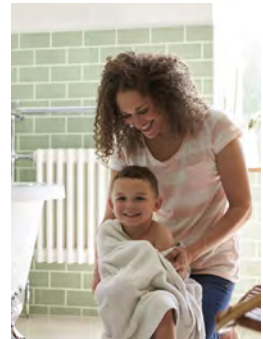
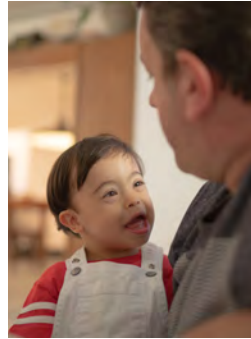


EMBEDDING INSTRUCTION FOR YOUNG CHILDREN IN EVERYDAY ROUTINES

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3R'S OF EARLY LEARNING

An Important Foundation for Embedded Instruction



RELATIONSHIPS

Serve-and-return interactions



REPETITION

Making neural connections by embedding learning in everyday activities and routines



ROUTINES

Predictable activities in everyday routines that engage and motivate

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WHY EMBED?






REPETITION WITHIN ROUTINES

E is for EVERYDAY LEARNING OPPORTUNITIES

So Many Ways to Learn: **Everyday Routines**

Example Skills to Practice

	Infants (Less than 1 year old)	Toddlers (1 to 3 years old)	Preschoolers (3 to 5 years old)
 Diapering/ Dressing	<p>Younger (0 to 6 months):</p> <ul style="list-style-type: none"> Looks at caregiver Smiles at caregiver <p>Older (6 to 12 months):</p> <ul style="list-style-type: none"> Sits up without support Supports weight with legs Repeats sounds (e.g., ba-ba, mmm) 	<p>Younger (1 to 2 years):</p> <ul style="list-style-type: none"> Follows simple directions to put out arm or leg to help with dressing Gives items of clothing upon request <p>Older (2 to 3 years):</p> <ul style="list-style-type: none"> Follows 2-step directions Points to or names body parts or clothing Helps undress self 	<p>Younger (3 to 4 years):</p> <ul style="list-style-type: none"> Takes off and puts on slip-on shoes Uses 3 or more words to describe clothes (e.g., red shirt, long pants) Dresses self <p>Older (4 to 5 years):</p> <ul style="list-style-type: none"> Fastens buttons/zippers Tells the next step in the dressing routine
 Meals/ Snacks	<p>Younger (0 to 6 months):</p> <ul style="list-style-type: none"> Looks at caregiver <p>Older (6 to 12 months):</p> <ul style="list-style-type: none"> Picks up food between fingers and thumbs Brings food to mouth Points to a desired object/food 	<p>Younger (1 to 2 years):</p> <ul style="list-style-type: none"> Uses single words to ask for or label food or drinks Drinks from a cup Eats with a spoon <p>Older (2 to 3 years):</p> <ul style="list-style-type: none"> Uses 2 to 4 words to ask for or label food Follows 2-step directions 	<p>Younger (3 to 4 years):</p> <ul style="list-style-type: none"> Gives an object to someone who asks for it Uses a serving spoon to put food on plate <p>Older (4 to 5 years):</p> <ul style="list-style-type: none"> Pours liquid from one container to another Unscrews and screws lids
 Bath Time	<p>Younger (0 to 6 months):</p> <ul style="list-style-type: none"> Looks at caregiver Smiles at caregiver <p>Older (6 to 12 months):</p> <ul style="list-style-type: none"> Sits up without support Repeats sounds Uses gestures or single words to ask for something 	<p>Younger (1 to 2 years):</p> <ul style="list-style-type: none"> Sits up without help Points to or names objects or body parts <p>Older (2 to 3 years):</p> <ul style="list-style-type: none"> Helps undress self Follows 2-step directions Uses 2 to 4 words to label, describe, or ask for objects 	<p>Younger (3 to 4 years):</p> <ul style="list-style-type: none"> Uses two hands to pump or squeeze soap bottle <p>Older (4 to 5 years):</p> <ul style="list-style-type: none"> Pours liquid from one container to another Tells simple stories about people or objects Walks to the bus or car

EXAMPLES CONTINUED →



Walking to or Riding in the Bus or Car

Infants (Less than 1 year old)

Younger (0 to 6 months):

- Looks at caregiver
- Smiles at caregiver

Older (6 to 12 months):

- Repeats sounds
- Looks at objects pointed to or named by caregiver

Toddlers (1 to 3 years old)

Younger (1 to 2 years):

- Follows simple directions
- Points to or names objects

Older (2 to 3 years):

- Follows 2-step directions
- Uses 2 to 4 words to label, describe, or ask for objects
- Walks up and down stairs

Preschoolers (3 to 5 years old)

Younger (3 to 4 years):

- Counts number of coins used or number of people on bus

Older (4 to 5 years):

- Talks about time of day using words like before, after, morning, nighttime



Reading Stories

Younger (0 to 6 months):

- Responds to sounds by making sounds

Older (6 to 12 months):

- Repeats sounds
- Looks at pictures pointed to or named by caregiver
- Sits without support

Younger (1 to 2 years):

- Points to or names pictures
- Uses 1 to 2 words to label or describe pictures

Older (2 to 3 years):

- Completes sentences or rhymes
- Turns pages in the book

Younger (3 to 4 years):

- Tells stories about pictures

Older (4 to 5 years):

- Points to and tracks words with finger
- Names letters
- States whether something is real or pretend



Inside Play

Younger (0 to 6 months):

- Looks at caregiver
- Smiles at caregiver
- Responds to sounds by making sounds
- Looks at objects pointed to or named by caregiver
- Holds up head

Older (6 to 12 months):

- Sits up without support
- Supports weight with legs
- Crawls
- Repeats sounds
- Uses gestures or single words to ask for something

Younger (1 to 2 years):

- Points to a desired object
- Uses single words to ask for or label objects
- Moves from sitting to standing
- Puts objects in a defined space

Older (2 to 3 years):

- Uses 2 to 4 words to ask for or label objects
- Follows 2-step directions
- Takes turns in games
- Sorts objects into 2 groups
- Counts up to 5 objects

Younger (3 to 4 years):

- Uses 3 or more words to ask peers for an object
- Understands “mine” and “yours”
- Pretends with actual objects (e.g., uses pretend money to “buy” things)

Older (4 to 5 years):

- Sorts objects that are the same and different
- Uses scissors
- Writes name and draws shapes or people



Outside Play

Younger (0 to 6 months):

- Responds to sounds by making sounds
- Looks at objects pointed to or named by caregiver
- Reaches for objects

Older (6 to 12 months):

- Sits up without support
- Supports weight with legs
- Crawls
- Repeats sounds
- Uses gestures or single words to ask for something

Younger (1 to 2 years):

- Follows simple directions
- Shakes head ‘no’ or nods head ‘yes’ to communicate a choice
- Copies actions of other children and adults

Older (2 to 3 years):

- Pretends with actual objects (e.g., give the baby a bath)
- Takes turns
- Builds towers of 4 or more blocks

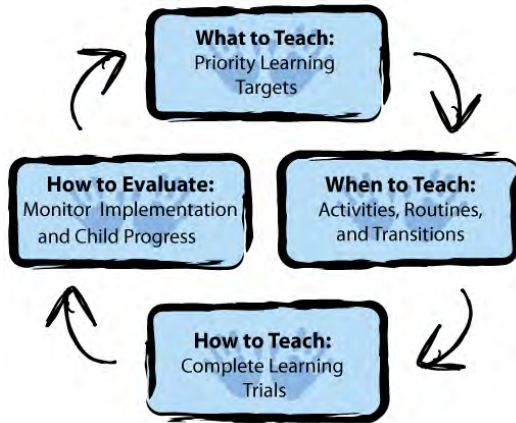
Younger (3 to 4 years):

- Pedals tricycle
- Puts on or takes off slip-on shoes
- Counts objects or actions

Older (4 to 5 years):

- Hops on one foot
- Catches a ball when bounced most of the time
- Makes up games with rules
- Pretends an object is something it is not (e.g., tricycle is a spaceship)

KEY COMPONENTS & PRACTICES



1. Identify and align target skills for children.
2. Write high-quality priority learning targets.
3. Use high-quality activities to provide multiple and meaningful embedded learning opportunities.
4. Develop an activity matrix to plan when and how many learning opportunities to embed within and across activities.
5. Plan and implement embedded learning opportunities as complete learning trials.
6. Collect and analyze data on embedded instruction implementation and child progress to inform instructional decisions.

EMBEDDING IN CLASSROOM: WHAT AND WHEN TO TEACH

	Mia	Matthew	Leo
Arrival		Follow a 1-step direction x2	Move up or down 2 or more stairs without assistance x2
Free Play	Use one word to request an object x3	Count up to 5 objects using 1:1 correspondence x2	
Circle			
Outside	Use one word to request an object x3		Move up or down 2 or more stairs without assistance x2
Table Games	Label object color x2 Use one word to request an object x2		
Snack	Label object color x2 Use one word to request an object x2	Count up to 5 objects using 1:1 correspondence x2	
Departure			Move up or down 2 or more stairs without assistance x2
Transitions		Follow a 1-step direction x2	

Priority Learning Target (PLT) + Activities = Activity Matrix

Mia will label the color of an object when asked by an adult during table games and snack. She will label colors for 4/5 opportunities in two or more activities.

Home Activity Matrix—Lydia

What: Right Now

What do we want to focus on currently?

Lydia will use her fingers and wrist to twist lids on or off objects she uses every day (e.g., paint jars, food containers, toothpaste).

What: Long Term

Bigger goal or outcome related to the "right now."

We want to strengthen Lydia's hand and wrist muscles so she can use a variety of developmentally appropriate objects independently during everyday activities at home and at school.



When to Practice			How to Practice	
Family Routine	Activities Within Routine	Who Helps?	What Do We Say or Do?	How Many Times?
Morning and Afternoon Snack	Getting ready to eat	Mom and Dad	Wait to open food containers. When she asks for help, say, "You try first." Loosen the lid if she cannot open it on the first try. When she opens the container say, "You did it all by yourself!" She also gets what's inside.	1 each snack time
Crafts	Getting supplies ready Gluing or painting	Mom	Give closed containers with twist tops (glue sticks, paint pots). When she asks for help, say, "You try first." Loosen the lid if needed. When she opens the container she gets to do the craft.	3
Bedtime	Brushing Teeth	Mom	Give the toothpaste with the lid closed and wait for her to open. When she asks for help, say, "You try first." Loosen the lid if needed. When she opens the lid say, "You did it all by yourself!"	1-open 1-close
Dinner or baking (3 times per week)	Cooking dinner or baking treats	Mom and Dad	Give closed containers with twist tops (milk, sprinkles, spices). When she asks for help, say, "You try first." Loosen the lid if needed. When she opens the container she gets to pour what is inside.	2

How to Evaluate

How will we know it's working?

When she can twist lids on or off independently during in at least three routines at home and at school every day for a week.

Home Activity Matrix—Jack

What: Right Now

What do we want to focus on currently?

Jack will ask for more food, drink, or to continue an activity by signing "more" or by using another sign. He will do this during meals, outside play, and bath time.



What: Long Term

Bigger goal or outcome related to the "right now."

Jack will communicate his wants and needs using 2 words.

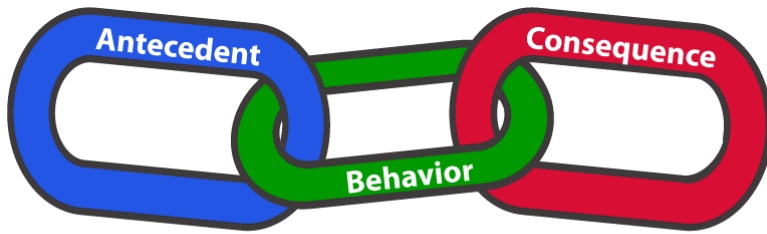
When to Practice			How to Practice	
Family Routine	Activities Within Routine	Who Helps?	What Do We Say or Do?	How Many Times?
Breakfast Dinner Afternoon Snack	Eating and drinking	Mom-Breakfast Dad-Dinner	Give a little bit of food/drink and put the rest where he can see it but cannot reach it. Wait for him to sign for more. Model the sign or use hand over hand if needed. Give food/drink when he signs.	3-Breakfast 5-Dinner 2-Snack
Bath Time	Filling the tub	Mom or Dad	Fill the tub up a little bit and turn water off. Wait for him to sign for more. Model the sign or use hand over hand if needed. Turn the water on when he signs.	2
Bath Time	Scooping and pouring water	Mom or Dad	Put just one scoop in the tub and start scooping. Wait for him to sign more. When playing, hold the scoop with water up high but wait to pour. When he signs he gets the scoop or we pour the water.	4
Park (Saturday and Sunday)	Playing ball Swinging	Grandma or Mom	Catch the ball or swing and wait. If Jack does not sign for more, Tell him, "Say, 'more'/'ball'." When he signs push roll or toss the ball or push the swing.	4

How to Evaluate

How will we know it's working?

When he can sign "more" by himself and does not need anyone to help him or remind him.

COMPLETE LEARNING TRIALS



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A to Z's of Early Childhood

E is for EVERYDAY LEARNING OPPORTUNITIES

So Many Ways to Learn: Everyday Routines
Example Skills to Practice

Infants (Last 12 months 3 year old)	Toddlers (1 to 2 years old)	Preschoolers (2 to 3 years old)
<p>Younger (12 to 18 months)</p> <ul style="list-style-type: none"> Looks at caregiver Smiles at caregiver <p>Older (18 to 24 months)</p> <ul style="list-style-type: none"> Sits up without support Supports weight with legs Repeats sounds Reaches for objects (e.g., tea bag, wheels) 	<p>Younger (1 to 1 1/2 years)</p> <ul style="list-style-type: none"> Follows with and without with attention Shows simple request <p>Older (1 1/2 to 2 years)</p> <ul style="list-style-type: none"> Follows 2- or 3-step directions Points to objects or pictures Imitates actions 	<p>Younger (2 to 3 years)</p> <ul style="list-style-type: none"> Uses single words to label items Shows simple request Imitates actions <p>Older (3 to 4 years)</p> <ul style="list-style-type: none"> Follows 2- or 3-step directions Points to objects or pictures Imitates actions

is for INCLUSION

Promoting Access and Participation in Early Learning for All Children

Early childhood inclusion involves helping low- and young children have access to and are able to participate in a broad range of activities within their families, communities, and society. Access means children have opportunities to learn and participate (e.g., at home, in early education and care programs, at day care, school, and in the religious and community life) of their groups. Participation means children are fully engaged in these routines and activities. Some children need more support to access and participate in everyday routines and activities.

Embedded instruction is a recommended approach that uses relationships, repetition, and routines to help children learn the skills they need to access and participate fully in everyday activities.

Research shows there are four important parts of embedded instruction that promote inclusion:

- Part 1. What to Teach**
Children should have many opportunities to learn skills that are important for children to participate in the community. Teaching skills using modeling, practice, and prompts gives children repeated learning opportunities. It also helps children participate more fully in the activity or routine with others.
- Part 2. When to Teach**
Children should have many opportunities to learn skills that are important for children to participate in the community. Teaching skills using modeling, practice, and prompts gives children repeated learning opportunities. It also helps children participate more fully in the activity or routine with others.
- Part 3. How to Teach**
Plan and arrange for embedded learning opportunities to happen within an activity or routine. Embedded instruction happens naturally as part of everyday routines and activities. Only providing prompts to a child when needed is enough to help children learn the skills they need to participate. Some children need more practice, which requires carefully planning to ensure they receive repeated learning opportunities.
- Part 4. How to Evaluate**
Plan and arrange for embedded learning opportunities to happen within an activity or routine. Embedded instruction happens naturally as part of everyday routines and activities. Only providing prompts to a child when needed is enough to help children learn the skills they need to participate. Some children need more practice, which requires carefully planning to ensure they receive repeated learning opportunities.

If the child is not able to use the skill successfully the first time, it is important to give extra help for as long as the child is able. When the child is able to use the skill on their own, it is important to provide opportunities for the child to practice the skill on their own. It is also important to give the child practice opportunities for the skill on their own. It is also important to give the child practice opportunities for the skill on their own.

ACKNOWLEDGMENTS



Embedded Instruction For Early Learning: Tools For Teachers

Institute of Education Sciences
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Vanderbilt University

(ML Hemmeter, Co-PI)

Embedded Instruction For Early Learning: Tools For Families

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University of Florida

(C. Bishop, PI, B. Reichow, Co-PI, P. Snyder, Co-PI, J. Algina, Co-PI, M. McLean, Investigator)

EPIC: Embedded Practices and Intervention with Caregivers

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