Activity Matrix

Use this activity matrix to organize learning throughout the day. The activity matrix can be used to list learning goals for multiple children or can be used to list multiple learning goals for one child across the daily schedule. Write the daily schedule down the left-hand column. Write the child(ren)'s name(s) across the top row. Write the learning objective in the cells.

Data-Based Decision Making

Use this tool to help a child's team make data-based decisions about planned instruction at the Embedded Teaching tier. Refer to planning tools and data to consider these questions across the Teach-Assess-Adjust process:

- **Teach**: What are we teaching? How are we teaching it? Are we following the plan?
- **Assess**: Is the child getting it?
- **Adjust**: Do we need to make a change? Does the child need a different type or amount of instruction?

Teach

1. Did we carefully plan instruction?

> Here's how you'll know: The team has a clear instructional plan that describes how adults will interact with the child to teach the new skill. This includes the materials needed during the teaching interaction, the cue that will initiate the new skill, the type and amount of support to give the child, how much time to give the child to respond, what feedback to give based on the child's response, and how many learning opportunities to offer each day.

YES

What's next? Continue the decision-making process, and evaluate whether the plan was followed.

NO

What's next? Support the team to create a clear instructional plan that details what will be taught, how it will be taught, and when and where it will be taught.

Our next steps:
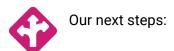
2. Did we follow the plan?

Here's how you'll know: Child progress data sheets show that the team gave the planned number of teaching opportunities over a variety of activities and routines. Fidelity data show that all members of the team followed the plan and used the teaching strategy well.

YES

What's next? Continue the decision-making process and evaluate child progress.

NO

What's next? Review the information with the team to see what might need to be done to make sure the plan is followed. Consider what the data tells you when deciding the next steps:

- **Not enough learning opportunities**: Are the planned activities or routines a good match for teaching this skill? Are the routines or activities selected authentic and meaningful to the child? Does the team need to identify other routines?
- **Plan not followed**: Was the plan clear and understood by all team members? Are some parts of the plan being followed while others aren't? Do all team members feel knowledgeable about and confident using the teaching practice?

Our next steps:

Assess

1. Is the child getting it?

Here's how you'll know: The team has regularly collected ongoing child progress data and has enough data to see a pattern in the child's learning or behavior.

- If the child *is* getting it, the data may show that the amount or type of support the child needs to perform the skill is decreasing and/or the child using the skill correctly more often.
- If the child *is not* getting it, the data may show that the amount or type of support the child needs to perform the skill is not changing or is increasing, and/or the child's use of the skill has not increased or is inconsistent.

YES	NO
What's next? Continue the decision-making process by considering the child's amount of progress to determine how to proceed:	**What's next?** Continue the decision-making process by reviewing the child progress data with the team to determine how to proceed:

YES column:

- **The child is making enough progress to move on**: Continue to Step A of 'Adjust'
- **The child is making progress but isn't quite ready to move on**: Continue with your planned instruction and ongoing child data collection.

NO column:

- Continue planned instruction for a little while longer
  - Make sure enough learning opportunities are given throughout the day
  - Make sure all team members understand and can follow the plan and can use the teaching practice with fidelity
- Change instruction
  - Continue to Step B of 'Adjust'

Our next steps:

Adjust

1. Do we need to make a change?

Here's how you'll know: The team has reviewed ongoing progress data to determine whether the child is making progress and if instructional changes are needed. The team will collaborate to determine how to move forward with instruction and, if changes are needed, what changes to make. Consider:

- Does the child use the skill independently?
- Do they use it in different environments and with different people?
- Does the child still need some support to use the skill or behavior?
- Can the child use the skill with some people but not others?
- Does the team agree about how well the child uses the skill?

Child *is* making progress

What's next: Finalize this round of the decision-making process by determining whether the child has met the learning objective and choosing the next step in your instruction. If the child has met the objective, collaborate with the team to determine how you'll change the instruction:

- Decrease the intensity or amount of instructional support
- Give less support by using a teaching practice in a different tier
- Move on to a new skill or behavior

Child *is not* making progress

What's next: Work collaboratively with the team to evaluate the child's progress and how they have responded to instruction and discuss possible changes to what or how you are teaching them. Consider:

- Can the child perform some, but not all parts, of a skill?
- Is the child missing a prerequisite skill?
- Is the skill meaningful to the child's everyday life?
- Is the child paying attention while you're teaching?
- Is the child motivated by the activities or routines you're teaching in?
- Does the teaching practice use the child's strengths?
- Does the child need more learning opportunities?

Finalize this round of the decision-making process by determining what change to make to instruction.

- Change what you're teaching

  — Break the skill down into smaller parts
  — Focus on a prerequisite skill
  — Choose a skill that's meaningful to the child

- Change how you're teaching

  — Give more learning opportunities
  — Give individualized support for the child by using a teaching practice in a different tier

    → Offer more learning opportunities on a target skill throughout the day

  — Use an intensive teaching strategy

Our next steps:

Practice Checklist

Use this checklist to collect information on how consistently staff follow the embedded teaching instructional plan. If needed, refer to the *Embedded Teaching Plan* or *Activity Matrix* forms for specific plan details. This checklist can be used as a self-evaluation or an observation tool. Indicate how often important steps of the plan are followed, then use the information to plan for further professional development or coaching if needed.

Did staff:	Seldom 0−25%	Some 25−50%	Often 50−75%	Most 75−100%
Prepare materials ahead of time following the embedded teaching plan? Refer to form: *Embedded Teaching Plan: What materials do you need?*				
Give opportunities during planned activities and routines? Refer to form: *Activity Matrix*				
Follow the target teaching practice to engage the child in an identified activity? Refer to form: *Embedded Teaching Plan: What are you going to say/do?*				
Use verbal or nonverbal cues to initiate an instructional event? Refer to form: *Embedded Teaching Plan: What are you going to say/do?*				
Observe the child's response and capture data?				
Follow the plan to give feedback? For example: • Give natural consequences following a child's use of a correct response or approximation of a correct response. • Give corrective feedback Refer to form: *Embedded Teaching Plan: How will you respond?*				
Give the number of opportunities planned for each day? Refer to form: *Embedded Teaching Plan: Child Progress Data*				

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Child Progress Data

Use this data collection form to record information about the number of embedded teaching opportunities given to a child. Record any notes about the child's use of the target skill. The team should collect data on the number of teaching opportunities given daily, then review the data weekly to evaluate the number of teaching opportunities offered and the child's progress throughout the week.

Child: _____ Week of: _____

Target Skill/Objective: _____

Target number of teaching opportunities per week: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number of opportunities given							
Notes							

Weekly Summary: _____

_____

Have we offered enough teaching opportunities?

What support does the child need to perform the target skill?

What progress is the child making on the target skill?

Teaching Plan

Use this form to plan instructional interactions to use during embedded teaching.

Child's Name: _____

Date: _____

Learning Objective: _____

Routines: _____

What are you going to do?

What are you going to say?

How will you respond?

What materials do you need?

How many opportunities will you offer each day?

Notes:

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