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.

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How to Teach	3. Provide embedded learning opportunities (ELOs) that include **natural** or **logical cues (A-Antecedent)**, child **behaviors (B-Behavior)** linked to the target skill, and **consequences (C-Consequences)** or **feedback (A-B-C sequence).**	EI and EC staff work on Bryson's IEP goal by practicing skills with suggested materials, activities, or routines.	EI and EC staff provide <u>intentional</u> embedded learning opportunities for Bryson that include one or more Antecedent-Behavior- Consequence (A-B-C) sequence during ongoing activities and routines.	EI and EC staff provide intentional embedded learning opportunities for all children with IEPs that include one or more Antecedent- Behavior-Consequence (A-B-C) sequence, as identified in the activity matrix.
How to Evaluate	4. **Are we doing it?** Make instructional decisions about **embedded learning opportunities implementation** by collecting and using data: ○ Across each child's learning target skills ○ Within and across activities, routines, and transitions ○ Over time	EI teachers collect data on how many Embedded Learning Opportunities (ELOs) they provide when they are in the classroom.	Bryson's activity matrix indicates how many embedded learning opportunities are expected during targeted activities and routines. EI and EC staff regularly record the number of embedded learning opportunities that are provided and whether they include one or more Antecedent-Behavior-Consequence (A-B-C) sequence. EI and EC staff review data on an agreed upon schedule to determine if Bryson is getting the amount of embedded learning opportunities they planned to provide.	EC and EI staff regularly collect, review, and analyze data to determine if embedded learning opportunities are implemented as indicated in the activity matrix and that each embedded learning opportunity includes one or more Antecedent- Behavior-Consequence (A-B-C) sequence to support children with IEPs. The system for collecting and summarizing data should be useful and feasible for the team.
	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.	EI teachers collect data on Bryson's progress when they are in the classroom.	EC and EI staff regularly collect and analyze data on Bryson's use of each learning target skill during ongoing activities and routines. Over time, embedded learning opportunities and learning target skills are updated to support Bryson's progress.	EC and EI staff regularly collect and analyze data on each learning target skill within and across activities for all children with IEPs. Over time, embedded learning opportunities and learning target skills are updated to support ongoing child progress.