

An Introduction to the Role of the Itinerant Early Childhood Special Educator

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ALISSA RAUSCH

ecta Early Childhood
Technical Assistance Center

Who's Here

Family Members

Teachers/Providers

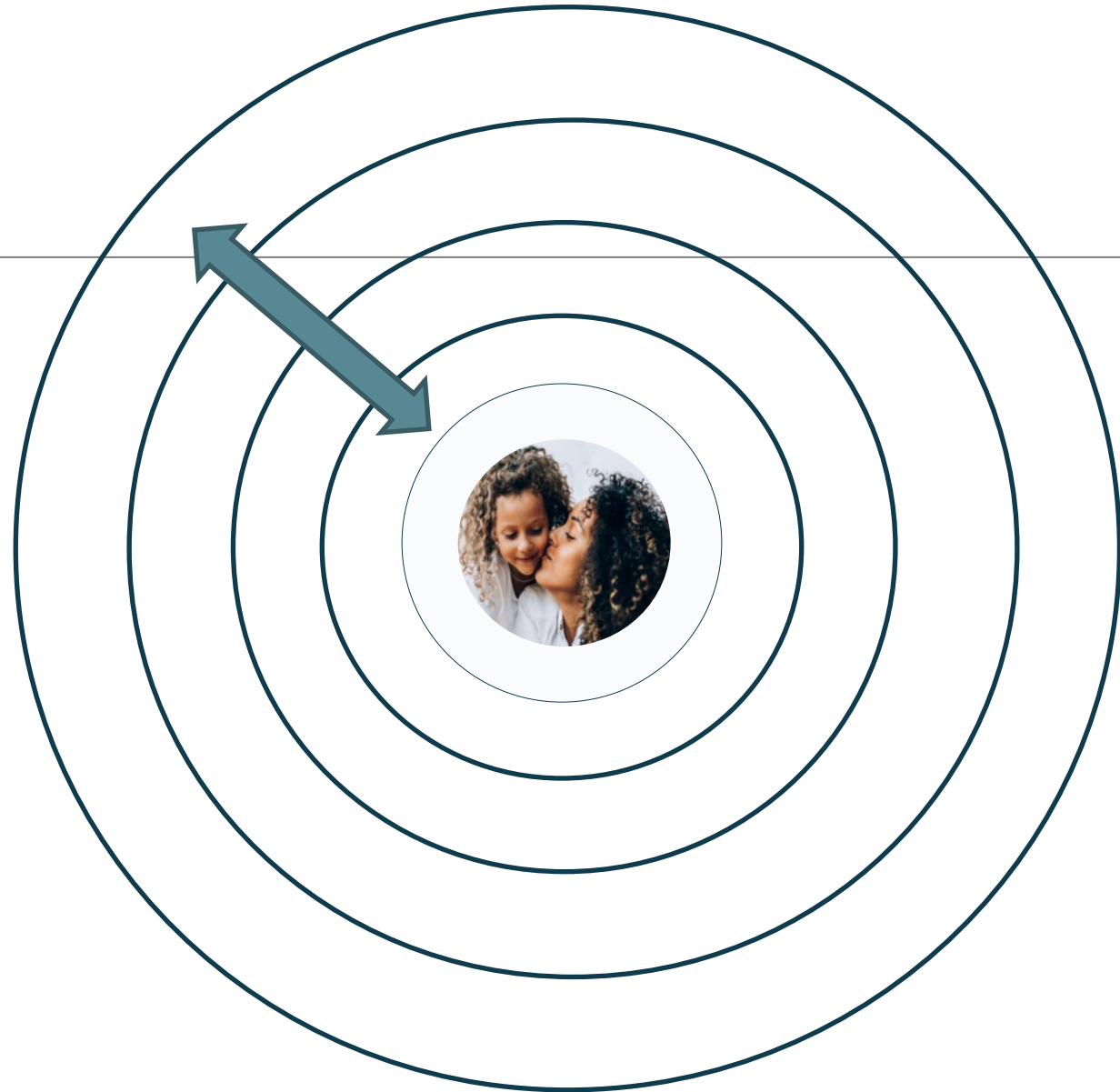
Program Administrators

Community Partners

State Leaders

IHE

Other



Agenda

What are Itinerant Early Childhood Special Education Services?

What are Itinerant Early Childhood Special Education Services?

The Role of the Itinerant ECSE Teacher (IECSE)

The Role of the General EC Teacher

The Planning Matrix

First Step in Implementation

What are Itinerant Early
Childhood Special Education
Services?

What is your dream for young children with disabilities?



<https://app.sli.do/event/1WVdi1sWdyqszHaQDjtXVd>

North Star

Each and every young child has access to a high-quality general early childhood education where they are provided the necessary individualized support to meet high expectations, participate and belong.





Itinerant services have been designed to help us reach this goal.

What are Itinerant Early Childhood Special Education Services (IECSE)?

A **research-based service delivery model** for providing special education services within the general EC environment

Bring **services to children**, providing an alternative to pulling them out of the classroom to separate spaces, classes, programs, or schools

Allows the itinerant teacher to provide specialized instruction **within the general classroom routines and activities**, where we want children to use their skills

Allows the EC teachers to **embed instruction** throughout the week after collaboration with the itinerant.

Allows services/supports to be provided **seamlessly within the child's natural environment** without unnecessary transitions

Benefits **all children**

**IECSE-
Specializes
Instruction**

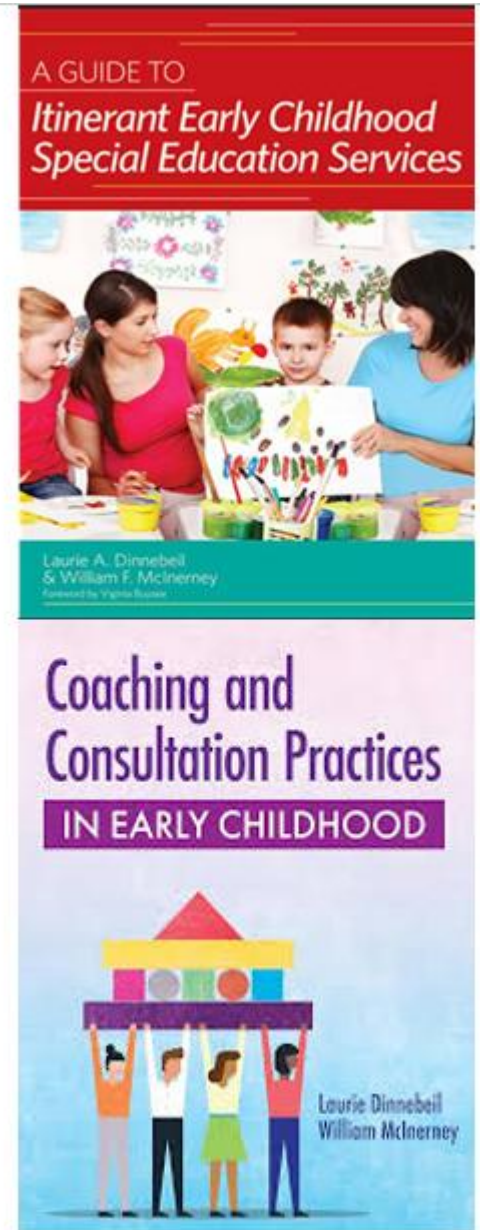


**IECSE-
Facilitates
Collaboration/
Coaching**



**General Education
Teacher & TA-
Provides Embedded
Instruction**

Where is the magic?



Laurie Dinnebeil & Bill McInerney

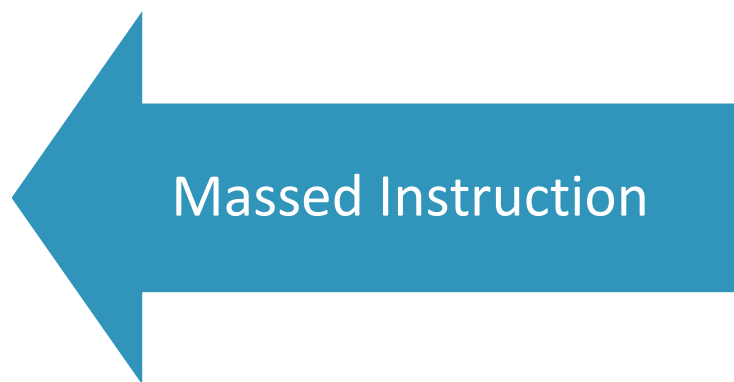
The Evidence Behind the Model

- Distributed Instruction
- Embedded Instruction

Distributed Instruction

The IECSE Model allows for instruction to be distributed across the day and throughout the week.

How does distributed instruction differ from massed instruction?



Embedded Instruction

Embedded instruction involves multiple, brief teaching interactions between a teacher and child during everyday classroom activities.

Teachers can help children learn new skills for participating in classroom activities throughout the day by:

- identifying functional skills (target skills)
- Identifying intentional teaching practices (ITPs)
- selecting classroom activities to embed ITPs

The Research is Clear

Instruction is **most effective** when opportunities to acquire and practice skills occur **throughout the day/every day**, rather than at a single point during the week.

(Dinnebeil & McInerney, 2011; Hemmeter, 2000; Sandall & Schwartz, 2002; Spino, 2013; Wolery, 2000; Wolery, Ault, & Doyle, 1992)



Itinerant services are designed to increase access to learning opportunities, which are distributed throughout the day and embedded into the general EC classroom routines and activities.

IECSE is not one size fits all!



IEPs must be individualized to meet each child's need for specialized instruction and the degree of collaboration between educators/families.

The Role of the Itinerant ECSE Teacher (IECSE)

Who Can Provide IECSE Services

- Special Education Teachers
- SLPs
- OTs
- PTs
- Vision Teachers
- Teachers of the Deaf
- Any special education or related service provider...

What Do IECSE Teachers Do

Specialized Instruction (SI)

Collaboration/Coaching (individual, ongoing, and scheduled meetings that include the IECSE, EC teacher, and families)

* Variations in direct and indirect service delivery.

Providing Specialized Instruction

Get to know the child

Determine and refine interventions

Model for the EC teacher

Monitor and assess progress

Facilitating Collaboration/Coaching with the General EC Teacher (& Families)

- Collaborative meetings provide the opportunity for the IECSE, general EC teacher, and, whenever possible, the families to collaboratively identify the necessary **intentional teaching practices** and **the activities in which they will be embedded**.
- Planned and ongoing
- Facilitated by the IECSE
- Partnering with EC

Target Skills & Intentional Teaching Practices

IEP Development

Planning Matrix

Implementation Cycle

How Collaboration, Coaching, and Consultation Support the IECSE process

- **Collaboration:** relationship-based, embedded activities supportive of families' existing capacity over time and matched to the learning needs of the child (Dinnebiel & McInerney, 2023)
- **Coaching:** Collaborative skill building with specific components of 1) partnerships, 2) action planning, 3) focused observation, 4) reflection and feedback, and 5) action (Snyder et al, 2011)
- **Consultation:** Voluntary problem-solving professional development process between professionals and families to design and deliver individualized intervention (Schultz et al, 2015)

Why is Collaboration/Coaching Important

Coaching engages providers in the development and learning process, using their unique insights and deep connection with the child to foster development in real-time, everyday interactions.

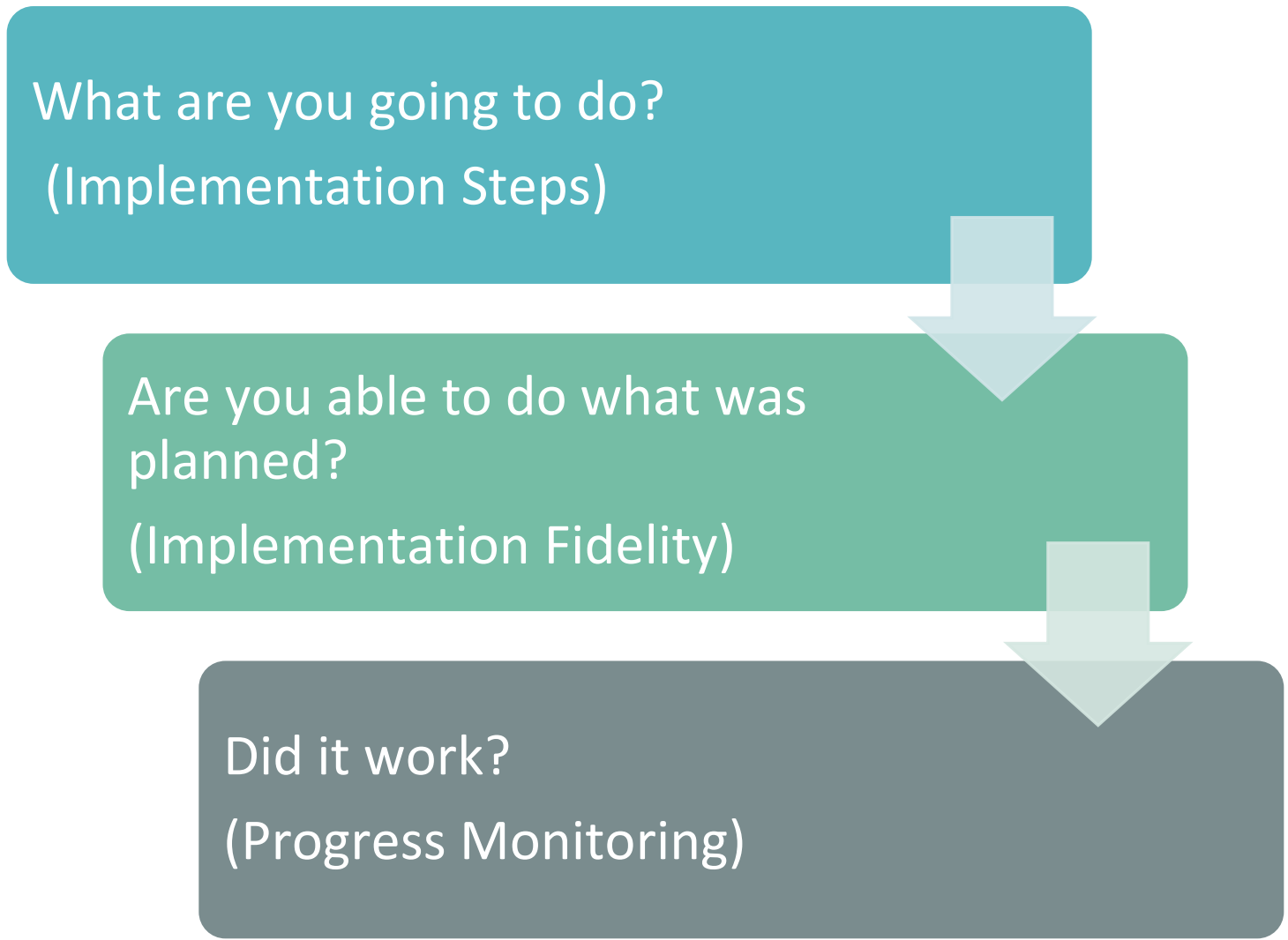
Building on capacity

Fostering consistency

Building on relationships

Personally and contextually relevant

What are you going to do?
(Implementation Steps)



```
graph TD; A[What are you going to do?  
(Implementation Steps)] --> B[Are you able to do what was  
planned?  
(Implementation Fidelity)]; B --> C[Did it work?  
(Progress Monitoring)];
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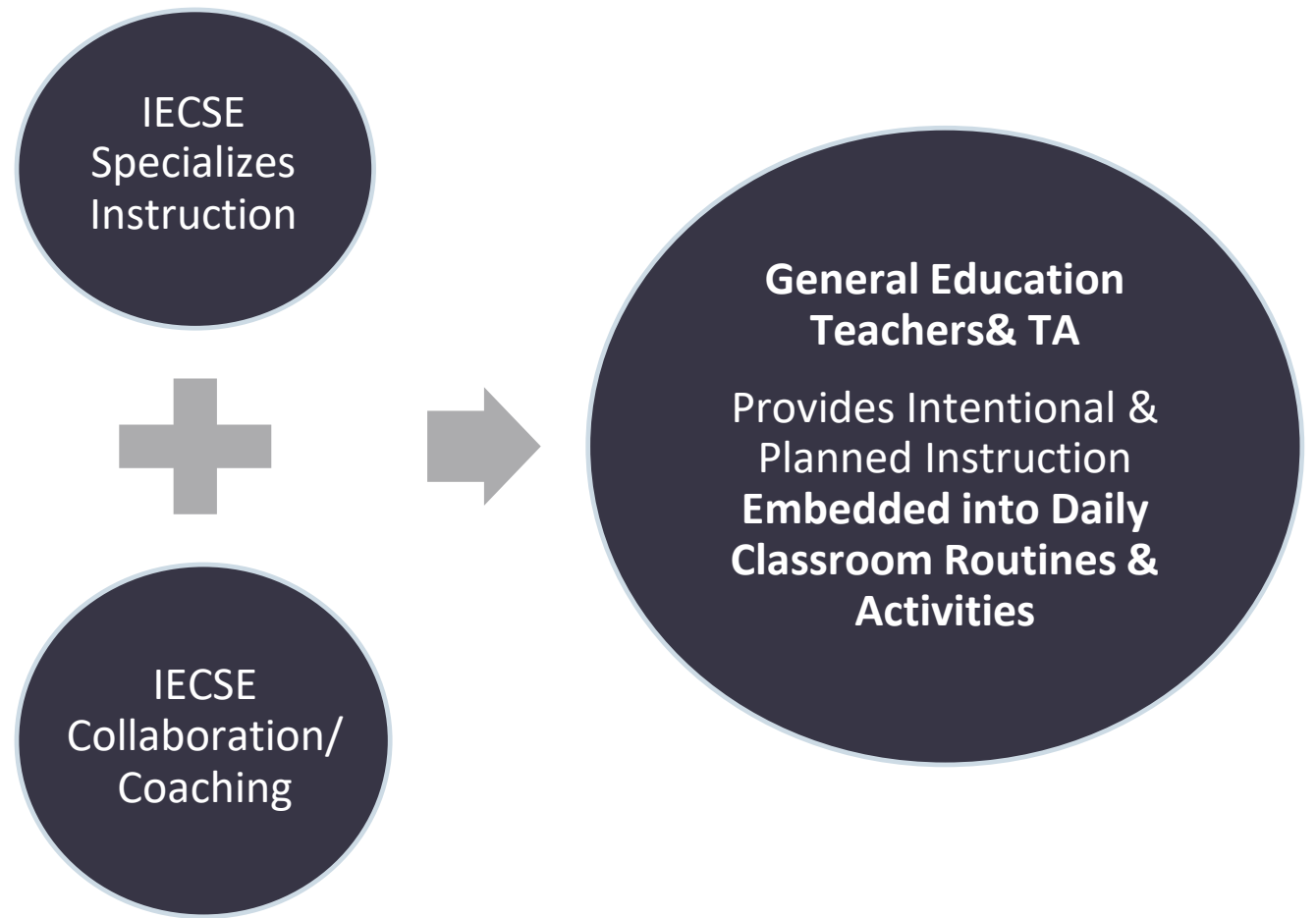
Are you able to do what was
planned?
(Implementation Fidelity)

Did it work?
(Progress Monitoring)

**Ongoing Steps to
Facilitating the
Collaboration/Coaching
Process**

(Implementation Cycle)

So, there's specialized instruction & collaborative meetings, but...



Where is the magic??

Itinerant Service Delivery is NOT:

- Resource model only for children with limited support needs
- Pulling a child out of the routine- to the back of the room
- Co-teaching, where 2 teachers (gen educ/spec educ) teach in one classroom all day
- Integrated preschool special education class with 1 teacher assuming both roles

Itinerant services take place in multiple environments where children would typically attend if not for their disability.

Itinerant teachers do the traveling, not the children.

Think-Pair-Share

How is an IECSE teacher's role different than an ECSE classroom teacher's role?

The Role of the General EC Teacher

Who Provides General Education Support

- General education teachers
- Teaching assistants
- Paraprofessionals

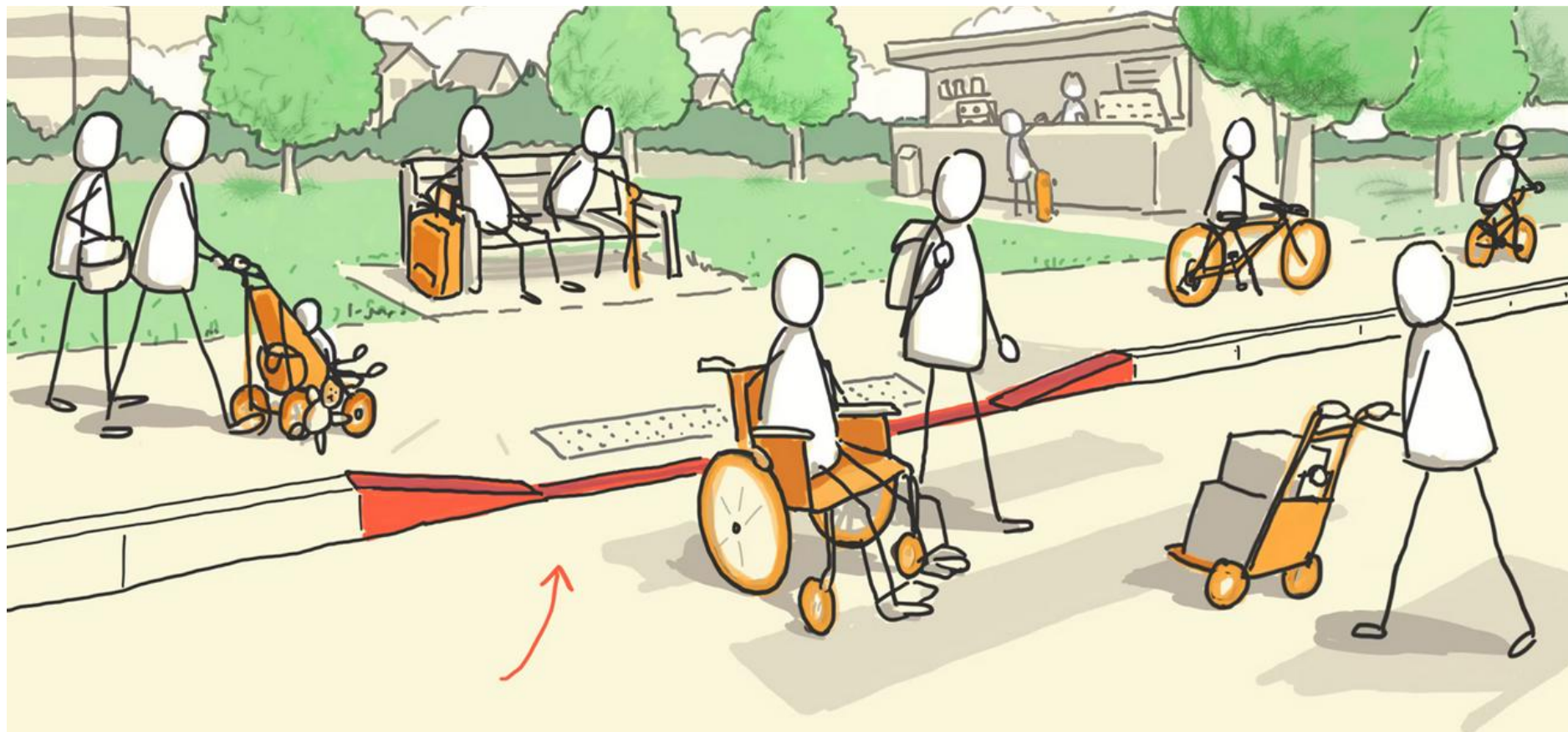
What General Education Teachers do and How They Do It

Implement the General Education Curriculum

Participate in Collaboration/Coaching

Embed Instruction (Intentional Practices)

Support IEP Development and the Implementation Cycle



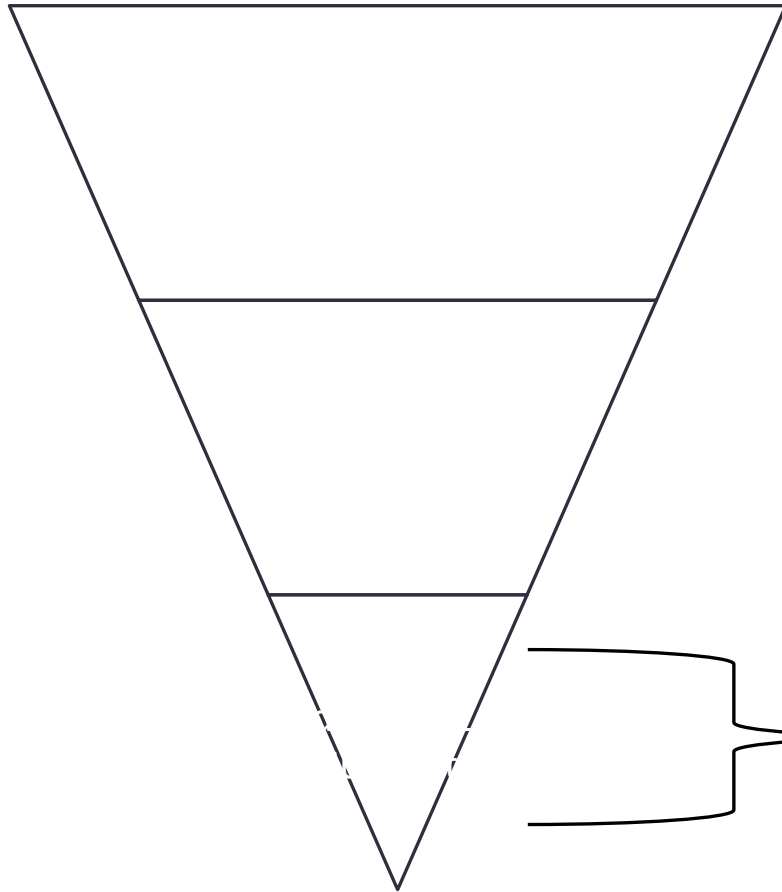
WHEN WE DESIGN
FOR DISABILITIES

... WE MAKE THINGS
BETTER FOR EVERYONE



Universal Design for Learning and Embedded Instruction

What Non-Collaborative Services Do



Delivering direct services focused ONLY here results in instability of the entire system-

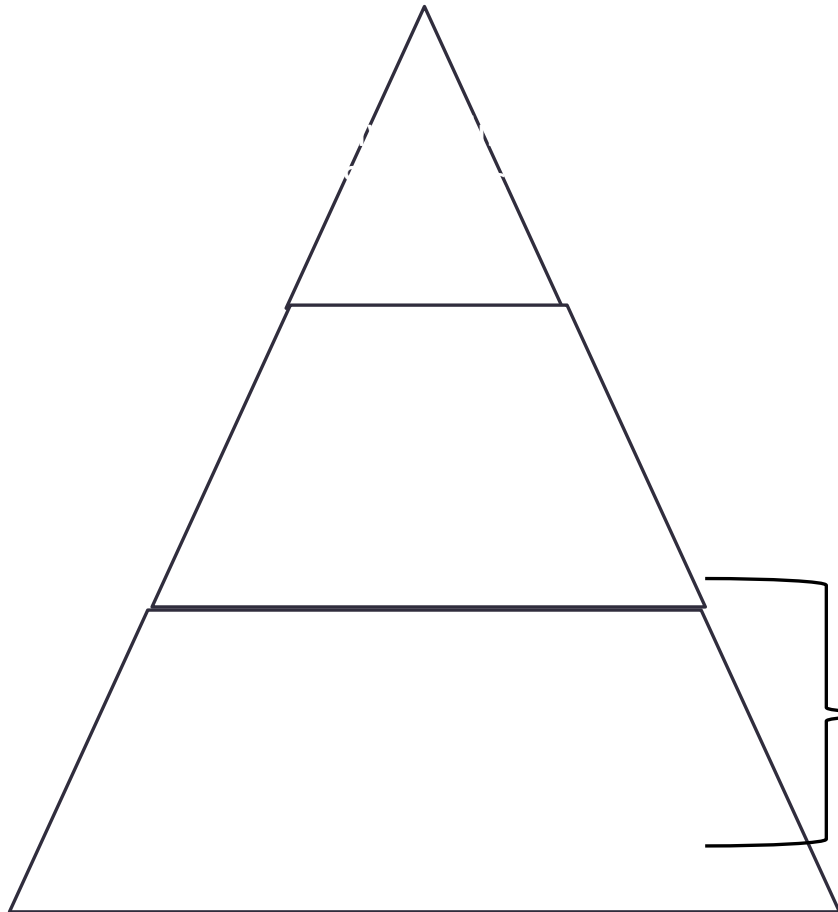
- Providers are frustrated a lot of the time

- Providers see children as “challenging” in the classroom

- Children feel ALL those “feels”

- Children DO NOT feel they belong

What Collaborative Services CAN Do



Collaborative Services Can

- Support general education providers in practices that benefit all- curb cuts!
- Support providers to be reflective of their own practices and adapt practices to support all children.
- Support children to LEARN across the day and with peers.
- Support children feel a sense of belonging in their community. YAY!!!

How General EC Educators Can Support All Children

- Visual schedules
- Pictures or images to support communication (receptive and expressive)
- Modeling and “I do, We do, You do”
- Scaffolding
- Opportunities to respond in multiple ways- with words, with actions, with materials
- Flexible grouping

Not MORE...INTENTIONAL from the start

WHAT IS PROPOSED

Inquiry Project about community parks. The goal of the unit/project is for children to collaborate, represent their ideas of parks in community, and explore physical engineering.

- Read a book about a park and asks the children to sit in a 15-minute circle time to "brainstorm" what belongs in a park.
- Draw a picture of a park to be put in their portfolio.
- Build "The Park" using standard wooden unit blocks.

WHAT ELSE CAN BE DONE

Children bring in pictures of park features. Pictures are posted on the same board that children brainstorm.

Take a picture of a favorite park structure. Describe why they love it. Teacher records.

Build features of a park with playdough, popsicle sticks, etc.

GEs Support with Embedded Instruction and Intentional Practices

Embedded instruction involves multiple, brief teaching interactions between a teacher and child during everyday classroom activities.

Teachers can help children learn new skills for participating in classroom activities throughout the day by:

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Teacher Roles & Responsibilities

IECSE Teacher:

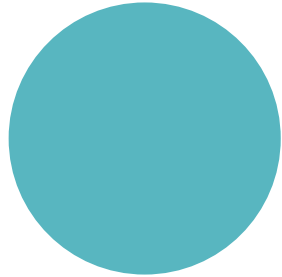
- Identifying specialized instruction/ intentional teaching practices
- Facilitating collaboration/ coaching
- Monitoring implementation of embedded instruction
- Monitoring progress on IEP goals

EC Teacher:

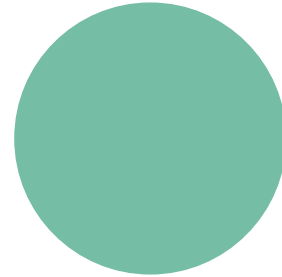
- Creating a high-quality EC environment, learning activities and routines
- Ensuring all children experience full membership and belonging
- **Embedding intentional teaching practices into everyday activities and routines**
- **Participating in collaborative meetings**

The Planning Matrix

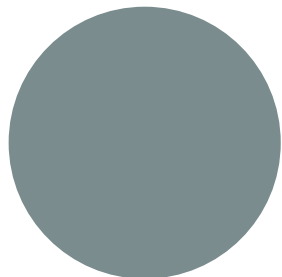
What is a Planning Matrix?



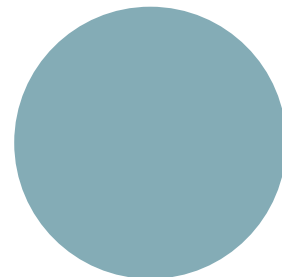
Is a **form** created by the ECSE and gen EC teacher at a collaborative meeting



Identifies specific **target skills** & the **intentional teaching practices** that supports the child's learning



Allows all adults in the room to understand **when to embed** the intentional teaching practices.



A single planning matrix provides a “**road map**” for all intentional teaching practices.

Planning Matrix

Daily Schedule	Target Skill #1:	Target Skill #2:	Target Skill #3:	Target Skill #4:	Target Skill #5:
	ITP:	ITP:	ITP:	ITP:	ITP:

Planning Matrix- Intentional Practices

Daily Schedule	Target Skill #1: Follows classroom Routine	Target Skill #2: Counts objects to 5	Target Skill #3: Responds to questions w/ 3-word phrase	Target Skill #4: Manipulates class materials to build strength	Target Skill #5:
	ITP: Visuals	ITP: Gestural prompt	ITP: Sentence strip w/ photos	ITP: Adult or peer model	ITP:
Arrival	First, hang backpack Then, choose breakfast seat				
Breakfast		Count 5 plates & cups to pass out to friends	What do you want for breakfast? I want _____.		
Morning Meeting	First, go to on mat Then, pick song			Clip name tag on attendance board	
Centers			What are you making? I made _____.	Playdoh kneading, cutting, Paper punch	
Outdoor Play		Count 5 objects to bring outside			
Lunch		Count 5 plates & cups to pass out to friends	What do you want for lunch? I want _____.	Open food container	
Naptime	First, go to nap mat Then, pick book/quiet toy				
Centers			Where do you want to go? I want _____.	Water plants with spray bottle	
Snack		Count 5 plates & cups to pass out to friends			
Outdoor Play	First, line up Then, pick outdoor activity			Crab-walk, bear walk games	



ACTIVITY- Creating a Planning Matrix

With a partner or small group:

- Identify a target skill in column #5
- Identify the Intentional Teaching Practices (ITPs)
- Identify the times and vehicles for embedding the ITP throughout the day

First Step in Implementation

IECSE Schedule

IECSE Provider:	Caseload:					Date:
	Monday	Tuesday	Wednesday	Thursday	Friday	
	AM:	AM:	AM:	AM:	AM:	
	PM:	PM:	PM:	PM:	PM:	
8:00-8:15						
8:15-8:30						
8:30-8:45						
8:45-9:00						
9:00-9:15						
9:15-9:30						
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2:00-2:15						
2:15-2:30						
2:30-2:45						
2:45-3:00						

IECSE Schedules


-
1. Team Meeting Day
 2. Days at EC Programs
 3. Collaborative Meetings
 4. Specialized Instruction
 5. Travel
 6. Lunch
 7. Prep





IECSE Provider: Ms. Maggie

Caseload: 15

Date: 10/6/2023

	Monday	Tuesday	Wednesday	Thursday	Friday
	AM: Smith County Head Start	AM: Kids-R-Us Childcare	AM: North Village Head Start	AM: Team Meetings	AM: North Village Head Start
	PM: Smith County Head Start	PM: Beautiful Start Childcare	PM: North Village Head Start	PM: Team Meetings	PM: Marcia's Family Care
8:00-8:15	SI-Carrie	CM- Barbie	CM- Travis		CM- AnnMarie
8:15-8:30	SI- Jose	CM- Tyrell	CM- Patty		SI- Travis
8:30-8:45			SI- Travis		SI-Nate
8:45-9:00			SI- Nate		
9:00-9:15			SI- Patty		
9:15-9:30		SI-Barbie			
9:30-9:45	SI- Stacey				
9:45-10:00		SI- Tyrell	Prep		TRAVEL
10:00-10:15	SI-Ryan	TRAVEL			Lunch
10:15-10:30		Lunch	Lunch		
10:30-10:45	Lunch	Prep	SI- Janita		
10:45-11:00	CM- Ryan		SI- AnnMarie		
11:00-11:15	CM- Stacey				CM- Phil CM- Jane
11:15-11:30	CM- Jose	SI- Victoria			SI- Phil
11:30-11:45	CM- Carrie	SI- Jason			SI-Jane
11:45-12:00		CM- Victoria	CM- Nate	Prep	
12:00-12:15	Prep	CM- Jason	CM- Janita		
12:15-12:30					
12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					

Special Education Team Daily Rotation Example

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Classroom 1 support	Classroom 1 support	Planning with Classroom 2, other activities	Classroom 1 support	Classroom 1 support
Afternoon	Other activities	Other activities		Other activities	Other activities
Week 2					
Morning	Classroom 2 support	Classroom 2 support	Planning with Classroom 3, other activities	Classroom 2 support	Classroom 2 support
Afternoon	Other activities	Other activities		Other activities	Other activities

Weekly Rotation Example

	Week 1	Week 2	Week 3	Week 4
Classroom 1	ECSE	Related service providers	Open	Para or floater
Classroom 2	Para or floater	ECSE	Related service providers	Open
Classroom 3	Open	Para or floater	ECSE	Related service providers
Toddler room	Related service providers	Open	Para or floater	ECSE

Keep Your Eye on the Prize

Each and every young child has access to a high-quality general early childhood education where they are provided the necessary individualized support to meet high expectations, participation, and belonging.



North Star

“Equal opportunity is one of America’s most cherished ideals. Being fully included as a member of society is the first step to equal opportunities throughout life and is every person’s right—a right supported by our laws.”

<https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf>



Questions/Comments

Thank you for coming!

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