MAASE
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Supporting Inclusion in Early Childhood Education through a Consultative Approach

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CEC- DEC Position Statement on Inclusion

"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts of full members of families, communities, and society." (DEC, 2009)

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What is Role of Consultation in Supporting ECE Professionals?

- Effective professional development (PD) occurs through *individualized* assistance and training.
- Coaching and Consultation provides this individualized assistance that is critical to supporting early childhood inclusion.
- In some states, a consultative itinerant model is recognized as "best practice".

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Basic Itinerant Service Delivery Models

> **Consultative**

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: Preferred Method of Itinerant Service Delivery

Project DIRECT focuses on consultation because we believe it is the **best way** to support successful early childhood inclusion. While there may be some occasions when a direct approach is necessary, in the majority of cases, a consultative approach is most effective in helping children achieve positive outcomes.

Definition of *Consultation*

Through a series of meetings and conversations, the consultant [itinerant ECSE professional] helps the consultee [ECE teacher or caregiver] through:

- Systematic problem solving
- Appropriate use of social influence
- Professional support.

In turn, the consultee helps the "client" (child) with full support and assistance from the consultant.

Definition….. continued

The purpose of consultation is to address the immediate concern or goal as well as to prevent similar problems from occurring in the future (Buysse & Wesley, 2005).

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Consultation & TRIADIC Intervention

- "[A]n indirect, triadic service delivery model"
- Indirect and triadic—the focus of the work is still on meeting the needs of the child. However, the person who directly addresses those needs is the partner teacher or parent, not the itinerant

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Consultation & TRIADIC Intervention

In early childhood education, consultation is defined as an INDIRECT intervention model in which a consultant (Itinerant ECSE professional) and a consultee (ECE teacher or parent) work together (in a triadic service delivery model) to address an area of concern or common goal for change.
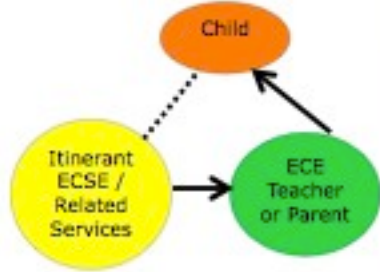
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The TRIADIC Model

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.

Child

Itinerant ECSE / Related Services

ECE Teacher or Parent

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What's so special about a triadic approach?

Other adults spend more time with children then an itinerant ECSE professionals do.

Through a triadic approach, an itinerant ECSE professional can help a parent or another teacher do what she does best— better help the child learn and reach his or her IEP goals.

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What's so special about a triadic approach?

A triadic model helps improve the FREQUENCY and QUALITY of IEP-based instruction that occurs between the visits of the itinerant ECSE professional.

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

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

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Difference Between Massed and Distributed Instruction

- **Massed Instruction**
  - Students are provided multiple opportunities to practice WITHIN a single learning session. These learning opportunities are provided continuously, without a break.
    - For example, the itinerant teacher provides 20 minutes of instruction targeting children's vocabulary development in a single session, in one day.

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Difference Between Massed and Distributed Instruction...continued

- **Distributed Instruction**
  - Students are provided with many PLANNED learning opportunities across the day and throughout the week when the targeted skill is most likely to be required.
    - The child's teacher or primary caregiver plans for and provides opportunities for children to learn new vocabulary or practice using vocabulary at different times across the day or week when those words are meaningful and opportunities to use these words are in CONTEXT.

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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.

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Applying concepts of massed and distributed instruction to your life...

➢ The research on distributed instruction confirms what our teachers have always told us...

- We learn better when we study a little bit every day rather than spending hours cramming for a test!
- While cramming might produce short-term results, it DOES NOT result in long-term learning.

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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.....

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Consultation & Distributed Instruction

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

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Distributed Instruction Research Results = Better Learning with Distributed Instruction

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WHY Consultation ?

There in not enough magic in the hat to overcome the effect of ALL the time that intervenes between your 'oasis of excellence' and the failure of your ECE partner teacher to address priority IEP objectives across the curriculum.

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WHY Consultation ?

And….. because the odds of your house falling on the Wicked Witch, in a 60 minute per week 'flight', are slim….

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Components of Effective IECSE Consultation Service Model

Monitoring of Child Progress	Analysis of Learning Environment	Feedback/Partner Progress
Prioritizing Child IEP Objectives	Transfer of Knowledge, Skills, Attitudes & Values	Administrative Support
Interpersonal Communication Skills	Communication with Families	Self-Advocacy & Professional Development

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Steps in the Consultation Process

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Elegantly Simple...

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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)

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Examining Implementation of Embedded Intervention through Observation (EIEIO; McWilliam & Scott, 2001)

- Records the frequency with which individual goals are addressed during classroom routines
- If goals ARE being addressed frequently, teachers are using embedded intervention.
- If goals CANNOT be addressed during routines, they may not be functional.
- If goals CAN be addressed during routines, but are NOT, teachers may need more help planning and implementing.

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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)

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Inclusive Classroom Profile

1. Adaptations of space and materials or equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's play
4. Conflict resolution
5. Membership
6. Adult-child social- communicative interactions
7. Support for Social Communication
8. Adaptations of group activities
9. Transitions between activities
10. Feedback
11. Planning and Monitoring of Children's Individual Needs and Goals

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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 (Milbourne & Campbell, 2007) to identify possible environmental adaptations or modifications

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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

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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' ?

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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

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Step 1: Determining Priority IEP

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

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M = Maturation

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

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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 ?

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P = Peer Intervention / Support

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

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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 ?

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MEPI

M Skill is likely to improve as a result of maturation 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.

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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

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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

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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

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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

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Step 4: Identify Learning Opportunities in Daily Routines

- Conduct an analysis of 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

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Matching IEP Objectives, Gen Ed Learning Objectives and Teaching Strategies

- Matching of Priority Learning Objectives with Gen Ed Curriculum Objectives

- Matching of Priority Learning Objectives with Teaching Strategies

- Development of *Planning Matrix* (Objectives x Activity x Teaching Strategy) *with* PreK Partner Teacher

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SAMPLE
INTERVENTION PLANNING MATRIX

In the first column, IEP outcomes related to BCS or MDDOE - ELCS standards for Devon are entered. Across the top row, 5 typical routines that occur in the classroom are identified. For EACH of these IEP/BCS or MD ECLS outcomes, identify 3 routines during which these target skills can be addressed. A teaching strategy to address these objectives also is entered in this matrix.

Routine	Arrival	Center (SCIENCE)	Snack	Art	Reading/Circle
BCS or MD & Child Learning Outcomes					

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Intervention Planning: Benefits of Matrix Model

- Identifies daily schedule & routines
- Identifies teaching opportunities
- Supports selection of appropriate teaching strategies
- Planning Matrices are indexed to priority IEP objectives so PreK teacher, school-based special educator, SLPs, and parents and administrators can see the link between daily schedule, daily routines and priority IEP objectives
- INCIDENTAL and DIRECT instruction opportunities can be identified
- Appropriate strategies and opportunity for instruction linked with opportunities

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Avoid Frustration!

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

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EMBEDDED INTERVENTION

Weaving Teaching and Intervention into Routine Activities

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A "Routines-Based" or "Activity-Based" Model for Intervention: *Embedded Instruction*

- Focuses on a child's daily routines or activities like snack, playtime, circle time, dramatic play as a context for learning and OPPORTUNITY for EMBEDDING
- Teachers give children opportunities to practice targeted IEP or IFSP goals or activities during these daily routines or activities instead of creating special instructional time.

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Daily Routines and Activities Provide Opportunities for Learning for Young Children

Play time! Blocks, dramatic play, outside play, manipulatives, art materials

Reading! Reading alone or being read to individually or in groups

Singing songs! Participating in group songs or fingerplays

Eating! Breakfast, snack, lunch or dinner

Resting! Napping, sleeping, spending quiet time alone

Taking care of oneself! Bathroom, washing, getting dressed

Transitioning! Coming to school and going home, changing activities during the day

Others?? Are there other routines or daily activities that occupy the time of children you know?

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How does a "routines-based" approach help young children learn?

1. Children learn best when they're *interested and motivated*.
2. Children learn best when opportunities to learn and practice skills *occur throughout the day*, instead of just during one period of time.
3. It's *difficult for busy* early childhood teachers *to take time out* of the classroom schedule to provide special instruction to meet children's learning needs.

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How do *EC Partner Teacher* and I use "Routines-Based" Approach?

- Find good times to help children learn about and practice new skills or behaviors. Good times are times when children usually use certain skills. For example,
  - Taking turns during a board game
  - Using names of objects when playing in the housekeeping area
  - Requesting items during a meal

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Using a "Routines-Based" approach:

- Know what children are interested in, what gets their attention or what motivates them
  - Favorite activities...going down the slide, being read to, playing with blocks
  - Favorite foods...apple juice, graham crackers, pizza
  - Favorite people...Ms. Susan, friend Tommy, next door neighbor Mr. Gray.

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Embedded Learning Opportunities

- ELOs can be another way to easily monitor an adult's implementation of an intervention strategy.
- Using ELOs (Horn et al., 2000) allows adults to embed child-focused intervention strategies in a child's daily routine or schedule.

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A lot to think about......
you may need these...

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Matching IEP Objectives, Gen Ed Learning Objectives and Teaching Strategies

- Matching of Priority Learning Objectives with Gen Ed Curriculum Objectives

- Matching of Priority Learning Objectives with Teaching Strategies

- Development of *Planning Matrix* (Objectives x Activity x Teaching Strategy) *with* ECE Partner Teacher

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ECE Teacher: Jennifer Bristol   Date: 10/23/2011

Matrix Planning Form

In the first column, list the routine/schedule and describe in detail what will be occurring during each time period for this particular day. For each IEP objective you will address for Amanda, identify three (3) different opportunities across the day where you can embed the IEP objectives into the daily routine. In the boxes, describe in observable terms what Amanda will do to indicate this learning objective is being addressed.

IEP Objectives	Child A: 1. Will use words/gestures to indicate wants and needs. 2. Will begin daily routine within 1 minute of first prompt.	Child B: 1. Will follow 1-step directions for at least 3-5 minutes with tactile/verbal cueing as needed. 2. Will use sign/gestures to indicate wants/needs.

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SAMPLE INTERVENTION PLANNING MATRIX

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Routine	Arrival	Center (SCIENCE)	Snack	Art	Reading/Circle
BCS or MD & Child Learning Outcomes					

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Benefits of Matrix Model in Curriculum Planning

- Identifies daily schedules & routines
- Identifies teaching opportunities
- Supports selection of appropriate teaching strategies
- Planning Matrices are indexed to priority IEP objectives ECE teacher, parents and administrators can see the link between daily schedule, daily routines and priority IEP objectives
- INCIDENTAL and DIRECT instruction opportunities can be identified
- Appropriate strategies and opportunity for instruction linked with opportunities

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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

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DEC's RPs for Child-focused

- Adults use systematic procedures within and across environments, activities, and routines to promote children's learning and participation.

Interventionists are agents of change to promote and accelerate learning, and that learning should be viewed in different phases that require different types of practices. Phases are: (a) acquisition; (b) fluency; (c)

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More on RPs..

- Practices are used that are validated, normalized, useful across environments, respectful, and not stigmatizing of the child and family and that are sensitive to cultural and linguistic issues.

- Consequences for children's behavior are structured to increase the complexity and duration of children's play, engagement, appropriate behavior, and learning by using differential reinforcement, response shaping, high-probability procedures, and correspondence training.

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Still more RPs..

- Systematic naturalistic teaching procedures such as models, expansions, incidental teaching, mand-model procedure, and naturalistic time delay are used to promote acquisition and use of communication and social skills

- Peer-mediated strategies are used to promote social and communicative behavior.

- Prompting and prompt-fading procedures (e.g., modeling, graduated guidance, increasing assistance, time delay) are used to ensure acquisition and use of communicative, self-care, cognitive, and social skills.

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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.)

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More on Monitoring and Evaluating Child Progress

General Tools for Monitoring Child Progress

➢ New Jersey Positive Behavior Support in Schools – Direct Assessment Tools
NJPBS Direct Assessment Tools

Time Sampling

➢ Special Connections – Momentary Time Sampling
Includes example form, blank form, rational e for use, interactive tool
Special Connections Time Sample Tool

Interval Sampling

➢ Kansas Institute for Positive Behavior Support – Whole and Partial Interval Recording
Includes blank form and example
KIPBS Partial Interval Recording Example
KIPBS Partial Interval Recording Form
KIPBS Whole Interval Recording Example
KIPBS Whole Interval Recording Form

Frequency Count/Event Count

➢ Special Connections – Event Recording
Includes example form, blank form, rational e for use, interactive tool
Special Connections Event Recording

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Monitoring Stages of Skill Acquisition

Child's Name: Jessica S

Observation: During play activity (water table, art, housekeeping)

Skill/Behavior: Jessica will use ASL sign and speech to request items.

Level 1   Child communicates w peer via ASL, sign and speech approx.
Level 2   Child communicates w peer via ASL and vocalizations
Level 3   Child communicates w peer using ASL after teacher ASL prompt
Level 4   Child secures item from peer w/o use of ASL / speech

DATE	STAFF INITIAL	LEVEL OF PERFORMANCE

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Monitoring Level of Assistance - Coding of Prompt Levels

Child's Name: Steven L.

Skill/Behavior: Steven will hold 4 " brush(1/2" diameter) and create 6 " stroke on paper or other art materials.

PA - Hand (H) / Elbow (E) Teacher/peer support
M - Peer or teacher modeling
V - Verbal prompt - peer/teacher
I - Independent - No assistance
* MOD - Independent with modified brush / utensil

DATE	STAFF INITIAL	LEVEL OF ASSISTANCE

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Time Sampling

Child's Name: Julio
Behavior/ Skill: OUT OF SEAT (OFF TASK)

DATE: 2/10/11
TIME OF DAY/ INTERVAL: 10:00-10:20AM @ 4 minute intervals

ACTIVITY: GROUP ART

| 10:00-10:04 | 10:04-10:08 | 10:08-10:12 | 10:12-10:16 | 10:16-10:20 | TOTAL |

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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**

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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.**

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Increase the odds for success

.......by providing support BETWEEN visits

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Adult Self-Monitoring Tools and Strategies

Itinerant professionals 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

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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.

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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"?)

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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.

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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.

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Sources for Implementation Checklists: ocali.org

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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

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Evaluating the Success of

- 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.

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General vs. Specific Outcomes

General...
- Increase opportunities for partner to practice communication skills.

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

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General vs. Specific Outcomes for Itinerant Consultation

General...
- Help Riley to remain engaged with toys and materials.

Specific...
- During center time, help Riley play with a specific toy or material for at least 3 minutes.

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General vs. Specific Outcomes for Itinerant Consultation

General...
- Increase Jenni's knowledge in regards to working with a child who has special needs.

Specific...
- Jenni will identify four characteristics of children with Down syndrome and describe how those characteristics affect learning.

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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.

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General vs. Specific Outcomes for Itinerant Consultation

General…
- Improve the quality of Parker's learning environment.

Specific…
- Tanisha and Erin (ECE teachers) will increase the number of materials (e.g., blocks of different sizes, shapes, and colors, signs, cars, and toy people) in the block area in order to expand opportunities for learning for Parker and the other children in the classroom.

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Step 9: Evaluate Success of Teaching Strategy

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

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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

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Example of Self-Monitoring Chart

	Monday	Tuesday	Wednesday	Thursday	Friday
# of times I used positive reinforcement with Justin during	✓✓✓	✓✓		✓✓✓	✓
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.

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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?

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Planning for Consultation/Coaching Session

Child: _____ Date of Visit: _____ Location: _____

ECSE Teacher: _____ ECE Partner Teacher: _____

Session #: _____ Duration of Session: _____

Focus of Session:
- Prioritizing IEP objectives
- MATRIX Planning to embed instruction
- Discussion of peer pairing
- Monitoring of partner progress
- Development of task analysis of teaching skill
- Materials modification
- Providing information/media on disability conditions: _____
- Demonstration of incidental teaching skill
- Demonstration of direct instruction teaching skill: _____
- Review of www resources:
- Monitoring of child progress
- Discuss transition to Kindergarten
- Discuss transition to another program
- Assessment of child

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:
_____

Date of Next Coaching Session: _____

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Planning for Consultation/Coaching Session

Date of Visit: 2/9/09 Location: Children's Garden

ECSE Teacher: M. Snow ECE Partner Teacher: E. Ramirez

Session #: 16 Duration of Session: 75 mins.

Child: T. C.

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

Supplies and Materials:
- Materials:
- Toy (s):
- Microswitch:
- CD or Video:
- Child Monitoring Form:
- X ECE Partner Teacher Monitoring Form:
- X Journal article:

Reflection on Coaching Session (Narrative / Rating System)
- Objective (s) Met
- X 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

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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

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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 – M/W chapter 2; On-task obs form		
Peers/Social				I Can Use My Words – Social stories (conflict)	
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 v'sheet
Other					Article on K skills

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CONSULTATION PLANNING

WEEK: _____

	Aleesha (D'nae)	Tiffany (Kevin)	Charlene (Sam, Ashley)	Deborah (Luisa, Carlos)	Ed (Tina)
Monday	• PECS cards • Planning Matrix – use of new PECS cards • Email form				• Monitor use of DRO/DRA; • Email K skills article
Tuesday					
Wednesday		• Model Zone defense; • What Works Briefs (H) – Transitions; • Examine website		What Works Briefs (H) – Transitions	
Thursday			• Arriv/Depart Matrix – email blank form	I Can Use My Words – Social stories	
Friday					

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Implication

If professionals who function in an itinerant role can find ways to support adult partners' use of child-focused intervention strategies during their absence, then they and their partners 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.

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Using a Logic Model to Guide Service Delivery

Input→	Output→	Short Term Objectives	Long Term Objectives	Long Term Outcomes
Coaching and follow up tools to help teacher learn to use positive reinforcement strategies	Teacher will become proficient at using positive reinforcement strategies to support Justin's success in the classroom	Justin will stop running away from the teacher	Justin will engage in meaningful learning activities in the classroom	Justin's language and cognitive skills will improve

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.

Michigan.....
ahead of the curve

8 Stages of Consultation

1: Gaining Entry
2: Building the Relationship
3: Gathering Information

4: Setting Goals
5: Selecting Strategies
6: Implementing the Plan
7: Evaluating the Plan
8: Summary Conference

Buysse & Wesley (2005)

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Progression of Consultation Partnership

Partnership

Comfort

Rapport Building

Introduction

Cultivating Awareness

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Progression of Consultation Partnership

CA = Phase 1

CA + Intro = Phase 2

CA + Intro + RB + Cf = Phase 3

CA + Intro + RB + Cf = Phase 4

CA + Intro + RB + Cf + Ptn = Phase 5

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Progression to Partnership

Successful consultation results in a professional partnership that affirms the competence and autonomy of both partners. The partnership also can develop into a personal relationship that is based upon mutual respect and good will.

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Components of Effective IECSE Consultation Service Model

Monitoring of Child Progress	Analysis of Learning Environment	Feedback/Partner Progress
Prioritizing Child IEP Objectives	Transfer of Knowledge, Skills, Attitudes & Values	Administrative Support
Interpersonal Communication Skills	Communication with Families	Self-Advocacy & Professional Development

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Critical Components of Consultation

Related components of consultation

    A. Problem-Solving
    B. Professional Support
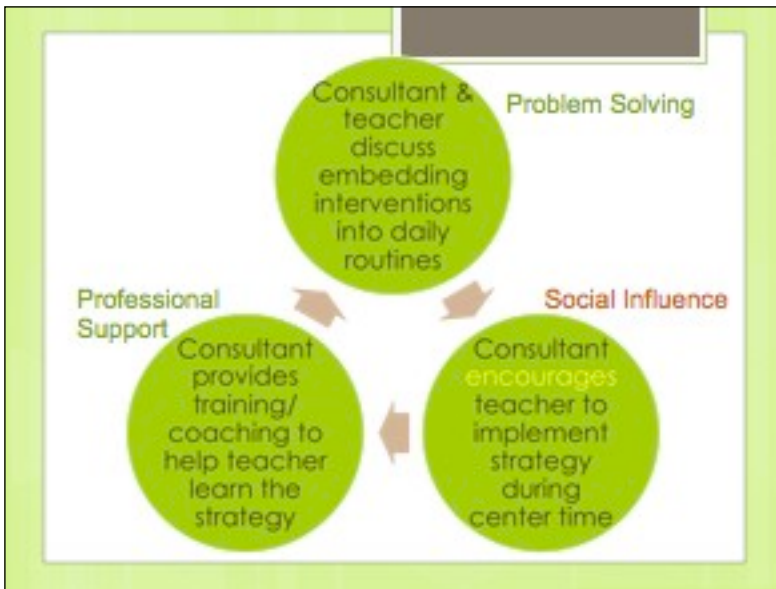   C. Social Influence

(Buysse & Wesley, 2005)

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Consultant & teacher discuss embedding interventions into daily routines

Problem Solving

Professional Support

Consultant provides training/ coaching to help teacher learn the strategy

Social Influence

Consultant encourages teacher to implement strategy during center time

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Summary: Examples of Consultation Support

Level 1

- Providing information on how IEP objectives can be prioritized with respect to factors that may be related to child progress via MEPI Model
- Prioritizing IEP objectives with respect to intensity of intervention via MEPI Model
- Addressing IEP objectives in typical pre-K activities via MATRIX planning tool
- Linking IEP objectives with typical pre-K activities and general education learning objectives via MATRIX planning tool
- Using monitoring forms to assess child progress on IEP objectives

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Summary: Examples of Consultation Support

Level 2

- Providing basic information on disability conditions
- Providing basic information on implications of disability on child development
- Providing information on special education teaching strategies
- Demonstrating/modeling special education teaching strategies that are linked to specific IEP objectives
- Providing information on the process of screening and assessment and eligibility for SPED services in Part C and Part B 619 programs
- Providing information on the process for determination

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Summary: Examples of Consultation Support

Level 3

- Providing resources that can inform and support professional competence of ECE partners
- Providing resources that can inform and support formal education objectives of ECE partners
- Resources: web links, videos, articles, modeling, digital photos, LEA website, e-mail list serve, iPod apps, cell phone images, links to state certification/licensing information, college and university teacher preparation programs, professional development/advocacy groups e.g. CEC-DEC, NAEYC, etc.

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"More is Better"

A consultative itinerant model can increase the ability of ECE teachers and parents to provide specialized services to young children with disabilities throughout the day and across the week when the itinerant ECSE professional is not present. This expands opportunity for teaching, learning AND practice of skills

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What about challenges?

- A consultative approach to itinerant service delivery isn't easy (but many things that are worthwhile aren't easy!)
- What are some of the challenges in adopting CONSULTATION practices that you can think of ?
- How might these challenges be addressed ?

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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

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Outcomes of Consultation

➤ Increased skills or knowledge of parents and other teachers
  - *ECE teachers* have a "bigger tool box" to use when dealing with challenging situations.
  - *The parent* understands why children act the way they do and changes the way she interacts with the child
  - *ECE teachers* are able to provide IEP-based instruction BETWEEN itinerant visits.
  - *Parents* can better engage in problem-solving to address difficult issues

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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

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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

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Outcomes of Consultation

➢ Improvements in service delivery systems
- • The child's Speech Pathology schedule is modified so the child can be observed by the SLP in an informal, play-based activity.

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PIECES: Performance Indicators for Itinerant Early Childhood Education Specialists

- ○ Designed for 2 primary purposes:
  - ○ Provide SUPERVISORS with tool to support high quality Itinerant ECSE service delivery and guide professional development
  - ○ Provide Itinerant ECSE teachers with tool to enhance reflective practice and guide professional development
- ○ Developed by a team of ECSE supervisors, Itinerant ECSE teachers, and Higher Education faculty

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Parts of the PIECES

- **Part A**: Requisite knowledge and skills related to ECSE service delivery
- **Part B**: Communication skills and specialized knowledge related to coaching and information sharing in order to develop family, professional, and community relationships that support learning in the pre-K LRE
- **Part C**: Specialized knowledge to coordinate and facilitate integrated service delivery ('embedded instruction') to support learning in the LRE

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Identifying Critical Knowledge and Skills for IECSE Teachers

- Each Part is organized around specific **performance indicators** that have been described with the use of observable examples

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Rubrics to Assess Knowledge and Skill Level

- Each indicator is described using a continuum of rubrics: Basic, Proficient or Distinguished
- A 2-page checklist provides an easy-to-read overview of the Itinerant ECSE teacher's performance in each of the 3 major parts and subsections of PIECES

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Part A: Requisite K & S Related to ECSE Service Delivery

Part A:

1. Knowledge of the organizational context of the child's environment
2. Ability to design and implement child-focused interventions

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Part B: Requisite K & S Related to Coaching and Information Sharing

1. Ability to build a collaborative team
2. Ability to establish and implement a plan for regular communication among team members
3. Demonstrates appropriate use of specific interpersonal communication skills to establish ongoing relationships with families and providers.

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Part B (continued)

3. Helps others develop skills and use strategies via a coaching model.
4. Provides information to support child's success in the community-based program.

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Part C: Requisite K&S to Coordinate and Facilitate Integrated Service Delivery

1. Coordinates and monitors service delivery.
2. Designs and implements professional development (PD) activities.

Gaging the Success of Systems Change at the Local Level:
A Monitoring Model with Accompanying Rubrics

Where the magic happens

Your comfort zone

A GUIDE TO
Itinerant Early Childhood Special Education Services

Laura A. Dinnebeil
& William F. McInerney
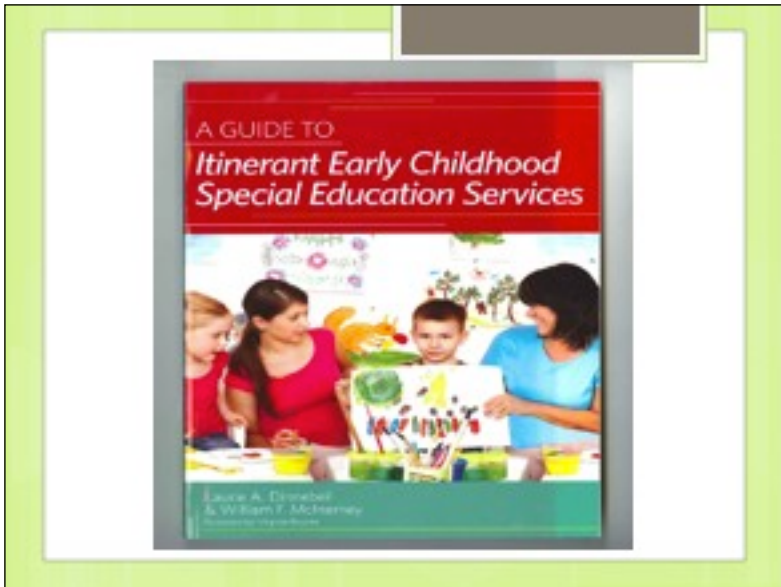
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Project DIRECT Web Site

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

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Helpful Resources

- Dinnebeil, L.A. & McInerney, W. (2011). A guide to itinerant early childhood special education services. Baltimore: PAUL Brookes.
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- 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.
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- 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.
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