



What is your role?  
What do you hope to learn from our webinar today?

1

---

---

---

---

---

---

---

---



**Practices to Support Infants and Toddlers with Disabilities or Suspected Delays through Embedded Learning Opportunities.**  
July 16, 2019  
Presenters:  
Ariane Gauvreau, UW Seattle  
Angel Fettig, UW Seattle

NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

2

---

---

---

---

---

---

---

---

1

Webinar Features



3

---

---

---

---

---

---

---

---

**Session Objectives**

**01**

Consider **where and when** infants and toddlers learn

**02**

Understand the **what, when and how** components of embedded learning opportunities

**03**

Learn about **ways to plan** for embedded learning opportunities

**04**

Share **strategies to support** infants and toddlers with disabilities or suspected delays across all learning settings

NC ECDTL

---

---

---

---

---

---

---

---

4

**Important terms**

- Family centered practices
- Relationship Based Approach
- Activity Based Approach
- Team Based Service Delivery
- Individual Family Support Plan



NC ECDTL

---

---

---

---

---

---

---

---

2

5

**Where do infants and toddlers learn?**



Use the chat box to share your thoughts

NC ECDTL

---

---

---

---

---

---

---

---

6



7

---

---

---

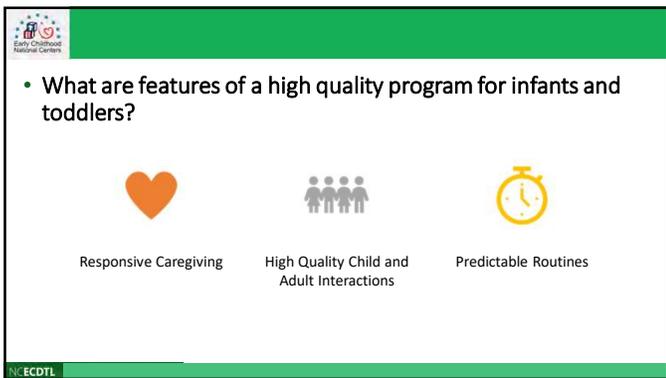
---

---

---

---

---



8

---

---

---

---

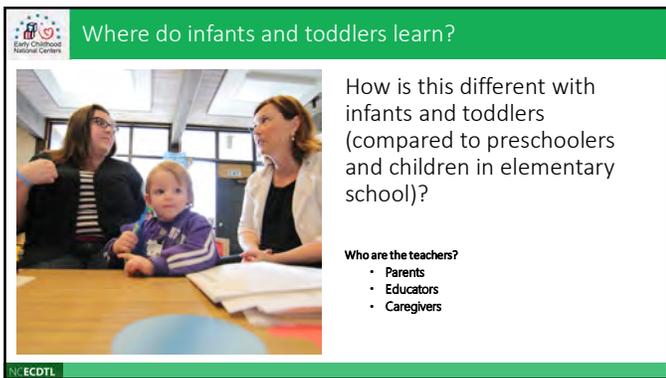
---

---

---

---

3



9

---

---

---

---

---

---

---

---



10

---

---

---

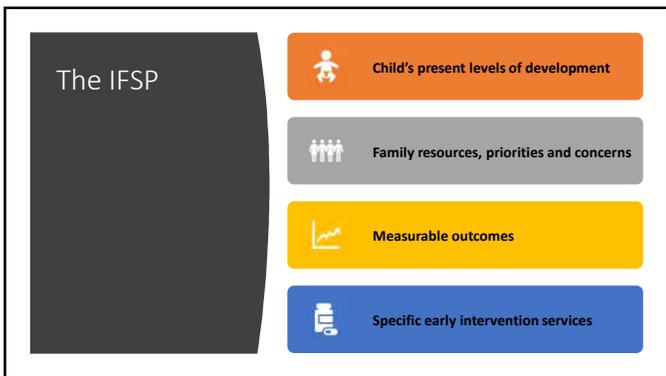
---

---

---

---

---



11

---

---

---

---

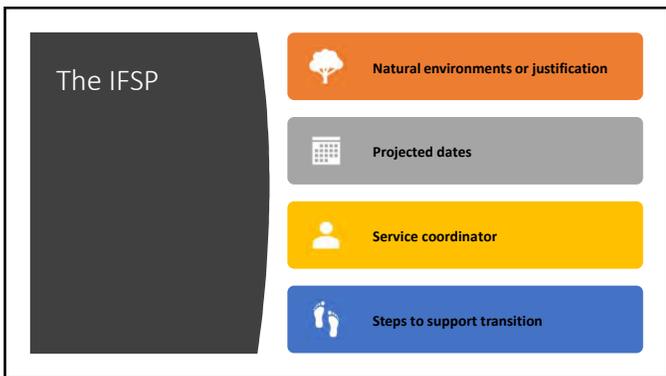
---

---

---

---

4



12

---

---

---

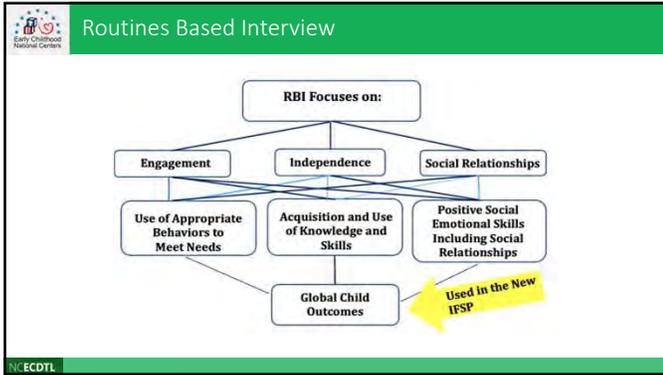
---

---

---

---

---



13

---

---

---

---

---

---

---

---

**Questions to Ask When Using RBI**

A way to understand the child and family's daily activities and routines, what might be challenging, and what is going well.

1. What is the child doing?
2. What is everyone else doing?
3. What is this child's engagement like?
4. What is this child's level of independence?
5. What are this child's social relationships like?
6. How satisfied are you with this routine?
7. If appropriate: How would you like it to be different?

NCECDTL

14

---

---

---

---

---

---

---

---

5

**Audience Participation**

What are the routines that occur regularly in your program? Use your chat box to share.

NCECDTL

15

---

---

---

---

---

---

---

---



16

---

---

---

---

---

---

---

---



17

Embedded Instruction

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**

6

---

---

---

---

---

---

---

---



18

---

---

---

---

---

---

---

---

Example: Embedded Instruction – Snack



VIDEO: Incidental Teaching Episode Part 2

NCECDTL

19

---

---

---

---

---

---

---

---

Use the chat box to share your responses



Why is embedding instruction into the daily routines and activities of young children important?

NCECDTL

20

---

---

---

---

---

---

---

---

Benefits of Embedded Instruction



- Requires minimal changes to existing routines
- Maximizes motivation by following children's interests
- Highlights functional skills
- Enhances generalization by targeting skills used in natural contexts with a variety of people and materials (Snyder et al., 2015)

NCECDTL

21

---

---

---

---

---

---

---

---

**Embedded Learning Opportunities**

WHAT TO TEACH    WHEN TO TEACH    HOW TO TEACH

NC ECDTL

22

---

---

---

---

---

---

---

---

**What Does It Look Like For Infants and Toddlers?**

NC ECDTL

23

---

---

---

---

---

---

---

---

8

**Learning Target**  
(Consider child's abilities, priority skills, preferences, & support needs)

**Activity, Routine, or Transition**  
(Characteristics & "demands")

Hemmeter & Snyder, 2010    High-Quality Teaching & Embedded Instruction

NC ECDTL

24

---

---

---

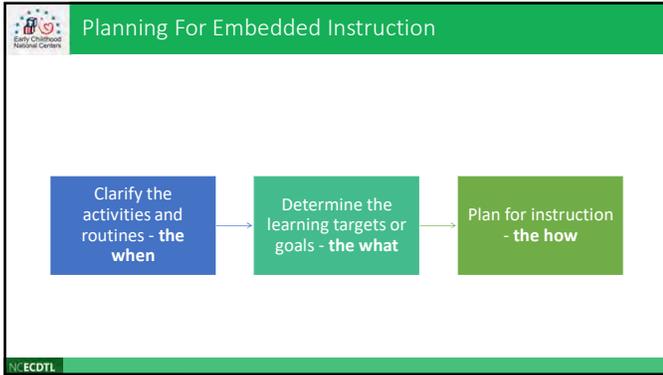
---

---

---

---

---



25

---

---

---

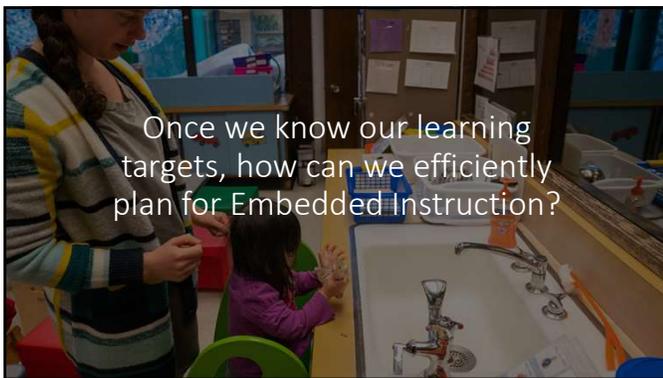
---

---

---

---

---



26

---

---

---

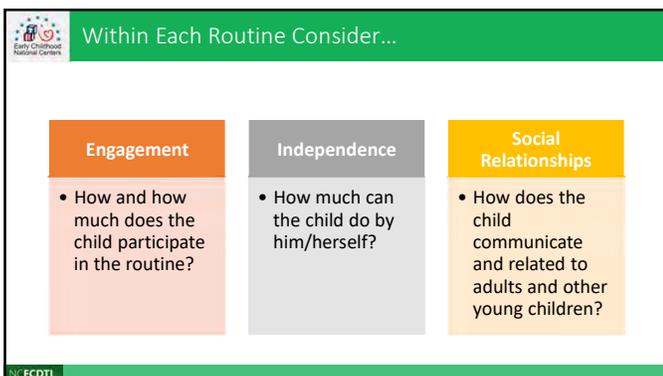
---

---

---

---

---



27

---

---

---

---

---

---

---

---

What instruction can easily be embedded within these routines?

Routine	Learning Targets
Diapering	<ul style="list-style-type: none"> <li>Responding to name</li> <li>Requesting ("up!" or "all done")</li> <li>Back and forth communication with a caregiver</li> </ul>
Feeding	<ul style="list-style-type: none"> <li>Requesting ("more," "all done," etc.)</li> <li>Drinking from an open cup and using utensils</li> </ul>
Block and Figurine Play	<ul style="list-style-type: none"> <li>Identifying animal sounds</li> <li>Commenting</li> <li>Imitation</li> </ul>
Playground or Outdoor Play	<ul style="list-style-type: none"> <li>Throwing and kicking balls</li> <li>Taking turns</li> <li>Crawling and walking up stairs or over uneven terrain</li> </ul>

ECEDTL

28

---

---

---

---

---

---

---

---

---

---

Audience Participation: Brainstorming Embedded Instruction

You are leading a toddler room and have decided to introduce a music time once a week. You gather some instruments (maracas, bells, and drums), some scarves, and bring in a speaker to play some songs from your smart phone.

What types of learning goals could you easily embed during this time?

ECEDTL

29

---

---

---

---

---

---

---

---

---

---

Creating Embedded Learning Plans

We need to include:

- The what – the learning target
- The who – who is involved (the child, parent, teacher, provider, home visitor, etc.)
- Materials – what do you need to teach this?
- Data Collection – how will you assess this goal and whether the child is learning?

30

---

---

---

---

---

---

---

---

---

---

Example ELO plans



ECEDTL

31

---

---

---

---

---

---

---

---

### Embedded Learning at Home

Yazmin is an 18-month-old girl who receives birth-to-three services in her home. Her mother, Rosa, has been working with a home visitor to embed their IFSP goals into their daily routines.

One of Yazmin's goals is **independent crawling or scooting**.

Rosa and the home visitor discuss ways to work on this skill at home. By placing her favorite toy on a large cushion on the floor, they encourage Yazmin to crawl up on the cushion to grab her toy. With the cushion as a modification Yazmin is able and motivated to move toward her toy. They do this a few times during a home visit and identify two other times of the day (in the morning, as they are watching television and in the evening after dinner) to practice crawling using this modification.

32

---

---

---

---

---

---

---

---

1 1

### Embedded Learning in a Family Child Care Setting

Matteo attends a family child care five days a week and receives IFSP services from an occupational therapist within this setting every other week. Matteo's parents, Dara, his family child care provider, and Kate, the occupational therapist identify the following priorities:

- Cruising along furniture
- Pointing to toys or objects he wants
- Approximating one word phrases

There are six other children in the program, so Kate and Dara identify some realistic routines for embedded instruction.

Dara notes that **mealtimes and diapering** are especially good times, since she is supporting children individually during these routines.

They plan to work on pointing, and approximating words during mealtimes and diapering. Dara also shares that **playtime** at the end of the day is good, as Matteo is usually the last child picked up. They plan to practice cruising at this time.

33

---

---

---

---

---

---

---

---

Early Childhood National Centers

### Planning for embedded learning using Activity Matrices

NCECDTL

34

---

---

---

---

---

---

---

---

### Activity Matrices

- Activity Matrices are a way to plan for embedded learning across different activities and routines, and in some center based programs, across different children.

35

---

---

---

---

---

---

---

---

Early Childhood National Centers

### Activity Matrices

Cultivate Learning

VIDEO: Activity Matrix - EarlyEdU

NCECDTL

36

---

---

---

---

---

---

---

---

**Example Activity Matrix: Center Based Program**

Routine	Objective: Using two word phrases	Objective: Pointing to request
Play Time	"My turn" (model saying "my turn" as Sasha reaches for a toy another child has)	
Diapering	"All done" (model this for Sasha at the end of a diaper change and encourage her to repeat you)	Have a basket of small toys on the changing table, and hold up two toys for Sasha to choose from while she is being changed
Feeding	"Want more" (give Sasha a small piece of snack, and encourage her to ask for more. Currently, graham crackers are her favorite – make sure these are out)	
Play Time/Outside	"My turn" (we know Sasha loves blowing bubbles, bring bubbles outside encourage her to ask for a turn with the bubble wand)	Sasha loves the sand table outside. Put her favorite sand toys (shovel, bucket, and the sifter) on the shelf above the table out of her reach, and encourage her to point to what she would like to play with)

ECEDTL

---

---

---

---

---

---

---

---

---

---

37

**Example Activity Matrix: Home**

Routine	Goal	Notes
Dinner time	Sitting at the table	Yazmin is working on sitting at the table during meals. Mom and Dad can use her favorite toys, such as stickers or farm figurines, to encourage her to sit. Have these toys at the table and ready for her and give her access to them as she sits in her booster seat. Remember to use lots of praise too (e.g., "It's so nice to have you sitting at the table with us!") For now, it's okay for Yazmin to play with these toys while she is eating. Once she is more independent, we can practice sitting without toys.
Bath time	Increasing communication	Yazmin is working on talking about objects in her environment. Mom and Dad can label toys, body parts, colors, and shapes as she plays in the bath tub with her sisters, and they can encourage Yazmin to request things she wants to play with by asking questions such as "Do you want bubbles or the boat?" or "Do you want the red or yellow cup?"
Evening play time	Following directions (routine directions such as clean up, come here, get the ____)	Yazmin has been really interested in her animal books recently. Remind Yazmin that when she follows directions, Mom or Dad will read her animal books before bed. You might say "Yazmin, first clean up, then we'll read Big Red Barn." Remember to use lots of behavior-specific praise when Yazmin follows directions (e.g., "Nice job Yazmin! You are cleaning up the toys!").

Source: Gauvreau & Sandall, 2017

---

---

---

---

---

---

---

---

---

---

1 3

38

**Example Activity Matrix: Home**

Routine	Goal	Notes
Dinner time	Sitting at the table	Yazmin is working on sitting at the table during meals. Mom and Dad can use her favorite toys, such as stickers or farm figurines, to encourage her to sit. Have these toys at the table and ready for her and give her access to them as she sits in her booster seat. Remember to use lots of praise too (e.g., "It's so nice to have you sitting at the table with us!") For now, it's okay for Yazmin to play with these toys while she is eating. Once she is more independent, we can practice sitting without toys.

Source: Gauvreau & Sandall, 2017

---

---

---

---

---

---

---

---

---

---

39

Example Activity Matrix: Home

Bath time	Increasing communication	Yazmin is working on talking about objects in her environment. Mom and Dad can label toys, body parts, colors, and shapes as she plays in the bath tub with her sisters, and they can encourage Yazmin to request things she wants to play with by asking questions such as "Do you want bubbles or the boat?" or "Do you want the red or yellow cup?"
-----------	--------------------------	--

Source: Gauvreau & Sandall, 2017

---

---

---

---

---

---

---

---

40

Example Activity Matrix: Home

Evening play time	Following directions (routine directions such as clean up, come here, get the ___)	Yazmin has been really interested in her animal books recently. Remind Yazmin that when she follows directions, Mom or Dad will read her animal books before bed. You might say "Yazmin, first clean up, then we'll read Big Red Barn." Remember to use lots of behavior-specific praise when Yazmin follows directions (e.g., "Nice job Yazmin! You are cleaning up the toys!").
-------------------	--	---

Source: Gauvreau & Sandall, 2017

---

---

---

---

---

---

---

---

1 4

41

Developing a Activity Matrix

- Considerations when developing an Activity Matrix for others to use

Collaboration with programs and families

What is realistic, given the resources, time, etc. during certain routines?

NECDTL

---

---

---

---

---

---

---

---

42



43

---

---

---

---

---

---

---

---

Evaluation Worksheet		
Date: _____		
Teacher's name: _____		Child's name: _____
Concern	Plan	Evaluation Information
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?

44

---

---

---

---

---

---

---

---

1 5

Family Child Care Example: Mateo's Data				
	Date	Mateo's Objectives		
Morning Feeding	Liquids _____	Pointing to toys or objects he wants (ELO) Tally # of times during diapering and feeding		
	Solids _____			
Midday Feeding	Liquids _____	Approximating one word phrases during diapering and mealtimes (ELO) Mateo said:		
	Solids _____			
Midday Feeding	Liquid _____	Cruising – how did Mateo do with cruising today?		
	Solids _____			
Diapering	Time _____	Dry	Wet	Soiled
	Time _____	Dry	Wet	Soiled
Diapering	Time _____	Dry	Wet	Soiled
	Time _____	Dry	Wet	Soiled
Today's notes:				

45

---

---

---

---

---

---

---

---



46

---

---

---

---

---

---

---

---

Review and Summary

<p><b>01</b></p> <p>Considered <b>where and when</b> infants and toddlers learn</p>	<p><b>02</b></p> <p>Reviewed the <b>what, when and how</b> components of embedded learning opportunities</p>	<p><b>03</b></p> <p>Learn about <b>ways to plan</b> for embedded learning opportunities</p>	<p><b>04</b></p> <p>Share <b>strategies</b> to support infants and toddlers with disabilities or suspected delays across all learning settings</p>
---	--	---	--

47

---

---

---

---

---

---

---

---

THANK YOU

Please complete your session evaluations! We value your feedback.



NCECDTL

48

---

---

---

---

---

---

---

---