



Embedded Instruction for Students with Significant Cognitive Disabilities Quick Guide



General Guidance	
What is Embedded Instruction (EI)?	Embedded Instruction (EI): an evidence-based practice that teaches skills by targeting them during naturally occurring routines (Johnson, McDonnell, Holzwarth, & Hunter, 2004). Individual student goals are worked on in the context of daily routines and activities. EI certainly supports participation of students with significant cognitive disabilities in general education classes but also can be considered in designing plans across phases of delivery during COVID-19.
Benefits of Embedded Instruction	<ul style="list-style-type: none"> • Teaches new skills in the natural environment • Promotes independence of skills in daily routines and activities • Enhances generalization and maintenance of taught skills • Materials easy to use and readily available
Steps for Planning and Delivering Embedded Instruction	<p>The Embedded Instruction template will provide a framework for identifying the student’s routine activities and where IEP goals and core academic instruction can be embedded. This template can be used to embed IEP goals and core academic instruction into traditional, hybrid/blended, and/or full distance/remote learning models at school and home.</p> <p>When developing embedded instruction for use in the home, IEP team members will need to work closely with families to identify home routines during which IEP goals and core academic instruction make sense. Teachers can provide families with instructional strategies, reinforcement schedules, instructional scripts, materials, and training/modeling to promote student success.</p> <p>Step 1: Identify one daily routine or activity per row. List all routines, activities, and transitions.</p> <p>Step 2: Identify opportunities during daily routine activities where IEP goals instruction might be embedded.</p> <p>Step 3: Identify opportunities during daily routine activities where core academics instruction will be embedded.</p> <p>Step 4: Attach instructional strategies, reinforcement schedules, instructional scripts, materials, and training/modeling that will be necessary to teach the embedded IEP goals and/or core academics within the daily routine activity.</p> <p>Step 5: Create and gather materials and train parents and/or staff to deliver instruction and reinforce student performance during embedded instruction.</p>
Questions for the Team to Consider	<ul style="list-style-type: none"> • How will the student’s goals be addressed in multiple ways across multiple contexts? • How will the team communicate to ensure successful implementation? • How might the family evaluate and/or gather data on student’s performance? • What has worked well before and how can we ensure success now? • What has been challenging and how can the challenges be overcome?

Johnson, J. W., McDonnell, J., Holzwarth, V. N., & Hunter, K. (2004). The Efficacy of Embedded Instruction for Students with Developmental Disabilities Enrolled in General Education Classes. *Journal of Positive Behavior Interventions*, 6(4), 214–227. <https://doi.org/10.1177/10983007040060040301>

Sample Embedded Instruction Template #1: Routine for Remote Learning at Home
 List student IEP goals below, then check the boxes during which IEP goals can be addressed during each routine activity.

- Goal 1: Johnny will use his AAC device to communicate his choice from a field of three.
- Goal 2: Johnny will raise his hand and wait to be called on before using his AAC device to communicate during small group lessons.
- Goal 3: Johnny will accurately answer who, what, when, and where questions related to reading passages and other academic content using his AAC device.
- Goal 4: Johnny will visually track from left-to-write and top-to-bottom when using his AAC device, scanning learning materials, and accessing assessment materials.
- Goal 5: Johnny will use his visual schedule to successfully transition between routine and instructional activities.

Note: This is a partial example that does not include all the opportunities during a student’s day in which other core academic skills could be targeted, including math and/or science.

Routine Activity (home or school)	IEP Goal	Core Academics	Instructional Strategies, Reinforcement Schedules, Instructional Scripts, Materials, Training/Modeling
Wake up	5		Based on parental input, prepare materials and train parents to use a visual schedule
Get dressed	1, 3, 4, 5	Reading using AAC	Prepare AAC with getting dressed items and train parents to prompt student to use it; Provide parents with script for asking Johnny what he wants to wear each day; Train parents to support student’s visual tracking behavior; Visual schedule training
Wash hands/face	5	Science (Health)	Visual schedule training; hand-washing mini-schedule training
Eat breakfast	1, 3, 4, 5	Reading using AAC Counting	Prepare AAC with breakfast items; Provide parents with script for asking Johnny what he wants to eat for breakfast; Support visual tracking behavior; Visual schedule training
Brush teeth	5		Visual schedule training; brush teeth mini-schedule training
Leisure time	1, 3, 4, 5	Reading using AAC Counting	Prepare AAC with leisure activities; Provide parents with script for asking Johnny what he wants to do; Support visual tracking behavior; Visual schedule training
Morning meeting – virtual lesson	all	Reading using AAC Counting Sequencing events	Prepare AAC with morning meeting items; Provide parents with script for asking Johnny how he will participate in morning meeting; Train parent prompting techniques to support hand raising; Support visual tracking behavior; Visual schedule training
Reading	1, 3, 4, 5	Reading using AAC Reading comprehension Characters & setting	Prepare AAC with choice of reading materials; Provide parents with training related to reading aloud to Johnny and to support his attention to the book; Provide parents with script for asking reading comprehension questions; Support visual tracking behavior; Visual schedule training

