RI’s Itinerant Early Childhood Special Education (IECSE) Service Delivery Model & the Changing Role of the Special Educator

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Agenda

• Impetus
• RI’s IECSE Model
• RI’s IECSE Framework
• The Changing Role of the EC Special Educator/Therapist
• Systems of Support
Impetus
Inclusive Education - Legal & Regulatory
“...meaningful inclusion can support children with disabilities in reaching their full potential resulting in broad societal benefits, including higher productivity in adulthood and fewer resources spent on interventions and public assistance later in life”

The environments in which children grow and learn serve as the FOUNDATION for all learning!

General EC Program
But for young children with disabilities, is a high quality environment enough?

Desired Results for Children with Disabilities...

• a sense of belonging and membership,

• positive social relationships and friendships, and

• development and learning to reach their full potential.

Early Childhood Inclusion: A Joint Position Statement of The Division of Early Childhood (DEC) and The National Association for the Education of Young Children (NAEYC) 2009
Special Education

Ensures that all children with disabilities have available to them a FAPE with services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Special Education:

- Is not a place
- It refers to *specially designed instruction (adapting the content, methodology, or delivery of instruction)*
- It ensures access to the general education curriculum, so that each child with a disability can meet the educational standards that apply to all children
How are we doing?
Majority of Services in EC Program

Indicator 6A

Percent of children with IEPs aged 3 through 5 attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

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<tbody>
<tr>
<td></td>
<td>42.72%</td>
<td>43.00%</td>
<td>42.26%</td>
<td>44.97%</td>
<td>46.96%</td>
<td>48.40%</td>
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</table>
INDICATOR 6A

Year | Value
--- | ---
2011 | 42.72
2012 | 43.00
2013 | 42.26
2014 | 44.97
2015 | 46.96
2016 | 48.40
## Separate Spec Education Placements

### Indicator 6B

Percent of children with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility.

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<tr>
<td></td>
<td>22.69%</td>
<td>22.00%</td>
<td>20.17%</td>
<td>18.83%</td>
<td>15.78%</td>
<td>14.78%</td>
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INDICATOR 6B

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
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<tr>
<td>2011</td>
<td>22.69</td>
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<tr>
<td>2012</td>
<td>22</td>
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<tr>
<td>2013</td>
<td>20.17</td>
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<tr>
<td>2014</td>
<td>18.83</td>
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<td>2015</td>
<td>15.78</td>
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<tr>
<td>2016</td>
<td>14.78</td>
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EC Environments 2016

<table>
<thead>
<tr>
<th>Services in Regular Educ Setting</th>
<th>Self-Contained/ Separate School</th>
<th>Home, Hospital &amp; Service Provider</th>
<th>Regular Educ Setting but Service Elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>48%</td>
<td>15%</td>
<td>24%</td>
<td>13%</td>
</tr>
</tbody>
</table>
EC Environments 2016

- RegED: 48.4%
- SC/SS: 14.78%
- H/H/SP: 23.83%
- RegED-Other: 12.89%
How do we increase the provision of special education services within high quality EC environments?
Bigger than just us!

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

RI’s IECSE Model
IECSE Service Delivery in EC

• Research based service delivery model for providing special education 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 direct service embedded into the typical classroom routines and activities

• Through planned and routine collaboration, allows EC teachers to embed instruction throughout the week

• Allows services/supports to be provided seamlessly within the child’s natural environment (no unnecessary transitions for children)

• Benefits children with all types and severity of disability
Distributed Instruction

Instruction is most effective when opportunities to acquire and practice skills occur across the day as opposed to single points during the day/week.

How does this differ from massed instruction?

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

Turn and talk with a partner.

Come up with an example of distributed instruction, within a general EC classroom.
How is the IECSE Model Different?

**The Goal**

“To provide multiple opportunities for learning, embedded throughout the daily classroom routines”
Let’s see how this looks in a classroom?
Where’s the magic?

Embedded Instruction

All services are designed to meet this goal...
• Children will be successful if special educators support the general EC teacher in identifying and embedding instruction throughout the daily schedule!

• So, how do we do this?

• What are the necessary practices?
RI’s IECSE Framework
RI’s IECSE Service Delivery Model Framework

Direct Instruction
Collaborative Meetings
Professional Development

EC teacher embedding instruction throughout everyday activities
Direct instruction within the EC classroom routine and with the individual child

- Getting to know a child
- Determining and refining interventions
- Modeling for the teacher
- Monitoring and assessing progress
- For some children, *initial acquisition* of skill or *additional practice* (indicated through progress monitoring data)

* Remember, we do not experience outcomes for children through massed instruction.
* The magic occurs when it is used to support the general education teacher in embedding learning opportunities.
Collaborative meetings with the IECSE, EC teacher & parent, as available, relative to the individual child

- Routine, scheduled, and ongoing meetings
- Focused on specific activities as a means to prioritize goals, determine opportunities for embedded interventions, teach strategies and monitor progress

**EC Educators Embedding Interventions**

- Matrices
- MEPI/IEP goals
- Evidence-based practice
- Progress monitoring
- Fidelity of intervention
Professional Development
(for EC personnel and families)

- Articulation of the IECSE model
- Adult learning principles
- Evidence-based practice
- Efficiently share information when working with multiple teachers
Structure of IECSE Collaboration

Classroom Visit/ Direct Instruction
- Getting to know child/determining Interventions
- Modeling for the EC teacher
- Monitoring progress/assess

Collaborative Meeting
- Determine opportunities to embed instruction
- Discuss strategies
- Reflective conversation
This is not a “1-size fits all” model

*All 3 components are individualized & IEP driven
The Changing Role of the EC Special Educator/Therapist
# Teacher Roles

<table>
<thead>
<tr>
<th></th>
<th>Self Contained</th>
<th>Resource/SLP</th>
<th>Itinerant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>Provides direct instruction in a separate classroom</td>
<td>Provides direct Instruction outside the classroom</td>
<td>Provides direct instruction embedded into classroom routines and activities</td>
</tr>
<tr>
<td></td>
<td>Child practices the skill within a separate setting</td>
<td>Child practices the skill outside the classroom</td>
<td>Child practices the skill in the natural environment of the classroom, throughout daily activities</td>
</tr>
<tr>
<td></td>
<td>Only the special education provider works with the child</td>
<td>Only the special education provider works with the child</td>
<td>All adults (&amp; peers) work with the child to carry over interventions</td>
</tr>
<tr>
<td><strong>Collaborative Meetings</strong></td>
<td>ECSE has limited to no conversation with the general EC teacher</td>
<td>ECSE has conversations with the general EC teacher on the fly</td>
<td>IECSE have regularly scheduled collaborative meetings with the general EC teacher</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>ECSE does not provide professional development</td>
<td>ECSE does not provide professional development</td>
<td>IECSE provides professional development as a way to maximize efforts</td>
</tr>
</tbody>
</table>
Not a “resource” model

• The IECSE service delivery model is not the same as the resource model. It is built upon collaboration and embedding instruction throughout the week.

• It is not just for children with the most mild delays. Children with moderate & severe disabilities also benefit from the IECSE service delivery model.
Think about the 3 components & where you are now

Create a pie graph illustrating how much time special educators spend engaged in:

- Direct Instruction
- Collaborative Meetings
- Professional Development

Turn and Talk
Previous Service Delivery Model

- Pull-out Direct Instruction: 90%
- Collaborative Meetings: 8%
- Professional Development: 2%
IECSE Service Delivery Model

- Direct Instruction: 60%
- Collaborative Meetings: 30%
- Professional Development: 10%
So....

From... (2) 30 min. pull-out direct service sessions a week

To....

(1) 20 min direct service session, weekly
(1) 40 min collaborative meeting, weekly
(3) Professional development opportunities per year

*Always individualized & IEP driven*
Systems of Support
Comprehensive System of Support

IECSE PD

IECSE Technical Assistance

IECSE CoP

IECSE TA
Rhode Island’s Itinerant Early Childhood Special Education (IECSE) Anchors of Practice

**Direct Instruction Embedded into the Classroom Routine**
- Get to know the child
- Determine and refine interventions
- Model for the teacher
- Monitor and assess progress
- Support the acquisition of skill, as required

**Routine & Scheduled Collaborative Meetings**
- Creation of a planning matrix
- MEPI/IEP goals
- Evidence-based practices
- Progress monitoring
- Fidelity of intervention

**Professional Development**
- Articulation of the IECSE model
- Adult learning principles
- Evidence-based practice

*The frequency of the direct instruction, collaborative meetings and professional development is individualized for each child and outlined in the IEP.*

*Ongoing documentation of the instruction and collaboration, along with the next steps, is critical to the success of the model.*
## IECSE PD-Spec Education

<table>
<thead>
<tr>
<th>Direct Instruction</th>
<th>Collaboration</th>
<th>Professional Development</th>
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<tbody>
<tr>
<td>EBP vs ebp</td>
<td>Structure for facilitating meetings</td>
<td>When to use</td>
</tr>
<tr>
<td>Embedding instruction</td>
<td>Building partnerships</td>
<td>How to explain the IECSE model</td>
</tr>
<tr>
<td>Purposes of direct instruction</td>
<td>Reflective conversations</td>
<td>Evidence-based practice</td>
</tr>
<tr>
<td>Progress monitoring</td>
<td>Using the MEPI to prioritize goals</td>
<td>Adult learning principles</td>
</tr>
<tr>
<td></td>
<td>Using a matrix to plan for embedded instruction</td>
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<tr>
<td></td>
<td>Progress monitoring/Fidelity of implementation</td>
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</table>
IECSE TA Process Flowchart

1. Preparation for TA
2. TA Meeting with ECSE Administrator
3. Orientation Meeting
   - District-Level Intro Meeting
   - Implementation-Level Intro Meeting (focus on Anchors of Practice)
4. District-Level Goals Meeting
5. Implementation-Level Goals Meeting (focus on Anchors of Practice)
6. Ongoing District-Level Goal Focused TA
   - Progress & next steps
   - New goals as indicated
7. Ongoing Implementation-Level Goal Focused TA
   - Progress & next steps
   - New goals as indicated
8. Administer ICP Assessment
9. Embed ICP Discussions
High-quality EC, embedded interventions & high expectations!

Positive outcomes for young children!
Q & A

Thank you for joining us!

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