

## Learning Activities: Systematic Intervention

### 1. Evidence-Based Practice vs Opinion Debate

Objective: Understand differences between “evidence-based practices (EBPs)” and other practices; evaluate strengths/limitations of evidence.

Activity:

- Divide students into small groups. Give each group a short description (or case study) of an early-childhood intervention strategy (some grounded in solid research, others more anecdotal or based on tradition).
  - Ask each group to assess whether the strategy qualifies as evidence-based: What data support it? What are the potential biases or limitations? What contexts might influence its effectiveness?
  - Then have groups debate (or present) whether they would adopt, modify, or reject the practice — and under what conditions.
  - Conclude with a class discussion: What criteria should guide adoption of EBPs in early childhood settings?
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### 2. Authentic Assessment Role-Play & Reflection

Objective: Learn to conduct “authentic assessment” (in natural settings, involving families) and appreciate differences from traditional assessment.

Activity:

- Pair up students. One plays an early interventionist/teacher, the other plays a parent or caregiver. Provide a vignette describing a young child’s daily routine and some concerns or developmental questions.
  - The “teacher” conducts a mock authentic assessment: asking about daily routines, strengths/challenges, goals, family priorities, observing behaviors, maybe even using simple tools (checklists, observation notes).
  - After role-play, each “teacher” writes a short reflective summary comparing what they gathered to what a traditional standardized assessment might show. What was gained (or lost) by using an authentic assessment?
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### 3. Design & Embed an Intervention Plan

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Objective: Practice creating an intervention plan (embedded into natural routines), choosing target skills, and using data to monitor progress.

Activity:

- Provide a hypothetical (or real anonymized) case of a toddler with identified developmental needs (e.g., communication delays, social-emotional behavior, etc.). Include some background: family routines, home environment, typical daily schedule.
  - Ask students to:
    1. Identify 1–2 target skills/behaviors appropriate for that child and family context.
    2. Design an embedded intervention plan: choose strategies (e.g., environmental modifications, assistive technology, peer-mediated support, caregiver involvement) that fit naturally into a routine (e.g., snack time, playtime, bedtime).
    3. Develop a progress monitoring plan: define how and when data will be collected (e.g., frequency count, observational checklist), who collects, and how often; set clear decision rules for modifying the plan.
  - Optionally, students can create a visual (chart, infographic) of their plan and share with peers for feedback.
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## 4. Critical Reflection on Implementation Challenges

Objective: Recognize and discuss real-world challenges in implementing EBPs and data-based interventions (family dynamics, resource constraints, ethical considerations, etc.).

Activity:

- Present a short case (realistic or hypothetical) where an evidence-based/intervention plan is implemented in an early childhood setting — but unexpected challenges arise (e.g., inconsistent caregiver follow-through, lack of resources, cultural mismatch, data collection difficulties, child’s resistance, privacy concerns, etc.).
- In small groups or as a full-class discussion, ask students to: identify challenges, propose possible solutions or adaptations, reflect on ethical and practical considerations, and discuss how they might involve families or other stakeholders.

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- Then ask each student to write a short reflection: If they were the interventionist, what would they do? What trade-offs might they have to accept?
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### 5. Peer-Mediated / Family-Mediated Intervention Simulation

Objective: Practice designing interventions that leverage social supports (peers, families, caregivers) instead of relying solely on one-on-one or teacher-led approaches.

#### Activity:

- Provide students with two scenarios — one where peer-mediated support might be appropriate (e.g., social interaction skill deficits in preschool), and another where family-mediated support is more relevant (e.g., communication goals for a child at home).
- Ask students (individually or in pairs) to design a brief intervention plan for each scenario: what strategies would they use, how to embed it into daily routines, how to involve peers or family, and how they would measure progress.
- Then conduct a “gallery walk”: students circulate, review each other’s plans, and write feedback or suggestions.