



Module 1: Embedded Interventions

Module Description: Meet Christine, her three-year old son Luke, and Luke’s teacher Jackie. Luke has developmental delays and is attending an inclusive 0-5 child care program. Learn about embedded interventions that Jackie has decided to use in the classroom to support Luke’s social and communication goals.

Table of Contents

The Table of Contents provides an outline of the learner’s version of Module 1 along with the module resources (e.g., video and audio clips, activities, and handouts) in the order that they appear in the module.

I. [Introduction](#)

- A. [Foundations of Inclusion Birth to Five \(video\)](#)
- B. [Learning Objectives](#)
- C. [Learning Cycle](#)

II. [Step 1: Dilemma](#)

Learners watch videos portraying the real world dilemma of a preschool teacher in a community-based child care program as she attempts to include a child with disabilities in her classroom for the first time. Learners are asked to describe the dilemma in an activity following the videos.

1. [The teacher’s viewpoint \(video 1.1\)](#)
2. [The family’s viewpoint \(video 1.2\)](#)
3. [Describe the dilemma \(activity 1.1a\)](#)

III. [Step 2: Question](#)

Learners use a tool called PICO to turn the dilemma posed in Step 1 into an answerable question. The activity helps learners create a focused question that they can search for evidence to answer.

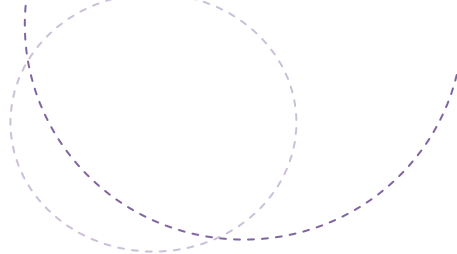
1. [Turn the dilemma into an answerable question \(activity 1.2a\)](#)

IV. [Step 3: Evidence](#)

Learners are presented with relevant sources of evidence to consider in answering the question they posed in Step 2. The practice of embedded interventions is defined with the help of video and photo examples. Handouts are provided on research, consensus statements and policies, and experience-based knowledge related to embedded interventions. Activities for learners to check their knowledge are provided throughout this Step.

A. [Definition/Resources](#)

1. [Routine at home – playing peek-a-boo \(video 1.3\)](#)
2. [Routine at home – talking on the phone \(video 1.4\)](#)

- 
3. [Routine in a program – enjoying mealtime \(video 1.5\)](#)
 4. [Routine in a program – taking turns \(video 1.6\)](#)
 5. [Routine in a program – building with blocks \(video 1.7\)](#)
 6. [Routine in the community – going to the store \(video 1.8\)](#)
 7. [Routine in a program – block play \(video 1.9\)](#)
 8. [Examples of environmental modifications \(handout 1.1\)](#)
 9. [Describe environmental modifications \(activity 1.3a\)](#)
 10. [Routine in a program – water play \(video 1.10\)](#)
 11. [Routine in a program – singing a song \(video 1.11\)](#)
 12. [Routine in a program – rolling with friends \(video 1.12\)](#)
 13. [Routine in the community – playing at a park \(video 1.13\)](#)
 14. [Examples of peer support \(handout 1.2\)](#)
 15. [Describe peer support \(activity 1.4a\)](#)
 16. [Routine in a program – expanded block play \(video 1.14\)](#)
 17. [Routine at home – playing Mr. Potato Head \(video 1.15\)](#)
 18. [Identify embedded interventions during facilitated free play time \(activity 1.5a\)](#)
 19. [Routine in a program – reading at circle time \(video 1.16\)](#)
 20. [Identify embedded interventions during a small group activity \(activity 1.6a\)](#)
 21. [Routine in a program – playing red light green light \(video 1.17\)](#)
 22. [Identify embedded interventions during a large group activity \(activity 1.7a\)](#)
 23. [Identify embedded interventions in real life settings \(activity 1.8a\)](#)
- B. [Research /Resources](#)
1. [Research summary on embedded interventions \(handout 1.3\)](#)
 2. [Apply the research to practice \(activity 1.9\)](#)
- C. [Consensus Statements and Policies/Resources](#)
1. [Policy advisory – the law on inclusive education \(handout 1.4\)](#)
 2. [Interview with Rud Turnbull \(audio 1.1\)](#)
 3. [Know your rights \(activity 1.10\)](#)
- D. [Experience-Based Knowledge/Resources](#)
1. [Views on embedded interventions \(handout 1.5\)](#)
 2. [Partnering with families on embedded interventions \(handout 1.6\)](#)
 3. [Using video for REALLY watching \(video 1.18\)](#)
 4. [Improve communication with families about embedded interventions \(activity 1.11\)](#)

V. [Step 4: Decision](#)

Learners listen to audio clips of those involved in the dilemma to gain an understanding of the contexts. In an activity, they integrate the evidence from Step 3 with the contexts and perspectives to make an informed decision. Finally, learners are briefly introduced to planning and implementation.

Learners are asked to complete a *Child Activity Matrix* in the culminating activity.

- A. [Consider Perspectives and Contexts/Resources](#)
 1. [Christine's perspective \(Luke's mother\) \(audio 1.2\)](#)
 2. [Maggie's perspective \(program administrator\) \(audio 1.3\)](#)
 3. [Kathy's perspective \(speech therapist\) \(audio 1.4\)](#)
 4. [Jackie's perspective \(Luke's teacher\) \(audio 1.5\)](#)
 5. [Consider unique contexts \(activity 1.12\)](#)
- B. [Integrate Evidence and Contexts to Make a Decision/Resources](#)
 1. [Use evidence-based practice decision-making \(activity 1.13\)](#)
- C. [Plan for Implementation/Resources](#)
 1. Identify Luke's learning goals
 - a. [Luke's individualized education program \(IEP\)\(handout 1.7\)](#)
 - b. [Home assessment worksheet \(handout 1.8\)](#)
 - c. [Program assessment worksheet \(handout 1.9\)](#)
 - d. [Assessment worksheet \(handout 1.10\)](#)
 2. Design embedded interventions to address these goals
 - a. [Routine in a program – singing with friends \(video 1.19\)](#)
 - b. [Routine in a program – eating lunch \(video 1.20\)](#)
 3. Determine who will implement the interventions and under what conditions
 - a. [Home child activity matrix \(handout 1.11\)](#)
 - b. [Child activity matrix \(handout 1.12\)](#)
 - c. [Home child activity matrix with assessment \(handout 1.13\)](#)
 - d. [Complete a child activity matrix \(activity 1.14\)](#)

VI. [Step 5: Evaluation](#)

Learners consider ways to evaluate the decision to use the practice. Learners determine if the intervention was implemented, and if the intervention was effective. Handouts are provided showing sample assessment methods.

- A. [What is Meant by Assessment and Evaluation](#)
- B. [Purpose of Evaluation](#)
- C. [Gathering and Using Assessment Information/Resources](#)
 1. [Observation form \(handout 1.14\)](#)

VII. [Summary and Wrap Up](#)

VIII. [Visions for the Future](#)

1. [Routine in the community – Penguin Project \(video 1.21\)](#)

IX. [References and Credits](#)

PLEASE NOTE: An Instructor's Guide for each module contains the following related materials:

- [Online Discussion Board](#)
- [DEC & NAEYC Personnel Preparation Standards](#)
- [US Department of Education Office of Special Education Program's \(OSEP\) Indicators and Outcomes](#)
- [Activity Guides \(Facilitation Tips\)](#)
- [Activity Guides for Alternate Learner Activities](#)
- [Glossary](#)
- [Additional Supplemental Materials](#)