

## **Time Management & Scheduling**

- Utilize smartphone technology, i.e., alarm, calendar, To-Do list
- Use electronic calendar tools
- Schedule observations and send out checklists in a timely manner
- Create a yearly calendar with important due process dates
- Create a daily to-do list
- Create a weekly schedule to reflect school visits, times, and related activities. Be flexible, but also self-advocate with regard to your availability
- Request a quiet area at your schools where you can work on student evaluations, take/answer phone calls, send emails, etc.
- Request access to local building/district sped forms, IEPs, etc.
- Identify your own personal energy/peak performance time, and schedule your day accordingly.
- Keeping accurate log- take time at end of day to track calendar
- Use tablet apps that help with organization and time management
- Division of labor – enlist others to help gather information ('work smarter, not harder')
- Bad roads? Have plan B – always have a communication plan for weather-related variables
- Call office prior to arriving to confirm student attendance if you know the student in question may not be there
- Piggyback onto special education meetings prior to school day start time
- Know when and how to prioritize; move things up when issues become urgent, or reschedule as necessary when time constraints occur
- Understand other team member roles/responsibilities, and share/explain your role and responsibilities. If misconceptions, clarify as needed
- If feasible, extend time in a school to provide more indepth services and spend less time driving
- Explore the option of itinerant parking spaces with school administration, allowing better utilization of your time
- Other:

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## Organization

- Work with teams to streamline reevaluations without impacting intent or content
- Type observations in tablet in 'real time' or immediately after observation, and electronically store and/or email to case manager
- Set up student observations in advance and enter into electronic schedule
- Provide an electronic and/or paper folder for each student on your caseload, to store such items as general student information, schedule, IEP, test protocols, etc.
- Provide a folder for each school (building procedures & protocols, staff directory, building map, etc.)
- Maintain an electronic communication log and calendar; document due process timeline requirements (IEP meetings, reevaluations, etc.)
- Create a daily activity log to keep track of your service time
- When working on calendar, look at week and month ahead
- Send out emails to set up meetings or follow up with teacher(s); document responses
- Keep an electronic folder/notebook/log for each building or student
- Utilize electronic fillable checklists
- Make connections with students and then email case manager with follow-up report or comments
- Email student to schedule a time to meet
- Identify the best way to be contacted when working with other staff (cell, email, office phone, etc.)
- Evaluate options for electronic storage (Google Inktopad, Dropbox, etc.)
- Schedule office time to allow an opportunity to respond to phone calls, email, writing evaluations, etc.
- Build in time to connect with and meet other colleagues (such as other P/HD teachers) to exchange ideas & resources
- Other:

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## Verbal Communication

- Note teacher prep times & schedule visits when most convenient for *them*
- Share your schedule & availability in advance; increase awareness/share schedule constraints that are a reality for itinerant teachers (serving multiple buildings or districts, travel time, etc.)
- Work closely with the case manager to assure that you will be remembered/invited to meetings
- Use follow-up emails to stay connected, receive updates, etc.
- Use email/phone/in-house communication with teachers and parents
- Alert staff in advance when you are coming to the school
- Communicate evaluation results with the team before the meeting so there are no surprises
- Schedule time to collaborate with team members and other related or itinerant service staff; set time and date to connect beyond email, be specific and don't settle for "anytime"
- When scheduling meetings, use online tools such as Meeting Wizard or Doodle to identify optimal meeting times for everyone.
- Make a point of checking in with the special education lead staff or case manager when in the building; or drop a note or email in their box if they are not available
- Be prepared to share information with others about your role- particularly at the beginning of the school year or at an annual IEP meeting (brochure)
- Provide positive feedback to the team after complex or difficult meetings
- Skype with possible home-based – be careful with permission
- In meetings, clarify and restate questions/comments as needed
- Nurture relationships in each of your buildings; identify a key point person
- Maintain logs to document conversations; save important emails
- Know when to summarize and when to be specific
- Develop communication plan with case managers
- Do not look at your cell phone (checking for emails, looking at schedule, etc.) while talking to others!
- Other:

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## **Written Communication and Record Keeping**

- Develop a consistent system of electronic record keeping for the purpose of documenting due process timelines, student observations, notes, and communications with other team members (including the student and family)
- Consider using an Excel spreadsheet for certain due process documentation needs
- Use an electronic application for student contact documentation
- Follow data privacy guidelines when communicating with other team members in written or verbal form
- Save important emails for future reference
- Stay focused on student strengths and share with team members, the student and the family
- Use chart to track type and amount of service minutes provided to students
- Email disability information sheet, IEP at a Glance, and P/HD teacher role to team at beginning of the school year
- Put IEP at a glance, staff card, disability info sheet in folder and give to teacher in the fall; collect at end of school year and update as needed for next teacher
- Use Outlook features to schedule and notify others of meetings
- Use tablets/apps for a variety of purposes: Put PDFs into iBooks, then send to teacher via email; organizational apps, production apps, etc.
- Utilize car-folders for travel storage/access
- Use Google Forms to create checklists
- Use electronic note-taking (e-pen) for meeting notes
- Convert all checklists into electronic fillable forms
- Utilize notebooks, post it notes, clip board
- Create a weekly contacts grid
- Use an organizer or Tote
- Other:

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## **Collaborative Teaming**

- Prioritize needs
- Share calendars/schedules
- Practice active (intentional) listening: clarify, identify and understand that team members need to be heard (and often have different perspectives)
- Communicate with staff and/or families prior to meetings to enhance collaboration and mutual understanding of presenting issues
- Know when to drive to site versus connecting electronically (email/phone/Facetime, video-conferencing, etc.)
- Use Google Docs, Dropbox, Wiki or other similar shareware
- Smart pen/live scribe with my script to record meetings and share notes
- Join PLC teams to collaborate on goal-related projects
- Schedule informal meetings 4-6 times a year for students that have larger teams
- Object/sign/laminated note to put on secretary's desk so staff know when you are in building or where to reach you
- Provide team members with information about the student's medical condition or disability
- Give local school administration a 'heads up' about sensitive or complex situations
- Seek to understand other perspectives when engaging in planning and discussion
- Other:

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## **Establishing Rapport**

- Use email to and share information about student; follow up as needed
- Try to get back to others in timely manner via phone/email
- Share description of P/HD role and job description
- Share P/HD brochure, especially with new teams
- Be personable and a good listener
- If possible, introduce yourself to staff and parents before a formal meeting
- Validate shared concerns voiced by families and other educators
- Show up on time and follow through
- Be authentic
- Other:

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## **15 Top Qualities of an Effective Low Incidence Consultant**

- Demonstrates flexibility & willingness to collaborate with others
- Knows when to lead and when to listen
- Demonstrate effective organizational & time management skills
- Stays connected and up-to-date with professional networks
- Demonstrates effective communication skills
- Brings something to the table
- Knows history/background issues before going to meeting
- Speaks in an articulate manner, has solid writing skills
- Can restate information in understandable terms
- Relates to other perspectives
- Demonstrates good listening skills
- Shows empathy and understanding
- Demonstrates dependability
- Is knowledgeable and prepared to share expertise
- Keeps up-to-date with current research-based practices