

Necessary Components	Things to Consider	Resources
Schedule of Gen ed Class Routine	<ul style="list-style-type: none"> Consistent classroom schedule established Posted Schedule for all staff to see in classroom 	<ul style="list-style-type: none"> Written Schedule - daily schedule in Schoology <u>Classroom Checklist of necessary daily components</u> <u>Preschool Daily Expectations/Time allocation</u>
Schedule of Special Ed Services	<ul style="list-style-type: none"> Consistent schedule of services needed 	
Related Services Schedule	<ul style="list-style-type: none"> Consistent schedule of services needed 	
Developing Norms/Role <ul style="list-style-type: none"> Teacher Facilitator Para Related Services 	<ul style="list-style-type: none"> Make sure each group understands role and expectations of role 	<ul style="list-style-type: none"> <u>Itinerant Role definition</u> Thomas-Kilmann Conflict Mode Instrument Parity among roles (Teacher/Facilitator/RS/Para) Resources - Book - "A Guide to Itinerant Early Childhood Special Education Services"
Planning - how to maximize supports	<ul style="list-style-type: none"> Weekly Dedicated PLC time (Monday for 1 hour or at mid-day one day per week) 	<ul style="list-style-type: none"> iPlan MEPI tool Curriculum Planning Matrix
Early Learning Standards/ Teaching Strategies GOLD	<ul style="list-style-type: none"> Role definition of who does what in area of data collection 	TSG Resources iPlan
Progress Monitoring -on-going review of student progress/needs	<ul style="list-style-type: none"> Weekly Dedicated PLC time (Monday for 1 hour or at mid-day one day per week) Planning and monitoring of student growth 	<ul style="list-style-type: none"> Monday Early Release time TSG time management plan <ul style="list-style-type: none"> Class Profile Reports

Responsibilities/Program Components

	Current Model	Pilot
Student Count	12 ESS/3 Role Model *24 ESS *6 Role Model	8 ESS/ 8 Role Model *32 ESS *32 Role Model
Teaching Strategies GOLD	30 ESS Teacher Responsible	ESS Teacher Responsible for ESS Students (32 Total) PreK Facilitator Responsible for Role Model Students
Daily Planning	ESS Responsible for all aspects of preschool classroom	ESS Teachers responsible for SDI as listed in the IEP PreK Facilitators responsible for daily planning -all aspects of the preschool classroom
Licensing Requirements	Required to be maintained by ESS teacher	ESS Teacher required to continue to be licensed PreK Facilitator responsible for logs and parent board
IEP Team Member	ESS teacher - Special Ed Teacher Rep Kinder or other grade level gen ed rep in IEP meetings	ESS teacher - Special Ed Teacher Rep PreK Facilitator - General Education Rep in IEP Meetings
Parent Teacher Conferences/ Curriculum Night, Open House	ESS Teacher responsible for all curriculum nights/all p/t conferences incl role model students (30 total)	PreK Facilitator responsible for P/T conferences of all students - ESS teachers attend for students they service *Both ESS/Facilitator attend curriculum nights/open houses

Instructional Setting/Location on IEPs	Special education classroom	General education classroom since will be providing push in services More information regarding LRE here
Infinite Campus Access, daily attendance	Preschool teacher has access in IC	Preschool teacher and facilitator will both have access in IC Facilitator completes daily attendance

Thomas-Kilmann Conflict Mode Instrument

(Thomas, K. W. (1974). *Thomas-Kilmann conflict mode instrument*. Tuxedo, NY: Xicom)

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations? Following are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement that is most characteristic of your own behavior. In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response that you would be more likely to use.

1. A. There are times when I let others take responsibility for solving the problem.
B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. A. I try to find a compromise solution.
B. I attempt to deal with all of his/her and my concerns.
3. A. I am usually firm in pursuing my goals.
B. I might try to soothe the other's feelings and preserve our relationship.
4. A. I try to find a compromise solution.
B. I sometimes sacrifice my own wishes for the wishes of the other person.
5. A. I consistently seek the other's help in working out a solution.
B. I try to do what is necessary to avoid useless tensions.
6. A. I try to avoid creating unpleasantness for myself.
B. I try to win my position.
7. A. I try to postpone the issue until I have had some time to think it over.
B. I give up some points in exchange for others.
8. A. I am usually firm in pursuing my goals.
B. I attempt to get all concerns and issues immediately out in the open.
9. A. I feel that differences are not always worth worrying about.
B. I make some effort to get my way.
10. A. I am firm in pursuing my goals.
B. I try to find a compromise solution.
11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.
12. A. I sometimes avoid taking positions which would create controversy.
B. I will let the other person have some of his/her positions if he/she lets me have some of mine.
13. A. I propose a middle ground.
B. I press to get my points made.
14. A. I tell the other person my ideas and ask for his/hers.
B. I try to show the other person the logic and benefits of my position.

CHAPTER 11 • DIFFICULT INTERACTIONS

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SCORING THE THOMAS-KILMANN CONFLICT MODE INSTRUMENT

Circle the letters below which you circled on each item of the questionnaire.

Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1			A	B
2	B	A		
3	A			B
4		A		B
5		A	B	
6	B		A	
7		B	A	
8	A	B		A
9	B			
10	A		B	
11		A		B
12		B	A	
13	B	A		
14	B	A		B
15			B	A
16	B			A
17	A		B	
18			B	A
19		A	B	
20	A	B		A
21	B			
22	B	A	B	
23		A		A
24		B		B
25	A	A		B
26	B		A	
27		B		B
28	A		B	
29		B		A
30		B		A
Total number of items circled in each column				
Competing	Collaborating	Compromising	Avoiding	Accommodating
In which column did you receive the highest score?				
That is your preferred style for managing conflict				

Action Planning Template

	Current Model	Itinerant Model
LRE: review of current continuum of services in your district		
Positions: (consider current positions and any new or needed positions to make the itinerant model possible)		
Training: *What professional development is provided and what may be needed to support a new/different model?		

Action Planning Template

Communication Plan		
Additional Resources Necessary: Consider needed items		

MEPI: A Conceptual Model to Determine the Intensity of Instruction and Prioritization of IEP Objectives

Introduction

Young children with special needs often have IEP objectives that address skills or behaviors across a range of developmental domains. Itinerant ECSE teachers may have responsibility for 10-15 children (or more). This will require sophisticated management of a number of IEP objectives. In an effort to improve the efficiency of learning and teaching, it is recommended that the IECSE teacher determine, with the contribution of the IEP team, parents and the ECE partner teacher, which IEP objectives may require more intense instruction and which IEP objectives may be expected to develop as a result of maturation, environmental factors and peer interactions. The MEPI Model is intended to provide a rationale for review of IEP objectives and determination of intensity of intervention.

- **Maturation**

Is this a skill that will be influenced by biological maturation and 'natural' opportunities to practice? For example, speech skills may improve as a result of 'practice' (and opportunity) as well as development of fine motor and attention skills. Motor skills, such as improving reach and grasp, appropriate grasp and manipulation of printing or coloring 'tools', and improved fluency in self-help skills (e.g. buttoning, zipping, etc.) may improve as a result of frequent practice of these skills or related skills and improved coordination ('praxis') of gross and fine motor skills. Improvement in some of these skills may be linked

to biological development and maturation. *It is important to note, however, that IEP objectives described as responsive to MATURATION must be monitored to ensure that reasonable progress is occurring and that a more intense mode of intervention is not warranted.*

- Environmental Mediation

Some skills may be expected to be responsive to the 'demands' of the learning environment. For example, a child with mobility impairment (e.g. moderate spastic diplegic cerebral palsy) will have opportunity and motivation to 'practice' movement if frequent movement is an expected component of daily activities and/or the teacher 'creates' motivation or expectation for additional movement requirements for this child. Movement would also be necessary in accessing learning materials, participating in classroom routines, meeting the expectations of peers (e.g. response to social bids such as 'come over here') and/or the use of naturalistic instruction/incidental teaching strategies (e.g., SPIES strategies). Cognitive skills may be addressed by environmental expectations re: process of choosing centers before 'open play', entry in journal before transition to next activity, placement of utensils for snack in role of 'helper'. Systematic planning, such as rotation of clothing in housekeeping area or arts area (e.g. smocks) will require children to practice buttoning, zipping, close clasps, or tie. Restriction of access of favorite or necessary materials (e.g. in containers with burp lids, screw top lids, pull out drawers) will necessitate fine motor skill practice and/or interaction with peers to request assistance, etc.

- **Peer Mediation**

Some skills and behaviors may be responsive to peer-mediated strategies. The teacher may have to encourage peers to be less helpful to certain children. She may 'teach' peers to be more aware of communication attempts of some children and to respond as soon as possible. She may also 'teach' some peers how to demonstrate skills to their peers using a number of smaller tasks (e.g. task analysis). She may also 'teach' certain peers to 'reward' their friends for demonstrating appropriate behavior. These examples are, in a sense, a form of direct instruction that may be carried out by peers after some 'training' by the teacher.

- **Intensive or Intentional Intervention (Critical Skills)**

- During the initial acquisition stage of some skills/behaviors that children need in order to be successful in their immediate environment (school or home), or in the 'next' environment (k-garten) can be priorities for intensive/direct intervention. Some academic skills are addressed via group or individual instruction (e.g. identification of letters) however it is important to note that academic skill instruction is enhanced through embedded and longitudinal opportunities for learning and generalization. For example, placing word labels on common objects throughout the classroom to increase the probability of incidental learning, peer modeling and peer mediation should facilitate discrimination and recognition of words and letters. *While approximation of target skills may be necessary before the child can*

move to fluency, maintenance and generalization, movement toward demonstration of functional skills/behaviors requires focused and concerted instruction in the initial phase of acquisition paired with opportunities for practice and refinement occurring in the absence of the itinerant teacher, EI specialist or related services professional.

- Inappropriate behaviors (e.g. persistent physical aggression toward peers) must be addressed by adults immediately and consistently. This may require proactive teaching of appropriate skills via a commercial curriculum (e.g. *Skillstreaming, Dinosaur Skills*) and specific consequences for aggressive behavior.

- Expanding on-task behavior is another example of a skill that may require periodic intervention to maintain on-task behavior.

The Itinerant Teacher Hits the Road

A Map for Instruction in Young Children's Social Skills

Carol Ann Gallagher

Early childhood special educators will be expected to adopt new roles with respect to indirect service delivery models (e.g., collaboration, consultation, technical assistance, and training). . . . The impetus for new professional roles comes primarily from legislation supporting community inclusion of infants and preschoolers with disabilities and their families. (Buysse & Wesley, 1993, p. 418-420)

The approaching identity crisis is here. For many teachers, "the former teaching role—working and interacting with individual children and their parents—takes a back seat to the themes of logistics, consulting, and relationship issues" (Gallagher, 1997, p. 384). This article is written by one of these new itinerant special education teachers.

What Do Itinerant Teachers Do?

In many large metropolitan school districts, families of young children are offered a continuum of inclusion options, ranging from classes with a few peer models; to blended team-taught classes; and, finally, to full inclusion in community early childhood programs. Frequently children with milder delays receive their early intervention services at the most inclusive end of this continuum. They remain in the general preschools or day-care settings that their parents have chosen for them.

The diversity of these settings reflects the diversity of families in the community, thus providing intervention settings likely to be culturally and linguistically appropriate. Members of an early childhood itinerant team typically travel weekly to these settings to facilitate the delivery of appropriate special education services. Itinerant staff might provide direct services; consultation; or, in most cases, a combination of the two.

What Do Itinerant Teachers Need?

One of the biggest frustrations for many itinerant teachers has been the lack of resources available to guide them in this new role. Not only do itinerant teachers need an actual map of the city; they also need a theoretical "map" to provide a framework for stepping into this new job description. Many materials are being developed for training child care

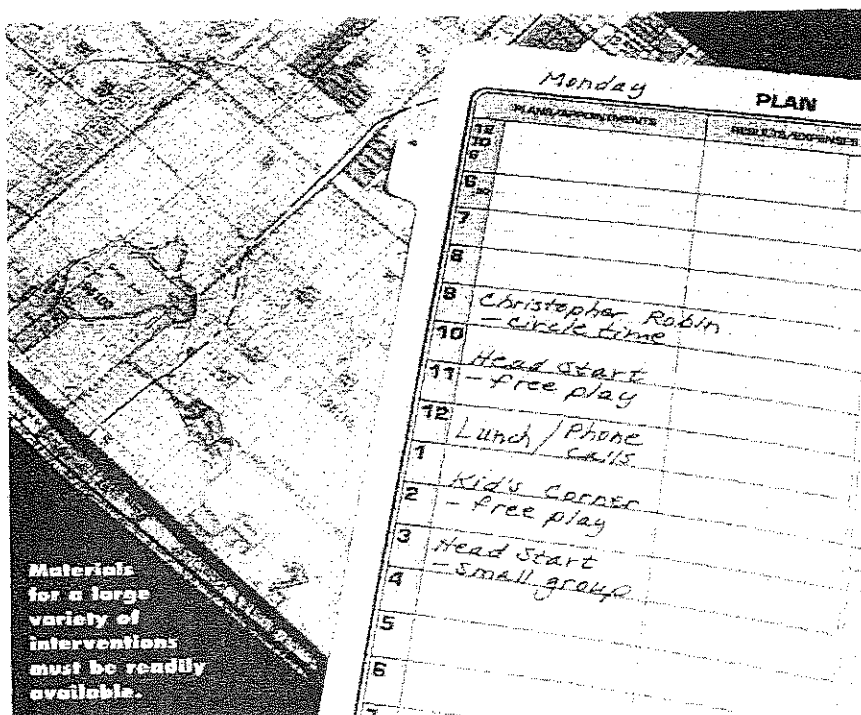
personnel to include children with disabilities in their programs, as well as materials for training new special education teachers to function in consulting roles. The latter typically focus on relating issues such as active listening, team building, and problem-solving at meetings (see box, "Online Resources" for examples of the materials available).

Little is available, however, in the way of practical tools to help itinerant teachers organize and implement their job. These materials could provide insight into the nuts and bolts of choosing and embedding interventions into natural environments or could provide tips for dealing with the logistics of scheduling both time to consult and time to provide direct services.

Gallagher's (1997) findings support this. Gallagher followed a group of teachers during their first year in the itinerant role and noted: "Although the importance of the consulting role for teachers moving into new roles is often addressed, the specifics needed for day-to-day implementation of the lofty goals of inclusion are seldom discussed in the literature" (p. 384).

School staff often call on itinerant teachers to address one important area of child development—social skills. It is disconcerting to note, however, that many teachers report discomfort with this new consulting role, especially in supporting children displaying poor social skills (Wesley, Buysse, & Keyes, 2000). The purpose of this article is to suggest a nuts-and-bolts type of frame-

**"The former teaching role—
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help the classroom staff examine a typical schedule, looking for opportunities to coach social interactions and then train staff in a few prompting techniques.

Because this intervention is so natural and easy to implement, it is likely to be embraced positively by classroom staff. This is a good intervention to start with while you get better acquainted with the child and the preschool program. It also works well in combination with other more intensive approaches. When using this intervention, you should schedule weekly sessions during free-choice time. The disadvantage to this approach is that instruction may be too sparse and indirect for some children.

Not only do itinerant teachers need an actual map of the city; they also need a theoretical "map" to provide a framework for stepping into this new job description.

Level B: Affection Training. This approach provides mildly intensive instruction and does not require much preparation time. It involves collecting or creating songs and games for opening "circle time" that require children to interact affectionately (usually nonverbally) with one another. These signs of affection might include giving a high-five, hugging, or shaking hands and are included as part of traditional childhood songs or games, such as the song "If You're Happy and You Know It" or the game "Duck, Duck, Goose" (Cooper & McEvoy, 1996).

When providing direct services, you lead the "affection" activities at opening circle time. Cooper and McEvoy (1996) recommended:

Before the activities begin, discuss the importance of being friends. . . . Then ask the children to demonstrate ways to show friendship, such as shaking hands, smiling, or telling people that you like them. Explain to the children that they are giving each other signs of friendship. (p. 67)

When consulting with staff, you support site staff in creating and leading affection activities themselves. Because this type of intervention is fairly simple and introduces only minor changes into the classroom, classroom staff will prob-

ably welcome it. The interactions are basic and thus work well when classmates vary greatly in their developmental skills. These activities raise the comfort level among classmates and thus facilitate an increased number of peer interactions during the rest of the school day.

Level C: Structured Social-Skills Groups. DeKlyen and Odom (1989) found that rates of peer interaction between preschool children with and without disabilities were related to the level of activity structure employed by teachers. In structured social-skills groups, you manipulate the social environment of the classroom by providing specially designed social integration activities for brief periods of time during the day (Odom & Brown, 1993). These activities are structured in ways that require either social interaction (on a more complex level than the affection activities) or social cooperation. These activities could include simple board games, dramatic play themes with specific interactive roles, group art projects, assembly line cooking, or cooperative games.

Activities that apply concepts and structures from cooperative learning (Curran, 1990; Johnson, Johnson, & Holubec, 1988) would fall into this category. As Fad, Ross, and Boston, (1995) stated:

Cooperative learning has been proven to be an effective way to bring children with disabilities and their peers into an inclusive classroom structure. . . . Even very young children can learn social skills through cooperative learning—beginning with pairs of children playing different roles: blower and popper with bubbles, hider and seeker in the sand with hidden toys, filler and dumper with huckers and assorted materials, and chooser and gluer with art supplies and glue. (p. 28)

Adding a structured, peer-interaction play center as an option during free play is another way to apply this level of intervention. For example, a classroom may have a block center, home center, book center, art center, and the P.A.L.S. center. In the P.A.L.S. center, the staff

Special Needs in Early Childhood Programs edited by Mark Wolery and Jan S. Wilbers (1994). This book is published by NAEYC and is very reasonably priced.

Activity books are also helpful for generating ideas for lessons, especially because planning time is so limited. Kits are another good resource; however, they are expensive and usually lengthy to implement. Teacher-made handouts are nice because they can be tailored to each situation; but they are time-consuming to create.

Articles from back issues of *TEACHING Exceptional Children* are a great resource. These articles were created for teachers; they are concise, easy to locate by topic, and inexpensive to obtain. It is particularly helpful that these articles may be copied up to 100 times for non-profit use. Articles such as these can be used to help you quickly organize ideas before meetings; when appropriate, they can be left behind for classroom staff to read (for helpful materials, see box, "Resources for Social Skills Interventions").

Match Types of Interventions to Children and Settings

Third, as the itinerant teacher, you must know how to match interventions to children, given their individual situations. This is where you need strong skills in observing and relating to others. Start by asking the parents what they value about this setting and what their expectations and hopes are for how their child will do here socially. Next, you observe the child in the natu-

ral environment, study the child's assessment results, and ask the classroom staff about their concerns. As an itinerant teacher, you must

- Become familiar with the program's philosophy and curriculum.
- Notice the program's cultural and linguistic characteristics.
- Look at the daily schedule, the number of students in the class, and the number of teachers and their skill level.

This information gathering helps you get a feel for this particular social "climate." You need to understand how the child is currently functioning within this environment, how peers and teachers feel about him or her, and how the staff feel about the presence of a special education itinerant teacher.

Obviously, you can't just assess all these things and then tell the parents plus site staff what you have "decided" to do. At this point, you must draw on your knowledge of collaboration and teaming models. One resource on this topic is *Partnership in Family-Centered Care: A Guide to Collaborative Early Intervention* (Rusin et al., 1996).

To meet legal timelines, you need to move fairly quickly to facilitate a meeting where the individualized education program (IEP) can be developed with the classroom staff and parents. At the end of the IEP meeting, you can propose that you could come and "float" during several weekly visits, after which a meeting can be held to plan how the team will teach the IEP objectives. This keeps you within the legal timelines for conducting the meeting but allows more time for assessing the situation and building rapport before recommending any specific level or type of intervention.

To prepare for the second meeting, consider one more piece of information: your weekly schedule. In some systems a full-time itinerant special education teacher sees each student 1 hour per week (plus often additional time spent meeting with staff) and 16-20 students in a week. That means some students are seen during circle time, some during free-choice time, some during small-group time, and so on. Teachers must implement some interventions, howev-

er, within certain types of activities. Thus, before recommending a particular type of intervention, ask yourself these questions:

- What level of intervention will meet the child's objectives as described on the IEP?
- Will this level be embraced by parents and by classroom staff?
- How can I fit this type of intervention into my schedule?

Understand the Special Challenges of This Model

Finally, as the itinerant teacher, you must understand the challenges you will face. You will be working in someone else's classroom, a classroom most likely chosen by the parents. That classroom's teaching staff, plus the parents, have much more contact time with the student than you do. For interventions to be really effective, classroom staff and parents must embrace them.

How can you motivate staff and parents to work with you?

- Start your work with the student at the low end of the continuum by modeling the incidental teaching techniques in the classroom. Odom, McConnell, and Chandler (1994) found that teachers are more inclined to use naturalistic interventions to teach social interaction, instead of intensive individual interventions. You can also suggest that parents use these incidental teaching techniques at home during play-dates with classmates or relatives. Starting on the lowest level of the continuum shows the classroom teachers and parents that specialized instruction doesn't have to severely change the way they interact with the child. This can help establish trust.
- Be familiar with the continuum of interventions and be able to articulate it in everyday terms. This capability will help parents and classroom staff view you as a useful resource.
- Encourage families and site staff to plan activities that reflect their own character at any level of intervention.
- Keep in mind that this model is primarily an indirect one when planning ways to monitor progress. Even if you are providing direct services once a

Social skills for young children might include signs of affection, such as giving a high-five, hugging, or shaking hands—which can be incorporated in traditional childhood songs or games.

- with disabilities and community programs (pp. 39-64). Baltimore: Paul H. Brookes.
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Children with Autism: A Parent's Guide

Edited by Michael D. Powers,
Foreword by Temple Grandin

For both the new parent coping with a child's recent diagnosis and one who's an experienced advocate, *Children with Autism* is a must-have ref-



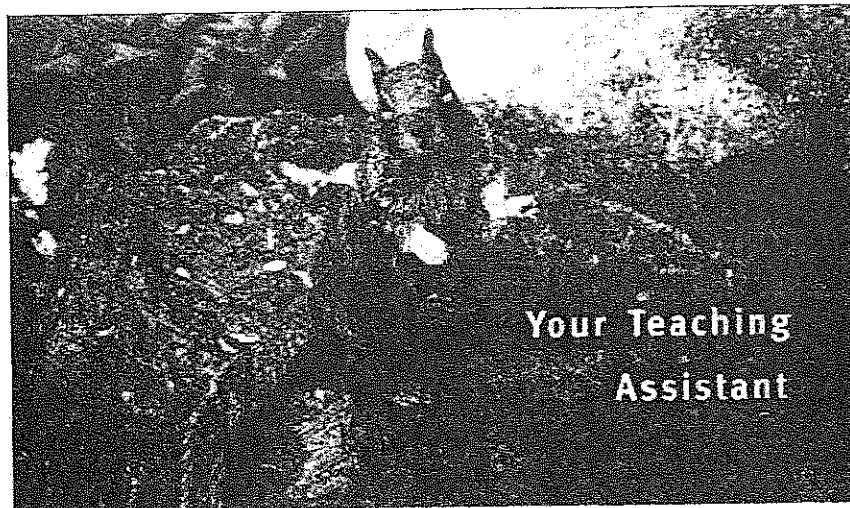
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