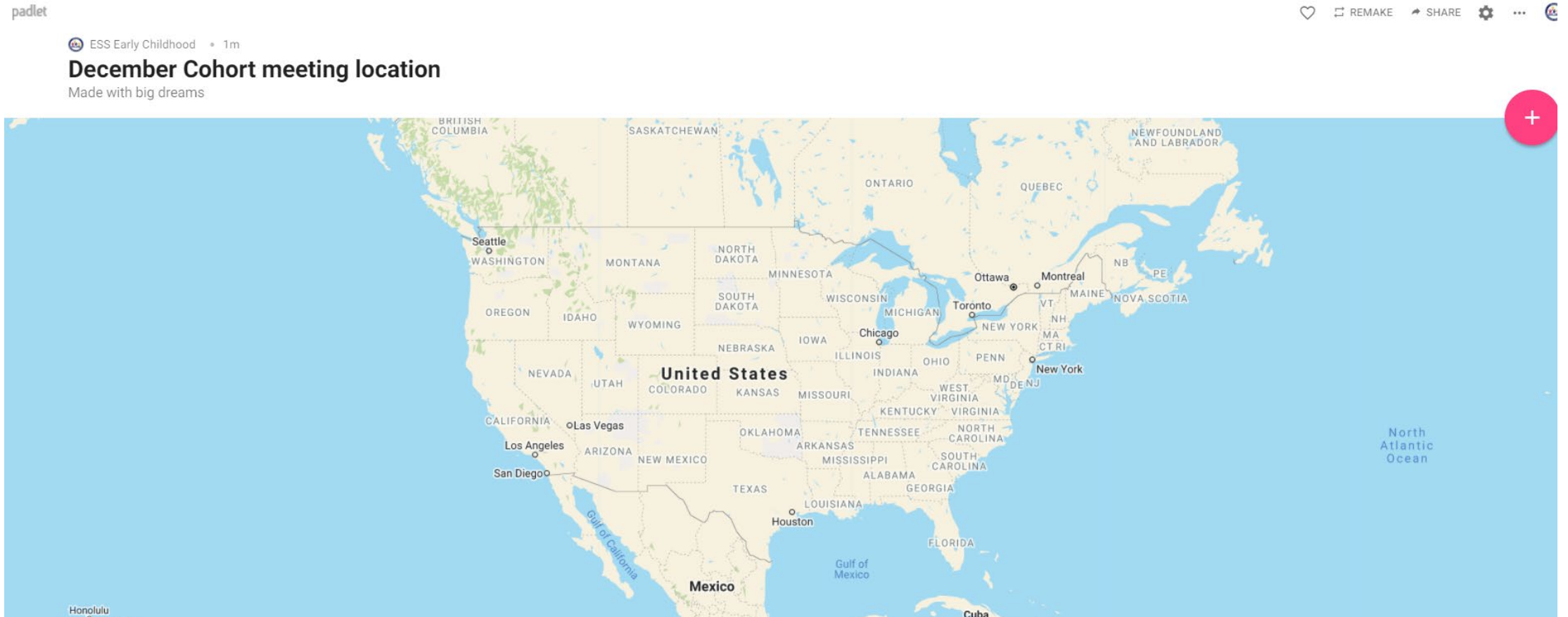




# Arizona Winter 2021 Regional Cohort Meeting Preschool Environments

December 6-10, 2021

# Welcome! Tell Us Where You Are!



# Preschool Environments

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## **General Purpose of Cohort Meetings**

- To create a place where Early Childhood Special Education Specialists can hear the successes and challenges happening in the field, a place to collaborate with other agencies and districts to celebrate those successes, and problem solve through those challenges, and a place to work together to improve outcomes for preschool children with disabilities





# Meeting Goals for Attendees

- Believe your district too can have an inclusive environment
- Understand that partnerships are foundational to inclusive settings
- Engage in high quality discussions to plan next steps
- Make a list of two children to move and/or keep in the class
- Know that the PSM, ECE and ECSE Specialists are a resource (and can support through action planning, understanding requirements, professional development)





# Agenda

- **Preschool Environments**
  - Data
  - IDEA Regulations around LRE
  - Decision Making Tools
- **Inclusion Models**
  - Logistics, Funding, Staffing
- **Collaborative Discussion**
  - Breakout Rooms with Colleagues on the same path
- **Inclusion Task Force Campaign**
  - Simple Activities to increase inclusion now

# IDEA Regulations

The Least Restrictive Environment (LRE) requirements in the IDEA federal regulations for children with disabilities are, (in short):

- To be educated with children who are non-disabled
- Only be removed from general education setting when the nature or severity of the disability...cannot be achieved satisfactorily
- Offered a continuum of placement options by School District
- Educated in the school they would attend if non-disabled

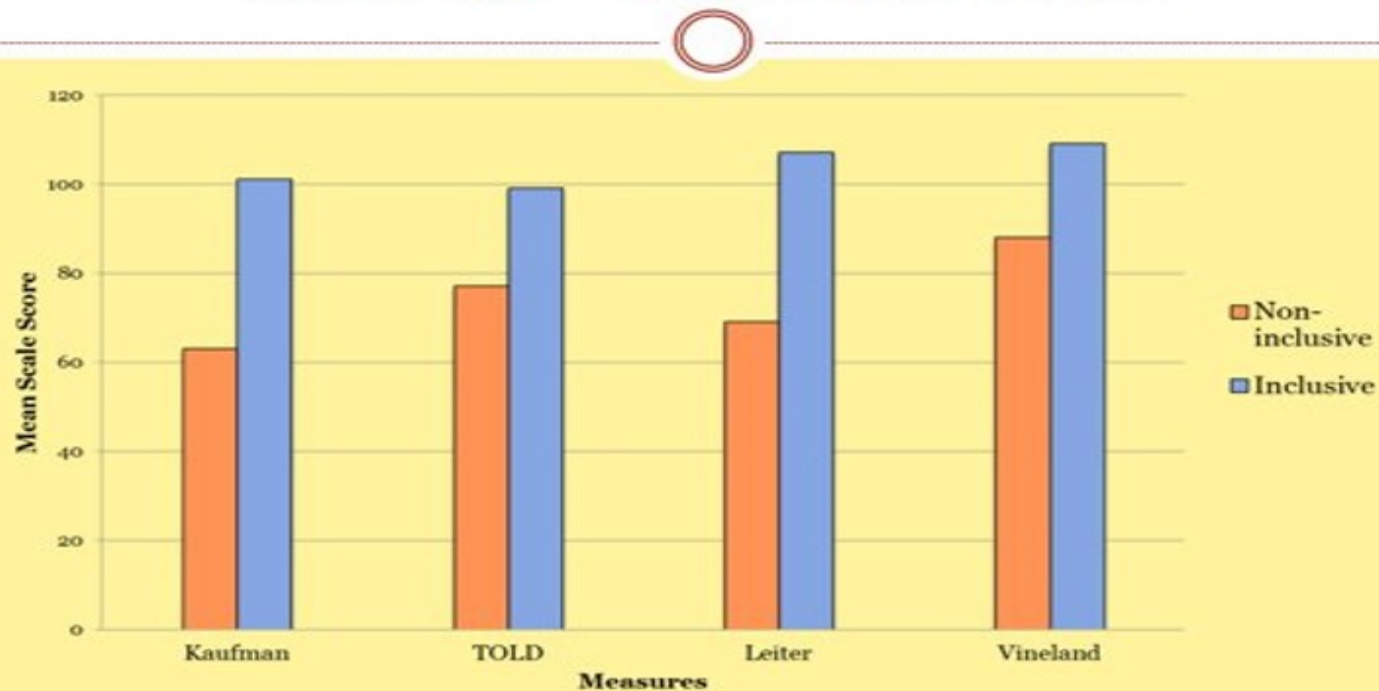
## Sec. 300.114 - 116 LRE requirements

- <https://sites.ed.gov/idea/regs/b/b/300.114>



# Positive Long-Term Outcomes Correlated to Inclusive Preschool Environments

## End of 3<sup>rd</sup> Grade Outcomes



“On such measures as the Kaufman, the TOLD, Leiter and Vineland, measures of children in inclusive settings vs non-inclusive settings demonstrate that high quality inclusive settings are the only environments with data consistently supporting children’s superior learning AND non-inclusive environments have been shown to negatively impact children’s learning.”

Dr. Phil Strain, U.C. Denver,  
OSEP Leadership Conference, 2019

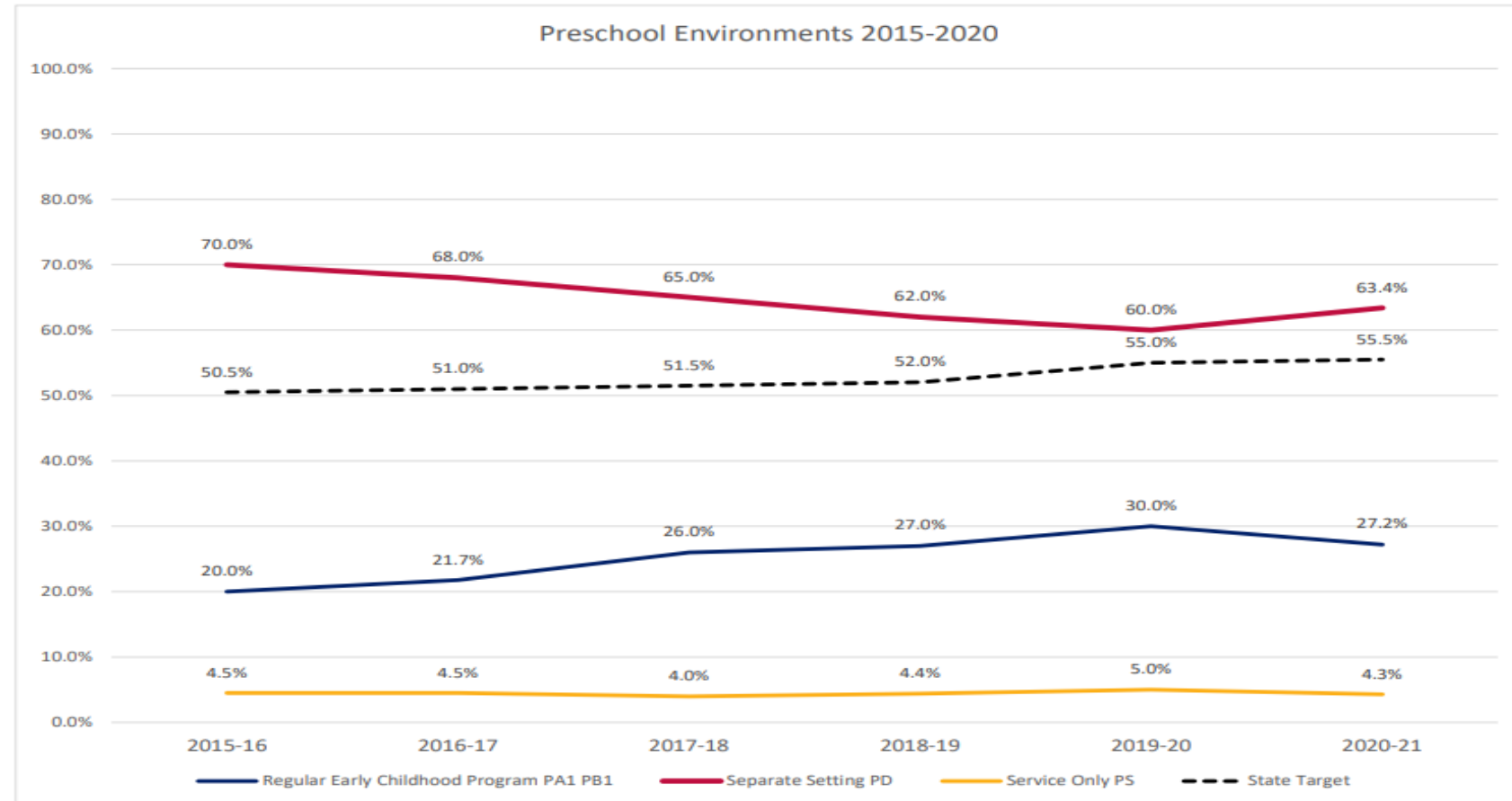


# Preschool Environments (Least Restrictive Environment) in Arizona



## Preschool Environments

- 63.4% Percentage in Special Education Setting (Self-Contained Programs)
- 27.2% Percentage of children in Regular Early Childhood Programs (RECP)
- 4.3% Percentage not in a program (Service Only Programs)





# Target Setting for 2021 to 2026

Asking for Feedback on  
State Preschool  
Environments Goals

## Indicator 6 Survey for FFY2020

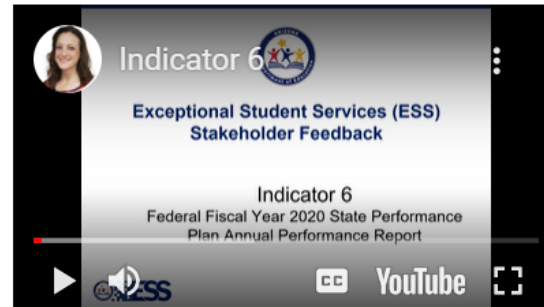
Indicator 6 measures the percentage of children ages 3, 4 and 5 who are enrolled in a preschool program.

Please watch the video and complete this survey by December 31, 2021.

 ohsuziq2008@gmail.com (not shared) [Switch account](#)



\* Required



Select your primary role (select one) \*

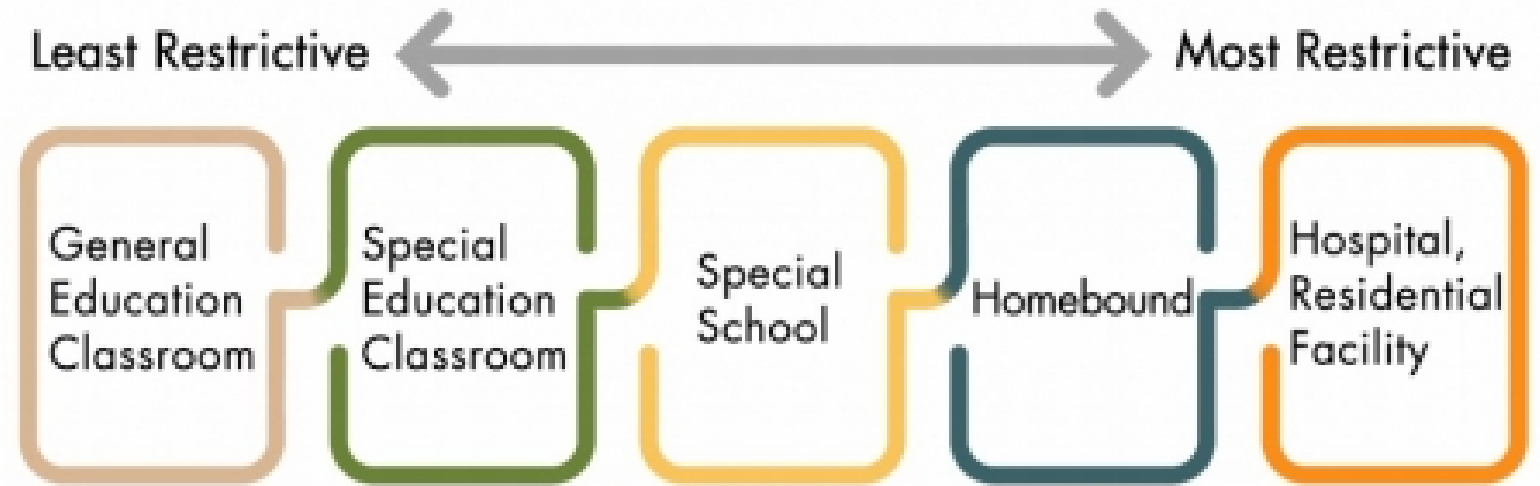
- ☐ Parent/Guardian
- ☐ Individual with a disability
- ☐ General education professional

Save Survey  
Links and Take a  
Short Break



9:55

Does a continuum of placement options exist?



- Are placements made on an individual basis?
- How are families made aware of the continuum of placements in your district?
- Are families' full participants in the placement decision?

# Team Decisions for Preschool Special Education Services Guiding Questions

- Tool published by the Early Childhood Technical Assistance Center (ECTA) to be used during IEP meetings to guide team decisions
- What data/information would be needed and who would need to be present to answer the questions in each section?
  1. Child considerations
  2. Family Considerations
  3. Curricular considerations
  4. Support considerations



**ECTA Center**  
The Early Childhood Technical Assistance Center

**Team Decisions**  
for Preschool Special Education Services  
**Guiding Questions**

These questions are intended to assist IEP team discussions, as appropriate. This is not a required document nor is it necessary to document IEP discussions using this form, though teams may if they wish.

Facilitator's Name: \_\_\_\_\_ Date: \_\_\_\_\_

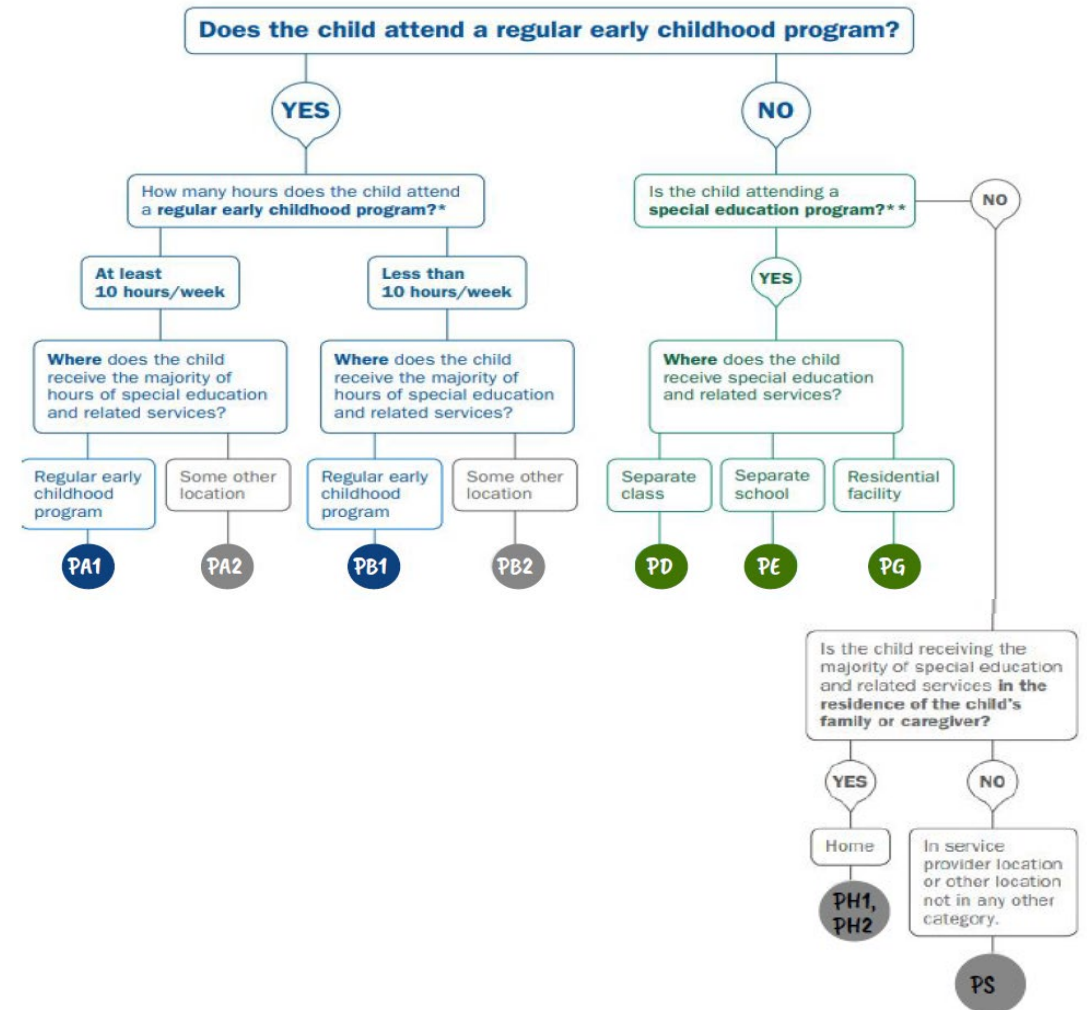
Session Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# LRE Decisions Flow Chart

Does the child attend a Regular Early Childhood Program?

- Head Start
- Kindergarten
- District Preschool
- Private Kindergartens/Preschool
- Group Childcare Center



# Indicator 6

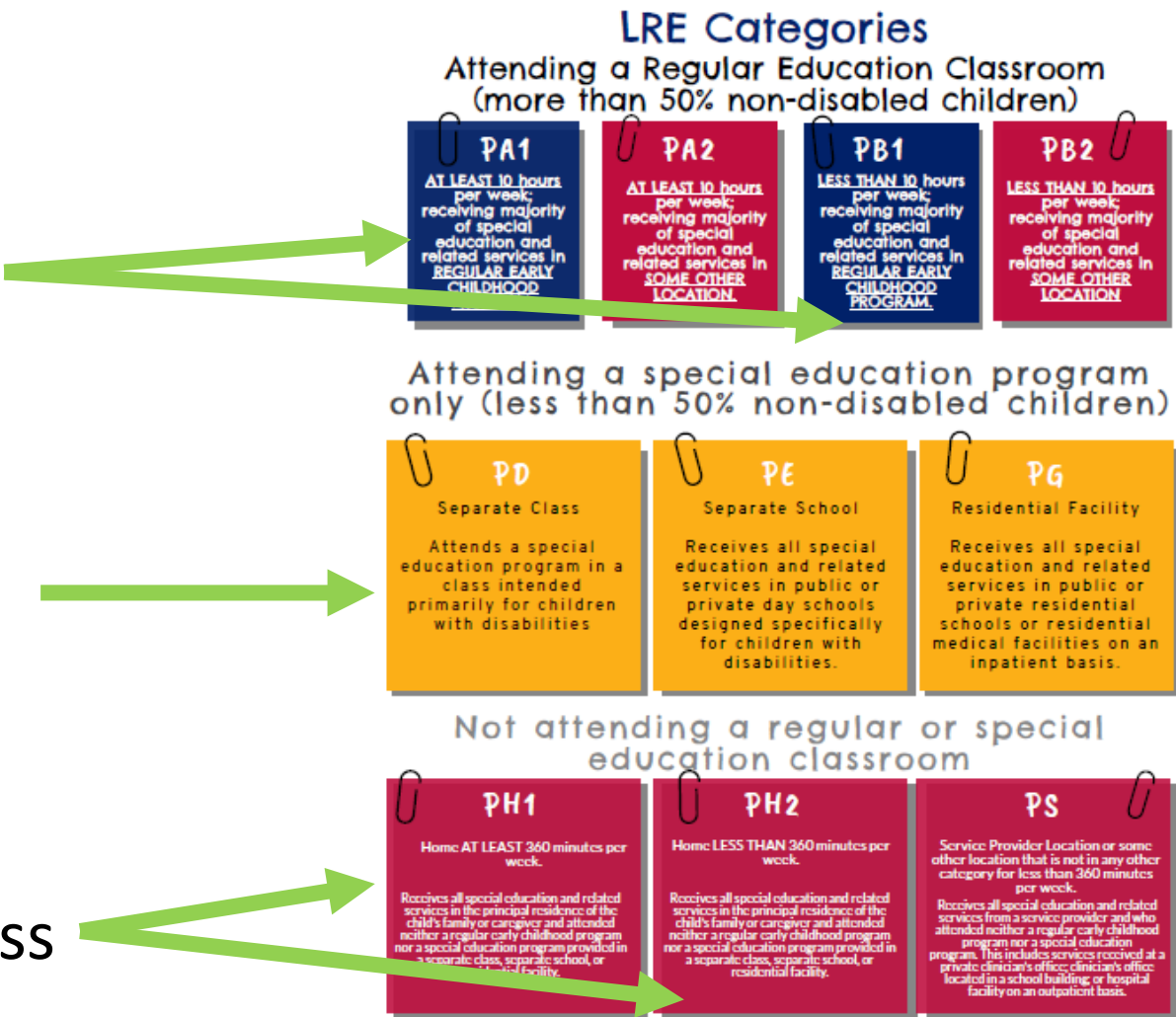
## Least Restrictive Environment



Included in the Regular Early Childhood Program Data Set

Included in Separate Settings (all three)

Not attending program or class



# MORE QUESTIONS?

## Office Hours

- Specific Technical Assistance for District Needs
- Coaching Support for Teaching Strategies GOLD
- Targeted Professional Development for issues pertaining to Indicators, 6, 7, and 12



<u>SPECIALIST</u>	<u>OFFICE HOURS</u>
Erika Argueta	Wed 1:00-2:00PM
Elizabeth Hamilton	Mon & Wed 3:00-4:00PM
Tami Philips	Wed 4:00-5:00PM
Lenka Studnicka	Tue & Thurs 3:00-4:00PM
Lisa Wallman	Thurs 3:00-4:00PM



# Inclusion Landscape in AZ- Inclusive Preschool Programs

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- Insert Video



# Arizona Preschool Inclusion Campaign

- Joint initiative with ADE-Early Childhood Special Education Unit and the Arizona Preschool Inclusion Task Force
- Working on plans for implementation
- Identifying resources needed for roll out



# “Just Keep Them in the Class”

*If we stopped pulling children out of the Regular Early Childhood Program to provide their special education services, we would change our RECP LRE data from 27.2% to 31.7%*





## “Just Move 2 Kids”

*If every district that serves children with disabilities (103 that have kids in RECP's) in Arizona determined that the LRE was a Regular Early Childhood Setting for just two more of their kids, were able to place them into a regular early childhood program, and provide the special education services in that program, that would improve children's outcomes tremendously!*

*And we would move from 27.2% to 29.7% in the RECP.*

# Preschool Environments (LRE)

Made with the strength to succeed

## IDEA Regulations

### Sec. 300.114 LRE requirements



Sec. 300.114 LRE requirements - Individuals with Disabilities Education Act

<https://sites.ed.gov/idea/regs/b/b/300.114>

### Dear Colleague Letter (Jan 9, 2017) U. S. Dept of Ed OSEP



January 9, 2017

Dear Colleague:

We are writing to reaffirm the position of the U.S. Department of Education (ED) on requirements that all young children with disabilities should have access to inclusive high-quality early childhood programs when they are provided with individualized and appropriate supports to enable them to meet high expectations. From the first year, States and communities have made progress in expanding early learning opportunities for young children, with all the best States moving to high-quality preschool programs. 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.

## ECTA Resources

### Determining LRE Placements for Preschool Children with Disabilities: Reference Points and Discussion Prompts



PDF

determining-lre-placements

<https://ectacenter.org/~pdfs/topics/inclusion/determining-lre-placements.pdf> The 10 page document offer 14 reference points, sources and a discussion prompt

### Team Decisions for

## LRE Decisions

### Information Brief Least Restrictive Environment



Note: The information included in this document provides a broad understanding of such basic concepts as individual education programs (IEPs), IEP teams, and instructional accommodations, among others. Readers who require a primer on these topics will find many informative resources on the IRIS Center's website. <https://iris.peabody.vanderbilt.edu/>

Introduction to LRE

Least restrictive environment (LRE) is a guiding principle in the Individuals with Disabilities Education Act (IDEA). LRE plays a critical role in determining not only where a student will spend his time in school but also how special education services are provided. Specifically, the LRE requirement states that:

Students with disabilities receive their education alongside their peers without disabilities to the maximum extent appropriate.

Students should not be removed from the general education classroom unless hearing cannot be met even with the use of supplementary aids and services.

Not on a case-by-case basis during the development of a student's individualized education program (IEP) team—a multidisciplinary group of professionals and the student, if appropriate, discuss what individualized programs of instruction and related services (also referred to as accommodations) are needed.

PDF

IRIS Least Restrictive Environment InfoBrief 092519

[https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_info\\_briefs/IRIS\\_Least\\_Restrictive\\_Environment\\_InfoBrief\\_092519.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf)

### Fillable Continuum\_LRE



## Indicator 6

### Preschool Environments- Indicator 6

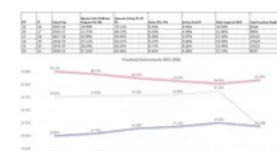


azed.gov

Preschool Environments- Indicator 6

<https://www.azed.gov/specialeducation/preschool-environments-indicator-6>

### Chart and Table of Preschool Environments 2015-2020



## Campaign



### Inclusive Practices Toolkit



Inclusive Practices Toolkit

## Professional Development

### Early Childhood Inclusion Webinar

#### Early Childhood Inclusion

Implementing State Recommendations from Federal Policy Statement on Inclusion of Children with Disabilities in Early Childhood Program



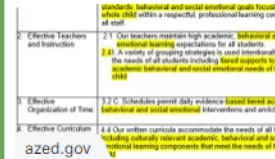
Early Childhood Inclusion Webinar

The State Recommendations for high quality inclusion programs are provided in the Inclusion Policy Statement and address how States can begin to partner to build a culture of inclusion.

Representatives from the States of Maryland, Vermont and Massachusetts will discuss the implementation of high quality inclusion programs in their States.

## MTSS

### Multi-Tiered System of Support (MTSS)



Welcome to Multi-Tiered System of Support (MTSS)

### Multi-Tiered Systems of Support for Young Children Driving Change in Early Education

Multi-Tiered Systems of Support for Young Children: Driving Change in Early Education

Presented by:

Judy Carta & Robin Miller Young

University of Kansas Northern Illinois University

PDF

<https://exceptionalstudent.padlet.org/esearlychildhood/ytob2teb87gpe98s>