

# ***EI/ECSE Itinerant Staff and Teacher***

## ***In a nutshell...***

Families, teachers and other caregivers spend extended hours each day with young children and have considerable influence on children's learning opportunities. EI/ECSE itinerant staff have episodic and indirect influence on the children's development when employed as itinerant "traveling" professionals who serve multiple children and their families, caregivers and teachers in a variety of locations. Given the reality of less time and therefore less influence, the role of itinerant staff should be consultants and collaborators with the primary adults in the children's lives.

The role of the itinerant staff partnering with adults requires different skills than when providing supports directly to children. Collaborative consultation and coaching are two ways of supporting adult learning. Both are evidence based practices emphasizing a collaborative process for planning, implementing and evaluating action plans for children. Collaborative consultation shapes the family or teacher's skills via input from the itinerant staff. In coaching the itinerant staff promotes reflection as a key element in the adult learning process. The foundation for both practices is that the EI/ECSE provider spends time with family and other primary adults to build capacity for what happens between visits.

## ***Key principles to consider...***

1. **Adults are the focus of visits.** The primary adults in children's lives know much about the children's interests and typical ways of behaving/responding. What they may not know is whether their interactions are sufficient or in need of adjustment to benefit the children. While the children can and should be part of any activities or practice, the primary adult is the targeted learner.
2. **Partnership determines the course of action.** During each visit, it's our responsibility, as itinerant staff, to find out what the family and other primary adults already know and are comfortable doing, what they have tried, how it worked, and how best to support them to learn new ways of interacting with their child.
3. **Adults evaluate the success of the plan.** Ultimately, it is the family, caregiver, or teacher who must carry out the plan of action. Therefore, their perception of how it will work or did work is important. This information is critical as we decide, together, what is needed next.

## ***Why is it important to focus on the adult in the child's life?***

Ongoing research demonstrates better outcomes for children whose EI/ECSE itinerant staff prioritize working with adults. Adults can generalize new learning from time spent with EI/ECSE providers, while young children cannot. The adults in the child's life spend much more time with the children daily and weekly than EI/ECSE providers ever will. Do the math! You will see the essential need for building relationships and partnering with parents, teachers and caregivers to support children in their everyday routines and activities.

### [Team Assessment Center-Based Item #10](#)

#### **Reference Materials**

- DEC Rec Practices pg 107, 127
- [Integrating Therapy into Classroom](#)

#### **Regulations**

#### **Tools**

- [Intro to Coaching Web Module](#)
- [Providing Consultation](#)
- [Receiving Consultation](#)
- [Learn to Use Coaching](#)
- [Learn to Use Coaching 2](#)
- [Being Itinerant video: Go To "Evan"](#)
- [Models: Service Delivery](#)
- [Videos: Collaborative Communication](#)