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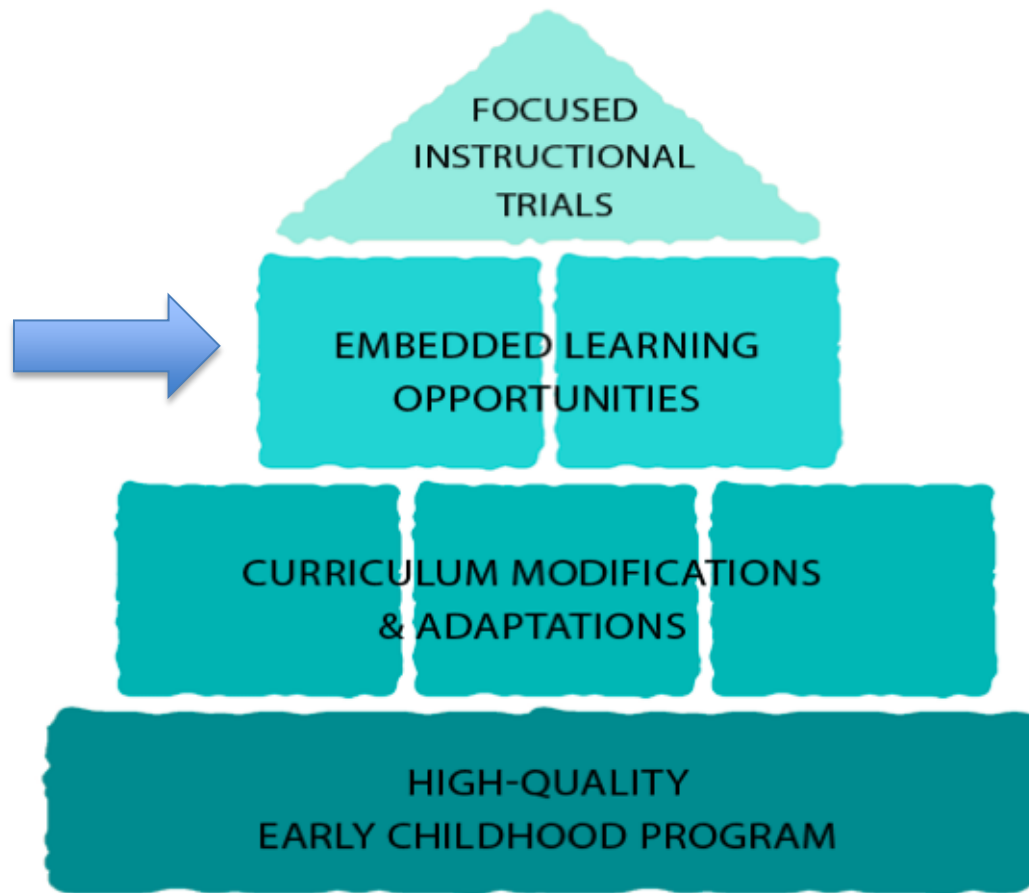
Embedded Learning Opportunities

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





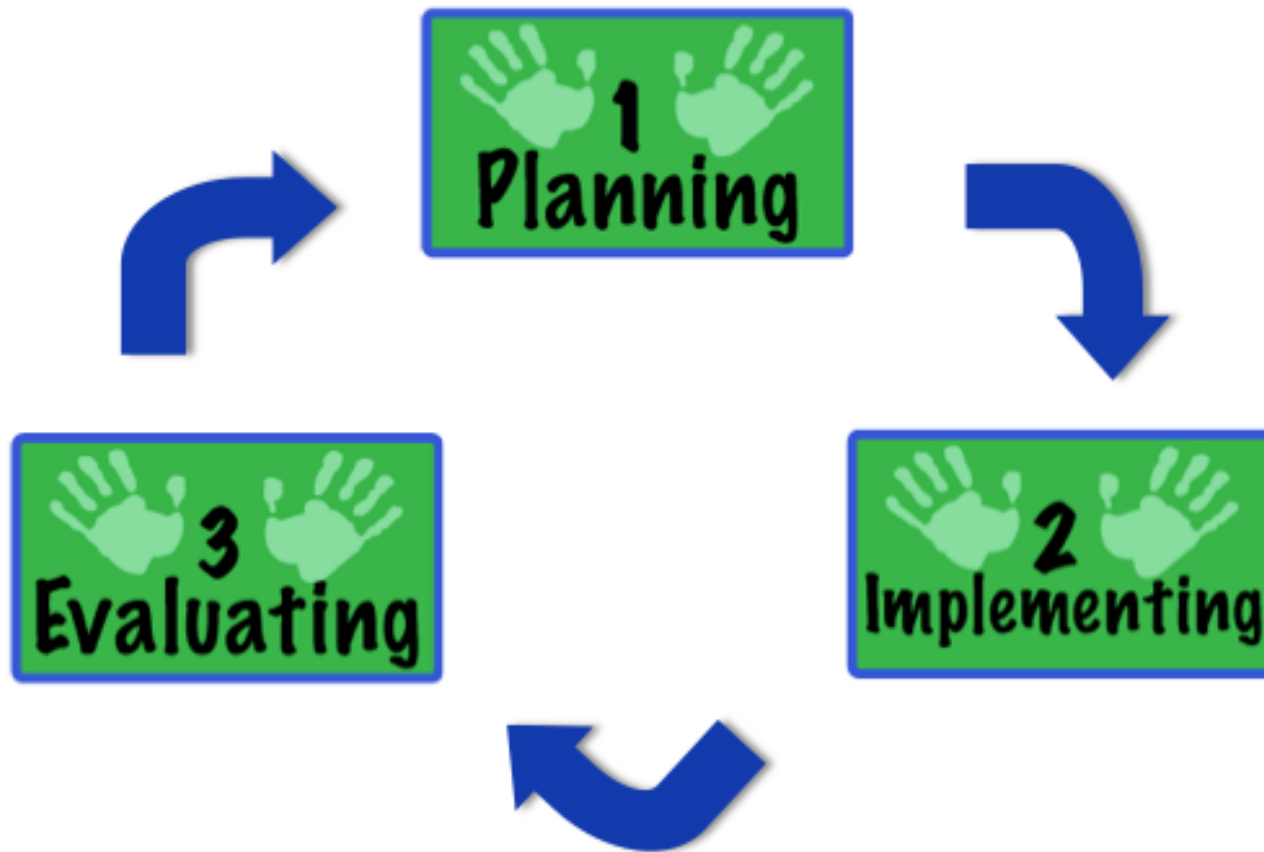
Meet Mia

- 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

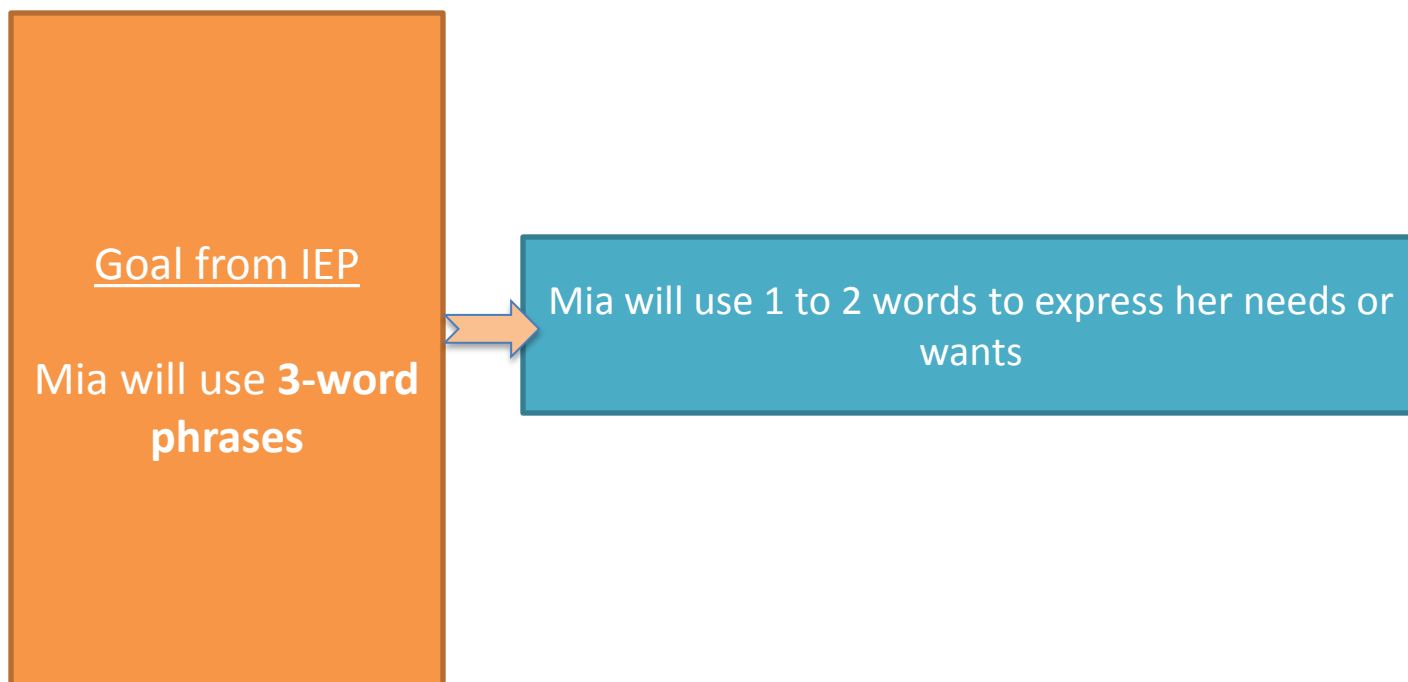


Mia's IEP Goal

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 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 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

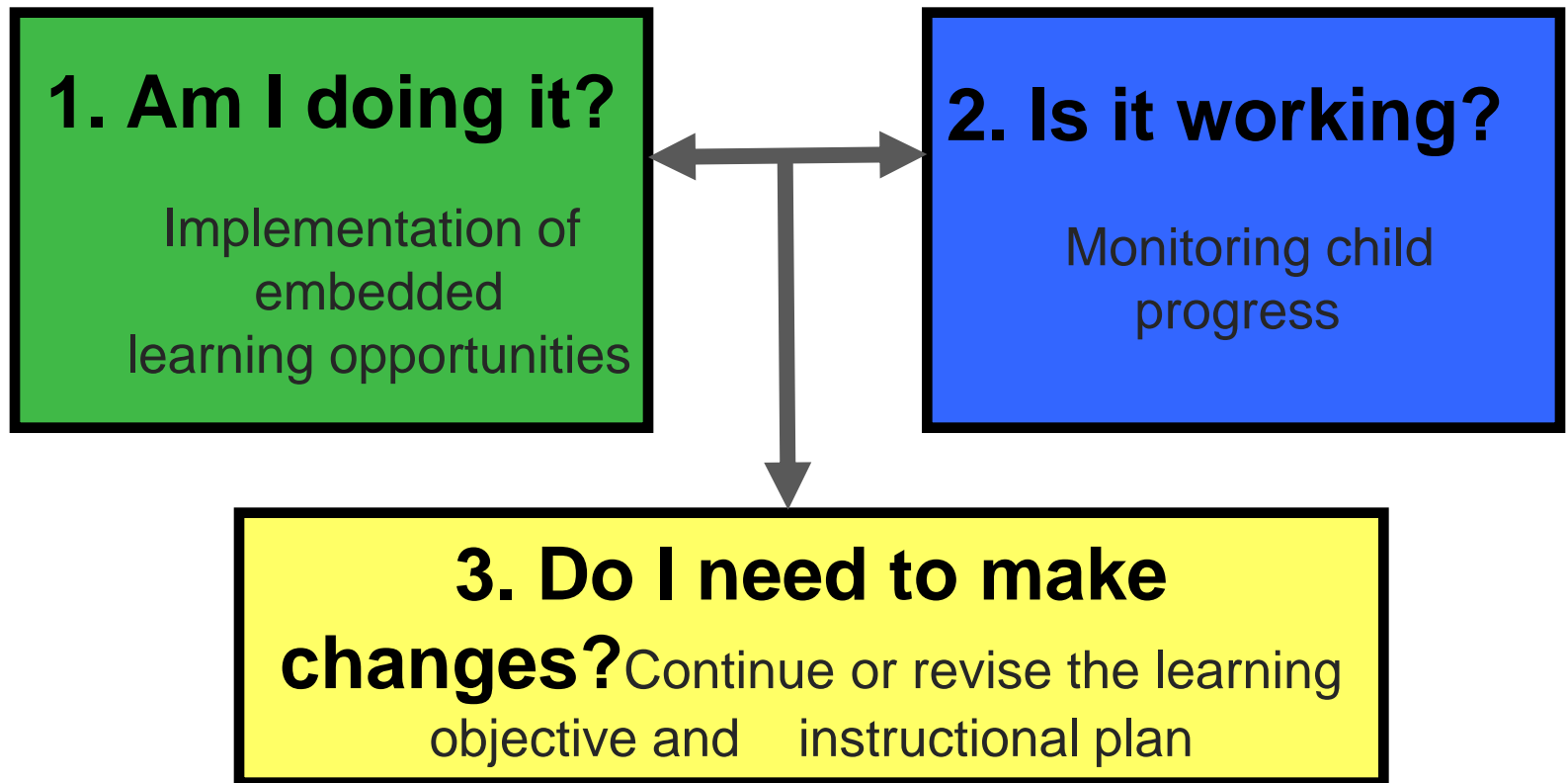
Cue <i>What will Ms. Mary say or do?</i>	Child Response <i>What will Mia do?</i>	Feedback <i>How will Ms. Mary respond?</i>
Provide a container with lid still on	Mia will say "Help."	Provide Mia with help to open the container and praise for asking.



PInS for Mia



Three Key Questions for Evaluating Embedded Learning Opportunities





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



- Material in this module adapted from “Impact of Professional Development on Preschool Teachers’ Use of Embedded-Instruction Practices,” a Goal 2 Development and Innovation research project funded by the Institute of Education Sciences and awarded to the University of Florida (R324A070008)
(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

Head Start
 Inclusion

Supporting parent and caregiver involvement in early literacy practices with young children from diverse backgrounds and abilities

Helpful Websites and Books

WWW.REACHOUTANDEAD.ORG

Reach out and Read. This website is a national pediatric early literacy program. This website is full of information on reading to young children for parents and educators. Included are book suggestions for parents and children, literacy milestones (available in Spanish and Chinese), and information on the importance of reading to young children.

WWW.HCLIB.ORG/BIRTHTOEARLYLIT.CFM

Hennepin County Library. This website is available in both English and Spanish and includes ideas for finger plays and songs. Teachers can download a reading tip sheet for parents in 16 different languages. There are also excellent video clips of parents reading to their young children available in English and Spanish.

WWW.RIE.ORG/LEADINGTOREADING/

Leading to Reading. This interactive website is available in both English and Spanish with information on reading with preschoolers. Parents and children can play games and listen to stories or songs in both languages. Articles, tips, videos, and activity ideas are also available in Spanish.

WWW.WALEARNING.COM

Washington Learning Stations. This website includes literacy activities for parents, caregivers and young children in natural environments. The literacy activities are appropriate for children of varying ability levels. Resources are available in English, Spanish, Somali, Russian and Vietnamese.

WWW.READINGROCKET'S.ORG

Reading Rockets. This website features resources for parents and educators to support effective literacy practice in inclusive settings. The website can be translated into Spanish and includes resources for helping English learners succeed.