Embedded Instructional Practices Checklist

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 practice characteristics you were able to use as part of instruction to teach a child targeted functional behavior:	Seldom or Never (0-25%)	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	☐	☐	☐	☐	

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