

**DEC Recommended Practices in the INSTRUCTION Domain Cross-Referenced with ECTA Performance Checklists
(10/13/16)**

DEC Recommended Practices - INSTRUCTION													
<i>Naturalistic Instructional Practices Checklist #1 Items</i>	1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.	2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	3. Practitioners gather and use data to inform decisions about individualized instruction.	4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.	6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.	7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.	8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.	9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.	10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.	11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.	12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.	13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
1. Follow the child's lead while he or she is engaged in everyday activities	✓												
2. Pay particular attention to the child behavior used in an everyday activity		✓											
3. Provide natural consequences in response to child-initiated behavior							✓						
4. Respond positively to the child's attempts to repeat or practice the same behaviors or to try something new or different							✓						

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Embedded Instructional Practices Checklist #2 Items	1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.	2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	3. Practitioners gather and use data to inform decisions about individualized instruction.	4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.	6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.	7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.	8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.	9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.	10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.	11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.	12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.	13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
	5. Use prompts (verbal, gestural, physical, modeling, etc.) and prompt fading (e.g., decreasing assistance) strategies to promote child acquisition of the target functional behavior					✓							
	6. Provide context specific natural consequences (reinforcement) for a child's use of target behavior or attempts to produce the behavior within and between activities	✓		✓	✓								
	7. Use explicit feedback as needed to encourage, support, and reinforce child learning and development				✓		✓						

DEC Recommended Practices - INSTRUCTION

Systematic Instructional Practices Checklist #3 Items	1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.	2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.	3. Practitioners gather and use data to inform decisions about individualized instruction.	4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.	5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.	6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.	7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.	8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.	9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.	10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.	11. Practitioners provide instructional support for young children with disabilities who are dual language learners to assist them in learning English and in continuing to develop skills through the use of their home language.	12. Practitioners use and adapt specific instructional strategies that are effective for dual language learners when teaching English to children with disabilities.	13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.
	1. Identify the target behavior(s) or skill(s) for a child to learn or acquire	✓				✓							
	2. Identify the settings, activities, and events during which the target behavior will be learned or acquired		✓		✓								
	3. Identify the verbal or nonverbal cue(s) and prompts that will be used to let the child know an instructional event is to occur					✓							
	4. Engage the child in an identified activity and use verbal or nonverbal cues and prompts to initiate an instructional event					✓							

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	5. Use verbal, physical, or other kinds of prompts (e.g., gestures, model) and prompt fading (e.g., decreased assistance) as necessary to promote child use of a target behavior(s)					✓							✓
	6. Provide natural consequences (reinforcement) following a child's use of a correct response or approximation of a correct response					✓	✓						
	7. Use different behavior elaboration strategies (modeling, providing choices, asking questions expansions, etc.)					✓						✓	

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8. Provide the child multiple learning opportunities within instructional activities and across activities to promote maintenance and generalization										✓			