

Itinerant Early Childhood Special Education Communities of Learning Resources for the Upcoming School Year

Many concepts, models, and resources were shared during your participation in the Itinerant Early Childhood Special Education (IECSE) Community of Learning. This document includes key information and tools for service delivery as you begin a new school year.

The IECSE Model		
<p>Three Components of the IECSE Teacher's Work</p>		<p>This graphic depicts the work of the IECSE teacher. IECSE teachers provide direct instruction to preschoolers with IEPs, collaboration/consultation with early childhood partner teachers, and professional development for teachers and families. These efforts lead to a sense of belonging and membership, positive social relationships and friendships, and development and learning to enable children to reach their full potential.</p>
<p>The Triadic Model</p>		<p>This graphic of the Triadic Model portrays the interactions of the IECSE teacher, the Early childhood teacher, and the child with an IEP. “The IECSE teacher plans his or her visits with the intent to engage in reactive and proactive consultation and coaching strategies designed to transfer specific knowledge and skills to his or her partner. . . who then transfers them to the child.”</p> <p style="text-align: right; font-size: small;">Dinnebeil & McInerney, 2011, pp.17-18</p>
<p>The Goal of the IECSE Model</p>		<p>The goal of the IECSE model is to provide <i>multiple</i> opportunities for learning, <i>distributed</i> throughout the day and week and <i>embedded</i> into the general early childhood classroom.</p>

Getting Started with New Students and Early Childhood Partner Teachers

Introducing Yourself to a New Early Childhood Teacher

hello!

When meeting a new partner teacher, IECSE teachers introduce themselves with language that describes their role such as, "I am the itinerant early childhood special education teacher from Virginia City Schools. I am here to support you because you have a child with an IEP in your classroom" rather than "I am the itinerant early childhood special education teacher from Virginia City Schools. Jaxson is on my caseload."

[Early Childhood Educators Partnering to Meet a Child's Special Needs](#)

**Early Childhood Educators Partnering to Meet a Child's Special Needs
Itinerant Early Childhood
Special Education Services**

Local school districts provide special education services for young children, ages two to five, who have developmental delays or disabilities. Depending on the learning needs of the child, these services may be provided in early childhood care and education (ECCE) settings such as Virginia Preschool Initiative, Head Start, Montessori, child care, and community-based preschool programs. When special education services are provided in ECCE settings, Itinerant Early Childhood Special Education (IECSE) teachers from the school district travel to the classroom to implement the child's Individualized Education Program (IEP). They partner with the child's classroom teacher to identify and implement strategies to support the child's learning and participation with nondisabled peers.

The teachers collaborate on ways to embed the child's IEP goals into the daily routine and activities. The IECSE teacher helps the classroom teacher develop any new skills needed. In addition, the IECSE teacher provides direct instruction, helps monitor progress, and communicates with families and other service providers such as speech therapists to ensure the smooth delivery of IEP services. The child's IEP specifies the amount of time an IECSE teacher spends in the classroom and with the classroom teacher.

Including preschoolers with developmental delays or disabilities in early childhood classroom:

- Provide opportunities to learn from same-age peers
- Offers multiple opportunities to practice skills across the day
- Leads to greater cognitive and communication development than services in self-contained special education classrooms
- Results in children who are more socially competent and have more friends than in self-contained classrooms.
- Minimizes transitions between programs

SUCCESSFUL PARTNERSHIPS

Itinerant Early Childhood Special Education services are most successful when Early Childhood and IECSE teachers have routine, scheduled planning time outside of the classroom:


- Discuss the child and his/her needs.
- Identify strategies for supporting the child's learning and participation in the classroom.
- Ask and answer questions.
- Address any challenges that arise.

When teachers are approachable, willing to learn, and treat one another with respect, their partnership will enable their student to fully participate, learn, and belong.

This flyer introduces the IECSE model to general early childhood educators.


[Meeting Your Child's Special Needs in an Early Childhood Program](#)

Meeting Your Child's Special Needs in an Early Childhood Program
Itinerant Early Childhood Special Education Services



Local school districts provide special education services for young children, ages two to five, who have developmental delays or disabilities. Depending on the learning needs of the child, these services may be provided in high-quality early childhood care and education (ECCE) settings such as Virginia Preschool Initiative, Head Start, Mixed Delivery, child care, and community-based preschool programs. When special education services are provided in ECCE settings, they are provided by **Itinerant Early Childhood Special Education (IECSE) Teachers** from the school district staff in the classroom to implement the child's Individualized Education Program (IEP). They partner with the child's classroom teacher to support the child's learning and participation with nondisabled peers.

Successful Partnerships
 The child's IEP specifies the amount of time an IECSE teacher spends in the classroom and with the classroom teacher. The teachers collaborate on ways to embed the child's IEP goals into the typical daily routine and activities. They most frequently identify strategies to support the child. When a practitioner receives IECSE services, both IECSE and classroom teachers hold high expectations and intentionally promote participation in learning activities and with peers.



Role of the Itinerant IECSE Teacher

- Model effective instructional practices for the classroom teacher.
- Provide direct instruction.
- Work on meeting child program.
- Communicate with families and any other service providers such as speech therapists.

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This flyer provides an overview of the IECSE model for families of preschoolers eligible for special education services.

[Itinerant Early Childhood Special Education Administrator Start-Up Steps for the New School Year](#)

Itinerant Early Childhood Special Education Administrator
Start-Up Steps for the New School Year

Y	#	Practice
Logistics		
<input type="checkbox"/>	1	Coordinate school-based placements (e.g., VPI) with general early childhood administrators.
<input type="checkbox"/>	2	Identify EC program locations for community-based placements.
<input type="checkbox"/>	3	Establish IECSE teacher caseloads.
Prioritize scheduling of IEP meetings. If priorities need to be modified:		
<input type="checkbox"/>	4	Set up initial meetings with EC coordinators, IECSE teachers, and EC teachers to share important information on children's needs, services, and necessary accommodations.
<input type="checkbox"/>	5	Ensure EC teachers know IECSE providers will be spending time in their classrooms during the first weeks of school to get to know the children and routines.
<input type="checkbox"/>	6	Identify days/blocks of time IECSE teachers and therapists will be in the EC programs.
<input type="checkbox"/>	7	Meet with EC administrators to identify potential times, locations, and teacher coverage for collaborative meetings.
<input type="checkbox"/>	8	Identify times that might work for occasional staff Professional Development.
<input type="checkbox"/>	9	Identify a process for ongoing communication and problem solving with EC programs.
<input type="checkbox"/>	10	Support IECSE Community of Learning participation for teachers new to IECSE service delivery.
Direct Instruction (DI), Collaborative Meetings (CM), and Professional Development (PD)		
<input type="checkbox"/>	1	Ensure that schedules include individual DI and CM with EC teachers, according to individual IEPs.
<input type="checkbox"/>	2	Provide teachers/EC administrators with schedules, including the DI & CM for each child.
<input type="checkbox"/>	3	Identify a process for sharing documentation forms capturing DI & CM.
IEP and Other Special Education Meetings		
<input type="checkbox"/>	1	Identify time and location for IEP meetings, on-site, if possible.
<input type="checkbox"/>	2	Identify specific logistical needs- access to the internet, printers, etc.
<input type="checkbox"/>	3	Determine if teacher coverage is in place for IEP meetings.
<input type="checkbox"/>	4	Identify a secure location (locked file) to maintain IEPs and other confidential paperwork.

Adapted from W-IECSE

This resource offers guidance for IECSE administrators. Beginning of the year tasks include logistics; support for direct instruction, collaborative meetings and professional development; and IEP and other special education meetings.

[IECSE Caseload Management Form](#)

Itinerant Early Childhood Special Education Caseload Management

IECSE Teacher		Child's Name									
Child's Name	Child's I.D.#	Child's Birth Date	Child's Gender	Child's Race	Child's Ethnicity	Child's Disability	Child's IEP Due Date	Child's IEP Review Date	Child's IEP Revision Date	Child's IEP Revision Frequency	Child's IEP Revision Status
1											
2											
3											
4											
5											
6											

The IECSE Caseload Management Form may be used to summarize information on all the students on an IECSE teacher's caseload. It includes student and EC teacher names, frequency and types of services, matrix completion, IEP due dates, etc.

[IECSE Planning and Documentation Form](#)

Itinerant Early Childhood Special Education Planning and Documentation Form

Child's Name: _____ Child's I.D.#: _____
 Early Childhood Program: _____ IECSE Teacher: _____
 Early Childhood Teacher: _____

Time	Summary of Service Delivery Visit:	Follow-Up Tasks/Plan for Next Visit:
Outcome:	Review the visit plan. Were the consultation/collaboration and direct instruction activities implemented as planned? What worked well and what didn't?	What follow-up tasks need to be completed? What is the plan for consultation/collaboration and direct instruction on the next visit? As you prepare, review progress on IEP goals. Review the matrix and reflect on fidelity of implementation. Consider recent communications. Prepare instructional material and secure any needed professional development resources.
Date of Visit:		Date of Next Visit:
Date of Visit:		Date of Next Visit:

Adapted from the Wisconsin Early Childhood Special Education (IECSE) Documentation Form

The IECSE Planning and Documentation Form is a tool for IECSE teachers to document an onsite visit and plan for the next meeting. School divisions may choose to convert this document for electronic record keeping.

Tools for Gathering Information About the Child's Placement and Goodness of Fit

[Ecological Congruence Assessment for Classroom Activities and Routines](#)

Ecological Congruence Assessment for Classroom Activities and Routines			
Teacher	Target Child	Date	Classroom
Activity & Duration	Child's Participation	Helping Issues	Notes
	Is the child doing the same thing as peers? Yes No. If no, what is the child doing?	Does child require extra help due to...? Yes No. If yes, what type of help?	Does the help needed... getting engaged staying engaged ability to do activity
	What are peers doing?		
Activity & Music	Is the child doing the same thing as peers? Yes No. If no, what is the child doing?	Does child require extra help due to...? Yes No. If yes, what type of help?	Does the help needed... getting engaged ability to do activity
	What are peers doing?		
Activity & Self Care	Is the child doing the same thing as peers? Yes No. If no, what is the child doing?	Does child require extra help due to...? Yes No. If yes, what type of help?	Does the help needed... getting engaged ability to do activity
	What are peers doing?		

The Ecological Congruence Assessment (ECA) documents the goodness of fit between a child with a delay/disability and their classroom environment. It moves through the instructional day comparing the engagement of the child with an IEP with children who are typically developing.

Information gathered through the ECA will contribute to the development of the Embedded Instruction Matrix.

[Engagement, Independence, Social Relationships \(EISR\)](#)

EIEIO
Engagement, Independence, Social Relationships

EISR
ENGAGEMENT, INDEPENDENCE, SOCIAL RELATIONSHIPS

Engagement

- How does the child participate in this routine?
- How does the child spend most of this routine?
- How sophisticated is the child's engagement?
 - Nonengaged?
 - Repetitive behavior?
 - Casual attention?
 - Doing different things to participate?
 - Attending in a focused, absorbed manner?
 - Using language and following rules
 - Making things?
 - Pretending or talking about past and future events?
 - Persisting to overcome challenges?

Independence

- What does the child do by him- or herself? What does he or she need help with?
- Can the child be left to participate in this routine without assistance?
- How does the child indicate a need for help?
- How does the child respond when help is given?

Social Relationships

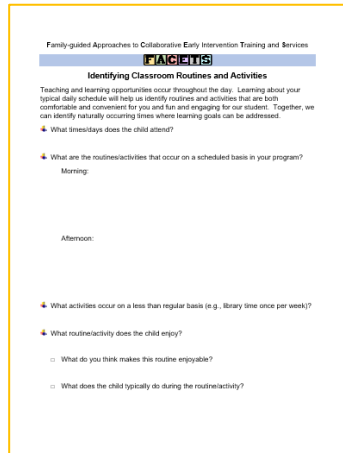
- How does the child communicate during this routine?
- How does he or she respond to communication from others?
- How does he or she express him- or herself?
- How sophisticated is the child's communication?
 - What communicative mode does the child use?
 - How easy is it for the child to be understood?
 - How does the child get along with others during this routine?
 - How cooperative is he or she?
 - How much does he or she initiate interactions?
 - How interested is he or she in others?
 - How does he or she respond to correction from adults?
 - What kind of correction do adults provide?

9/4/19

The EISR is based on the Routines-Based Model and focuses on a child's functional skills used to participate in home, school, and community routines.

Information gathered through the EISR will contribute to the development of the Embedded Instruction Matrix.

[FACETS Identifying Classroom Routines and Activities](#)



FACETS Identifying Classroom Routines and Activities is a tool for IECSE teachers and their early childhood partner teachers to identify naturally occurring routines and activities when learning goals can be addressed.

Information gathered through FACETS will contribute to the development of the Embedded Instruction Matrix.


[Inclusive Classroom Profile](#)

IECSE CoL participants received an ICP form.



The ICP is a structured observation rating scale to assess the quality of daily classroom practices that support preschool children with disabilities. It focuses only on children with IEPs and the individualized supports provided. It is designed to complement existing program quality measures such as CLASS.

Correlation between the Inclusive Classroom Profile (ICP) and PreK CLASS



Correlation Between the Inclusive Classroom Profile (ICP) and Classroom Assessment Scoring System Pre-K (CLA 88 Pre-K)


The ICP complements the Pre-K CLASS by providing a more in-depth look at the strategies that support young children with disabilities in inclusive settings.

Inclusive Classroom Profile (ICP)	Pre-K CLASS	Example of the Correlation between the ICP and Pre-K CLASS
Adaptation of Space, Materials and Equipment	Emotional Support Teacher Sensitivity <ul style="list-style-type: none"> Awareness Responsiveness Addresses problems Classroom Organization/ Productivity <ul style="list-style-type: none"> Readiness Preparation Instructional Learning Formats <ul style="list-style-type: none"> Variety of instruction and materials 	Shygha and Ricardo , the teachers in this classroom, have set up the learning environment using labels and visual supports to encourage children to independently use materials and complete a variety of tasks. They notice Jaden , who is non-verbal, waiting in front of the sink. Ms. Ricardo asks by pointing to the pictures of the hand-washing sequence posted above the sink.
Adult Involvement in Peer Interactions	Emotional Support Positive Climate <ul style="list-style-type: none"> Relationships Teacher Sensitivity <ul style="list-style-type: none"> Responsiveness Classroom Organization	A teacher notices that Jaden , a child with Down Syndrome is standing at the water table with a group of peers but he is not playing. Shygha , Ms. Saei , the child standing next to Jaden, is shown how to pour water over the water wheel. Jaden watches Saei pour the water. After waiting an appropriate amount of time, the teacher

July 2021, re-revised January 2022

The Inclusive Classroom Profile (ICP) complements the PreK CLASS by providing a more in-depth look at the strategies that support preschoolers with disabilities in inclusive settings. This document shares the correlation between ICP and CLASS areas, providing examples of what it looks like in the classroom.

Correlation between the Inclusive Classroom Profile (ICP) and Toddler CLASS



Correlation Between the Inclusive Classroom Profile (ICP) and Classroom Assessment Scoring System (Toddler CLASS)

The ICP complements the Toddler CLASS by providing a more in-depth look at the strategies that support young children with disabilities in inclusive settings.

Inclusive Classroom Profile (ICP)	Toddler CLASS	Example of the Correlation between the ICP and Toddler CLASS
Adaptation of Space, Materials and Equipment	Emotional and Behavioral Support Respect for Child Perspectives <ul style="list-style-type: none"> Support of independence Flexibility Engaged Support for Learning Facilitation of Learning and Development <ul style="list-style-type: none"> Active facilitation Children's active engagement 	Teachers Lashonda and Owen intentionally design the layout of the classroom to allow flexibility and support children's independent use of materials and space. They thoughtfully organize materials using picture labels and visual supports . The teachers notice that Kevin often falls toward his left side when sitting on the floor and reaching for toys, so they provide supportive equipment such as adjustable seats to maintain a seated position and a wedge so that he can freely move his arms in a prone position. Additional supportive options include adding a pill to the supported seat, or a wedge to the wedge.
Adult Involvement in Peer Interactions	Emotional and Behavioral Support Positive Climate <ul style="list-style-type: none"> Relationships Respect for Child Perspectives <ul style="list-style-type: none"> Support of independence Teacher Sensitivity <ul style="list-style-type: none"> Responsiveness 	During free play, Owen notices two children at the sensory table waiting for their cup to scoop water. He goes to the sensory table and provides words: "I'll look like you both want that blue cup?", explanations ("the cup is for a cup"), or pictures visual supports (cup) so that they can resolve their conflict. Owen brings a programmable seat for one child to press to say

Inclusive Practices Task Force | PD Essentials | December 2021

The Inclusive Classroom Profile (ICP) complements the Toddler CLASS by providing a more in-depth look at the strategies that support toddlers with disabilities in inclusive settings. This document shares the correlation between ICP and CLASS areas, providing examples of what it looks like in the classroom.

Instructional Resources

[Embedded Instruction Matrix Form](#)

Embedded Instruction Matrix Date Completed:

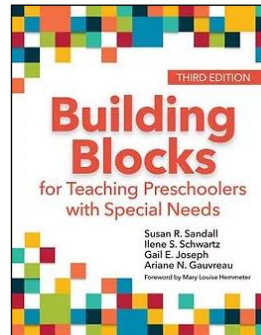
Daily Schedule	Targeted Skill:	Targeted Skill:	Targeted Skill:	Targeted Skill:	

EDUCATION

The Embedded Instruction Matrix Form is a tool for IECSE and early childhood teachers to embed IEP goals and targeted skills throughout naturally occurring daily classroom routines and activities.

[Building Blocks for Teaching Preschoolers with Special Needs](#)

IECSE CoL participants received this book.



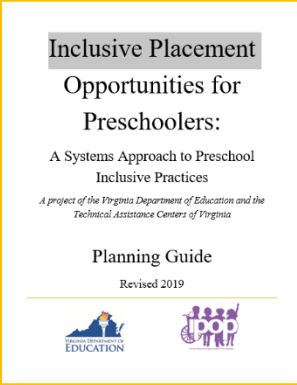
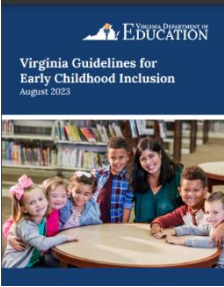

This book by Sandall, Schwartz, Joseph, and Gauvreau (2019, 3rd. ed.) provides practical, evidence-based inclusion strategies including curriculum modifications, embedded learning opportunities, and child-focused instructional strategies.


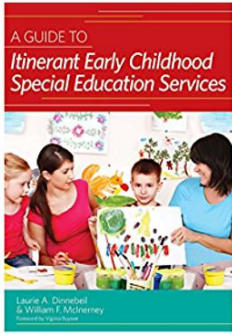

Hoosier's Rule



When collaborating with a partner teacher, ask four questions before suggesting. This ensures IECSE teachers have sufficient information to offer a reasonable suggestion.

Also, ask to suggest (e.g., What do you think would happen if . . .?). This recognizes the expertise of the early childhood teacher and the fact that it is their classroom.

<p>Improving Practices and Outcomes for Preschoolers Manual</p> <p>(previously Inclusive Placement Opportunities for Preschoolers)</p>		<p>This manual was developed by the Virginia Department of Education and the Training and Technical Assistance Centers to help local school divisions meet federal and state mandates that children with disabilities be educated in the Least Restrictive Environment (LRE). The manual contains 8 modules and extensive resources that provide critical information for understanding, building, supporting, and sustaining inclusive placement opportunities for young children with disabilities.</p>
<p>General Resources</p>		
<p>Virginia Guidelines for Early Childhood Inclusion (revised 2023)</p>		<p>This guidance document assists Virginia's school divisions and early childhood communities in identifying, developing, and sustaining inclusive opportunities for children with disabilities within high-quality early childhood programs.</p>
<p>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</p>		<p>The Regulations delineate the requirements for special education and related services for students with disabilities. They reflect Virginia and federal requirements.</p>

<p>Virginia Department of Education: Inclusion in Early Childhood Webpage</p>		<p>This webpage was developed by the Virginia Department of Education and is a compilation of several key resources related to inclusion in early childhood.</p>
<p>A Guide to Itinerant Early Childhood Special Education Services</p> <p><i>IECSE CoL participants received this book.</i></p>		<p>This 2011 book by Dinnebeil & McInerney includes knowledge and guidance needed by IECSE teachers to integrate learning opportunities into daily routines and activities for preschoolers with IEPs in inclusive settings.</p>
<p>LEADS Website</p>		<p>The Leadership in Effective And Developmentally-appropriate Services (LEADS) in Early Childhood Special Education website provides resources and tools to support local ECSE programs.</p>
<p>Readiness Connections</p>		<p>Readiness Connections is the Virginia Department of Education's weekly source of program updates for child care centers, family day homes, Head Start, VPI, and Early Childhood Special Education.</p>