

# Identify embedded interventions during a large group activity

## 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 1.17: Routine in a program – playing red light green light](#)
- 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 in small groups:
  - a. Identify and describe the different embedded interventions you see happening for Jack, the child with disabilities.
  - b. Explain how the embedded interventions are being used to support the child's participation in a natural environment or inclusive setting.
  - c. Describe how the embedded interventions are supporting the education and development of the children without disabilities.
3. Provide feedback.

## Suggested Assessment

Hints provided to learner:

1. The teacher has programmed a voice output device to say: "Red light stop," and "Green light go" for Jack to initially lead the game. She has simplified the game by requiring the children to crawl rather than run so Jack can participate. In addition, peers are providing encouragement and support.
2. Despite Jack's motor challenges, he is able to fully participate in a typical preschool game, Red Light Green Light, with an entire classroom of children. This is a fun way for Jack to work on his motor skills rather than in a pull-out, one-on-one physical therapy session.

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

**Instructional Method**  
Problem Solving

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

15-25 minutes for learner activity

**Learner Form**  
[Activity 1.7a](#)

3. This game supports typically developing children in the classroom as they get to play a fun game that supports them in learning to follow directions. But more importantly, they learn a way to alter a game so all of their classmates can participate. Perhaps next time, the children can be challenged to come up with a modification to include Jack in a different game.

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### **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.

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

No alternate versions of this activity

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### **Credits**

The CONNECT Content Team