Embedded Learning Opportunities
Learning Objectives

1. Define what is Embedded Learning Opportunities (ELO)
2. Demonstrate how embedded instruction is a key strategy for improving learning outcomes for all children
3. Define the three key components of ELO
4. Define strategies to help with intentionally planning ELOs
Multi-Tiered System of Supports (MTSS)

- **Universal Level of Supports Tier 1**: All children receive this level of supports

- **Targeted Level of Supports Tier 2**: Increased academic support team, team evaluates and identifies need

- **Intensive Level of Support Tier 3**: Intensive academic support
Let’s Define Embedded Learning Opportunities
“Embedded Practices or embedded instruction is an approach to providing planned and systematic instruction during contextually relevant, ongoing activities and routines to support child engagement and learning.”

Snyder, Hemmeter, McLean, Sandall, and McLaughlin, 2013
Instructional practices are used to maximize learning and improve developmental and functional outcomes for young children who are at risk for developmental delays/disabilities.

Recommended practice INS5

Practitioners embed instruction within and across routines, activities and environments to provide contextually relevant learning opportunities.

Division of Early Childhood Council for Exceptional Children Recommended Practices 2014
Teacher’s role

- The teacher identifies what to teach and how to teach to ensure that all children have access to and participate in the daily routines and activities. Blended practices or embedded learning opportunities involves intentional teaching.

(Copple & Brenekamp 2009)
Embedded Learning Opportunities (ELOs)

- Brief, intentional teaching exchanges
- Provided during a typical routine or activity
- A component of naturalistic instruction
- Focused on a particular skill
- Critical for young children’s acquisition of skills

Johnson, Rahn, & Bricker, 2015; Sandall & Schwartz, 2008
Cycle of Assessment

**Early Childhood Assessment Cycle**

- Collect Assessment Data
  - Observation Notes, Photos, Video clips, work samples, Parent-provided information, etc.
  - Are we meeting our goals for student learning?
  - What evidence do we have?
  - What patterns and trends are in our data?
  - What factors impacted student learning?
  - What areas will become target areas for improvement?

- Analyze and Interpret Data
  - What instructional practices do we need to improve? Eliminate?
  - Which students need what type of support/focus?
  - In which specific domains of learning do we need to place more emphasis?
  - How will we accomplish this?
  - What specific steps will we take and when?

- Establish Goals and Create Plan to Address Target Areas
  - Have we implemented our plan with fidelity?
  - Are the changes having an impact on student earning?
  - Do we need to modify our plan?
  - If so, how?
ELO Components

WHAT DOES IT LOOK LIKE IN PRACTICE
ELOs consist of Three Components

Antecedent  Child Behavior  Consequence
**Antecedent**

**Definition:** What happens immediately before the behavior/learning opportunity occurs.

**Key:** We want to specify what the adult will do to provide an opportunity for the child to practice the skill.

**Examples:**

- Prompts (verbal, gestural, and physical)
- Arrangement of the physical environment within the setting
- Models (verbal and physical)
- Physical assistant
- Time Delay (offer prompt, stop and wait and see)
Jacob
Behavior:

Child Behavior
**Behavior**

**Definition**: The behavior or skill we would like to see the child demonstrate and integrating within the day to day routine and the classroom environment

**Key**: The desired behavior should be critical skills needed for them to be successful participation in the classroom environment

**Examples:**
- Often these are the IEP goals and objectives
- These behaviors need to be clearly defined
- Needs to be observable and measurable
Luke
Consequence
Consequence

**Definition:** What happens immediately after the behavior for both the adult and child

**Key:** To increase the likelihood that child will demonstrate the behavior again

- Examples of Consequences:
  - Child obtains desired item
  - Child obtains social attention
  - Child gains access to a preferred activity
Jack
Jack’s ,,,,,,,ABCs

Antecedent

Child Behavior

Consequence
Using the video/scenario provided during the training complete the Individual Child Matrix.

| Child Goal/Outcomes/Targeted Behaviors |  
|--------------------------------------|--------------------------------------------------|
| **Goal/Outcome #1:** Initiates and maintains interaction with familiar adults for two or more consecutive exchanges. | **Goal/Outcome #2:** Express wants and needs by looking at, reaching for, or pointing at common objects, people, events, or pictures. |

<table>
<thead>
<tr>
<th>Activity/Routine</th>
<th>Adult Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snack and Lunch</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Free Play</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give the child a choice of what they want to eat.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child a choice of what center they want to go to first.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Put favorite toy where the child can see it but not reach it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child some of the materials for an activity, but wait for them to make a request for remaining materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Label all food, drink, and what child is doing (i.e. eating or drinking)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Put snack out of reach to encourage child to initiate and interact</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child a choice of what center they want to go to first.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Put favorite toy where the child can see it but not reach it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child some of the materials for an activity, but wait for them to make a request for remaining materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Join child when they are playing and label what the child is doing—wait for child to take turns.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Play a turn taking game and what for child to indicate when they want a turn.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Describe what the child is doing and what the teacher is doing.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child a choice of what center they want to go to first.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Put favorite toy where the child can see it but not reach it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child some of the materials for an activity, but wait for them to make a request for remaining materials.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give the child a choice of what they want to eat.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Keep food out of reach so child request</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Have child tell you when they are finished and/or hungry</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child a choice of what center they want to go to first.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Put favorite toy where the child can see it but not reach it.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Give child some of the materials for an activity, but wait for them to make a request for remaining materials.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Summary

Meets children’s needs with little change to the classroom’s existing environment or routines.

Maximizes child’s engagement as you are meeting their interests, learning needs and targeted goals.

Encourages generalization of skills throughout the day….practice .. practice

Children are learning skills along side their typical peers.


Any Questions

ECE Program Specialist, Nicole Peterson

Email: Nicole.Peterson@azed.gov