

Developing the Itinerant Preschool Model

Presented by:

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Dysart Unified School District

Background and Beginning Stages

Planning for the Itinerant model to provide special
education preschool services in the Dysart Unified School
District



Dysart Unified Profile

- ✦ 19 prek-8 Elementary Campuses
- ✦ 19 Developmental preK AM/PM sessions
- ✦ 19 ECE ESS teachers
- ✦ 8 Gen ed Title One PreK classes

Student Numbers:

866 PreK Students in Dysart:

480 ESS

71 Tuition paying role-models

315 Title one students



Traditional Model in Dysart

vs

Pilot (Itinerant Model):

The Why behind the Itinerant Model



Benefits of Itinerant Model: what we can accomplish

Staffing Ratio per campus



- 1 - Facilitator
- 2 - Para professionals
- 1 - ECE Teacher to serve up to 32 students (approx 1.5 hours/each class/day)

More Students Serviced



We are able to service more students with this model -

- 32 ESS
- 32 Role Models

Staff Opportunity for Growth

Preschool vs Pre Kinder (3 and 4 year old classroom)



More Appropriate Class Make Up

3 year old class with 3 year old role models - Preschool

4 year old class with 4 year old role models - PreK



Focus of ECE ESS Teacher



Focus on Specialized instruction vs running entire class

LRE - Reg Ed vs Separate Day



LRE change to Reg Ed with 50/50 model vs PD



Planning Stages and Stakeholders

- + Who
 - Planning meetings with district admin, governing board approval, site admin
- + How
 - Creation of new positions -Preschool Facilitator
- + When
 - Timeline
 - Communication with Teachers, Parents





Questions about Background?

Implementing the Plan

Launching the Pilot Model



Planning Framework

Preschool Pilot Roles and Responsibilities

Defining the roles of the stakeholders to ensure clear understanding and clear communication



Acknowledging changes in Critical Roles

Special Education PreK Teacher

*Role has changed

Preschool Facilitator

*New position

Paraprofessional*

*Continue to
provide support to
classroom, new
dynamic with
facilitator and ECE
ESS Teacher



Communication and Roll out

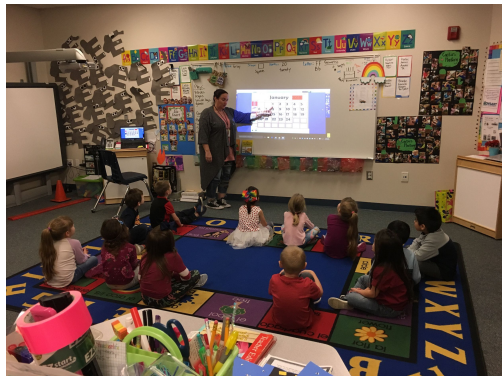
Parent/Guardian

Teachers

Admin

*Roll out at Beginning of Year (2 sites) and
Mid-Year (4 sites) based on need*







Questions about Implementation?

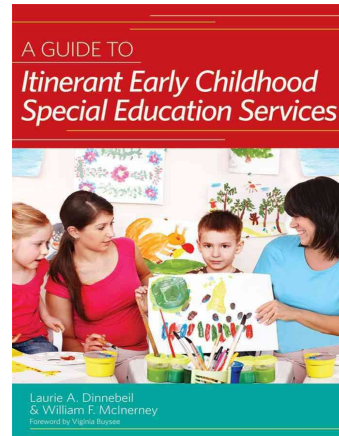
Learning the Model

Training Opportunity with ADE - very timely for Dysart!



Training with ADE

- + “A Guide to Itinerant Early Childhood Special Education Services,” Laurie A. Dinnebeil & William F. McInerney
- + Resources/Rationale for model
 - MEPI
 - Intervention Matrix
 - Implementation Checklists
 - Self-assessment
 - PIECES Rubric



Important Tools to Support teams: MEPI

What is the MEPI Tool?

“A system to analyze and prioritize how IEP teams, including itinerant ECSE professionals and their partner ECE teachers should focus their effort in addressing children’s IEP objectives”

[MEPI:](#)

Maturation

Environment Mediation

Peer Mediation

Intensive or Intentional Intervention

Rationale for Consultation Model for Itinerant ECSE Service Delivery [Recorded Webinar]



Important tools to support teams:

- Intervention Matrix

In the first column, IEP outcomes related to PA standards for Devon are entered. Across the top row, 5 typical routines that occur in the classroom are identified. For EACH of these IEP or PA 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 PA Child Learning Outcomes and IEP Objective	Arrival	Center (SCIENCE)	Snack	Art	Reading/Circle
PA ELCS: Child Learning Outcome: LA(Reading): recognize first name in print across settings Devon will select items and position in classroom labeled with 1 st name.	1a <ul style="list-style-type: none"> Devon hangs coat in cubby w/ first name label Materials Cue - child's nameplate on cubbie has 1st letter of name in RED. 	1b <ul style="list-style-type: none"> 	1c <ul style="list-style-type: none"> Devon will sit at table with nameplate Gestural Prompt - peer will point to appropriate chair if child does not respond to 'where do you sit?' 	1d <ul style="list-style-type: none"> Choose box w/ Devon's name label Limiting Access - child has to point to or seek assistance to secure his box from a # of boxes out of reach. 	1e <ul style="list-style-type: none">
PA ELCS: Child Learning Outcome: Math (Measurement): begin to use terms to compare the attributes of objects Devon will identify which of two objects is bigger or smaller.	2a <ul style="list-style-type: none"> 	2b <ul style="list-style-type: none"> Devon 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) 	2c <ul style="list-style-type: none"> 	2d <ul style="list-style-type: none"> Devon will request larger ('bigger') marker. Insufficient Materials - provide small marker while peers have large markers 	2e <ul style="list-style-type: none"> When presented w 2 books, Devon will identify smaller book. Unexpected Event - Teacher picks 'small' book and says 'Let's read the BIG book!'



Benefits of Intervention Matrix

- + Complementary Instruction
- + Authentic Opportunities
- + Matrix - outlines schedule and routines
- + Direct vs Indirect instruction
- + Prioritize services - strategies aligned with opportunities
- + Ensures all service providers are on the same page with instruction



Important tools to support teams: Implementation Checklists

Target Skill: Ask peer for object

Constant Time Delay Strategy: A fixed amount of time (such as 3-5 seconds) is given between an instruction and a prompt. The prompt that is chosen is the least intrusive prompt that results in the correct response almost every time it is used. This strategy is used to reduce the number of errors a child makes while learning a new skill.

ECSE teacher: _____

Date: _____

ECSE partner teacher: _____

Context (e.g., going outside): _____

Coding: _____

+ = Demonstrated Desired Response

- = Demonstrated Incorrect Response

O = Demonstrated No Response

ECE TEACHER		CHILD	
ECE Teacher's Intervention Steps	ECE Teacher's Performance	Child's Correct Responses	Child's Performance
1. Observe child with peers		Child appropriately asks peer for object	
2. If child appropriately asks peer for object, give positive and descriptive praise (e.g., "Good job, Nolan. You asked Gwen for the car.")			
3. If child responds incorrectly or does not respond, ignore the child's response AND get child's attention (e.g., "Nolan," touch child's arm)		Child looks at teacher	
4. Give initial verbal prompt to child (e.g., "Ask Gwen for the car." Or "Say, 'car please.')" and point to other child.			
5. Wait 3-5 seconds. Count to self, "1000-1, 1000-2, 1000-3," etc.		Child asks other child for object (e.g., "Car please.")	
6. If child responds correctly, immediately give positive and descriptive praise (e.g., "Good job, Nolan. You asked Gwen for the car.")			
7. If child responds incorrectly or does not respond, ignore the child's response AND give the verbal prompt again (e.g., "Say, 'car please.').".			
8. Wait 3-5 seconds. Count to self, "1000-1, 1000-2, 1000-3," etc.		Child asks other child for object (e.g., "Car please.")	
9. If child responds correctly, immediately give positive and descriptive praise (e.g., "Good job, Nolan. You asked Gwen for the car.")			
10. If the child responds incorrectly or does not respond, say for example, "Nolan, you did not ask for the car. No car."			



Benefits to Implementation Checklist

- + Task analysis
- + Monitoring Student Progress
- + Goal Attainment Scaling
 - Level of progress a student is making



Important tools to support teams:

Other Resources

Dysart Parent Letter

My name is Jackie Stargell, and I am an Itinerant Preschool Special Needs Teacher with Shelby County Public Schools. My job is to provide learning services for preschool aged children with special needs who attend community-based early childhood programs like yours. Itinerant early childhood services may be provided in homes, day care centers, family day cares, preschools, kindergarten classrooms, Head Start classrooms, or any other early childhood setting. I travel to a number of different programs to work with the children and their teachers. My visiting schedule varies depending on the needs of the children, but it is usually once a week for about an hour.

In my role, I wear many hats - I am a consultant, a resource person, and a teacher. My primary role is to work with the you nd other ECE teachers, staff members, and families so that the children with special needs can have the most appropriate learning experiences. More specifically, I plan to work with you to help you better understand how the learning goals that are identified in Jake's Individualized Education Plan (IEP) can be met in your classroom. I am available to help provide you with suggestions for teaching strategies, learning resources, and any other ideas that might be helpful.

I look forward to working with you this school year. I will be visiting your program (schedule). We will discuss the best ways for us to work together. Please do not hesitate to call me at any time. Together, we will make this a great educational experience for the children, teachers, and families!

Sincerely,





*Video Link: program and
stakeholder feedback*



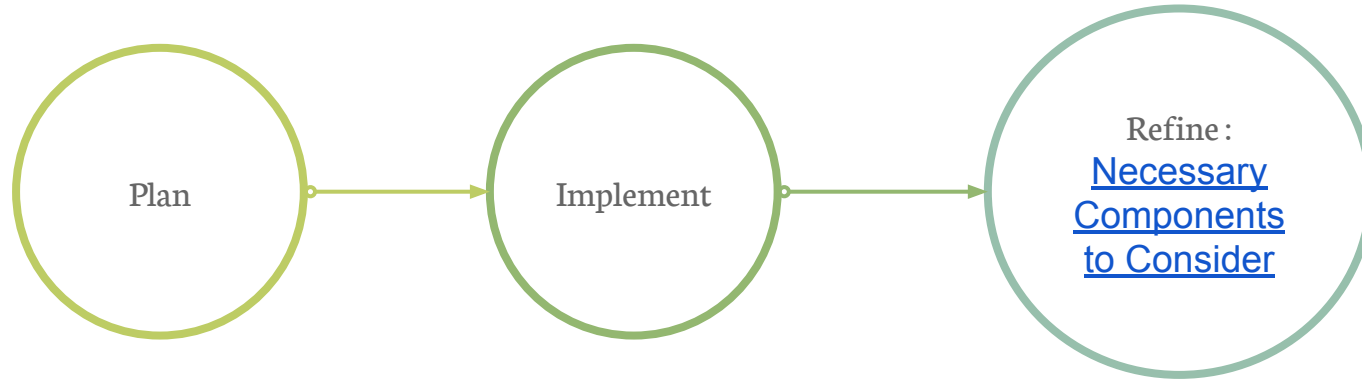
Questions about Resources?

Refining the Model

Reflection and planning for next steps in Dysart



Continual Learning Cycle



Next Steps in Implementation

- Furthering our continuum of services in preschool
 - Plan to expand pilot model to more campuses
 - Review of curriculum in preschool
 - Preschool
 - PreK



Next Steps in Implementation

- Teambuilding for ESS and Facilitator Teachers
 - Expanding understanding of roles
 - Parity
 - [Thomas-Kilmann Conflict Instrument](#)
 - Expectations in communication
- ECE Teachers
 - Use of [PIECES](#):
 - Implementation Rubric
 - Role of Coaching and being a mentor
 - [Components of an Effective Model](#)
 - Acknowledgement of change in role, and support for the transition

Dinnebeil, L.A., & McInerney, W.F. (2011). *A guide to itinerant early childhood special education services*. Baltimore, Maryland: Paul H. Brooks Publishing Co.



Next Steps in Implementation

- Additional Professional Development for Facilitators
 - Environment (Social/Emotional) needs in early childhood
 - Child Development
 - Overview of Special Education
- On-going review of student progress, data review, program implementation





Questions?

Action Planning and Collaborative Team time

Work with your team to complete the Action Planning framework



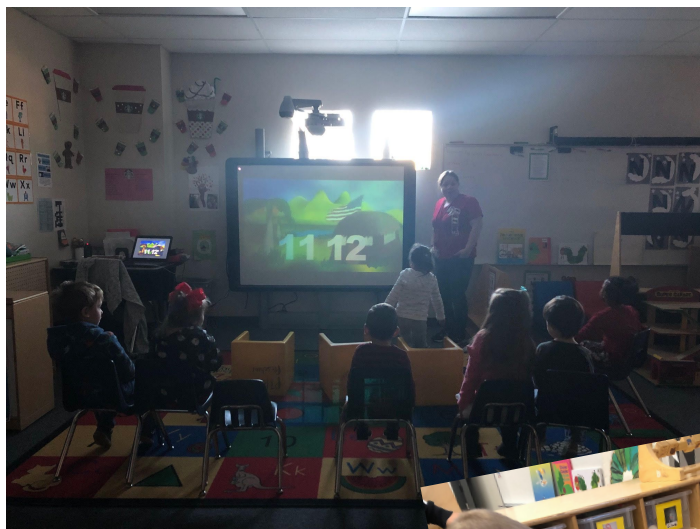
Action Planning

Work with your team to identify next steps for your district to implement an itinerant preK model

Consider elements from the planning framework - what do you already have in place what would need to change?

[Action Planning Template](#)





Resources

Dinnebeil, L.A., & McInerney, W.F. (2011). *A guide to itinerant early childhood special education services*. Baltimore, Maryland: Paul H. Brooks Publishing Co.

Dinnebeil, L.A., & McInerney, W.F. (2018). Rationale for Consultation Model for Itinerant ECSE Service Delivery [Recorded Webinar].

Dinnebeil, L.A., & McInerney, W.F. (2018). Monitoring Child Progress [Recorded Webinar].



Contact Info!



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