DEC Recommended Practices Topic Area: Instruction Checklist #2 of 3

Embedded Instructional Practices Checklist

Adapted & retrieved from ECTA (Early Childhood Technical Assistance Center)

This checklist includes the characteristics of embedded instructional practices that can be used by a practitioner or parent to promote a child’s use of targeted, functional behavior in the contexts of home, community, or classroom activities. The instructional practice 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. The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent’s use of the practices. The checklist rating scale can be used to do a self-evaluation to determine whether the different instructional characteristics were part of using the practices with a child or promoting a parent’s use of the practices.

Practitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_

|  Please indicate which of the following environmental arrangements and physical activities you were able to use to promote child exercise and movement: | Seldom or never(O - 25%) | Some of the time(25 - 50%) | As often as I can(50 - 75%) | Most of the time(75 - 100%) | Notes |
| --- | --- | --- | --- | --- | --- |
| 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 (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 in the activities |  |  |  |  |  |
| 7. Use explicit feedback as needed to encourage, support, and reinforce child learning and development in the activities |  |  |  |  |  |

This checklist is based upon the following *DEC Recommended Practices*: Teaming and Collaboration 1, 2, 3, 4, 5 The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices Access this checklist and other products at http://ectacenter.org/decrp Copyright © 2018 Early Childhood Technical Assistance Center

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