



## Practice Brief: Practice 3

**To help provide multiple and meaningful embedded learning opportunities it is useful to...**

Select which activities, routines, and transitions are logical and appropriate for embedded instruction given a specified instructional target.

### **Practice description:**

Selecting activities, routines, and transitions for embedding instruction on priority learning targets involves examining the “fit” between the priority learning target and the characteristics and expectations of an activity, routine, or transition. The characteristics and expectations of some activities provide naturally occurring opportunities for a child to practice some skills. That is, the child will naturally need to use the skill during the activity. Other activities might also be considered “logical” times to embed instruction on priority learning targets. This means you can arrange the environment and activity so that you can provide intentional and systematic instruction on the priority learning target without interrupting the flow of the activity or changing the activity characteristics and expectations. Teaching the skills and behaviors that you want the child to learn during activities, routines, and transitions and that are appropriate for embedded instruction will help you and the child be successful.

### **Why is it important for embedded instruction?**

Almost any priority learning target can be taught or practiced in any activity, routine, or transition. The extent to which the activity, routine, or transition is a natural or logical “fit” with the learning target relates to whether the instruction provided is considered embedded instruction. In addition, when there is a good fit between the learning target and the activity, routine, or transition it will be easier to deliver complete learning trials.

### **Tips for using this practice:**

- Write down the activities, routines, and transitions in your classroom schedule.
- Consider whether each learning target is a “natural” fit, a “logical” fit, or not a good fit.
- For learning targets without sufficient opportunities to practice, consider what changes to the activities, routines, or transitions might create more natural or logical learning opportunities.
- If there are no or insufficient natural or logical times to embed a learning target, consider if the targeted behavior is a priority for the child or whether another mode of instruction might be needed.