ADOPTING THE CONSULTATION MODEL in PROVIDING ITINERANT ECSE SERVICES:

What have we learned? Where are we going?
ITINERANT TEACHERS IN OHIO – WHAT ARE THEIR EXPERIENCES IN IMPLEMENTING the CONSULTATION MODEL?

- Results of on-line survey (n=112 responses)
  - All had participated in Project *DIRECT* in-service training with SST ECE Consultant

- Results from Focus Groups (n ~ 260 participants)
  - Conducted in association with five regional meetings for itinerant teachers across the state (included supervisors)
Project DIRECT

Defining Itinerant Roles for Early Childhood Special Education Teachers

OCCRRA Conference Participants:
Mohican State Park Conference March 2008

Project DIRECT SNAPSHOT
What does the Consultation Model look like?

HIGHLIGHTS
Project DIRECT Policy
Brief approved
Project DIRECT Training
Itinerant ECEP Training Modules

EVENTS
September 5 & 6 Conference
PRESENTATIONS

Supported by The Ohio Department of Education

Project DIRECT, inclusion through consultation: a new way of looking at Itinerant Service delivery in the State of Ohio.

Visit our newest project--

Project DIRECT CONNECTIONS

The University of Toledo, 2801 W. Bancroft, MS-954, Toledo, Ohio 43606

Project DIRECT: http://utoledo.edu/education/direct/
USE OF CONSULTATION MODEL/FREQUENCY:

Survey: Receptivity of ECE partner teachers to using consultation model:-

- 25% of IECSEs indicated that **most** (75%-99%) have been receptive
- 27% indicated **some** (25%-49%)
- 20% indicated **many** (50%-74%)
- 12% indicated **all**
USE /FREQUENCY CONTINUED:

Focus Groups:

- depends on whether or not the itinerant teacher has been trained in using consultation model
- majority of those who have been trained and understand it, use a combination of consultation and direct instruction
- majority of attendees in one region reported using it all or most of the time
Survey:- Itinerant teachers wanted more information/training on:

- helping ECE partners in implementing strategies aligned to IEP goals
- helping ECE partners to embed IEP objectives within routines
- organizing and planning for weekly consultation visits w/ ECE partner or parent
What Helps Make Consultation Work?

What Are The Major Challenges?

How Can We Address The Problems? What Are Some Possible Solutions?
WHAT MAKES CONSULTATION WORK?

Focus Groups:

- Positive relationship/rapport with the regular ECE/partner teacher
- Working as a team, collaborating
- Communication with parents
- Explicating role of itinerant teacher
KEY POINTS – Focus groups

- Relationship between IECSE and ECE teachers
- Systems Elements
RELATIONSHIP BETWEEN IECSE AND ECE TEACHERS

- Educational Backgrounds/Experiences
- Personal/Professional Characteristics
- ‘Working Together
Educational backgrounds/experiences of the teachers (ECE and Itinerant ECSE):

- Gap between education levels → lack of knowledge/familiarity with jargon -- need to adjust consultation style, strategies (e.g., ‘cheat sheet’ re: jargon, acronyms)

- “Because I’m new, some don’t take me seriously.”
  - Hiring practices; training

- “It is important to have trust, rapport and longevity between ECE teachers and itinerants.”
Personal/Professional Characteristics

- “Consultation works best with teachers who are open to growth and new ideas.”

- “It seems like newer teachers are more receptive; [they] are like a sponge and want new ideas.” - partner teachers want IECSEs to be the ‘expert’ even though IECSEs often reject the label

- “I’m so laid back and the teachers are used to me just coming in and going with the flow. Maybe I need to be more assertive. They’re so busy that I hate to make demands on them.”
‘Working Together’

- Student needs direct instruction because partner teacher cannot or will not implement intervention

- Respite – break for the teacher

- “Consultation does not work as effectively in a chaotic environment. A teacher who has less noise volume and teaches children to behave responsibly, has a better grasp and is able to implement ideas.”

-- all these comments relate to next slide …
When itinerant teacher feels that she/he is the only one who can deliver quality instruction, therefore they must take advantage of the time they are there.
Consider ....

- If child is achieving IEP goals under pull-out and small group instruction of IECSE teacher, why adopt a more complex model of intervention such as consultation?

- There are factors other than the effect of massed teaching sessions (60-90 minutes), once per week, that may account for child progress ...

- Children with special needs may be ‘learning’ skills and behaviors as a result of other factors that are addressed in the MEPI model (see next slide) for analysis of learning factors
MEPI Model for Determining Level of Intensity of Intervention

MEPI Planning Model -
IEP Intervention Planning \textit{w} Consultation ‘Partner’

- Maturation - Biological Influence
- Environment -
  Facilitative effect of materials, routines, etc.
- Peer Mediation - Structured peer interactions
- Intensive - Direct intervention necessary
In relation to previous MEPI slide:

- Children may be learning as a result of the interaction of biological development and experience in the ‘world’, or maturation (M)
- Children may be learning as a result of their response to requirements of the learning environment (e.g. routines, expectations for behavior, organization of materials) and the expectation for conformity (E)
- Children may be learning as a result of peer expectations for responsive communication, interaction skills, independence an related expectations for social interaction (E)
- And……..children may be learning as a result of consistent and persistent child-focused instruction and interaction with your ECE partner teacher (I)
When a child has mastered a learning objective, it is likely that this was the result of the influence of MEPI factors vs. the limited effect of massed pull-out or small group instruction provided by the IECSE teacher during weekly visits.
Working Together continued:

- The teacher is not comfortable. She is threatened or thinks she will be criticized.

- “I always try to validate what teachers are doing. I let them know that I’m learning from them too. I write positive comments regarding things that I’ve observed the teacher doing in notes to parents, on the IEP.”

- “Have lots of back-up plans so if they shoot me down, I have something else to try.”
“Using this [consultative] approach gives you credibility to the [ECE] teacher because they see you know them.”

“It’s consistency that makes it work....”

teacher follows through, asks questions, etc.
SYSTEMS ELEMENTS

- TIME!!
- Tradition
- Administrative Support and Concerns
TIME!

I'm late! I'm Late!

Just 5 minutes?

already too busy!
Tradition

- If direct approach has been always used in the past, transitioning to consultative approach is difficult

- Lack of knowledge about itinerant services in general, especially at administration level
  - introductory letters to parents, ECE administrators, teachers
  - Describe/explicate role of itinerant
**Administrative Support and Concerns**

- “Itinerants don’t get support that classroom teachers get.”
  - Training/Professional Development
  - Evaluation
    - **PIECES**
      - Knowledge and Skills Inventory for Consultants (Buysse & Wesley, 2007)

- Monitoring Child Progress on IEP
  - Data responsibility, legal perspective
PIECES

Performance Indicators for Itinerant Early Childhood Education Specialists

Funded through a contract with the Ohio Department of Education Office of Early Learning and School Readiness
COMPONENTS OF PIECES

- **Part A**: Requisite knowledge and skills related to ECSE service delivery
- **Part B**: Communication skills and specialized knowledge related to coaching (CONSULTATION Model) and information sharing in order to develop family, professional, and community relationships that support learning in the pre-K LRE
- **Part C**: Specialized knowledge to coordinate and facilitate integrated service delivery (‘embedded instruction’) to support learning in the LRE
# PART C - EVALUATION RUBRIC

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<th>□ Basic</th>
<th>□ Proficient</th>
<th>□ Distinguished</th>
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<td>Meets with partner (teacher or caregiver) periodically to discuss child’s progress, plan learning activities, provide information and make intervention suggestions</td>
<td>Organizes consultation visits by identifying visit goals for child/partner/self, preparing for appropriate consultation/coaching activities and arrangements, documenting visit data, and determining interim activities for partner/self.</td>
<td>Meets with partner (teacher or caregiver) on a regular basis to engage in a collaborative and systematic process for planning, reflecting, and prob-solving. Partners make refinements to the process as consultation relationship develops.</td>
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Please see Project DIRECT website for more information on provision of itinerant services within a consultation model, including Training Modules.

http://utoledo.edu/education/direct/

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