

Identify embedded interventions in real life settings

Objective(s)

Learners observe, identify, and document examples of embedded interventions in real life settings.

Description

In this activity, learners are asked to visit an inclusive home, community, or education setting to observe and record examples of embedded interventions that support participation of a child with disabilities.

Required Materials/Resources

Instructor Materials

- Guidance for students on appropriate forms of documentation
- Guidance for acquiring appropriate permissions for visitation and documentation of embedded interventions (e.g., photo releases)

Learner Materials

- Documentation of permission to visit an inclusive early childhood program or natural environment and appropriate program/family consent
- Equipment/materials needed to document embedded interventions (still or digital camera, video camera, paper/pencil)

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

Instructional Method
Field-Based Learning

Level
Intermediate

Estimated Time Needed
30 minutes for instructor preparation

60 minutes for learner activity, depending on number of experts invited

Detailed Facilitator Instructions

1. Instruct learners to visit an inclusive setting or natural environment (home, classroom, community) that includes a child with disabilities.
2. Ask learners to complete the tasks below:
 - a. Find and document (by taking a photo, video, or writing a description in a journal) at least two examples of environmental modifications and at least one example of peer support being used to support the child's participation.
 - b. For each example, write a description that tells what is happening, who is involved, where, and when.
 - c. For each example, explain how the embedded intervention is supporting the child's participation in a natural environment or inclusive setting.
 - d. For each example, provide additional reactions to the embedded intervention. Does the embedded intervention support the learning of other children in the environment? Are there ways the embedded intervention could be improved?
3. Ask learners to share their documentation of examples with the class and ask class members to respond to the examples with feedback and reactions.
4. Provide feedback.

Suggested Assessment Rubric

	Unsatisfactory (below expectations)	Proficient (meets expectations)	Exemplary (above expectations)
Response Compre- hensiveness	<p>Fewer than 2 examples of environmental modifications and/or no examples of peer support are documented.</p> <p>One (or more) of the examples lacks the required description (what, who, where, when, and how it is supporting the child’s participation).</p> <p>For one (or more) of the examples, the learner has not provided additional reactions to the embedded intervention.</p>	<p>Documentation of at least 2 examples of environmental modifications and 1 example of peer support is provided.</p> <p>For each example, the learner has:</p> <ul style="list-style-type: none"> - described what is happening, who is involved, where it is happening, and when it is happening; - described how the embedded intervention is supporting the child’s participation in the natural environment or inclusive setting; and - provided additional reactions to the embedded intervention. 	<p>Along with all of the assigned components, additional information beyond what is specified in the assignment description is included.</p> <p>Possible examples of additional information: (a) more than 2 examples of environmental modifications and/or more than 1 example of peer support, (b) details about how or why the embedded intervention was implemented (e.g., was it requested by the parent?), or (c) suggestions for improving upon one or more of the observed embedded interventions.</p>
Quality of Content	<p>The learner’s examples and descriptions demonstrate a lack of understanding of participation and/or of the definitions and examples of environmental modifications and peer supports provided in Module 1.</p>	<p>The learner’s examples and descriptions demonstrate an adequate understanding of participation and of the definitions and examples of environmental modifications and peer supports provided in Module 1.</p>	<p>The learner’s examples and descriptions demonstrate a thorough and insightful understanding of participation and of the definitions and examples of environmental modifications and peer supports provided in Module 1.</p> <p>For example: (a) the learner’s examples and descriptions address <i>multiple</i> ways in which the classroom, home, or community environment may be altered or arranged, and/or <i>multiple</i> ways in which peers may be enlisted in order to facilitate participation; or (b) the learner provides anecdotal documentation of a specific scenario in which the observed embedded intervention promoted engagement in play and learning activities and/or promoted a sense of belonging (i.e., improved participation) of the child with disabilities.</p>
Quality of Writing	<p>The response is poorly organized. There are several grammatical and/or spelling errors.</p>	<p>The response is well organized. There are very few, if any, grammatical and/or spelling errors.</p>	<p>The quality of writing and organization is exceptional, engaging, and free of grammatical and/or spelling errors.</p>

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Learners can complete the activity individually, in pairs, or in small groups.
- Some learners may need assistance identifying an appropriate setting.
- Parental permission slips may need to be obtained if video or photos are to be taken of children. Consult your agency, college, or university policy.

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

- [Activity Guide 1.8b](#): Showcase embedded interventions in real life settings.
- [Activity Guide 1.8c](#): Design and discuss embedded interventions in real life settings.

Credits

The CONNECT Content Team