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

Anchors of Practice

Intentional & Planned Instruction
Embedded into Daily Classroom Routines & Activities

Direct Instruction
Embedded into the classroom routine & designed to:
• Get to know the child
• Determine and refine interventions
• Model for the EC teacher
• Monitor and assess progress
• Support the acquisition of skill, as required

Collaborative Meetings
Routine and scheduled, including the IECSE and the EC teacher and focused on:
• Creation of a planning matrix
• MEPI/IEP goals
• Evidence-based practices
• Progress monitoring
• Fidelity of intervention

Professional Development
Designed by the IECSE for EC educators and families & focused on:
• An introduction to the IECSE model
• Use of evidence-based practices
• Specific evidence-based practices
• Inclusive practices that lead to positive outcomes for children

*Ongoing documentation of the direct instruction and collaborative meetings, along with the next steps, is critical to the success of the model.

*The frequency of the direct instruction, collaborative meetings and professional development is individualized for each child and outlined in the IEP.