

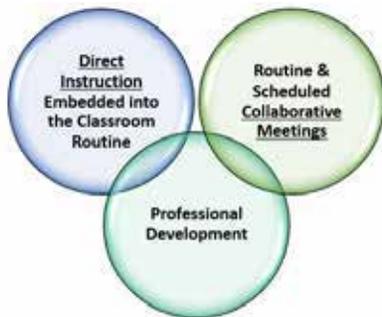
## Components of the IEP

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.

### IECSE Anchors of Practice



How do I find out more about IECSE services?

For additional information, contact your local Early Childhood Special Education Coordinator [www.ride.ri.gov/ecsecontacts](http://www.ride.ri.gov/ecsecontacts)



Rhode Island Department of Education

Early Childhood Special Education

[www.ride.ri.gov/ri-ecse](http://www.ride.ri.gov/ri-ecse)

Rhode Island's Itinerant Early Childhood Special Education (IECSE) Service Delivery Model



*Supporting Young Learners in High-Quality Early Childhood Programs*



## What is RI's Itinerant Early Childhood Special Education (IECSE) Service Delivery Model?

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

**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.

**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.

**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 Education 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 single points during the day. (*Dinnebeil & McInerney, 2011; Hemmeter, 2000; Sandall & Schwartz, 2002; Wolery, 2000; Wolery, Ault, & Doyle, 1992*)

### Where can IECSE services be delivered?

IECSE services can take place within a variety of public and private early care and education programs such as Head Start and State-funded PreK 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 our responsibility as educators to support each and every young child in high-quality early childhood education programs.