

Resource Guide for Early Childhood Collaborative Itinerant Teaching Model

July 2024



Table of Contents

- Introduction..... 3
- Purpose 3
- Intended Audience..... 4
- Setting the State 5
- Guidance 6
- Why Inclusion? 7
- Building System Relationships – The First Step 8
- Definition of Early Childhood Collaborative Itinerant Teaching Model 8
- Division for Early Childhood Recommended Practices 8
- Support for Community-Based Services 9
 - Individuals with Disabilities Education Act – Part B 9
- Placement Decisions 10
- Balancing and Defining Professional Roles 10
- Collaborative Relationships 13
- Scheduling 13
- Travel..... 14
- Collaborative Planning 14
- Caseloads 15
- Professional Learning & Development 16
- Practice-Based Coaching 17
- Memorandum of Understanding 18
 - MOU Resources 18
 - MOU Components..... 19
- Early Childhood Outcomes..... 19
- Putting it Together 20
- References 20
- Appendix A Recommended Practices and Examples 23
- Appendix B Community Inclusion Teams 25
- Appendix C Sample Schedule..... 26
- Appendix D Embedded Instruction Planning Matrix 27

Introduction

In the fall of 2023, a partnership between Early CHOICES Illinois and the Positive Early Learning Experiences (PELE) Center was procured to develop a resource guide focused on the provision of an early childhood collaborative itinerant teaching model for children requiring early childhood special education and related services within community-based early care and learning environments.



Early CHOICES is an Inclusion Initiative of the Illinois State Board of Education. Early CHOICES promotes increasing high quality inclusive early care and education for every child, birth to age 5. The goal of Early CHOICES is to increase the number of children with identified disabilities receiving specialized services in early care and learning environments throughout the community (<https://www.eclre.org/>).



The mission of the Positive Early Learning Experiences (PELE) Center is to deliver customized, comprehensive supports to leaders and providers in states, communities, and local programs who aspire to create and sustain effective, high-quality, inclusive experiences with every young child and family (<https://morgridge.du.edu/pele-center>).

Purpose

This Resource Guide for the Early Childhood Collaborative Itinerant Teaching Model was developed as a roadmap for service providers (educators, caregivers, special educators, related services providers, administrators, and coaches) when implementing inclusive services in community-based organizations in partnership with Local Educational Agencies (LEA). At the center of an early childhood collaborative itinerant teaching model is the premise of providing systemic supports so that children and families can be served wherever they are together.

The [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#), updated in November 2023 by the U.S. Department of Health and Human Services and the U.S Department of Education, strongly supports the provision of itinerant ECSE Collaborative services.

To provide FAPE in the LRE, the LEA may need to work with community-based early childhood settings (e.g., Head Start and Early Head Start programs, community-based childcare programs, and public or private general early childhood or preschool programs) to provide special education and related services in those community-based

settings. Additionally, preschool children are often identified as having a disability while participating in an early childhood program, such as Head Start or a public pre-kindergarten program. In determining placement options for a child with a disability who already participates in a regular public early childhood program, including publicly funded community-based programs operated by a public agency or private entity other than an LEA, Part B of the IDEA presumes that the first placement option considered is the current public early childhood setting the child is attending, even if the LEA operates an equally inclusive early childhood program. In addition, the placement team must consider any potential harmful effects on the child, such as the loss of learning and impact on a child's sense of belonging or emotional regulation if the child is moved or transported between early childhood programs and IDEA services, and on the quality of services that they need before removing the child from the current regular early childhood setting to a more restrictive setting. Additionally, IDEA regulations specify that a child with a disability is not to be removed from education in age-appropriate regular early childhood programs solely because of needed modifications in the general education curriculum. (p. 9)

Intended Audience

The implementation guide is designed for:

- LEA administrators to support collaborative itinerant services provision for children with IEPs outside of the LEA program.
- Directors of community-based childcare and learning environments who are serving children with Individual Education Plans.
- Providers in understanding key practices for the provision of itinerant ECSE collaborative services, including general classroom team, collaborative itinerant providers, and other direct service providers.

Setting the Stage

In December 2022, the Illinois State Board of Education published [Advancing Preschool Inclusion in Community-Based Early Childhood Education Programs](#). The overall service delivery model recommendation was the development of an Itinerant Early Childhood Education (ICESE) System whereby special education and related services are provided in community-based settings. More specifically, the report indicated the following:

1.2 Develop Itinerant Early Childhood Special Education (IECSE) Service Guidelines

1.2.1 IECSE service guidelines should address issues related to 1) logistics – balancing professional roles, scheduling, paperwork, travel, finding time for collaborative planning, 2) caseload – numbers of children, 3) professional development – training, support, and coaching, 4) guidance – regarding embedding instruction into the routines and rhythm of the classroom; 5) collaborative planning. Note: The IECSE model is described in more detail starting on page 30. (pp. 55-56)

1.2.2 Include instructions regarding the role of the IEP team, including the parent, to make placement decisions, including federal guidance “for a child with a disability who already participates in a regular public preschool program...ensure that the child receives all of the special education and related services and supplementary aids and services included in the child’s IEP in order to meet the needs of the particular child” and “consider any potential harmful effect on the child and on the quality of services that he or she needs before removing the child from the current regular public preschool setting to another more restrictive setting. (p. 56)

Guidance

The 7 items noted in the graphic below from the [Advancing Preschool Inclusion in Community-Based Early Childhood Education Programs](#) report are recommendations for the state of Illinois to support systems change when implementing an Early Childhood Collaborative Itinerant Teaching Model. The recommendations are provided in Figure 12; page 54 as represented here.



Why Inclusion?

“All children with disabilities should have access to high-quality inclusive early childhood programs regardless of: type of disability, level of services and supports needed, race and ethnicity, language, geographic location, economic circumstances” (USDHHS & USDOE, 2023). State and federal policies and laws support the provision of services for young children in the spaces they occupy, including community-based early care and learning environments.

- The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated in the “least restrictive environment” (§1412(a)(5) and (§1413(a)(1)).
- Research indicates that ALL children benefit from an inclusive early learning environment.

Providers in understanding key practices for the provision of itinerant ECSE collaborative services, including general classroom team, collaborative itinerant providers, and other direct service providers.

The [Illinois Early Childhood Inclusion Vision Statement](#) “**Illinois commits to the inclusion of each and every child with special needs with typically developing peers in all early childhood environments**” aligns with the Joint Position Statement of Inclusion from the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAYEC).

The [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#), updated in November 2023 by the U.S. Department of Health and Human Services and the U.S Department of Education, emphasizes the following:

By only focusing on delivering IDEA services in programs operated in the public school, many school and LEA administrators may not be aware of the range of early childhood programs in their community with whom they could collaborate to support FAPE in the LRE. A mixed delivery system of public and private high-quality early childhood programs is vital in increasing the availability of inclusive opportunities for children with disabilities. Such a system relies on a thorough understanding of IDEA provisions. (p. 12)

Building System Relationships - The First Step

Definition of Early Childhood Collaborative Itinerant Teaching Model

As noted in the report [Advancing Preschool Inclusion in Community-Based Early Childhood Education Programs](#) (2022), an Early Childhood Collaborative Itinerant Teaching Model is defined as a service delivery model that supports the inclusion of children with disabilities who are enrolled in a community-based program (i.e. private preschool, childcare center or Head Start) (Dinnebeil & McInerny, 2011).

An Early Childhood Collaborative Itinerant Teaching Model is a service delivery model used widely by states and school districts across the country to provide services to children with disabilities in inclusive early childhood education settings and may include both early childhood special educators as well as related services professionals (speech/language pathologist, occupational therapist, physical therapist, behavior specialist, etc.).

It is the role of the itinerant professional to provide individualized supplemental and specialized learning opportunities that are designed to address children's needs, as specified in their Individual Education Program (IEP) goals and objectives. An Early Childhood Collaborative Itinerant Teaching Model includes both a direct approach, where the early childhood special education professional provides direct teaching to the child in the inclusive early childhood classroom, and a consultative approach where the early childhood special education professional supports the early childhood educator to embed learning within the activities and routines of the classroom. Dinnebeil et al. (2019) advocates for utilizing a consultative approach to itinerant services where the itinerant teacher would begin with consultation, including collaborative problem solving related to child goals.

Within an Early Childhood Collaborative Itinerant Teaching Model, the early childhood classroom teacher and the itinerant early childhood special education teacher plan collaboratively how to best embed individualized designed learning opportunities into the classroom routines, using collaborative planning strategies to complete the process effectively, and to ensure adequate professional development is available and provided to all personnel. In addition to instruction, the collaborative team also determines the best strategies for monitoring the child's progress to ensure learning continues to take place.

Division for Early Childhood Recommended Practices

The [Division for Early Childhood of the Council for Exceptional Children's Recommended Practices](#) are evidenced-based and support the implementation of an Early Childhood

Collaborative Itinerant Teaching model of service delivery. “The DEC Recommended Practices support children’s access and participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity” (DEC, 2014, p. 3).

When practices such as the DEC RPs are not known or understood by professionals in the early childhood classroom, a lack of child success in general education settings could be attributed to characteristics of the student rather than the quality and effectiveness of the itinerant instruction delivered.

The eight topic areas include Leadership, Assessment, Environment, Family, Instruction, Interaction, Teaming & Collaboration, and Transition. One Recommended Practice example is provided in Appendix A. Consideration should be given to all the Recommended Practices.

Support for Community-Based Services

Individuals with Disabilities Education Act – Part B

The updated [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#) (USDHHS & USDOE, 2023) notes the Individuals with Disabilities Education Act (IDEA) is the law that “broadly supports the rights of children with disabilities to access inclusive early childhood programs” (p. 8).

Similarly, under Part B of IDEA, special education and related services are to be made available to all children with disabilities ages three through 21, to the maximum extent appropriate, in the LRE, as determined by the individualized education program (IEP) team and placement team based on an individual child’s unique strengths and needs as described in the child’s IEP. The LRE provisions in the IDEA further require a continuum of placement options be available to best meet the diverse needs of children with disabilities and presumes that the first placement option considered for each child with a disability is the regular classroom the child would attend if they did not have a disability. Thus, before a child with a disability can be placed outside of the regular educational environment, the placement team must consider the full range of supplementary aids and services that could be provided to facilitate the child’s placement in the regular early childhood setting. Each LEA must ensure that a free appropriate public education (FAPE) is provided in the LRE to every child with a disability, ages three through 21, in its jurisdiction regardless of

whether the LEA operates public general early childhood programs. (USDHHA & USDOE, 2023, pp. 8-9)

Placement Decisions

The Policy Statement also notes that the consideration of the Least Restrictive Environment for the provision of IDEA services and supports should not be limited to programs operated in an LEA building. Consequently, the IEP Team should utilize [LRE guidance and decision-making questions](#) to support the provisions of services and supports in community-based early care and learning environments where children already attend. The guiding questions for discussing services in the least restrictive environment were developed by the Illinois State Board of Education Early Childhood Department and include taking into consideration where the child is currently enrolled, family preference, transitions, transportation, and supports and services.

Balancing and Defining Professional Roles

Within an Early Childhood Collaborative Itinerant Teaching Model, the early childhood classroom teacher, and the itinerant early childhood special education teacher plan collaboratively how to best embed individually designed learning opportunities into the classroom routines, using collaborative planning strategies to complete the process effectively, and to ensure adequate professional development is available and provided to all personnel. In addition to instruction, the collaborative team also determines the best strategies for monitoring the child's progress to ensure learning continues to take place. (ISBE, 2022, p.42)

The following collaborative roles and responsibilities are defined specifically in the context of the provision of Early Childhood Collaborative Itinerant Teaching Model services and supports for ALL children in their naturally occurring routines and environments.

Early Childhood Education Providers and Caregivers: Individuals or entities providing early care and education within a variety of contexts, e.g., community-based programs (for-profit childcare centers, corporate childcare centers, faith-based early care and learning environments) or public-school programs (tuition-based early childhood education, early childhood special education).

Early Childhood Special Educators: Individuals who are employed and supervised by Local Education Agencies and/or Special Education Cooperatives and hold a Professional Educator License (PEL) endorsed in early childhood with early childhood special education

approval and provide direct or indirect specialized instruction in accordance with a child's Individual Education Program (IEP). The Illinois State Board of Education developed a [Sample Job Description](#) for an Early Childhood Special Education Community Based Itinerant Teacher.

Related Service Providers: Individuals who are employed and supervised by Local Education Agencies and/or Special Education Cooperatives and hold a Professional Educator License (PEL) for school support personnel in the appropriate field and are licensed to provide services such as Speech-Language Therapy, Occupational Therapy, Physical Therapy, Audiology, Orientation & Mobility Services, etc., in accordance with a child's Individual Education Program (IEP).

Leadership: Individuals in early care and learning administrative roles who support the provision of collaborative itinerant services within a child's naturally occurring routines and environments. A Sample Job Description for a Supervisor/Coordinator of an Early Childhood Special Education Community Based Itinerant Teacher provided by the Illinois State Board of Education can be found [here](#).

Coaches: Individuals with specialized training in a coaching process who support early care and learning professionals in the provision of collaborative itinerant services.

The Illinois State Board of Education has developed a [sample job description](#) for an early childhood special education community based itinerant teacher. Included in the sample are detailed responsibilities that address both direct and indirect service provision across early care and learning environments. The specific responsibilities are as follows:

- 1)** Implement all **roles** specific to an early childhood special education teacher within the school district.
- 2)** Provide **direct early childhood special education services** on an itinerant basis to children in a variety of community-based settings including but not limited to Head Start, childcare centers, and community-based preschools.
- 3)** Provide **indirect early childhood special education services** by working with community-based setting program staff in adjusting the learning environment

and/or modifying the instructional methods to meet the individual needs of an early childhood student with a disability.

- a. Implement **consultation** time into the schedule to work with community-based program staff on specific student needs. This should take place a minimum of weekly and be prepared to lead discussion related to students on the caseload.
 - b. **Collaborate** with general education teachers, parents, related service providers and other school staff to identify supports and strategies to embed into the routines of the day to support the student with a disability.
 - c. **Educate** community-based program staff on evidence-based practices, student disability, the special education process, confidentiality, and implementing the child's IEP.
- 4) Maximum **caseload** should take into consideration number of students serving, indirect services, number of locations and number of classrooms.
- 5) Implement a consistent **schedule** for providing services and communicate with program if a change in schedule is needed.
- 6) Document progress of students and develop **data collection** procedures for use by all classroom staff.

In addition to the items listed above, an intentional collaborative plan should be developed by providers regarding the types of paperwork required and who is responsible for completion and sharing of documents in an Early Childhood Collaborative Itinerant Teaching Model. Examples of paperwork/documents may include data collection tools,

progress reports, planning guides, shared provider notes, and avenues for parent communication.

Collaborative Relationships

Collaboration between the roles notes above is important to the success of the placement for the child. The early childhood education provider and the itinerant special education teacher/related services providers must facilitate relationships. Time should be invested in providers learning about each other, the programs represented, children, and families. Communication system(s) between providers and providers and families are vital to ensuring a collaborative approach to serving the needs of young children. The Early Childhood Technical Assistance Center (ECTA) provides [Teaming & Collaboration Improvement Tools](#) in this area.

Building partnerships across a variety of early care and learning systems is vital to ensuring the delivery of an Early Childhood Collaborative Itinerant Teaching Model services. One avenue for supporting partnerships is the establishment of a Community Inclusion Team (CIT). Although not required, a CIT can support an approach to ensuring the needs of all children are met in a mixed delivery system. Please see Appendix B for more details.

Strong partnerships among EIS providers, LEAs, schools, and early childhood programs and providers are key ingredients to successful inclusion, and critical to ensure that children served by multiple early childhood sectors receive adequate and appropriate supports and services in their early childhood programs. (USDHHA & USDOE, 2023, p. 13)

Scheduling

The following considerations, adapted from Dinnebeil & McInerney (2023), may be utilized when scheduling assignments of providers working in an Early Childhood Collaborative Itinerant Teaching Model.

- The expertise, training, and skillsets of providers may dictate how they are assigned to specific caseloads of children; thereby consolidating site for travel.
- Language fluency and/or cultural knowledge may influence the assignment of providers caseloads for specific children or sites.

- Caseloads of children and sites for travel are dynamic. Flexibility is key to ensuring the delivery of high-quality services in an early childhood collaborative itinerant teaching model.

Gupta (2014) notes that the components for a successful collaboration include time, trust, flexibility, shared goals and understanding, and anticipation and management. Providers should identify a standing meeting time that is protected and valued in order to discuss the student(s) being served. The amount of time needed will be dependent on the time allotted for indirect service in the child's Individual Education Program. The teaching team will need to determine if these meetings will take place in person or virtually.

Appendix C provides an example of a schedule that includes considerations for half-day sessions, travel, preparation, lunch, team meetings, case management, and specialized instruction.

Travel

There are several considerations when navigating strategies for travel completed by collaborative itinerant providers. The following may assist Local Education Agencies and community-based early care and learning entities in navigating travel.

- How are itinerant professionals reimbursed for travel?
- How can travel be limited in order for providers to have more time for services both consultative and direct?
- How can community-based sites be served in zones to reduce travel?

Collaborative Planning

The process of collaborative planning includes the identification of various parts of a child's day and their specific goals. Using a planning matrix such as the one provided in Appendix D, providers can identify how specific goals can be addressed and embedded throughout routines of the day. This is applicable to educational goals and related service goals. The matrix then serves as a reference when the special education providers are not in the classroom. The goals can be reinforced by the early care teacher throughout the week. Once the opportunities are defined, specific strategies to target the skills can also be addressed. Teaching teams can also utilize a documentation form for planning

meetings to track what was discussed during the meeting and next steps, so all parties are clear on roles and responsibilities. This is also a time when the itinerant teacher will be working with the classroom teacher to set up classroom routines and data collection practices.

Provider Meetings: Goals should be set for the meeting to assist with staying on topic. Each person must demonstrate respect for each other and recognize the value each role brings with them. Potential topics could include collaborative planning, data review, education, curriculum modifications, and problem solving. It is important to identify what is working and what needs adjusted. This may be revisited throughout the year. Multiple checklist resources are available that discuss the roles and responsibilities of co-teachers, which can also be applied and revised to fit the needs of each teaching team.

Caseloads

There are a variety of contextually bound considerations for managing caseloads as a collaborative itinerant services provider. Illinois does not define caseload sizes for early childhood special education teachers. The Illinois State Board of Education (ISBE) provides the following [Administrative Code](#) regarding caseload recommendations for early childhood special education classrooms. A general education classroom cannot have more than 30% of students enrolled who have an Individual Education Program. The maximum number of students that can be enrolled in an early childhood special education classroom is ten when a classroom paraprofessional is present. In addition, the ISBE provides further information in a document titled, [Inclusion Models and Guidance](#).

In a review of other states utilizing an itinerant model, some states have caseloads defined in regulations and others have suggested sizes. Virginia defines caseloads in their regulations. Their itinerant teachers can have a maximum caseload size of 12, but that reduces to 10 if they also have their own classroom for part of the day. Ohio rules state that an itinerant early childhood teacher may have a caseload of no more than 20 preschool students. It also mentions consideration of workload. Rhode Island sets recommendations for itinerant teachers at 14. Missouri includes the Itinerant Teacher (teachers who move from class to class within a facility or travel to other facilities) with a caseload of 12-22 children. More information can be found [here](#).

The Illinois State Board of Education's [sample job description](#) for an early childhood special education community based itinerant teacher includes information specific to caseload considerations and scheduling as follows:

- Implement consultation time into the schedule to work with community-based program staff on specific student needs. This should take place a minimum of weekly and be prepared to lead discussion related to students on the caseload.
- Collaborate with general education teachers, parents, related service providers and other school staff to identify supports and strategies to embed into the routines of the day to support the student with a disability.
- Maximum caseload should take into consideration number of students serving, indirect services, number of locations and number of classrooms.
- Implement a consistent schedule for providing services and communicate with program if a change in schedule is needed.

Virginia developed resources for programs when considering caseloads. Their [caseload management form](#) is intended to be used to consider frequency of direct instruction, frequency of collaborative meetings and professional development provided. In addition, they also developed an [“Itinerant Early Childhood Special Education Administrator Start-Up Steps for the New School Year”](#) checklist for administrators to prepare for the itinerant model. The checklist includes sections for logistics, direct instruction, collaborative meetings, professional development, and Individual Education Program meetings. These resources could be utilized in planning for districts and programs in Illinois as well.

Professional Learning & Development

Shared professional learning and development builds on and supports the everyday practices of providers working in an Early Childhood Collaborative Itinerant Teaching Model. Peer support and ongoing feedback and guidance are vital parts of shared professional learning experiences. When early childhood professionals learn about practices and then collaborate in providing those practices, they build relationships that more effectively serve young children and families.

Early CHOICES has designed a professional learning series organized around [What Makes Inclusion Work?](#) This is a series of professional learning opportunities that support all team members. The series is supported with ongoing planning and follow-up community of practice to support implementation. The graphic below illustrates the components that support an Early Childhood Collaborative Itinerant Teaching Model and are covered in the

What Makes Inclusion Work? series. You can learn more about events and resources by visiting [Early CHOICES](#).



(What Makes Inclusion Work?, Early CHOICES, 2024)

Practice-Based Coaching

As noted, consultation and coaching are pivotal practices utilized in a highly effective and supportive collaboration. A Practice-Based Coaching Model is one avenue for supporting Early Childhood Collaborative Itinerant Teaching Model services for young children in

community-based early care and learning environments. While coaching is beneficial, it should be noted that a separate coaching position is not mandatory for running an itinerant model program. Different established positions may also be able to implement coaching practices. Check with [Early CHOICES](#) or [STAR NET](#) to learn more about Practice-Based Coaching.

Memorandum of Understanding (MOU)

An MOU is beneficial so both parties know their roles and responsibilities in providing education and care to children with disabilities while including information such as transportation, funding, and shared professional development.

Definition

Formal agreements and strong collaboration are critical for establishing a mixed delivery system where all children have access to inclusive early learning opportunities in a range of settings across their community, such as in childcare programs (including family childcare and home-based programs), public and private preschool, and Head Start. (USDHHA & USDOE, 2023, p. 33)

MOU Resources

The [Illinois Interagency MOU Agreement and the Illinois Memorandum of Understanding Guidance Worksheet](#) documents provide information and guidance specific to developing Memorandums of Understanding between Local Education Agencies and Early Child Care and Education programs.

The [Head Start|ECLKC Guidance on Creating an Effective Memorandum of Understanding to Support High-Quality Inclusive Early Childhood Systems](#) provides information regarding a collaborative approach to meeting the educational needs of young children receiving services via the Individuals with Disabilities Education Act and Head Start programs.

The [Guidance on Creating an Effective Memorandum of Understanding to Support High-Quality Inclusive Early Childhood Systems](#) developed by the Office of Special Education Programs and the Office of Head Start (2022) provides guidance when developing memoranda of understanding at a state level when coordinating the provision of services that improve the outcomes of young children under the Individuals with Disabilities Education Act.

MOU Components

The [Office of Special Education Programs](#) provided information on components that should be included in an MOU regarding service delivery. These discussion prompts can be utilized when planning for relationship-building agreements between school districts and community-based early care and learning agencies. Components include the following:

- Referral Process
- Evaluation, Assessment and Eligibility
- IEP Development
- Outcome Ratings
- Service Delivery
- IEP Reviews
- Transition

An additional area to consider is addressing how data will be shared between the community-based program and the school district providing special education services. Discussions also need to be held regarding boundary issues. Children frequently attend a center outside of the home district boundaries. Illinois rules and regulations do not prevent a district from serving students who reside in their district boundaries at a location out of the district. The district and community-based program should have an identified process in the MOU for addressing boundary issues when they arise.

Early Childhood Outcomes

Indicator 7 Preschool Outcomes measures the percent of preschool children with IEPs who demonstrate improvement in their development over their time receiving special education and related services. For children whose placement is a community based ECE program, collaboration between the itinerant early childhood teacher and the regular early childhood teacher is required. Both teachers work with the child and will have input in the ratings. Once the primary assessment tool and the ECO Child Outcomes Summary (COS) form is completed, the form should be sent to the home district to enter the rating information.

Putting it Together

While this guide is intended to serve as a resource for community based itinerant services, it is not fully comprehensive. Each district and community throughout the state is different and requires unique conversations. Communication between LEAs and community based programs is highly encouraged to work through planning. Please also utilize the resources found throughout this guide as well as Illinois professional development projects.

References

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497-529. <https://doi.org/10.1037/0033-2909.117.3.497>

DEC Recommended Practices. Division for Early Childhood of the Council for Exceptional Children. (2014, April 14). <https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U>

Dinnebeil, L. A., & McInerney, W. F. (2011). *A Guide to Itinerant Early Childhood Special Education Services*. Paul H. Brookes Publishing Co.

Dinnebeil, L. A., & McInerney, W. F. (2023). *Coaching and Consultation Practices*. Paul H. Brookes Publishing Co.

Early Childhood Technical Assistance Center. (n.d.). Community Indicators and Elements of High-Quality Inclusion. <https://ectacenter.org/topics/inclusion/indicators-community.asp>

Early Childhood Technical Assistance Center. (n.d.). Local Program Indicators and Elements of High-Quality Inclusion. <https://ectacenter.org/topics/inclusion/indicators-local.asp>

Early Childhood Technical Assistance Center. (n.d.). Teaming and Collaboration Practice Improvement Tools. <https://ectacenter.org/decrp/topic-teaming.asp>

Early Childhood Technical Assistance Center & National Association of State Directors of Special Education. (2024). NASDSE 619 AG & ECTA Wednesday Call.

Early CHOICES. (n.d.). What Makes Inclusion Work <https://www.eclre.org/resources/what-makes-inclusion-work/>

ExceleRate Illinois (n.d.). Interagency MOU Agreement between the Local Education Agency (LEA) and the Early Child Care and Education (ECE) Program.

<https://www.excelebrateillinoisproviders.com/resources/resources-by-standard?id=52>

ExceleRate Illinois (n.d.). Memorandum of Understanding (MOU) Guidance Worksheet.

<https://www.excelebrateillinoisproviders.com/resources/resources-by-standard?id=52>

Gupta, S. (2014). First Steps to Preschool Inclusion. How to Jumpstart Your Program wide Plan. Paul H. Brookes Publishing Co.

Head Start Early Childhood Learning & Knowledge Center. (n.d.). Guidance on Creating an Effective Memorandum of Understanding to Support High-quality Inclusive Early

Childhood Systems. <https://eclkc.ohs.acf.hhs.gov/local-early-childhood-partnerships/article/guidance-creating-effective-memorandum-understanding-support-high-quality-inclusive-early-childhood>

Illinois State Board of Education. (2023). Administrative Code – Section 226.730 Class Size for 2009-10 and Beyond.

<https://ilga.gov/commission/jcar/admincode/023/023002260H07300R.html>

Illinois State Board of Education. (2022). Advancing Preschool Inclusion in Community-Based Early Childhood Education Programs.

<https://www.isbe.net/Documents/IL-Inclusion-Report.pdf>

Illinois State Board of Education. (n.d.). Guiding Questions for Discussing Services in the Least Restrictive Environment.

<https://www.isbe.net/Documents/Guiding-Questions-LRE.pdf>

Illinois State Board of Education. (n.d.). Illinois Early Childhood Inclusion Vision statement.

<https://www.isbe.net/Documents/IL-Inclusion-Vision-Statement.pdf>

Illinois State Board of Education. (n.d.). Inclusion Models and Guidance.

<https://www.isbe.net/Documents/Inclusion-Models-Color.pdf>

Illinois State Board of Education. (n.d.). Sample Job Description Early Childhood Special Education Community Based Itinerant Teacher.

<https://www.isbe.net/Documents/Itinerant-Teacher-Job-Desc.pdf>

Illinois State Board of Education. (n.d.). Sample Job Description of a Supervisor/Coordinator of an Early Childhood Special Education Community Based Itinerant Teacher.

<https://www.isbe.net/Documents/Supervisor-Job-Desc.pdf>

Missouri Department of Elementary & Secondary Education. (2023). Regulation IX: Caseloads. <https://dese.mo.gov/media/pdf/regulation-ix-caseloads-2023>

US Department of Education. (2022). Guidance on Creating an Effective Memorandum of Understanding to Support High-Quality Inclusive Early Childhood Systems. <https://sites.ed.gov/idea/idea-files/guidance-on-creating-an-effective-memorandum-of-understanding-to-support-high-quality-inclusive-early-childhood-systems-oct-5-2022/>

US Department of Health and Human Services & US Department of Education. (2023, November 28). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. IDEA. <https://sites.ed.gov/idea/files/policy-statement-on-inclusion-11-28-2023.pdf>

Virginia Department of Education. (2023). Itinerant Early Childhood Special Education Administrator Start-Up Steps for the New School Year <https://va-leads-ecse.org/Resource/JWHaEa5BS75xewSQ-Az2Fg/Resource-itinerant-early-childhood-special-education-administrator-start-up-steps-for-the-new-school-year>

Virginia Department of Education. (2023). Itinerant Early Childhood Special Education Caseload Management Form. <https://va-leads-ecse.org/Resource/JWHaEa5BS77BaNUrhTcAJw/Resource-itinerant-early-childhood-special-education-caseload-management-form>.

Appendix A

Division for Early Childhood of the Council for Exceptional Children Recommended Practices & Examples

Recommended Practice	Example of Implementation
<p>Leadership: L3 – Leaders develop and implement policies, structures, and practices that promote shared decision making with practitioners and families.</p>	<p>Local Education Agencies promote the provision of itinerant ECSE services via recommendations from IEP Teams that support the continued attendance of children with identified areas of services via IDEA in their community-based early care and learning environments.</p>
<p>Assessment: A7 – Practitioners obtain information about the child’s skills in daily activities, routines, and environments such as home, center, and community.</p>	<p>Assessment team members complete observations and/or assessments in a child’s community-based early care and learning environment that support IEP-driven itinerant services and supports.</p>
<p>Environment: E1 – Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.</p>	<p>LEA itinerant ECSE service providers collaborate with community-based early care and learning providers to ensure the delivery of supports and services in the child’s current and family-chosen setting.</p>
<p>Family: F2 – Practitioners provide the family with up-to-date, comprehensive, and unbiased information in a way that the family can understand and use to make informed choices and decisions.</p>	<p>LEA representatives include families in the determination of the provision of itinerant ECSE services in the child’s current early care and learning environment using a consultative / coaching approach.</p>
<p>Instruction: INS13 – Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.</p>	<p>Itinerant ECSE staff members consult with early care and learning providers to support curricular access for children who require IEP-driven supports and services.</p>

<p>Interaction: INT1 – Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions.</p>	<p>Itinerant ECSE providers share resources in the area of social-emotional development that support community-based early care and learning providers to assist children in gaining skills that promote pro-social behaviors in their natural environment.</p>
<p>Teaming & Collaboration: TC4 – Team members assist each other to discover and access community-based services and other informal and formal resources to meet family-identified child or family needs.</p>	<p>Itinerant ECSE staff members meet regularly with community-based providers to determine areas of support and share resources for children, families, and providers within the child’s natural environment.</p>
<p>Transition: TR1 – Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child’s successful adjustment and positive outcomes.</p>	<p>Itinerant ECSE staff members consult and collaborate with early care and learning providers to support children and families as they transition between environments. Supports may include attending meetings, providing support resources and ideas that will set up a new environment to effectively meet a child’s needs in all areas of development.</p>

Appendix B

Community Inclusion Team (CIT)

Definition

A “Community Inclusion Team (CIT) is a team comprised of school district administrators, community implementation program administrators, implementation program staff, family members, and others as appropriate. The CIT implements action plans based on both the [*Community Indicators of High-Quality Inclusion and Local Program Indicators of High-Quality Inclusion*](#) that guide and support the availability of high-quality inclusive early care and education environments throughout the community” (eclre.org, 2024).

Indicators of High-Quality Inclusion

The Indicators linked below, provided by the Early Childhood Technical Assistance Center (ECTA), focus on elements that support high-quality inclusive practices in early care and learning environments that honor the rightful presence of all children. The Indicators can be used at each system level to develop and support an iterant model of service delivery. For example, Indicator C7 focuses on Collaborative Teaming that supports children in inclusive settings, including community-based environments.



Appendix C

Sample Schedule

Early Childhood Collaborative Itinerant Teacher

IECSE Provider: Ms. Maggie

Caseload: 15

Date: 10/6/2023

	Monday	Tuesday	Wednesday	Thursday	Friday	
	AM: Smith County Head Start	AM: Kids-R-Us Childcare	AM: North Village Head Start	AM: Team Meetings	AM: North Village Head Start	
	PM: Smith County Head Start	PM: Beautiful Start Childcare	PM: North Village Head Start	PM: Team Meetings	PM: Marcia's Family Care	
8:00-8:15	SI-Carrie	CM- Barbie	CM- Travis		CM- AnnMarie	
8:15-8:30	SI- Jose	CM- Tyrell	CM- Patty		Team Meetings	SI- Travis
8:30-8:45			SI- Travis			
8:45-9:00						
9:00-9:15						SI-Nate
9:15-9:30			SI- Nate			
9:30-9:45		SI-Barbie				
9:45-10:00						
10:00-10:15	SI- Stacey		SI- Patty			
10:15-10:30		SI- Tyrell				
10:30-10:45	SI-Ryan		Prep			TRAVEL
10:45-11:00		TRAVEL				
11:00-11:15						
11:15-11:30		Lunch	Lunch			Lunch
11:30-11:45	Lunch					
11:45-12:00		Prep	SI- Janita			
12:00-12:15	CM- Ryan		SI- AnnMarie			
12:15-12:30						
12:30-12:45	CM- Stacey					CM- Phil CM- Jane
12:45-1:00						
1:00-1:15	CM- Jose	SI- Victoria			SI- Phil	
1:15-1:30						
1:30-1:45	CM- Carrie	SI- Jason				
1:45-2:00						
2:00-2:15		CM- Victoria			SI-Jane	
2:15-2:30	Prep		CM- Nate		Prep	
2:30-2:45		CM- Jason	CM- Janita			
2:45-3:00						

(Early Childhood Technical Assistance Center & National Association of State Directors of Special Education, 05/15/2024)

Appendix D

Embedded Instruction Planning Matrix

	Target Skill #1: Follows classroom Routine	Target Skill #2: Counts objects to 5	Target Skill #3: Responds to questions with 3-word phrase	Target Skill #4: Manipulates class materials to build strength	Target Skill #5:
	ITP: First-then board	ITP: Gestural prompt	ITP: Sentence strip with photos	ITP: Adult or peer model	ITP:
Arrival	First, hang backpack Then, choose breakfast seat				
Breakfast		Count 5 plates & cups to pass out to friends	What do you want for breakfast? I want _____.		
Morning Meeting	First, go to on mat Then, pick song			Clip name tag on attendance board	
Centers			What are you making? I made _____.	Playdoh kneading, cutting, Paper punch	
Outdoor Play		Count 5 objects to bring outside			
Lunch		Count 5 plates & cups to pass out to friends	What do you want for lunch? I want _____.	Open food container	
Naptime	First, go to nap mat Then, pick book/quiet toy				
Centers			Where do you want to go? I want _____.	Water plants with spray bottle	
Snack		Count 5 plates & cups to pass out to friends			
Outdoor Play	First, line up Then, pick outdoor activity			Crab-walk, bear walk games	

(Early Childhood Technical Assistance Center & National Association of State Directors of Special Education, 05/15/2024)