Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Implementation of Embedded Instruction Self-Assessment*

**Instructions:** Each of the statements listed are skills you need in order to implement embedded instruction. Read each statement and identify how much you know about the practice, how often you use the practice, and how well you implement the practice. Circle your responses in each column.

|  | How much do I know about this practice? | How often do I use this practice? | How well do I use this practice? |
| --- | --- | --- | --- |
| **What What to Teach** | **Nothing A lot** | **Never Always** | **Not well Very well** |
| 1. Develop and implement activities that are designed to support the engagement and learning of all children
 |  1 2 3 4 |  1 2 3 4 | 1 2 3 4 |
| 1. Obtain information about children’s skills in activities, routines, and environments and use it to inform instructional learning targets.
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Break down larger goals to identify the behavior or skill I would like the child to achieve in the next few weeks.
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Write functional, generative, observable, and measurable (i.e., conditions and criteria specified) learning targets.
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **When When to Teach** | **Nothing A lot** | **Never Always** | **Not well Very well** |
| 1. Select which activities, routines, and transitions are logical and appropriate for embedded instruction given a specified instructional target
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Plan how many instructional learning trials to embed within and across activities, routines, and transitions
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Develop an Activity Matrix to record when I plan to embed instructional learning trials for individual children
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **How tHow to Teach** | **Nothing A lot** | **Never Always** | **Not well Very well** |
| 1. Use systematic instructional strategies with fidelity to teach skills and promote child engagement and learning
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Implement instructional learning trials that include (a) a prompt or environmental arrangement to elicit the learning target behavior (antecedent), (b) additional help to elicit the learning target behavior if the behavior is incorrect (correction procedure), and (c) an appropriate response when the child learning target behavior occurs (consequence)
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Implement massed, spaced, or distributed instructional learning trials
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| **How tHow to Evaluate**  | **Nothing A lot** | **Never Always** | **Not well Very well** |
| 1. Implement strategies to help determine whether I am implementing instructional learning trials with fidelity (i.e., *Am I doing it?)*
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Implement strategies to help determine if children are making progress on their learning targets (i.e., *Is it working?)*
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Make data-based decisions about whether changes are needed to my instruction by considering (a) *Am I doing it?* and (b) *Is it working?*
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |
| 1. Implement strategies to help determine whether I am implementing instructional learning trials with fidelity (i.e., *Am I doing it?)*
 | 1 2 3 4 | 1 2 3 4 | 1 2 3 4 |

Is there anything else you do related to embedded instruction that you would like to share with us?