

## Rhode Island Itinerant Early Childhood Special Education (RI-IECSE) Service-Delivery Model Implementation Fidelity Checklist

This checklist includes the practices used by itinerant early childhood special education (IECSE) teachers and therapists to implement the Rhode Island Itinerant Early Childhood Special Education Service Delivery Model (RI-IECSE). The purpose is to increase understanding of the IECSE provider's role and to allow for reflection and improvement, relative to implementation fidelity.

IECSE Provider: \_\_\_\_\_

District: \_\_\_\_\_ Role: \_\_\_\_\_ Date: \_\_\_\_\_

### Understanding the Model (UM)

			YES	NO	NEXT STEPS
<b>Describes Model</b>	1	When asked to explain the benefits of the RI's IECSE service-delivery model, the IECSE provider describes:	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The research regarding distributed instruction versus massed instruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The three components of RI's IECSE model and how they connect with embedded instruction.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The value of the general education educators embedding intentional teaching practices throughout the daily routines/schedule.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The role of the IECSE provider and how service delivery is different from traditional models.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The role of the general education teacher.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>The benefits for all children</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<ul style="list-style-type: none"> <li>How families can participate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	

## General Practices (GP)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Communicates with EC Programs</b>	1	IECSE provider communicates with each EC program administrator/coordinator to ensure understanding of the expectations and the components of the model, including scheduling the direct instruction, collaborative meetings and professional development, as outlined in the IEPs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Schedules Students</b>	2	<p>After consultation &amp; consideration of EC program needs, IECSE provider creates a schedule outlining services for all students on the caseload.</p> <ul style="list-style-type: none"> <li>Schedules blocks of time (days/partial days) to be at each EC program.</li> <li>Within each EC program, schedules direct instruction for each child on caseload, according to IEPs.</li> <li>Schedules collaborative meetings according to IEPs, for each child with whom you serve as the lead.</li> <li>With each EC program, schedule any initial professional development as outlined in the IEP.</li> <li>Provides EC program with current schedule (direct instruction &amp; collaborative meetings) relative to all the children in their program.</li> </ul> <p>Provides EC teachers with current schedule (direct instruction &amp; collaborative meetings) relative to all the children in their class.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Captures Services in IEP</b>	3	IECSE provider captures the 3 components of the IECSE model on the IEPs, with direct instruction on the special education services page and collaborative meetings and necessary PD on the supplemental aids and services page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Ongoing Communication with Families</b>	4	IECSE provider ensures ongoing, meaningful and bidirectional communication with families regarding the provision of services to their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Identifies Lead</b>	5	At the IEP meeting when there is more than one service provider, and based on the child's needs, the team identifies one IECSE provider to serve as the lead or primary liaison to the family and EC teacher, specifically during collaborative meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Direct Instruction (DI)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Provides DI</b>	1	Based on each child's IEP, IECSE provider provides direct instruction embedded into the everyday activities of the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Provides DI According to Schedule</b>	2	IECSE provider provides direct instruction, according to IEP and confirmed schedule, provided with minimal cancellations and notification of EC teachers when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Provides DI for Identified Purposes</b>	3	IECSE provider provides direct instruction as a means to: <ul style="list-style-type: none"> <li>• Get to know a child</li> <li>• Determine &amp; refine Interventions</li> <li>• Model for the EC teacher</li> <li>• Monitor &amp; assess progress</li> <li>• Support the acquisition of skill, as required</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Uses Documentation Form for DI</b>	4	IECSE provider clearly captures, on the documentation form, the specific direct instruction provided and based on what was learned, the identification of next steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Collaborative Meetings (CM)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Implements Collaborative Meetings</b>	1	Based on each child's IEP, IECSE provider prepares for and facilitates collaborative meetings with EC teachers and families, acknowledging the expertise of all participants, for the purposes of planning embedded interventions, assessing progress and modifying instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Provides CM's According to Schedule</b>	2	IECSE provider implements collaborative meetings according to IEP and confirmed schedule, with minimal cancellations and notification of EC teachers when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Uses Documentation Form for CM's</b>	3	IECSE provider clearly captures the collaborative meeting conversations, decisions and next steps on the documentation form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Identifies Target Skills</b>	4	IECSE provider works with EC teachers and families to identify target skills each child needs to develop to successfully participate in the EC classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Prioritizes Goals</b>	5	IECSE provider works with EC teachers, other IECSE providers and families to use the MEPI process to inform functional goal development & instructional decisions and captures each in the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Identifies Evidence Based Practices</b>	6	IECSE provider works with EC teachers and families to identify EBPs and intentional teaching practices based on what is known about each child's learning style and the EC environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Creates Planning Matrix</b>	7	IECSE provider works with EC teachers, other IECSE providers and families to create a single planning matrix for each child, capturing the intentional teaching practices and when they are to be embedded into the daily schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Identifies Implementation Steps</b>	8	IECSE provider works with EC teachers and families to identify implementation steps as required to ensure implementation fidelity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Monitors Implementation Fidelity</b>	9	IECSE provider works with EC teachers and families to create, implement and monitor the fidelity of intervention, using a fidelity checklist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Implements Progress Monitoring Techniques</b>	10	IECSE provider works with EC teachers and families to create and implement progress-monitoring techniques, monitor each child's progress, and revise instruction according to these measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Identifying Function of Behavior</b>	11	For children with persistent challenging behaviors, IECSE provider works with EC teachers, other IECSE providers and families to identify the function of the behavior through interview, observation, data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Creating &amp; Monitoring Behavior Support Plan</b>	12	For children with persistent challenging behaviors, IECSE provider works with EC teachers, other IECSE providers and families to create a behavioral support plan including changing the antecedent to prevent behavior, embedding instruction to teach a replacement skill and identifying a response strategy for when behavior occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Professional Development (PD)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	NEXT STEPS
<b>Implements PD</b>	1	IECSE provider works with groups of EC teachers and families to schedule and implement necessary professional development (PD), as a component of the IECSE model and supporting the implementation of embedded learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Purpose of PD</b>	2	IECSE provider provides professional development for a variety of purposes including an introduction to the IECSE Model, use of evidence-based practices, specific evidence-based practices, and inclusive practices that lead to positive outcomes for children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Adult Learning</b>	3	IECSE provider uses principles of adult learning to create and implement professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

(Practices informed by the *DEC Recommended Practices* <http://www.dec-sped.org/dec-recommended-practices>)

Updated: July 1, 2020