

# The Preschool Service Delivery Learning Path ...what leaders really want to know!

PA Early Intervention Leadership Conference  
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Early Intervention Service Delivery: Coaching Across Settings





- 1 What are the **components** of the Learning Path?
- 2 How do EI professionals **enroll** in the Learning Path?
- 3 How do EI professionals **navigate** the Learning Path?
- 4 What do EI professionals **experience** as they move through the Learning Path?



# Stages of Implementation

## Exploration

CLT assesses and creates readiness for change through communication and shared understanding

## Installation

Infrastructure is developed to support the practice, and **initial implementers are selected to start training**

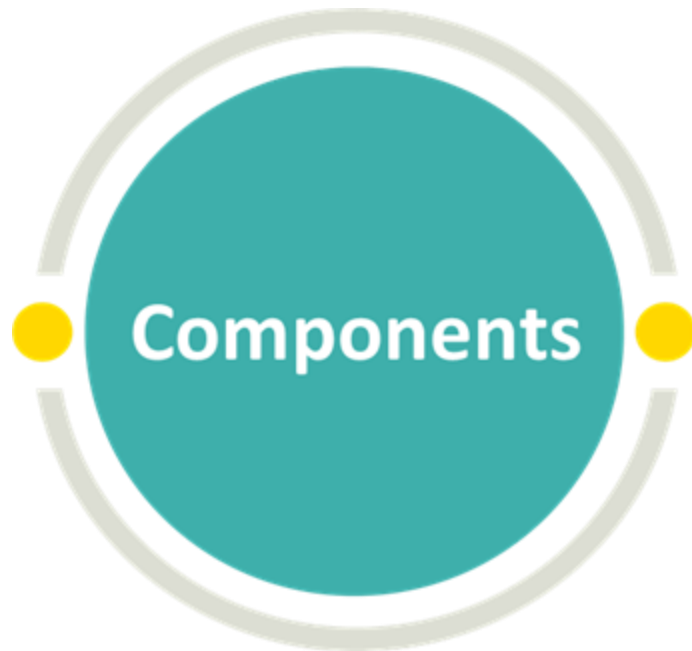
## Initial Implementation

**Initial implementers begin to use the practice**, while training and ongoing coaching continues

## Full Implementation

At least 50% of staff implement the practice with fidelity, and use of the practice is sustained

3 - 5 years



# What are the **components** of the Learning Path?



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# Preschool Service Delivery Learning Path

EI Service  
Delivery

Overview of  
Embedded  
Instruction in PA

What & When to  
Teach - Part 1  
& Instructor-led  
Live Webinar

What & When to  
Teach - Part 2  
& Instructor-led  
Live Webinar

How to Teach -  
Part 3  
& Instructor-led  
Live Webinar

How to Evaluate -  
Part 4  
& Instructor-led  
Live Webinar



- Open enrollment
- Self-paced online module (1 PQAS credit hour)
- Certificate of Completion provided



- Open enrollment
- Self-paced online module (3 PQAS/ 3 Act 48 credit hours)
- Certificate of Completion provided



- Self-paced online module (1.5 Act 48 credit hours)
- Certificate of Completion provided
- Instructor-led live webinar



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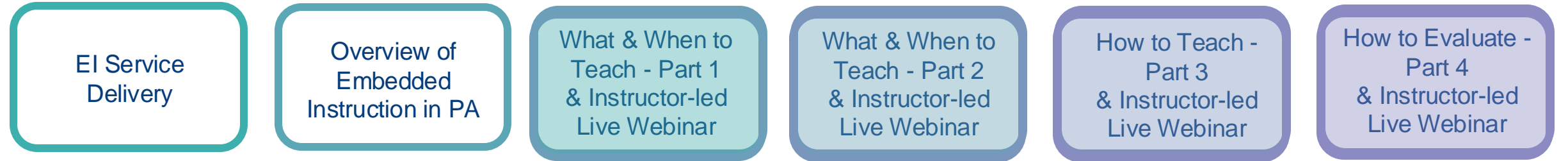
# Fi·del·i·ty

 /fə'delədē/

the degree to which an intervention is delivered as intended



# Preschool Service Delivery Learning Path



- Open enrollment
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↑  
**Enrollment**

↑  
**Implementation Check**



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# Knowledge · Comprehension · Application · Analysis · Synthesis · Evaluation



Self-paced online  
module (*1.5 Act 48  
credit hours*)

**Practice**



Instructor-led  
live webinar





# Considerations: Selecting Initial Implementers

- Ensure time to complete courses and live webinars
  - Courses are on demand on the EITA Portal
  - Live webinars are offered on predictable schedule
- If you want to go far, go together!
  - Enroll in pairs or small groups



# Considerations: Selecting Initial Implementers

## Implications as an administrator...

What actions might you and the CLT need to take to ensure staff members can participate in the learning path (consider caseloads, schedules, training calendars, and professional learning goals)?

How might you help cultivate relationships with early childhood partner directors to enable your staff members to be successful?



# Considerations: Selecting Classrooms and Children

- Select a willing partner and introduce Embedded Instruction
- Choose a child within the classroom with whom to practice the newly learned strategies between courses and webinars
  - Think ahead toward implementation check
  - Try to choose a child who will not be transitioning or leaving center before the path is completed



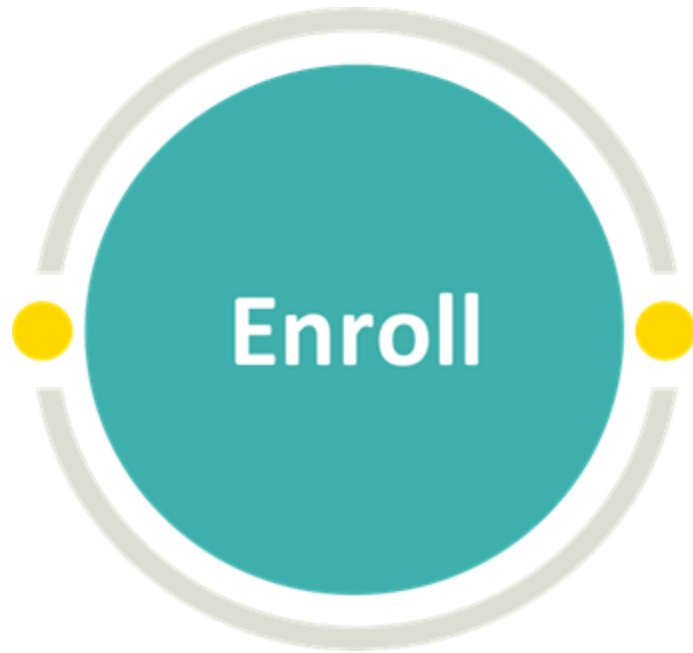
# Considerations: Selecting Classrooms and Children

## Implications as an administrator...

How might you communicate this information to initial implementers?

Once initial implementers start their journey on the learning path, how might you and the CLT continue to support them outside of the learning path requirements (e.g., individual touchpoints, job-alike reflections, celebrations of progress)?





# How do EI Professionals **enroll** in the Learning Path?



# Enrollment Steps

1. Gather names and email addresses of initial implementers  
Email must be the one used for PaTTAN Training Calendar
2. Email this information to CLT's assigned EITA Consultant
3. An EITA Consultant will enroll them in the Learning Path
4. Once enrolled, they will receive a welcome email



← → ↻  training.eita-pa.org/my/courses.php

EITA Home Dashboard **My courses** EITA Portal Professional Development Topic of Interest ▾ Families Partners ▾ Resources ▾

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# How do EI Professionals **navigate** the Learning Path?







Topics of Interest



Early Intervention  
Service Delivery



View Preschool



Learning Path  
Information





### Learning Path Navigation Guide

This document will support you in how to move through each item on the learning path. Visuals are included!



Not available unless: The activity **Embedded Instruction for Early Learning in PA: What & When to Teach-Part 1 Invitation RSVP** is complete and passed

## Step-by-step guidance

- How to access EITA Training Site and Learning Path
- How to unlock each successive step via provided codes



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### Learning Path Checklist

This document lists each step on the learning path to help you follow along with what you have completed and navigate to the next step.

 Not available unless: The activity **Embedded Instruction for Early Learning in PA: What & When to Teach-Part 1 Invitation RSVP** is complete and passed

## Step-by-step guidance

- Step in the Learning Path
- What do you do here?



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# What do EI Professionals **experience** as they move through the Learning Path?



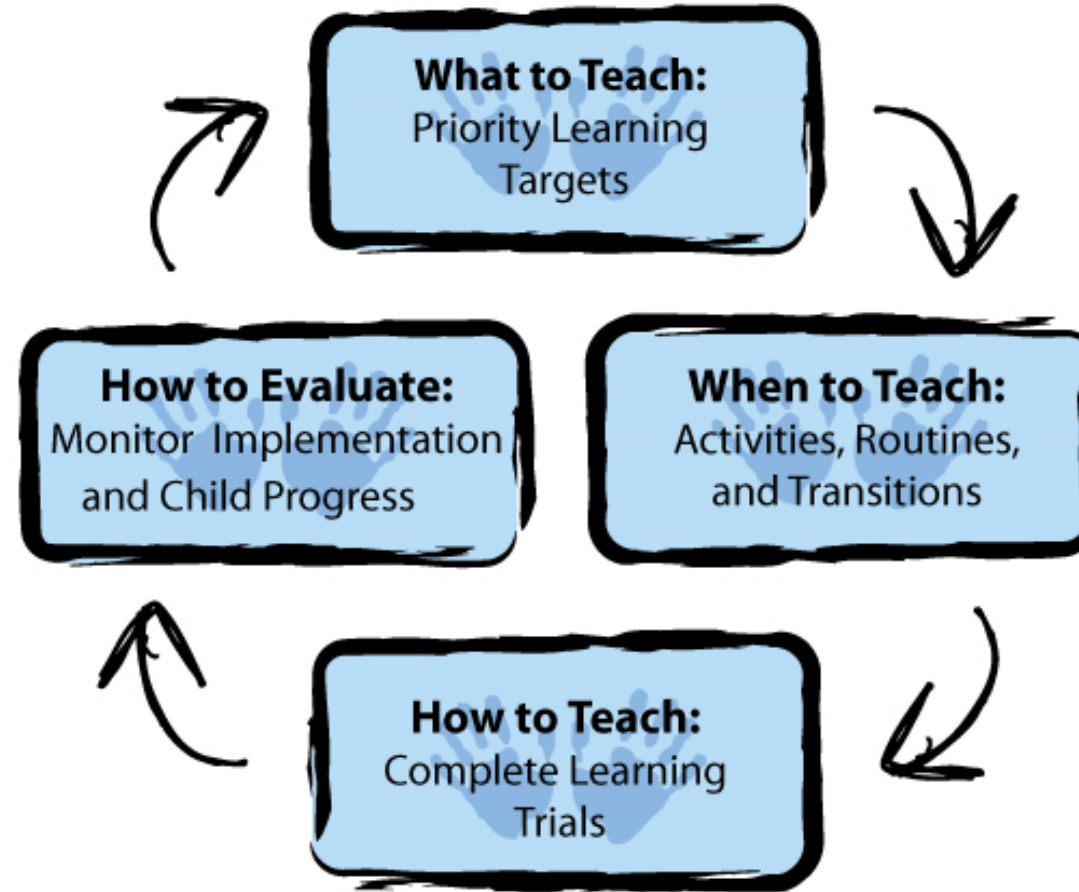
# What is Embedded Instruction for Early Learning?

**Multi-component approach** to provide  
**intentional** and **systematic** instruction  
on **priority learning targets**  
during typically occurring  
**activities, routines, and transitions**  
to support child engagement and learning



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# Essential Practices

## What to Teach

1. Identify **learning targets** focused on a specific **priority skill** we will see or hear the child do.

## When to Teach

2. Embed opportunities for learning target skills during **natural or logical activities** in which the skill is a **good fit**.

## How to Teach

3. Provide **embedded learning opportunities** that include **natural or logical cues** (A-Antecedent), child **behaviors** (B-Behavior) linked to the target skill, & **positive consequences** (C-Consequences) or feedback (A-B-C sequence).

## How to Evaluate

4. Are we doing it? Make instructional decisions about embedded learning opportunities **implementation** by collecting and using data: (a) across each child's learning target skills, (b) within and across activities, routines, and transitions, and (c) over time.

5. Is it working? Collect and use data to help determine if the **child is making progress** on learning target skills and to **make instructional decisions**.





**What to Teach:**  
Priority Learning  
Targets

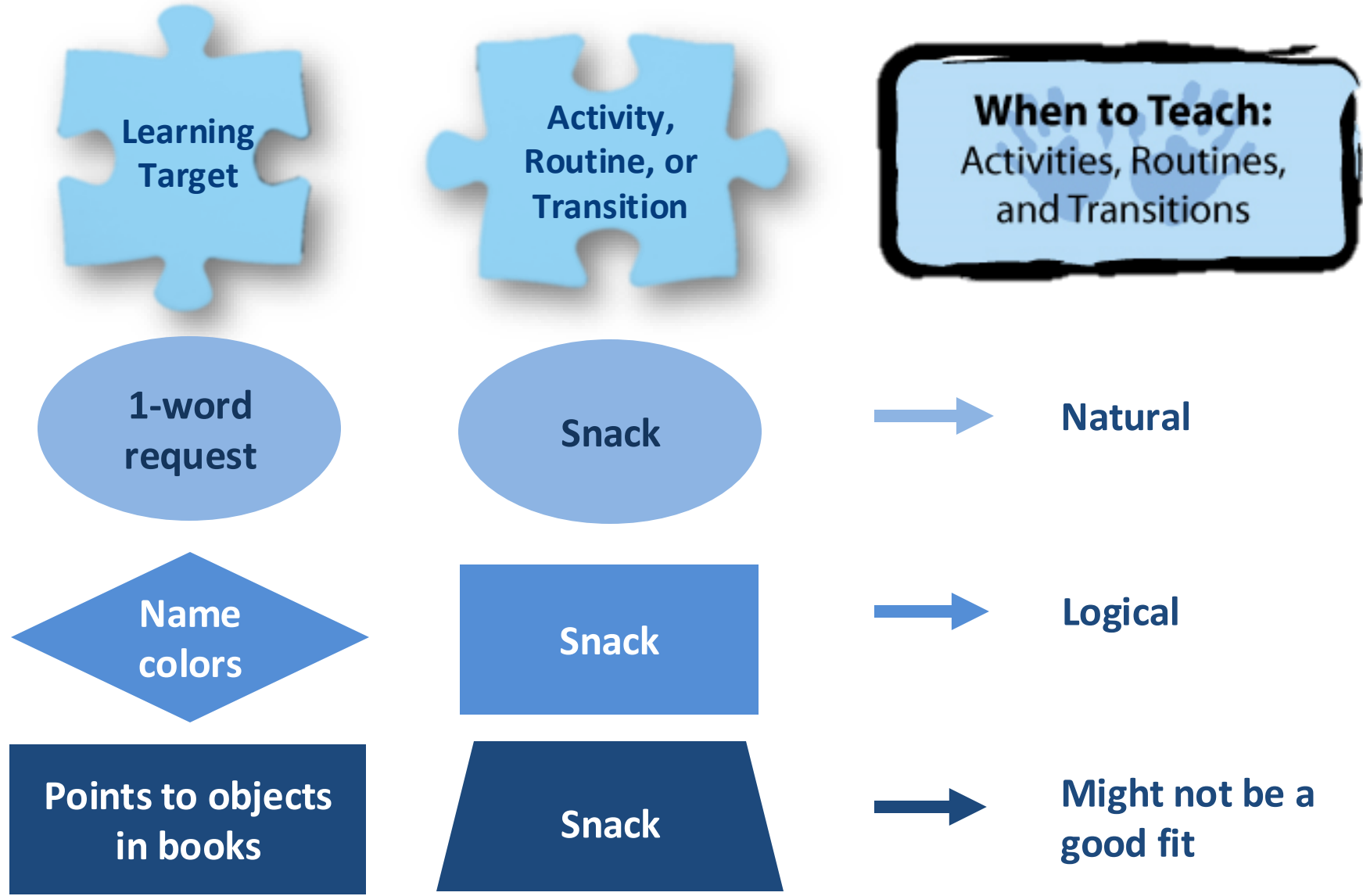


Individualized



Universal





# Activity Matrix

DRAMATIC PLAY		
Anna	Kiana	Xander
Use 2 hands together	Accept and use toy offered by peer	Join in ongoing play
Complete closed ended task x2		Initiate Request to

Outside Play			
Group	Anna	Kiana	Xander
Game	Jump up with 2 feet together x2	Follow 1 Step Directions x1	
Big Toy		Follow 1 Step Directions x2	
Toy Play	2 word phrase with 1 descriptor x2		Catch and throw for 3 cycles

Activity	Nathan	Jamal
Arrival & choice time at table 12:45 – 1:00	-Gaining a peer's attention by saying his/her name -Responding to peers	-Following Directions -Responding to peers
Individualized Time with Teacher 1:00 – 1:40	-Answering WH Questions -Asking for a turn -Gaining a peer's attention	-Answering WH Questions -Pronouns -Commenting to peers -Gaining a peer's attention
Wash hands/ Transition 1:40 – 1:50	-Following Directions -Drying hands	-Following Directions
Snack 1:50 – 2:00	-Responding to peers -Greetings	-Gaining a peer's attention by saying his/her name -Responding to peers
Small Group Activity 2:00 – 2:10	-Responding to peers -Asking for a turn	-Responding to peers -Commenting to peers
Individualized Time with Teacher 2:10 – 2:55	-Feature, Function, Class -Following Directions	-Feature, Function, Class -Pronouns -1:1 Correspondence
Transition 2:55 – 3:00	-Following Directions	-Following Directions



**How to Teach:**  
Complete Learning  
Trials

Hold up two snacks. Ask,  
“What would you like?”

Child verbally  
requests

Child is given  
requested snack



Hold up two snacks. Ask,  
“What would you like?”

Child  
Reaches.

Teacher says,  
“Crackers or chips?”

Child says  
“chip”

Child is given  
chips

## How to Evaluate: Monitor Implementation and Child Progress

**Am I doing it?**  
Are embedded learning  
opportunities being provided?

**Is it working?**  
Is the child showing progress  
on their learning targets?

**Do I need to make changes?**  
Should the targets or plan be revised?



# Learning Path Waves

Wave 1 schedule that began September 2024



## Preschool Service Delivery Learning Path Timelines 2024 - 2025

<b>Early Intervention Service Delivery: Coaching Across Settings</b>	Both online courses have open enrollment and need to be completed independently prior to moving forward.	
<b>Overview of Embedded Instruction for Early Learning in PA</b>		
<i>Formal enrollment on the Preschool Service Delivery Learning Path. Email address is submitted to your local EITA Consultant and an email will be sent to the participant with directions to begin.</i>		
<b>Embedded Instruction for Early Learning in PA: What &amp; When to Teach - Part 1 Course</b>		
Course should be completed at least two weeks prior to the selected webinar date below to allow for practice of strategies and completion of assignments.		
<b>What &amp; When to Teach - Part 1 Instructor-led Live Webinar</b>		
Register for and attend one session.	Monday, September 23	2:30 – 3:30 pm
	Monday, October 7	2:30 – 3:30 pm
	Friday, October 25	8:00 – 9:00 am
	Monday, November 11	2:30 – 3:30 pm
<b>Embedded Instruction for Early Learning in PA: What &amp; When to Teach - Part 2 Course</b>		
Course should be taken following completion of instructor-led live <b>Webinar 1</b> and completed at least 2 weeks prior to the selected <b>Webinar 2</b> date listed below to allow for practice of strategies and completion of assignments.		
<b>What &amp; When to Teach - Part 2 Instructor-led Live Webinar</b>		
Register for and attend one session.	Friday, October 28	2:30 – 3:30 pm
	Monday, November 4	2:30 – 3:30 pm
	Friday, November 22	8:00 – 9:00 am
	Monday, December 16	2:30 – 3:30 pm
<b>Embedded Instruction for Early Learning in PA: How to Teach - Part 3 Course</b>		
Course should be taken following completion of instructor-led live <b>Webinar 2</b> and completed at least 2 weeks prior to the selected <b>Webinar 3</b> date listed below to allow for practice of strategies and completion of assignments.		
<b>How to Teach - Part 3 Instructor-led Live Webinar</b>		
Register for and attend one session.	Friday, January 17	8:00 – 9:00 am
	Monday, January 27	2:30 – 3:30 pm
	Friday, February 7	8:00 – 9:00 am
	Monday, February 24	2:30 – 3:30 pm
<b>Embedded Instruction for Early Learning in PA: How to Evaluate - Part 4 Course</b>		
Course should be taken following completion of instructor-led live <b>Webinar 3</b> and completed at least 2 weeks prior to the selected <b>Webinar 4</b> date listed below to allow for practice of strategies and completion of assignments.		
<b>How to Evaluate - Part 4 Instructor-led Live Webinar</b>		
Register for and attend one session.	Friday, March 7	8:00 – 9:00 am
	Monday, March 24	2:30 – 3:30 pm
	Friday, April 4	8:00 – 9:00 am
	Monday, May 5	2:30 – 3:30 pm

# Practice Profile



## Essential Practices of Embedded Instruction for Early Learning Practice Profile

In Embedded Instruction for Early Learning, Early Intervention (EI) and Early Childhood (EC) staff collaborate with each other and with families for planning and teaching. Early Intervention teams should use this document to have a shared understanding of essential embedded instruction practices and what they might look like in the context of an inclusive early childhood classroom. This practice profile includes the "Essential Practices for Embedded Instruction for Early Learning" (Essential Practices column). To orient yourself with the table below, please note that the practices will be illustrated using the case example of a child named Bryson.

The "Foundations to Build Upon" column refers to common practices that many staff may already be doing. The "Trying It Out" column refers to introductory use of the practices as staff are newly collaborating on embedded instruction for early learning. The "Embedding Instruction with Fidelity" column refers to consistent and accurate implementation of the essential practices of embedded instruction for early learning as intended.

EI staff who are collaborating with EC staff to plan and carry out embedded instruction use this document to identify professional development action plan goals and/or strategies that will help EC staff to implement the Essential Practices of Embedded Instruction for Early Learning in inclusive early childhood classrooms. Early Intervention staff should refer to the Expanded Practices of Embedded Instruction Practice Profile for more details.

Essential Elements	Essential Practices	Foundations to Build Upon	Trying It Out	Embedding Instruction with Fidelity
What To Teach and When to Teach	1. Identify learning targets focused on a specific priority skill we will see or hear the child do.	Early Intervention (EI) and Early Childhood (EC) staff observe Bryson and have a brief discussion about the parts of an activity or routine that he can do well and those that are difficult for him.	Using sources of information such as the Pennsylvania Early Learning Standards (PA ELS) and Bryson's Individualized Education Program goals, Early Intervention (EI) and Early Childhood (EC) staff work together to identify priority learning target skills for Bryson that will support his engagement with people and materials in classroom activities and routines.	Using sources of information such as the Pennsylvania Early Learning Standards (PA ELS), Individualized Education Programs (IEPs), and curriculum-based assessments of all children in the classroom, Early Intervention (EI) and Early Childhood (EC) staff work together to identify priority learning target skills for all children with Individualized Education Programs.
	2. Embed opportunities for learning target skills during natural or logical activities in which the target skill is a good fit.	EI staff suggest activities or routines that the EC staff could add to the classroom to provide opportunities for Bryson to learn a skill.	EI and EC staff identify two or three activities or routines that already exist in the classroom that will provide opportunities for teaching Bryson a new skill.	EI and EC staff review classroom activities and routines regularly and match the individual priority learning target skills for each child with an IEP to opportunities for them to learn those skills within the daily activities or routines. This information is described in the activity matrix.

Under which column do you suppose the majority of your service delivery staff fall for each Essential Practice?

How does each practice relate to what the majority of your service delivery staff might already be doing?







# Thank you

for your time and attention

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