Early Childhood Inclusion and PDG

Arizona Department of Education Early Childhood Unit

February 14, 2018 COP

PDG and the Inclusion Scope of Work

- Inclusion Focused Goals:

- The program participates in the HNC's system-building to improve outcomes for children with special needs.

- By PDG Year 4 the makeup of each classroom at least 10% of the class makeup is children with disabilities.

Our goal today:

Brainstorm together the steps we might need to take to meet the PDG inclusion requirement

Most recent Dear Colleague Letter on Preschool Least Restrictive Environments from OSEP

- Reiterates the LRE requirements

- Describes placement options and decision making

- Reviews data reporting

- Describes use of funds

https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

January 9, 2017

Dear Colleague:

We are writing to reaffirm the position of the U.S. Department of Education (ED or Department) that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations. Over the last few years, States and communities have made progress in expanding early learning opportunities for young children, with all but four States investing in free public preschool programs.[1] The Federal government, while aligning with the movement of States, has led several efforts to increase access to and the quality of early childhood programs, such as the Preschool Development Grants and expansion of Head Start. States have focused on improving the quality of early learning programs, including the development of early learning program standards and incorporating these into Quality Rating and Improvement Systems (QRIS).[2]

What is a regular early childhood program?

A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children who do not have IEPs) and that may include, but is not limited to:

- Head Start;
- Kindergartens;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Private kindergartens or preschools; and
- Group child development centers or child care
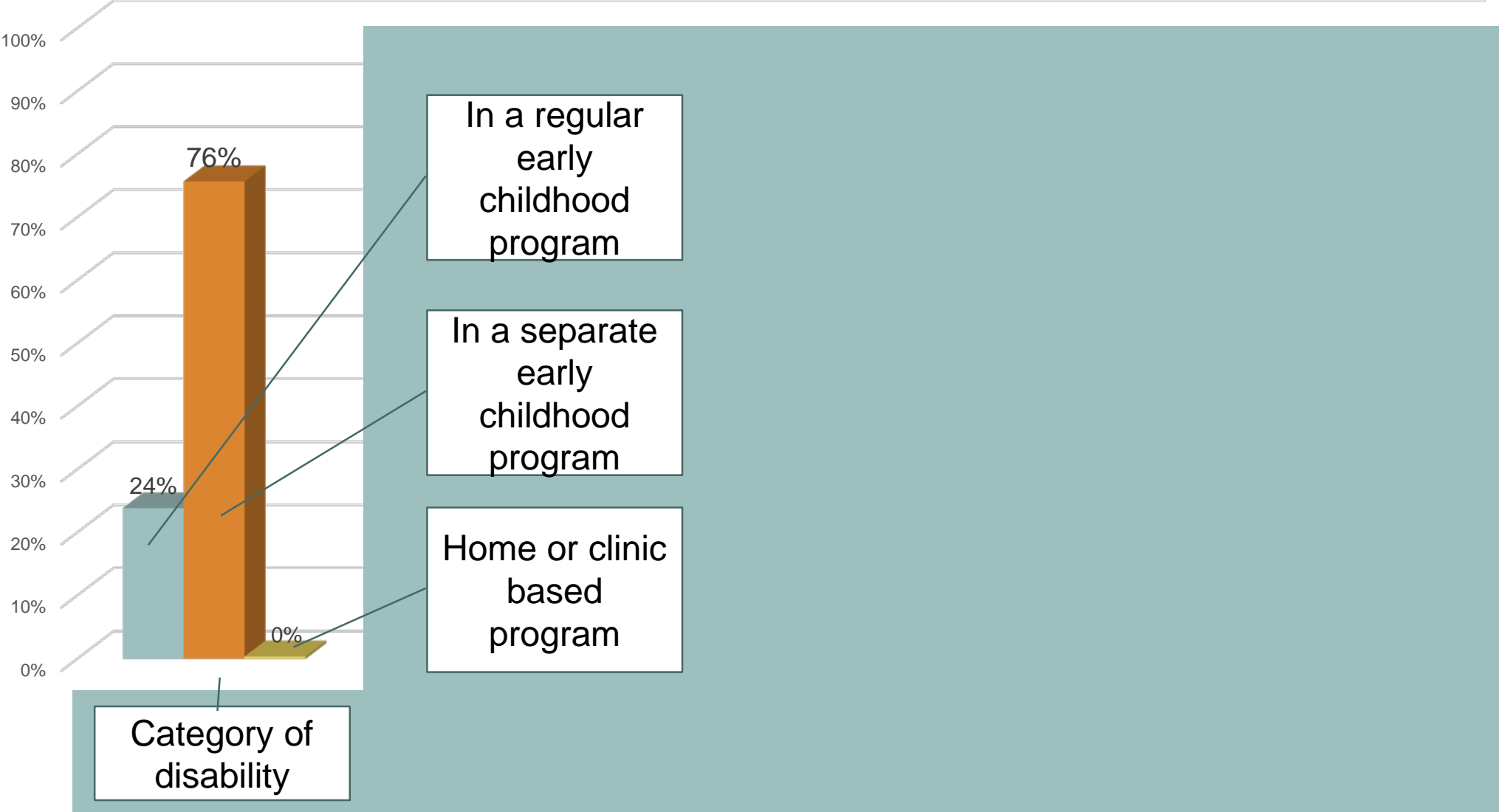- PDG programs!

Preschool Disability Category Information 2016-17

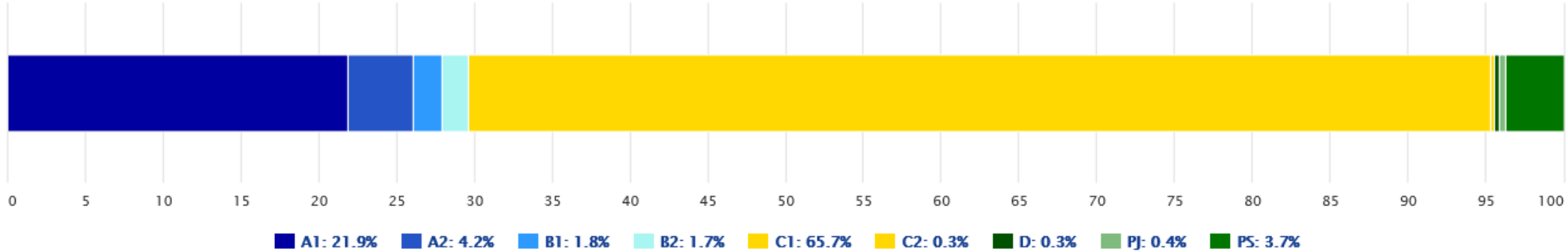| Developmental Disability 3863 children	Hearing Impairment 93 children	Preschool Severe Delay 1927 children	Speech Language Impairment 3624 children	Visual Impairment 87 children
Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's lifetime.[1] Performance on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas: (a) Cognitive development. (b) Physical development. (c) Communication development. (d) Social or emotional development. (e) Adaptive development.	Hearing impairment means a loss of hearing acuity, as determined by evaluation, that interferes with the child's performance in the educational environment and requires the provision of special education and related services	Performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas: (a) Cognitive development. (b) Physical development. (c) Communication development. (d) Social or emotional development. (e) Adaptive development.	Performance on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child.	Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

% of Children with Disabilities by Eligibility and Setting 10/1/16

In a regular early childhood program

In a separate early childhood program

Home or clinic based program

Category of disability

76%

24%

0%

State - All Districts

■ A1: 21.9% ■ A2: 4.2% ■ B1: 1.8% ■ B2: 1.7% ■ C1: 65.7% ■ C2: 0.3% ■ D: 0.3% ■ PJ: 0.4% ■ PS: 3.7%

AZDASH

What does the data say?

State Code	Fed Code	Fed Description
PA1	A1	Attending REG ECE Program at least 10HR/WK Majority in REG EC Program
PA2	A2	Attending REG ECE Program at least 10HR/WK Majority in Other LOC
PB1	B1	Attending REG ECE Program < 10HR/WK Majority in REG EC Program
PB2	B2	Attending REG ECE Program < 10HR/WK Majority in Other LOC
PD	C1	Attending SPED PROG, SEPARATE SPED CLASS
PE	C2	ATTENDING SPED PROG, SEPARATE SCHOOL
PG	C3	ATTENDING SPED PROG, RESIDENTIAL FACILITY
PH1	D1	ATTENDING NEITHER ECE PROG NOR SPED PROG MAJORITY AT HOME AT LEAST 360 MIN
PH2	D1	ATTENDING NEITHER ECE PROG NOR SPED PROG MAJORITY AT HOME LESS THAN 360 MINUTES
PJ	D2	ATTENDING NEITHER ECE PROG NOR SPED PROG MAJORITY AT SVC PROVIDER LOC OR OTHER LOC NOT SPECIFIED IN ANY OTHER CATEGORY (parentally placed private school)
PS	D2	ATTENDING NEITHER ECE PROG NOR SPED PROG MAJORITY AT SVC PROVIDER LOC OR OTHER LOC NOT SPECIFIED IN ANY OTHER CATEGORY

Children with and without disabilities benefit from opportunities to learn alongside each other...

- The defining features of inclusion that can be used to identify high quality early childhood programs and services are:

- **access,**

- **participation, and**

- **supports**

- Review the definition of each of these to help form a common awareness in the Joint Position Statement by DEC and NAEYC
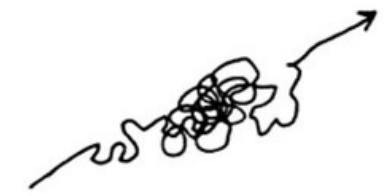
How do we begin to create inclusive programming?

LRE to Reality

Success   Success

what people think it looks like   what it really looks like

The Special Education Process:

- Identification
- Evaluation
- Eligibility
- IEP Development:

    - Present Levels and Goals
    - Supports and Services
    - Placement

What not to do

Decisions must be based on individual needs as stated in the IEP, not on—

- the child's disabling condition or label (such as placement in a special class for students with intellectual disabilities just because a child has a cognitive impairment);
- disability program categories (placement in an particular program for students with learning disabilities (LD) just because a child needs LD services);
- the location of staff;
- the funds that are available; or
- the convenience of the school district.

Question To Consider

- What barriers prevent children from being in a regular ECE Setting?

- How do we invite teams to place children with disabilities into (our) inclusive settings?

- What services would be necessary?

- What supports are necessary?

Inclusion Action Plan

PRESCHOOL INCLUSION ACTION PLANNING FORM

Date _____

Objective _____

Team/Work Group Members _____

_____

Strategy/Action	Who	Resources Needed	Timeline	Outcome/Status/Date Completed

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- What is our current situation?

- What is our goal?

- What strategies might we use to overcome any barriers?

- Work in small groups within your region to develop 3-4 action steps your program might need to take.

ADE ECE & Inclusion

Inclusion and Least Restrictive Environment

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Resources

▼ Task Force for Inclusion

The Arizona Department of Education Early Childhood unit (ADE ECE) began work on the development of the Task Force for Inclusion in January of 2016. The Task Force was created and is made up of a partnership of educators, administrators, practitioners and families from across our state. The task force is committed to raising awareness at a statewide level about the value of inclusion by working collaboratively to share research and inform practice. The group is committed to increasing the number of children who access services to and within high quality inclusive environments. The Task Force is utilizing the Leading by Convening model for the structure of the community of practice and following implementation science as the core mechanism for moving the group from theory to practice. The core group is led by ECE Program Specialist, Millie Archer, with support by ECE Director, Lori Masseur; ECE Administrative Assistant, Heather Drinovsky; and EC Special Education Director, Suzanne Perry.

Dear Colleague Letter Preschool LRE 1-10-17

NAEYC/DEC position Statement

Division for Early Childhood (DEC) Recommended Practices

Mission

The Arizona Early Childhood Task Force on Inclusion exist to advance a common understanding of what inclusion is and to increase inclusive practices through the sharing of resources, research, and working collaboratively to identify barriers and establish goals to inform practice change.