Embedding Individualized Skill Objectives in Instructional Routines

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LASARD Workgroup

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Participants in this workgroup will be able to:

- Define embedded instruction
- Use an activity matrix as a tool to plan embedded instruction
- Identify strategies to embed instruction through instructional routines
- Collect data on progress of objectives across routines and settings.
Instruction of a student’s IEP objectives that occurs
- within on-going naturally occurring activities or routines without breaking the flow of the routine (LAQI 9, 29, 40, 66)
and
- during naturally occurring opportunities such as breaks during activities or transitions from one activity to another (LAQI 30, 65, 67).
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)
Name some instructional routines:

- Morning activities
- Core content class routines ("power up", homework check, small group, etc.)
- Specialty class routines (art, PE, drama, computer lab)
- Lunch
- Hallway Routines
- Recess
- Library
- Extra curricular activities
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.
Components of Embedded Instruction

- Clarify the learning objective and gather baseline information
- Embedded instruction

(Raver, 2004)
The Learner Objective for student
Must Clearly Identify Plan and Provide Opportunity

- Identify skills that permit the student with disabilities to participate 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)
How do I Plan for Embedded Instruction?

Identify skills that permit the student with disabilities to participate in routine daily activities with typically developing children.

INCLUSIVE PRACTICES

I9. Students participate with their typical peers in classroom/school-wide routines. (Routines may include, but are not limited to: pledge of Allegiance, recess, library, performing jobs and errands, eating in the lunchroom, having a locker and using it.)

A student travels to the lunchroom with a peer support, goes through the line, follows the set routine, eats with his or her typical peers, and follows the rules for cleaning up and exiting the lunchroom with peers.
Identify skills that build upon the student’s **strengths and interests**.

**ENVIRONMENT**

I22. In general education settings, the teacher promotes student engagement by using student areas of interest, offering choice in activity, providing reinforcement (i.e., UDL).

A student that is highly interested in boats is taught in science by using boats as examples of pulleys; is able to read books about boats for book reports; the type of boat used in a historical time period is referenced in social studies.
How do I Plan for Embedded Instruction?

Identify skills that will **increase opportunities** to participate in future activities.

**CURRICULUM AND INSTRUCTION**

I3O. Generalization of targeted skill is addressed within each lesson [e.g., skills are taught in multiple settings (ex. large/small group), with multiple people (staff/peers), using multiple materials].

A teacher instructs a student on number identification while looking at page numbers in a book during class social studies instruction.
Components of Embedded Instruction

- Clarify the learning objective and gather baseline information
- Use an activity matrix to select routines
- Embedded instruction

(Raver, 2004)
Using an Activity Matrix to Support Embedded Instruction

- Plan for embedded instruction of individualized skill objectives.
- Assess Individualized needs in a class setting.
- Plan for activities and materials necessary for embedded instruction.
- Plan when data collection will occur.
Instructional Routine: Egg Carton Math

1) Students are placed in groups of 3 and given egg carton and beans.
2) Teacher will write multiplication problem on board. (Ex. 3X4)
3) Teacher explains that the X in a multiplication problem as meaning "groups of." (Ex. 3 x 4 is "3 groups of 4").
4) Teacher models activity by placing # of beans in # of groups. (Ex. 4 beans in each of 3 groups/sections of carton)
5) Repeat step 2. Students are instructed to work with their partner.
6) Teacher looks at egg carton models and selects a student to tell the class their answer and show their model.
Individualized Student Objectives

**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 May 2011.

**Communication objective:**
The student will make 2 on topic comments during an activity given communication symbols on an assistive technology device on 3 out of 4 opportunities by May 2011.

**Academic objective:**
The student will identify and name numbers 1-100 during classroom activities, given instructional prompting on 8/10 trials by May 2011.
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Activity within routine:
Teacher will write multiplication problem on board. Students are instructed to work with their partners.

Objectives to be addressed:
○ Student will make 2 on topic comments during an activity given communication symbols on an assistive technology device on 3 out of 4 opportunities by May 2011.
Instructional Procedures

Procedure:

- AT device is available on the table during small group work. Symbols representing comments are provided (my turn, your turn we got it!, that’s wrong, that’s right!) and peer is instructed on the use of the device and symbols.
  - Peers are provided with a list of times to give James an opportunity to comment (when the group rotates responsibilities, when the problem has been completed, when checking for accuracy).
  - When an opportunity occurs, peers ask. “James, What do you think?” and wait 3 seconds.
  - If James responds with an appropriate comment, say “yeah!” and place a stamp on a self-monitoring data collection sheet.
  - If James does not provide a response, point to the board and say, “James, what do you think.”
  - If James responds, reinforce.
  - If no response is provided, student says, “this is what I think!” and provide a response on James’ board (model).

- Repeat during activity
Components of Embedded Instruction

- Embedded instruction
- Clarify the learning objective and gather baseline information
- Use an activity matrix to select routines
- Design how to implement the instruction

(Raver, 2004)
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?
Components of Embedded Instruction

- Collect data
- Design how to implement the instruction
- Clarify the learning objective and gather baseline information
- Use an activity matrix to select routines

(Raver, 2004)
Sample lesson plan
Progress Monitoring

- Anecdotal notes
- Running records
- Teacher reflections
- Checklists or inventories
- Responses to questions or requests
- Rating scales
- Parent input
- Other child progress monitoring forms
ANY QUESTIONS?


