Research to Support Embedded Instruction

Research Findings (reported by Robin McWilliam at The Eighth National Early Childhood Inclusion Institute, July 2008)

- Individualized within routines most effective, followed by group activity.
- Four times as much communication occurs in in-class methods vs. out-of-class methods.
- It can take parents over a year to acknowledge the benefits if they are predisposed to segregated models.
- Most practitioners say their choice of method depends on the child. In fact, after controlling for discipline, goals worked on, family choice of method, and teacher characteristics, child characteristics accounted for only 10% of the variance in choice.

Other Research Findings

- Classroom staff prefer an in-class model of therapy (Cole, Harris, Eland, & Mills, 1989).
- Children who received indirect therapy in the classroom better generalized skills to home settings than children who received individual pull-out therapy (Wilcox, Kouri, & Caswell, 1991).
- Teachers engaged in collaborative consultation with occupational therapists concerning children's services contributed more to IEP goals and had more positive comments on an attitude scale than those who had children receiving direct therapy only (Dunn, 1990).
- Participants in both individual and group consultation methods demonstrated remarkable increases in both fine and gross motor skills (Davies & Gavin, 1994).
- Acquisition of vocabulary items occurred more quickly under direct instruction but that generalization was significantly better for vocabulary items learned under the activity-based intervention. Subsequence maintenance of the gains was significantly greater for the activity-based intervention than for the direct instruction (Losardo & Bricker, 1994).
- In using embedded learning opportunities in routine, child-initiated, and planned activities, children's performance in general improved significantly from pretest to post-test on standardized & criterion referenced measures (Bricker & Sheehan, 1981; Bricker, Bruder, & Bailey, 1982; Bailey & Bricker, 1985; Bricker & Gumerlock, 1988).
- The implementation of the elements of activity-based intervention by well-prepared interventionists produces consistent positive change in children (Daugherty, Grisham-Brown, & Hemmeter, 2001; Grisham-Brown, Schuster, Hemmeter, & Collins, 2000; Horn, Lieber, Li, Sandall & Schwartz, 2000; Kohler, Anthony, Steighner, & Hoyson, 2001; Kohler, Strain, Hoyson, & Jamieson, 1997; Losardo & Bricker, 1994; Pretti-Frontczak & Bricker, 2001; Sewell et al., 1998; Wolery, 1994; Wolery, Anthony, Caldwell, Snyder, & Morgante, 2002: Wolery, Anthony, & Heckathorn, 1998).

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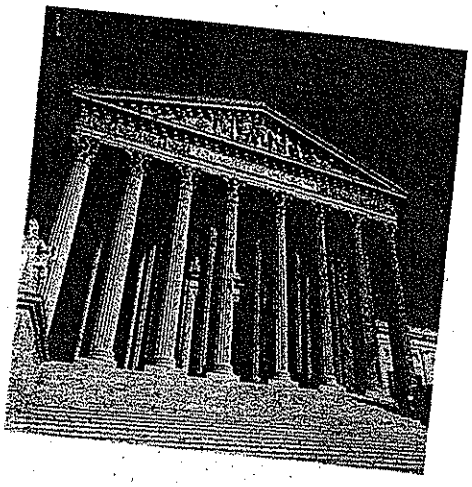

Embedded Intervention

THE REQUIREMENTS

- Free and Appropriate Public Education
- Least Restrictive Environment
- No Child Left Behind

THE OPTIONS

- Specially designed instruction (§300.39(b)(3))
- Related services (§300.34(a))
- Supplementary aids and services (§ 300.42)
- Transition services(§ 300.43)
- Services on behalf of the child (§ 300.320(4))
- Accommodations, modifications, and supports (§ 300.323(d)(2)(ii))
- Assistive technology services (§ 300.5 and 300.6)

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