

Describe the dilemma

Name

Date

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If you need further assistance, see the [Help & FAQs on pdfs](#).

Instructions

Watch the two video clips, [The teacher's viewpoint](#) and [The family's viewpoint](#). Then in your own words, describe the dilemma – the particular challenge the teacher faces in her classroom.

Hints

Turn the dilemma into an answerable question

Name

Date

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Instructions

Turn the [dilemma](#) about Luke's participation into an answerable question to help guide the search for general evidence on the practice, embedded interventions.

You can use a tool called PICO to help create a focused question that is answerable through research. PICO identifies the most essential information needed for this question. This information consists of short phrases that can be entered into a web-based search engine to find the best available research evidence on a particular practice such as embedded interventions. PICO requires that you identify the following information to develop the answerable question:

- P** —Person (characteristics of the child or family who will receive the intervention)
- I** —Interventions being considered
- C** —Comparison to other interventions (if there is research that compares two or more interventions)
- O** —Outcomes desired

Now identify the important information from the two perspectives you have just heard or read.

1. Describe Luke. (for example – his age)

2. What are the goals you heard stated for Luke?

Activity 1.2a

Putting the details into a chart may be helpful for you to identify the question:

PICO	P Person (child or family who will receive the intervention)	I Interventions or practice(s) being considered	C Comparison to other interventions (if there is research that compares two or more interventions)	O Outcomes desired
Responses	Young children (2-3 yrs of age) Developmental delays in language & social skills	Embedded interventions	NA	Luke will communicate his wants and needs to adults and peers; and he will participate in learning activities with peers

Now use the **Responses** in the chart above to create an answerable question about Luke's Dilemma.

P For a young PERSON like Luke, who *(describe what you know about Luke's learning characteristics)*

I is/are

(name INTERVENTIONS or practices the teacher might use to help Luke participate fully in play and learning activities) effective

C COMPARISON to other Interventions *(not applicable in this dilemma)*

O to achieve the following desired OUTCOMES *(list the results you anticipate for Luke if the teachers use the set of practices listed above):*

?

Activity 1.2a

Restating your question – The level of specificity you describe for each component can influence your search for information. Take time to restate the question without referring to the prompts above.



Hints

Describe environmental modifications

Name

Date

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Instructions

Watch the two video clips, [Routine in the community – going to the store](#) and [Routine in a program – block play](#), and view a handout, [Examples of Environmental Modifications](#). Then complete the tasks below.

1. Describe environmental modifications in your own words.

2. In addition to the examples you just viewed in the videos and handout, list three more examples of environmental modifications.

Hints

Describe peer support

Name

Date

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Instructions

Watch the four video clips, [Routine in a program – water play](#), [Routine in a program – singing a song](#), [Routine in a program – rolling with friends](#), and [Routine in the community – playing at a park](#), and view a handout, [Examples of Peer Support](#). Then complete the tasks below.

1. Describe peer support in your own words.

2. In addition to the examples you just viewed in the videos and handout, list three more examples of peer support.

Hints

Identify embedded interventions during facilitated free play time

Name

Date

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Instructions

Watch the video clip of Luke, the child in the dilemma: [Routine at home – playing Mr. Potato Head®](#). Identify the embedded interventions being used in combination.

1. Identify and describe the different embedded interventions (environmental modifications and/or peer support) you see being combined to support Luke's participation.

2. Explain how the embedded interventions are being used to support Luke's participation in a natural environment or inclusive setting.

Hints

Identify embedded interventions during a small group activity

Name

Date

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Instructions

Watch the video clip of Jacob: [Routine in a program – reading at circle time](#). Identify the embedded interventions being used in combination to support his participation.

1. Identify and describe the different embedded interventions (environmental modifications and/or peer support) you see happening for Jacob, the child with disabilities.

2. Explain how the embedded interventions are being used to support the child's participation in a natural environment or inclusive setting.

Activity 1.6a

3. Describe how the embedded interventions are supporting the education and development of the children without disabilities.



Hints

Identify embedded interventions during a large group activity

Name

Date

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Instructions

Watch the video clip of Jack: [Routine in a program – playing red light green light](#). Identify the different embedded interventions being used in combination to support his participation.

1. Identify and describe the different embedded interventions (environmental modifications and/or peer support) you see happening for Jack, the child with disabilities.

2. Explain how the embedded interventions are being used to support the child's participation in a natural environment or inclusive setting.

Activity 1.7a

3. Describe how the embedded interventions are supporting the education and development of the children without disabilities.



Hints

Identify and explain embedded interventions in real life settings

Name

Date

Instructions

Visit an inclusive setting or natural environment (home, classroom, community) that includes a child with disabilities. Identify, document, and share examples of embedded interventions being used to support the child's participation.

1. Identify and document (by taking a photo, a video, or writing a description in a journal) at least two examples of environmental modifications and at least one example of peer support strategies being used to support the child's participation.
2. For each example, write a description that tells what is happening, who is involved, where, and when.
3. For each example, explain how the embedded intervention is supporting the child's participation in a natural environment or inclusive setting.
4. 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?

Apply the research to practice

Name

Date

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Instructions

Read the [Research Summary on Embedded Interventions](#) and be prepared to discuss the written responses to the following questions.

1. How relevant is the research to Luke, the child with disabilities portrayed in the [dilemma](#)? Response should include a comparison of the characteristics of Luke with the children in the studies, such as age, gender, disabilities, target skills, ethnicity.

2. How relevant is the research to Jackie, Luke's teacher, and the context portrayed in the [dilemma](#)? Response should include a comparison of Jackie's situation with the intervention setting and intervention providers in the studies.

Hints

Know your rights

Name

Date

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Instructions

Listen to the audio clip, [Interview with Rud Turnbull](#), in which Jackie, a teacher interviews Rud Turnbull, one of the nation's leading disability policy experts. Write and be prepared to discuss your response to the following question.

What rights does Jackie have as a teacher of young children with disabilities?

Hints

Improve communication with families about embedded interventions

Name

Date

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Instructions

1. Read the Parents Speak Out handout entitled [Partnering with Families on Embedded Interventions](#). Recall the parents' comments regarding communication with teachers. Parents often struggle to find ways to effectively communicate ideas about embedded interventions with their child's teachers and early intervention providers. Now watch a video clip, [Using Video for REALLY Watching](#), in which a physical therapist demonstrates the use of video as an effective tool to improve communication.
2. Write down three things you could do to learn more from families about their views on embedded interventions and to engage families in regular communication about embedded interventions to meet the needs of their children.

Hints

Consider the unique contexts

Name

Date

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Instructions

Listen to or read the four perspectives on Luke's story: [Christine's perspective \(Luke's mother\)](#), [Maggie's perspective \(program administrator\)](#), [Kathy's perspective \(speech therapist\)](#), and [Jackie's perspective \(Luke's teacher\)](#).

In your own words, briefly describe the situation for Luke from each of the following perspectives:

1. Program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the staff?

2. Family perspective – What are the values and experiences of the family?

Activity 1.12a

3. What is your own perspective?



Hints

Use evidence-based practice decision-making

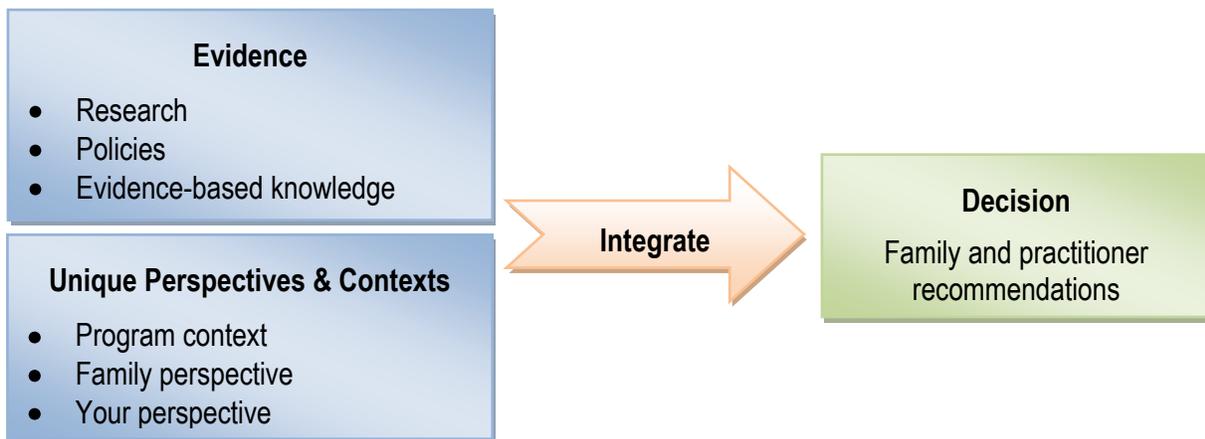
Name

Date

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Instructions

Use the framework below to come to an evidence-based practice decision about the use of embedded interventions for Luke. Summarize sources of evidence, consider that evidence in light of different perspectives and contexts, and make a recommendation for the answerable question you posed in Step 2.



1. Summarize Step 3: Evidence

- a. List the major points from [Handout 1.3: Research Summary on Embedded Interventions](#) to summarize the best available research on embedded interventions:

- b. List the major points from [C: Policies](#) reflecting the field's views on embedded interventions:

Activity 1.13a

- c. List the major points from the families on embedded interventions in [D: Experience-Based Knowledge](#):

2. Consider the context

Summarize your answers from [Activity 1.12a: Consider the unique contexts](#).

3. Integrate the evidence and context to make a decision

Recall the answerable question: *For children like Luke, who have developmental delays (P), are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?*

Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.

Hints

Complete a child activity matrix

Name

Date

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Instructions

Using the section provided of [Luke's IEP](#), complete the activity matrix on the next page, identifying the embedded interventions that will be implemented into his routines to ensure that his learning objectives are addressed. Add one (or more) embedded intervention to each empty field in the matrix to show embedded interventions for Luke at school. For each embedded intervention, indicate:

- a. who will implement the intervention (e.g., teacher, speech therapist);
- b. what the intervention is (e.g., what will the adult do?, what will Luke do?);
- c. where and when the intervention will be implemented (if details beyond the daily schedule are needed to describe where and when the embedded intervention will be implemented); and
- d. which other children or adults will be involved, if applicable.

Luke's Learning Goals

1. Luke will use any means to communicate across a range of communication functions (requesting objects, actions and information, commenting, getting attention, acknowledging).
2. Luke will engage in simple peer interactions using communication and play actions to join activities, play early games, share materials, and negotiate typical conflicts.

Activity 1.14a

(EM = Environmental modification, PS = Peer support)

Daily Schedule	Embedded Interventions Addressing Goal #1	Embedded Interventions Addressing Goal #2
Arrival/Free Choice Play		Speech therapist engages peers to sing with gestures familiar songs with Luke (i.e., Itsy Bitsy Spider; Twinkle, Twinkle, etc. (PS)
Large group (e.g., circle or story time)		
Outdoor Play		
Small groups (e.g., activity centers)		
Lunch	Teacher encourages Luke's use of his SpringBoard to request more food and to communicate when he is finished. (EM)	

Adapted from: Sandall, S. R., & Swartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Brookes.