



Public Schools of North Carolina

Developing Integrated IEP Goals & Embedding Intervention: A Team Approach

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Objectives



- Define embedded intervention
- Provide rationale for implementation
- Review models of service delivery
- Provide tools, including data collection methods
- Practice strategies



What is Embedded Intervention?



- Providing service in the setting the student routinely participates
- Planning and collaborating between teachers and service providers
- Curriculum-, context-, and routine-based intervention



Why Embed?

- Law
- Research
- Benefits



Continuum of Service Delivery

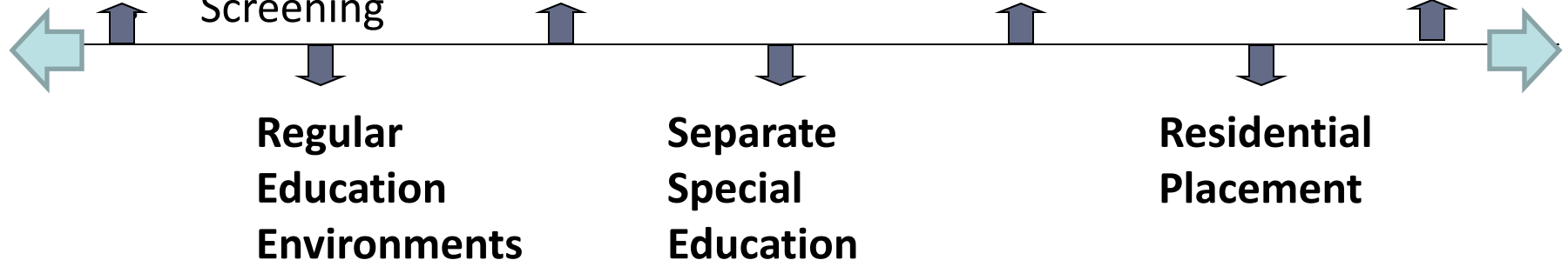
Regular Education Service

- RtI
- PBS
- CEIS
- 504
- Consultation
- Screening

Resource

Separate School

Home/Hospital



Service Delivery Models

- Individual pull-out
- Small group pull-out
- One-on-one in regular setting
- Group activity in regular setting
- Whole class instruction
- Consultation



Characteristics of Embedded Intervention

- Assumes collaborative planning
- Occurs within daily routines
- Uses childhood activity as instructional and therapeutic media
- Recognizes dynamic relationship between student, activity, and/or environment
- Front-load investment with long-term efficiency

Frank Porter Graham Child Care Staff & Dr. Robin McWilliam, 2005



Embedding Goals into Daily Routines & Activities

- Team approach
- Understanding of the relationship between *Foundations*, Standard Course of Study & IEP
- IEP with functional goals
- Daily schedule including planned activities
- Knowledge of child's preferences, interests, & motivators



Intervention Strategies

- Assistance
- Change in expectations
- Delay
- Forgetfulness
- Novelty
- Piece by piece
- Visible but unreachable
- Responsive teaching



Guidance for Data Collection System

- Procedures are linked to criterion
- Procedures are flexible & applicable across settings, events, & people
- Procedures yield valid & reliable data
- Responsibility is shared by team
- Procedures are compatible with resources



Classroom Data Collection Scoring System

- 1 – Student completes goal independently
- 2 – Student requires a verbal prompt
- 3 – Student requires a verbal & physical prompt
- 4 – Student requires a verbal & physical assistance

<http://www.speakingofspeech.com/> (click on data forms)



Team Communication

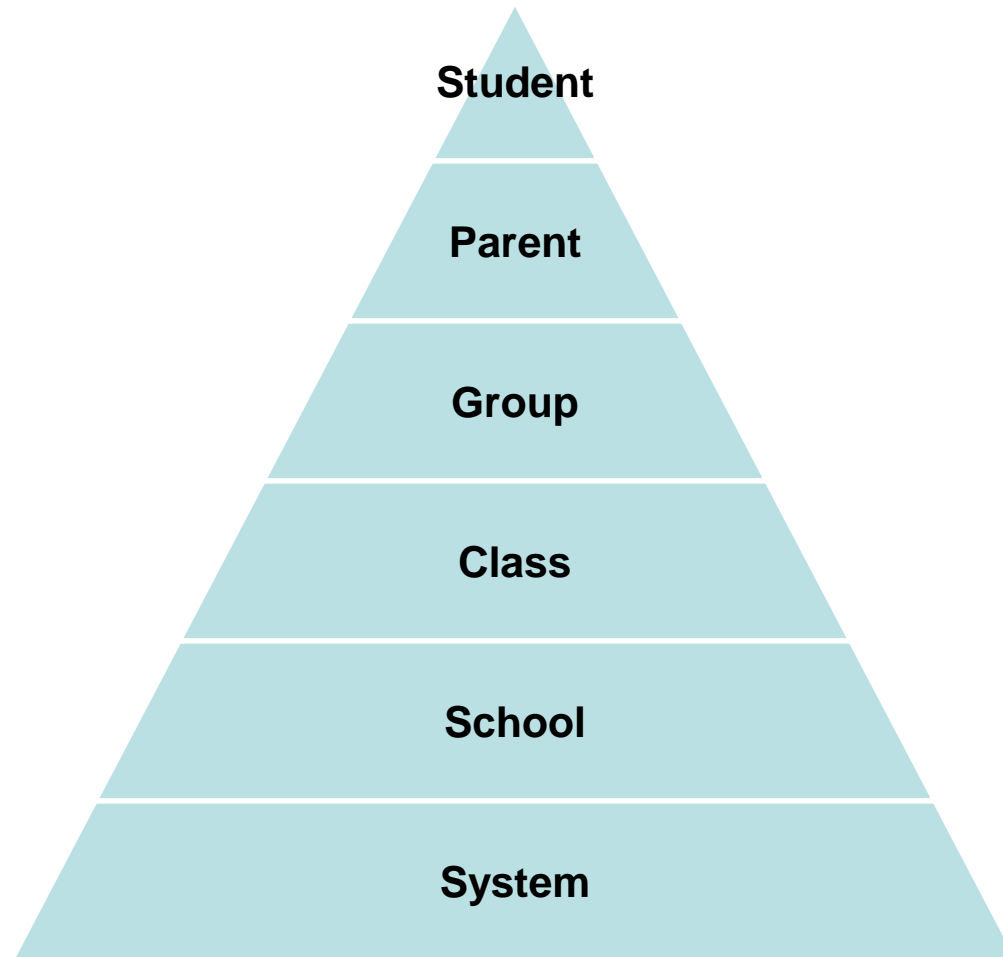
- Prepare team members for change
- Describe why this student needs embedded approach
- Pitch the rubber-stamp approach
- Describe how implementation will occur
- Invite parent to come observe embedded session
- Solicit multiple perspectives for review



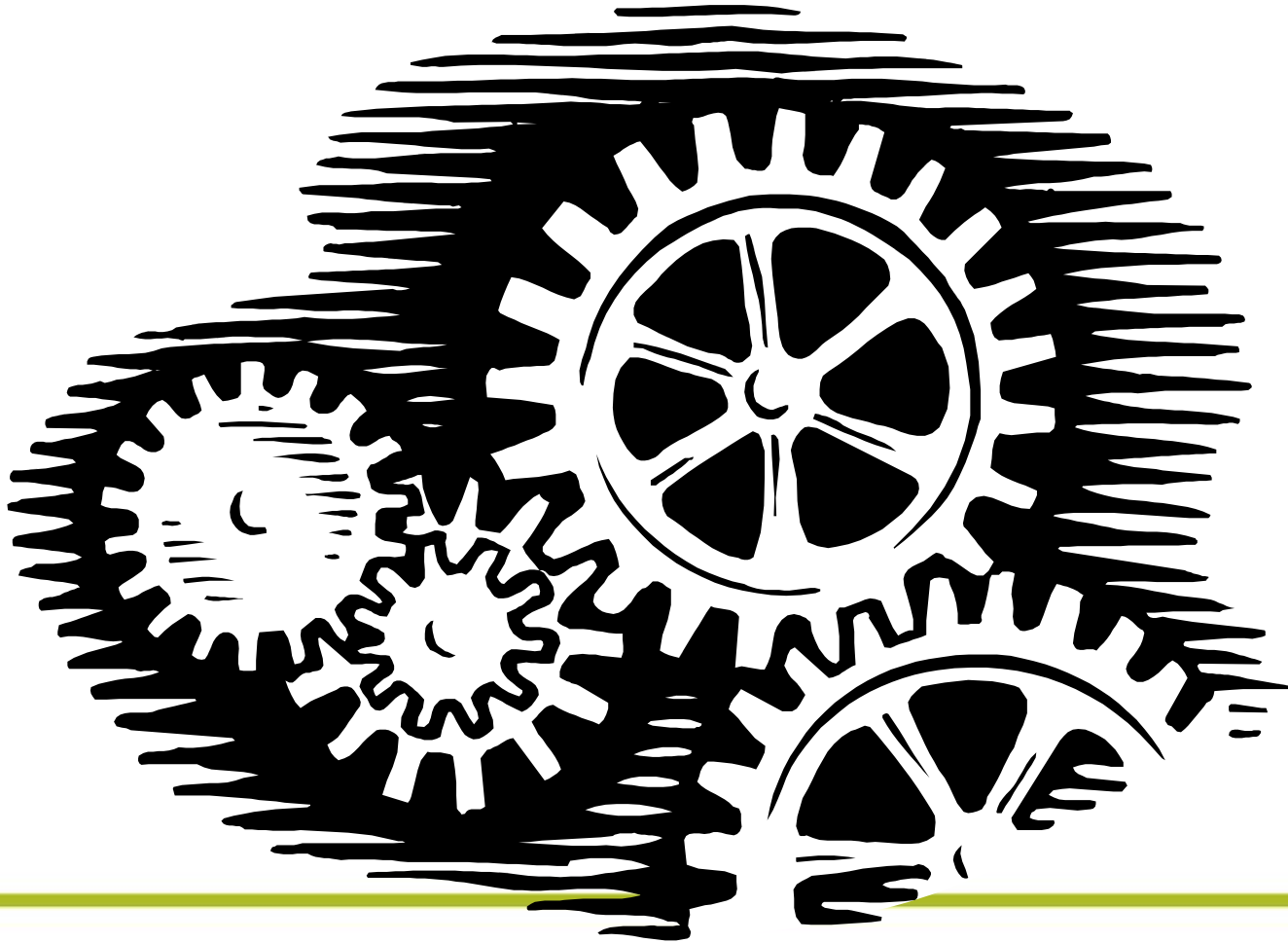
Embedding 101: How do we do this?



Embedding at Every Level



Embedded Intervention: SYSTEM



Embedded Intervention: SCHOOL



Embedded Intervention: CLASS



Movement-based Instruction:

<http://jc-schools.net/Health/K-5-Energizers.pdf>

http://www.ncpe4me.com/pdf_files/MS-Energizers-Music.pdf
Courageous Pacers



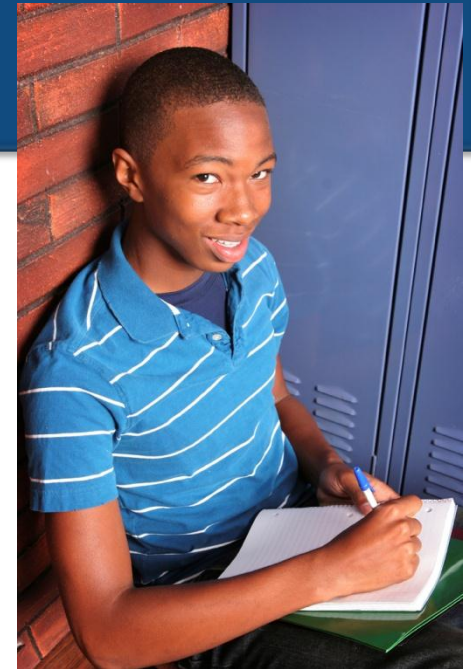
Embedded Intervention: GROUP



Embedded Intervention: PARENT



Embedded Intervention: STUDENT





Application Activities





NC DPI Related Services Consultant Web Sites

- **Perry Flynn – UNC-G**

<http://www.uncg.edu/csd/faculty/perryflynn.html>

- **Lauren Holahan – UNC-CH**

<http://www.med.unc.edu/ahs/ocsci/nc-school-based-ot-site>

- **Laurie Ray – UNC-CH**

www.med.unc.edu/ahs/physical/schoolbasedpt

