WHAT IS ITINERANT TEACHING?

"Itinerant Early Childhood Special Education Teachers work with young children ages 3-6 years. They travel to a number of different sites where they teach, consult, participate in meetings, coordinate children's educational goals with other service providers and partner with parents." (Dinnebells, 2011)

AN ECSE ITINERANT TEACHER...

- Serves children who participate in a typical preschool or childcare with same-age peers
- Makes regular visits to support the child's placement
- Helps implement and monitor the child's Individual Education Program (IEP)
- Supports the appropriate provision of and coordinates with related services for which the child is eligible

MORE ROLES AND RESPONSIBILITIES OF AN ITINERANT TEACHER

TEAM MEMBER
- Guide the complex IEP process, manage and resolve conflicts & effectively persuade others to adopt changes and innovations that will benefit the child

SERVICE COORDINATOR
- Ensure the smooth delivery of IEP services, stay attuned to community resources that support children and families, and assist with transitions to other programs.

CONSULTANT & COLLABORATOR
- Collaboration between ECSE, ECSE-related service providers, and families to support the child's development and allowing full participation and inclusion
- The need for frequent communication, coordination, and cooperation, which nurture partnerships is fundamental to making the model work. (Horn & Randall, 2000)

GOALS FOR TODAY

- Provide knowledge of the rationale and basic assumptions of an itinerant model for providing services and supports into natural and inclusive environments for young children with and at risk for developmental delays.
- Describe strategies for initiating, building, and sustaining collaborative relationships with all of the primary educators and caregivers including the child's family.
- Describe specific strategies for designing and implementing supports, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

ROLES AND RESPONSIBILITIES OF AN ITINERANT TEACHER

CONSULTANT
- Partner with families, teachers, and other members of the educational team to identify goals and help children reach their goals

COACH
- Empower general educators by actively helping them develop the skills and knowledge they'll need to work with young children with disabilities

ASSESSOR
- Collects information on both the child and the classroom environment for developing plans and modifying plans to support the child's active engagement and growth and development
- Supports general educators in mastering their assessment responsibilities

RECEIVING AND RELAYING INFORMATION

- Structured data collection
- Semi-structured observation notes
- Resource materials
- Face to face interaction
- Group discussion over email
Molly completes a quick mental check of her schedule for the day. First, there is Little Building Block Childcare at 8:30am where she is teaching a whole group lesson on strategies to help with wait time. While she is there, she takes data on Landon’s ability to follow one-step directions. Before she leaves, she will then check in with the teacher on how Landon’s transition onto the bus is going and share a social skills story about riding the bus. Then, it’s on to Charlie’s in-home childcare to help generate some ideas for helping him solve conflicts during play with his peers. She has brought a poster and song from Second Step’s “Fair Ways to Play” to share with the Charlie’s childcare provider, Ms. Jane. Then, she drives to Moonlight Elementary for Layla’s Annual IEP meeting. Layla’s mother, the Step Ahead teacher, speech-language pathologist and school psychologist are all present to review Laney’s progress over the past year. After a quick lunch, Molly talks with the occupational therapist, Ms. Casey about a weighted lap pad to try with Joey’s during circle time when she visits his preschool the next day. She then gathers her materials for the afternoon. First, she is heading to Open Arms preschool for a naptime meeting to review the Activity Matrix she and the teacher created last week and share mindfulness activities for Ada. Molly has an hour break before her next appointment, so she drives to the local library. Using the library’s Wi-Fi, Molly responds to email chain she started between Sam’s family and preschool teacher and works on the Power Point presentation on social skills she is creating for Family Night at Little Building Blocks. Back in her car, Molly checks that she has her materials together for her last appointment, an orientation visit with Daniel, his mother, and the Spanish Interpreter, Ms. Christina, at the center where he will begin attending next week.
### Activity Based Matrix
#### IEP Objective & Activity

<table>
<thead>
<tr>
<th>Child: __________________</th>
<th>ECE Teacher: ____</th>
<th>ECSE Teacher: ____</th>
<th>Location: ____</th>
<th>School Year: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals/Objectives</strong></td>
<td><strong>Free Play</strong></td>
<td><strong>Circle</strong></td>
<td><strong>Outside Play/ Snack</strong></td>
<td><strong>Centers</strong></td>
</tr>
<tr>
<td>Identify Preschool Concepts (e.g. hot/cold, big/little)</td>
<td></td>
<td></td>
<td>Weather: “Is it hot or cold outside?”</td>
<td>Activities with Concepts (See handouts)</td>
</tr>
<tr>
<td>Making Choices</td>
<td>Offer 3 choices for play (e.g. animals, dollhouse, or blocks)</td>
<td></td>
<td>Offer 3 choices for snack (e.g. water, juice, milk)</td>
<td>Offer Choices within activities</td>
</tr>
<tr>
<td>Peer Interactions: Solving Conflicts</td>
<td>Fair Ways to Play (see handout)</td>
<td>Teaching Fair ways to Play in Whole Group</td>
<td>Have students act out Fair ways to Play</td>
<td>Reinforce Fair Ways to Play Individually when needed</td>
</tr>
<tr>
<td>Transitioning</td>
<td>Give L 5 minute warning before clean up</td>
<td>Ask L to push button on CD player to start clean up song</td>
<td>Give L 5 minute warning before clean up</td>
<td>Use Visuals to help with multi-step directions</td>
</tr>
</tbody>
</table>

Additional Ideas: 1. Help L identify emotions 2. Offering Safe Spot when L is upset to help her calm and avoid giving attention during tantrums 3. Take data on meltdowns to help find patterns