Embedding Intervention: Beyond the Basics

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Welcome

- Updates and Reminders
- Overview and objectives
- Mastering the art and science of embedding
- Examples
- Problem-solving situations together
- Q & A
Kat’s Reminders

• **Changes to schedules** – If you have changes due to meetings, please let Kat know ASAP so we can get the changes on the calendar.

• **Due dates** – Must have video, SA, releases 1 week prior to session.

• **CEC-RAP releases for past and current families** – We are missing some. If your family declined to sign, please let Kat know. If you haven’t asked, please do so. Videos are great teaching tools.

• **2 Families** – You need to have videos with 2 different families.

• **Shoot and Share** – New year, new Shoot and Share!!!
What’s embedding all about?

How do you explain embedding to a family?
DEC Recommended Practice

INS 5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities

An early interventionist and family identify skills a child needs to learn to be more engaged, independent, and interactive in child and family routines and activities. They use this information to identify priority child learning outcomes for the IFSP and to break down each outcome into smaller and more immediate learning targets. They then discuss when, where, and how learning opportunities will occur. They identify how they will know if the child is making progress and if engagement, independence, or interactions improve in the priority routines and activities.
What Families Need to Know About Embedding

Embedding Includes:

- **Intervention Target(s)**
  - What targets?

- **Intervention Context(s)**
  - Where? When?

- **Intervention Strategies**
  - How strategies?

- **Opportunities to Embed**
  - How many & often?
The 5 Qs

1. What do I want to teach?
2. Why do I want to teach it?
3. Where/When/Who will teach it?
4. How will I teach it?
5. Is it working?

epicintervention.com
What is 5Q and Why is it important?

• A specific and systematic approach designed to enhance parent/caregiver capacity to support their child’s learning in everyday routines and activities

• Clearly articulates information needed to embed targets in everyday routines and activities

• Provides a memory scaffold that adapts to any target, routine, strategy, and context

• Supports independent problem solving, reflection and review
Choosing What Targets to Embed

- Family priorities
- Increase participation
- Contextual match to the routine
- Ease of implementation for the caregiver
- Foundational skill
- Opportunities for practice to mastery
- And…
The Best “Whats” Are

• Important in multiple routines and contexts
• Small enough to learn in a reasonable time
• Observable, measureable
• Generative
• Occur frequently
• Building blocks for more sophisticated skills
• Examples….
Choosing When & Where for Embedding

- Family priorities
  - Expanding identified child outcomes
  - Addressing family concerns
- Child interest
- Greatest need
- Most likely to succeed and build capacity
- Support for transition
Steps for Embedding

1. Observe Routine (KI 5)
   – Where are opportunities for target?
   – What strategies are already working?
   – What else, where and when might help?

2. Reflect & Problem solve options (KI 5)
   – What should stay as is?
   – When can repetition be used?
   – What new strategies will support participation?

3. Try it! (KI 6)
   – Practice all the possibilities

4. Review & Confirm (KI 7 & 8)
   – What worked?
   – What needs “tweaking?”
Edison’s Story
Let’s talk targets...
Edison’s Daily Routines & Activities

- Bath Time
- Thepies
- Nap/Bed Time
- Diapering
- Trips to Grandma’s
- Tv/Videos
- Stories
- Meals
- Church
- Dr.’s Visits
- Play
- Car Travel
- Home
Edison’s Daily Activity Settings and Routines

Child Care
5 Days Per Week

- Meals
- Diapering
- Stories
- Computer
- Arrival/Departure
- Nap
- Songs/Music
- Play (indoors/outdoors)
Just asking….

- What can we do to help caregivers increase opportunities throughout the day?
Increasing Intentional Learning Opportunities

1. Repetition 3 Ways
   - Routine occurs every day
   - Routine occurs multiple times during the day
   - Targets can be embedded multiple times in the routine
Increasing Intentional Learning Opportunities

2. Identification of subroutines
   - Looking back… what happens right before the routine?
   - Looking ahead… what happens next
   - Remember the expanding and contracting routines?
Increasing Intentional Learning Opportunities

3. Programming generalization
   – Which additional routines have similar sequences/actions for the caregiver? Or could?
   – Which routines could include the same targets for the child?
   – Which routines occur in other locations? Or use other materials? Other individuals?
Been there- Done that!

What do you do when...

• The caregiver just doesn’t buy in to the whole embedded intervention thing…

• Embedding in the routine becomes too much for the child and it becomes a battle…

• The child isn’t making progress- he’s stuck at the same level of support
Questions?
For more materials please visit our project sites found within CEC-RAP at: http://cec-rap.fsu.edu