



Introduction to the Itinerant Service Delivery Model to Support Instruction in Early Childhood Settings

Presented by:

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Early Childhood Special Education
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June 18, 2026

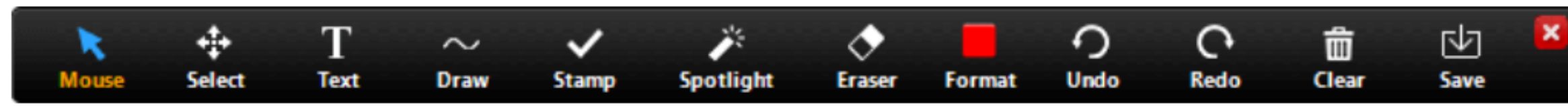
Agenda Topics

- Why the model is being introduced
- Who might benefit from participating in the training
- The key elements of the model
- Future supports for implementation

ICE BREAKER



Share something that means
☀️ summer is here! ☀️



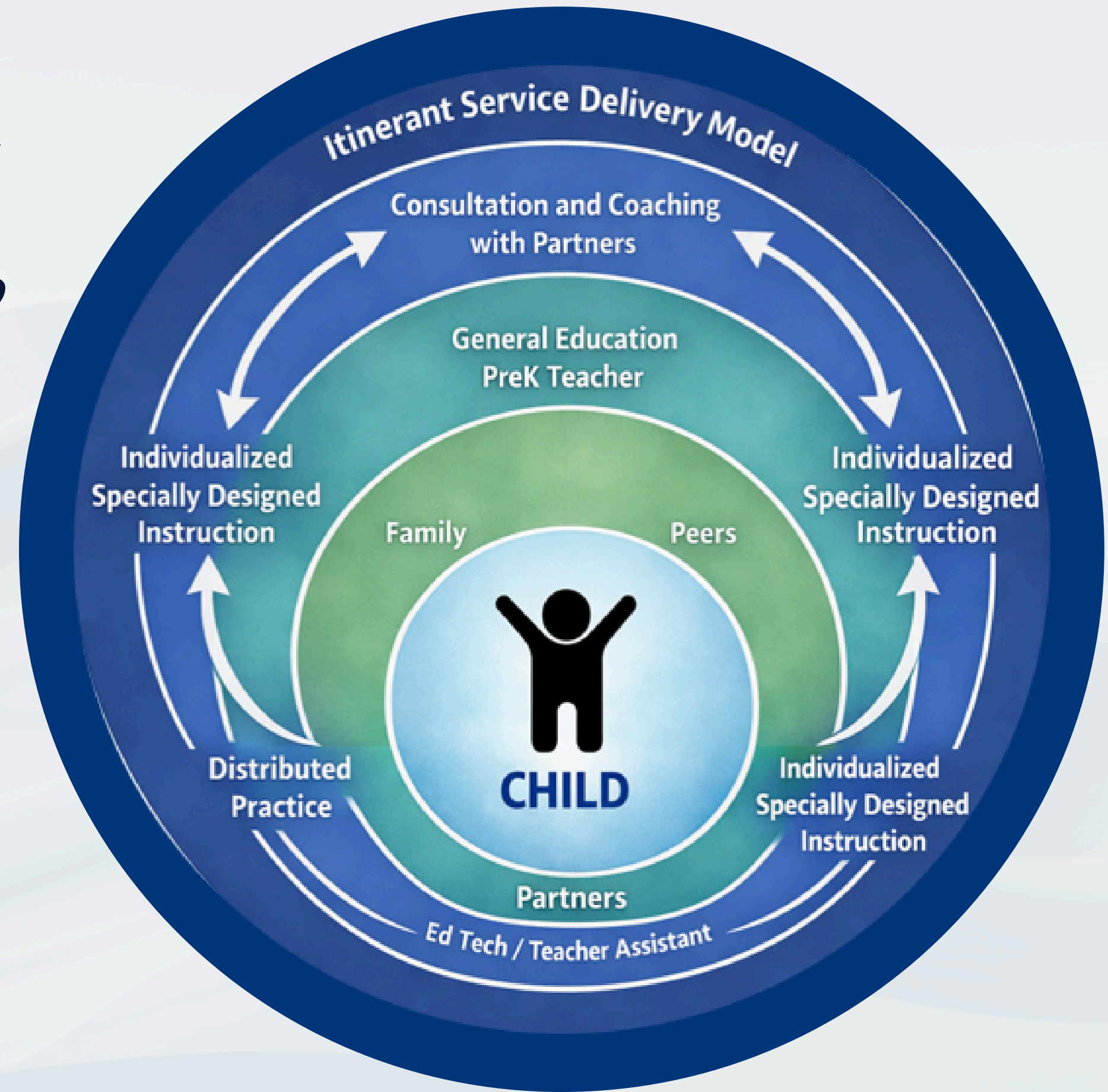
Participation Recommendations



Bring a friend! Work and learn together!

Foundations of the Itinerant Services Delivery Model: Equitable, Efficient, Effective, Evidence-based

- All children benefit
- Uses shared responsibility for instruction
- Acknowledges the contribution of each member of the child's team
- Relies on evidence-based practices



Key Elements of the Itinerant Services Delivery Model



**Consultation
Meetings**



**Curriculum
Planning**



**Evidence Based
Practices**



**Monitoring
Progress**



A Few Beliefs and Practices from the Itinerant Model



Early childhood programs operate from a stance of inclusive practices and a culture of inclusion.

Families and educators know that children learn and develop in different ways, different rates.

Special educators, general educators, and families who work together find the best ways to achieve growth toward age-expected development.

The more opportunities children have to practice skills across the day, the greater the likelihood of sustained learning and generalization.



Consultation Meetings



Curriculum Planning



Evidence Based Practices



Monitoring Progress

Consultation Activities to Identify Approaches to Instruction



Maturation



Adapting Environment



Peer Support



Intensive Instruction

Meeting IEP Identified Needs



- Social-Behavior skills
- Language-Communication skills
- Fine/Gross Motor skills
- Cognitive skills
- Adaptive

	Maturation	Adapting Environment	Peer Support	Intensive Instruction
• Social-Behavior skills		✓	✓	
• Language-Communication skills		✓	✓	✓
• Fine/Gross Motor skills	✓	✓		
• Cognitive skills		✓		
• Adaptive		✓		✓

TIME FOR A
• BREAK •

take 5





Consultation Meetings



Curriculum Planning



Evidence Based Practices



Monitoring Progress

Consulation Activities for Curriculum Planning

the Itinerant Model uses a Curriculum Planning Matrix to support child's teachers to identify likely learning opportunities for children's goals

Daily Schedule of Activities	Goal 1 Making Choices	Goal 2 Reach and Grasp	Goal 3 Initiate Social Interaction	Goal 4 Cause/effect
Center Time	Block center or housekeeping?	Build tower with blocks	Greet other children; vocalize or make eye contact with them	Use switch to turn on toy (e.g. dump truck at blocks center)
Classroom chores	Water plants or feed fish?	Pass out snack	Initiate contact with office personnel	
Snack/cooking	Pudding or milkshake?	Reach for/grasp cooking utensils	Make eye contact, turn taking to share next step	Use switch to activate blender
Small group: art	Art materials to use?	Grasp paint brush handle	Initiate interaction w adult: ask for help	
Outdoor play	Slide or swing?	Reach for or grasp to hold onto swing or side of slide	Make eye contact or vocalize to get a push on swing	Push handle to turn on water

Student Specific Consultation Activities

Activity Based Matrix Used to Plan When to Focus on Each of the Children's Priority IEP Goals

Children	Goals/ Objectives	Arrival/ Breakfast	Free Play	Snack/ Lunch	Outdoor/ Gross Motor	Craft	Departure
Rick, Nancy	Communicating wants/needs						
Mark, Danelle	Using two- to- three word sentences						
Nicky, Alissa, Mark	Turn-taking						
Nancy, Mark	grasp, fine motor skills						



A Sample of Evidence Based Practices

- Visual Supports- using pictures to convey and exchange information to increase understanding
- Peer Mediated Instruction- typical peers taught to interact with children with developmental delays/disabilities to support social and language development
- Reinforcement- The application of a consequence following a learner's use of a response or skill that increases the likelihood that the learner will use the response/skill in the future.
- Prompting-Verbal, gestural, or physical assistance given to learners to support them in acquiring or engaging in a targeted behavior or skill.
- Social stories- Group or individual instruction designed to teach learners ways to participate in their interactions appropriately and successfully with others.
- Antecedent Based Interventions- Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior



PD on Evidence-Based Practices

Closer look at evidence based practice resources

IRIS Resource Locator

IRIS Resource Locator

SORT BY: TOPIC RESOURCE TYPE

Behavior and Classroom Management (104)

Modules (18)



[Addressing Challenging Behaviors \(Part 1, Elementary\): Understanding the Acting-Out Cycle](#)
Developed specifically with elementary school students in mind, this module—the first in a two-part series—discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase (est. completion time: 2.5 hours).



[Addressing Challenging Behaviors \(Part 1, Secondary\): Understanding the Acting-Out Cycle](#)
Developed specifically with middle and high school students in mind, this module—the first in a two-part series—discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase (est. completion time: 2.5 hours).



[Addressing Challenging Behaviors \(Part 2, Elementary\): Behavioral Strategies](#)
The second in a two-part series, this module describes strategies that teachers can implement to prevent or address challenging behaviors (est. completion time: 2 hours).



[Addressing Challenging Behaviors \(Part 2, Secondary\): Behavioral Strategies](#)
The second in a two-part series, this module describes strategies that teachers can implement to prevent or address challenging behaviors (est. completion time: 2 hours).



[Behavioral Intervention Plans \(Elementary\): Developing a Plan to Address Student Behavior](#)

AFIRM Modules



AFIRM

AFIRM developed 28 evidence-based practice modules based on the 2020 EBP NCAEP report. Select the button below to access the AFIRM modules.

List of modules include:

- Antecedent-Based Interventions (ABI)
- Augmentative & Alternative Communication (AAC)
- Ayres Sensory Integration® (ASI®)
- Behavioral Momentum Intervention (BMI)
- Cognitive Behavioral/Instructional Strategies (CBIS)
- Differential Reinforcement (DR)
- Functional Behavioral Assessment (FBA)
- Functional Communication Training (FCT)
- Modeling (MD)
- Music-Mediated Intervention (MMI)
- Naturalistic Interventions (NI)
- Parent-Implemented Intervention (PII)
- Self-Management (SM)
- Social Narratives (SN)
- Social Skills Training (SST)
- Task Analysis (TA)
- Technology-Aided Instruction & Intervention (TAII)
- Time Delay (TD)
- Video Modeling (VM)
- Visual Supports (VS)



AFIRM for Paraeducators

AFIRM for Paras are a set a of modules for paraeducators working with elementary schoolers on the spectrum. Select the button below to access the AFIRM for Paras modules.

List of modules include:

- Prompting: Introduction & Practice
- Reinforcement: Introduction & Practice
- Supporting Peer Interactions: Introduction & Practice
- Time Delay: Introduction & Practice
- Visual Cues: Introduction & Practice

[Access AFIRM for Paraeducators modules](#)



AFIRM for Toddlers

AFIRM for Toddlers are a set a of modules developed in collaboration with the Early Childhood Technical Assistance Center for early interventionists working with toddlers, families, and early care providers. Select the button below to access the AFIRM for Toddlers modules.

List of modules include:

- Behavior Supports for Toddlers
- Naturalistic Interventions in the Child Care Setting
- Parent-Implemented Intervention in the Home Setting
- Prompting for Toddlers
- Reinforcement for Toddlers
- Visual Supports for Toddlers

Choosing an Evidence Based Practice

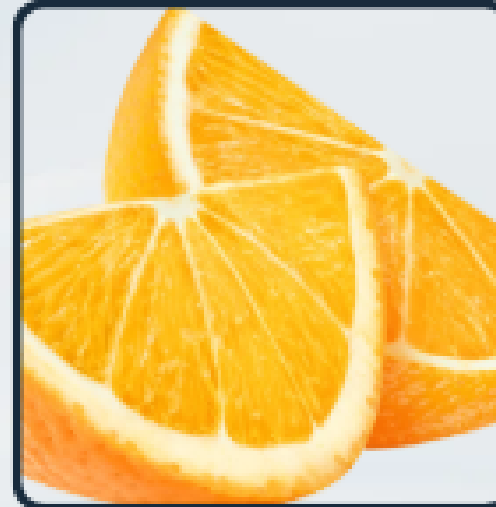
Knowing that all of these practices are effective, but may address different needs for preschool aged children, educators decide on the practice best suited to an area of need.



**Consultation
Meetings**



**Curriculum
Planning**



**Evidence Based
Practices**



**Monitoring
Progress**



Once an Instructional Method is Identified, Monitor Progress

- Use according to instructions
- Ensure practitioners understand how
- Track the results for child

Peer-Mediated Instruction and Intervention (PMII)
---Implementation Checklist---

Before you start:	Observation	1	2	3	4
	Date				
Have you...	Observer's Initials				
	Step 1: Planning				
☐ Identified the behavior?	1.1 Identify times when social interactions naturally occur				
	1.2 Identify and recruit peers				
	1.3 Prepare for session				
	1.4 Introduce target skill or strategy to peers				
	1.5 Develop scripts for peers				
	1.6 Use role plays with peers				
	1.7 Review peer schedules and how using notebooks, if appropriate				
☐ Collected baseline data through direct observation?	Step 2: Using				
	2.1 Assign peers to learner with ASD				

Peer-Mediated Instruction and Intervention
---PMII Anecdotal Notes---

Learner's Name: _____

Educators can observe target behaviors as they occur through using anecdotal notes. The Anecdotal Notes form is a tool that assists multiple educators in collecting information about the learner's target behavior, comments, and plans for next steps.

Anecdotal Notes:

Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

Autism Focused Intervention Resources & Modules
Peer-Based Instruction & Intervention
For more information, please visit: <https://afirm.fpg.unc.edu/>

MONITORING PROGRESS CHECKLIST

Learner's Name: Julie Date/Time: 3/3

Observer(s): Max, Carla, Jacob

Target Skill/Goal/Behavior: play together with peers

Directions: Complete this checklist to determine if the learner is making progress with using Peer-Based Instruction & Intervention.

QUESTIONS:

- ☒ Did the learner participate in the activity?
- ☒ Did peers and learner seem to enjoy the activity?
- ☒ Did the activity contain materials that promoted social interaction?
- ☐ Is there an increase in spontaneously used target behaviors (initiations, responses) with peers?
- ☐ Is there a decrease in the total number and type of prompts needed (imitation, sentence ne delay)?

ease in inappropriate social and communication behaviors?

ease in the use of target skills with new social partners in social settings?

oved conversations between peers and learner on the spectrum (range of of conversations)?

P or IEP goals achieved?

omote positive or negative interactions? Give examples.

its discussed how to build the towers and used problem-solving

and Jacob argued over who would get to put certain blocks on the castle.

ould be made in the arrangement of the intervention setting to improve social

rial used, introduction to the activity)?

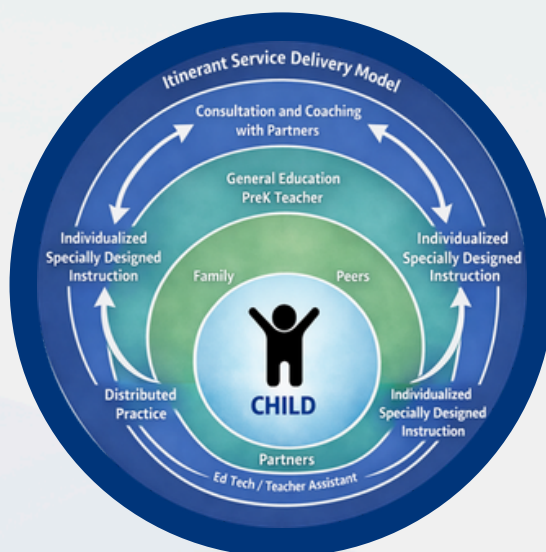
roduce the activity explaining that each peer will take turns placing one

le at a time. Create a visual with each student's name to help keep track

ily included peers who are trained in the small group activity.

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Overview of the Itinerant Model Practices



Consultation Meetings



Curriculum Planning



Evidence Based Practices



Monitoring Progress

How do you run a marathon? One mile at a time.



You got this

References

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Thank You!



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