

# DIVING INTO DEC RECOMMENDED PRACTICES



## INSTRUCTION

INS5: PRACTITIONERS EMBED  
INSTRUCTION WITHIN AND  
ACROSS ROUTINES, ACTIVITIES,  
AND ENVIRONMENTS TO PROVIDE  
CONTEXTUALLY RELEVANT  
LEARNING OPPORTUNITIES.



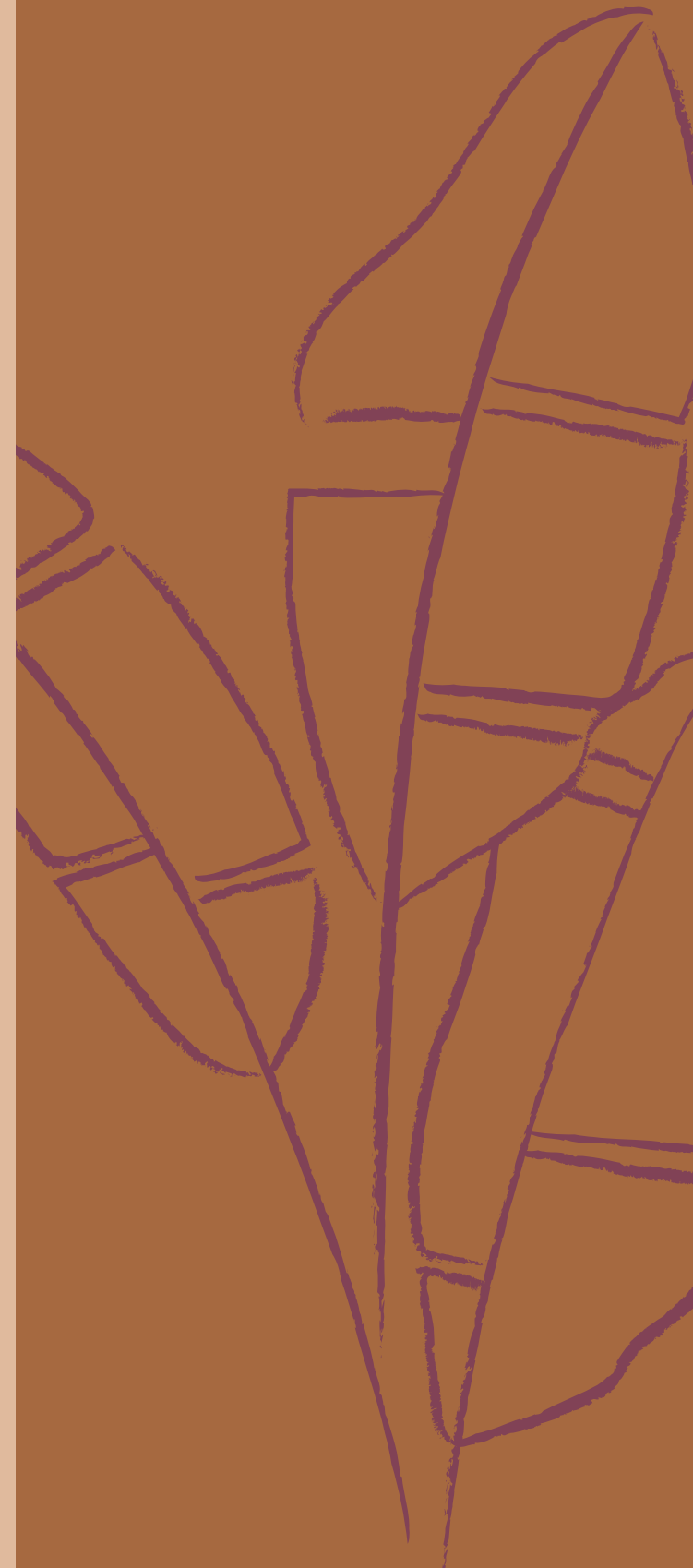
# PUTTING IT INTO PRACTICE

- EMBEDDING INSTRUCTION WITHIN AND ACROSS DIFFERENT ROUTINES, ACTIVITIES, AND ENVIRONMENTS MAXIMIZES LEARNING AND IMPROVES DEVELOPMENTAL AND FUNCTIONAL OUTCOMES FOR YOUNG CHILDREN.
- TEACHERS CAN HELP CHILDREN LEARN NEW BEHAVIOR FOR PARTICIPATING IN CLASSROOM ACTIVITIES THROUGHOUT THE DAY BY:
  - IDENTIFYING FUNCTIONAL BEHAVIOR TARGETS
  - SELECTING CLASSROOM ACTIVITIES BEST SUITED FOR EMBEDDED LEARNING OPPORTUNITIES
  - USING PLANNED AND INTENTIONAL INSTRUCTIONAL STRATEGIES



## EXAMPLE

- AN EARLY INTERVENTIONIST AND FAMILY IDENTIFY SKILLS A CHILD NEEDS TO LEARN TO BE MORE ENGAGED, INDEPENDENT, AND INTERACTIVE IN CHILD AND FAMILY ROUTINES AND ACTIVITIES.
- THEY USE THIS INFORMATION TO IDENTIFY PRIORITY CHILD LEARNING OUTCOMES FOR THE IFSP AND TO BREAK DOWN EACH OUTCOME INTO SMALLER AND MORE IMMEDIATE LEARNING TARGETS.
- THEY THEN DISCUSS WHEN, WHERE, AND HOW LEARNING OPPORTUNITIES WILL OCCUR.
- THEY IDENTIFY HOW THEY WILL KNOW IF THE CHILD IS MAKING PROGRESS AND IF ENGAGEMENT, INDEPENDENCE, OR INTERACTIONS IMPROVE IN THE PRIORITY ROUTINES AND ACTIVITIES.



# PUTTING IT INTO PRACTICE

## PLANNING AND USING EMBEDDED INSTRUCTION PRACTICES

- OBSERVE THE CHILD IN DIFFERENT ACTIVITIES TO DETERMINE WHICH CHILD BEHAVIOR WOULD BE USEFUL AND IMPORTANT FOR PROMOTING THE CHILD'S ENGAGEMENT AND INDEPENDENCE IN THE ACTIVITIES. SELECT TARGET BEHAVIOR THAT BUILDS ON THE CHILD'S CURRENT CAPABILITIES.
- SELECT TIMES OF THE DAY AND CLASSROOM HAPPENINGS WHERE THE BEHAVIOR LIKELY WOULD OCCUR AS A NATURAL PART OF PARTICIPATION. EMBED LEARNING OPPORTUNITIES ACROSS DIFFERENT ACTIVITIES AND ROUTINES THAT ARE OF INTEREST TO THE CHILD.
- PAY ATTENTION TO THE CHILD WHILE THEY ARE ENGAGED IN THE SELECTED ACTIVITIES. JOIN IN THE CHILD'S ACTIVITY AND TAKE TURNS WITH THE CHILD TO KEEP THEM ENGAGED.
- PROVIDE DESCRIPTIVE PRAISE, ACCESS TO THE TOYS OR MATERIALS OF INTEREST, ASSISTANCE IN DOING A DESIRED ACTION, OR CONTINUED PARTICIPATION IN THE ACTIVITY. PROVIDE THE CHILD MULTIPLE OPPORTUNITIES TO USE THE TARGET BEHAVIOR IN DIFFERENT ACTIVITIES THROUGHOUT THE DAY.



# RESOURCES

DEC RECOMMENDED  
PRACTICES

BARTON LAB RESOURCES  
FOR PRACTITIONERS

ECTA PRACTICE  
IMPROVEMENT TOOLS

