

The 7 Steps of Embedded Opportunities



Identify the “entry skill” and the target skills

- The “entry skill” is a skill the learner already has in their repertoire. The entry skill is the first required skill of the learner to ensure the learner is successful in the determined situations/settings.
- The target skills are the new skills you want the learner to acquire from the determined situations/setting. Make sure the target skills are going to be frequently required and reinforced so the learner has multiple opportunities to practice the skill.



Determine a learning goal or a criteria for mastery

- Determine a goal for the entry skill before introducing the new target skills (i.e. the learner will exhibit the “entry skill” two consecutive times before being taught to use the new target skills)
- Identify a similar learning goal for the target skill(s)



Select 1-2 of the learners high interests to use

- Most learners with ASD have a perseverative interest. These are the most powerful interests to use. Feel free to use any strong interest from the learner.



Select or create activity or situation(s) that will incorporate the interests

- Ensure the activity or situation has a lot of natural reinforcement
- Incorporate the interest into learning activities/subjects at school
- Consider after school clubs that may already be themed after the learner’s interest (i.e. gaming clubs)



Present the situation and only require the “entry skills”

- Achieve “buy in” by only requiring the easy “entry skills”
- Move to the next step once the learner masters using the entry skills and make sure the learner is having fun!

VOISS Implementation Guide



Require the learner to use the target skills

- *Start slowly requiring the learner to use the new target skills once the learner is consistently using the “entry skills”*
 - *Ensure the learner is receiving plenty of natural reinforcement for using the skills.*
 - *Continue to ensure the learner is having fun.*
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Train others how to prompt and reinforce the learner

- *Teach peers and the adults how to prompt the learner to use the skills*
 - *Teach peers and adults to give specific praise to the learner for using the skills.*
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VIRTUAL REALITY OPPORTUNITIES
TO IMPLEMENT SOCIAL SKILLS
