



Embedded Instruction for Early Learning Essential Practices: Implementation Check Information

Why are Implementation Checks important?

- When Early Intervention (EI) and Early Childhood (EC) professionals learn about and use Embedded Instruction for Early Learning as intended, children have positive outcomes¹.
- The Implementation Check helps programs gather information about which EIEL practices EI professionals are using and plan for ongoing professional learning supports (e.g., online courses and webinars).

When do Implementation Checks happen?

- The initial Implementation Check takes place when the Embedded Instruction Learning Path (webinar four) is complete AND when the EI professional is ready to share how they have collaborated with an EC professional to use each part of the Embedded Instruction for Early Learning cycle (What and When to Teach, How to Teach, and How to Evaluate) to support positive child learning outcomes.
- Implementation Checks are scheduled through your Core Leadership Team; for more information, see "Getting Ready for the Implementation Check" on the next page.

How is information gathered through an Implementation Check used?

- EITA consultants collaborate with the Core Leadership Teams and EI professionals to set goals and make data-informed decisions about Embedded Instruction for Early Learning professional learning supports using Implementation Check information, available resources, and the strengths, needs, preferences, and priorities of EI professionals.

What happens during an Implementation Check?

- The initial Implementation Check interview takes place via recorded video calls.
- The EI professional answers questions about collaborating with the EC professional to implement Embedded Instruction for Early Learning practices to support positive child learning outcomes.
- The EI professional shares electronic artifacts on their screen. Examples of artifacts EI professionals might share include learning targets, an activity matrix, data about embedded learning opportunities, and the child's use of the learning target skill(s). Artifacts might be documents, photos, graphs, video clips, etc. EI professionals can use resources from the Embedded Instruction for Early Learning - Learning Path or materials they developed with the EC professional to support their use of Embedded Instruction for Early Learning practices.
- Following an Implementation Check, the EI professional receives an email about their Implementation Check result and the next steps.

¹ Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., McLaughlin, T., & Algina, J. (2018). Effects of professional development on preschool teachers' use of embedded instruction practices. *Exceptional Children*, 84(2), 213-232. <https://doi.org/10.1177/0014402917735512>
Copyright©2025 Embedded Instruction for Early Learning - Pennsylvania. Adapted with permission from Embedded Instruction for Early Learning, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida in collaboration with the Early Intervention and Technical Assistance (EITA) Pennsylvania Training and Technical Assistance (PaTTAN) Network with funding from the Pennsylvania Office of Child Development and Early Learning (Contract #AGR00025797). **Do not adapt without permission.** (Revised: July 2025)



Early Intervention Service Delivery: Coaching Across Settings

Getting Ready for an Implementation Check

The initial Implementation Check occurs when the EI professional has completed the Embedded Instruction for Learning – Learning Path and collaborated with an EC professional to implement a complete Embedded Instruction for Early Learning Cycle. Implementation Checks might happen right after the final webinar or a few months later, when the EI professional has gained additional experience using the EIEL practices.

Consider the bulleted questions below. If your answer to each question is ‘Yes,’ contact your Core Leadership Team to schedule your initial Implementation Check. Then, use the Implementation Check Questions in the table below as a guide to prepare for the interview. If your answer is ‘Not yet,’ discuss available supports with your EITA consultant or EI Leader.

- *Could I explain how the EC professional and I worked together to implement each Embedded Instruction for Early Learning essential practice?*
- *Have I completed an Embedded Instruction for Early Learning Cycle with an EC professional for at least one child, including collecting data to make instructional decisions?*
- *Do I have electronic artifacts (e.g., learning target, activity matrix, data) that I can share on-screen to demonstrate how the EC professional and I collaboratively use the practices?*

Essential Practices	Implementation Check Questions
1. Identify learning targets focused on a specific priority skill we will see or hear the child do.	• <i>How do you collaborate with the EC professional to identify target skills and the parts of the learning target? What resources or strategies do you use?</i> • <i>Tip: Be ready to share at least 2 Learning Targets on screen.</i>
2. Embed opportunities for learning target skills during natural or logical activities in which the target skill is a good fit.	• <i>How do you collaborate with the EC professional to identify activities or routines that are a good "fit" for the child's target skill(s)?</i> • <i>Tip: Be ready to share an Activity Matrix on screen.</i>
3. Provide embedded learning opportunities that include natural or logical cues (A-Antecedent), child behaviors (B-Behavior) linked to the target skill, and consequences (C-Consequences) or feedback (A-B-C sequence).	• <i>Describe a recent ABC Learning Link you coached the EC professional to implement during a daily activity or routine?</i> • <i>Tip: Be sure to describe what happened for the antecedent, behavior, and consequence, and, if needed, additional help or feedback.</i>
4. Are we doing it? Make instructional decisions about embedded learning opportunity implementation by collecting and using data across each child's learning target skills, within and across activities, routines, and transitions, and over time.	• <i>How do you and the EC professional collect data about embedded learning opportunities and ABC Learning Links throughout the day and over time?</i> • <i>Tip: Be sure to describe how you gather data about the number of opportunities AND how you know they are complete ABC learning links.</i>
5. Is it working? Collect and use data to help determine if the child is making progress on learning target skills and to make instructional decisions.	• <i>How do you and the EC professional collect data about the child's target skill progress?</i> • <i>Tip: Be sure to describe how you gather and analyze data to determine when the learning target criterion has been met and it's time for a new learning target.</i>