

If you have concerns regarding the development of your child, or a child in your care, in any of the following areas– communication, social, motor, sensory, thinking and learning skills, self help skills, or behavior skills, please have the family contact the Summit Preschool.

### The Summit Preschool Itinerant Team currently serves...

- Copley/Fairlawn
- Coventry
- Cuyahoga Falls
- Field
- Hudson
- Manchester
- Mogadore
- Nordonia Hills
- Stow/Munroe Falls
- Tallmadge
- Woodridge

The Itinerant Team can provide Ohio Approved professional development for your community program, please inquire about our offerings



420 WASHINGTON AVE.  
CUYAHOGA FALLS, OHIO 44221



## Itinerant Services and Providers



420 Washington Ave.  
Cuyahoga Falls, OH 44221  
330-945-5600  
<http://SummitESC.org>

## Itinerant Services...

### What are Itinerant Services?

Itinerant services are provided to children in their most natural settings, also known as their least restrictive environment. These services are provided to:

- ◇ *Students* to address a variety of developmental needs
- ◇ *Parents* to help them support their children's learning and global development,
- ◇ *Educators* and other *Preschool Support Staff* to plan and develop individualize activities and support child success within the school environment.
- ◇ *Administrators* to provide training for students, staff, and parents.

### Who provides these services?

Itinerant Service Providers may include one or more of the following, depending on the needs of the child:

- ◇ Early Childhood Intervention Specialist (ECIS-teacher)
- ◇ Speech Language Pathologists (SLP)
- ◇ Occupational Therapists (OT)
- ◇ Physical Therapists (PT)
- ◇ Teachers of the Deaf and Hard of Hearing
- ◇ Educational Audiologists
- ◇ **Vision Services**

### The Roles and Responsibilities of Itinerant Service Providers are :

- ◇ Utilize specialized instruction for children with a variety of needs
- ◇ Complete ongoing assessment and data collection of the student's progress toward targeted goals

### Roles and Responsibilities continued...

- ◇ Design Instructional Materials
- ◇ Create Interventions for home, community and school setting
- ◇ Collaborate with other therapists and educators regarding child specific needs
- ◇ Act as liaison for the district to family or other service providers
- ◇ Network with families and staff to secure additional resources available in the community
- ◇ Provide environmental modifications



### What are Itinerant Service Options?

- ◇ Itinerant Services may be delivered in the home setting, in a community-based preschool /childcare program, in a preschool general education classroom administered by a public school, or in a specialized therapy setting. The process to determine the best option for an Itinerant student begins with looking at the current setting the child is in and examining the supports and services needed for a successful education. The goal is for the child to be serviced in the most natural setting, or where the child would be if he/she were not receiving special education services, such as in a community preschool or at home.
- ◇ Research of Early Childhood Services and Programs indicate that children do best when provided ways to be exposed to the general education curriculum and same-age peers. Many times, the best route to provide these opportunities to preschool aged children is for them to attend a community preschool setting. Often, children who receive itinerant services do just as well as those enrolled in a specialized program.

## Itinerant Service Models

Itinerant services are provided in three ways:

- 1) **Consultative and Collaborative Model:** This model is highly recognized through research and by the Ohio Department of Education. This model allows the itinerant service providers to provide consultation and collaboration to the community preschool staff in order to best meet student needs. When successful consultation and collaboration is provided, those who are working with the child on a regular basis successfully support and intervene with student needs and also allow carry over of instruction and progress to different activities and environments across the school day.
- 2) **Direct Service:** Dependent upon student need, the direct service model is often implemented. This model allows for itinerant service providers to provide direct service within a small group or a 1:1 setting to intervene with students needs and work on IEP goals.
- 3) **Combination of Consultative/Collaboration and Direct Service:** Often, student needs require a combination of both of these models. Children often need direct service from itinerant service providers to target specific concerns, while adding in consultation and collaboration will further allow the child's individual needs to be met across the school day.

