Table 5.3
Tips for Teachers

Component	Tips for teachers
What to teach	• Target skills that are one or two steps ahead of what the child can currently do (zone of proximal development). • Start with two or three learning targets and update them as needed. • Write it down! Writing it down helps you and the team be more intentional about teaching the learning target. • Share the learning targets with the child's family to help promote learning at home and school.
When to teach	• Use peers to provide supports and model key skills. Say, "Look at what Kieran is doing, try to do it too." • Provide multiple opportunities to practice skills; repeated practice leads to mastery. • Incorporate children's interests into your ongoing activities. For example, if a child really enjoys trains, you might use a toy train during your small group game to show whose turn it is; for example, say, "When the train stops at your station it's your turn." • Review your daily schedule; plan logical opportunities to work on the skills during ongoing activities. • Use an activity matrix to write down your plan. (See the example activity matrix for Damien and Sue.)
How to teach	• It's as simple as A-B-C (antecedent-behavior-consequence). • Plan how you might create an opportunity and provide encouragement. • Provide help early so the child knows what to do, but remember to fade help so the child can learn to do the skill independently. • Use peers to help create opportunities or provide encouragement. • If the child does not do the skill, show him or her what to do for next time.
How to evaluate	• Decide on what and when to collect data (know what you are counting). • Write it down! Trying to remember what happened during the day is too hard; keep a notebook, use post-it notes, or make a data collection form and put it on a clipboard. • Ask your team to help with data collection. • Use a video camera to record your implementation of embedded instruction and watch the video to make sure all your learning opportunities have an A, B, and C.

Note. Adapted with permission from "Using Embedded Instruction to Support Young Children's Learning," by T. McLaughlin, P. Snyder, & M. L. Hemmeter, *Exchange Magazine*, September/October 2011, pp. 53–56.