



teacher's guide: embedded learning opportunities

Teacher's:

Each of the statements listed are skills that you need to create embedded learning opportunities. Read each statement and identify the extent to which you are doing this skill now and the extent to which you would like to do this skill. After determining your current and desired skill level, compare these two columns and note the skill with the largest discrepancies to work on in your classroom.

SKILL:	I do this now...		I want to do this...	
	NOT AT ALL	ALL THE TIME	NOT AT ALL	ALL THE TIME
WHAT TO TEACH				
I break down larger goals to identify the learning objective behavior or skill that I would like the child to achieve in the next few weeks	1	2 3 4 5	1	2 3 4 5
I consider learning objective behaviors that will help a child be more engaged, participative and independent, to embed in activities, routines, and transitions throughout the day	1	2 3 4 5	1	2 3 4 5
I write a learning objective so the behavior is observable (i.e., what the child will do or say)				
a. the natural locations in which the learning objective behavior should occur	1	2 3 4 5	1	2 3 4 5
b. the activities in which embedding the learning objective is most logical	1	2 3 4 5	1	2 3 4 5
c. the child's preferences and learning needs	1	2 3 4 5	1	2 3 4 5
d. the practical aspects of the activity, routine, or transition (e.g., the # of staff available, objectives for other children)	1	2 3 4 5	1	2 3 4 5
I make informed decisions about how many planned instructional sequences to embed within and across activities, routines, and transitions; by considering:				
a. the child's learning needs	1	2 3 4 5	1	2 3 4 5
b. the learning objective behavior	1	2 3 4 5	1	2 3 4 5
c. the natural opportunities for practice throughout the day	1	2 3 4 5	1	2 3 4 5
d. the practical aspects of the activity, routine, or transition (e.g., # of staff available, objectives for other children)	1	2 3 4 5	1	2 3 4 5
I develop an Activity Matrix for target children to record when I plan to embed planned instructional sequences	1	2 3 4 5	1	2 3 4 5

SKILL:	I do this now...		I want to do this...	
	NOT AT ALL	ALL THE TIME	NOT AT ALL	ALL THE TIME
HOW TO TEACH (PLANNING)				
The teacher develops a planned instruction form; specifying:				
a. what I will say or do to cue or set the occasion for the learning objective behavior	1	2 3 4 5	1	2 3 4 5
b. what, if any, help to provide (prompt)	1	2 3 4 5	1	2 3 4 5
c. what the child should say or do (child response)	1	2 3 4 5	1	2 3 4 5
d. how I will tell the child they gave the correct response (feedback)	1	2 3 4 5	1	2 3 4 5
e. how I will tell the child they gave an incorrect response (correction)	1	2 3 4 5	1	2 3 4 5
HOW TO TEACH (IMPLEMENTING)				
I implement instructional sequences in the planned activities, routines, and transitions	1	2 3 4 5	1	2 3 4 5
I implement the number of planned instructional sequences for each learning objective throughout the day	1	2 3 4 5	1	2 3 4 5
I implement each component of the planned instructional sequence by:				
a. using a logical cue to set the occasion for the learning objective behavior	1	2 3 4 5	1	2 3 4 5
b. using a prompt or providing extra help as needed to increase the likelihood the learning objective behavior will occur	1	2 3 4 5	1	2 3 4 5
c. observing whether the learning objective behavior occurs	1	2 3 4 5	1	2 3 4 5
d. using a logical correction procedure if the learning objective behavior does not occur or is incorrect	1	2 3 4 5	1	2 3 4 5
e. providing a positive consequence when the learning objective behavior occurs	1	2 3 4 5	1	2 3 4 5
f. ending the sequence with feedback when appropriate	1	2 3 4 5	1	2 3 4 5
HOW TO EVALUATE (AM I DOING IT?)				
I evaluate <i>Am I doing it</i> by:				
a. evaluating whether instructional sequences are occurring in the activities in which I planned for them to occur	1	2 3 4 5	1	2 3 4 5
b. evaluating the number of planned instructional sequences in these activities	1	2 3 4 5	1	2 3 4 5
c. evaluating whether the components were implemented so that a linked instructional sequence occurs	1	2 3 4 5	1	2 3 4 5
HOW TO EVALUATE (IS IT WORKING?)				
I implement strategies to help me determine if children are making progress on their learning objectives by:				
a. considering how the learning objective behavior relates to types of data to collect	1	2 3 4 5	1	2 3 4 5
b. planning how often, when, where, and who should collect data	1	2 3 4 5	1	2 3 4 5
c. collecting data in the on-going activities, routines, and transitions	1	2 3 4 5	1	2 3 4 5
d. displaying, summarizing, and analyzing the data	1	2 3 4 5	1	2 3 4 5