Embedded Instruction in the Inclusive PreK Classroom

Presentation for NC Exceptional Children’s Preschool Institute
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Current Trends Related to Inclusion

1. Systems are working or are being urged to work together to address this and other issue(s) related to providing services to young children

2. There is a blending of theory and practices that address the needs of all children

3. An increasing number of early childhood teachers are being trained to teach both children with and without disabilities

4. Families are increasingly expecting that their children will be educated in inclusive settings before and after Pre-k

5. There is increased emphasis on accountability of all children

6. There exists evidence of practices that blend theory from ECE and ECSE that result in positive outcomes for children

7. Individualizing instruction for all children is viewed as resulting in positive outcomes for children
How can you hold thirty hands when you only have two?
One answer...Blended Practices
Blending Images
Overview of a Curriculum Framework

What it is and What it isn’t

<table>
<thead>
<tr>
<th>Is a way of linking practices</th>
<th>Is not the only way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a way to be intentional</td>
<td>Is not containable</td>
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<tr>
<td>Is a tiered model</td>
<td>Is not about SPED only</td>
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<tr>
<td>Is complicated</td>
<td>Is not simple (but is logical)</td>
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<td>Is useful in blending</td>
<td>Is not an assessment</td>
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<tr>
<td>Is about teaming</td>
<td>Is not a curriculum</td>
</tr>
<tr>
<td>Is grounded in research</td>
<td>Is not just for preschool</td>
</tr>
</tbody>
</table>
EMPHASIS
Assessment

Professional Development

Leadership plan

Assessment

Scope & Sequence

Activities & Instruction

Progress Monitoring

Data-Driven Decision Making

Collaborative Partnerships
Assessment

Developmental and Content Areas

Family Resources, Priorities, Concerns, Interests and Preferences

Baseline

Comprehensive

Authentic

Guide
Determine what to teach, how to teach, and how to evaluate intentional instruction using authentic assessment strategies.
Recommended Practice

National Association for the Education of Young Children

The Office of Head Start

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1. ACCEPTABILITY
2. AUTHENTICITY
3. COLLABORATION
4. EVIDENCE
5. MULTI-FACTORS
6. SENSITIVITY
7. UNIVERSALITY
8. UTILITY
EMPHASIS
Scope and Sequence

Professional Development

Leadership plan

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Scope & Sequence

Activities & Instruction

Monitoring

Progress

Data-Driven Decision Making

Collaborative Partnerships
• Assessment information is used to determine children’s needs across the three tiers for the Scope and Sequence element.

• Scope – concepts and skills across developmental levels – content common across all children.

• Sequence – order in which skills are taught
  • Developmental
  • Pedagogical
  • Logical
Patterns: Performance Indicators

- Quality of child performance
  - Frequency, accuracy, latency, duration, endurance

- Single to Multiple
  - Means of expression, Quantity, Settings, People, Materials

- Complexity
  - Simple to complex, Concrete to abstract

- Independence
  - Assisted – Independent, Immediately – With a time lag, Responder - Initiator

- Conditions (generative)
  - Familiar – Novel, structure –non-structured, no distractions-distractions, with context-without context,
Sort and Prioritize

- What skills can be addressed through development, play, maturation, and exposure/experience? *Tier One*

- What skills are emerging, need practice and repetition? Will these skills improve in independence or fluency with time and practice? *Tier Two*

- What skills and concepts are unlikely to emerge without intensive instruction? *Tier Three*
Tier 1 Needs

- What common concepts and skills are to be covered/taught/addressed?
  - State standards
  - Federal outcomes
  - Big Ideas
  - Items from an assessment
Tier 2 Needs

- **Another related skill/concept is the need**
  - Desired concepts and skills that are emerging (stalled but not missing)
  - Concurrent skill/concepts

- **Means of expression**
  - Verbal
  - Non-verbal

- **Components or portions of the larger concept or skill are missing**
  - Has some of the desired responses but is not as sophisticated as would expect for age and context
Tier 3 Needs

- Concepts and skills that are keeping the child from accessing, participating, and making progress in the general curriculum/daily activities
- Barriers/Underlying issues
- Missing prerequisite or foundational skills

Examples
- Barriers, underlying issues or concerns (e.g., challenging behavior, quality of movement, intensity of action, another language)
- Foundational or prerequisite behaviors (e.g., joint attention, imitation, vocalizations, manipulation of objects, functional use of objects)
EMPHASIS: Activities and Instruction
Which statement best describes your belief teaching for young children.

- If I create a high quality physical and social environment, all children will learn.

- If I interact too much with the children in my classroom, it will interfere with children’s learning because early childhood education should be child directed.

- Children with disabilities must be pulled away from the rest of the group and taught individually in order to learn.

- It is imperative that I prepare children for kindergarten by planning structure activities that focus on teaching early literacy and early math skills.

- There is a way to design instruction so that all children learn important outcomes within developmentally appropriate activities with my guidance and support.
Activities and Instruction

**Key words**: intense, longer duration, high intensity, individualized

**Key words**: at-risk students (any child), high efficiency, rapid response

**Key words**: all settings, all students, preventive, proactive, core

Type of activities and instructional strategies vary in frequency, intensity, and intention.
Tier 1: Universal Strategies

- Principals of Universal Design for Learning
  - Multiple Means of Expression
  - Multiple Means of Representation
  - Multiple Means of Expression

- Developmentally appropriate environments

- Multiple opportunities

- Non-directive teaching strategies
  - Implicit Teaching
  - Indirect verbal cues
  - Environment

- High quality lesson planning
Tier 2: Targeted Instruction

• Small Group Instruction
• Adaptations
• Increased opportunities
• Mediating teaching strategies
  • Moment to moment use of a variety of prompts
Tier 3: III Instruction

• Intentional/Planned
• Individualized
• Intensive - multiple opportunities to practice skill
• Directive teaching strategies – *examples*
  • Milieu Teaching Strategies
  • Response Prompting Procedures
What ARE Directive Teaching Strategies?

Directive teaching strategies are *planned, intentional* interventions that you can use with individual children to teach them skills they need during everyday activities and routines.

*Examples on Next Slide*
Collaborative Partnerships

Professional Development

Emphasis: Progress Monitoring

Leadership plan

Assessment

Scope & Sequence

Activities & Instruction

Data-Driven Decision Making

Progress Monitoring
Progress Monitoring

Progress monitoring practices vary in frequency, intensity, and intent.

- Progress Toward Targeted Needs
- Progress Toward Specific Skills and Concepts
- Progress Toward Common Outcomes

Used to Revise Activities and Instruction

Directly Linked to S&S and A&I
Tier 3: Progress toward individualized outcomes

Tier 2: Progress toward targeted outcomes

Tier 1: Progress toward common outcomes

Tier 3: Individualized, Intensive and Intentional Instruction

Tier 2: Targeted and Temporary Instruction

Tier 1: Universal Instruction

Performance Monitoring
How often do I/we complete various progress-monitoring measures?

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Semi-Annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quarterly</td>
<td></td>
<td></td>
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<tr>
<td>• Repeated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Weekly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monthly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Minute by minute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hourly</td>
<td></td>
<td></td>
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<tr>
<td>• Daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Weekly</td>
<td></td>
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</tr>
</tbody>
</table>
More about: Activities & Instruction

All Practices Are:

- Evidence-Based
- Continuum of Strategies
- Team/Family Guided
- Developmentally Responsive

*Embedded Learning Opportunities*
Creating a Complete Learning Cycle: Embedded Learning Opportunities

Antecedent
Setting occasion for learning to occur – where, when, with what, and how

Response
What we expect children to do

Consequence
Keeps things going – provide additional support

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Antecedents

- Antecedents are designed to elicit target skills/responses from a child
- Antecedents are provided by adults, peers, and the environment
- Antecedents should not disrupt a child’s learning/play but rather, should enhance, shape, or expand
- Antecedents are sometimes thought of as the creation of embedded learning opportunities
- Antecedents include *when to teach, where to teach, with what to teach*
When to Teach

Consider:

• Time of day
• Routine
• Transitions
• The start and stop of an activity
• When the child is with other adults
Where to Teach

Location, location, location! Consider:

• Places outside of the building
• Spaces in the building other than classroom
• Sites/areas in classrooms
What to Teach With

Categories of Materials

• Books
• Manipulatives
• Dolls
• Musical instruments

Example: Loose Parts
Corks; keys; natural materials (pine cones, seashells, rocks, sticks, grass, seeds); screws/washers; floor samples; art materials (buttons, spools, popsicle sticks, beads, straw); recycled materials (paper tubes, paper, ribbons, caps, lids, wood scraps, wire, foam, cardboard)
What to Teach

- “What” is different at each tier
- Must have a clear and agreed upon definition of “what” to teach at each tier
- Should have fewer Tier 2 and 3 outcomes as compared to Tier 1 outcomes
Behavior

- “What” is different at each tier
- Must have a clear and agreed upon definition of “what” to teach at each tier
- Should have fewer Tier 2 and 3 outcomes as compared to Tier 1 outcomes
Tier 3: Functional and Generative Target Skills

- **Functional**
  - permit children to negotiate their physical and social environment in an independent manner
  - aligned with the child's present level of functioning and identified needs

- **Generative**
  - that can be used across settings, people, events, and objects
  - need to assist children in learning how to make response modifications as settings, objects, people, and conditions change
  - represent underlying processes that promote a child's access to and participation in the general curriculum and/or family routines
Consequences

- Consequences are the adult, peer, or environmental events that follow a child’s targeted or non-targeted behavior.
Consequences for:

**Targeted Behavior**
- Consequences should
  - Be logical
  - Increase the likelihood the targeted behavior will occur again
  - Match a what the child is interested in
  - Be motivational
  - Immediate
- Continuum of consequences exist
  - Extrinsic
  - Intrinsic
- Examples
  - Praise, re-statement, delay, withhold, smiles, stickers, confirmation, give requested object, imitation

**Non-Targeted Behavior**
- Consequences should
  - Be delivered in a consistent manner
  - Provide child with sufficient support to demonstrate the target behavior – may require scaffolding
  - Individualized for child
  - Allow child to demonstrate the target behavior with the least amount of support possible
- Examples
  - Direct verbal, indirect verbal, gesture, verbal/motor model, picture/photo, partial physical/full physical prompts
In Summary

- Embedded Learning Opportunities:
  - Identification of functional skill
  - Setting, activity, materials, and teacher direction to elicit behavior
  - Feedback
    - If child/children perform the behavior
    - If child does not perform behavior and needs additional support
Embedded Learning Opportunities
Evidence-Based Practice

- Studies conducted in inclusive classrooms
- Children with a range of disabilities
- Emphasis on skills associated with math and literacy standards
Embedding Math Standards in Inclusive Preschool Settings

• Context: Inclusive public prek classrooms across three school years

• Teacher Education Level: Three teachers with elementary education degrees; two teachers with interdisciplinary early childhood education degrees

• Subjects: Ten 3 and 4 year olds with significant disabilities (e.g., Autism, Noonan’s Syndrome, Down Syndrome)
Math Studies (cont.)

- Dependent variables: math standards determined from AEPS assessment data (e.g., differentiating number/letter, counting, size concepts, shapes, 1:1 correspondence)

- Independent variable: time delay and embedding learning opportunities into 2 classroom activities and routines (e.g., storybook reading, dramatic play, art activity, math center); 4 ELOs per activity

- Design: Single subject – Multiple probe across students
<table>
<thead>
<tr>
<th>Year</th>
<th>Children</th>
<th>Target Skill</th>
<th>Days to Criterion</th>
<th>Maintenance</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JL</td>
<td>Number/Letter</td>
<td>20</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>TR</td>
<td>Size Concepts</td>
<td>15* (88%)</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td></td>
<td>JS</td>
<td>Size Concepts</td>
<td>6* (88%)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>JO</td>
<td>Counting to 3</td>
<td>22</td>
<td>100%</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>JA</td>
<td>Counting to 3</td>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>CH</td>
<td>Size concepts</td>
<td>19</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>LA</td>
<td>Size concepts</td>
<td>8</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>AN</td>
<td>1:1 correspondence</td>
<td>13</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>CH</td>
<td>Size concepts</td>
<td>Intervention</td>
<td>-</td>
<td>-</td>
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<tr>
<td></td>
<td>VA</td>
<td>1:1 correspondence</td>
<td>Intervention</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>HA</td>
<td>Size concepts</td>
<td>Baseline</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Embedding Writing Standards in Inclusive Preschool Settings

- Context: Inclusive public prek classrooms across two states

- Subjects: Eight 3 and 4 year old preschoolers (4 DD, 1 autism, 1 orthopedic impairment, 1 cerebral palsy, 1 typical)
• Dependent variables: pre-writing standards determined from AEPS assessment data (e.g., differentiating number/letter, counting, size concepts, shapes, 1:1 correspondence)

• Independent variable: embedding learning opportunities into 2 classroom activities and routines including 1 planned (e.g., dramatic play) and 1 child-initiated (e.g., dramatic play) activity; 3 ELOs per activity

• Design: Single subject – Multiple probe or Multiple baseline across students
## Intervention Findings

<table>
<thead>
<tr>
<th>Study</th>
<th>Children</th>
<th>Target Skill</th>
<th>Days to Criterion</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cindy</td>
<td>Print 3 letters of name</td>
<td>11</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Bill</td>
<td>Draw 2 shapes</td>
<td>6</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Adam</td>
<td>Model 2 shapes</td>
<td>11</td>
<td>83%</td>
</tr>
<tr>
<td>2.</td>
<td>Walker</td>
<td>Copy + shape</td>
<td>4</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Brad</td>
<td>Print entire name</td>
<td>*</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Zack</td>
<td>Print 3 letters of name</td>
<td>*</td>
<td>N/A</td>
</tr>
<tr>
<td>3.</td>
<td>Maddie</td>
<td>Copy + shape</td>
<td>28</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>AN</td>
<td>Print first 2 letters of name</td>
<td>15</td>
<td>97%</td>
</tr>
</tbody>
</table>
Afternoon Session Objectives

- Understand how to use an activity matrix to embed IEP goals into classroom routines and curriculum
- Gain knowledge in designing high quality intervention plans for embedded instruction
- Understand how to implement embedded instruction practices with fidelity
Strategies for Ensuring the Success of Embedded Instruction

- Planning for Embedding Learning Opportunities – Activity Matrix
- Designing High Quality Teaching Sequences – Intervention Plan
- Ensuring Fidelity of Implementation – Fidelity checklist
Activity Matrix

- Emphasizes the use of routine activities
- Incorporates family priorities
- Assists teams in identifying activities that are appropriate for embedding
- Allows for individualization of group and center-based activities
- Ensures multiple opportunities to practice and strengthen skills
- Useful to organize data collection
# Activity Matrix Example

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Objective 1 Make Choices</th>
<th>Objective 2 Answer yes/no questions</th>
<th>Objective 3 Follow Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening circle/ Schedule/ Chores/ Attendance</td>
<td>Make choice about job</td>
<td>Answer yes/no questions about who is present</td>
<td>“come to circle and find your spot”</td>
</tr>
<tr>
<td>Learning Centers</td>
<td>Make choice about which center to work in</td>
<td>Answer yes/no questions about material on computer</td>
<td>Follow directions - “put two blocks in the truck”</td>
</tr>
<tr>
<td>Story time</td>
<td>Whom to sit with in circle</td>
<td>Ask yes/no questions about what child will be Halloween</td>
<td>“come to circle and find your spot; sit down”</td>
</tr>
<tr>
<td>Schedule</td>
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</tbody>
</table>
Practice

1. Across the top, list the child’s IEP goals
2. Down the left-hand column write the child’s daily schedule
3. In the corresponding blocks, write a statement about how to the child will practice the skill within the activity
Intervention Plans

-- Developed after child goals are determined

-- Malleable planning guide that can be altered and modified

-- Link between what a team agrees on for a child and actual day-to-day practice

-- Designed to ensure multiple learning opportunities

-- Include
  -- Measurable goals and objectives
  -- Strategies and teaching considerations
  -- Modifications and progress monitoring procedures
<table>
<thead>
<tr>
<th>TIER 1 &amp; 2 for universal and targeted outcomes (i.e., instructional intent)</th>
<th>TIER 3 for individual goal (i.e., Child’s Individualized Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to Teach</strong> (instructional intent content and processes)</td>
<td><strong>How to Teach (ELO)</strong></td>
</tr>
<tr>
<td><strong>When to Teach</strong> (time of day)</td>
<td><strong>A</strong> (Antecedent)</td>
</tr>
<tr>
<td><strong>Where to Teach</strong> (location)</td>
<td><strong>R</strong> (Child's Responses)</td>
</tr>
<tr>
<td><strong>What to Teach with</strong> (materials, objects, toys)</td>
<td><strong>C</strong> (Consequences)</td>
</tr>
<tr>
<td><strong>How to Teach/Extend Learning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Practice</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td><em>begins to notice characteristics of objects such as color, shape, or quality (aligns to classifying)</em></td>
<td></td>
</tr>
<tr>
<td><em>begins to make associations between objects, people, events using quantity and size terms (aligns to comparing and contrasting)</em></td>
<td></td>
</tr>
<tr>
<td><em>fills and empties containers (aligns to comprehending)</em></td>
<td></td>
</tr>
<tr>
<td><em>explores and manipulates natural materials such as water and sand (aligns to problem solving)</em></td>
<td></td>
</tr>
<tr>
<td><em>begins to notice and label objects and events in the environment (aligns to creating and expressing)</em></td>
<td></td>
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<tr>
<td>Outdoor Time</td>
<td></td>
</tr>
<tr>
<td>Garden</td>
<td></td>
</tr>
<tr>
<td>seeds, seed packages, dirt, rakes, pails, water, measuring cups</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self Talk</strong></td>
</tr>
<tr>
<td></td>
<td><em>I'm going to put all the round seeds together</em></td>
</tr>
<tr>
<td></td>
<td><em>I'm looking for a yellow pail</em></td>
</tr>
<tr>
<td></td>
<td><em>I'm counting the set of seed packages</em></td>
</tr>
<tr>
<td></td>
<td><em>I'm comparing the number of children with the number of pails to see if there are enough.</em></td>
</tr>
<tr>
<td></td>
<td><em>I have 3 packets of seeds and 3 pots that need planted</em></td>
</tr>
<tr>
<td></td>
<td><em>I'm putting dirt in my pots. I'm watering my seeds</em></td>
</tr>
<tr>
<td></td>
<td><em>I need a bigger pot for all this dirt</em></td>
</tr>
<tr>
<td></td>
<td><strong>Expand and Continue</strong></td>
</tr>
<tr>
<td></td>
<td><em>Encourage children to imitate your actions</em></td>
</tr>
<tr>
<td></td>
<td><em>After making a statement, pause and allow children to process and ask questions or make a comment</em></td>
</tr>
<tr>
<td></td>
<td><em>Expand upon children’s responses (e.g., if they count to 5, continue counting to 10)</em></td>
</tr>
<tr>
<td></td>
<td><em>While handing seeds to select child, ask him to count how many seeds you are handing to him. Wait 3 seconds for a response.</em></td>
</tr>
<tr>
<td></td>
<td><em>(+) rote counts correctly to 10</em></td>
</tr>
<tr>
<td></td>
<td><em>(+) affirm correct counting responses</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(--) rote counts incorrectly or does not respond within 3 seconds</em></td>
</tr>
<tr>
<td></td>
<td><em>(--) model counting in the correct order</em></td>
</tr>
</tbody>
</table>
## Intervention Plan Example

<table>
<thead>
<tr>
<th>Skill</th>
<th>Antecedent/Attentional Cue</th>
<th>Wait Time</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Modification/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes Printed Numerals</td>
<td><strong>Book Center</strong> While looking at books about numbers, or books with large numbered pages, say, “Katherine, look at this page, show me a number.”</td>
<td>3 Secs.</td>
<td>+ Katherine points to a number in the book</td>
<td>Deliver descriptive verbal praise, such as, “You are right, that is a number,” or “Thank you for showing me a number!”</td>
<td>Take Katherine’s hand to show her a number; Hand over Hand assistance (HOH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Katherine does not point to a number in the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes Printed Numerals</td>
<td><strong>Calendar</strong> Give Katherine an opportunity to recognize a number calendar, and say, “Katherine show me a number on the calendar.”</td>
<td>3 Secs.</td>
<td>+ Katherine points to a number on the calendar</td>
<td>Deliver descriptive verbal praise, such as, “You are right, that is a number,” or “Thank you for showing me a number!”</td>
<td>Take Katherine’s hand to show her a number (HOH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Katherine does not point to a number on the calendar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Intervention Plan**

**Child’s Name:**

**IEP Objective:**

**Team:**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct (+)</td>
<td>Correct (+)</td>
<td>Correct (+)</td>
</tr>
<tr>
<td>Incorrect (-)</td>
<td>Incorrect (-)</td>
<td>Incorrect (-)</td>
</tr>
</tbody>
</table>
Activity:

• Consider a child with whom you work/have worked
• Identify an appropriate goal for the child that requires “III” instruction
• Design an intervention plan that includes:
  • Antecedent
  • Behavior
  • Consequences
1. Watched videotape of child demonstrating skill

2. Reviewed and scored child progress using GAS

3. Discussed what worked well and what might work better

4. Reviewed teaching plans

Adherence measure scored by consultant
• Created fidelity checklist that was generic enough to measure teachers’ implementation of any teaching plan.

• Reviewed teaching plans to determine target skill, teacher behaviors, and expected responses.

• Viewed videotapes and rated teachers’ implementation of each variable associated with teacher plan.
Fidelity Checklist

Procedural Fidelity Observation Data Sheet

Child’s Name/Code:  Teacher’s Name/Code:  Target Skill:  Date

Primary receptive mode of communication:  Primary expressive mode of communication:

Length of time to wait before expecting child to respond:  Type of prompt(s) used:

Observer:

<table>
<thead>
<tr>
<th>Occasion Set for Child to Demonstrate Target Skill</th>
<th>Child Response</th>
<th>Appropriate Consequence Occurs Depending on Child’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Child engaged in activity that sets occasion for target skill to be demonstrated</td>
<td>Child demonstrates target skill according to IEP criterion =&gt;</td>
<td>o Teacher praises child for demonstrating target skill AND/OR o Teacher/environment is set up so that child gains access to material AND/OR o Child is intrinsically reinforced for performing target skill</td>
</tr>
<tr>
<td>o Teacher establishes joint attention with child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Teacher makes request of child in format child can understand (e.g., picture, sign, verbal)</td>
<td>Child does not demonstrate target skill according to IEP criterion =&gt;</td>
<td>o Teacher provides support for child to perform target skill o Teacher waits for child to perform target skill o Teacher provides additional support if child continues to not perform target skill</td>
</tr>
<tr>
<td>o Teacher waits appropriate delay interval</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice

- Familiarize yourself with the fidelity checklist
- Watch videos
- Score teachers’ implementation of embedded instruction.
REFERENCES


