

Components of the IEP

Each child's IEP will include:

- Direct special education and/or related services embedded into the classroom routine
- Ongoing and scheduled collaborative meetings between the special educator and the early childhood teacher
- Professional development for the early childhood teacher, as required

The specific services and frequencies are individualized to meet each child's needs.

How do I find out more about RI-IECSE services?



For additional information,
contact your local Early Childhood
Special Education Coordinator
www.ride.ri.gov/ecsecontacts



RI-IECSE Anchors of Practice

Intentional & Planned Instruction Embedded
into Daily Classroom Routines & Activities

Direct
Instruction
(DI)

Collaborative
Meeting
(CM)

Professional
Development
(PD)

ITINERANT EARLY CHILDHOOD SPECIAL EDUCATION
RI-IECSE
RHODE ISLAND DEPARTMENT OF EDUCATION

www.ride.ri.gov/ri-ecse

Rhode Island Itinerant
Early Childhood
Special Education

RI-IECSE

Service Delivery Model

Supporting Young Learners in
High-Quality Early Childhood Programs

What is the RI Itinerant Early Childhood Special Education (RI-IECSE) Service Delivery Model?

RI-IECSE is a research-based service delivery model for providing special education services to young children with disabilities within early childhood classrooms.

RI-IECSE allows young children with disabilities to actively participate in all classroom-based activities by embedding the necessary supports, services, and interventions into their everyday routines.

RI-IECSE ensures young children have the opportunity to practice new skills multiple times throughout each school day, as they occur naturally within the classroom routine.

RI-IECSE allows children to receive special education services seamlessly without unnecessary transitions between programs.

FAQ

Who will teach my child?

While the classroom teacher serves as the primary teacher, the itinerant teachers (early childhood special education teacher, speech/language pathologist, occupational therapist, physical therapist, etc.) design supplemental and specialized learning opportunities to address each child's goals, as indicated in their Individual Educational Program (IEP). Together, the educators determine how best to embed these learning opportunities throughout the school day and to monitor the child's progress to ensure learning.

What does research tell us about the IECSE model?

Instruction is most effective when opportunities to acquire and practice skills occur across the day as opposed to a single point during the day. (*Dinnebeil & McInerney, 2011; Hemmeter, 2000; Sandall & Schwartz, 2002; Wolery, 2000; Wolery, Ault, & Doyle, 1992*)

Where can RI-IECSE services be delivered?

RI-IECSE services can take place within a variety of public and private early care and education programs such as Head Start and RI Pre-K classrooms.

Our Beliefs

We value and welcome all children and families as full members of our communities.

We respect and celebrate individual differences and strive for a sense of belonging for each and every child.

We recognize successful participation in an early childhood program requires both placement in a *high-quality* environment and the delivery of *intentional teaching practices* embedded into the child's daily classroom routine.

We acknowledge special education is a *service or set of services* and not a place.

We understand partnerships between schools, families, and specialists promote high expectations and maximize each child's potential, leading to positive outcomes.

We welcome responsibility as educators to support each and every young child in high-quality early childhood education programs.