child’s responsiveness

- Embedded instruction aimed at top level/tier
Learning Theory Supporting Embedded Instruction

Consequence (C)  Antecedent (A)  Behavior (B)
General Educational Considerations for Children with Special Needs

- Placement is first step, not sufficient.

- Children with special needs have needs shared by all children, but also have unique needs.

- The greater the developmental delay, the more the adult may interceded and take more directive role.

- Services should be designed to meet child’s unique needs.
Activity

Why is embedded instruction useful?

With a partner or in a small group write down 2 to 3 reasons why embedded instruction is a useful instructional techniques/strategy.
Rationale - Why is Embedded Instruction a Useful Strategy/Technique?

- Meets children’s needs without changing daily routines and activities.
- Provides opportunities to learn and practice important skills in meaningful contexts.
- Instruction can occur during natural classroom activities, routines and transitions using curriculum for all children.
- Maximizes children’s motivation by following their interests.
- Promotes generalization and maintenance of skills.
- Effective for teaching new skills.
- Effective for increasing engagement, participation, independence.
- Feasible for providers to use.
Activity

CONNECT Video
http://community.fpg.unc.edu/connect-modules/learners/module-1

Example of Embedded Instruction
Embedded Instruction

Functional IFSP Goals
Functional Goals Introduction

- Important part of providing meaningful services.
- Important first step leading toward embedding relevant skills.
- DEC definition:

  “A specific behavior that is needed by the child to participate more independently in a particular activity or routine.”
Major Functions of IFSP

Integrate information from array of assessments

Family resources, priorities and concerns

Coordinated plan for education and services
Sources of Assessment Information

- Family
- Staff
- Related Service Providers
- Observation
- Ecological Assessments
- Curriculum Based Assessments
IFSP Goals and Interventions Should be Based On…

- Child’s current behavior and abilities across relevant domains instead of the child’s diagnostic category.
- Family’s view of what the child needs to learn.
- Interventionist and specialist views of what the child needs to learn.
- Demands, expectations, and requirements of the child’s current and anticipated environments.
Functional Goals

“You can’t just take a nonfunctional outcome and make it functional by how you write it.”

Robin McWilliam
Functional Goals

- Build upon child’s current skills and promote interactions with others.
- Related to child’s development, independence and social competence and not isolated skills.
- Makes day-to-day life for both child and family easier.
Functional Outcomes Include…

- Social Relationships
- Independence
- Engagement
Functional Goals

Written in way to relate to everyday activities

Meet clearly identifiable functional need
Functional Goals

Identified through ecological assessments

Reflect daily demands of current environment

Useable in other settings

Learned by children without disabilities
Guidelines for Selecting Functional Skills

- Is the skill age and developmentally appropriate?
- Can the skill be used across a number of different settings, activities, materials and/or people?
- Will the skill increase the child’s ability to interact within the daily environment?
- Does the skill result in increased opportunities for interaction with peers without disabilities?
- Can the child use the skill in the present and future settings?
- Does the skill remediate an identified problem?
## Activity

### Identifying Functional Skills

**ACTIVITY**
With a partner or in a small group, for each of the skills listed below, mark Yes if you believe it is a functional skill or No if you believe it is not a functional skill.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Is this a Functional Skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacting appropriately with materials.</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Entering a group appropriately.</td>
<td>No</td>
</tr>
<tr>
<td>3. Using tongs to pick up cotton balls.</td>
<td>No</td>
</tr>
<tr>
<td>4. Communicating wants and needs with adults and peers.</td>
<td>No</td>
</tr>
<tr>
<td>5. Stringing beads on a string.</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Washing hands.</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Staying between the lines when coloring.</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Putting rings on a peg in consecutive order.</td>
<td>Yes</td>
</tr>
<tr>
<td>9. Resolving conflicts with peers.</td>
<td>Yes</td>
</tr>
<tr>
<td>10. Initiating cooperative play with peers.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Embedded Instruction

Embedding Specialized Instruction into Typical Daily Routines and Activities
Activity

Identifying Opportunities to Embed Instruction

With a partner or in a small group write down examples of typical preschool activities and routines (things you do every day).
Identifying Opportunities to Embed Instruction

- Typical preschool activities and routines
  - Arrival
  - Departure
  - Snack/meals
  - Interest centers
  - Toileting
  - Hand washing
  - Large group/circle time
  - Transitions
  - Gross motor/outside time
<table>
<thead>
<tr>
<th>Target Schedule</th>
<th>Target Behavior 1</th>
<th>Target Behavior 2</th>
<th>Target Behavior 3</th>
<th>Target Behavior 4</th>
<th>Target Behavior 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I:\Train\Inclusion Projects\NPDCI\Embedded Instruction\Individual Child Inclusion Matrix.doc

## Individual Child Instruction Planning Matrix

Child’s Name: Jesse Date Developed: 10/10/14

Teacher/Classroom: Sue Smith/ Bullfrogs

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Target Behavior 1</th>
<th>Target Behavior 2</th>
<th>Target Behavior 3</th>
<th>Target Behavior 4</th>
<th>Target Behavior 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answer questions from peers and adults</td>
<td>Count up to 5 objects</td>
<td>Follow one step directions</td>
<td>Answer questions when looking at storybook</td>
<td>Drink from cup</td>
</tr>
<tr>
<td>Arrival</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free choice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Circle Time</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor time</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Story and music</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Departure</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Classroom Activity Matrix

Teacher or Classroom: _________________________ Date: _______________________

<table>
<thead>
<tr>
<th></th>
<th>Child 1*</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
<th>Child 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Classroom Activity Matrix may include the names of all children in the class or only the names of children who have individually identified objectives. Make the matrix as large as needed for your group of students.

**Permission to copy not required - distribution encouraged**

# Classroom Activity Matrix

Teacher or Classroom: ___________________________  Date: _______________________

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Child 1 (Jesse)</th>
<th>Child 2 (Maria)</th>
<th>Child 3 (Kyo)</th>
<th>Child 4 (Jamal)</th>
<th>Child 5 (Alana)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story and music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity

Complete an Individual Child Activity Matrix
Implementing Embedded Instruction

How can you implement embedded instruction in your classroom/program?
Factors to Consider When Determining Strategies

- A diagnosis rarely results in precise prescriptions for educational practices.
- Knowing the cause of the disability rarely results in precise educational practices.
- Children with disabilities are very different from one another.
- Get to know the child.
Activity

Strategies for Embedding Instruction

With a partner or in a small group write down 3 to 5 things that you have done to help a child with a disability participate in ongoing activities, routines and transitions in your classroom/program.
Embedded Instruction

Closing
Questions???

- Embedded instruction definition and rationale?
- Functional IFSP goals?
- Opportunities and strategies for embedding instruction?
Key Points

- Provide a developmentally appropriate program.
  - Environment
  - Activities
  - Materials
- Target functional skills.
- Provide individualized/specialized instruction within context of ongoing activities, routines and transitions.
- Provide needed supports.
- Build on child strengths and interests.
Activity

Professional Action Activity

Share with a partner one thing that you learned today that you intend to try.
Evaluation