

Identify embedded interventions during facilitated free play time

Objective(s)

Learners identify embedded interventions.

Description

In this activity, learners view a video clip and identify the embedded interventions being used in combination to support a child's participation.

Required Materials/Resources

Learner Materials

- [Video 1.15: Routine at home – playing Mr. Potato Head®](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the video or transcript. The video or transcript can be viewed as a class or independently outside of class.
2. Ask learners to complete the tasks below:
 - a. Identify and describe the different embedded interventions you see being combined to support Luke's participation.
 - b. Explain how the embedded interventions are being used to support Luke's participation in a natural environment or inclusive setting.
3. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. Embedded Interventions
 - a. Luke's mom has invited a friend over to provide peer support and modeling for Luke at home.
 - b. Luke's mom facilitates turn-taking.
 - c. Luke's mom encourages Luke to use his springboard voice output device (special equipment).
2. How the embedded interventions support participation
 - a. Kirsten models a number of language examples for Luke when communicating about what pieces they should use, and points to the hole where the ear piece should go.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 3: Evidence.](#)

Instructional Method

Discovery

Level

Intermediate

Estimated Time Needed

5 minutes for instructor preparation

15-25 minutes for learner activity

Learner Form

[Activity 1.5a](#)

- b. Facilitation of turn-taking allows both children to participate in the activity for a longer time and complete it.
- c. Luke's voice output device helps him to communicate his choice of pieces to add.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different level of difficulty)

No alternate versions of this activity

Credits

The CONNECT Content Team