



Practice Brief: Practice 5

To help implement embedded learning opportunities as complete learning trials it is useful to...

Implement instructional learning trials that include an environmental arrangement and/or prompt to elicit the learning target behavior (**A**ntecedent), additional help to elicit the learning target **B**ehavior if the behavior does not occur, and an appropriate response following the child behavior (**C**onsequence).

Practice description:

Learning trials that include an **A**ntecedent, target **B**ehavior, additional help (if needed), and appropriate **C**onsequence are complete learning trials (A-B-C). Antecedents are things, events, or behaviors of people that set the occasion for a child's behavior –sometimes referred to as a cue. Antecedents include a natural cue but can also be paired with a prompt to help elicit the target behavior. Additional help is provided if the target behavior does not occur after the antecedent. A consequence is something that happens in the child's environment immediately following his/her behavior. Consequences can increase or decrease the likelihood that the target behavior will occur again in the presence of the same antecedent. The embedded instruction approach uses positive consequences to increase the likelihood a child will do the behavior again in a similar situation. Sometimes, the child continues to do an incorrect behavior, even when additional help is provided. In these cases the learning trial should end with feedback telling or showing the child the target behavior. These trials are referred to as *correct learning trials* because the behavior did not occur; even though the teacher implemented all components of the trial correctly. The key to complete and correct learning trials is to link components together to support the child to demonstrate the target behavior, always ending with a positive consequence or feedback.

Why is it important for embedded instruction?

When A-B-Cs are linked as part of a complete learning trials for young children, children learn and master skills on priority learning targets. In the context of busy preschool classrooms, it is important to attend systematically to whether children with disabilities are receiving sufficient numbers of complete learning trials to promote and advance their learning and development.

Tips for using this practice:

- Remember - antecedents, additional help (prompts), and consequences (including feedback) need to be individualized for children. What is effective for one child might not work for another.
- Feedback should be descriptive feedback. It gives the child information about his/her performance by making explicit what was correct and what was not correct about the behavior.