Itinerant Early Childhood Special Education Services Model: Practice Profile
Adapted from publications by Laurie Dinnebeil and William McInerney

Core Component	Contribution to the Outcome	Ultimate Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
Description of this component	Why this core component is important to achieving the outcome.	Description of practitioner behavior	Description of practitioner behavior	Description of practitioner behavior
1. Collaboration occurs between all adults providing educational supports to the child after the Individualized Education Program (IEP) is written to build positive relationships, orient to and prioritize goals, supports and services using the MEPI Model (Maturation, Environment, Peer Support, and Intensive Intervention) and reflect on progress.	After writing an IEP, team members plan how to best implement the goals, supports and services across the day. A review of the goals within the MEPI framework will assist with aligning everyone's efforts. Developing collaborative relationships is foundational to programmatic progress.	• Itinerant Early Childhood Special Education (IECSE) or Related Service Provider (RSP) staff are working with multiple partners (Early Childhood (EC) Teacher or childcare provider (CCP) in examining all IEP's using MEPI process. • Communication takes place between members of the team through letters of introduction to build relationships before programs.	• IECSE or RSP staff are working with at least ONE Early Childhood partner (EC Teacher or CCP) in examining an IEP using MEPI process. • Informal communication takes place prior to implementing itinerant model programs.	• Do not use the MEPI process. • Limited initial communication opportunities between program members
2. The Curriculum Planning Matrix (CPM) is used for students with IEP's to intentionally embed student goals throughout the day.	Team planning to design the delivery and support activities to address student IEP goals ensures all members of the team have input and a role on a day-to-day basis.	• Itinerant and related service providers work with multiple EC teachers and/or paraprofessionals. • Teams have identified 2 IEP objectives on the Curriculum Planning Matrix for all children with IEPs (Individualized Education Programs) in a particular class. • Teams identify 3 opportunities in which each of the 2 IEP objectives can be addressed via M, E, P, or I modes of intervention for all children with IEPs in a classroom.	• Itinerant and related service providers work with at least one EC teacher or paraprofessional. • Teams have identified 2 IEP objectives on the Curriculum Planning Matrix • Teams identify 3 opportunities in which each of the 2 IEP objectives can be addressed via M, E, P, or I modes of intervention.	• Itinerant and related service providers do not collaborate or do not provide on the job support to paraprofessionals or do so on an unplanned intermittent basis. • Are not using the Curriculum Planning Matrix • Are not identifying opportunities within the curriculum planning matrix in which IEP objectives can be addressed using MEPI.

3. The IECSE or RSP staff identify and select Evidence Based Practices to address IEP goals embedded throughout the day on the Curriculum Planning Matrix.	The use of Evidence Based Practices (EBP) such as prompting, errorless learning, video modeling, schedules, checklists, peer mediated interventions and reinforcement are key to supporting efficient, systematic approaches to delivering instruction, utilizing each member of the team.	• IECSE or RSP staff work across multiple classrooms with their staff to determine how the IEP objectives can be addressed. • Teams agree upon evidence-based practices (EBPs) that can address developmental, therapeutic, or instructional goals. IECSE teacher supports EC teacher or paraprofessional to use these EBPs in addressing these objectives. • These EBPs can address IEP objectives that have been identified as potentially responsive to E, P, or I modes of instruction/intervention. • These EBPs are included in the CPM.	• IECSE or RSP staff work with at least ONE EC partner in determining how these 2 IEP objectives can be addressed. • Agree upon an evidence-based practice (EBP) that can be developmental, therapeutic, or instructional. The EC teacher or paraprofessional will use these EBPs in addressing these 2 objectives. • These EBPs can address IEP objectives that have been identified as potentially responsive to E, P, or I modes of instruction/intervention. • These EBPs can be included in the CPM.	• Few or no evidence-based practices are used in the classroom. • IECSE or RSP staff are not working with EC partners.
4. IECSE or RSP staff utilize an implementation Checklist (IC) that will describe how to apply the selected EBPs, in a step-by-step format.	Having a step-by-step implementation checklist for all practitioners working with a child to advance a particular goal enables consistency of implementation (fidelity), and the structure it provides supports all users to have confidence that they are "doing it right."	• Implementation Checklists are created for multiple students' IEP goals and can be used, adapted for other children. (See for example IC's for "visual supports" by UNC (University of North Carolina) FPG)	• ICs (Implementation Checklist) are available for some procedures to implement an evidence-based practice. • ICs are used to ensure the fidelity of implementation of some practices for some children.	• Few ICs are available. • Few ICs are used to ensure fidelity of implementation of evidence-based practices.
5. IECSE or RSP staff work with at least ONE EC partner (EC teacher or CCP) in developing a tool/form/template to MONITOR CHILD PROGRESS or the child's response to the EBP	Having a common document that reflects the description of the agreed upon practice and monitors the use of the practice in order to track its success.	• Occurs at least 1x per week by multiple members of the IEP team for all students receiving services in the classroom. • This agreed upon data collection sheet will include a reference to the IEP goal, the evidence-based practice or instructional	• Occurs at least every 2 weeks or after 8-10 days of attendance/engagement of the child in the preschool or childcare setting.	• Limited or no ongoing progress monitoring or tracking of the response to the specific developmental, therapeutic, or instructional procedure.

		process for developing the skill, and specific methods agreed upon by the users for tracking accomplishments toward the goal.		
6. The Performance Indicators for Early Childhood Education Specialists (PIECES) are used to describe roles and responsibilities and assess quality/competency of IECSE performance.	The PIECES document provides a description of the roles and responsibilities of IECSE Teachers to be utilized to define requisite knowledge and skills and identify current and/or desired level of competence in each component.	• Administrators use PIECES document to develop IECSE Teacher job description and evaluation. • Knowledge and skill in each component are considered when hiring IECSE Teacher. • The PIECES document is utilized to review roles and responsibilities of IECSE Teacher. • The IECSE Teacher and his/her supervisor review each component and identify level of competence in each of those components (Part A, B, C) when hired for position and set professional goals for each. • Level of competence identified is used for purpose of assessment of high-quality practices being utilized by the IECSE Teacher annually. • Professional development and support are considered for any areas of need identified.	• The PIECES document is utilized to review roles and responsibilities of IECSE Teacher. • Considering some of the indicators, some leveling of competencies. • The IECSE Teacher and his/her supervisor review each component and identify level of competence in each of those components (Part A, B, C) when hired for position. Only once, not continually. • Limited ~~or no~~ professional development and support.	• The PIECES document is not reviewed and utilized to describe roles and responsibilities of IECSE Teacher and assess competency.