

Describe the dilemma

Objective(s)

Learners describe a dilemma from the teacher's and family's viewpoints.

Description

In this activity, learners describe the dilemma after watching two video clips that present a dilemma about a child's participation in an inclusive setting viewed through the eyes of both the teacher and family.

Required Materials/Resources

Learner Materials

- [Video 1.1: The teacher's viewpoint](#)
- [Video 1.2: The family's viewpoint](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to dilemma videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Have learners view or read the teacher and family viewpoints.
3. Have learners describe (in writing or discussion) the dilemma or particular challenge the teacher faces in her classroom.
4. Provide feedback.

Suggested Assessment

Hint provided to learner: The teacher does not know the best way to help Luke participate in the classroom because of his challenges with communication.

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.
- Invite guest panel members to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

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

No alternate versions of this activity

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

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 1.1a](#)

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Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about a child with disabilities.

Description

In this activity, learners use a tool called PICO to turn a dilemma about a child's participation into an answerable question to help guide the search for general evidence on the practice, embedded interventions.

Required Materials/Resources

Learner Materials

- [Video 1.1: The teacher's viewpoint](#)
- [Video 1.2: The family's viewpoint](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to dilemma videos and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Have learners describe Luke and the goals they heard stated for him in the two perspectives.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires that you identify the following information:
 - 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

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
15 minutes for instructor preparation
30-40 minutes for learner activity

Learner Form
[Activity 1.2a](#)

Putting the details into a chart may be helpful for learners 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 |

4. Have learners use the responses in the chart 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 uses the set of practices listed above)* _____ ?

5. Have learners restate their question using the PICO example above.

6. Collect responses from learners.

7. Provide feedback.

Suggested Assessment

Hint provided to learner: 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)?

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.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Learners may also reflect on what families might say about outcomes prior to completing the PICO question. Consider: What might a Dad consider an important outcome? A brother or sister? A grandmother who provides child care during the week?
- Link students to family *cyber-mentors*; parents and professionals who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

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

- [Activity Guide 1.2b](#): Piece together the question ([Game](#))

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Piece together the question

Objective(s)

Learners identify an answerable question related to a dilemma about a child with disabilities.

Description

In this activity, learners play a game to help them use a tool called PICO to turn a dilemma about a child's participation into an answerable question to help guide the search for general evidence on the practice, embedded interventions.

Required Materials/Resources

Instructor Materials

- Printed question, one copy for each learner or pair of learners
- Scissors

Learner Materials

- [Video 1.1: The teacher's viewpoint](#)
- [Video 1.2: The family's viewpoint](#)
- Tape or paste, extra paper to assemble question

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
[Game](#)

Level
Beginner

Estimated Time Needed
15 minutes for instructor preparation
10-20 minutes for learner activity

Detailed Facilitator Instructions

1. Print the answerable question on 8 ½ x 11 pieces of paper, 24 pt. font (see printable page at the end of this activity).
2. Cut the questions on each sheet into strips.
3. Provide access to dilemma videos and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
4. Have learners describe Luke and the goals they heard stated for him in the two perspectives.
5. Remind learners that PICO requires that you identify the following information:
 - 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
6. Individually or in pairs, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

Suggested Assessment

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)?

Facilitation Tips

- Break into groups to complete activity.

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

- [Activity Guide 1.2a](#): Turn the dilemma into an answerable question ([Problem Solving Session](#))

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are embedded interventions effective

in promoting learning in the areas of communication and social development?

Describe environmental modifications

Objective(s)

Learners define and describe environmental modifications.

Description

In this activity, learners watch video clips and review a handout with examples of environmental modifications in order to describe these embedded interventions.

Required Materials/Resources

Learner Materials

- [Video 1.8: Routine in the community – going to the store](#)
- [Video 1.9: Routine in a program – block play](#)
- [Handout 1.1: Examples of Environmental Modifications](#)

Detailed Facilitator Instructions

1. Provide access to videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Provide access to Handout 1.1: Examples of Environmental Modifications.
3. Ask learners to complete the tasks below:
 - a. Describe environmental modifications in your own words.
 - b. In addition to the examples you just viewed in the videos and handout, list three more examples of environmental modifications.
4. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. Environmental modifications are altering or arranging the classroom, home, or community environment; modifying materials or equipment; simplifying a task; or using special equipment to promote participation, engagement, and learning of children.
2. Examples
 - a. If a child's feet do not reach the pedals of the tricycle - tape wooden blocks to the pedals.
 - b. If a child has difficulty turning the pages of a book - glue a small piece of Styrofoam to the pages; this will separate each page, making it simpler to turn them.

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](#) & [Brainstorming](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

25-35 minutes for learner activity

Learner Form
[Activity 1.3a](#)

- c. If when playing with manipulative toys (e.g., puzzles, beads), a child is easily distracted by the pieces and often dumps or scatters the pieces rather than trying to put the pieces in or on something - hand the pieces to the child one by one. Gradually increase the number of pieces the child has at one time.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- Remind learners that environmental modifications can involve changing the set up of a room, modifying materials or equipment, simplifying a task, and providing special equipment.
- Instructors or learners can use the Internet to search for examples of environmental modifications online then present to the class.
- Brainstorming can be structured to include possible environmental modifications based on the strengths and challenges of Luke, Ella, Laura, and Austin.
- Learners may interview a parent or parent(s) of a child who received Part C (Early Intervention) services to see what suggestions offered by the Early Intervention team were most helpful to the family.

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

- [Activity Guide 1.3b](#): Choose examples of environmental modifications ([Structured Exercise](#))
- [Activity Guide 1.3c](#): Identify examples of environmental modifications ([Field-Based Learning](#))

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Choose examples of environmental modifications

Objective(s)

Learners differentiate between appropriate and inappropriate examples of environmental modifications.

Description

In this activity, learners are presented with a list of potential environmental modifications and are asked to identify which are not appropriate.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with a list of potential environmental modifications, including several modifications that are inappropriate. A sample list is provided at the end of this handout.
2. Ask learners to consider the list and choose which items are *not* appropriate environmental modifications.

Suggested Assessment

In the example at the end of this handout, the items that are *not* appropriate examples of environmental modifications are:

1. Taping off a corner of the room to indicate children with disabilities are not allowed to enter. Use the area for toys and activities that are too complex for children with disabilities. (#3)
2. Putting the children with disabilities in the cafeteria during playtime so the teacher does not have to manage all the children at once. (#5)

Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.

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

Instructional Method
[Structured Exercise](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
5-10 minutes for learner activity

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

- [Activity Guide 1.3a](#): Describe environmental modifications ([Discovery](#) & [Brainstorming](#))
- [Activity Guide 1.3c](#): Identify examples of environmental modifications ([Field-Based Learning](#))

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Example

Which of these are *not* appropriate examples of environmental modifications?

1. Taping placemats to the table to help with mealtime routines. Placemats indicate proper plate and cup location and include a picture of the child.
2. Taping pictures of the toys to the shelves to assist children with cleaning up.
3. Taping off a corner of the room to indicate children with disabilities are not allowed to enter. Use the area for toys and activities that are too complex for children with disabilities.
4. Just before a transition, providing the child with a picture or an object representing the area or activity that the child should go to next. The child could even take the picture or object to the next area with him or her.
5. Putting the children with disabilities in the cafeteria during playtime so the teacher does not have to manage all the children at once.
6. Stacking up tires on the playground for a child to use to pull himself up. He is also often placed inside the tires as a make-shift stander.

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Identify examples of environmental modifications

Objective(s)

Learners identify examples of environmental modifications.

Description

In this activity, learners visit an early childhood setting to identify examples of environmental modifications.

Required Materials/Resources

Instructor Materials

- Guidance for students on appropriate forms of documentation
- Guidance for acquiring appropriate permissions for visitation and documentation of environmental modifications (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 environmental modifications (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
Advanced

Estimated Time Needed
5 minutes for instructor preparation
60-90 minutes for learner activity

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 find and document (by taking a photo, video, or writing a description in a journal) examples of environmental modifications being used to support the child's participation.
3. Ask learners to share their documentation of example(s) with the class. For each example, learners should:
 - a. describe what is happening, who is involved, where and when.
 - b. explain how the strategy is supporting the child's participation in a natural environment or inclusive setting and how the environmental modification may be supporting other children.
4. Ask class members to respond to the example with feedback and reactions.
5. Provide feedback.

Suggested Assessment

Environmental modifications are altering or arranging the classroom, home, or community environment; modifying materials or equipment; simplifying a task; or using special equipment to promote participation, engagement, and learning of children.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- After learners note the modification, ask them if it was successful and if not, what changes or alternatives they would suggest.
- Ask learners to describe how easily the modification could be replicated in an alternate setting (e.g., at home or in the community).
- 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 1.3a](#): Describe environmental modifications ([Discovery](#) & [Brainstorming](#))
- [Activity Guide 1.3b](#): Choose examples of environmental modifications ([Structured Exercise](#))

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Describe peer support

Objective(s)

Learners define and describe peer support.

Description

In this activity, learners watch video clips and review a handout with examples of peer support in order to describe these embedded interventions.

Required Materials/Resources

Learner Materials

- [Video 1.10: Routine in a program – water play](#)
- [Video 1.11: Routine in a program – singing a song](#)
- [Video 1.12: Routine in a program – rolling with friends](#)
- [Video 1.13: Routine in the community – playing at a park](#)
- [Handout 1.2: Examples of Peer Support](#)

Detailed Facilitator Instructions

1. Provide access to videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Provide access to Handout 1.2: Examples of Peer Support.
3. Ask learners to complete the tasks below:
 - a. Describe peer support in your own words.
 - b. In addition to the examples you just viewed in the videos and handout, list three more examples of peer support.
4. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. Peer support is enlisting peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community.
2. Examples
 - a. If a child has trouble initiating interactions with others - arrange for the child to attend more social functions to provide opportunities to engage. Coordinate a play group at home or on a playground. Attend a parent-child class in the community, such as a music class or little gymnastics class.
 - b. If a child is learning how to request food by signing during snack time - make sure that the child is sitting at the table with children who know the signs for snack items.

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](#) & [Brainstorming](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
25-35 minutes for learner activity

Learner Form
[Activity 1.4a](#)

- c. If a child does not know when and where to line up during the transition to the playground - pair the child with another child who knows the routine and follows directions. Ask children to find their partner and hold their partner's hand when lining up.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- Instructors or learners can use the Internet to search for examples of peer support online, then present to the class.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Learners may interview a parent or parent(s) of a child who received Part C (Early Intervention) services to see what suggestions offered by the Early Intervention team were most helpful to the family.

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

- [Activity Guide 1.4b](#): Choose examples of peer support ([Structured Exercise](#))
- [Activity Guide 1.4c](#): Peer support problem solving ([Problem Solving Session](#))
- [Activity Guide 1.4d](#): Identify examples of peer support ([Field-Based Learning](#))

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Choose examples of peer support

Objective(s)

Learners differentiate between appropriate and inappropriate examples of peer support.

Description

In this activity, learners are presented with a list of potential peer supports and are asked to identify which are not appropriate.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with a list of potential peer supports, including several supports that are inappropriate. A sample list is provided at the end of this handout.
2. Ask learners to consider the list and choose which items are *not* appropriate peer supports.

Suggested Assessment

In the example at the end of this handout, the items that are *not* appropriate examples of peer support are:

1. If a child always plays alone on the playground, leave the child alone. It is better to have the child make his or her own decisions. (#3)
2. If a child does not know how to select an activity or a game from the computer menu, do not let any of the children use the computer. (#6)

Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.

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

- [Activity Guide 1.4a](#): Describe peer support ([Discovery](#) & [Brainstorming](#))
- [Activity Guide 1.4c](#): Peer support problem solving ([Problem Solving Session](#))
- [Activity Guide 1.4d](#): Identify examples of peer support ([Field-Based Learning](#))

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

Instructional Method
[Structured Exercise](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
5-10 minutes for learner activity

Example

Which of these are *not* appropriate examples of peer support?

1. If a child is watching two children play with a new toy and the child seems to be interested in the toy and wants to play with the two children, ask these two children to invite the child to join them and show him or her how to play with the toy.
2. If a child is unstable while walking, arrange for the child to hold hands with buddies during transitions. With a buddy on one or both sides, the child will be more stable.
3. If a child always plays alone on the playground, leave the child alone. It is better to have the child make his or her own decisions.
4. If a child has trouble staying interested in large-group or circle time, have the child's favorite person lead the final circle-time activity. Introduce this activity while the child is still paying attention.
5. Play peek-a-boo with an infant or toddler at home or elsewhere as a simple way to engage the child in a social exchange.
6. If a child does not know how to select an activity or a game from the computer menu, do not let any of the children use the computer.

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Peer support problem solving

Objective(s)

When presented with a problem, learners formulate an appropriate response based on their knowledge of peer support.

Description

In groups, learners discuss solutions to scenarios related to peer support.

Required Materials/Resources

Learner Materials

- Method to submit answer to instructor

Detailed Facilitator Instructions

1. Divide class into small groups.
2. Ask groups to discuss adults' roles in facilitating peer interactions in each of the following scenarios:
 - a. Teacher suggests to one of Luke's classmates that she hold hands with Luke as they play in the sprinkler.
 - b. Teacher structures song with peer on her lap for Jack to imitate.
 - c. PT welcomes other children into her activity with Jake.
 - d. Mother steps back and lets big sister direct brother.
3. Ask groups to discuss what each adult needs to consider to facilitate a successful interaction.
4. After groups have met, have each group present in class or through a discussion board.

Suggested Assessment

Considerations for facilitating a successful interaction:

1. When should the adult step in versus linking the child to a peer?
2. Are there children in the classroom who are a willing to serve as peer supporters and are good matches for the child?
3. How much support will need to be provided to the child with disabilities?
4. How can you monitor the peer support interaction unobtrusively?

Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.
- Present learners with a different scenario and ask them to modify the situation to include peer support.

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 Session](#)

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation
30-45 minutes for learner activity

- Ideas for further discussion:
 - Instructor can throw in a "wild card" to each scenario for learners to discuss and present strategies for how they would handle the situation. A wild card is a what-if circumstance (e.g., Ava moves too fast for Luke; two kids leave their centers to join rolling activity with Jake).
 - Ask learners to devise a "what if" table of wild cards and responses for each vignette, or for vignettes they devise or observe during fieldwork and visits to early childhood settings.
 - Have learners discuss how to handle scenarios based on the videos.
 - Have learners discuss how to talk with parents about their child's play with peers.

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

- [Activity Guide 1.4a](#): Describe peer support ([Discovery](#) & [Brainstorming](#))
- [Activity Guide 1.4b](#): Choose examples of peer support ([Structured Exercise](#))
- [Activity Guide 1.4d](#): Identify examples of peer support ([Field-Based Learning](#))

Credits

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Identify examples of peer support

Objective(s)

Learners identify examples of peer support.

Description

In this activity, learners visit an early childhood setting to identify examples of peer support.

Required Materials/Resources

Instructor Materials

- Guidance for students on appropriate forms of documentation
- Guidance for acquiring appropriate permissions for visitation and documentation of peer support (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 peer support (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
Advanced

Estimated Time Needed
5 minutes for instructor preparation
60-90 minutes for learner activity

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 find and document (by taking a photo, video, or writing a description in a journal) examples of peer support being used to support the child's participation.
3. Ask learners to share their documentation of example(s) with the class. For each example, learners should:
 - a. describe what is happening, who is involved, where and when.
 - b. explain how the strategy is supporting the child's participation in a natural environment or inclusive setting and how the peer support may be supporting the other children.
4. Ask class members to respond to the example with feedback and reactions.
5. Provide feedback.

Suggested Assessment

Peer support is enlisting peers to help children reach goals and participate fully and meaningfully in the classroom, home, or community.

Facilitation Tips

- Activity can be completed in class or online through a discussion board.
- 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 1.4a](#): Describe peer support ([Discovery](#) & [Brainstorming](#))
- [Activity Guide 1.4b](#): Choose examples of peer support ([Structured Exercise](#))
- [Activity Guide 1.4c](#): Peer support problem solving ([Problem Solving Session](#))

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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

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Identify embedded interventions during a small 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 1.16: Routine in a program – reading at circle time](#)
- 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 Jacob, 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 modified a book to encourage Jacob to practice his articulation. Special equipment is also used – a mirror to help him see what his mouth is doing. Peers are used as models to show how to make the appropriate sounds.
2. Jacob is participating in circle time, and at the same time, this activity is helping him with his speech, a skill that will help him participate in other activities throughout the day.

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 1.6a](#)

3. These strategies are also supporting other children in the classroom since all children can benefit from articulation practice. Additionally, this type of circle time activity allows children to further develop reading and listening skills, learn to take turns (using the mirror), and learn appropriate social behavior during a group activity.

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

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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.

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

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Identify and explain embedded interventions in real life settings

Objective(s)

Learners identify and explain examples of embedded interventions in real life settings.

Description

In this activity, learners visit an inclusive home, community, or education setting and identify, document, and write about 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

90+ minutes for learner activity

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. Identify 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 and explanation (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:</p> <ul style="list-style-type: none"> - describes what is happening, who is involved, where it is happening, and when it is happening; - explains how the embedded intervention is supporting the child's participation in the natural environment or inclusive setting; and - provides additional reactions to the embedded intervention. | <p>The learner's response meets all requirements in the <i>Proficient</i> column and provides additional information beyond what is specified in the activity description.</p> <p>For example: (a) the learner provides documentation of more than 2 examples of environmental modifications and/or more than 1 example of peer support, (b) the learner provides details about how or why the embedded intervention was implemented (e.g., was it requested by the parent?), or (c) the learner provides suggestions for improving upon one or more of the documented embedded interventions.</p> |
| Quality of Content | <p>The learner's examples and written response 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 written response demonstrate an adequate understanding of participation and of the definitions and examples of environmental modifications and peer supports provided in Module 1.</p> <p>To demonstrate an adequate understanding of—</p> <p><u>Participation</u>, the learner must mention:</p> <ul style="list-style-type: none"> - child engagement in play/ learning activities and/or sense of belonging. <p><u>Environmental modifications</u>, the learner must mention:</p> <ul style="list-style-type: none"> - the role of the adult - changes to room set-up, materials, tasks, and/or special equipment. <p><u>Peer support</u>, the learner must mention:</p> <ul style="list-style-type: none"> - the role of the adult - peer involvement. | <p>The learner's response meets all requirements in the <i>Proficient</i> column and the learner's examples and written response 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 written response 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 ([Field-Based Learning](#))
- [Activity Guide 1.8c](#): Design and discuss embedded interventions in real life settings. ([Buzz Session](#))

Credits

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Showcase embedded interventions in real life settings

Objective(s)

Learners hear about embedded interventions in real life settings through examples provided by an expert panel.

Description

In this activity, guest speakers serve as an Expert Panel and discuss their experiences with embedded interventions, specifically those that involve peer support and environmental modifications. A moderated forum for questions and extensions by learners follows the presentations.

Required Materials/Resources

Instructor Materials

- Expert panel members (e.g., educators, parents of a child with special needs, administrators, early interventionists, etc.)
- Information sheet for panel members
- Method of discussion (classroom, teleconference)

Detailed Facilitator Instructions

1. Identify a group of two to three expert panel members.
2. Provide panel members an information sheet detailing topics to be discussed, time allotted, and format for the discussion.
3. Have each panel member give a 10-15 minute presentation on peer supports and/or environmental modifications they have used. Encourage the use of audio visuals to illustrate examples.
4. Moderate an open forum, where learners ask clarifying questions and discuss possible modifications for different populations of children or different settings.

Suggested Assessment

No assessment for this activity

Facilitation Tips

- Make sure the panel members have the CONNECT definitions of embedded interventions, peer supports, and environmental modifications.
- If panel will present in-class, make sure all technology (LCD projector, computer, internet) is working prior to the panel.
- If panel will be available through webinar, online chat or other internet-based meeting, make sure all panel members have been given the link(s) and access (username and password) to participate.

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
Beginner

Estimated Time Needed
30 minutes for instructor preparation
60 minutes for learner activity, depending on number of experts invited

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

- [Activity Guide 1.8a](#): Identify embedded interventions in real life settings ([Field-Based Learning](#))
- [Activity Guide 1.8c](#): Design and discuss embedded interventions in real life settings ([Buzz Session](#))

Credits

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Design & discuss embedded interventions in real life settings

Objective(s)

Learners demonstrate knowledge of embedded interventions by designing examples of peer supports and environmental modifications.

Description

In this activity, learners design and discuss embedded interventions for use in real life home, community, or education settings.

Required Materials/Resources

Instructor Materials

- Guidance for students on key components to cover, such as:
 - Learning goals addressed
 - Children's strengths and interests incorporated
 - Times, activities, routines, and/or transitions in which interventions are embedded
 - How to evaluate embedded interventions and children's progress

Learner Materials

- Paper, flip chart paper, or transparencies to present interventions
- Feedback forms

Detailed Facilitator Instructions

1. Divide learners into at least four groups.
2. Assign each group to design and present one of the following embedded interventions:
 - a. Group 1 – Environmental modification in a home environment
 - b. Group 2 – Environmental modification in a group setting
 - c. Group 3 – Peer support in a home environment
 - d. Group 4 – Peer support in a group setting
3. Ask each group to present their embedded intervention to the other groups.
4. Ask listening groups to complete a feedback form (one per group) and to provide verbal feedback to the presenting group.

Suggested Assessment

Examples should be unique from the CONNECT video examples and support the CONNECT definitions of embedded interventions, environmental modifications, and peer support.

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

Instructional Method
[Buzz Session](#)

Level
Advanced

Estimated Time Needed
10 minutes for instructor preparation
60-90 minutes for learner activity

Facilitation Tips

- Some learners may need assistance identifying appropriate embedded interventions.
- Group work may be completed in or out of class.

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

- [Activity Guide 1.8a](#): Identify embedded interventions in real life settings ([Field-Based Learning](#))
- [Activity Guide 1.8b](#): Showcase embedded interventions in real life settings ([Field-Based Learning](#))

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Apply the research to practice

Objective(s)

Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description

In this activity, learners compare information from a research summary to a specific dilemma to determine whether the research is relevant.

Required Materials/Resources

Learner Materials

- [Handout 1.3: Research Summary on Embedded Interventions](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with [Handout 1.3: Research Summary on Embedded Interventions](#).
2. Ask learners to respond to the following questions:
 - a. 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, and/or ethnicity.
 - b. 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.

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
7-8 minutes for instructor preparation

30-45 minutes for learner activity

Learner Form
[Activity 1.9a](#)

Suggested Assessment

Hints provided to learner:

1. The research was relevant to Luke as his characteristics were similar to those of children in the studies. Luke is a 3-year-old boy with developmental delays, including language delay. Two thirds of the children in the studies were boys, half had developmental delays, and even more had language delays. Luke's goals address language and communication as well as social development. The target skills of the children in the studies included language and communication, social-emotional development, and others. There was no mention of the ethnic diversity of study participants, so the relevance on that dimension is unclear.
2. About half of the intervention providers in the studies were preschool teachers. The intervention settings included preschool classrooms, early childhood special education classrooms, community-based child care programs, and Head Start. Jackie is a preschool teacher in a community-based child care program, so the research is indeed relevant for her and the program context.

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)

- [Activity Guide 1.9b: Use family-friendly language to describe research \(Brainstorming\)](#)
- [Activity Guide 1.9c: Relate research to practice \(Discovery\)](#)

Credits

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Use family-friendly language to describe research

Objective(s)

Learners create a family-friendly flier containing information from research on embedded interventions.

Description

In this activity, learners work in groups to create a family-friendly flier containing information from research on embedded interventions.

Required Materials/Resources

Learner Materials

- [Handout 1.3: Research Summary on Embedded Interventions](#)
- Format for learner responses (written activity form, guidance for discussion).

Detailed Facilitator Instructions

1. Provide learners with [Handout 1.3: Research Summary on Embedded Interventions](#).
2. Divide learners into groups of three or four.
3. Ask each group to create a flier containing information from the research summary. The flier should use family-friendly language.
4. Have groups present their fliers to at least one family member and one community member outside of class, and ask those family and community members to circle any point that does not make sense or is unclear.
5. Ask groups to review their fliers to incorporate family and community members' feedback.
6. As a class, discuss the challenges of sharing research using family-friendly language.
7. Provide feedback.

Facilitation Tips

- Learners can respond in class, online, or via email.
- Ask learners to provide some examples to clarify terms from the research summary. For instance, noting some examples of everyday routines and transitions on a flier may help family and community members understand the definition of embedded interventions provided on the research summary.
- Learners can create a table of family-friendly language with examples that can be used again.

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

- [Activity Guide 1.9a: Apply the research to practice \(Discovery\)](#)
- [Activity Guide 1.9c: Relate research to practice \(Discovery\)](#)

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

Instructional Method
[Brainstorming](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
45-60 minutes for learner activity

Credits

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Relate research to practice

Objective(s)

Learners relate research on embedded interventions to practice.

Description

In this activity, learners summarize and discuss the relevance of specific research studies on the practice of embedded interventions.

Required Materials/Resources

Learner Materials

- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Ask learners to find a journal article about an embedded intervention for a child/children with disabilities.
2. Ask learners to summarize the article and present their summary to the class.
3. Ask learners to relate the relevance of the research described in the article to: (a) a child they currently work with (or have worked with) in a home, educational, or community setting; or (b) a child in one of the Module 1 videos.
4. Provide feedback.

Facilitation Tips

- Learners can respond in class, online, or via email.
- Learners can complete the activity individually, in pairs, or in small groups.
- For a list of Module 1 videos, go to the CONNECT Resources Home page and search for “Module 1 Videos.”

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

- [Activity Guide 1.9a: Apply the research to practice \(Discovery\)](#)
- [Activity Guide 1.9b: Use family-friendly language to describe research \(Brainstorming\)](#)

Credits

CONNECT Instructional Design Panel member Barbara Hanft, Developmental Consultant (contact: barbarahanft@aol.com).

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
Advanced

Estimated Time Needed

5 minutes for instructor preparation

45-60 minutes for learner activity

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Connecting to the research

Objective(s)

Learners review and appraise a research study.

Description

Learners select and read a research study focused on parents and families and then assess the quality of the study.

Required Materials/Resources

- Research Connections website (www.researchconnections.org)
 - Research Connections article topics (www.researchconnections.org/childcare/topics.jsp)
 - Research Assessment Tools (www.researchconnections.org/childcare/researchquality.jsp)

Detailed Facilitator Instructions

Intermediate Activity:

1. Select an article that uses either quantitative or qualitative methodologies related to the topic of Embedded Interventions from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to write up an appraisal of the research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Read the selected article and provide feedback to learners based upon your appraisal of the research study.
4. Break the learners into small groups to discuss the appraisals of the selected research study, or as a class.

Advanced Activity: (*Note- recommended for use with graduate level courses*)

1. Have learners select **their own article** under the topic *Parents and Families* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to appraise the quality of their selected research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.

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
Advanced

Estimated Time Needed
20 minutes for instructor preparation

25-30 minutes for learner activity (Part 1); 45 minutes or longer (Part 2)

3. Ask the learners to present their selected research study articles and their appraisals of the research study.
4. Provide feedback to learners about their appraisals of the articles the learners selected.

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

Activity Guide 1.9a: Apply the research to practice (Discovery)

Credits

The CONNECT Content Team

Dale Epstein, Ph.D.

Research Connections

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Showcase teacher rights

Objective(s)

Learners describe the legal rights of teachers of young children with IEPs.

Description

In this activity, learners create posters to showcase teacher rights.

Required Materials/Resources

Learner Materials

- [Audio 1.1: Interview with Rud Turnbull](#)
- Paper (poster or legal-sized), markers, tape

Detailed Facilitator Instructions

1. Divide learners into groups.
2. Provide access to audio clip.
3. Ask each group to create a poster of one of the teacher rights described in the audio clip.
4. Hang posters around the room and have learners review all posters.
5. Facilitate a class discussion about the various posters to help learners determine common themes.
6. Provide feedback.

Suggested Assessment

Teachers have the right to:

- attend IEP meetings;
- confer with parents & colleagues (and the obligation to report progress to parents as often as they would report progress of typically developing students);
- request a reevaluation to determine if different services and education are needed;
- ask for the IEP to be amended to reflect any different services and education that are recommended through a re-evaluation;
- receive support from administrators and colleagues; and
- receive professional development.

Facilitation Tips

- Learners may need examples in advance of completing the activity.
- Alternatively, ask students to create a family rights poster.

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

- [Activity Guide 1.10a](#): Know your rights ([Discovery](#))

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

Beginner

Estimated Time Needed

5 minutes for instructor preparation

45-60 minutes for learner activity

Credits

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Improve communication with families about embedded interventions

Objective(s)

Learners consider family views on effective communication and generate ways to improve communication with families about embedded interventions.

Description

In this activity, learners consider family views on effective communication with teachers related to embedded interventions. Learners watch a video demonstrating one way to improve communication and are challenged to come up with their own communication strategies.

Required Materials/Resources

Learner Materials

- [Handout 1.6: Parents Speak Out – Partnering with Families on Embedded Interventions](#)
- [Video 1.18: Using Video for REALLY Watching](#)

Detailed Facilitator Instructions

1. Provide learners with handout.
2. Ask learners to complete the tasks below:
 - a. Read the handout. 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 the video clip in which a physical therapist demonstrates the use of video as an effective tool to improve communication.
 - b. 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.
3. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. You could go to the family's home for a visit. Seeing the child and family in their home environment would lead to a better understanding of their values and culture.
2. You could work with the family to design a communication strategy that best fits the family's schedules and preferences. Whereas a weekly phone call in the evening might work best for one family, another family might prefer an email they could respond to on their own time.

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

30-45 minutes for learner activity

Learner Form
[Activity 1.11a](#)

3. Like the therapist in the video, you could offer to videotape the family showing particular embedded interventions that work well for them. And vice versa, you could tape your own attempts to use embedded interventions and share those with the family.

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)

- [Activity Guide 1.11b](#): Many ways to reach parents ([Brainstorming](#))
- [Activity Guide 1.11c](#): Communication role play ([Role Play](#))

Credits

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Many ways to reach parents

Objective(s)

Learners recognize effective ways to communicate with parents.

Description

In this activity, learners review Handout 1.5: Parents Speak out – Partnering with Families on Embedded Interventions and then create a note to send home using family-friendly language.

Required Materials/Resources

Learner Materials

- [Handout 1.6: Parents Speak Out - Partnering with Families on Embedded Interventions](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide learners with handout.
2. Ask learners individually or in pairs to brainstorm ideas for creating an encouraging, informative note they could send home to describe a new successful, embedded intervention implemented in class. Ask learners to develop a format that would allow families to provide feedback regarding successful embedded interventions at home or in the community.
3. Have learners exchange notes with other learners who will provide feedback on the note and offer suggestions for improvement.
4. Leave time at the end of class for group discussion or chat.
5. Provide feedback.

Suggested Assessment

No assessment for this activity

Facilitation Tips

- Learners can respond in class, online, or via email.
- Learners can create a “jargon table” with examples of family-friendly language.

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

- [Activity Guide 1.11a](#): Improve communication with families about embedded interventions ([Discovery](#))
- [Activity Guide 1.11c](#): Communication role play ([Role Play](#))

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

Instructional Method
[Brainstorming](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
30-40 minutes for learner activity

Credits

CONNECT Instructional Design Panel member Barbara Hanft, Developmental Consultant (contact barbarahanft@aol.com)

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Communication role play

Objective(s)

Learners role-play the use of various strategies for engaging parents in ongoing two-way communication regarding embedded interventions.

Description

In this activity, learners assume the role of a parent, teacher, or other team member (e.g., physical therapist) as they role-play an interaction between a parent and the remaining members of the team.

Required Materials/Resources

Learner Materials

- [Handout 1.6: Parents Speak Out - Partnering with Families on Embedded Interventions](#)

Detailed Facilitator Instructions

1. Provide learners with handout.
2. Divide learners into small groups of 3-4 people.
3. Have learners read the handout and then brainstorm ideas for how teachers and other members of the team may effectively communicate about embedded interventions with members of a child's family.
4. Ask each small group to act out an interaction between a parent and a team member in front of the class.
5. Debrief after each role-play.
6. Provide feedback.

Suggested Assessment

No assessment for this activity

Facilitation Tips

- Learners may need assistance getting started in their role-play.
- Ask learners to wear nametags with the name of their role.
- Throw a wild card into the discussion following the role-play (e.g., you find out the parent has a disability, the parents do not speak English).

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

- [Activity Guide 1.11a](#): Improve communication with families about embedded interventions ([Discovery](#))
- [Activity Guide 1.11b](#): Many ways to reach parents ([Brainstorming](#))

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

Instructional Method
[Role Play](#)

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation
30-90 minutes for learner activity

Credits

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Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read different perspectives on Luke's story and consider the unique context of the dilemma from these perspectives.

Required Materials/Resources

Learner Materials

- [Audio 1.2: Christine's perspective \(Luke's mother\)](#)
- [Audio 1.3: Maggie's perspective \(Program administrator\)](#)
- [Audio 1.4: Kathy's perspective \(Speech therapist\)](#)
- [Audio 1.5: Jackie's perspective \(Luke's teacher\)](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Have learners listen to or read the different perspectives.
3. Ask learners to briefly describe the situation for Luke from each of the following perspectives:
 - a. Program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the staff?
 - b. Family perspective – What are the values and experiences of the family?
 - c. What is your own perspective?
4. Provide feedback.

Suggested Assessment

Hints provided to learner:

1. The center is a nationally accredited community-based child care program. The administrator believes inclusion to be best practice. She wants to ensure coverage for key meetings and adequate professional development for her staff. The speech therapist feels like she does not have enough time in the classroom with Luke, and the teacher would like more help in designing intervention strategies.
2. The family has had success using embedded interventions. The mother would like to see the staff continue to use embedded interventions to promote communication and peer interactions. The father isn't concerned about the staff using embedded interventions and just wants to make sure his son is happy.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Problem Solving Session](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 1.12a](#)

3. Have you had an experience using embedded interventions or any other type of strategy to help children participate? What are your views on this situation?

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)

- [Activity Guide 1.12b](#): Discover and discuss the unique contexts ([Problem Solving Session](#))

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Discover & discuss the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read different perspectives on Luke's story and discover and discuss in small groups the unique context of the dilemma from these different perspectives.

Required Materials/Resources

Instructor Materials

- Three envelopes

Learner Materials

- [Audio 1.2: Christine's perspective \(Luke's mother\)](#)
- [Audio 1.3: Maggie's perspective \(Program administrator\)](#)
- [Audio 1.4: Kathy's perspective \(Speech therapist\)](#)
- [Audio 1.5: Jackie's perspective \(Luke's teacher\)](#)
- Format for learner responses (written activity form, guidance for discussion)

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Problem Solving Session](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
15 minutes for learner activity

Detailed Facilitator Instructions

1. Write one of the following questions on each envelope:
 - a. What is the dilemma from the perspective of program staff members?
 - b. What is the family's perspective?
 - c. What is your perspective?
2. Provide access to audio clips or transcripts.
3. Divide learners into at least three groups.
4. Distribute a different envelope to each group and have the group answer the question on a piece of paper, fold it, and put it back into the envelope.
5. Ask learners to pass the envelope to the next group and have that group answer the question.
6. Have learners continue passing envelopes until all groups have answered the questions. Do not let groups look in the envelopes until all groups have answered the questions.
7. Ask learners to pass the envelopes one last time and have the group open the envelope. Let each group read the responses, then pick the response they feel is the best to read to the class.
8. Facilitate a discussion about the "best" responses.
9. Provide feedback.

Suggested Assessment

1. The center is a nationally accredited community-based child care program. The administrator believes inclusion to be best practice. She wants to ensure coverage for key meetings and adequate professional development for her staff. The speech therapist feels like she does not have enough time in the classroom with Luke, and the teacher would like more help in designing intervention strategies.
2. The family has had success using embedded interventions. The mother would like to see the staff continue to use embedded interventions to promote communication and peer interactions. The father isn't concerned about the staff using embedded interventions and just wants to make sure his son is happy.

Facilitation Tips

- Learners can respond in class, online, or via email.
- For online courses, create an online survey to collect responses.
- Break into groups to discuss and respond.

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

- [Activity Guide 1.12a](#): Consider the unique contexts ([Problem Solving Session](#))

Credits

Activity adapted from *Design Your Own Games and Activities: Thiagi's Template for Performance Improvement*. Sivasailam Thiagarajan (2003) San Francisco: Pfeiffer.

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Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 1.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about embedded interventions at home and/or school for Luke.

Required Materials/Resources

Learner Materials

- [Evidence-based practice decision-making tool](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
 - 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.
 - c. List the major points from the families on embedded interventions in [D: Experience-Based Knowledge](#).
 - 2) Consider the context
 - a. Summarize your answers from [Activity 1.12a: Consider unique contexts](#).
 - 3) Integrate the evidence and context to make a decision
 - a. 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)?*
 - b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide feedback.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation
15-20 minutes for learner activity

Learner Form
[Activity 1.13a](#)

Suggested Assessment

Hints provided to learner:

1. Summarize the general evidence including:
 - a. Research Summary - For children with disabilities between the ages of two and seven, embedded interventions are effective for helping early childhood teachers address a variety of learning goals such as communication, motor, cognitive, and social skills.
 - b. Policies - Federal law supports inclusion, however, there are no specific policies on embedded interventions. The Division for Early Childhood (DEC) recommends using child-focused practices primarily consisting of embedded intervention strategies that practitioners and families can use in a wide variety of contexts and settings.
 - c. Experienced-based Knowledge - Families believe peer support and environmental modifications can promote participation and learning. Families want to collaborate with practitioners and support the team in implementation. Parents want the team to have shared expectations for their children.
2. Consider the unique context

Members of the program staff have concerns about the support required for implementing embedded interventions. However, they all want to see Luke participating and are willing to put forth their best efforts to make embedded interventions work for him. Luke's mother is encouraging and supportive of their efforts.
3. Integrate the evidence and context

The research was relevant to the program and family context. Though no policies exist promoting this practice, a national organization (DEC) does recommend using embedded interventions. A panel of family leaders also endorsed using embedded interventions, but mentioned the importance of collaboration. Given the concerns of the team, a recommendation could be to use embedded interventions and to pay particular attention to the collaboration among team members ensuring that communication is effective.

Facilitation Tips

- Break into groups to discuss and respond.

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

[Activity Guide 1.13b](#): Review evidence-based practice decision-making ([Structured Exercise](#))

[Activity Guide 1.13c](#): Summarize & share evidence-based practice decision-making ([Role Playing](#) & [Discussions](#))

Credits

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Review evidence-based practice decision-making

Objective(s)

- Learners review the dilemma and content presented in Module 1.

Description

In this activity, learners answer questions to complete a word search that relates to an evidence-based practice decision-making framework.

Required Materials/Resources

Learner Materials

- [Evidence-based practice decision-making tool](#)
- Format for learner responses

Detailed Facilitator Instructions

- Provide access to the evidence-based practice decision-making tool.
- Provide learners with a copy of the evidence-based practice decision-making word search (included at the end of this handout).
- Ask learners to complete the word search.
- Provide feedback

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

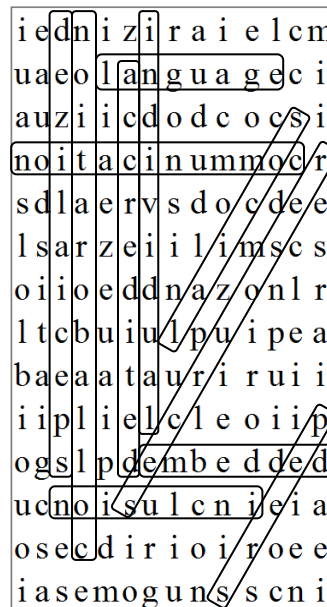
Instructional Method
[Structured Exercise](#)

Level
Beginner

Estimated Time Needed
5 minutes for instructor preparation
30 minutes for learner activity

Suggested Assessment

- Embedded
- Language or communication
- Social
- Inclusion
- Specialized
- Collaboration
- Peers
- Resources
- Accredited
- Individual



Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.
- Free puzzle makers are available online if you would like to create your own. In a search engine, type “Free puzzle maker.”
- It may be necessary to provide the list of clues to the learners.
- It is important to acknowledge all sources of information (e.g., research, policy, consensus statements, experience-based knowledge, etc.).

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

[Activity Guide 1.13a](#): Use evidence-based practice decision making ([Structured Exercise](#))

[Activity Guide 1.13c](#): Summarize & share evidence-based practice decision making ([Role Playing & Discussions](#))

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Review evidence-based practice decision-making

1. What kind of intervention is described in this module?
2. What kind of delays does Luke have?
3. What other area of development is his family concerned about?
4. A single definition of what does not exist?
5. What kind of instruction is an important component of inclusion and a factor affecting child outcomes?
6. What does NDPCI recommend for parents, teachers, and specialists as a cornerstone of high quality inclusion?
7. Whose help can teachers enlist in order to model and engage children with disabilities?
8. One thing the administrator must provide to ensure a successful transition into this child care program for Luke.
9. One characteristic of the child care program.
10. What kind of therapy does the therapist feel may be appropriate for some activities, as it can be challenging to manage the other children and the classroom environment?

i e d n i z i r a i e l c m
 u a e o l a n g u a g e c i
 a u z i i c d o d c o c s i
 n o i t a c i n u m m o c r
 s d l a e r v s d o c d e e
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 l t c b u i u l p u i p e a
 b a e a a t a u r i r u i i
 i i p l i e l c l e o i i p
 o g s l p d e m b e d d e d
 u c n o i s u l c n i e i a
 o s e c d i r i o i r o e e
 i a s e m o g u n s s c n i

Summarize & share evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 1.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners work in groups to use an evidence-based practice decision-making framework to make a recommendation about embedded interventions at home and/or school for Luke.

Required Materials/Resources

Learner Materials

- [Evidence-based practice decision-making tool](#)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Divide learners into pairs or small groups.
3. Ask each learner in the group to take responsibility for summarizing and sharing information from one source of evidence (e.g. research, policies, experience-based knowledge from families, etc.), and have each group respond to the following questions:
 - a. What is the practice dilemma expressed as an answerable question? (Activity 1.2a)
 - b. Summarize the best available research, policies, and experience-based knowledge. (Activity 1.13a)
 - c. Consider the unique program context – What are the characteristics of the child care program? What are the attitudes and beliefs of the staff? (Activity 1.12a)
 - d. Consider the unique family context – What are the values and experiences of the family? (Activity 1.12a)
 - e. Consider the relevance of the evidence – Was the research carried out in scenarios similar to Luke’s such that it would be relevant to this decision? (e.g., ages, settings, disabilities) (Activity 1.9a)
4. Then ask each group member to share his or her own values and experiences related to the dilemma.
5. Based on the consideration of each source of evidence, ask each group to come up with a recommendation and to work together on the implementation and evaluation steps.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Role Play & Discussions](#)

Level
Advanced

Estimated Time Needed
5 minutes for instructor preparation

30 minutes for learner activity

Suggested Assessment

No assessment for this activity

Facilitation Tips

- It is important to acknowledge all sources of information (e.g., research, policy, consensus statements, family perspectives, etc.).

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

[Activity Guide 1.13a](#): Use evidence-based practice decision-making ([Structured Exercise](#))

[Activity Guide 1.13b](#): Review evidence-based practice decision-making ([Structured Exercise](#))

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Complete a child activity matrix

Objective(s)

Learners use what they know about Luke to complete a child activity matrix.

Description

In this activity, learners complete an activity matrix for Luke, the child in the dilemma.

Required Materials/Resources

Learner Materials

- [Form for Activity 1.14a](#)
- [Handout 1.7: Luke's Individualized Education Program \(IEP\)](#)

Detailed Facilitator Instructions

1. Provide access to handout and activity form.
2. Ask learners to review the highlighted sections of Handout 1.7: Luke's Individualized Education Program (IEP), especially Luke's learning goals.
3. Ask learners to add one (or more) embedded intervention to each empty field in the matrix on the form for Activity 1.14a to show embedded interventions for Luke at school. For each embedded intervention, ask learners to 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.
4. Provide feedback.

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
[Structured Exercise](#)

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

20 minutes for learner activity

Learner Form
[Activity 1.14a](#)

Suggested Assessment Rubric

Hints provided to learner: Hints are provided on the activity form in that some fields are pre-filled.

| | Unsatisfactory (below expectations) | Proficient (meets expectations) | Exemplary (above expectations) |
|------------------------------------|---|--|---|
| Response Compre- hensiveness | <p>Fewer than 6 of the empty fields in the matrix contain embedded interventions.</p> <p>One (or more) of the embedded interventions added lacks the required details (who, what, where, when, and who else).</p> | <p>One (or more) embedded intervention is added to at least 6 of the 8 empty fields in the matrix.</p> <p>For each embedded intervention, the learner indicates:</p> <ul style="list-style-type: none"> - who will implement the intervention (e.g., teacher, speech therapist); - what the intervention is (e.g., what will the adult do?, what will Luke do?); - where and when the intervention will be implemented, if applicable; and - which other children or adults will be involved, if applicable. | <p>Along with all of the required components, additional information beyond what is specified in the activity description is included.</p> <p>Possible examples of additional information: (a) 7 or 8 of the empty fields in the matrix have been filled, or (b) multiple embedded interventions have been added to one or more fields.</p> |
| Quality of Content | <p>The learner's completed matrix demonstrates a lack of understanding of embedded interventions as presented in the content of Module 1.</p> <p>The embedded interventions added by the learner do not specifically address the two learning goals highlighted in Luke's IEP and on p. 1 of the form for Activity 1.14a.</p> | <p>The learner's completed matrix demonstrates an adequate understanding of embedded interventions as presented in the content of Module 1.</p> <p>The embedded interventions added by the learner specifically address the two learning goals highlighted in Luke's IEP and on p. 1 of the form for Activity 1.14a.</p> | <p>The learner's completed matrix demonstrates a thorough and insightful understanding of embedded interventions as presented in the content of Module 1.</p> <p>For example: (a) the learner's completed matrix incorporates <i>multiple</i> ways in which the classroom environment may be altered or arranged (i.e. environmental modification), and/or <i>multiple</i> ways in which peers may be enlisted (i.e., peer support) in order to meet Luke's learning goals; or (b) the learner specifically incorporates information from the Program Assessment Worksheet into embedded interventions added to the matrix.</p> |

Facilitation Tips

- Learners may be encouraged to review the example of a completed matrix showing embedded interventions for Luke at home on Handout 1.11: Home Child Activity Matrix.
- Encourage learners to look back at Handout 1.9: Program Assessment Worksheet for a review of times when Luke's level of performance is average or of concern.
- 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

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