

Supplemental Table 1

Embedded Instruction for Early Learning Framework Parts and 14 Practices

EIEL Framework Parts	EIEL Practices
What to Teach	<ol style="list-style-type: none">1. Develop and implement activities that support engagement and learning of all children.2. Gather information about children’s skills in activities, routines, and environments (activity-focused assessment) and use it to help inform priority learning targets.3. Break down larger goals to identify the target skill for child to learn in the next few weeks and ensure alignment with general preschool curricular content.4. Write developmentally appropriate, functional, and aligned, generative, observable and measurable priority learning targets.
When to Teach	<ol style="list-style-type: none">5. Select which activities, routines, and transitions are natural, logical, or planned fits for embedded instruction given the priority learning target.6. Plan which and how many instructional learning trials to embed within and across activities, routines, and transitions.7. Develop and use an activity matrix to guide embedded learning opportunities for individual children’s target skills.
How to Teach	<ol style="list-style-type: none">8. Use intentional and systematic instructional strategies to teach target skills and promote child engagement and learning.9. Implement complete A-B-C embedded instruction learning trials that include (a) an environmental arrangement and/or prompt to elicit the priority learning target behavior (antecedent), (b) additional help to elicit the priority learning target behavior if the behavior does not occur, and (c) an appropriate response following the child behavior (consequence).10. Implement massed, spaced, or distributed embedded learning trials, as appropriate for the child’s target skill.11. Implement the frequency, intensity, and duration of instruction needed to address the child’s phase and pace of learning.
How to Evaluate	<ol style="list-style-type: none">12. Use strategies to help evaluate fidelity of embedded instruction implementation (Am I doing it?).13. Implement strategies to help decide if children are making progress on their priority learning targets (Is it working?).14. Make data-based decisions about whether changes are needed to fidelity of embedded instruction implementation or child target skills or priority learning targets (Do I need to make changes?).

Source: Snyder, P. A., Hemmeter, M. L., Algina, J. J., Bishop, C. C., Shannon, D. K., McLean, M. M., & Reichow, B. (2026). Supplemental Table 1: Conceptual replication of the effects of professional development on preschool teachers’ use of embedded instruction practices and child learning outcomes. *Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00144029261425046>