

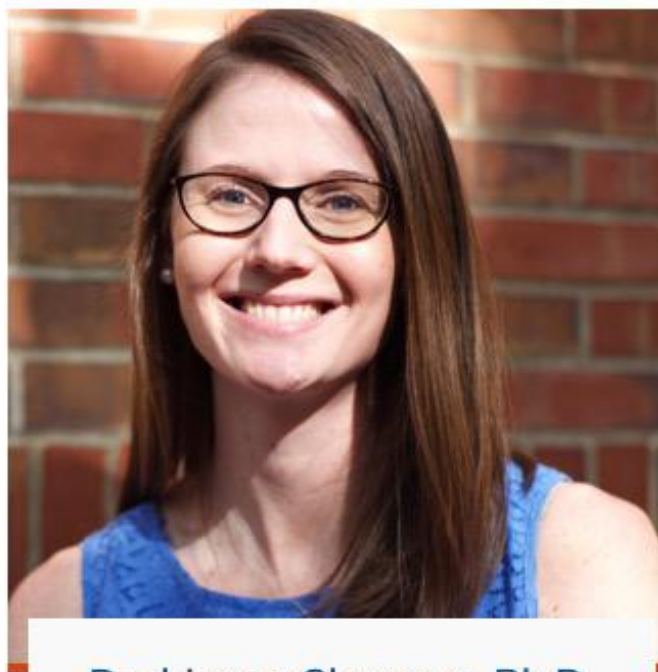
Embedded Instruction for Early Learning: An Overview

PA Preschool Policy Forum
October 11, 2022

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in Early Childhood Studies



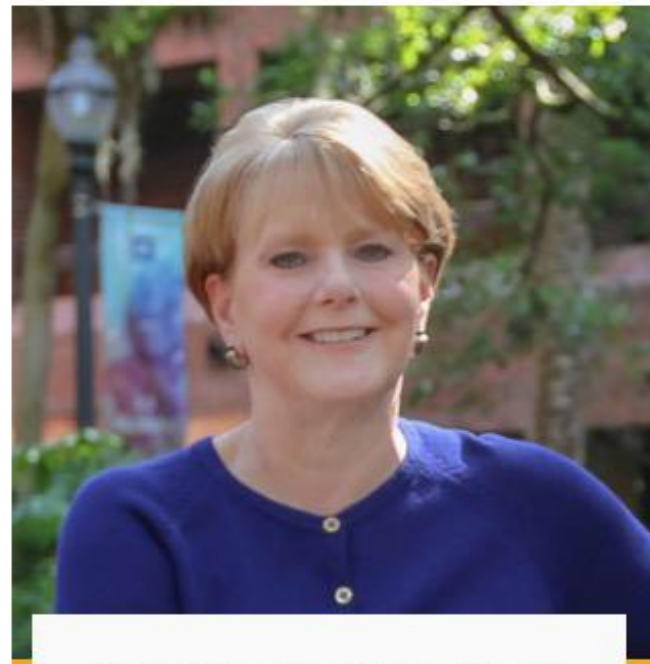
Welcome to the Embedded Instruction Family – Pennsylvania!



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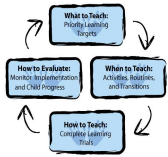


Patricia Snyder, Ph.D.

Distinguished Professor

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Today we will learn about...



- The **key parts of embedded instruction** and why this approach is important for young children

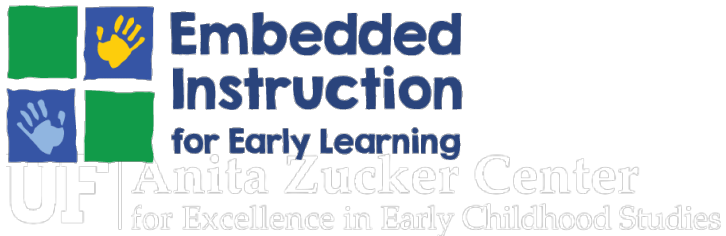


- The **key parts of practice-based coaching** and why this approach is important for practitioners



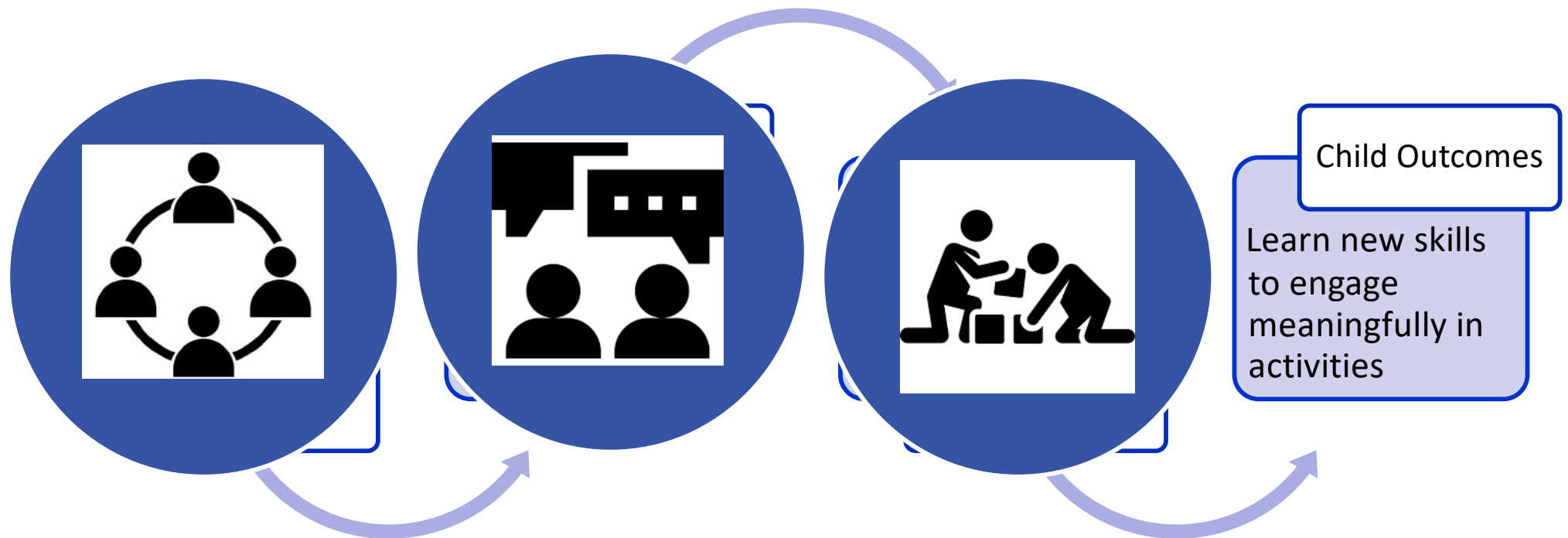
- What it is like to use embedded instruction from a few of your colleagues

Connections to our morning session...

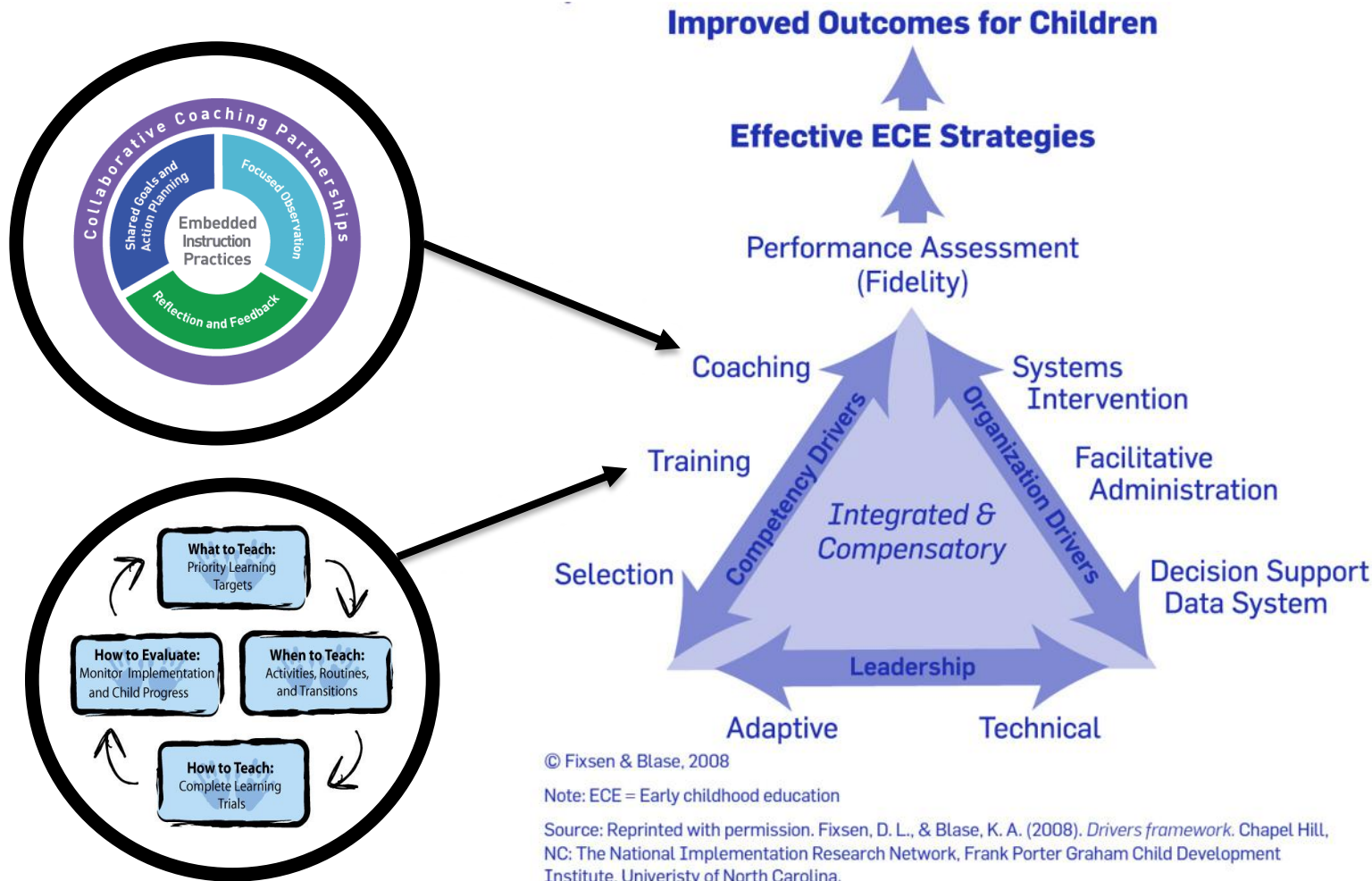


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What does it take to promote positive outcomes for children?

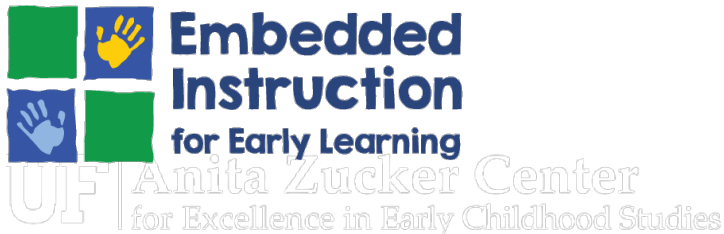


Where do EI and PBC fit?

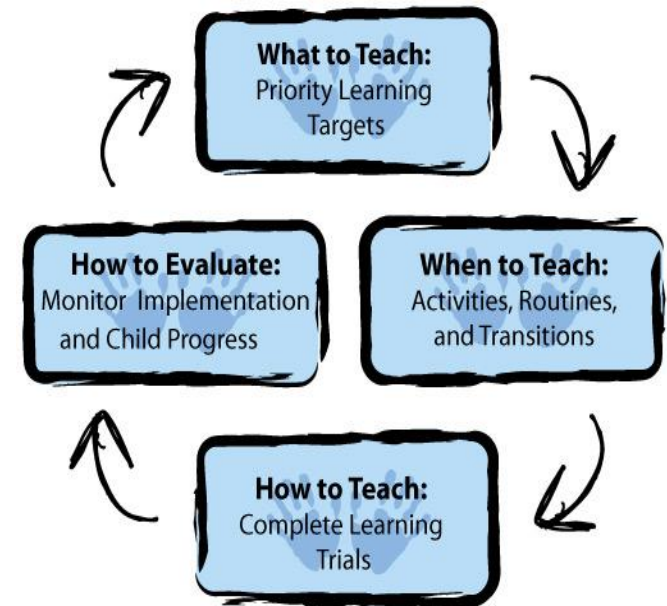




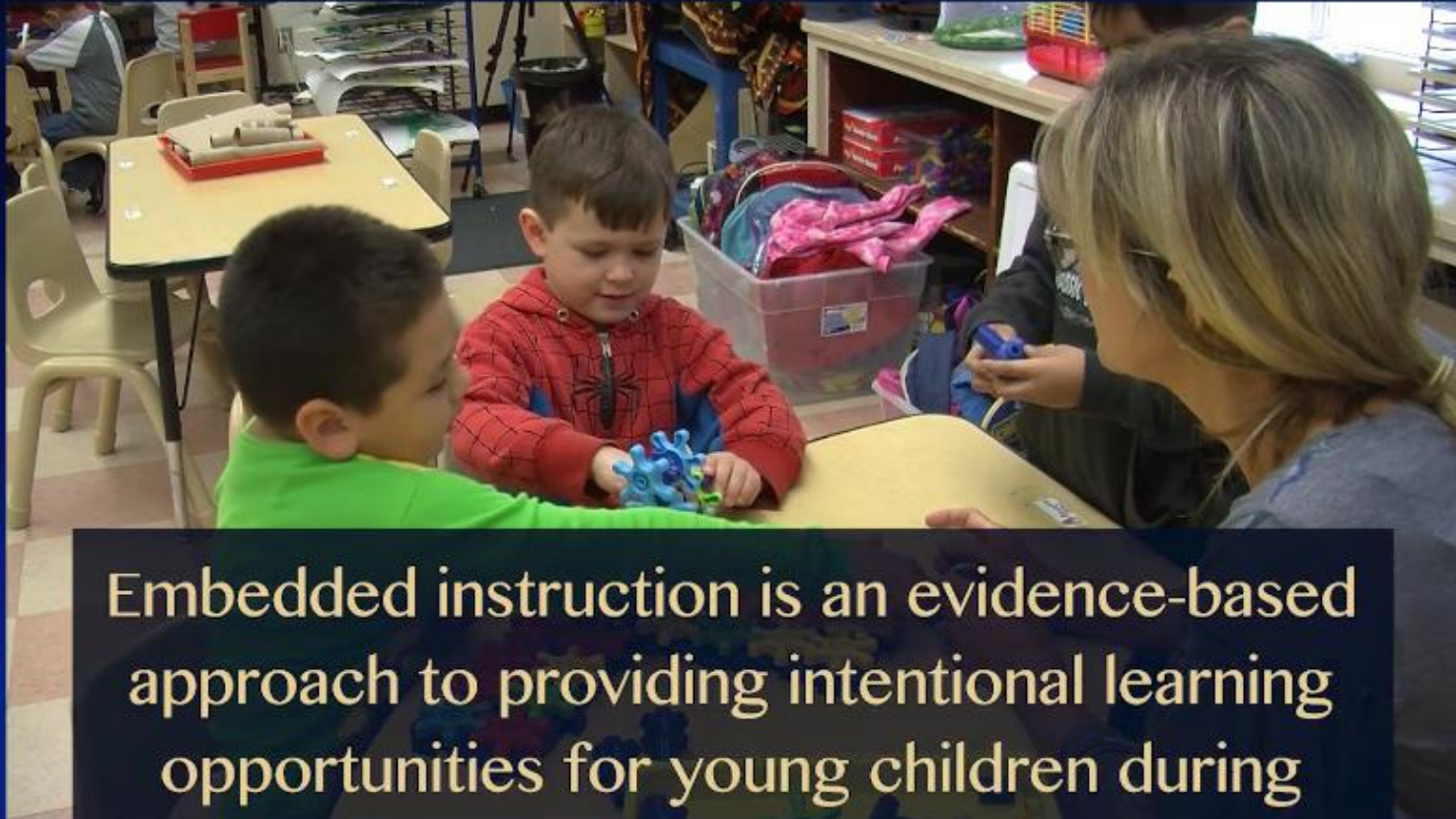
This work was funded by the National Center for Special Education Research, Institute of Education Sciences (Project No. R324A070008, R324A150076; P. Snyder, PI). The The opinions expressed are those of the presenter not the funding agency.



Embedded Instruction



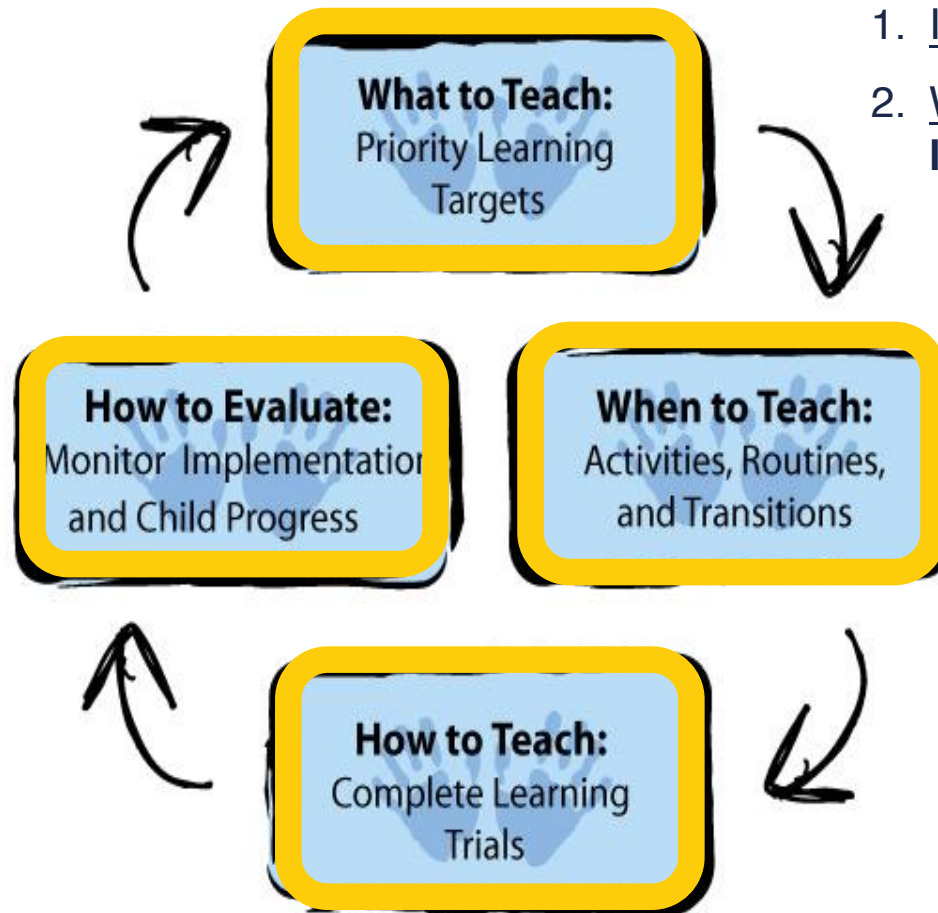
3R's of Early Learning



Embedded instruction is an evidence-based approach to providing intentional learning opportunities for young children during their everyday activities and routines

Embedded Instruction

Key Parts and Practices



6. Collect and analyze data about **implementation** and **child progress** to **inform instructional decisions**.

1. Identify and align target skills.
2. Write high-quality priority learning targets.

3. Use high-quality activities to provide **multiple, meaningful, motivating (M3)** embedded learning opportunities.

4. Develop and use activity matrices to guide when, where, with whom, and how many learning opportunities embedded within and across activities.

5. Implement embedded learning opportunities as **complete learning trials** (learning “links”).

Embedded Instruction in Action: Meet Cameron



- Age 4
- IEP (special instruction, speech, occupational therapy)
- Enrolled in a pre-K program with wrap-around child care – 5 days per week
- Coach/staff from the Preschool Early Intervention Program support IEP implementation in classroom, home, and in community

Let's consider how one target skill might be observed within or across different activities...

Target Skill:

Use 1-2 words to ask for things (e.g., want___, more)

Behaviors:

"Banana"



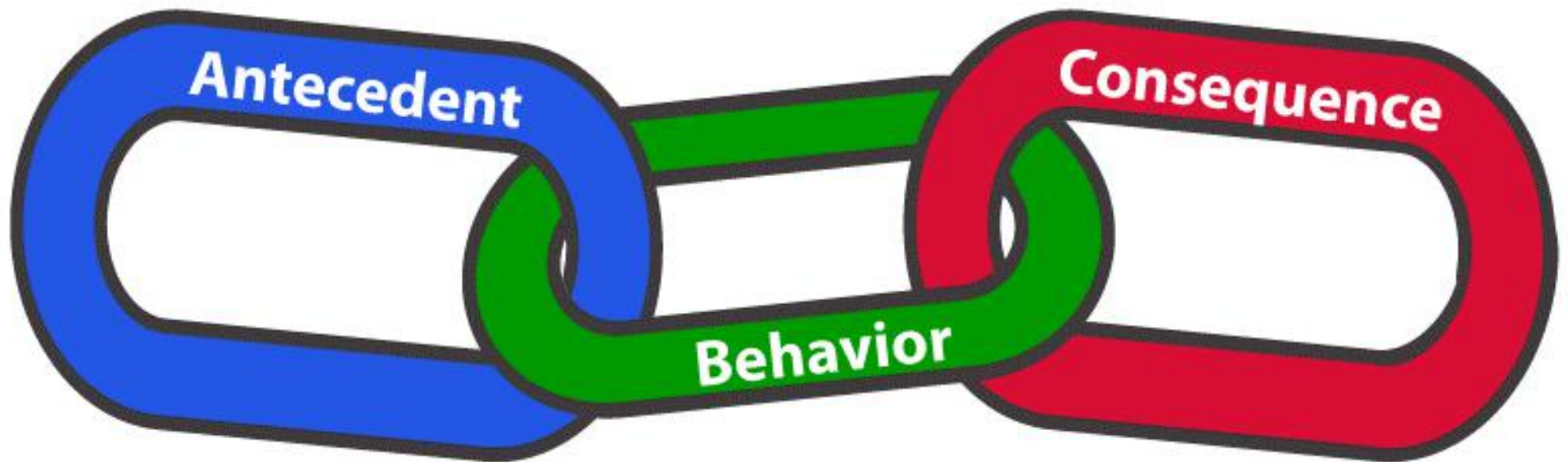
"More cheese"



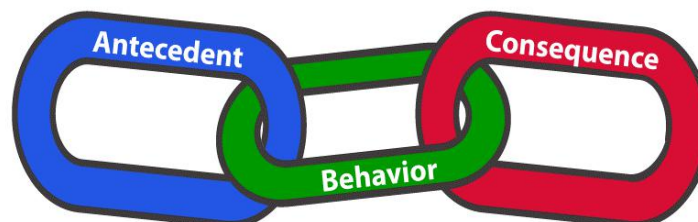
"Red"



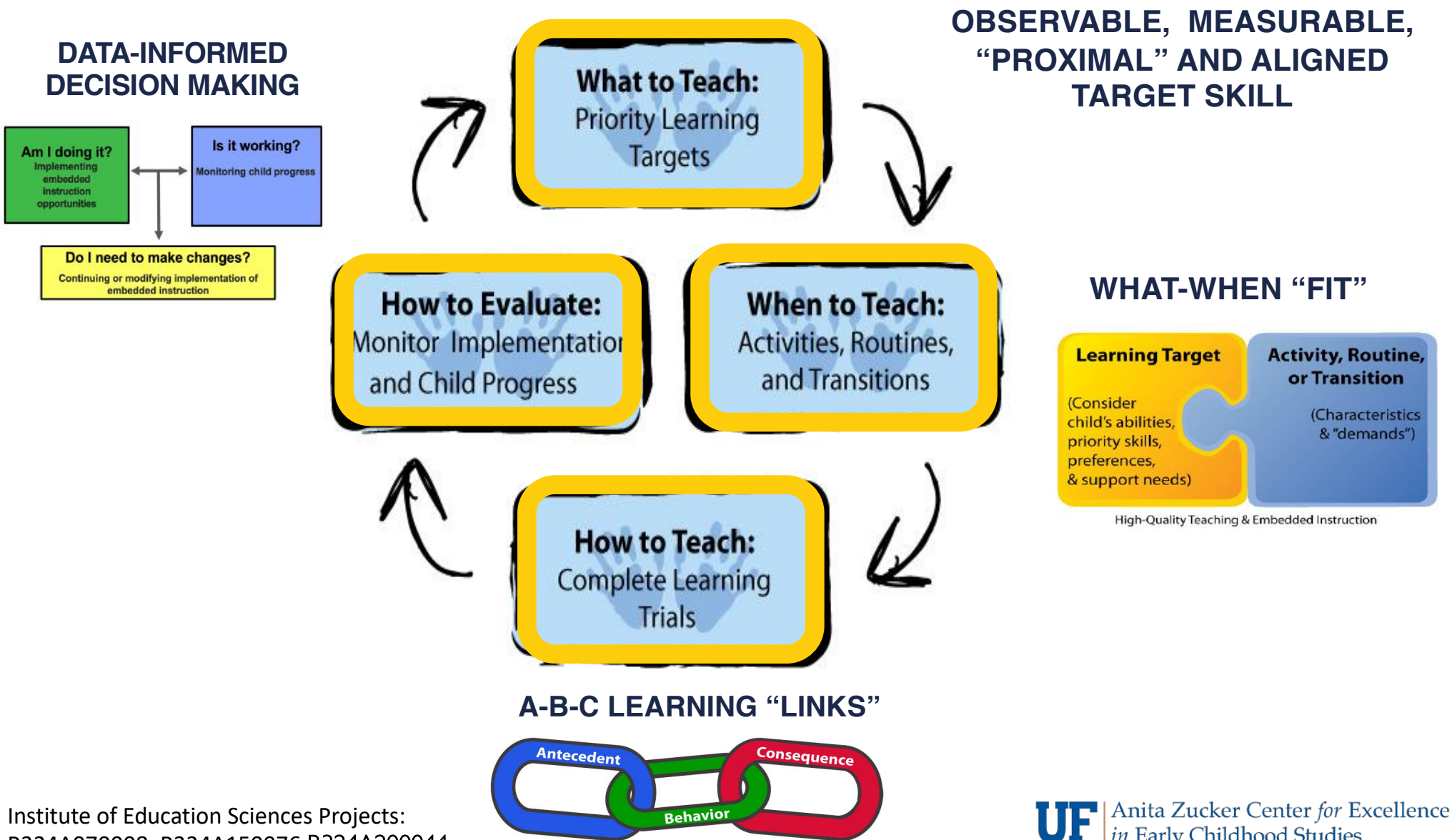
Complete Embedded Instruction Learning Trials:
Plan for and Implement A-B-C Learning "Links"



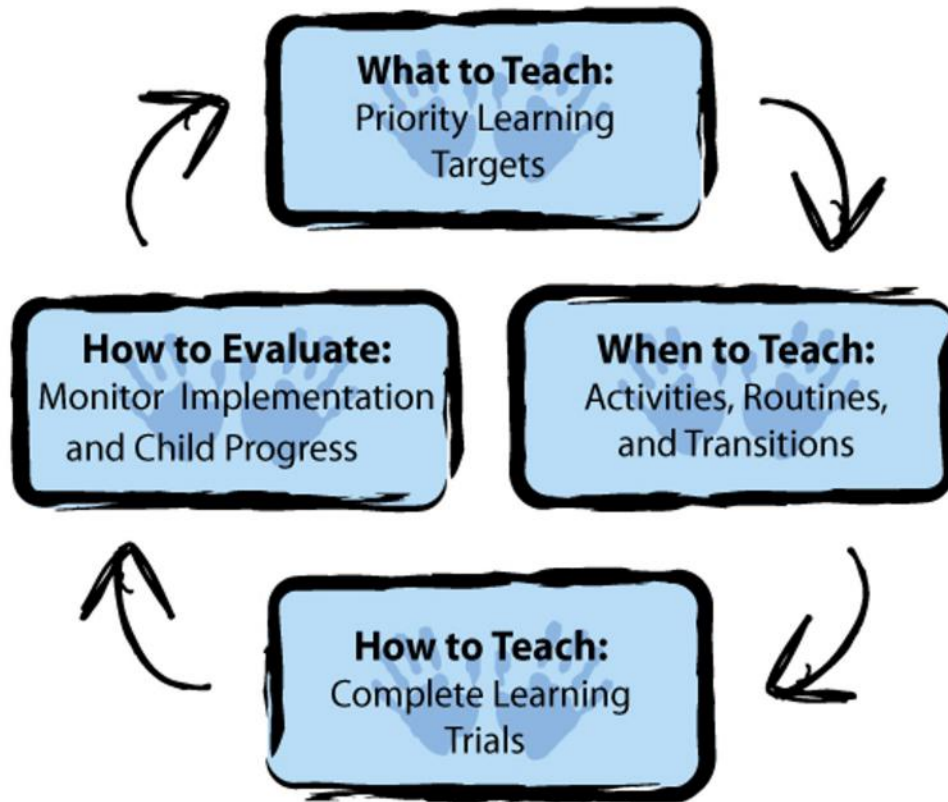
See it in action!



How did Cameron's team use the parts of embedded instruction to support his learning?



Let's Reflect - Mentimeter

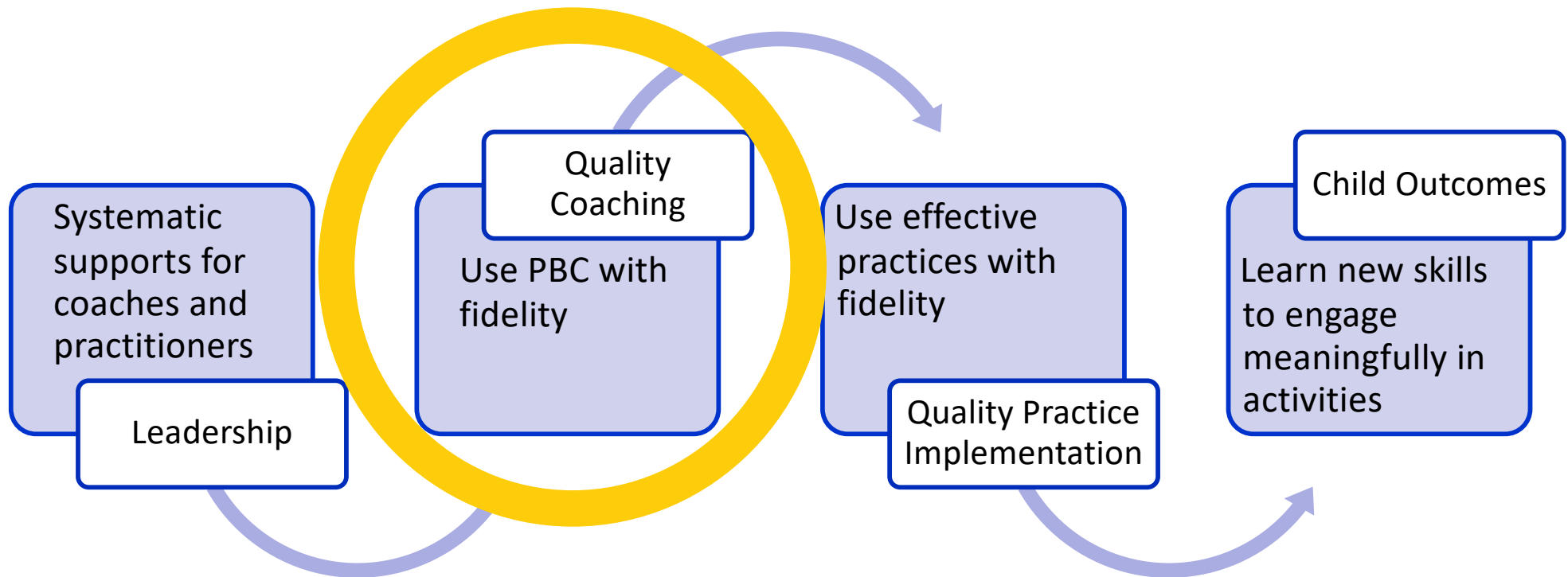


- How is embedded instruction similar to the supports currently provided for children in your program?
- How is it different?

Practice-Based Coaching



What does it take to promote positive outcomes for children?



Practice-Based Coaching Key Parts



PBC – See it in action!



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Practice-Based Coaching

Let's Reflect - Mentimeter



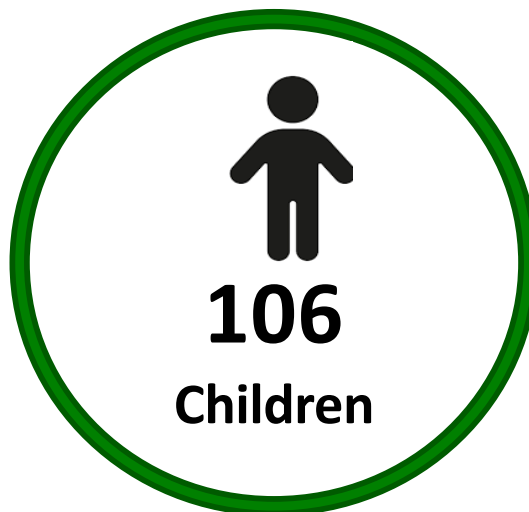
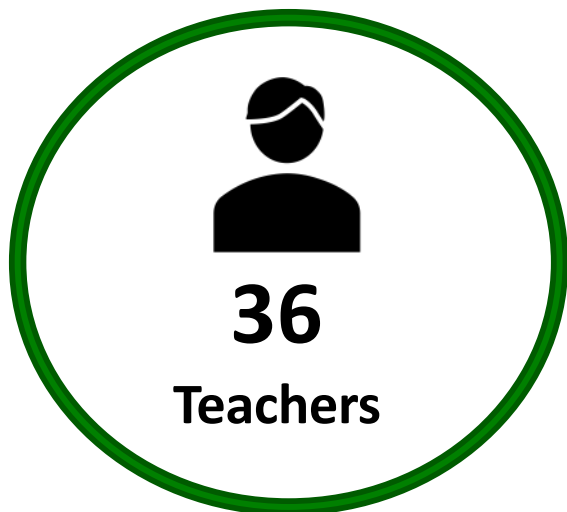
- How is PBC similar to the supports currently provided to practitioners in your program?
- How is it different?

EI and PBC are Evidence-Based Practices

Why Embedded Instruction & PBC



- **Recommended Practices**
(Division for Early Childhood, 2014)
- **Substantial empirical evidence**
(Snyder et al., 2015, 2018)
- **Often not implemented with fidelity in routine practice without professional development support** (US DHHS & DOE, 2015)



Coaching
(n=12)

Self-Coaching
(n=12)

BAU
(n=12)

Article

Effects of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices

Patricia Snyder¹, Mary Louise Hemmeter², Mary McLean¹, Susan Sandall³, Tara McLaughlin⁴, and James Algina¹

Abstract
We conducted a randomized controlled potential efficacy trial to examine effects of two variants of the Tools for Teachers (TfT) professional development (PD) intervention on preschool teachers' implementation of embedded instruction practices and children's developmental and learning outcomes. Thirty-six preschool teachers recruited from three school districts were randomly assigned within each district to one of three PD conditions. Preschool children with disabilities ($N = 106$) from enrolled teachers' classrooms participated in the study. Results

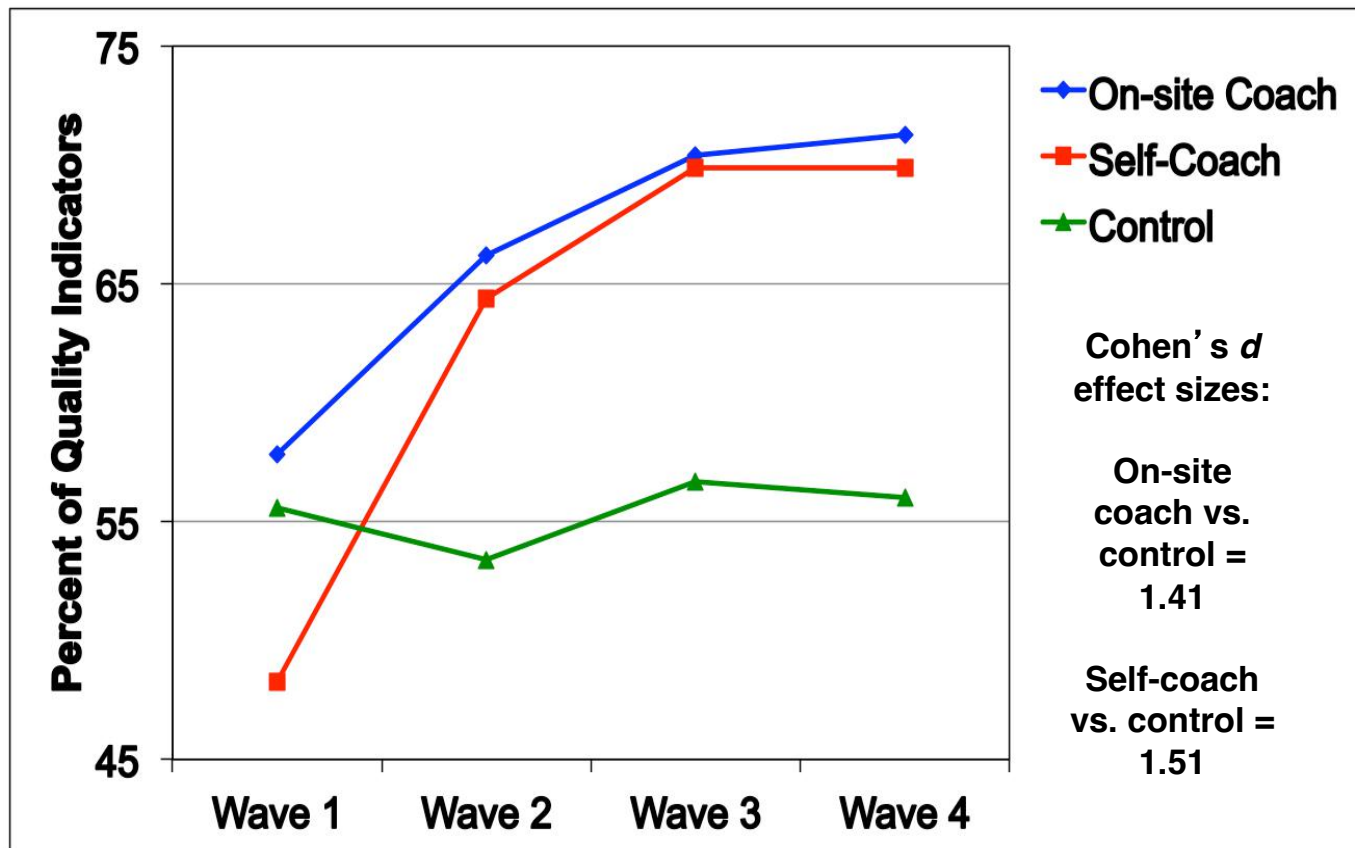
Exceptional Children
2018, Vol. 84(2) 213–232
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journals.sagepub.com/home/ecx
SAGE

Quality Coaching



PBC
Implementation
Fidelity = 95%
(range 78-100)

Increases in the Quality of Embedded Instruction Learning Targets



Remember OMPA

**OBSERVABLE,
MEASURABLE,
"PROXIMAL" AND
ALIGNED TARGET
SKILL**



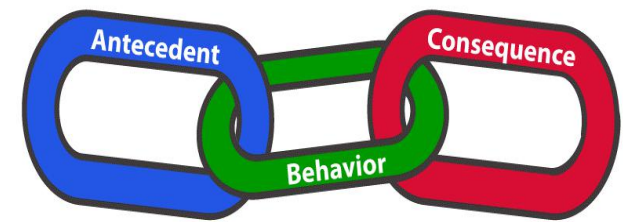
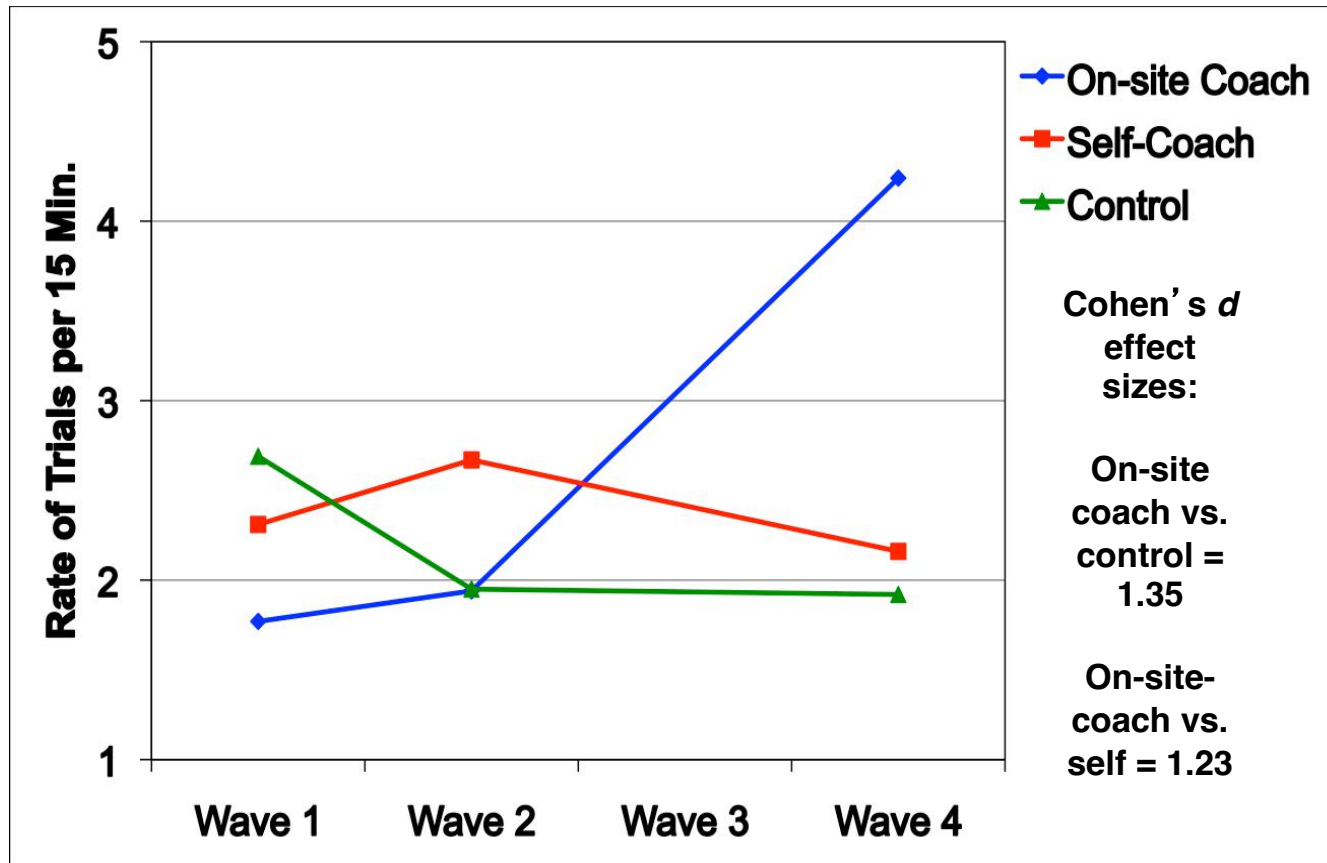
Workshops



Coaching



Increases in Teachers' Implementation of Embedded Instruction Learning Trials



↑
Workshops

↖ ↗
Coaching



Child Outcomes

Learning Target Behaviors

- By Wave 4 children whose teachers were in the onsite coaching condition were demonstrating the learning target behaviors more frequently than children whose teachers were in self-coaching or BAU conditions.

Standardized Assessments

- There were statistically significant and noteworthy differences for children whose teachers received onsite or self-coaching vs. BAU as measured by
 - Preschool Language Scale (PLS-4) Auditory Comprehension subscale
 - Test of Early Reading Ability (TERA-3)

LEARN MORE...



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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)
	Younger (0 to 6 months): <ul style="list-style-type: none"> Looks at caregiver Smiles at caregiver Older (6 to 12 months): <ul style="list-style-type: none"> Sits up without support Supports weight with legs Repeats sounds (e.g., ba-ba, da-da) 	Younger (1 to 2 years): <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 	Younger (3 to 4 years): <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
Diapering/ Dressing			
	Younger (0 to 6 months): <ul style="list-style-type: none"> Looks at caregiver Older (6 to 12 months): <ul style="list-style-type: none"> Picks up food Brings food to mouth Points to a desired food 		
Meals/ Snacks			
	Younger (0 to 6 months): <ul style="list-style-type: none"> Looks at caregiver Smiles at caregiver Older (6 to 12 months): <ul style="list-style-type: none"> Sits up without support Repeats sounds Uses gesture words to ask for something 		
Bath Time			

UF Anita Zucker Center For Excellence in Early Childhood Studies **A to Z's of Early Childhood**

P is for Practice-Based Coaching

Supporting Practitioners and Families in Using Effective Practices

The Early Childhood Coaching (ECC) is an evidence-based coaching framework designed to support practitioners and families in their work with young children and their families. The framework is designed to be used in a variety of settings, including home visits, group training, and self-directed learning. The framework is designed to be used in a variety of settings, including home visits, group training, and self-directed learning.

Essential Parts of Practice-Based Coaching

There are four essential parts of practice-based coaching. Each of these parts will help practitioners become skilled and use effective practices with young children.

- 1. Build a trusting coaching partnership.**
 - Establish a coaching partnership with the practitioner and family.
 - Share each other's knowledge and experiences related to the practice with young children.
 - Agree on which observation will be the focus for coaching to support children's learning and development.
- 2. Do a focused observation.**
 - Observe and take notes on record about what you noticed the practitioner doing the practice with the young child.
 - Use coaching to engage the practitioner in a conversation about the practice and the young child's learning and development.
- 3. Write a shared goal and action plan.**
 - Write the goal based on the knowledge and use of the practitioner's current practice and the young child's learning and development.
 - Write a shared goal and action plan, including steps to take the goal, how progress will be measured, how to monitor, and a timeline.
- 4. Engage in reflection and provide feedback.**
 - Using the information from the focused observation, reflect on use of the practice.
 - Share feedback with examples of when the practice was used and when it might be used more often or in different ways.
 - Provide ongoing support and encouragement that will help the practitioner continue to use the practice.

What We Are Doing

The Anita Zucker Center and our collaborators have and are supporting a number of projects that use and help build coaching. We also work with our collaborators on practice-based coaching research projects to continually evaluate these and efforts.

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