



MAINE DEPARTMENT
OF EDUCATION

Itinerant Service Delivery

Module 1: Overview for
Inclusive, Embedded Specially Designed
Instruction

Presented by: The Office of Special Services & Inclusive Education



Learning Objectives



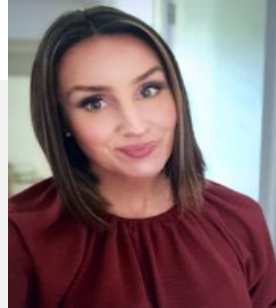
- Provide an overview of the Itinerant Services Delivery Model.
- Develop an initial awareness of the
 - components,
 - purposes,
 - terminology,
 - roles and
 - benefitsof the Itinerant Services Delivery Model.

Presenter Information



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Guest Speaker



Dr. Laurie Dinnebeil

Professor Emerita, University of Toledo Daso Herb Chair in
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Co-author, Itinerant Early Childhood Special Education Model,
Former editor-in-chief Journal of Early Intervention

Ever feel like you needed to clone yourself to be the support system your teams deserve?

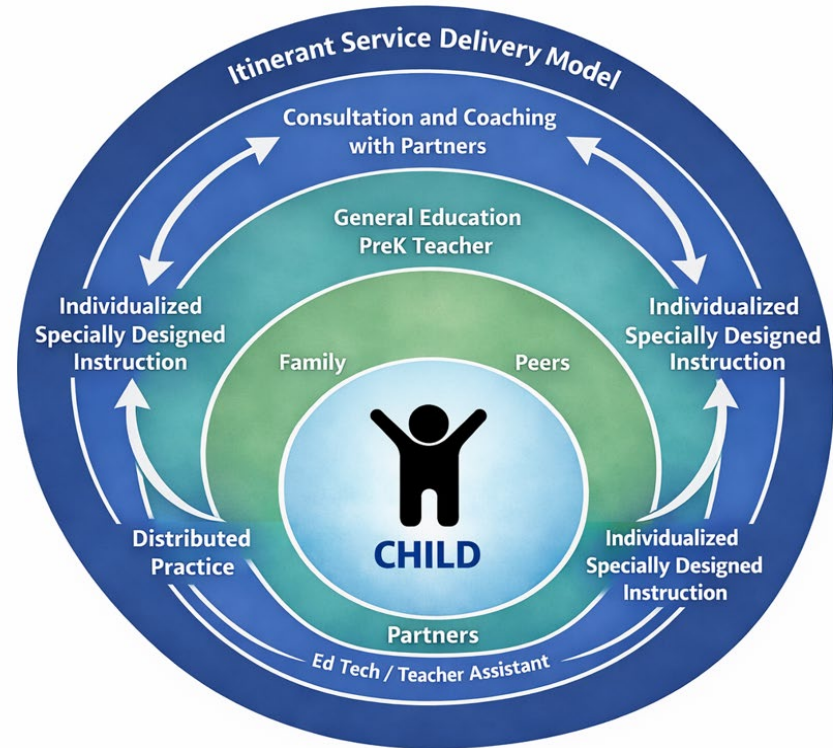


Itinerant Service Delivery Model – SHARED TERMINOLOGY

Itinerant Service Delivery	Distributed Practice/Inclusive	Pull Out Services
Early Childhood Special Education (ECSE)	Specially Designed Instruction (SDI)	Curriculum Map
Planning Matrix	Consultation	Mixed Delivery System

An Itinerant Service Delivery Model in Early Childhood Special Education (ECSE)

- Specially Designed Instruction (modeling)
- Distributed practice
- Consultation & Coaching

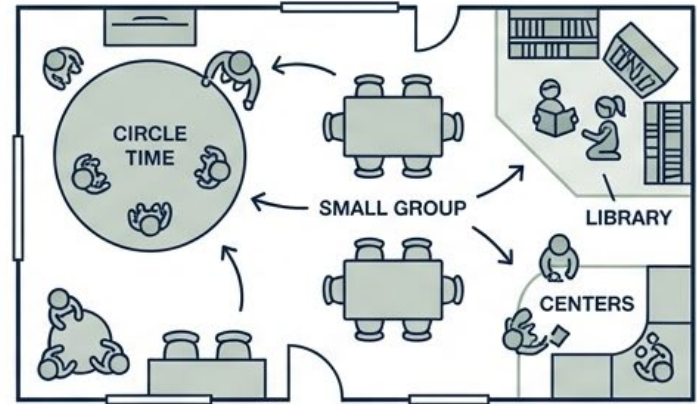


A Shift: From Isolation to Inclusion

TRADITIONAL MODEL



INCLUSIVE ITINERANT MODEL



Pull-Out Services



























Itinerant Services



Distributed Practice of Individual IEP Objectives







The Curriculum Map: Distributed Opportunities

Child's Preschool Day	Conversational Turn Taking	Follow 2 Step Direction	Object Identification
 Arrival			
 Free Choice			
 Clean Up			
 Circle Time			
 Centers			
 Clean Up			
 Snack			

The Planning Matrix: Mapping Goals to Routines

The Matrix identifies naturally occurring routines where learning goals can be addressed, ensuring distributed practice by adults in the environments.

Goals/Routines Matt, Ricardo, Jira	 Arrival	 Circle Time	 Snack	 Outdoor Play
Conversational Turn-Taking			Non-verbal cuing system	Non-verbal cuing system
2-Step Direction	<ul style="list-style-type: none"> • Pre-cue attention • First-then • Visuals 	<ul style="list-style-type: none"> • Pre-cue attention • First-then • Visuals 		
Object ID			Open-ended phrasing	Open-ended phrasing

Roles & Responsibilities

**ECSE Teacher
(Specialist)**



**ECE Teacher
(Partner)**



**Family
(Partner)**



Consultation Benefits

Relationships



Skill Sharing



Practice Opportunities





Return on Investment (ROI)

Based on a review of research conducted on the implementation of the Itinerant Service Delivery Model:

- Compliance and risk reduction
- More instructional “dose” without buying more provider time
- Workforce ROI: retention and reduces high teacher turnover rate
- Service efficiency and scheduling gains

Overall Value of the Itinerant Model



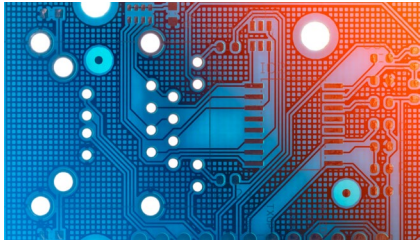
For the Child

Belonging, social relationships, and accelerated development through distributed practice



For the Teachers

Shared responsibility, professional growth, and increased capacity to support all learners



For the System

Legal compliance with LRE mandates and efficient resource utilization

The Research:

- Accelerated Learning
- Improved Outcomes
- Maximum Effectiveness



Dinnebeil, L. A., McInerney, W. F., Roth, J., & Ramaswamy, V. (2001). Successful Inclusion Practices: A study of Early Childhood Inclusion.



Dinnebeil L. A., Pretti-Frontczak, K., McInerney W. F. (2009) A consultative itinerant approach to service delivery: considerations for the early childhood community.



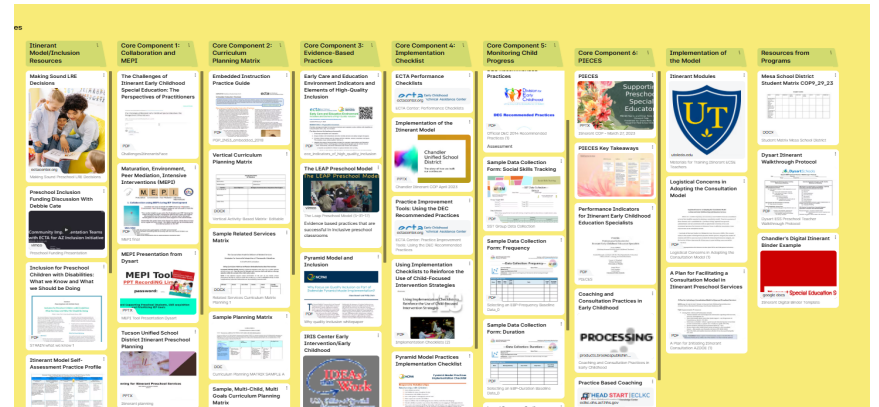
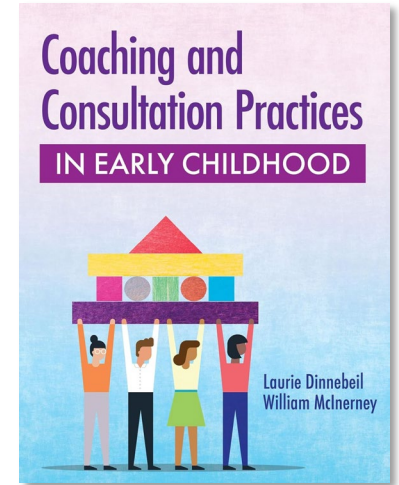
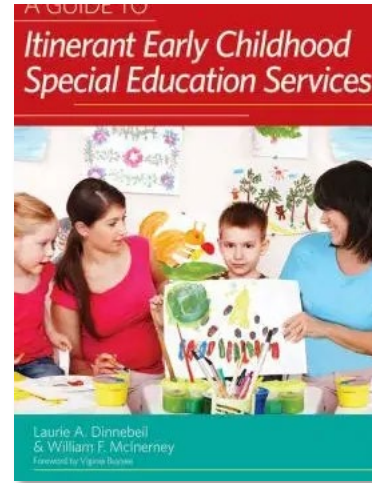
Mawson, R. D., & Kang, S. H., (2025). The distributed practice effect on classroom learning: A meta-analytic review of applied research.

Resources

Text: Itinerant Early Childhood Special Education Services

Text: Coaching and Consultation Practices in Early Childhood

Resource Bank: [Itinerant Model Padlet of Resources](#)





Coming Soon to



Additional training modules for the **Itinerant Services Delivery Model**

- Paradigm Shift and LRE
- Distributed Practice and Routine Selections
- Coaching and Collaborative Consultation
- Pillars of Schedules and SDI Modeling
- Toolkit Use: Matrix, Curriculum Map, and More



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