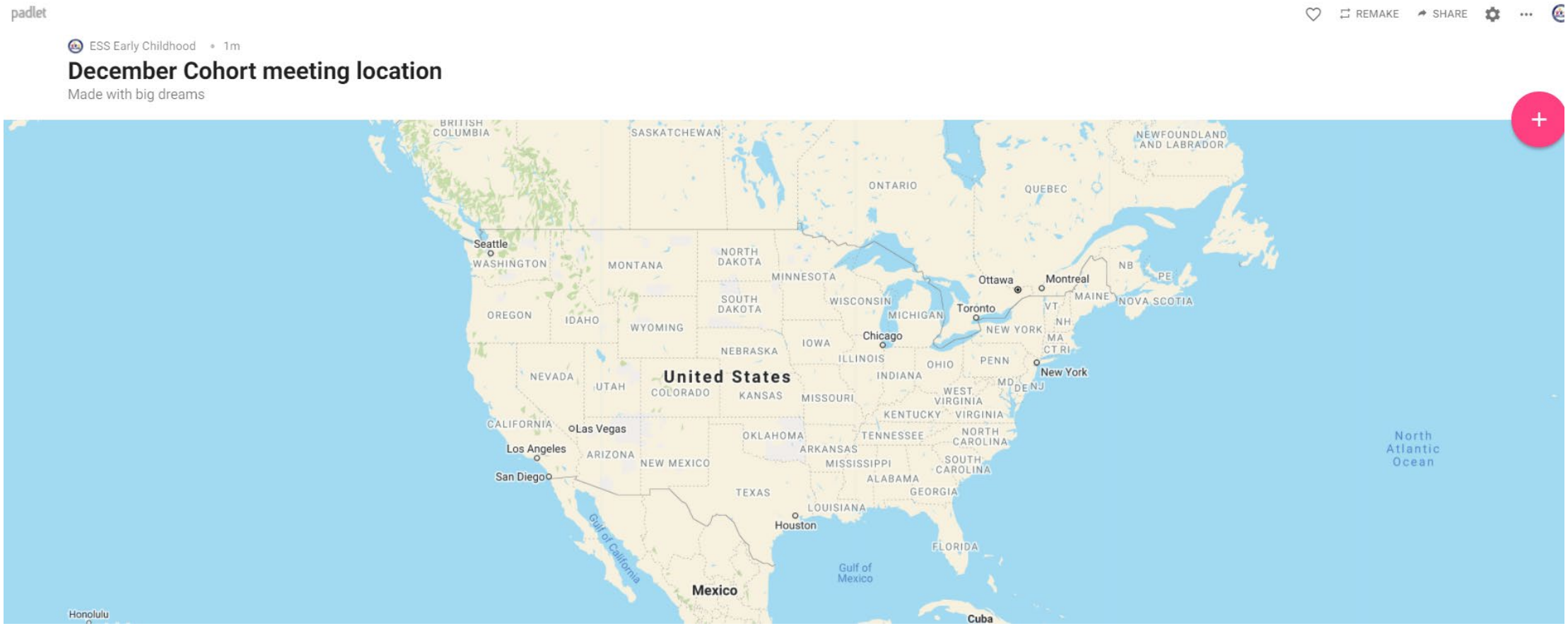
Arizona Winter 2021 Regional Cohort Meeting
Preschool Environments

December 6-10, 2021

Early Childhood Special Education
Exceptional Student Services

Welcome! Tell Us Where You Are!



Preschool Environments

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

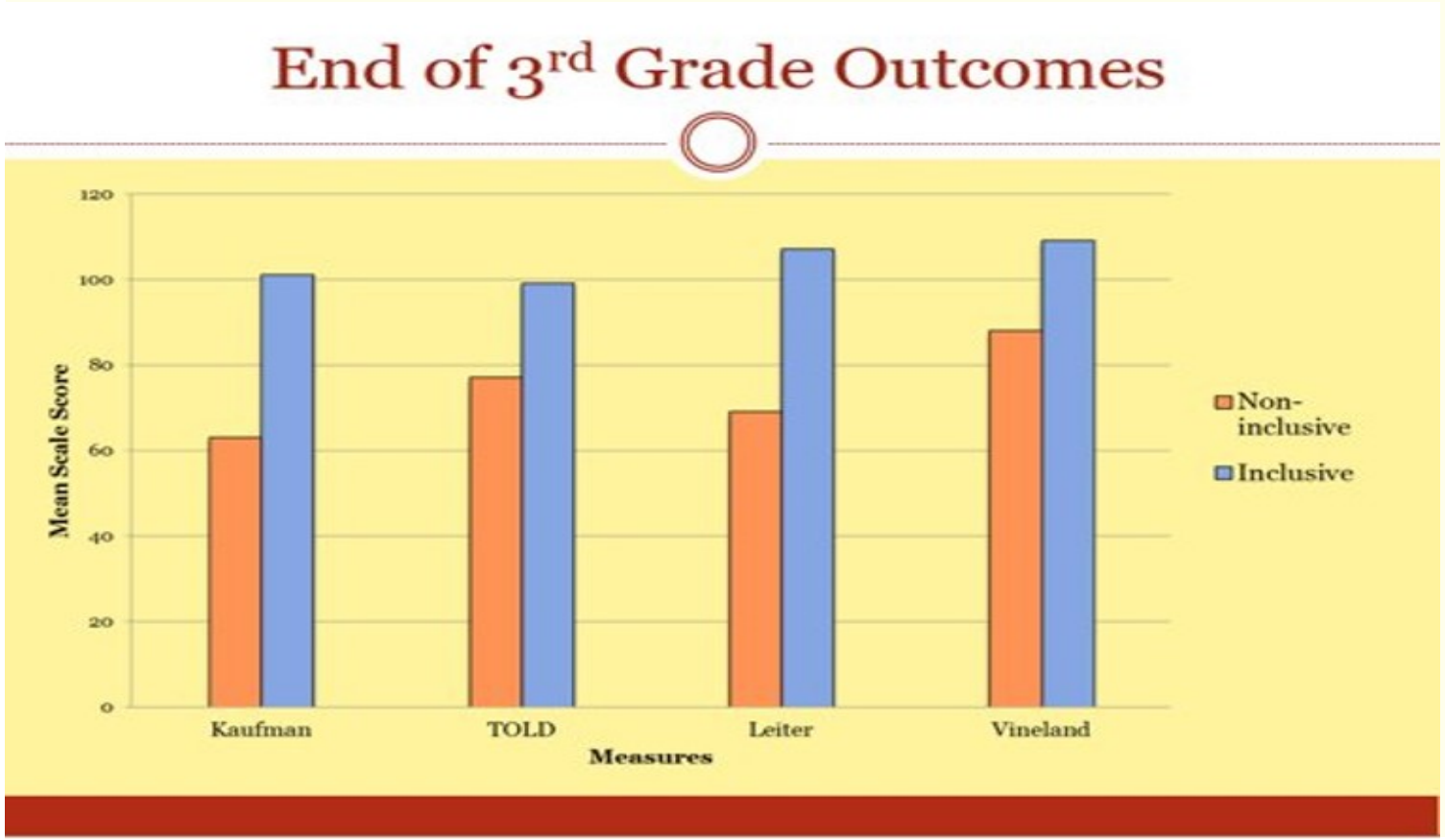
The Least Restrictive Environment (LRE) requirements in the IDEA federal regulations for children with disabilities are, (in short):

- 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



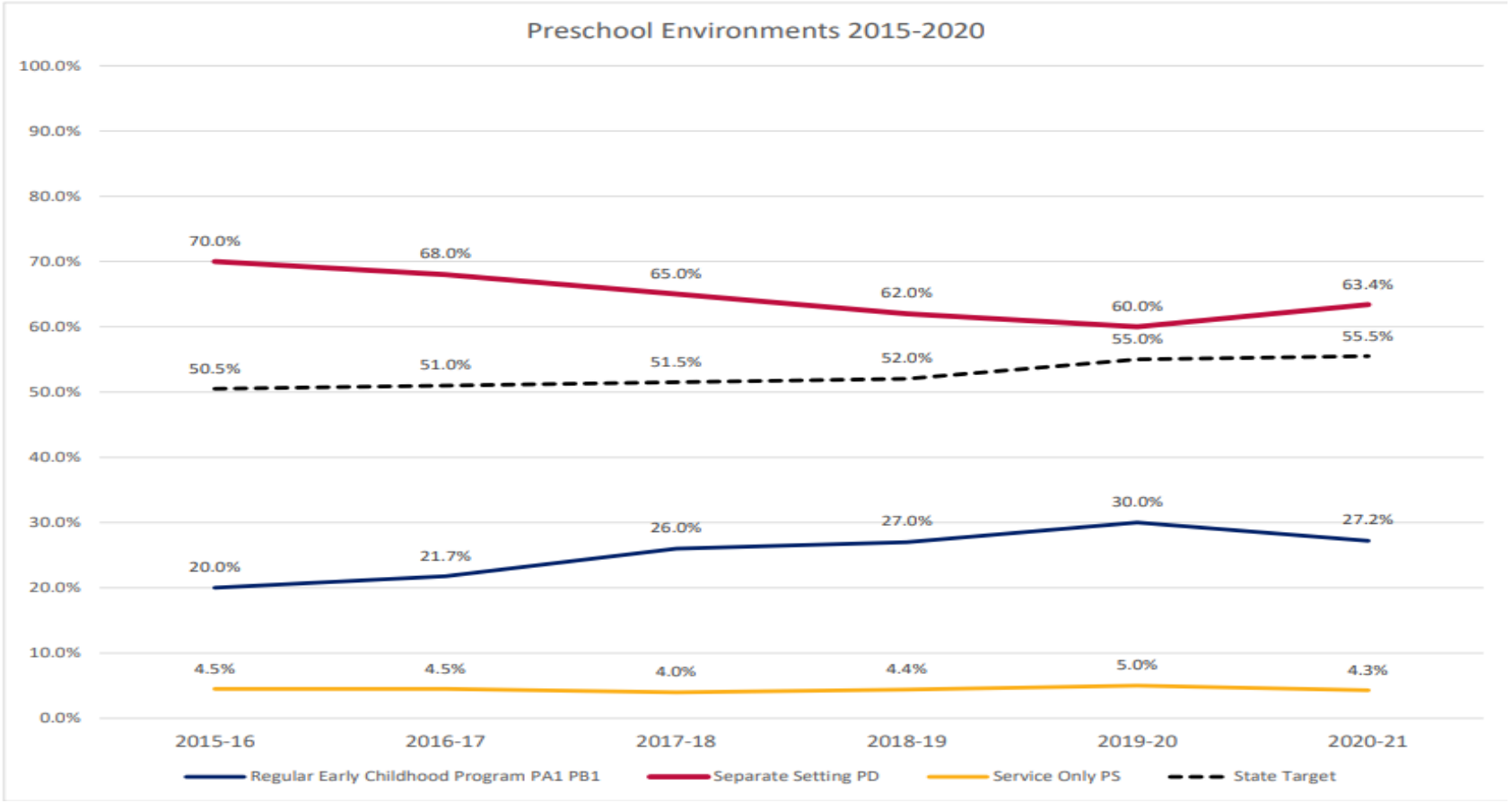
"On such measures as the Kaufman, the TOLD, Leiter and Vineland, measures of children in inclusive settings vs non-inclusive settings demonstrate that high quality inclusive settings are the only environments with data consistently supporting children's superior learning AND non-inclusive environments 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

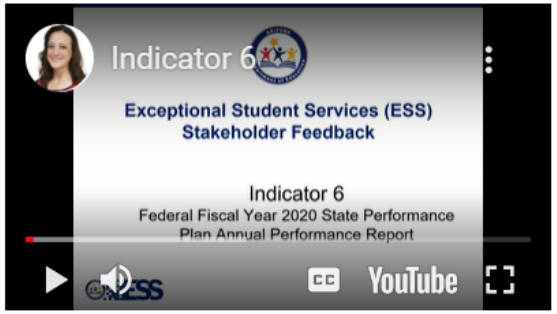
Asking for Feedback on State Preschool Environments Goals

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

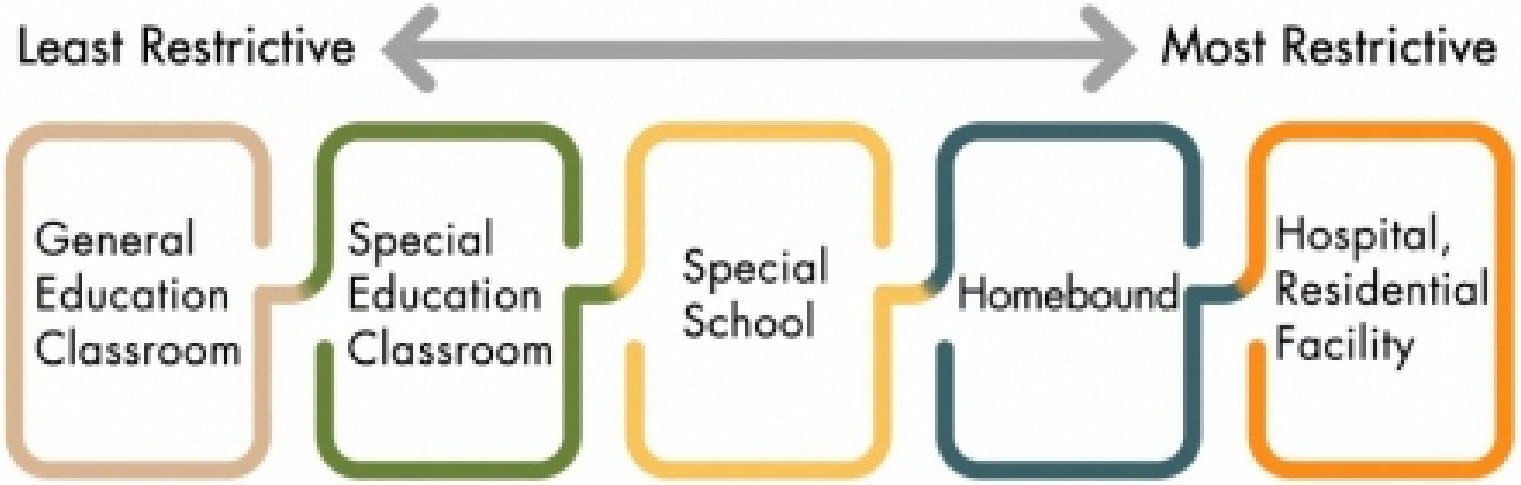


Select your primary role (select one) *

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

Save Survey Links and Take a Short Break

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
nor is it necessary to document IEP discussions using this form, though teams may if they wish.

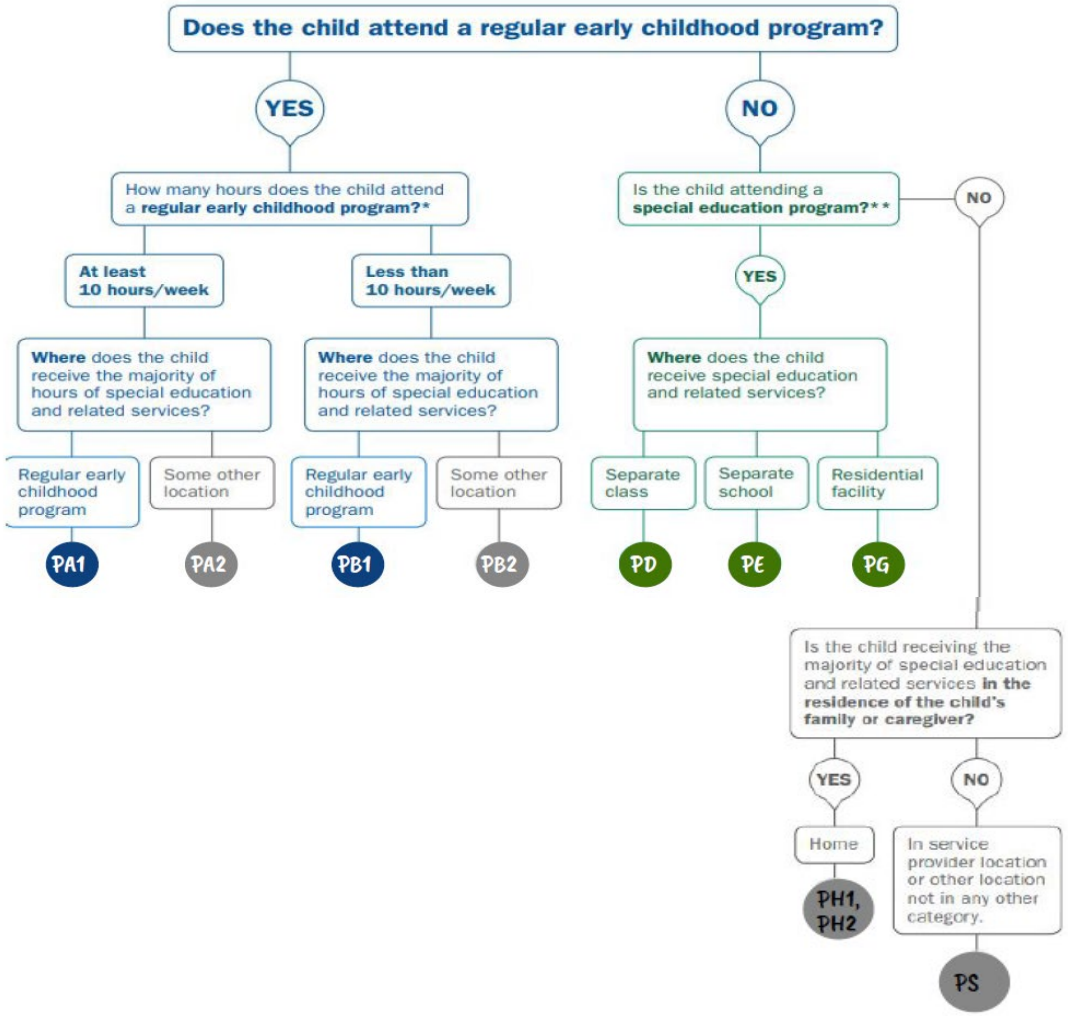
s Name: _____ Date: _____

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



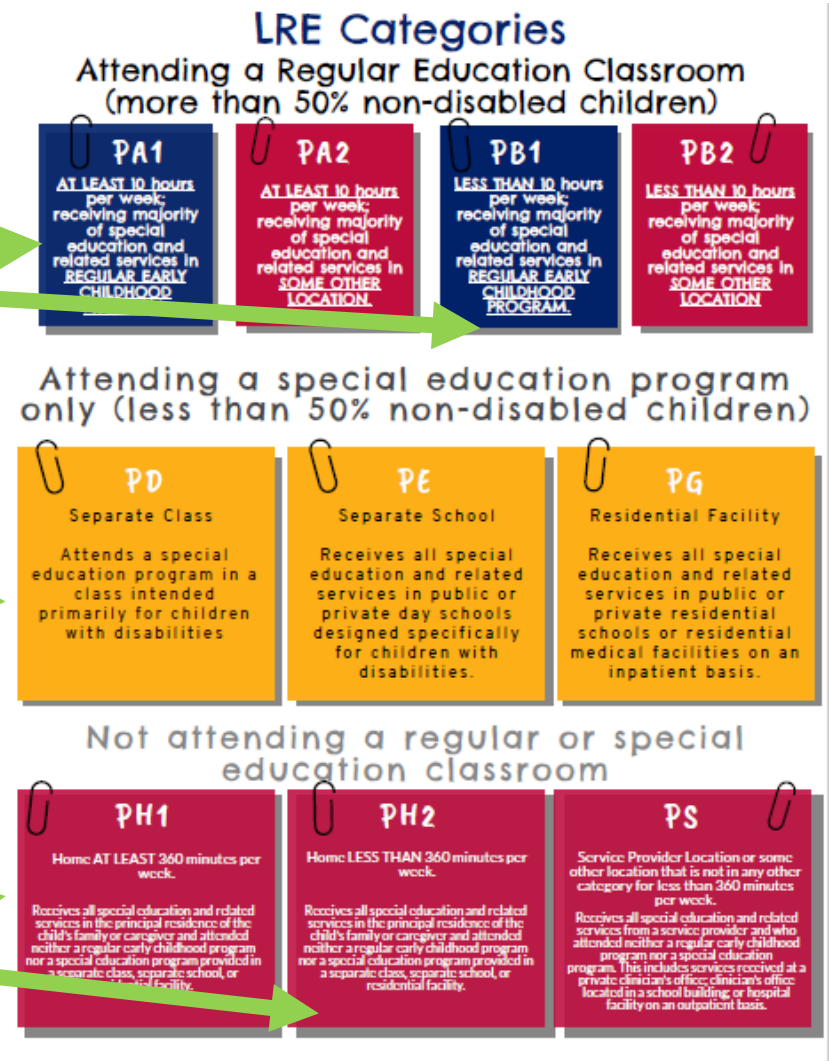
Indicator 6

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

SPECIALIST	OFFICE HOURS
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

ESS Early Childhood Special Education
Exceptional Student Services

Inclusion Landscape in AZ- Inclusive Preschool Programs

- 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.

padlet

ESS Early Childhood • 19h

Preschool Environments (LRE)

Made with the strength to succeed

IDEA Regulations

Sec. 300.114 LRE requirements

sites.ed.gov

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

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

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

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 Enviornments 2015-2020

Campaign

Inclusive Practices Toolkit

azed.gov

Inclusive Practices Toolkit

Professional Development

Early Childhood Inclusion Webinar

YouTube

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

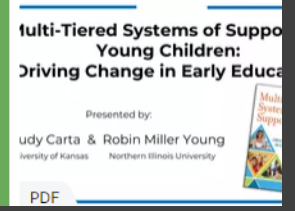
MTSS

Multi-Tiered System of Support (MTSS)

azed.gov

Welcome to Multi-Tiered System of Support (MTSS)

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



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https://exceptionalstudent.padlet.org/essearlychildhood/ytob2teb87gpe98s