

SUPPORTING EARLY CHILDHOOD INCLUSION THROUGH PROFESSIONAL COLLABORATION: TWO HEADS ARE BETTER THAN ONE!

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Authors of "A Guide to Itinerant Early Childhood Special Education Services"

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Webinar Tips

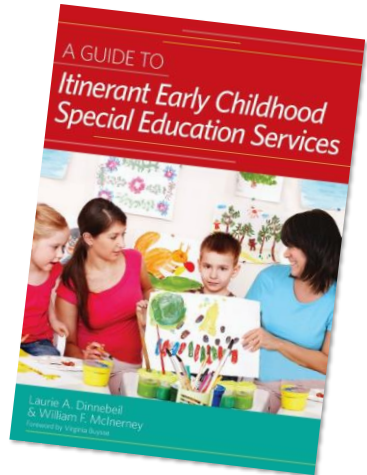
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A Guide to Itinerant Early Childhood Special Education Services

A much-needed book that provides the knowledge and guidance itinerant teachers need to integrate learning opportunities into daily routines and activities in order to support children's inclusion in community-based programs.

<https://bpub.fyi/Guide-SPED-Serv>



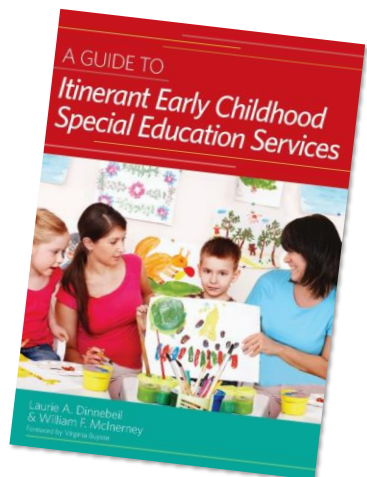
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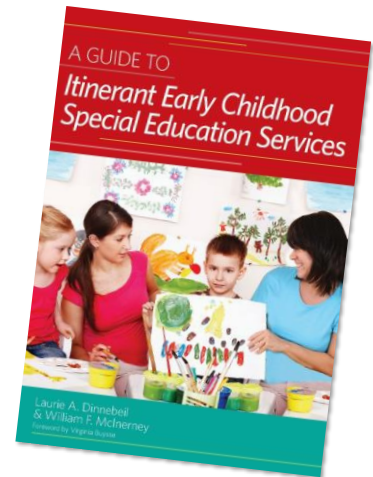


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Our Goals for Today!

- Understand the steps in the consultative or coaching process and how they can be used to support early childhood educators
- Learn about tools and resources that consultants or coaches can use to support implementation of evidence-based strategies between their visits
- Discover tools and resources that can help evaluate the effectiveness of coaching or consultative partnerships
- Review common administrative and logistical issues that can affect the success of coaching or consultation in general early childhood settings

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The Early Childhood Community Values 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 as full members of families, communities, and society.



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The Importance of Supports to Children and Adults



- The defining features of inclusion that can be used to identify high quality early childhood programs and services are **access, participation, and supports**.

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Supporting Inclusion by Providing Access

- Young children with disabilities need and deserve access to the same high-quality learning opportunities that we afford to their typically-developing peers.
- But access alone isn't enough



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What's the Best Way for Early Childhood Professionals to Support Inclusion?



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Supporting Inclusion through Collaboration



- The best way to support meaningful inclusion is to find effective ways for the adults in children's lives to work together.
- Itinerant ECSE service delivery models CAN be effective ways to support inclusion.

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Two Models of Itinerant Service Delivery

➤Consultative

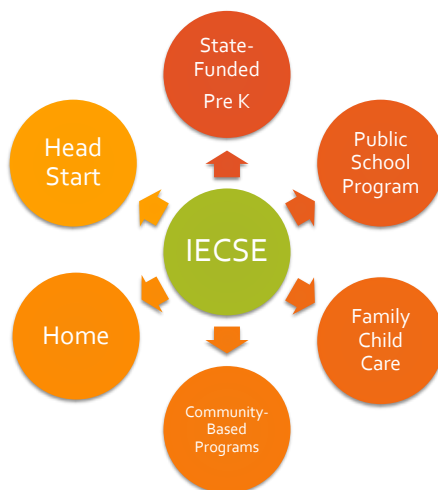
Assist educators and primary caregivers to provide specialized instruction and plan ways to address IEP goals within the course of the child's typical day and routine activities.

➤Direct

"Work with" 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.

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Where Itinerant ECSE Services are Provided



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Consultation & TRIADIC Intervention

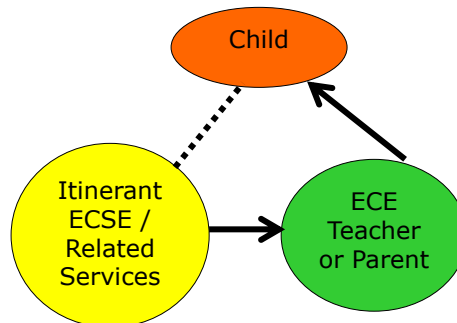
Consultation is defined as an INDIRECT intervention model in which the itinerant teacher and the ECE teacher work together to address an area of concern or common goal for change.



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The TRIADIC Model

The triadic 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.



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Why use the triadic approach?

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

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



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If *only* there was enough magic, we wouldn't need to consider the consultation model. Unfortunately...

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Is there a better way?



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The 9 Steps in the Consultation Process



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

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

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

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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 a standardized tool like the ECERS-R, the ICP or the T-POT

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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, in order to identify the spectrum of support for development and to prioritize instruction.



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Step 4: Identify Learning Opportunities in Daily Routines

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



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Step 5: Identify Appropriate Teaching Strategy

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

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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, within 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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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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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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Step 9: Evaluate Success of Teaching Strategy

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



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The importance of follow through...

- Wilkinson (2006) argued that the “consult and hope” strategy is ineffective in terms of ensuring intervention integrity. *We agree...*



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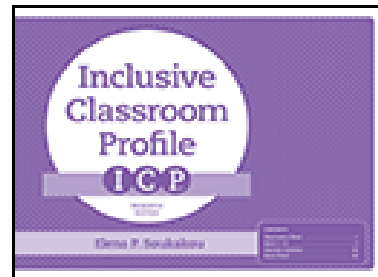
Implication

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



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Tools of the Trade: Analyzing the Goodness of Fit



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Tools of the Trade: MEPI

- Identify Priority IEP Objectives and to Determine Mode and Intensity of Instruction/Intervention....



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 is necessary

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Tools of the Trade: Curriculum Planning Matrix

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



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SAMPLE CURRICULUM PLANNING MATRIX

In the first column, enter the Child Learning Outcomes and the related AZ early learning outcomes/standards that are developmentally appropriate for Child _____. Across the top row, identify routines that occur in the classroom where you provide itinerant services. For EACH of the AZ outcomes/standards, identify routines during which these target skills can be addressed and describe what the child will be expected to do. You will then describe the related teaching strategy.

Routine AZ Child Learning Outcomes/Standards	Arrival	Center (SCIENCE)	Snack	Art	Reading/Circle
<p>AZ ELS: Child Learning Outcome: LA(Reading): recognize first name in print across settings Child A will select items and position in classroom labeled with 1st name.</p>	<p>1a</p> <ul style="list-style-type: none"> Child hangs coat in cubby w/ first name label Materials Cue - child's name plate on cubby has 1st letter of name in RED. 	<p>1b</p> <ul style="list-style-type: none"> 	<p>1c</p> <ul style="list-style-type: none"> Child will sit at table with nameplate Gestural Prompt - peer will point to appropriate chair if child does not respond to "where do you sit?" 	<p>1d</p> <ul style="list-style-type: none"> Choose box w/ child's name label Limiting Access - child has to point to or seek assistance to secure his box from a # of boxes out of reach. 	<p>1e</p> <ul style="list-style-type: none">
<p>AZ ELS: Child Learning Outcome: Math (Measurement): begin to use terms to compare the attributes of objects Child A will identify which of two objects is bigger or smaller.</p>	<p>2a</p> <ul style="list-style-type: none"> 	<p>2b</p> <ul style="list-style-type: none"> Child will ask for 'bigger' of 2 rocks Insufficient Materials - Child needs bigger rock to complete rock project (glue rock to booklet on outline of rock) 	<p>2c</p> <ul style="list-style-type: none"> 	<p>2d</p> <ul style="list-style-type: none"> Child will request larger ('bigger') marker. Insufficient Materials - provide small marker while peers have large markers 	<p>2e</p> <ul style="list-style-type: none"> When presented w 2 books, child will identify smaller book. Unexpected Event - Teacher picks 'small' book and says "Let's read the BIG book!"

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Tools of the Trade: Implementation Checklists

Provides a print 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.



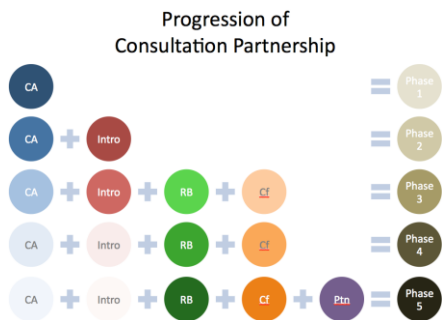
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Tools of the Trade: Evaluating Fidelity of Implementation

- 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
- Goal Attainment Scaling
- Curriculum Planning Matrices as Documentation Tools
- Environmental Rating Scales such as the ICP, CARA's Kit or the Teaching Pyramid Observation Tools (TPot)

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Tools of the Trade: Info about Partnerships



- Successful consultation results in a professional partnership that affirms the competence and autonomy of **both partners**.

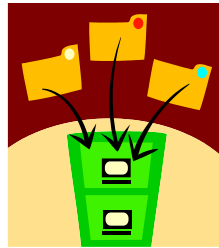
- The partnership also can develop into a **personal relationship** that is based upon mutual respect and good will.

Progression to partnership will **not be a uniform experience across EC partners**..

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Tools of the Trade: PIECES

- **PIECES**: Performance Indicators for Itinerant Early Childhood Education Specialists



- A scaffold to guide professional development for ECSE professionals seeking to expand their knowledge and skills in relation to providing consultation services in ECSE settings

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Addressing Logistical Issues

What would be the schedule for “conferences” between the ECSE Consulting Teacher and the Preschool Teacher Partner Teacher?

How would face-to-face “conferences occur?”

What are other forms of consultation that may complement face-to-face conferences or replace face-to-face conferences?

How can the professional support and professional development resources (described, above) be captured and shared?

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Providing Administrative Support for Itinerant Consultation

Formal Memoranda of Understanding (MOU) or Agreement (MOA) that articulate the “ground rules” for consultation.

Brochures, flyers or other pieces of information that spell out the components of the consultation model (useful to share with families or community-based partners)

Introductory letters that itinerant staff can share with partner teachers

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Tools of the Trade: Consultation Planning Logs

Planning for Consultation/Coaching Session

Child: _____ Date of Visit: _____ Location: _____
 ECE/SE Teacher: _____ ECE Partner Teacher: _____
 Session #: _____ Duration of Session: _____

Purposes of Session:

1. Planning IEP objectives	Monitoring of child progress
2. MATRIX Planning to embed instruction	Discuss transition to Kindergarten
3. Discussion of peer pairing	Discuss transition to another program
4. Monitoring of partner progress	Assessment of child
5. Development of task analysis of teaching skill	
6. Materials modification	
7. Providing information/media on disability conditions	
8. Demonstration of incidental teaching skill	
9. Demonstration of direct instruction teaching skill	
10. Review of www resources	

Supplies and Materials:

- 1. Materials: _____
- 2. Toy kit: _____
- 3. Microtracks: _____
- 4. CD or Video: _____
- 5. Child Monitoring Form: _____
- 6. ECE Partner Teacher Monitoring Form: _____
- 7. Journal article: _____

Reflection on Coaching Session (Narrative / Rating System)

Objective (a) Met _____ Objective (a) Partially Met _____ Objective (a) NOT Met _____

Comments: _____

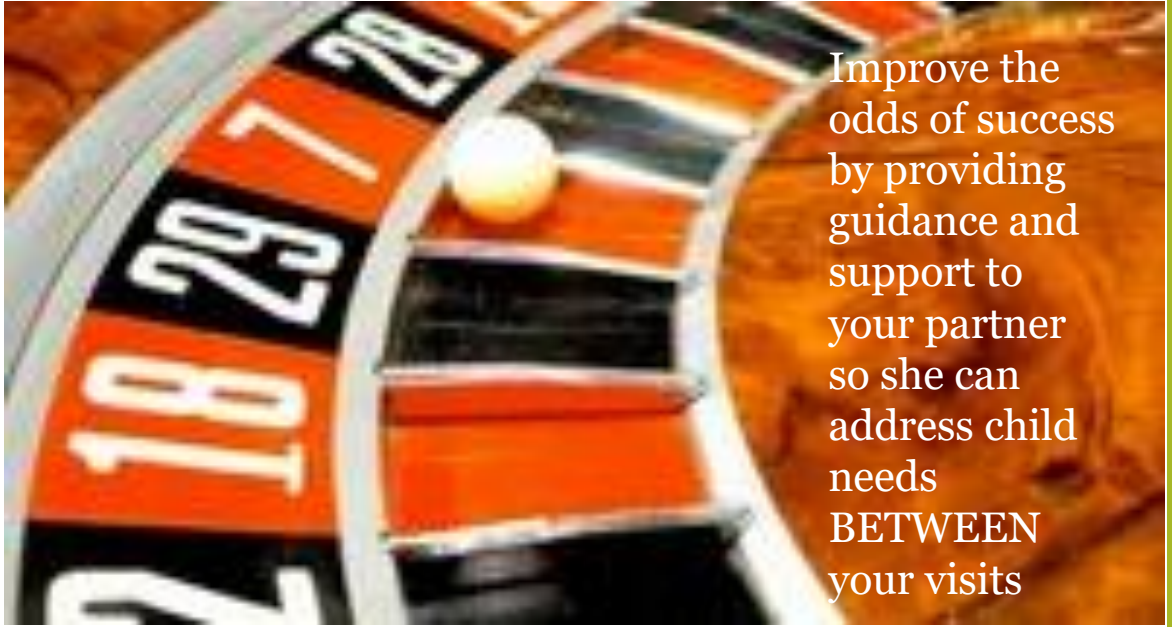
Date of Next Coaching Session: _____

CONSULTATION PLANNING

WEEK: _____

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

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Improve the odds of success by providing guidance and support to your partner so she can address child needs **BETWEEN** your visits

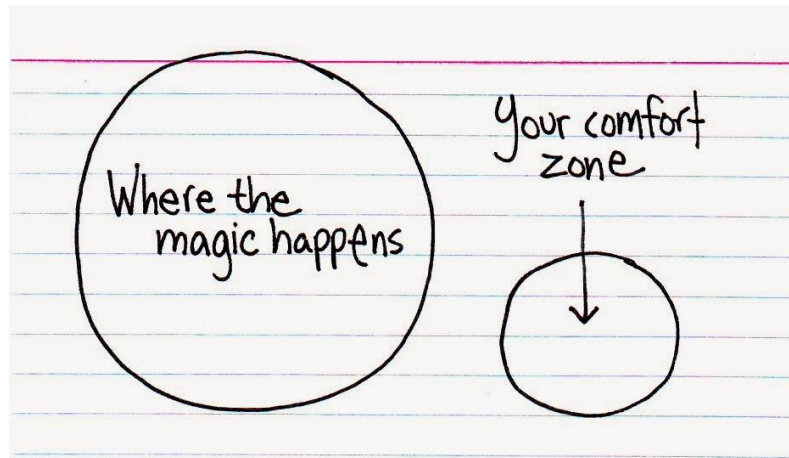
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Providing Effective Support to Others Comes with its Share of Headaches

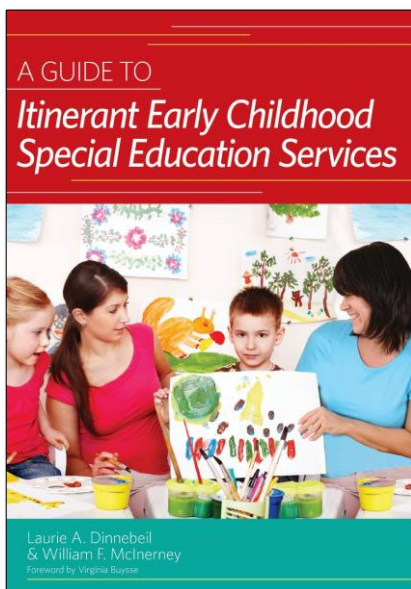


- But don't let a quest for perfection get in the way of making progress.
- There is a solution to (almost) every problem!

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- Interested in tailored Professional Development experiences for your staff?

Please contact:

- Bill
(william.mcinerney@utoledo.edu)
- or
- Laurie
(laurie.Dinnebeil@utoledo.edu)

about more information

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Questions?

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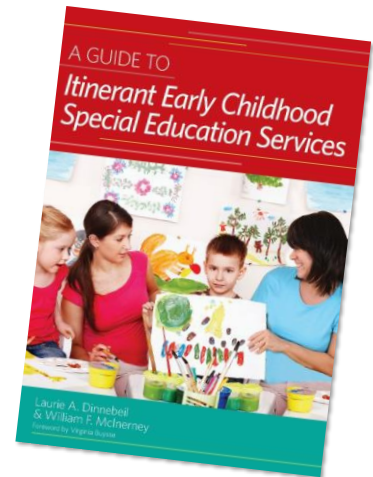


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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinar

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