

Implementation of Itinerant Early Childhood Special Education Services



**2017 National Early Childhood Inclusion Institute
Chapel Hill, NC
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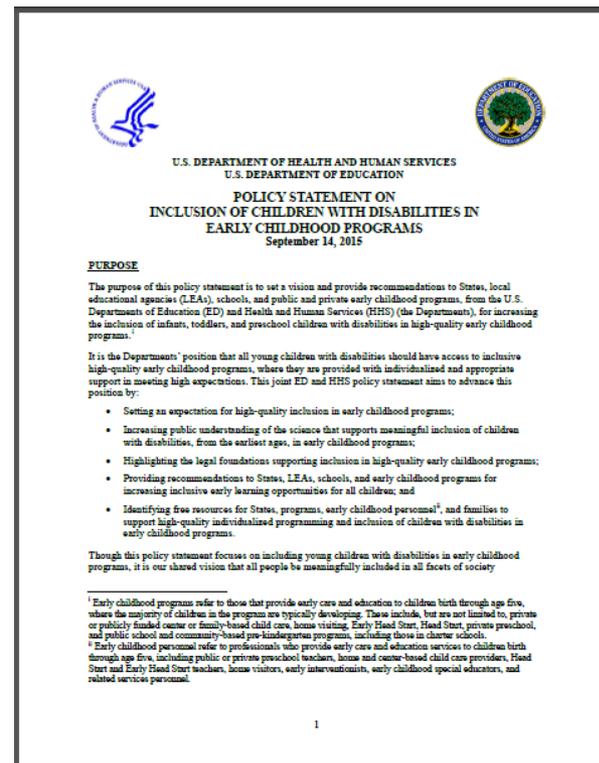
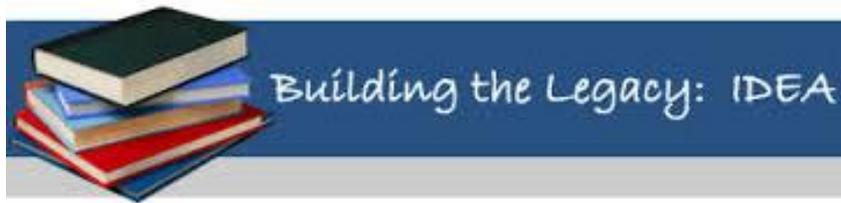
Agenda



- Legal, Regulatory & Research Impetus
- Fast Facts about RI/Rationale for Introducing Model
- IECSE Model
- Initial Implementation in RI
- Lessons Learned
- Comprehensive System of Supports
- RI's IECSE Model



Legal, Regulatory & Research Impetus



**U.S. DEPARTMENT OF HEALTH
AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION**

***POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH
DISABILITIES IN EARLY
CHILDHOOD PROGRAMS***

September 14, 2015

The purpose of the policy statement is to set a vision and provide recommendations to States, LEAs, schools, and public and private EC programs for *increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.*



Rhode
Island
agrees!!

It is the Department's (USDOE) position that *all young children with disabilities* should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

This joint ED and HHS policy statement aims to advance this position by:



- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Setting an expectation for high-quality inclusion in early childhood programs;

Fast Facts about RI/ Rationale for Introducing Model



RI Numbers



- 2,927 preschool-age children receiving special education services
- approximately 7% of all preschool children in RI (39,871)
- 20,800 students ages 6 to 21 receiving special education services
- 15% of all K-12 students

Where do the 2,927 3-5 yr. olds receive the majority of their special education services?



Receive Special Education Services within	Percentage
General EC class	47%
Separate location (<i>although participation in a general EC class</i>)	13%
Separate special education class or facility	15%
No class participation- service provided through walk-in model	25%

Why Percentages are Not Improving in Rhode Island



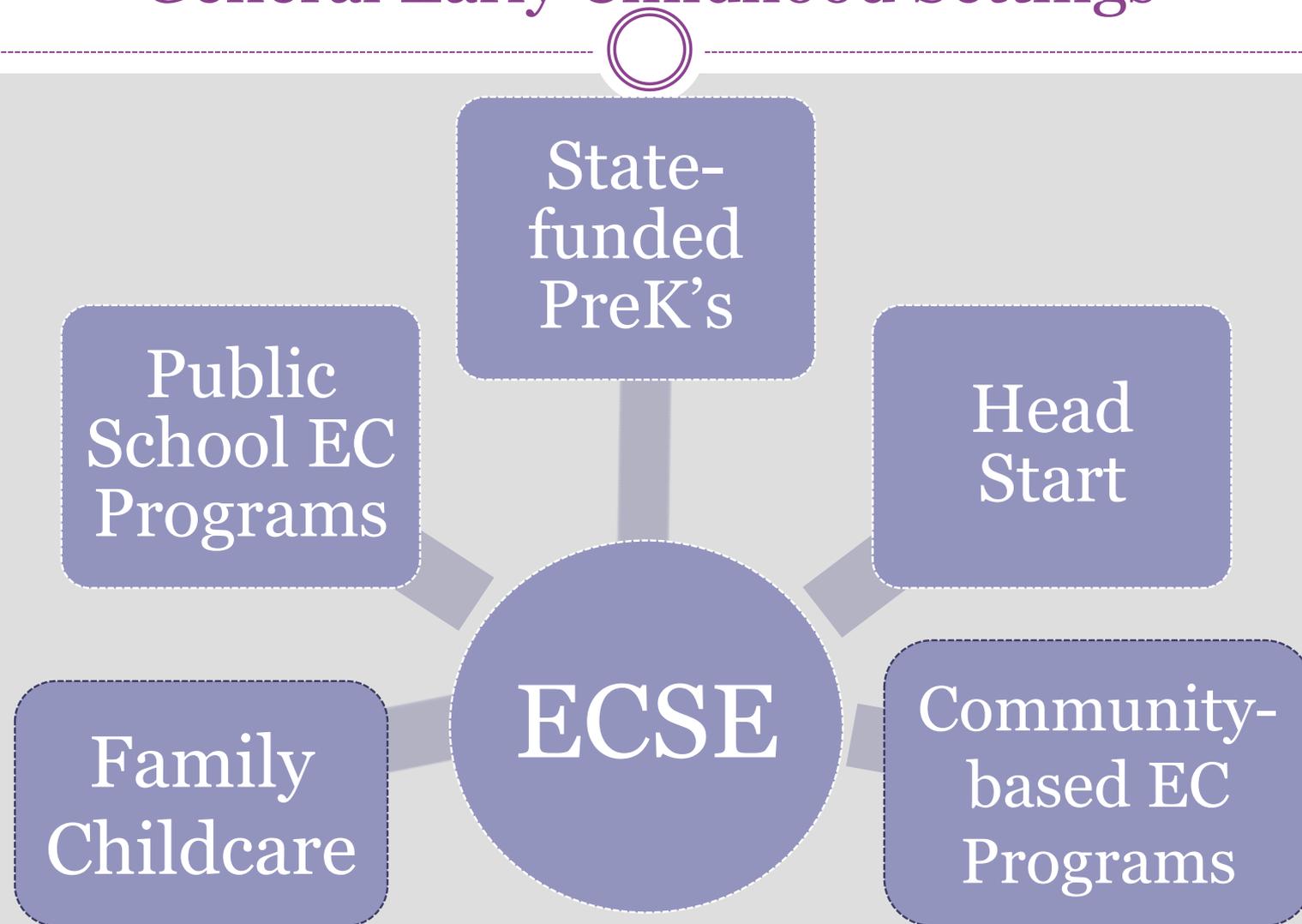
- **Speech only services** through a walk-in model
- **Dual placements**- removal from general EC to attend spec educ class
- LEA fear of increased **cost**
- **Beliefs** around inclusion
 - Power in 1:1 special education service delivery
 - Watering down interventions in inclusive setting
- **Comfort** in stability
 - “This has always worked for us”
 - Parents are happy
 - Professional identity as special educators

Challenges with the Integrated Model (7/8)

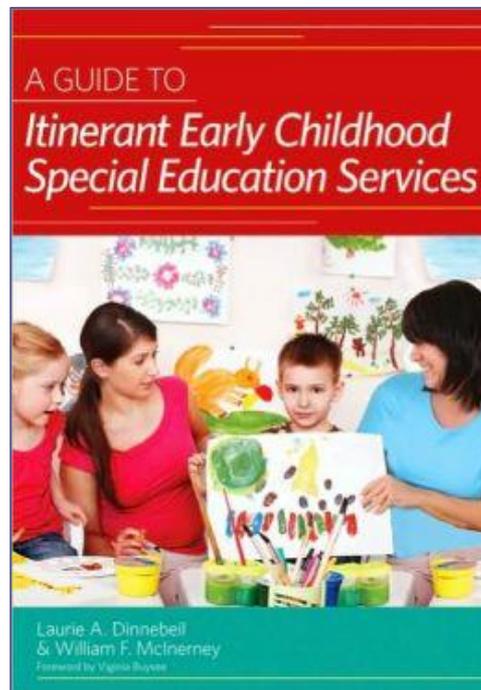


- Finite number of classes/slots
- Labeled early/trajectory and expectations set
- Every child predetermined to requires a special education classroom
- Special education viewed as a “place” not a “service”
- Limited access to age expected development
- One teacher serving multiple roles
- “Exclusion for the sake of inclusion”

ECSE within the General Early Childhood Settings



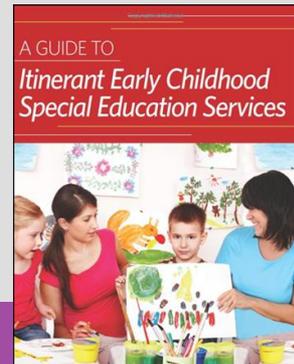
IECSE Model



Itinerant Early Childhood Special Education (IECSE) Service Delivery Method



- Research based service delivery model for providing spec. educ. services to young children within the general EC environment
- Alternative to pulling children out of the classroom to separate spaces, classes, programs or schools
- Allows the IECSE teacher to provide consultative service embedded into the general classroom routines and activities
- Through strong partnerships, allows EC teachers to carry over activities throughout the week
- Allows services/supports to be provided seamlessly within the child's natural environment



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.....

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; Spino, 2013; 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.

Basic Models of Itinerant Service Delivery



➤ **Consultation**

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

➤ **Direct Services**

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 & TRI-ADIC Intervention

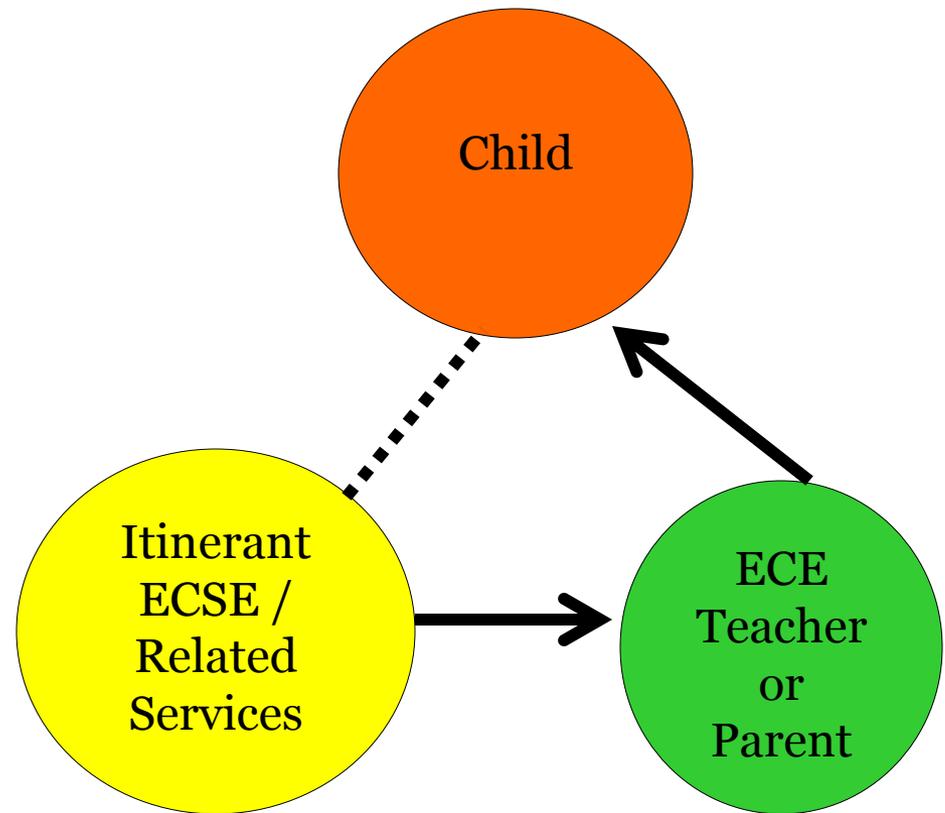


Consultation is defined as an **INDIRECT** intervention model in which the IECSE teacher and the ECE teacher work together to address an area of concern or common goal for change.



The TRI-ADIC Model

The tri-adic service delivery model is an INDIRECT intervention model in which IECSE teachers and therapists support children's development by working primarily with another teacher (or parent) rather than directly with the child.



Why use the **Tri-adic** 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 early childhood teacher do what she does best—better help the child learn and reach his or her IEP goals.

This is similar in the way in which early intervention services are provided through Part C to eligible infants, toddlers, and their families in most states.

WHY is Consultation a Recommended Practice ?



For most visiting ECSE teachers, there isn't enough magic in the "once-a-week" intensive instruction model to overcome *the loss of opportunity for learning* during the time between visits. This loss of opportunity could occur as a result of the ECE partner's lack of knowledge of teaching strategies, confusion re: when and where to address IEP-focused instruction during the week, etc.



If *only* there was enough magic in 60 minutes a week of direct instruction, we wouldn't need to consider the *consultation* model...

What takes place during the consultation?



- 1) Determine functional IEP objective
- 2) Evaluate "goodness of fit" between child and learning environment and modify the environment if needed.
- 3) Agree on mode and intensity of instruction for each IEP objective (*MEPI*)
- 4) Identify appropriate learning opportunities in daily routine (Planning Matrix)

What takes place during the consultation?



- 5) Identify appropriate teaching strategy (EBPs)
- 6) Identify progress monitoring strategy
- 7) Coaching around the transfer of teaching strategies
- 8) Monitor use of teaching strategies in child's daily routine
- 9) Evaluate success of strategy

Initial Implementation in RI

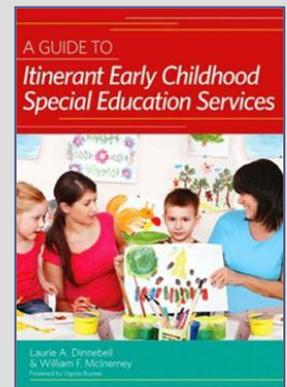


2014-2015



- Initial Discussions with ECSE Administrators
 - RI Facts
 - Rationale for Model
 - Interest in Piloting During the Next School Year

- Monthly Book Study- 7 Districts (Cohort 1)
 - Read/Discussed Chapters
 - Created Individual Plans for Piloting
 - Discussed How to Ensure Quality



Created Individual Plans for Piloting



General EC Partner	Public School	Community Partner(s)
IECSE Teacher(s)		
IECSE Therapist(s)		
Other Details		

Ensure Quality




BrightStars
Recognizing, Improving, Connecting
Quality Care & Learning

**CHILD CARE CENTER
AND PRESCHOOL QUALITY
FRAMEWORK**

BRIGHTSTARS QUALITY RATING SYSTEM WORKS TO ASSESS, IMPROVE, AND COMMUNICATE THE LEVEL OF QUALITY IN EARLY LEARNING AND SCHOOL-AGE CARE SETTINGS. A BRIGHTSTARS RATING IS AN OBJECTIVE TOOL TO SUPPORT PROGRAM QUALITY IMPROVEMENT AND ASSIST FAMILIES IN SELECTING CARE AND EDUCATION PROGRAMS.

2013 STANDARDS




RI Department of Education
**COMPREHENSIVE
EARLY CHILDHOOD
EDUCATION**

**STANDARDS FOR APPROVAL
OF PRESCHOOL AND
KINDERGARTEN PROGRAMS**

THE 2013 CECE STANDARDS FOR APPROVAL ARTICULATE THE STATE'S MOST RIGOROUS EXPECTATIONS FOR HIGH QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS.



BrightStars
Recognizing, Improving, Connecting
Quality Care & Learning

**FAMILY CHILD CARE
QUALITY FRAMEWORK**

BRIGHTSTARS QUALITY RATING SYSTEM WORKS TO ASSESS, IMPROVE, AND COMMUNICATE THE LEVEL OF QUALITY IN EARLY LEARNING AND SCHOOL-AGE CARE SETTINGS. A BRIGHTSTARS RATING IS AN OBJECTIVE TOOL TO SUPPORT PROGRAM QUALITY IMPROVEMENT AND ASSIST FAMILIES IN SELECTING CARE AND EDUCATION PROGRAMS.

2013 STANDARDS




**RHODE ISLAND
pre-K
PROGRAM**

Quality Beyond the Basics



**“Young children with disabilities can
experience low quality
in classes that are
otherwise rated as being of
high quality”**

(Wolery et al., 2000)

The Inclusive Classroom Profile (ICP)



-Elena P. Soukakou, PhD

“A structured observation rating scale designed to assess the quality of daily classroom practices that support preschool children with disabilities”

12 ICP Practices- Intentional & Individual



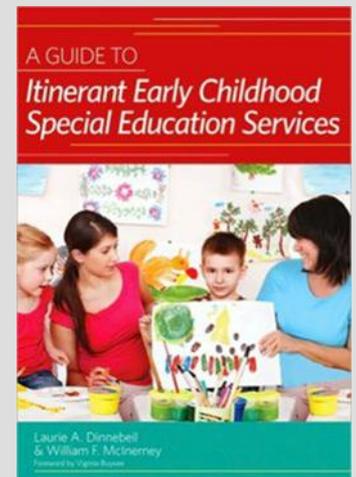
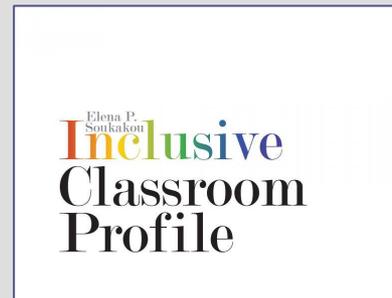
“Practices which ***deliberately*** adapt the classroom’s environment, activities and instructional support in ways that encourage ***participation*** and ***active engagement*** in the group, through ***adjustments*** that differ from child to child”

2015-2016 Pilot Year



7 Districts & EC Partners IECSE (Cohort 1)

- Welcome/Info Session
- Training- 1½ days of training in fall
- Fall & Spring ICP's
- Monthly Community of Practice (CoP)



Non-Pilot 2015-2016 Activities



- Continuing to Build Excitement
 - 1/2 Day of IECSE Training in Fall
 - Shared Highlights of Pilot w/ ECSE Administrators
 - Identified Interest in Cohort 2
- Monthly Book Study- 5 Districts (Cohort 2)
 - Read/Discussed Chapters
 - Created Individual Plans for Piloting
 - Discussed How to Ensure Quality
 - ICP

Lessons Learned



Elena P.
Soukakou
Inclusive
Classroom
Profile

IECSE Pilot- Lessons Learned



- Increase focus on the practices in the ICP- not the tool
- Decrease focus on the ICP scores
- ICPs only needs to be implemented annually
- Participants want to continue meeting, learning & collaborating
- We needed a more comprehensive system of supports
- Special education & EC programs needed to commit to the work

Comprehensive System of Supports 2016-2017



Professional Development Opportunity
for Special Educators

"The Itinerant Early Childhood Special Education Service Delivery Model"

This five (5) session professional development series is provided for special education teachers, therapists, and educational leaders to learn about the IECSE model of service delivery. The focus will include an understanding of the changing role of the early childhood special education teacher and therapist from one that is based primarily around direct instruction to one that includes consultation and collaboration with a general early childhood teacher. Topics will include partnering with the teacher to embed instruction into the daily classroom activities, using the matrix model in curriculum planning and addressing key IEP goals, adopting evidence-based intervention strategies, and collaborating with families.

When: Mondays, 12:30- 3:00 pm

- Session 1, October 24
- Session 2, November 14
- Session 3, January 23
- Session 4, February 13
- Session 5, March 13



Where: Sherlock Center on Disabilities at Rhode Island College

Please register through the RIDE Workshop Registration System www.eriide.ri.gov

Or contact ruth.gallucci@ride.ri.gov if having difficulty with registration

Intro to the Itinerant Early Childhood Special Education Service Delivery Model (IECSE) for General EC Teachers

This 2-session informational training provides an introduction to the Itinerant Early Childhood Special Education service delivery model (IECSE), the research behind the model, the rationale for adoption, the key features, and the alignment with RI's vision for supporting all young children within high quality early learning programs. It also includes an introduction to the new "Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs" issued by the U.S. Department of Health and Human Services and the U.S. Department of Education and a brief overview of the relevant laws, regulations, and research.



When: Tuesday Sept. 27th & Wednesday Oct 5th
5:00-8:00 pm

Where: Center for Early Learning Professionals
535 Centerville Road
Suite 201
Warwick, RI 02886

Please register through the RIDE Workshop Registration System
www.eriide.ri.gov

Or contact ruth.gallucci@ride.ri.gov if having difficulty with registration



RI's IECSE CoP



ONLINE
REPOSITORY

RI's IECSE Repository

2016-2017 IECSE System



IECSE Technical Assistance Initiative

Participating teams of early childhood special education administrators, teachers and therapists along with their general education partners receive at least *one year of targeted and individualized technical assistance* from a RIDE IECSE consultant to ***bridge the gap between theory and practice*** and to ***support the implementation of quality inclusive practices.***



2016-2017 IECSE System



IECSE Technical Assistance Initiative

Programs receive:

- A baseline ICP assessment in each participating EC classroom
- On-site TA to support the team in developing a program and/or classroom improvement plan
- Ongoing training and TA both individually and in clusters to support program/classroom improvement efforts

2016-2017 IECSE System



IECSE TA Program requirements:

- ECSE Administrator, ECSE teacher & SLP must complete the 5-session IECSE PD
- Identify at least one general EC program (community-based or within the public school)
- At least one general EC coordinator and one EC teacher must complete the 2-session Intro to the IECSE PD

2016-2017 IECSE System



IECSE TA Program requirements continued:

- Administrator/coordinators must participate in the monthly IECSE CoP meetings
- Allow annual implementation of the ICP assessment within each participating EC class
- Members of the IECSE team (ECSE admin., ECSE teachers/ therapists, EC educ. coordinator & EC teachers) participate in monthly on-site TA activities

RI's IECSE Model



RI Department of Education

**Early Childhood
Special Education**

Celebrating and supporting all young children

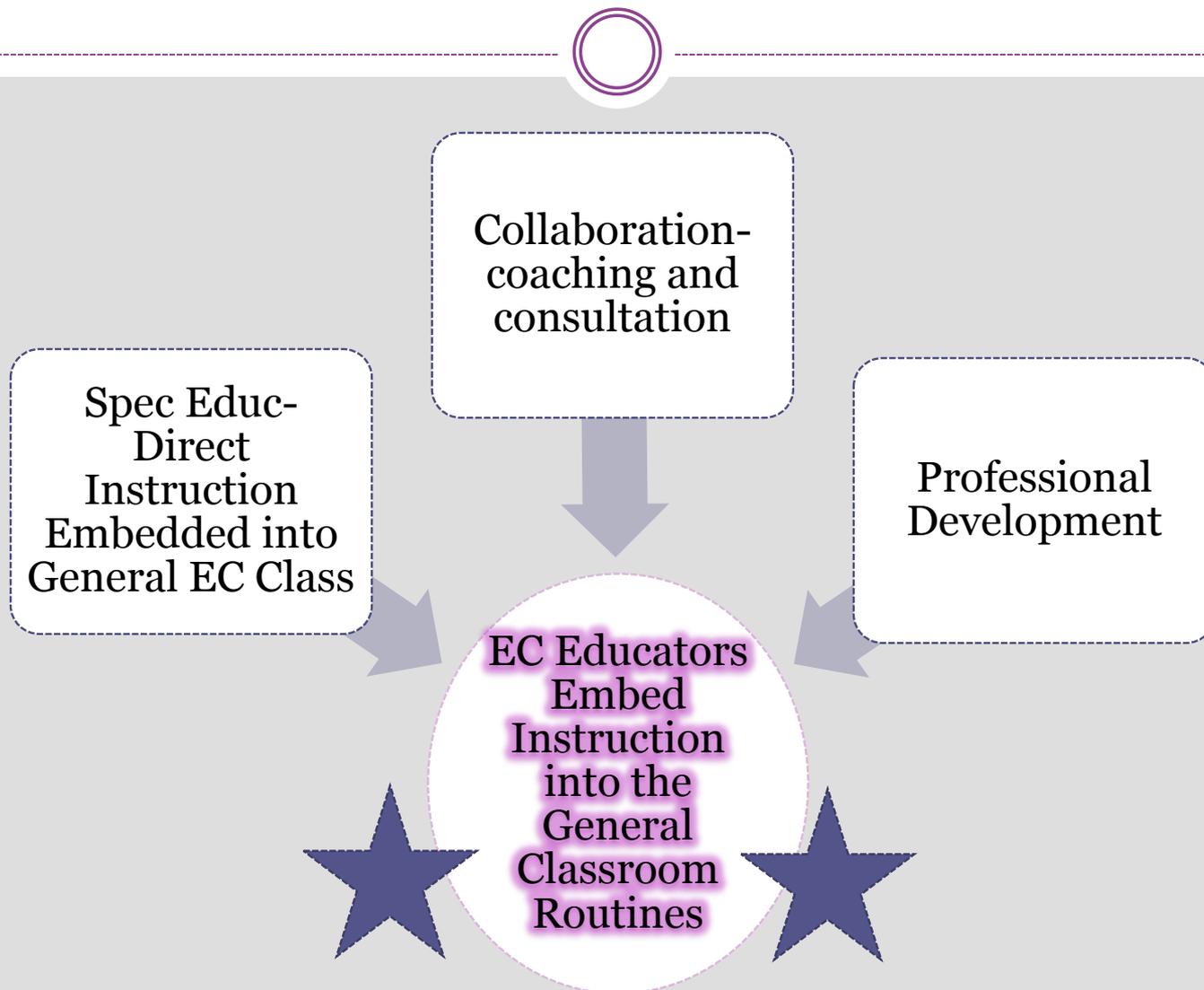
Itinerant Early Childhood Special Education



...ensures that young children are able to
access and participate in
general early childhood environments by
embedding the necessary
support, service, and intervention
within the natural environment and
daily activities

-Individualized & IEP driven

RI's IECSE Service Delivery Model Framework



RI's IECSE Framework



- 1- Direct Instruction
- 2- Collaboration
- 3- Professional Development



Embedded Instruction

Bucket #1- Direct Instruction



*Why do IECSE teachers/therapists provide **embedded direct instruction**?*

1. Getting to know a child
2. Determining interventions
3. Modeling
4. Monitoring progress/Assessing
5. Acquisition of skills (for a small number of children)



***EC Educators
Embedded
Interventions***

**** Always individualized and
IEP driven*

Embedded Direct Instruction



Watch this video with the lens of the IECSE teacher/therapist providing direct instruction.

<http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-7>

Group Discussion



- 1) What direct instruction did you observe?
- 2) Where is the direct instruction happening?
- 3) Why do you think the SLP is providing direct instruction?
- 4) How could she support the EC teacher in learning this practice?
- 5) What do you think she would suggest relative to embedding the intervention into the daily routine?
- 6) Do you think the SLP will need to provide as much direct instruction for this goal as she would if she were providing pull-out service? Why or why not?

Bucket #2- Collaboration



Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

What is coaching?



Coaching – An adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations.” (Rush & Sheldon, 2011)



What's the Difference



Consultation

- Usually works with a team
- Guided by the services
- Problem focused
- Consultant “expert – bring technical expertise
- Consultant gathers data and reports on what should be done
- Time limited – results oriented

Coaching

- Works one to one
- Support teacher to achieve her own result
- Builds on strengths
- Enables teachers to solve problems
- Facilitates growth
- Occurs over a period of time
- Promotes self discovery

The Pratt Knot Activity



1. Get in groups of three
2. Assign a coach, coachee and observer
3. Coach looks at instructions and teaches coachee how to tie a knot
4. Observer watches for strategies used by the coach



Elements of IECSE Coaching



Partnership

Joint Plan

Action in
the
Classroom

Observation

Reflection &
Feedback

Artman-Meeker, Fettig, Barton, Penny & Zing, 2015

Bucket #3- Professional Development



Reflection Activity



Considering your child, class, district or state:

- What are the benefits of implementing the IECSE model?
- What are the potential challenges?
- What steps could be taken to initiate the dialogue around implementation?

Q & A



THANK YOU FOR JOINING US!

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