Embedding IEP Objectives in Instructional Routines

LASARD Project Workgroup
October 4, 2011
Today's Objectives

- Define embedded instruction
- Explain the benefits and use of embedded instruction of IEP objectives within instructional routines
- Use an activity matrix as a tool to plan for embedded in instruction on individualized targets
- Learn strategies to collect progress monitoring data on instruction provided
Research shows that students with disabilities benefit educationally and socially when they are educated with typical peers.

HOWEVER…

Designing and delivering instruction to students with disabilities in general education classes remains a challenge for practitioners.

Polychronis, et. al., 2004
How can teaching strategies be developed that will allow students with disabilities to receive effective, individualized instruction that fits the typical organizational structures of general education classes and instructional routines?

Embedded instruction is one strategy that can be used to address this issue!

Polychronis, et. al., 2004
Students are taught skills within the on-going routines of the natural setting.

Systematic instructional procedures are implemented which are designed to support the student’s acquisition of the target skill.

Instruction is distributed across activities that typically occur in the natural setting (e.g., teaching trials are delivered when they naturally occur, rather than in isolation).

Polychronis, et. al., 2004
I 28. Individualized targets addressing goals other than core content areas are present on classroom lesson plans (e.g., self help, vocational, communication, social).

I 29. Instruction on individualized skills is observed within or across primary instructional activities and ongoing routines in the classroom, school, or community (i.e., embedded instruction of social interaction skills, communication skills, self-help, etc.).
Advantages of embedded instruction

- Represents typical instructional format
- Includes environmental cues to elicit desired behaviors
- Provides opportunities for appropriate peer interactions
- Enhances student motivation
- Maximizes the efficiency of instructions
- Allows for multiple opportunities to practice objectives
- Promotes likelihood that skills will be remembered
- Increases likelihood that learning will be active
- Provides a reality check as to whether an objective is really important to teach

(VDOE TTAC, 2005)
Teaching communication skills during Pre-K snack time
Share some instructional routines at your school

IN THE GENERAL SCHOOL ENVIRONMENT?

IN THE CLASSROOM?

EXTRACURRICULAR?
Instructional Routine Examples

- Content related daily routines such as Everyday Counts math
- Core content class routines ("power up", homework check, small group, etc.)
- Specialty class routines (art, PE, drama, computer lab)
- Extra curricular activities
School Routines/Activities Examples

- Lunch
- Hallway Routines
- Recess
- Assemblies
- Using a locker
Selecting routines

- Ask:
  - Does the objective **naturally fit** into the performance of the routine?
  - Will performing the skill lead to more **independence** within the routine?

Remember that children with disabilities learn quicker and remember longer if objectives are taught in multiple, natural routines.
Step 1: Identify the instructional routine or activity
Step 2: Identify the individualized targets that will be taught within the activity (including baseline assessment information)
Step 3: Plan Instruction
Step 4: Implement instruction
Step 5: Assess
5th grade English Language Arts

- Informal articles/reports
- Respond to an article in a variety of formats
- GLEs:

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>12b.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information (ELA-7-M1)</td>
</tr>
<tr>
<td>12c.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated and implied main ideas and supporting details for each (ELA-7-M1)</td>
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</tbody>
</table>

Grade 5 ELA Unit 1 Folktales: Tall Tales and Legends 2

Louisiana Comprehensive Curriculum, Revised 2008
Step 2: Selecting Individualized Targets

- Identify skills that facilitate the participation of the student with disabilities in routine daily activities with typically developing children (LAQI 9);

- Identify skills that build upon the student’s strengths and interests (LAQI 22);

- Identify skills that will increase opportunities to participate in future activities (LAQI 30, 40, 67)
Individualized Student Objectives

General Academic objectives (GLEs)

12b, 12c, 12e, 17b, 17f, 18a, 18e, 25a, 47a

Individualized Targets:

Social Interaction objective:
Given peer supports, the student will demonstrate cooperative work skills (Using shared materials, participating in group responsibilities), during small group activities during 4/5 activities by December 2011.

Communication objective:
The student will use a 4 switch communication device respond to social bids from peers during classroom activities on 3 out of 4 consecutive opportunities by December 2011.
IEP matrices include a graph of IEP objectives identified with the course in which they will be targeted for instruction. In addition, they include the activities in which the student will participate.
## Step 2 - IEP Matrix

<table>
<thead>
<tr>
<th>Activities</th>
<th>Read articles for main idea, facts, and opinions</th>
<th>Choose an article and write a formal response (to editor, friend, etc.)</th>
<th>Mail the letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP goals and Objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate cooperative work skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Respond to social bids</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Instructional Planning

- Who will provide instruction?
- What materials are needed?
- What accommodations or modifications are needed?
- When will instruction occur (based on activity matrix)?
- How many opportunities for instruction will occur?
- What are the instructional procedures that will be used?
- Who will collect data?
Identify instructional target: Respond to a social bid from a peer using a 4 switch communication device (icons: Yes! No! Sounds Good. I don’t like that.)

Procedures:

1. When a opportunity to comment occurs, a peer will:
   1. Ask the student, “what do you think?” and wait 3 seconds for a response.
   2. If correct response - peer delivers natural response and “high five” (reinforcement)
   3. If no response - peer models the use of the device to respond. Continues to deliver prompt following identified least to most hierarchy until correct response occurs and then says, “good job!” (reinforcement).
   4. If incorrect response occurs: In this procedure, any response (a comment) is identified as correct.
• Implement systematic instructional procedures including:
  o Teaching strategy (i.e., system of least to most prompts)
  o Reinforcement
  o Progress monitoring

• Plan for and move to higher levels of learning throughout instruction:
  o Fluency (faster and more accurate performance of skill)
  o Generalization (performance of skills in multiple contexts with multiple partners)
  o Maintenance (performance of skill over time).
Progress Monitoring Components

GLEs

Individualized Targets

Progress Monitoring
### Progress Monitoring Strategy Examples

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequency recording</td>
<td>• Teacher made tests and quizzes</td>
</tr>
<tr>
<td>• Duration recording</td>
<td>• CBM</td>
</tr>
<tr>
<td>• Targeted probes (daily, weekly, etc.)</td>
<td>• Universal progress monitoring (e.g. Dibbles)</td>
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<tr>
<td>• Interval recording</td>
<td>• Work samples/products</td>
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<tr>
<td>• Narratives</td>
<td></td>
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<td>• Self-monitoring</td>
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Involvement of Team Members

RELATED SERVICES AT WEAVER ELEMENTARY, NATCHITOCHES, LOUISIANA
Embedded instruction is the process of implementing systematic instruction on individualized targets during natural instructional routines and activities.

Provides instruction when and where the skill demand naturally occurs.

Embedded instruction on individualized targets can be delivered by a variety of team members, including:

- Teachers
- Related service providers
- Trained peers
QUESTIONS?

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