# Making Every Minute Count:

**Using DEC's Recommended Practices to Embed Learning Goals in Preschool Routines**

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## What is DEC?

**The Division for Early Childhood**

of the Council for Exceptional Children



## What is DEC?

- Membership organization
- Birth through 8 years
- Young children with disabilities and other special needs
- Promotes policies and advances evidence-based practices

## We will focus on….

- Finding out what embedded intervention is—and isn't!
- Creating learning opportunities in preschool routines and activities
- Understanding how to use embedded intervention to improve outcomes for young children



## But first….

- What are *Recommended Practices*?
- Why they are important?
- How can the practices be used to inspire your work with children and families?



## Overarching Goal of RP

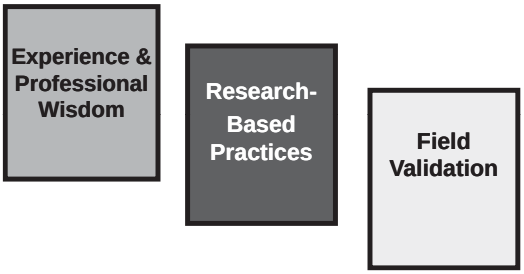
Build on and extend the foundation of services for all children to meet the specific needs of children with disabilities

## Setting the Context

- **Scientifically-based Practices**
  - validated by research
- **Evidence-based Practices**
  - best available research
  - professional wisdom & experience
  - consumer values
- **Recommended Practices**
  - set of practices designed to inform decisions about services



## Identifying Recommended Practices






## Direct Service Strands

- **Assessment** (46)
  John Neisworth and Stephen Bagnato
- **Child-Focused** (27)
  Mark Wolery
- **Family-Based** (17)
  Carl Dunst and Carol Trivette
- **Interdisciplinary Models** (19)
  Robin McWilliam
- **Technology Applications** (22)
  Kathleen Stremel

## Indirect Support Strands

- Policies, Procedures & Systems Change (43)
  Gloria Harbin and Christine Salisbury
- Personnel Preparation (27)
  Patricia Miller and Vicki Stayton

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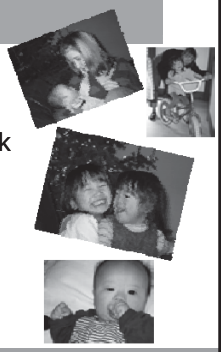
**Quality Practices**
**=**
**Quality Service**
**=**
**Better Outcomes**

## Why are Recommended Practices Important to You?

- Represents collective wisdom
- Identifies what practices work
- Provides a framework to define quality
- Supports positive outcomes
- Applies to all settings



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## DEC: Recommended Practices Initiative

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## C25

Specialized procedures are embedded and distributed within and across routines

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## Embedded intervention

*intervention that is deliberately inserted into the regular activities or routines of a child's day*



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## Why Use Embedded intervention?

- Creates more learning opportunities
- Increases generalization by helping a child learn the skill in context
- Ensures the we are teaching functional skills
- Reduces the need to find extra time to help children learn



## Four Key Elements

- Know what the child needs to learn
- Know the daily schedule well enough to identify key places for intervention
- Teach the skill in a daily activity or routine
- Fine-tune the experience



## Video courtesy of CONNECT

The Center to Mobilize Early Childhood Knowledge

Module 1: Embedded Interventions

http://community.fpg.unc.edu/connect-modules/learners/module-1

## Four Key Elements

- Know what the child needs to learn
- Know the daily schedule well enough to identify key places for intervention
- Teach the skill in a daily activity or routine
- Fine-tune the experience



## Identifying the Target Behavior

- Relevant to the activity or routine
- Important for the child and family
- Developmentally appropriate
- Well-defined

## Individual Child Activity Matrix

| | Target Behavior #1 | Target Behavior #2 | Target Behavior #3 |
|---|---|---|---|
| | | | |

## Know What The Child Needs to Learn

| | Target Behavior #1 Follows 1-step Direction without assistance | Target Behavior #2 Uses adjectives in 2- or 3-word phrases | Target Behavior #3 Initiates social interaction with peer |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Know the Routine

| | Target Behavior #1 | Target Behavior #2 | Target Behavior #3 |
|---|---|---|---|
| ARRIVAL | | | |
| SNACK TIME | | | |
| ART/EASEL | | | |

## Individual Child Activity Matrix

| Harry | Target Behavior #1 Follows 1-step Direction without assistance | Target Behavior #2 Uses adjectives in 2- or 3-word phrases | Target Behavior #3 Initiates social interaction with peer |
|---|---|---|---|
| ARRIVAL | | | |
| SNACK TIME | | | |
| ART/EASEL | | | |

## Individual Child Activity Matrix

| Harry | Target Behavior #1 Follows 1-step Direction without assistance | Target Behavior #2 Uses adjectives in 2- or 3-word phrases | Target Behavior #3 Initiates social interaction with peer |
|---|---|---|---|
| ARRIVAL | X | | X |
| SNACK TIME | X | X | X |
| ART/EASEL | | X | X |

## Interventions

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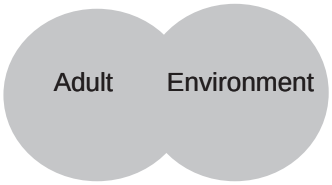
## Interventions

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## Individual Child Activity Matrix

| Harry | Target Behavior #1 Follows 1-step Direction without assistance | Target Behavior #2 Uses adjectives in 2- or 3-word phrases | Target Behavior #3 Initiates social interaction with peer |
|---|---|---|---|
| SNACK TIME | | Cue “hot”, “cold”, “sticky”, etc. Paired with food nouns.<br><br>Color milk and use the color/noun combination. | Position Harry next to J—ask him to pass food or offer more<br><br>Forget 1 child’s cup and have H get it |

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## Individual Child Activity Matrix

| Harry | Target Behavior #1 Follows 2-step Direction without assistance | Target Behavior #2 Uses adjectives in 2- or 3-word phrases | Target Behavior #3 Initiates social interaction with peer |
|---|---|---|---|
| MORNING CIRCLE | | | Have H pick song from cue book<br><br>After child model, Ask H to pick a partner |

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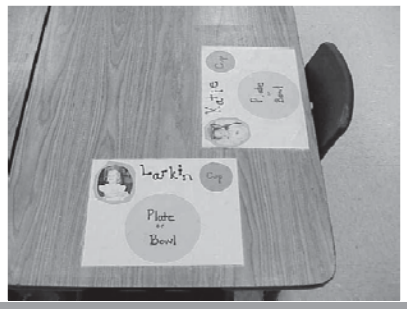
## Environmental Intervention

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## Environmental Intervention

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## Measures of Success

- Did the child get a key learning experience?
- Did this intervention detract from other activities going on?
- Did the other children/adults know what you were doing?
- Do you know what to do differently next time?
- Is the child making progress?

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## Child Progress

- Notes
- Products or Work Samples
- Counts
- Video/Audio Recording

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## Child Progress

Results Matter Video Library
University of Colorado—Denver
Larry Edelman
http://www.cde.state.co.us/resultsmatter/index.htm



## *Group Activity:*

*Complete the Individual Child Matrix to show how you would use embedded intervention with the following scenario:*



## Scenario

Aubrey is 4 years old with communication skills at the 18-24 month level and most developmental 24-30 month stage. She can b and is shy in group activities. toys are dolls and stuffed anim new to the preschool and unce routine.

## Scenario

Here are three skills Aubrey is working on:

- *Using 2-word phrases*
- *Using writing tools to imitate circular, vertical, and horizontal lines.*
- *Spontaneously labels familiar object in a book.*



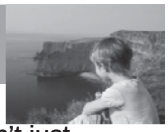
| Aubrey | Target Behavior #1<br>At least 2 target behaviors | Target Behavior #2 | Target Behavior #3 |
|---|---|---|---|
| | | | |
| 2 or 3 routines or daily activities for intervention | | | |
| | Describe how you plan to work on the target behaviors | | |

## Were You Successful?

- Did the child get a key learning experience?
- Did this intervention detract from other activities going on?
- Did the other children/adults know what you were doing?
- Do you know what to do differently next time?

## Creating Routines for Embedded Intervention

## Take it home



- Embedded intervention doesn't just happen—it is planful and focused.



## Take it Home

- Be sure you know the child's typical routine

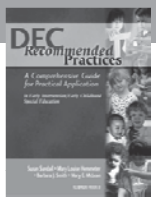
  — and use it.

## Take it Home

- Play with the *Individual Child Matrix* or *Game Plan*



## Stay in Touch!

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