INSTRUCTION Performance Checklist 2 of 3

Embedded Instruction

This checklist includes embedded instructional practice characteristics practitioners and parents can use to promote a child's use of targeted, functional behavior in the contexts of home, community, or classroom activities.

These practices can be used to facilitate child acquisition of functional behavior by providing a child opportunities to engage in preferred activities and by using the practice characteristics to promote child engagement, learning, and development of targeted behavior.

DEC Recommended Practices: Instruction 1, 2, 4–6

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ecta Early Childhood Technical Assistance Center

Practitioner

Child

Date

Instructions

Rate how often you used each practice characteristic:

1. Seldom (0–25%)
2. Sometimes (25–50%)
3. Often (50–75%)
4. Almost always (75–100%)

Practice Characteristics

	1	2	3	4
1. Identify the target skills and functional behavior that will be the focus of child learning.	○	○	○	○
2. Identify the everyday activities that are best suited for teaching the targeted behavior.	○	○	○	○
3. Provide or engage the child in opportunities to participate in these everyday activities.	○	○	○	○
4. Maximize the likelihood that a child will remain engaged in the activities by considering the child's interests and preferences.	○	○	○	○
5. Use prompts (for example, verbal, gestural, physical, or modeling) and prompt fading strategies (for example, decreasing assistance) 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 in the activities.	○	○	○	○
7. Use explicit feedback as needed to encourage, support, and reinforce child learning and development in the activities.	○	○	○	○