



WHAT DO YOU DO WHEN YOU GET THERE?

PROVIDING ITINERANT SERVICES
IN INCLUSIVE SETTINGS

COLLABORATION

Collaboration is the cornerstone of effective preschool inclusion, yet can also be one of the most challenging aspects. This section offers tips and strategies itinerant teachers may use to provide consultation in community programs, including a collaborative problem-solving framework.

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KANSAS INSERVICE TRAINING SYSTEM

KANSAS UNIVERSITY CENTER ON DEVELOPMENTAL DISABILITIES

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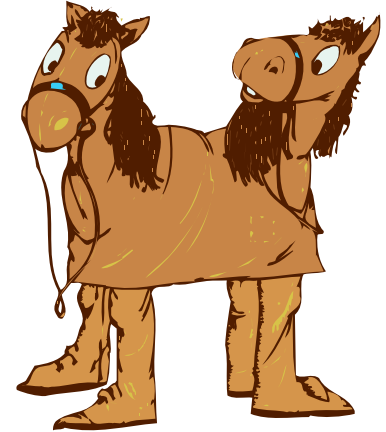
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Itinerant Model

Roles and Responsibilities

One of the challenges of an itinerant teaching model occurs when the roles and responsibilities of the itinerant teacher have not been clearly defined. While there are some roles and responsibilities that will be common across all settings, the roles and responsibilities of the itinerant teacher will also differ depending on the early childhood staff, child and family needs, typical peers, other team members, and the program's administrative structure.



Clearly defining roles and responsibilities is always an important first step. It is recommended that early in the inclusion process, the team sit down together to discuss and define the roles and responsibilities of each team member.

The itinerant teacher may provide:

- Discussions related to philosophy and attitudes toward inclusion.
- Specific information to individual staff members or at staff meetings (e.g., information about specific disabilities; strategies to use with the child in the classroom).
- Ongoing discussion and feedback to teachers regarding all areas of a child's development and attainment of specific IEP/IFSP goals or outcomes.
- Modeling and/or coaching of effective teaching strategies.
- Videotaping of classroom activities to use for supportive feedback and demonstration of instructional strategies.
- Support to the preschool staff for their involvement in the IEP/IFSP process
- Adaptations of the classroom environment and/or curriculum
- Ongoing observation and assessment of the child's needs within the program setting.
- Individual work with the child to encourage achievement of specific goals.
- Assistance in the creation or obtainment of adapted equipment for the child's use in the program.
- Ongoing communication and feedback regarding the child's progress.
- Support for the family's involvement in the IEP/IFSP process.
- Individual work with typical peers to encourage their interaction and effective communication with the child with special needs.
- Scheduling and participation in team meetings to address issues related to the child or family needs.
- Assistance in coordination of services to ensure appropriate levels of support for the child.
- Facilitation of collaborative problem solving among team members.

Adapted from: Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (pp. 49-51). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.

Roles and Responsibilities (Example)

Use this form as a point of discussion with your team to determine the level of responsibility each person has regarding common roles. Together decide who holds the primary responsibility (P), secondary responsibility (S), input (I) or what roles have equal responsibility (E).



RESPONSIBILITY

ROLE	Child Care Provider	Special Education Teacher	Para-Professional	Teacher Aids	Families
Developing child's goals/objectives	S	E			E
Writing the IEP/IFSP	S	P			S
Embedding learning opportunities	E	E	S	S	
Adaptations and modifications	I	P	S		I
Developing daily schedule and lesson plans	P	I		I	
Taking data	I	P	I	I	I
Communicating with families	E	E	I	I	
Arranging and coordinating team meetings	S	P			
Assessment of child	I	P	I	I	I
Creation or obtainment of adapted equipment	P				
Coordination of services for the child	S	P			I
Other					

CODE:

P = primary responsibility

S = secondary responsibility

E = equal responsibility

I = has input in decision-making process

Adapted from: Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (form C1). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.



Roles and Responsibilities

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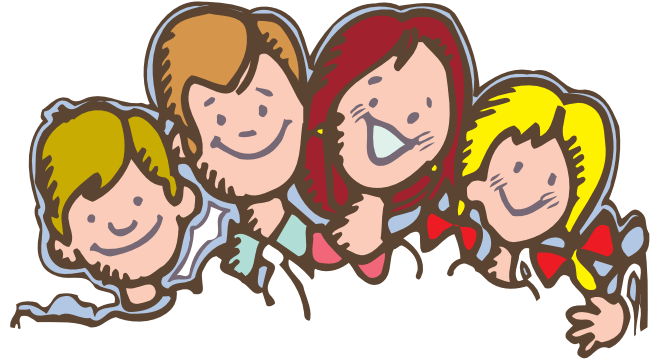
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Consultation in Community-Based Programs

Key Points for Discussion

What does the classroom teacher need to know about the consultant?

- ★ The consultant's job title
- ★ The agency that the consultant represents
- ★ The consultant's areas of expertise
- ★ If the consultant knows and/or has worked with the child before
- ★ The consultant's goals for visiting the child in the classroom
- ★ In general, what the consultant will do with the child
- ★ How the consultant will work with the family



What does the consultant need to know about the child's classroom?

- ◆ How long the teacher has been in the classroom/program
- ◆ What the typical classroom day looks like
- ◆ The teacher's areas of expertise
- ◆ The teacher's experience with children who have special needs
- ◆ How the teacher communicates and involves families
- ◆ The teacher's previous experience collaborating with special education professionals

What do the consultant and the classroom teacher need to know to develop a plan for services in the classroom?

- ◇ When the consultant would like to come to the classroom
- ◇ The times that will work best for the teacher and child
- ◇ If there will be a dependable schedule and any obstacles that could upset this schedule
- ◇ How the consultant usually works in a classroom
- ◇ If any adjustments will be needed to the physical arrangement of the room (accessible storage, floor space, furnishings, and materials)
- ◇ How the consultant's time needs fit with the typical routines and activities of the classroom
- ◇ How disruption will be minimized or avoided
- ◇ How the consultant can make a smooth transition into the classroom
- ◇ When the best time would be for both to sit down and talk. What it will take to make it

happen (scheduling a classroom volunteer, meeting during naptime, scheduling longer meetings on teacher workdays).

- ◇ What strategies both will use to collaborate with the family.
- ◇ If the teacher is comfortable with the consultant demonstrating techniques for working with the child that the teacher will then do on their own.
- ◇ If there is information the teacher needs, which the consultant can provide.
- ◇ Other ways both teachers can collaborate to enhance the classroom experiences of all children.

What the consultant needs to know about the child?

- ✓ How the child participates in activities throughout the day
- ✓ The activities that the child especially enjoys
- ✓ How the child gets along with and play with others
- ✓ Who the child's friends are
- ✓ The teacher's insights about the child
- ✓ How the child learns best and how this fits with the consultant's goals for visiting the child in the classroom
- ✓ Questions the teacher has about the child and his or her special needs
- ✓ How best to work together to make sure the child is included and engaged in everything that is going on in the classroom
- ✓ How the consultant can include other children in activities designed to help the child with special needs
- ✓ How the child's goals can be incorporated into the ongoing activities enjoyed by classmates

Adapted from: Wesley, P. W. (2002). Early intervention consultants in the classroom: Simple step for building strong collaboration. *Young Children*, 57(4), 30-33.

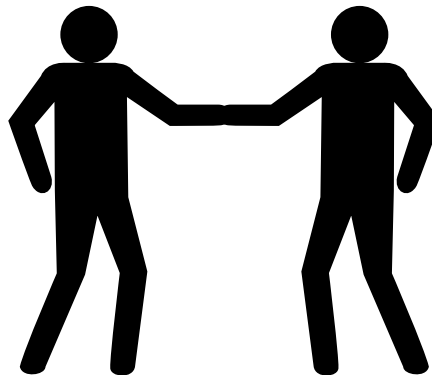
Collaborative Consultation

Collaborative consultation is the key to successful inclusive services in community-based early childhood programs. Professionals must work as team members in coordination with families and community providers to develop strategies and supports that will meet the needs of all the stakeholders involved. “Good intentions” are not enough to make collaboration effective. Successful collaboration requires “planning, a commitment to problem solving and a willingness to give up one’s own agenda” (Klein, Richardson-Gibbs, Kilpatrick, & Harris, 2001, p. 37).

While different types of consultation have been developed, the use of any one model is determined by the purpose and nature of the consultation. The collaborative consultation model is best used when the solution requires a group commitment and when there is more than one solution for the problem. Klein and her colleagues (Klein et al., 2001) identified the following relevant features of a collaborative consultation model in early childhood special education inclusive settings:

- Non-supervisory, trusting relationships among key players
- Open, effective communication process
- Each person’s unique skills and contributions are valued
- Goal / problem must be carefully defined and agreed upon by all team members
- Consultant guides team in systematic problem solving process
- Consultant is aware of and respects values, perspectives and time demands of other team members
- Consultant is aware of sources of resistance / conflict and effectively engages in conflict resolution

(For more information on the collaborative teaming processes see the KITS technical assistance packet *Establishing Effective Early Childhood Teams* at <http://kskits.org/ta/Packets/EstEffectiveECTeams.shtml>)



Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (pp. 37-41). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.

Collaborative Problem Solving Framework

A problem-solving framework provides team members with a process to use when discussing issues involving the team and/or the child's needs. It can be used by teams for a variety of purposes (e.g., determining the logistics of how and when to meet together on a regular basis; discussing the behavioral issues of a child; identifying how and when to embed learning opportunities into a child's daily routines).

Step 1: Define the problem and gather details — The goal is to gather enough information so that you know what is happening and why. Don't assume that all team members will define the problem in the same way. Team members ask questions to help clarify what others have said. Once all the details have been discussed, the team writes down a single problem statement. This is an important first step. One of the biggest mistakes that teams make in the problem solving process is bypassing this step and begin by generating solutions. If team members do not clarify the problem together, they do not have an opportunity to understand each other's perspectives of the problem and its cause.

Define the Problem

- 🌀 *What has gone wrong? What isn't working properly? What is?*
- 🌀 *What should be happening that isn't?*
- 🌀 *What shouldn't be happening that is?*
- 🌀 *What are the specific symptoms and indicators?*
- 🌀 *Where is it? Is it only there or is it elsewhere, too?*
- 🌀 *What does it include? What does it exclude?*
- 🌀 *What all is affected by this problem? Who all is affected by it?*
- 🌀 *How big is it? How bad is it?*
- 🌀 *What is it costing? Is it worth fixing?*
- 🌀 *How urgent is it? Can we wait it out?*
- 🌀 *What happens if we don't do anything?*
- 🌀 *What would things look like if they were going right?*
- 🌀 *What would be happening that isn't?*
- 🌀 *What do we not have that we don't want? What are we trying to avoid?*
- 🌀 *What is the "should be"? Who says?*
- 🌀 *Did the problem pop up or sneak up on us?*
- 🌀 *When did things go wrong? What went wrong?*
- 🌀 *What changed right about then or slightly before?*
- 🌀 *Does this change account for the problem?*
- 🌀 *Can whatever changed be corrected?*
- 🌀 *If not, is there a viable workaround or "jury rig"?*
- 🌀 *What do the solutions that are being proposed tell us about the perceived "causes"?*



Step 2: Brainstorming — Once the problem is clearly defined, there is a time of brainstorming. Remember that this is not a time to evaluate solutions. No one gets to say “yes, but...” during this process. Everyone contributes and all ideas are acceptable and written down. The goal is for the group to generate as many solutions as they can. Remind team members that one person’s “crazy” idea can generate an idea for a more workable solution in someone else.

Step 3: Evaluate the solutions — When the group has exhausted all possible solutions, the group then goes back over the list and evaluates the solutions. To the side of each solution, team members rate the solution as a high, medium or low alternative for this situation.

Step 4: Develop a plan for implementation — Once the team has rated the solutions, they decide as a group on the solution(s) that will be tried first. The opinions of the person or people that will have the major responsibility for carrying out the plan should have a greater weight at this point in the process. The specific plan is written down with who, what, where and when determined.

Step 5: Develop a plan to monitor progress — Next the team decides on a method to monitor the success of the plan. The group determines how they will determine that the plan has had the desired effect?

Step 6: Plan a follow-up meeting — At this meeting, determine a time to follow-up and talk about the plan. It may seem too formal, but it is a good step. Sometimes, the plan is not really working for one person and this gives them an opportunity to voice their concerns. If the team determines that the plan has not been successful then they may begin again with Step 1 or go back to Step 3 to choose alternative solutions and develop a new plan.

Assess Its Effects and Consequences

- ☞ *How did it go?*
- ☞ *Did it work?*
- ☞ *Have any new problems been created?*
- ☞ *Do they offset the gains from solving the original one?*
- ☞ *Are we better off or worse off than before?*
- ☞ *What did we spend? What did we gain?*
- ☞ *Was it worth it?*
- ☞ *What didn't work? Why?*
- ☞ *What could be made to work better? How?*



Adapted from:

Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (p. 42). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.

Knackendoffel, K., Robinson, S., Deshler, D., & Schumaker, J. (1992). *Collaborative problem solving*. Lawrence, KS: Edge Enterprises.

Problem-Solving Worksheet (Example)

Team Members (*list team members present*): **Early Childhood Special Education teacher, Child care teacher, Occupational therapist, Child's Mother, Physical therapist and Speech-language pathologist**

Details (*summary of details discussed*):

- **Short attention span for many self-selected, and most teacher-selected, activities.**
- **Not independent with classroom activities; needs someone with her.**
- **Constant attention seeking; likes to run away; once pulled fire alarm and ran out the classroom door.**
- **During free choice or center activities, constantly moves from activity to activity without engaging.**
- **Doesn't use a variety of play skills; Primary play involves dumping, grabbing at other children's toys, dumping and throwing many classroom materials.**
- **Transitions are difficult; doesn't want to stop activity and won't move to next without physical assistance/support.**
- **Has vocabulary of 20 words; typically vocalizes and grabs at desired item to make request.**
- **Likes music and will listen to music in earphones at the listening center for 10- 30 minutes.**

Statement of Problem (*While many issues may be discussed, the team narrows the problem down to a single problem statement that they feel will make the biggest difference for the situation. It is also important to note that this is not a goal statement, but a statement of the problem that the team will be generating solutions towards.*): **Child is not independent and generally not engaged in play during center and free choice activities.**

Alternative Solutions (*Team brainstorms and records as many solutions as possible. During the brainstorming stage, no explanations or judgements are made. Once solutions have been generated, the team member who contributed the solution provides an explanation and details of what they were thinking. As a team, each solution is then rated as High (H), Medium (M) or Low (L), keeping in mind the problem statement.*):

Alternative Solutions	Rating
Music therapy	L
Time out	M
Individual visual schedule and/or task strips	M
Add communication pictures to activity areas	M
Work on increasing play skills	H
Sensory breaks built in to schedule for reinforcement	M
Verbal reinforcement	H
Edible reinforcement	L

Solutions to be Tried First (*Team then determines and records what solutions will be tried.*):

1. Work on increasing play skills during center and free choice times.

Implementation Steps (*the next step is for the team to develop a plan for implementation, remembering to include who is responsible and the timeline for implementation.*):

Implementation Steps	When	Who
1) Develop a set of developmentally appropriate play activities to be used as choices during center and free choice activities	1 week	ECSE/Preschool Teacher
2) Develop a schedule of adult support for modeling and reinforcement of play behaviors during centers and free choice	1 week	ECSE
3) During center and free choice times, provide choices from the play activities that have been developed and adult support to model and reinforce play with materials. Include peers as often as appropriate.	1 week	Preschool Teacher/ALL
4) Provide verbal reinforcement for appropriate play with materials	Today	ALL

Criteria for Success (*List how the team will determine that the plan has been successful.*):

Child will independently play with 2 new materials for 5 or more minutes during free choice and center times.

Date and Time to Evaluate Plan:

1 month from today at 10 AM team meeting.

Adapted from:

Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (pp. 37-47). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.

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Problem-Solving Worksheet

Team Members:

Details:

Statement of Problem:

Alternative Solutions	Rating

Solutions to be Tried First:

Implementation Steps	When	Who

Criteria for Success:

Date and Time to Evaluate Plan:

Adapted from:

Klein, M. D., Richardson-Gibbs, A. M., Kilpatrick, S., & Harris, K. C. (2001). *A practical guide for early childhood inclusion support specialists* (pp. 37-47). Los Angeles: Project Support, Early Childhood Inclusion Support Project, California State University, Los Angeles.

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