

# Supporting Early Childhood Educators through Evidence Based Practices

EARLY CHILDHOOD  
SPECIAL EDUCATION SUMMIT

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# Learner Objectives

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Participants will Identify Evidence Based Practices

Participants will Identify and Define the Key Instruction Strategies

Participants will describe and work apply strategies using the MEPI, Activity Matrix, and the Logistics

Participants will reflect on the Use of the Triadic Model

Participants will Identify the Importance of Rational, Model and Roles in Itinerant Model

# DEC Recommended Practices



## DEC Recommended Practices



*Enhancing Services  
for Young Children  
With Disabilities  
and Their Families*

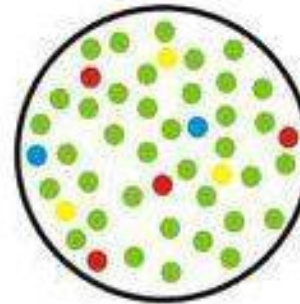
# Let's Make A Match

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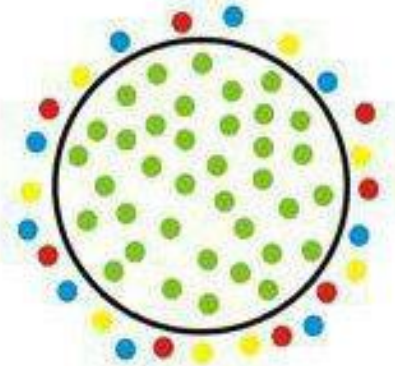


**Inclusion is NOT a  
Service,  
a Placement  
or a Program.**

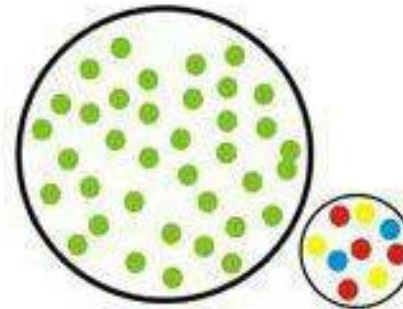
**Inclusion is a  
MINDSET**



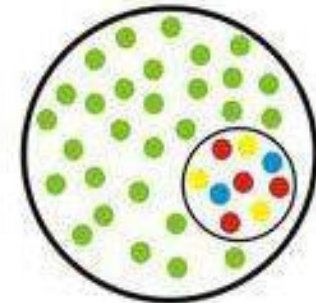
**Inclusion**



**Exclusion**

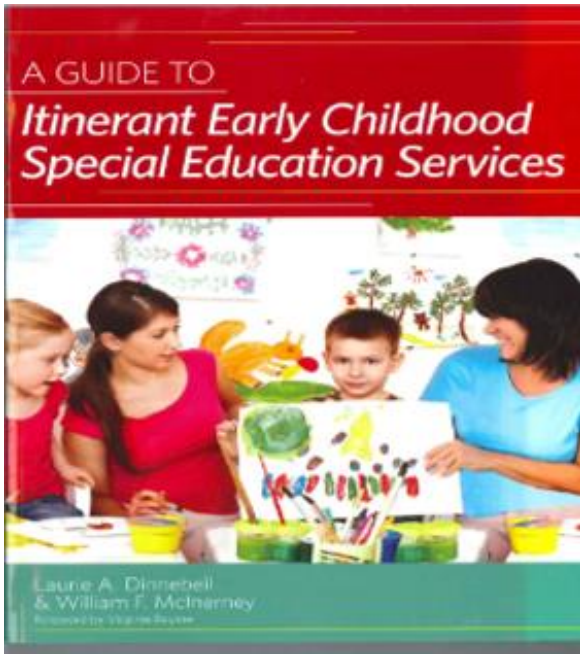


**Segregation**



**Integration**

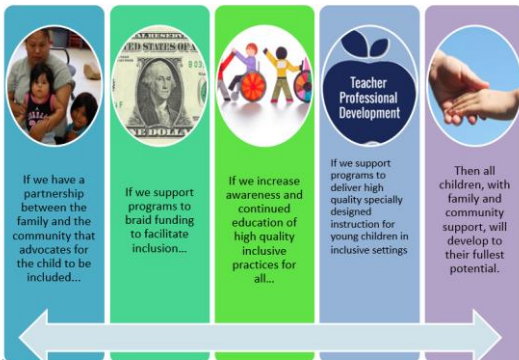
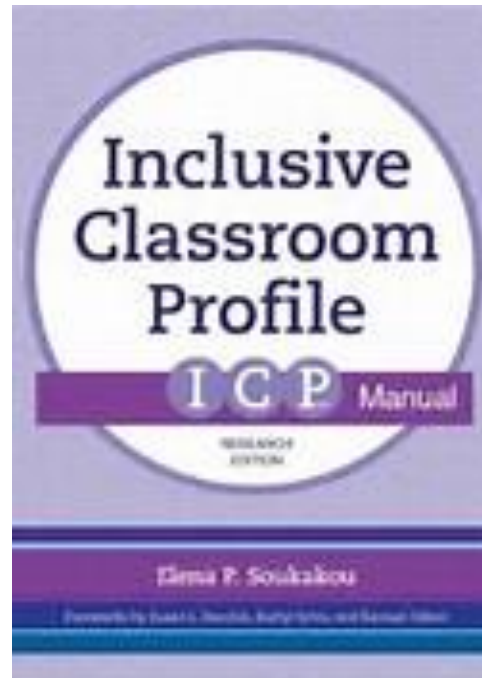
# Inclusion Work at State Level



Itinerant Cohorts

Task Force for Inclusion

Inclusive Classroom Profile







# Evidence Based Practices Let's Define It

Evidence-based practices are a group of **processes** that pull together the best available knowledge from professional experts. These practices support and allow children to participate and engage meaningfully in their everyday practices

Evidence-based practice when the word practice is used as a **verb**, refers to systematic processes used by a family and practitioners to make **individualized** decisions about practice implementation





## DEC Recommended Practice INS 5

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Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities

Embedded Instruction is also referred as Distributed Instruction



# Embedded Instruction Key Strategies

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Teach children over everyday routines and activities

Engage EBPs routinely during social play experiences

Support peers to model appropriate evidence based practices

Consider children's individual strengths and needs

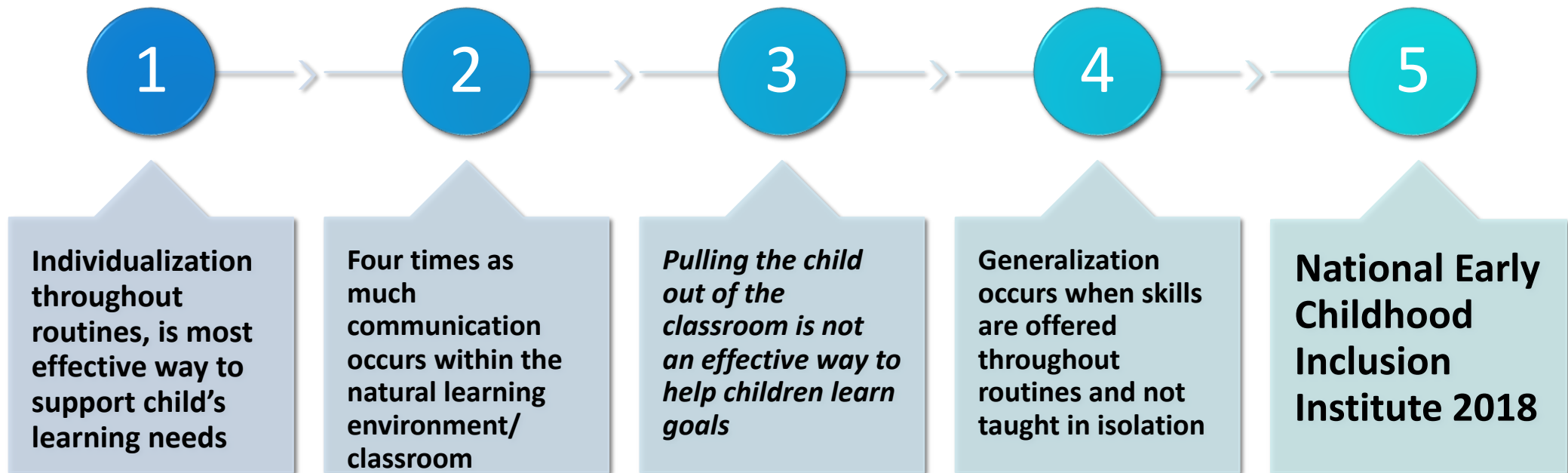
Child learn best when children have opportunities to practice skills overtime and through a variety of interactions, (small group, 1:1, large group, peer to peer)

Teacher may need to reflect on her/his practices based on children's success



# Research Tells Us....

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<https://embeddedinstruction.net>

Luke





# Peer Mediated Instruction

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**Choose Peers that will model appropriate social behaviors**

**Think about the children who are great at following routines and directions**

**Set up classroom routines and activities so they support peer buddies (line up together, talk to your partner about your answers have a book buddy)**

**Choose buddies intentionally; some children make better partners than others**

**Look for a child who can be sensitive to the overall skills of a child with a disability**

**Choose a peer that is a good problem solver**

**Acknowledge and reinforce all children for appropriate behaviors and interactions**



# Peer Mediation

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Practitioners use peer-mediated intervention to teach skills and promote child engagement and learning INS 8



# PERL

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# CONNECT

The Center to Mobilize Early Childhood Knowledge



# Let's Move the Needle

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**In 27 years, the practice of providing special education and related services in regular early childhood settings to preschoolers with disabilities has increased only 5.7% and many young children with disabilities continue to be educated in separate settings.**

**Department of Education, 2017**



# Basic Models of Itinerant Service Delivery

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## **Direct**

Tutor the child focusing on the IEP goals with the context of ongoing activities or outside of the child's typical day. IEP based instruction is limited to the Itinerant Early Childhood Special Education professional's visit (Dinnebeil, L.A. & McInerney, W.F., 2011)

## **Consultation**

Assist educators and primary caregivers to embed intentional instruction and plan ways to address IEP goals within the course of the child's typical day and routine activities (Dinnebeil, L.A. & McInerney, W.F., 2011)



# Massed versus Distributed Instruction

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## **Massed Instruction**

Child instructed with same materials multiple times in single session. Without breaks

Example:

Identifying basic shapes for 20 minutes in one day during itinerant visit

(Dinnebeil, L.A. & McInerney, W.F., 2011)

## **Distributed Instruction**

Child is engaged with same or different materials, multiple times, with breaks between instruction. Multiple opportunities to practice.

Example:

Identifying basic shapes during typical activities that occur multiple times during the week

(Dinnebeil, L.A. & McInerney, W.F.; 2011)

A GUIDE TO

# *Itinerant Early Childhood Special Education Services*



## A Guide to Itinerant Early Childhood Special Education Services

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Dr. Laurie Dinnebeil and Dr.  
William McInerney

Their Triadic Model for the  
provision of inclusive early  
childhood education services is  
widely used nationally and  
considered an evidence based  
practice



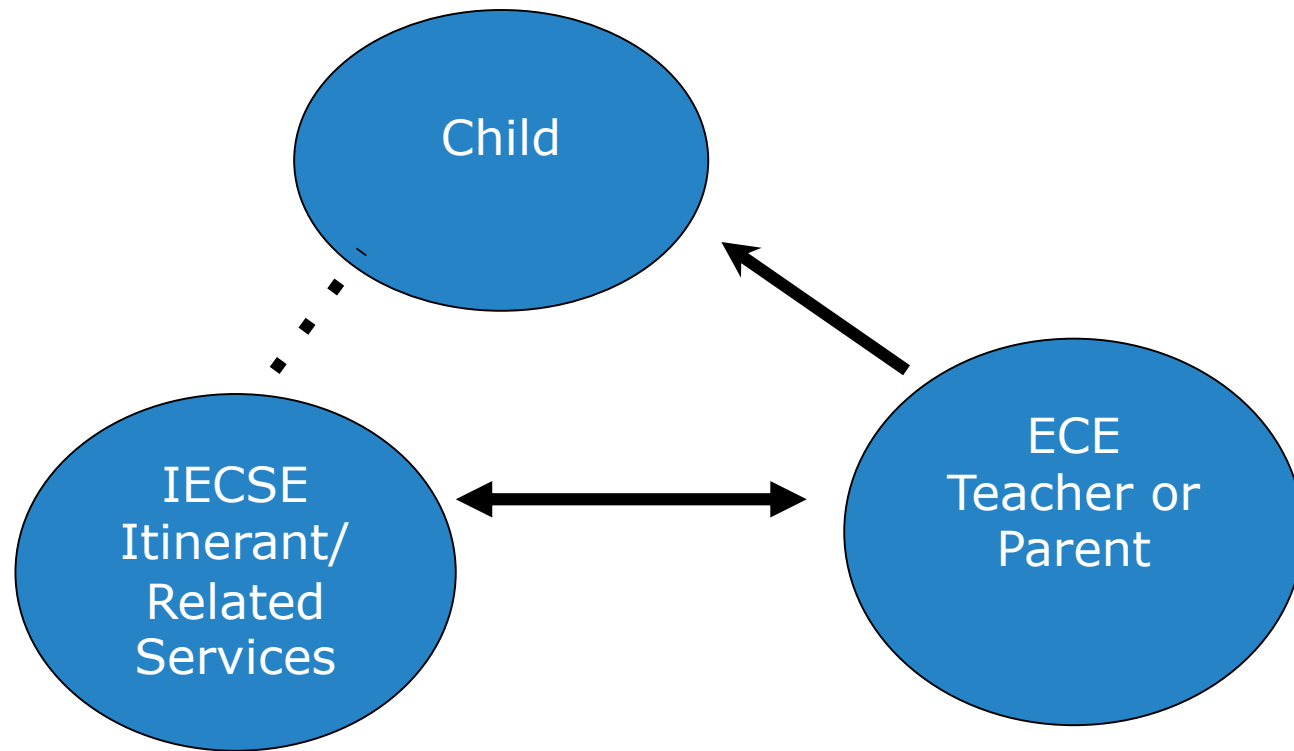
## DEC Recommended Practices INS 13

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Practitioners use coaching or consultative strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

# Triadic Model of Service Delivery

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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.  
(Dinnebeil, L.A. & McInerney, W.F., 2011)





# Benefits in Using the Triadic Approach

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**The other adults spend more daily time with the children than the Itinerant Early Childhood Special Education does.**

**A Key benefit for the child is that he/she can have multiple opportunities to practice skills; Distributed Instruction**

**The Triadic Approach allows the IECSE teacher to help support the child's early childhood teacher.**

**This will allow the ECE educator to do what she does best help the child learn and reach his/her IEP goals.**

# Professional Roles in the Triadic Model

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## The Administrator's Role

The administrator can help by:

- Supporting collaboration between the ECE teacher and the Itinerant Educator
- Supporting the Early Childhood Educators to find meeting times/days so that they can meet with limited probability of interruption
- Providing resources to support their work
- Formally supporting communication between the key parties (see the Letters of Introduction)

## The ECE Teacher's Role

- Keep Track of how well intentional instruction and intervention was implemented when the Itinerant Teacher is not there
- Help the Itinerant Teacher monitor the child's progress towards completing the IEP goals and the activities
- Collaborate with the families

# Two Components of the Itinerant Model

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## MEPI

A process to analyze and prioritize how the IEP teams should focus their efforts in addressing IEP objectives in order to identify the spectrum of support for that child's development and to prioritize instruction

## Curriculum Planning Matrix

A collaborative tool to help parents and the Early Childhood Partners to see the opportunities for the learning of skills within the routine activities. (Embedded Instruction)

# MEPI

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M= **Maturation**: Target behavior/skill likely to improve as a result of the development and experience/learning opportunities without significant teacher or peer involvement

E= **Environment Support**: Target behavior/skill is likely to improve as a result of a child having access to learning materials or intentional arrangement or expectations of the learning (or home environment)

P= **Peer Intervention/Support**: Question to ask is the target behavior/skill likely to improve as a result of predictable or planned interactions with appropriate peer mediators?

I= **Intentional/Immediate/Intensive/Intervention**: Question to ask will target/behavior skill require immediate intervention. Would the child be expected to make reasonable progress in learning this skill behavior without Direct and consistent Early Childhood intervention? Does the child's present behavior pose a risk to themselves or others?





## Example of IEP Objectives Responsive to Maturation

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**Child will develop modified pincer grasp-** may develop as a result of physical maturation and opportunities to practice throughout the day ie; dressing task, fine arts use of utensils

**Child will improve gait-**may be expected to develop with opportunities for practice throughout the daily routine's ie; during transitions, outdoor play

# Example of IEP Objectives Responsive to Environmental Expectations

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**Child will identify printed name** expectations for children to place clothes, work, in labeled cubby, select name tags, find name at the writing center

**Child will return items to appropriate locations with minimal prompting**-children will return items to cubby, shelves, containers





## Example of IEP Objective Responsive to Peer Mediation

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**Child will improve frequency of verbal interactions speech-** Early Childhood educators will ask selected peers to work next to child who has IEP goals





## Examples of IEP Objectives Requiring Intentional Intervention

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Objectives related to developing pivotal behaviors, behaviors that are related to child's present and future school success

Objectives related to health and safety

Objectives related to management of aggressive and threatening behaviors



# Using the Planning Matrix

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Analyze the child's daily routine using the Matrix

Identify the specific routines and activities in which teachers can embed IEP focused interventions



Please use this blank matrix to identify learning opportunities associated with 3 IEP objectives or IFSP outcomes that your focal child's ECE teacher may embed in daily routines or activities. In each of the boxes, briefly describe how she could embed these learning opportunities. Be prepared to share these with the larger group.

	Routines and Activities					
IEP/IFSP Goals						





# Disability Is

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“Disability is a natural consequence of human experience and in no way diminishes the right of individuals to participate in and contribute to society.”

Ann and Rud Turnbull



# Thank-you!

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Questions:

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