

# **Project DIRECT: A Collaborative Consultation Model**



**Early Intervention/Early Childhood Special Interest Group  
(EIEC SIG)**  
**Webinar Series**  
**November 27, 2012**

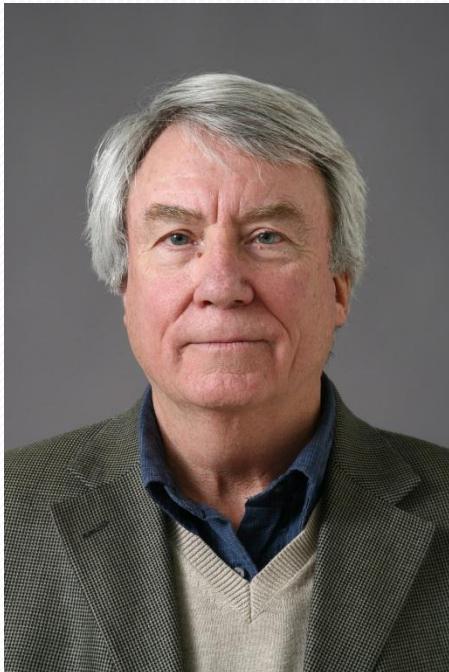
# EIEC at AUCD 2012

- IDEA Workgroup Meeting: Sunday, December 2 at 2:00pm in Fairchild
- EIEC SIG Meeting: Tuesday, December 4 at 12:00pm in Columbia 3

# Webinar Overview

- Introductions
- Presentation
- Q & A
  - Submit any questions throughout the webinar via the ‘Chat’ box to the right of to the slides
  - The moderator will read the questions after the presentations
- Survey
  - Please complete our short survey to give us feedback for the next webinar!

# Presenters



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University of Toledo

AUCD EI Webinar  
Series  
November 27, 2012

Laurie Dinnebeil &  
Bill McInerney  
  
University of Toledo

**A  
Collaborative  
Consultation  
Model in  
Itinerant  
ECSE Services**

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# Early Childhood Inclusion means that ALL children

Have full **access** to the general education curriculum

Can **participate** MEANINGFULLY in ALL learning experiences

Their teachers have the **support** they need in order to help children be successful

DEC/NAEYC Position Statement on Inclusion



# Basic Models of Itinerant Service Delivery

## ➤ Consultation

Assist educators and primary caregivers to provide specialized instruction and plan ways to address IEP goals within the course of the child's typical day and routine activities.

## ➤ Direct

Tutor the child focused on IEP goals within the context of ongoing activities or outside of the child's typical day. IEP-based instruction is limited to the Itinerant ECSE professional's visit.

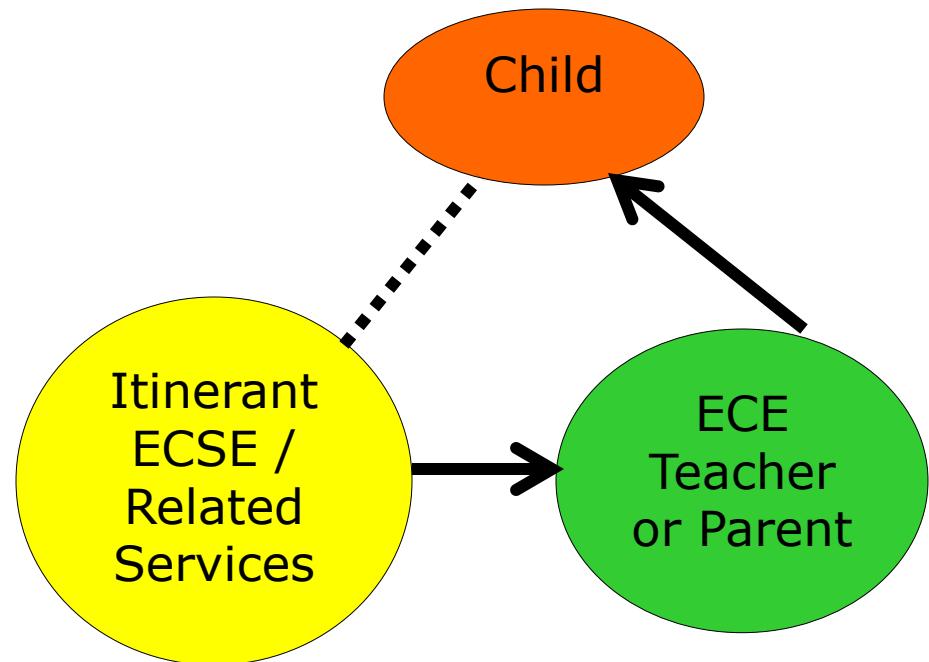
# Consultation & TRIADIC Intervention

Consultation is defined as an INDIRECT intervention model in which the IECSE teacher and the PreK teacher work together to address an area of concern or common goal for change.



# The TRIADIC Model

The triadic service delivery model is an INDIRECT intervention model in which Itinerant ECSE professionals / RSPs support children's development by working primarily with another teacher or parent rather than directly with the child.



# Why use the triadic approach?

Other adults spend more time with children than the IECSE teacher does. Practice is consistent with the benefits of ***Distributed Instruction***.

Through a triadic approach, the IECSE teacher can help the PreK teacher do what she does best—better help the child learn and reach his or her IEP goals.

## Why use the triadic approach?

A triadic model helps improve the FREQUENCY and QUALITY of IEP-based instruction that occurs between the visits of the IECSE teacher.

A federal study indicated that very little specialized services are provided to preschoolers with disabilities by general early childhood teachers (PEELS, 2008)

# Distributed vs. Massed Instruction

Instruction is most effective when opportunities to acquire and practice skills occur **across the day** as opposed to single points during the day (*Dinnebeil & McInerney, 2011; Hemmeter, 2000; Sandall & Schwartz, 2002; Wolery, 2000; Wolery, Ault, & Doyle, 1992*)



# Massed vs. Distributed Instruction

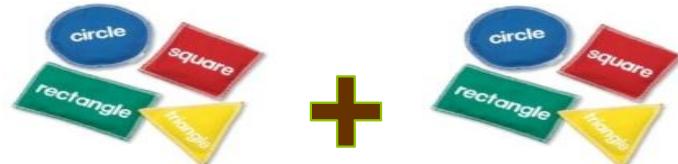
## Massed Instruction

- Child instructed with same materials, multiple times in single session, **without a break**
- EXAMPLE: Identifying basic shapes for 20 minutes in one day



## Distributed Instruction

- Child practices with same or different materials, multiple times, **with breaks between instruction/ practice**
- EXAMPLE: Practice identifying basic shapes for 10 mins. during sessions scheduled several times per week



# Research on Distributed Instruction

- As early as the 1800s, researchers demonstrated that distributed practice supports learning significantly more than massed practice, particularly for language-based skills (Ebbinghaus, 1885/1964; Jost, 1897; Thorndike, 1912).
- Cepeda, Pashler, Vul, Wixted, & Rohrer (2006) suggests that the effects of distributed practice are consistent across the human life span. Babies as well as the elderly learn better when opportunities to learn are distributed across time rather than massed together.

# Importance of Distributed Instruction

- Since itinerant ECSE professionals have limited time with children, it is difficult to implement a ***distributed instruction*** model. However,
  - Early childhood teachers are present all day and can provide opportunities for distributed practice across the day and during the week
  - But they cannot be effective, if they do not have the knowledge and skills to do so.....

# Consultation & Distributed Instruction

Itinerant professionals should spend their time helping their ECE ‘partner, planning for learning opportunities that will be distributed across the day and will occur during the week between itinerant visits, and reviewing child progress.

# 9 Steps in the Consultation Process in IECSE Services



## Step 1: Determine SMART IEP Objectives (Jung, 2007)

The IEP team should make sure that all IEP objectives are:

- Specific
- Measurable
- Attainable
- Routines-based
- Tied to a functional priority (and linked to district or state curriculum guidelines, where appropriate or required)

## Step 2: Evaluate "Goodness of Fit"

Between child characteristics, need for support, and learning environment, and modify the environment if necessary.

- Conduct an analysis of the child's learning environment using the Inclusive Classroom Profile (Soukokou, 2011)
- Conduct an analysis of the child's engagement opportunities using the EIEIO (McWilliam & Casey, 2008)

## Step 2.... continued

- Use the results of the ICP to determine if there are environmental modifications or adaptations to make that will enhance the “goodness of fit” between the child’s needs and the learning environment
- Use CARA’s Kit to identify possible environmental adaptations or modifications (Milbourne & Campbell, 2007)

## Step 3: Agree on Mode and Intensity of Instruction for IEP Objectives

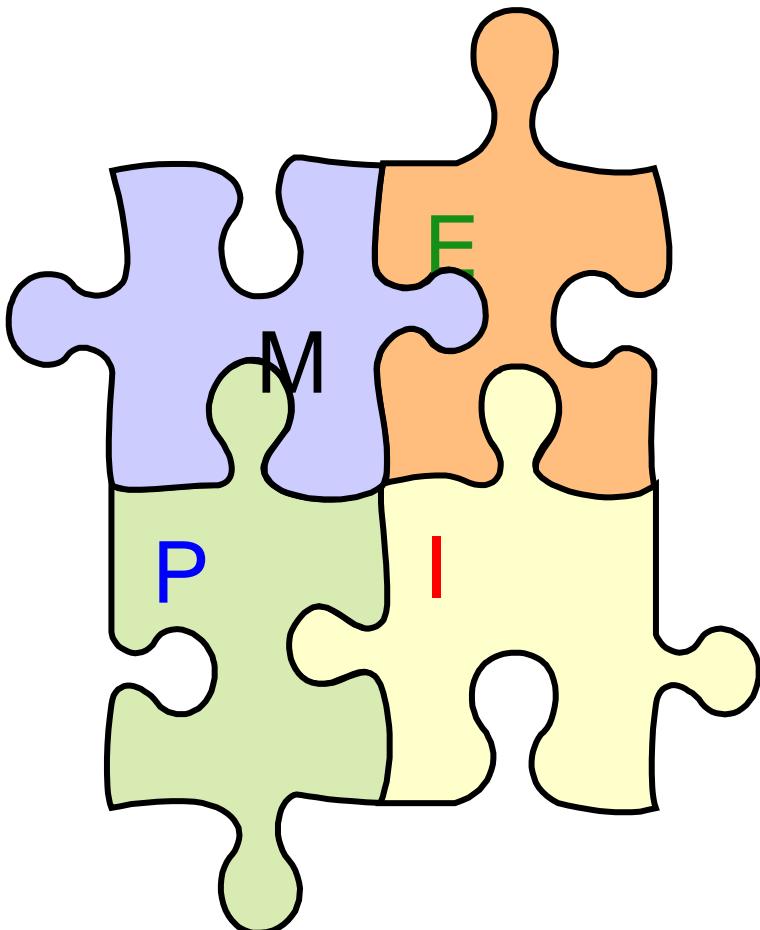
- The team should conduct an analysis of the child's IEP objectives, using the MEPI model, in order to identify the spectrum of support for development and to prioritize instruction.

## Step 3 ...continued

Might also consider other factors in terms of prioritizing instruction:

- Are there “quick wins” that could help the child be more successful?
- Are there particular routines or activities in which the child needs support in to be successful?
- Do any of the objectives address foundational or pivotal skills that affect the child’s success in other areas, or in the ‘next environment’ ?

# What is MEPI?



- A system to analyze and prioritize how IEP teams, including itinerant ECSE teachers and their partner ECE teachers should focus their efforts in addressing children's IEP objectives

# Step 1: Determining Priority IEP Objectives

Mode and Intensity of Intervention

- **Maturation** - Biological influence and practice
- **Environment** - Effect of materials, routines, expectations, etc.
- **Peer Mediation** - Structured peer interactions
- **Intensive** - Direct intervention necessary

# M = Maturation

- Is target behavior / skill likely to improve as a result of development and experience without **significant** teacher or peer involvement ?

# E = Environmental Support

- Is target behavior / skill likely to improve as a result of child having access to learning materials or intentional arrangement or expectations of the learning (or home) environment ?

# P = Peer Intervention / Support

- Is target behavior / skill likely to improve as a result of predictable or planned interactions with competent peers ?

## I = Immediate / Intentional / Intensive Intervention

- Will target behavior / skill require IMMEDIATE intervention? Would child be expected to make reasonable progress in learning this skill/behavior without DIRECT and consistent ECE general education teacher intervention ?

# MEPI

- M** Skill is likely to improve as a result of **maturity** and experience without significant teacher or peer involvement
- E** Skill likely to improve when the child has access to intentional arrangement of the learning **environment?**
- P** Skill is likely to improve as a result of **peer interaction**
- I** Needs **intentional intervention** to make reasonable progress in learning this behavior.

# How Will MEPI Analysis Inform Decisions re: Instruction and Intervention ?

- Working with an ECE general education teacher ‘partner’ in analyzing IEP objectives with respect to mode and intensity of instruction will result in:
  - Improved awareness of the richness of the EC learning environment
  - Improved confidence and comfort of ‘partner’ teacher re: necessary supports for child attainment of IEP objectives in her classroom

## How Will MEPI Analysis Inform Decisions (cont.)

- Awareness of the contribution of opportunity for practice of key skills in typical EC classroom activities on attainment of IEP objectives
- Awareness of the role of classroom ‘culture’ and expectations for child function on attainment of IEP objectives
- Awareness of the potential contribution of peers in supporting the development of peers who have IEPs

## How Will MEPI Analysis Inform Decisions (cont.)

- Awareness of the potential effect of multiple modes of instruction and opportunities for 'learning' on child's attainment of IEP objectives
- Awareness of how to manage addressing multiple IEP objectives of child, or multiple children with IEPs, without relegating each IEP objective to I level of intervention

## How Will MEPI Analysis Inform Decisions (cont.)

- Confidence that some IEP objectives can be addressed effectively via modes of instruction/intervention that are less intensive than direct instruction provided by a teacher
- IECSE teacher awareness of ‘partner’ teacher knowledge, skills and comfort in addressing the needs of young children experiencing developmental delays

## Step 4: Identify Learning Opportunities in Daily Routines

- Analyze the child's daily routines and activities using the Curriculum Planning Matrix
- Identify specific routines and activities in which teachers can embed IEP-focused intervention
- Decide on specific routines and activities within which to embed interventions



## Avoid Frustration!

Make sure that expectations for the PreK teacher's embedding of instruction are reasonable and realistic—provide supports as necessary

## Step 5: Identify Appropriate Teaching Strategy

- Identify specific evidence-based teaching strategy to use to address IEP objective (e.g., time delay, system of least prompt, etc.)
- Identify ways of “setting up” learning opportunities within daily routines (e.g., placing object out of reach, use unexpected events, inadequate portions, etc.)
- Identify a naturally-occurring consequence(s) that will reward the desired behavior

## Step 6: Identify Progress Monitoring Strategy (ies)

- Identify a data collection strategy related to the expected behavior/skill
- Make sure that data collection strategy will yield useful information
- Make sure that data collection strategy is realistic for the PreK teacher, in a classroom setting
- Make sure that the PreK teacher has all of the materials needed (e.g., timer, clipboard, iPad, etc.)

## Step 7: Engage in Ongoing Coaching

In order to transfer teaching strategy to PreK teacher:

- Design an Implementation Checklist that provides specific descriptions of the procedural components of the child-focused intervention strategy
- Use Implementation Checklist to help the PreK teacher learn to use the intervention strategy, **with fidelity**

# The importance of follow through.....

- The success of consultation depends on the follow through of the partner.
- Wilkinson (2006) argues that the “consult and hope” strategy is ineffective in terms of ensuring intervention integrity.



## Increase the odds for success

By providing support BETWEEN  
visits

# Adult Self-Monitoring Tools and Strategies

IECSE teachers need tools to help the adults they work with implement child-focused interventions BETWEEN itinerant visits:

- Implementation checklists
- Goal attainment scaling
- ELO matrices
- Self monitoring strategies

# Implementation Checklists

Provides a written sequence of steps or procedural components of a specific child-focused intervention strategy.

Can serve as a reminder to adults of the important steps in an intervention strategy that will help adults implement interventions with fidelity.

# Features of Effective Checklists

- Outlines critical procedural components of an intervention strategy (e.g., gaining child's interest/attention before prompting a response)
- Uses language that is easy to understand (e.g. Substitutions for “successive approximations”?; “Contingent upon”?)

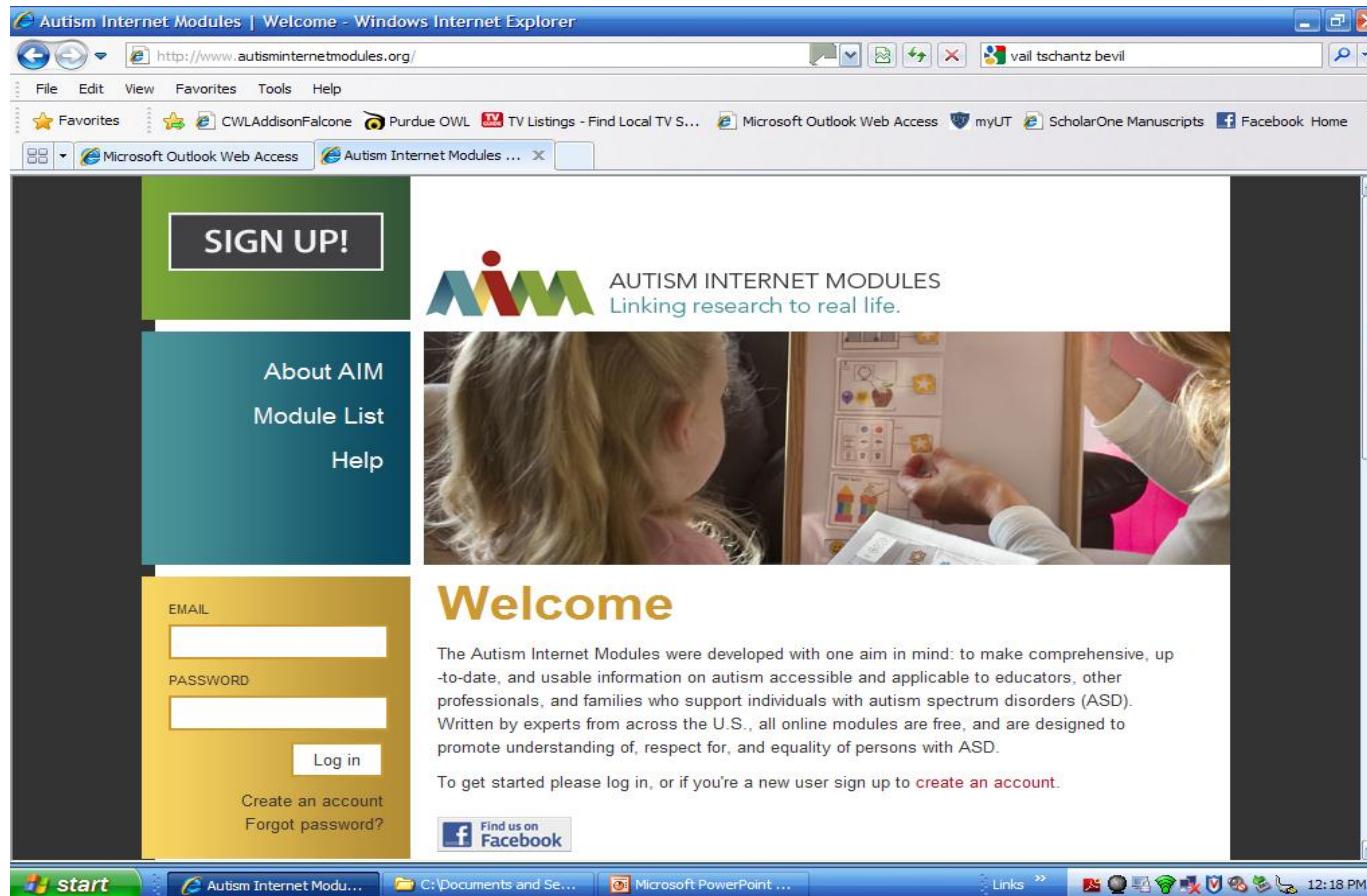
# Steps in Using an Implementation Checklist

1. Review the checklist with the user, making sure he or she understands all of the terms and language.
2. Ask the user to observe you engaged in the intervention strategy, checking off the procedural components as he or she observes them. Repeat until the user can correctly identify the components.

# Steps..... continued

3. Allow the user to give you performance feedback based on his or her use of the checklist.
4. Switch roles—let the user try the intervention strategy with you providing performance feedback using the checklist.
5. Discuss the performance feedback and repeat the process until both of you feel confident in the user's ability to implement the intervention strategy.

# Sources for Implementation Checklists: ocali.org



## Step 8: Monitor Use of Teaching Strategies in Classroom Routines

- Identify ways to document the teacher's use of the strategy, with fidelity
- Make sure monitoring method is realistic and reasonable for the teacher
- Make sure monitoring method will yield useful information

# Evaluating the Success of Itinerant Consultation

- Just as we need to verify that children achieve IEP objectives, we need to verify that consultants and consultees (or partners) have achieved their objectives through the process of consultation.

# **General vs. Specific Outcomes** for Itinerant Consultation

General...

- Increase opportunities for ECE partner to practice communication skills.

Specific...

- Provide ECE partner with at least two opportunities to initiate interactions with her peers during snack time.

# General vs. Specific Outcomes for Itinerant Consultation

General...

- Enhance Pat's ability to provide individualized instruction to the child with special needs.

Specific...

- Pat will correctly use a system of backward chaining to help Jeremy put on his coat twice a day—once at recess and once when it's time to go home.

## Step 9: Evaluate Success of Teaching Strategy

Conduct ongoing monitoring of child's progress in attaining IEP objective



# Self-Monitoring

(Lee, Palmer, & Wehmeyer, 2009)

- Three basic steps:
  - Goal setting: identify target or behavior that one wants to achieve
  - Self monitoring: actively self-observes and self-records behavior
  - Self evaluation: reflecting on data recorded and modifying plan if needed.

Can help adults develop new habits and facilitate transfer of training

# Example of Self-Monitoring Chart

	Monday	Tuesday	Wednesday	Thursday	Friday
# of times I used positive reinforcement with Justin during centers	✓ ✓ ✓	✓ ✓		✓ ✓ ✓	✓
Comments	Gave J. 3 “High 5s” for sharing with others	Gave J. 2 “thumbs up”—missed 2 other opps.	No opportunity to positively reinforce ☹	Found 3 times to reinforce Justin—getting easier	Centers cut short today.

# Judging the Success of Consultation

- Did the consultation session go as planned?
- What does the data tell us (reflection) ?
- How was the learning environment changed ?  
What effect did it have on the child' s learning?
- Did the consultee acquire the knowledge and/or skills that were targeted for the session? How do you know?
- Was the consultee satisfied with the outcome of the session re: knowledge/skill gains? How do you know?

## Planning for Consultation/Coaching Session

Child: \_\_\_\_\_ Date of Visit: \_\_\_\_\_ Location: \_\_\_\_\_

IECSE Teacher: \_\_\_\_\_ ECE Partner Teacher: \_\_\_\_\_

Session #: \_\_\_\_\_ Duration of Session: \_\_\_\_\_

### Focus of Session:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Prioritizing IEP objectives</li><li><input type="checkbox"/> MATRIX Planning to embed instruction</li><li><input type="checkbox"/> Discussion of peer pairing</li><li><input type="checkbox"/> Monitoring of partner progress</li><li><input type="checkbox"/> Development of task analysis of teaching skill</li><li><input type="checkbox"/> Materials modification:</li><li><input type="checkbox"/> Providing information/media on disability conditions:</li><li><input type="checkbox"/> Demonstration of incidental teaching skill:</li><li><input type="checkbox"/> Demonstration of direct instruction teaching skill:</li><li><input type="checkbox"/> Review of www resources:</li></ul> | <ul style="list-style-type: none"><li>Monitoring of child progress</li><li>Discuss transition to Kindergarten</li><li>Discuss transition to another program</li><li>Assessment of child</li></ul> |
|--|---|

### Supplies and Materials:

- Materials: \_\_\_\_\_
- Toy (s): \_\_\_\_\_
- Microswitch: \_\_\_\_\_
- CD or Video: \_\_\_\_\_
- Child Monitoring Form: \_\_\_\_\_
- ECE Partner Teacher Monitoring Form: \_\_\_\_\_
- Journal article: \_\_\_\_\_

### Reflection on Coaching Session (Narrative / Rating System)

Objective (s) Met       Objective (s) Partially Met       Objective (s) NOT Met

### Comments:

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Date of Next Coaching Session: \_\_\_\_\_

# Planning for Consultation/Coaching Session

Date of Visit: 2/9/09

Location: Children's Garden

IECSE Teacher: M. Stowe

ECE Partner Teacher: E. Ramirez

Session #: 16

Duration of Session: 75 mins.

Child: T. C.

## Focus of Session:

- |  |  |
|--|--|
| <input type="checkbox"/> Prioritizing IEP objectives   | <input type="checkbox"/> Monitoring of child progress                  |
| <input type="checkbox"/> MATRIX Planning to embed instruction  | <input checked="" type="checkbox"/> Discuss transition to Kindergarten |
| <input type="checkbox"/> Discussion of peer pairing  | <input type="checkbox"/> Discuss transition to another program         |
| <input checked="" type="checkbox"/> Monitoring of partner progress   | <input type="checkbox"/> Assessment of child                           |
| <input type="checkbox"/> Development of task analysis of teaching skill  |  |
| <input type="checkbox"/> Materials modification: _____   |  |
| <input type="checkbox"/> Providing information/media on disability conditions: _____                             |  |
| <input type="checkbox"/> Demonstration of incidental teaching skill: _____                                       |  |
| <input checked="" type="checkbox"/> Demonstration of direct instruction teaching skill: Use of DRO/DRA procedure |  |
| <input type="checkbox"/> Review of www resources: _____  |  |

## Supplies and Materials:

- |  |  |
|--|--|
| <input type="checkbox"/> Materials: _____                                      |  |
| <input type="checkbox"/> Toy (s): _____  |  |
| <input type="checkbox"/> Microswitch: _____                                    |  |
| <input type="checkbox"/> CD or Video: _____                                    |  |
| <input type="checkbox"/> Child Monitoring Form: _____                          |  |
| <input checked="" type="checkbox"/> ECE Partner Teacher Monitoring Form: _____ |  |
| <input checked="" type="checkbox"/> Journal article: _____                     |  |

## Reflection on Coaching Session (Narrative / Rating System)

Objective (s) Met       Objective (s) Partially Met       Objective (s) NOT Met

## Comments:

- We discussed T's progress in seeking peer assistance to secure items that he cannot access w/o help or use of tools. E has been shown how to use LIMITED ACCESS and TIME DELAY in creating opportunities for T to communicate with peers. E was able to describe activities and opportunities she created.
- Left file for E. that describes how to use DRO/DRA strategies to reward appropriate behavior
- Began discussion of T's pre-K skills. Did not complete. Left LEA K-garten skills checklist for her to complete before next visit

Date of Next Coaching Session: 2/18/09

**Focus of next session: LEA K-garten skills checklist; feedback on use of DRO/DRA → monitoring**

# Following up ...

## Comments:

- We discussed T's progress in seeking peer assistance to secure items that he cannot access w/o help or use of tools. E has been shown how to use LIMITED ACCESS and TIME DELAY in creating opportunities for T to communicate with peers. E was able to describe activities and opportunities she created.
- Left file for E. that describes how to use DRO/DRA strategies to reward appropriate behavior
- Began discussion of T's pre-K skills. Did not complete. Left LEA K-garten skills checklist for her to complete before next visit.

**Date of Next Coaching Session:** 2/18/09

**Focus of next session:** LEA K-garten skills checklist; feedback on use of DRO/DRA → monitoring

## MATERIALS/RESOURCES PLANNING

Week/Month: \_\_\_\_\_

Teachers/ Resources	Aleesha (D'nae)	Tiffany (Kevin)	Charlene (Sam, Ashley)	Deborah (Luisa, Carlos)	Ed (Tina)
Hands-on Materials	PECS cards				
Embedding goals/ objectives	Planning Matrix – use of new PECS cards		Arrival/ Departure opportunities - Matrix		
Language/ Literacy					
Environment		Zone defense article	Engagement – McW chapter 2; On-task obs form		
Peers/Social				I Can Use My Words – Social stories (csefel)	
Behavior		What Works Briefs (H) – Transitions		What Works Briefs (H) – Transitions	
Independence	Levels of Help – wall chart				
Parent info	Routines matrix		Routines matrix	Spanish version of above	
Monitoring	w/in Matrix (for next visit)				DRO/DRA ✓ sheet
Other					Article on K skills

## CONSULTATION PLANNING

WEEK: \_\_\_\_\_

	Aleesha (D'nae)	Tiffany (Kevin)	Charlene (Sam, Ashley)	Deborah (Luisa, Carlos)	Ed (Tina)
Monday	<ul style="list-style-type: none"><li>■ PECS cards</li><li>■ Planning Matrix – use of new PECS cards</li><li>■ Email form</li></ul>				<ul style="list-style-type: none"><li>■ Monitor use of DRO/DRA;</li><li>■ Email K skills article</li></ul>
Tuesday					
Wednesday		<ul style="list-style-type: none"><li>■ Model Zone defense;</li><li>■ <i>What Works Briefs (H) – Transitions</i></li><li>■ Examine website</li></ul>		<i>What Works Briefs (H) – Transitions</i>	
Thursday			<ul style="list-style-type: none"><li>■ Arriv/Depart Matrix – email blank form</li></ul>	I Can Use My Words – Social stories	
Friday					

# Implication

If IECSE teachers can find ways to support PreK teachers' use of child-focused intervention strategies during their absence, then everyone can make informed decisions concerning the efficacy of these strategies. These strategies help to ensure the fidelity of treatment that is critically needed in the field.



# Summary

- Consultation has been found to be effective at helping other adults help children improve academic performance and developmental progress
- However, the effects of consultation are enhanced when itinerant professionals provide partners with tools to use BETWEEN itinerant visits.
- A variety of self-monitoring strategies can be useful in helping adults implement interventions with fidelity and efficiency.

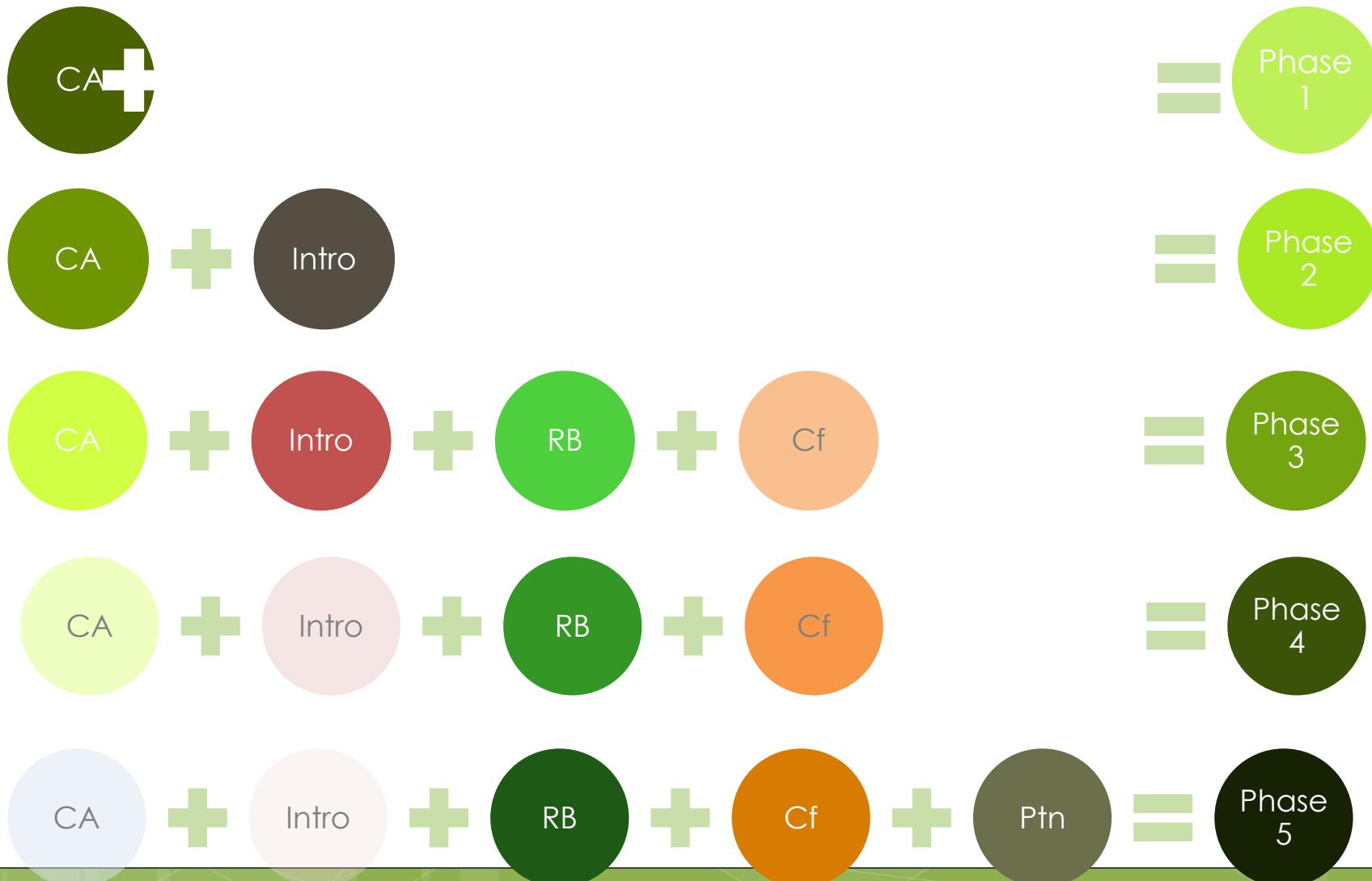
# Consultation..... ahead of the curve



# Progression of Consultation Partnership



# Progression of Consultation Partnership



# Outcomes of Consultation

- Improved comfort level of *other adults*
  - *Early childhood teachers* may feel less isolated and in greater control of classroom and instruction after working with consultant



# Outcomes of Consultation

- Increased skills or knowledge of other teachers
  - *PreK teachers* have a “bigger tool box” to use when dealing with challenging situations.
  - *The PreK teacher* has increased knowledge about disabilities that helps them to become a better teacher
  - *IECSE teachers* are able to provide IEP-based instruction BETWEEN visits.

# Outcomes..... continued

- Children's enhanced developmental success:
  - Children are better able to participate in routine activities throughout the day.
  - Children's interactions with others (adults and peers) are improved.
  - Children have the consistent support they need to access the general or regular education curriculum

# Outcomes of Consultation

- Changes in child's environment
  - The child's classroom is rearranged to promote active exploration and interaction
  - Materials and expectations may be modified in accord with children's skills



# What About Challenges?

- A collaborative consultative approach isn't easy (but many things that are worthwhile aren't easy!)
- What are some of the challenges in adopting this approach that you can think of ?
- How can WE address them?

# Key Factors in Consultation

- It is essential that both Itinerant ECSE professionals, their partners, and their supervisors agree on the intended outcome of the consultation process
- The overall goal of consultation is to implement the child’s IEP by enhancing the skills of the *ECE partner teacher or the child’s parent.*

# Factors that Influence the Effectiveness of Consultation

- **Administrative Support**

Letters of Introduction/Formal ‘Agreement for Services’

- **Time Demands (... caseload, travel, planning time)**

- Create released time (volunteers, college students, subs)
- Schedule consultation sessions
- Use consultation logs / information exchange (e.g. listserv)

- **Quality of Early Learning Environment**

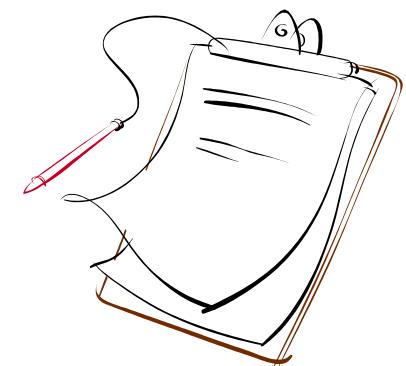
- **Parent experience with direct service model and their expectations for Itinerant Model**

# Factors that Affect Consultation Process continued...

- Administrative Support of LEA and ECE Program Administrators
- This can be addressed, initially, through formal ‘Letters of Introduction’
  - *to Parent*
  - *to Home-based Provider*
  - *to ECE Partner Teacher/Consultee*
  - *to CC Administrator*
  - *from Supervisor to CC Administrator*

# Factors that Affect Consultation Process continued...

- While the same kind of formal agreement may not be appropriate with a parent, there should be some kind of written information that is jointly reviewed and discussed before Itinerant services begin.



# Components of a Formal Agreement

Formal Agreement should include:

- Description of services including emphasis on consultation model
- Name/contact information for immediate supervisor of Itinerant professional
- Name, credentials and experience of Itinerant professional

# Components: Formal Agreement continued...

- Relationship between Itinerant professional and ECE partner
- Addressing of child IEP requirements
- Anticipated frequency and duration of scheduled visits
- Interactive professional development ‘contact’ (Itinerant professional & ECE professional)

# Components: Formal Agreement continued...

- Need for meetings with ECE partner teacher/consultee re: child progress
- Plans for communication with parents re: child progress
- Description of related responsibilities of Itinerant professional

# Letter to Parents



## GOLDEN LOCAL SCHOOL DISTRICT PRESCHOOL ITINERANT SERVICES

Hello!

My name is Sarah Albright. I am an Itinerant Preschool Special Needs Teacher with Golden Local School District. We met at Jacob's IEP meeting last year. I will be the teacher who comes to Jack 'n Jill Child Care Center to work with Jacob, and to help Jacob's teachers understand how to work with him when I am not at Jack 'n Jill. I will be visiting Jacob once a week, for about an hour, as agreed upon at the IEP meeting, and as stated in Jacob's IEP.

In my role as an itinerant (or 'traveling') teacher, I wear several hats. I am a consultant, a provider of resources, and a teacher.

My main responsibility is to work with Jacob's teacher and other staff members at Jack 'n Jill so that Jacob will enjoy appropriate learning experiences that are focused on the learning outcomes in his IEP. My job will be to work with Jacob's teachers and the staff at Jack 'n Jill

to help them better understand how the learning goals that are identified in Jacob's IEP can be met in their program. I will provide suggestions for teaching strategies, and resources and ideas that might be helpful. At times, I may work with Jacob myself, but more often my job will be to make sure that his teachers are confident that they can work on Jacob's learning objectives when I am not at Jack 'n Jill. Of course, 'we' (I and my 'partner' teacher at Jack 'n Jill) will also be working with you to be sure that we are all working on the same goals.

I look forward to working with you and the staff of the Jack 'n Jill Child Care Center this school year. Please do not hesitate to call me at my office at Jefferson School (phone # below). Please leave a message if I am not in. You may also send me e-mail (address below). Together, we will create a positive experience for you and Jacob.

Sincerely,

Golden Local School District  
4521 Oak Lane  
Aspen Ridge, OH 41234  
Phone:  
Fax:  
Email:



# Letter to Home CC Provider



## GOLDEN LOCAL SCHOOL DISTRICT PRESCHOOL ITINERANT SERVICES

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I look forward to working with you and Jacob. Please do not hesitate to call me at my office at Jefferson School (phone # below). Please leave a message if I am not in. You may also send me e-mail (address below). Together, we will create a positive experience for Jacob.

Sincerely,

Golden Local School District  
4521 Oak Lane  
Aspen Ridge, OH 41234  
Phone:  
Fax:  
Email:



# Letter IECSE to CC Director

August 29, 2009



GOLDEN LOCAL SCHOOL DISTRICT  
PRESCHOOL ITINERANT SERVICES

Hello. My name is Sarah Albright. I have been assigned by the Golden Local School District to provide support to Jacob Hill and his teacher during the 2009-2010 school year. As you know, Jacob has an IEP plan that specifies learning objectives that he could achieve this year at Children's Haven. As the local school district representative, it is my responsibility to work with you and Jacob's teacher(s) in addressing these learning objectives. In providing support services, I plan to visit your school once a week for approximately 1 hour. During this time, I will be observing Jacob, familiarizing myself with the classroom schedule and routines, and developing a relationship with Jacob's teacher. Occasionally, I may ask to meet with Jacob's teacher outside of the classroom to discuss her progress with Jacob. My visitation schedule may change somewhat in response to Jacob's progress as well as the schedule of my 'partner' teacher. I am excited about working with Jacob and the staff of Children's Haven. I have heard great things about the center from Jacob's mother.

I thought you might like to know about my background and previous experiences. I have been a traveling (itinerant) preschool special education teacher for the last 3 years. Two of these years were with the Cincinnati Public Schools. Prior to my teaching as an itinerant, I was a primary school teacher (grades 3-5) of students with mild mental retardation for 4 years, also in Cincinnati. I graduated from Kent State University with certification in Special Education (Grades K-12 - Mental Retardation and Learning Disability). I expect to complete my Master's degree at the University of Toledo in Early Childhood Special Education in May 2007. I hold temporary validation from the Ohio Department of Education in early childhood special education. Last year, I worked with children and their teachers at Children's World and St. Paul Lutheran Preschool. Please feel free to contact the directors of these programs for a 'reference'.

I am looking forward to working with you and Jacob's teacher(s). If you have any questions about my responsibilities, please contact my supervisor, Jennifer Reynolds (419.538-2222) at the Golden Local Schools. If you wish to contact me, you may reach me at (419.538-7642) or by e-mail at [salbright@goldenlocal.edu](mailto:salbright@goldenlocal.edu). Thank you, and best wishes for a productive school year.

Sincerely,

Sarah Albright  
Itinerant Preschool Special Education Teacher  
Golden Local Schools

# Letter to ECE Partner Teacher



**GOLDEN LOCAL SCHOOL DISTRICT  
PRESCHOOL ITINERANT SERVICES**

Hello!

My name is Sarah Albright, and I am an Itinerant Preschool Special Needs Teacher with Golden Local School District. My job is to provide learning services for preschool aged children with special needs who attend community-based early childhood programs like yours. Itinerant early childhood services may be provided in homes, day care centers, family day cares, preschools, kindergarten classrooms, Head Start classrooms, or any other early childhood setting. I travel to a number of different programs to work with the children and their teachers. My visiting schedule varies depending on the needs of the children, but it is usually once a week for about an hour.

In my role, I wear many hats - I am a consultant, a resource person, and a teacher. My main role is to work with the classroom teacher, staff members, and families so that the children with special needs can have the most appropriate learning experiences. My job will be to work with you to help you understand how the learning goals that are identified in Jacob's Individualized Education Plan (IEP) can be met in your program. I am available to help provide you with suggestions for teaching strategies, learning resources, and any other ideas that might be helpful.

I look forward to working with you this school year. I will be visiting your program (*insert visiting schedule*). We will discuss the best ways for us to work together. Please do not hesitate to call me at any time. Together, we will make this a great educational experience for the children, teachers, and families!

Sincerely,

Golden Local School District  
4521 Oak Lane  
Aspen Ridge, OH 41234  
Phone:  
Fax:  
Email:



# Letter - District Supervisor to PreK Director



## **GOLDEN LOCAL SCHOOL DISTRICT**

4521 Oak Lane  
Aspen Ridge, OH 41234  
Phone: 330-541-6789 Fax: 330-541-6780  
Carol Mitchell, Ed.D. SUPERINTENDENT

Michele Quintera  
Director, Jack & Jill Child Care Center  
Oak Glen, OH 41235

Dear Michele,

Let me introduce Sarah Albright, an Itinerant Preschool Special Needs Teacher with Golden Local School District. Sarah will be working with Jacob Hill, who is enrolled in your center. As you are aware from being involved in the team discussion, Sarah will be working with Jacob's teachers at Jack & Jill CCC to incorporate into their program the goals that are identified on Jacob's Individualized Education Plan (IEP).

Sarah's job is to provide educational services for preschool aged children with special needs who are enrolled in community-based early childhood programs like yours. Itinerant early childhood services may be provided in homes, day care centers, family day cares, preschools, kindergarten classrooms, Head Start classrooms, or any other early childhood setting. Sarah travels to a number of different programs to work with the children on her caseload and their teachers. Her visiting schedule varies depending on the needs of the children, but it is usually once a week for about an hour.

In her role, the itinerant teacher wears many hats – she is a consultant, a resource person, and a teacher. Her main role is to collaborate with the classroom teacher/child care provider, staff members, and families so that the children with special needs can receive the most appropriate learning experiences. She may also spend time with the children in their classroom or home as needed. She is available to provide suggestions, strategies, resources, and ideas to support the classroom teacher/child care provider. She and the teacher together will work out a system so they can best work together. It will be important that they can find some uninterrupted time each week when they can meet to discuss and share information.

I appreciate the opportunity to work with your center. If you have any questions about our itinerant preschool program, please do not hesitate to call me at any time. Together, we will make this a great educational experience for the children, teachers, and families!

Sincerely,

# Letter of Agreement

## **LETTER OF AGREEMENT ITINERANT EARLY CHILDHOOD SPECIAL EDUCATION SERVICES**

The purpose of this agreement is to specify the nature of itinerant early childhood special education services (ECSE) to be provided by \_\_\_\_\_ (school district), for \_\_\_\_\_ (child's name), a child with an Individualized Educational program (IEP) who is enrolled in \_\_\_\_\_ (community child care program).

During the 2009-2010 school year, these itinerant ECSE services will be provided by \_\_\_\_\_ (Itinerant ECSE teacher) who will be working with the teacher(s) and staff of the classroom in which \_\_\_\_\_ (child's name) is enrolled. Ms. \_\_\_\_\_ holds a degree in early childhood special education, and has been working as an Itinerant ECSE teacher for \_\_\_\_\_ years. She also holds a teaching license from the Ohio Department of Education in the area(s) of \_\_\_\_\_.

As the local school district representative, it is the responsibility of the Itinerant teacher to work with the teacher(s) at your site to address the child's IEP objectives. Rather than focusing her work solely on the child, the Itinerant teacher will work with your teachers so that they are able to address the child's IEP goals within the regular classroom environment and during typical preschool activities. This will require the Itinerant to develop a collaborative 'partnership' with your teachers. The Itinerant teacher will be available to share teaching resources, as well as knowledge and teaching strategies, with your teachers.

As stated in \_\_\_\_\_'s IEP, the Itinerant teacher is scheduled to visit \_\_\_\_\_ (community child care program) for no less than one hour per week during the school year. Upon agreement of the 'partners', and with your approval, this schedule may be modified. The Itinerant teacher will also inform her supervisor of any planned changes in the visiting/consultation schedule. On occasion, the Itinerant teacher may need to meet with her partner teacher(s) outside of the classroom environment to discuss issues related to child progress, teaching strategies, etc.

The Itinerant teacher and the ECE teachers will discuss the child's progress with his parents at least monthly. Update communications will be formal (e.g. file copy) and informal (e.g. phone/e-mail).

The Itinerant teacher may be contacted at the following phone number or email address: \_\_\_\_\_; \_\_\_\_\_. The Supervisor of this teacher, \_\_\_\_\_ may also be contacted at: \_\_\_\_\_; \_\_\_\_\_.

Signatures:

\_\_\_\_\_  
Preschool Program Director (or Representative)

\_\_\_\_\_  
Date

\_\_\_\_\_  
School District Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Caregiver

\_\_\_\_\_  
Date



# Project DIRECT Web Site

<http://www.utoledo.edu/education/direct/>

## Web Site Includes:

- Training Modules related to Itinerant ECSE Services
- Articles and Links to Resources
- Professional Development Tool (P.I.E.C.E.S.)
- Information re: Training Sessions

# Helpful Resources

- Dinnebeil, L.A., & McInerney, W. (2011). *A guide to itinerant early childhood special education services*. Baltimore: Paul Brookes.
- Dinnebeil, L.A., Spino, M., & McInerney, W. 2011). Using implementation checklists to encourage the use of child-focused intervention strategies between itinerant visits. *Young Exceptional Children*.
- Dinnebeil, L.A., Spino, M., & McInerney, W. (in review). Using goal attainment scaling to monitor the progress of young children with disabilities and the adults who work with them. *DEC Monograph on Early Childhood Assessment*.
- Grisham-Brown, J., Pretti-Frontczak, K., Hemmeter, M.L., & Ridgley, R. (2002). Teaching IEP goals and objectives in the context of classroom routines and activities. *Young Exceptional Children*, 6, 18-27.
- Gomez, C.R., Wallis, S., & Baird, S. (2007). On the same page: Seeking fidelity of intervention. *Young Exceptional Children*, 10, 20-29.
- Horn , E., Lieber, J., Sandall, S., Schwartz, I., & Li, S. (2000). Supporting young children's IEP goals in inclusive settings through embedded learning opportunities. *Topics in Early Childhood Special Education*, 20, 208-223.
- Kalis, T. M., Vannest, K. J., & Parker, R. (2007). Praise counts: Using self-monitoring to increase effective teaching practices. *Preventing School Failure*, 51, 20-27.
- King-Sears, M. (2008). Using teacher and researcher data to evaluate the effects of self-management in an inclusive classroom. *Preventing School Failure*, 52, 25-34.
- Kiresuk, T. J., Smith, A., & Cardillo, J. E. (1994). *Goal attainment scaling: Applications, theory and measurement*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Raver, S. (2003). Keeping track: Using routines-based instruction and monitoring. *Young Exceptional Children*, 6, 12-20.
- Roach, A., T., & Elliott, S. N. (2005). Goal attainment scaling: An effective and efficient approach to monitoring student progress. *Teaching Exceptional Children*, 37, 8-17.
- Sladeczek, I. E., Elliott, S. N., Kratochwill, T. R., Robertson-Mjaanes, S., & Stoiber, K. C. (2001). Application of goal attainment scaling to a conjoint behavioral consultation case. *Journal of Educational and Psychological Consultation*, 12, 45-58.
- Suk-Hyang L., Palmer, S. B., & Wehmeyer, M. L. (2009). Goal-setting and self-monitoring for students with disabilities: Practical tips and ideas for teachers. *Intervention in School and Clinic*, 44, 139-145.
- Wilkinson, L.A. (2006). Monitoring treatment integrity: An alternative to the “consult and hope” strategy in school-based behavioural consultation. *School Psychology International*, 27, 426-438.
- Wolery, M., Ault, M.A., & Doyle, P. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York: Longman.

A GUIDE TO

# *Itinerant Early Childhood Special Education Services*



Laurie A. Dinnebeil  
& William F. McInerney  
Foreword by Virginia Buysse

## Contact Information:

Laurie Dinnebeil, Ph.D. – [laurie.dinnebeil@utoledo.edu](mailto:laurie.dinnebeil@utoledo.edu)

Bill McInerney, Ph.D. – [william.mcinerney@utoledo.edu](mailto:william.mcinerney@utoledo.edu)

Judith Herb College of Education, Health Science, and  
Human Service - MS 954

The University of Toledo  
2801 W. Bancroft St.,  
Toledo, OH 43606

# Q & A

- How to Ask a Question
  - Type your questions into the ‘Chat’ box to the right of the slides
  - The moderators will read the questions

# THANK YOU

## Visit the Websites

- AUCD Website: <http://www.aucd.org>
- EIEC SIG Website: [www.aucd.org/eiec](http://www.aucd.org/eiec)

## Questions about the SIG?

- SIG Co-Chairs:
  - Mary Beth Bruder: [bruder@nso1.uchc.edu](mailto:bruder@nso1.uchc.edu)
  - Corry Robinson: [Cordelia.Rosenberg@ucdenver.edu](mailto:Cordelia.Rosenberg@ucdenver.edu)

## Questions about the Webinar?

- Rachel Patterson: [rpatterson@aucd.org](mailto:rpatterson@aucd.org)

***Please take a few minutes to complete our survey!***