

References on Embedded Instruction in Early Childhood Settings

Studies	Target Skill Area	Results
Wolery, M., Anthony, L., Caldwell, N.K., Snyder, E.D., & Morgante, J.D. (2002). Embedding and distributing constant time delay in circle time and transitions. <i>Topics in Early Childhood Special Education, 22</i> , 14-25.	Pre-academic	2 out of 3 children acquired the skills and all of them generalized.
Grisham-Brown, J., Schuster, J.W., Hemmeter, M.L., & Collins, B.C. (2000). Using an embedding strategy to teach preschoolers with significant disabilities. <i>Journal of Behavioral Education, 10</i> , 139-162.	Language Motor-Adaptive	2 out of 4 children increased performance of the skills.
Chiara, L., Schuster, J.W., Bell, J.K., & Wolery, M. (1995). Small-group massed-trial and individually-distributed-trial instruction with preschoolers. <i>Journal of Early Intervention, 19</i> , 203-217.	Pre-academic	All 8 children learned the skill taught. 5 of them maintained and generalized the skill.
McBride, B.J., & Schwartz, I.S. (2003). Effects of teaching early interventionists to use discrete trials during ongoing classroom activities. <i>Topics in Early Childhood Special Education, 23</i> , 5-17.	Pre-academic Social Motor-Adaptive	All 3 children showed increased engagement.
Daugherty, S., Grisham-Brown, J., & Hemmeter, M.L. (2001). The effects of embedded skill instruction on the acquisition of target and nontarget skills in preschoolers with developmental delay. <i>Topics in Early Childhood Special Education, 21</i> , 211-219.	Pre-academic	All 3 children acquired the target skill. They also maintained the skill during maintenance session.
Venn, M.L., Wolery, M., Werts, M.G., Morris, A., DeCesare, L.D., & Cuffs, M.S. (1993). Embedding instruction in art activities to teach preschoolers with disabilities to imitate their peers. <i>Early Childhood Research Quarterly, 8</i> , 277-294.	Social	3 out of 3 children learned imitation skill.
Horn, E., Lieber, J., Li, S., Sandall, S., & Schwartz, I. (2000). Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. <i>Topics in Early Childhood Special Education, 20</i> , 208-223.	Pre-academic Motor-Adaptive Language Cognitive	All 4 children acquired the target skills. 3 of them generalized the skills.
Sewell, T.J., Collins, B.C., Hemmeter, M.L., & Schuster, J.W. (1998). Using simultaneous prompting within an activity-based format to teach dressing skills to preschoolers with developmental delay. <i>Journal of Early Intervention, 21</i> , 132-145.	Motor-Adaptive	2 out of 2 children acquired and generalized all 3 individual target skills.
Fox, L., & Hanline, M.F. (1993). A preliminary evaluation of learning within developmentally appropriate early childhood setting. <i>Topics in Early Childhood Special Education, 13</i> , 308-327.	Language Social Cognitive Motor-Adaptive	Both students learned the target skills.