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

Building the Legacy: IDEA

Rhode Island Department of Education

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

PURPOSE
The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Department of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.

It is the Departments’ position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are included with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to achieve this purpose by:

- Setting an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the claims that support meaningful inclusion of children with disabilities, from the earliest ages, in every childhood program;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusion in every high-quality early childhood program;
- Identifying the resources for States, programs, early childhood personnel, and families to support high quality individualized programming and inclusion of children with disabilities in early childhood programs.

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is clear that they all have meaningfully included in all areas of society.

1 Early childhood programs refer to those that provide early care and education to children both through day care, where the majority of children in the program are typically developing. These include, but are not limited to, private or publicly funded centers or family child care homes.
2 Early childhood personnel refer to professionals who provide early care and education services to children born through day care, including public or private preschool teachers, home and center-based child care providers, Head Start and Early Head Start staff, licensed preschool teachers, early intervention providers, and related service personnel.

pre-K Program

Rhode Island Department of Education
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September 14, 2015
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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?

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

- State-funded PreK’s
- Public School EC Programs
- Family Childcare
- Head Start
- Community-based EC Programs
IECSE Model

A GUIDE TO
Itinerant Early Childhood Special Education Services

Laurie A. Dinnebell & William P. Mcinerney
Foreword by Virginia Haynes
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

![Shapes](circle_square_rectangle_triangle)
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.
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

<table>
<thead>
<tr>
<th>General EC Partner</th>
<th>Public School</th>
<th>Community Partner(s)</th>
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<tr>
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<tr>
<td>IECSE Teacher(s)</td>
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<tr>
<td>IECSE Therapist(s)</td>
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<tr>
<td>Other Details</td>
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Ensure Quality
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)

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

-Elena P. Soukakou, PhD
“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
  o ½ Day of IECSE Training in Fall
  o Shared Highlights of Pilot w/ ECSE Administrators
  o Identified Interest in Cohort 2

• Monthly Book Study- 5 Districts (Cohort 2)
  o Read/Discussed Chapters
  o Created Individual Plans for Piloting
  o Discussed How to Ensure Quality
  o ICP
Lessons Learned
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 two-day intensive professional development session will provide special education teachers, therapists, and educational leaders the opportunity to learn about the IECSE service delivery model. The session will include an understanding of the changing role of the early childhood special education teacher and the evolution from the previous teacher-centered model to one that includes consultation and collaboration with general early childhood teachers. 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 EI goals, adapting 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 15

Where: Sherwood Center on Disabilities at Rhode Island College

Please register through the RIDP Workshop Registration System www.ride-ri.gov
Or contact rache.galluccio@rde.ri.gov if having difficulty with registration

RI’s IECSE CoP

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

This 2-day intensive training provides an introduction to the itinerant Early Childhood Special Education Service Delivery Model (IECSE) for the research behind the model, the rationale for adoption, key features, and the alignment with IEP goals. It will also introduce an introduction to the new “Handbook on inclusion in Contexts 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 include an overview of the research, regulations, and research.

When: Tuesday September 28th & Wednesday October 5th 3:00-6:00 pm

Where: Center for Early Learning Professionals
555 Centerville Road
Suite 200
Worcester, RI 01606

Please register through the RIDP Workshop Registration System www.ride-ri.gov
Or contact rache.galluccio@rde.ri.gov if having difficulty with registration

RI’s IECSE Repository

ONLINE REPOSITORY
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
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
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
...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

EC Educators Embed Instruction into the General Classroom Routines

Collaboration - coaching and consultation

Professional Development

Spec Educ - Direct Instruction Embedded into General EC Class
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)

*** 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
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

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<thead>
<tr>
<th>Training Components</th>
<th>Training Outcomes</th>
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<tr>
<td></td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>Plus Practice in Training</td>
<td>60%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support</td>
<td>95%</td>
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Joyce & Showers, 2002
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

<table>
<thead>
<tr>
<th>Consultation</th>
<th>Coaching</th>
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<tbody>
<tr>
<td>- Usually works with a team</td>
<td>- Works one to one</td>
</tr>
<tr>
<td>- Guided by the services</td>
<td>- Support teacher to achieve her own result</td>
</tr>
<tr>
<td>- Problem focused</td>
<td>- Builds on strengths</td>
</tr>
<tr>
<td>- Consultant “expert – bring technical expertise”</td>
<td>- Enables teachers to solve problems</td>
</tr>
<tr>
<td>- Consultant gathers data and reports on what should be done</td>
<td>- Facilitates growth</td>
</tr>
<tr>
<td>- Time limited – results oriented</td>
<td>- Occurs over a period of time</td>
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<tr>
<td></td>
<td>- Promotes self discovery</td>
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</tbody>
</table>
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

- 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?
THANK YOU FOR JOINING US!

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