



Presentation Summary for

EFFECTIVE INSTRUCTION: EMBEDDING IEP GOALS

MARCH 20, 2015

Guest speaker Dr. Jen Fung joined us to talk about embedding IEP goals into daily activities. Although most children learn from the high quality instruction that teachers provide to all children in the classroom, some children still struggle to learn. Their learning characteristics indicate that they need more specific goals, specialized instructional strategies, and more opportunities to learn.

What is embedded instruction?

Embedded teaching occurs when teachers provide instruction on a child's IEP goals within activities, routines, and transitions in the classroom. Teachers identify the times and activities that will provide the best opportunities to teach a targeted skill from the child's IEP.

Embedded instruction is a way to provide more intensive instruction for children with disabilities throughout the day without taking additional time or resources. Embedded instruction:

- Is intentionally inserted into daily classroom activities.
- Increases opportunities for learning.
- Includes built in reinforcement.
- Does NOT call for a special or separate time for instruction.

What is the difference between the individualized teaching provided for all children and the embedded instruction provided for children with disabilities?

| | Individualized Teaching | Highly Individualized Embedded Instruction |
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| Learning targets | Developmental goals that all children are working on according to the classroom curriculum | A specific IEP goal is broken into steps to match the child's current skill level |
| Timing of instruction | In the moment, as the opportunity arises | Planned to ensure that instruction occurs, and that the child has several opportunities to learn. Children with disabilities need a lot of practice to learn a new skill. |
| Teacher/child interaction | Learning is reciprocal and is at least partially guided by the child | Teacher initiates the interaction which is planned to elicit a specific response related to the child's IEP goal |
| Strategies | Scaffolding—individualized but widely used with all children in the classroom | Specialized instructional strategies that are selected based on the most effective way to teach the targeted goal from the child's IEP |
| Planning | Builds on naturally occurring opportunities to target learning goals | Activity Matrix—used to organize instruction that targets progress toward a child's IEP goals throughout the day |

What are some of the strategies that teachers can use in the classroom to embed teaching throughout the day?

| The Teaching Loop | |
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| Step 1: Provide the child with a cue | The teacher starts the instructional interaction and lets the child know what response is expected. |
| Step 2: Give assistance | The teacher uses one of these strategies to provide individualized support for the skill the child is learning: <ul style="list-style-type: none"> • Physical • Verbal • Gestural • Model • Expectant look |
| Step 3: Observe the child's response | What does the child do? |
| Step 4: Give immediate feedback | Correct response: Provide positive feedback Incorrect: Provide gentle error correction No response: Try again after getting the child's attention |

| Naturalistic Teaching | |
|--|---|
| What is it? | How can I do it? |
| <p>Commonly used to increase communication and social skills</p> <ul style="list-style-type: none"> • Teaching occurs in everyday situations • Requires careful planning by the adult • Consists of repeated, brief teaching interactions between the adult and child • Uses the child’s interests to set the stage for teaching (see the in-service suite, Curriculum Modifications: Child Preferences, listed in the Resources section) • Uses natural or built in consequences to reinforce skills | <p>Arrange the environment in a way that encourages communication.</p> <ul style="list-style-type: none"> • Place materials in view, but out of reach • Use materials that require assistance • Provide insufficient materials • Sabotage the materials in the activity • Create unexpected events |

Why would teachers embed instruction in addition to everything else they’re doing in a busy classroom?

- Requires minimal changes to classroom activities
- Enhances children’s motivation
- Teaches skills in natural contexts
- Teaches skills with a variety of people and materials

How can teachers plan ahead to ensure that embedded teaching is effective?

An *activity matrix* can organize embedded teaching. The activity matrix is useful in these ways:

- Matches the child’s IEP goal to the activity
- Maximizes learning time
- Helps all staff be aware of an individual child’s learning objectives
- Is useful for any child, but especially for those who need extra support

(See the Activity Matrix link below.)

RESOURCES:

ECLKC 15-minute In-service Suites

- [Break It Down: Turning Goals Into Everyday Teaching Opportunities](#)
- [Activity Matrix: Organizing Learning Throughout the Day](#)
- [Highly Individualized Teaching and Learning: An Overview](#)
- [The Teaching Loop In-Service Suite](#)
- [The Teaching Loop: Instructional Planning Form](#)
- [Curriculum Modifications: Child Preferences](#)

Head Start Center for Inclusion

- [Module: Embedded Learning Opportunities](#)

For more information, contact us at: NCQTL@UW.EDU or **877-731-0764**