



Preschool Services to Children with Disabilities: Patterns of Outcomes and LRE

Education Leaders Call, Oct 2022

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Research

Research shows that positive, long-term outcomes are correlated to inclusive preschool environments.

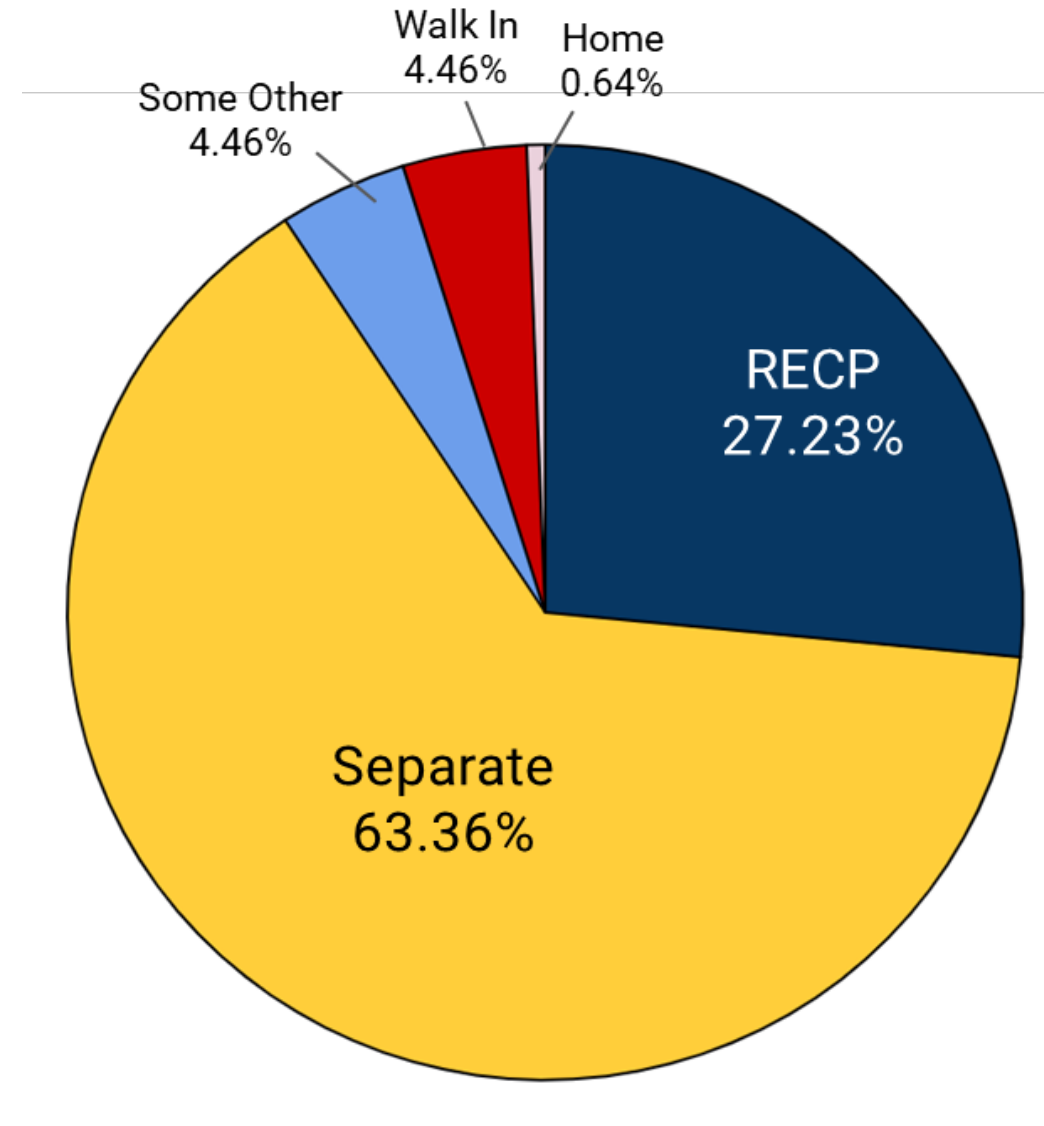
-Dr. Phil Strain, U.C. Denver, OSEP Leadership Conference, 2019



Preschool Environments

Percentage of the 8,537 Preschool Children with Disabilities in Arizona by Educational Environment:
SY 2020–21

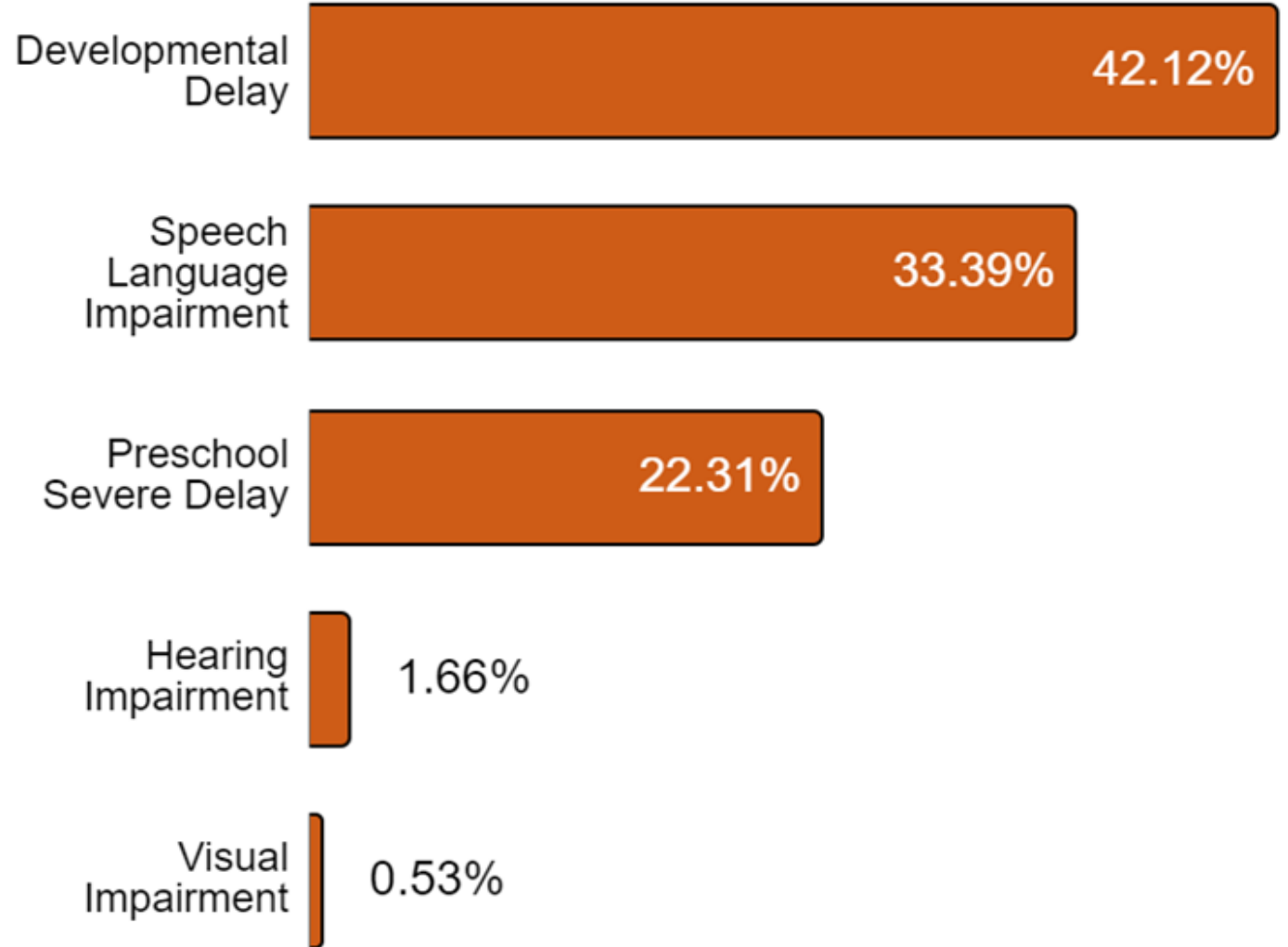
Environment	Percent
Separate PD, PE	63.36%
RECP PA1, PB1	27.23%
Some Other PA2, PB2	4.46%
Walk In PS	4.30%
Home PH	0.64%



Preschool Disability Categories

Percentage of Preschool Children with Disabilities in Arizona by Disability Category: SY 2020–21

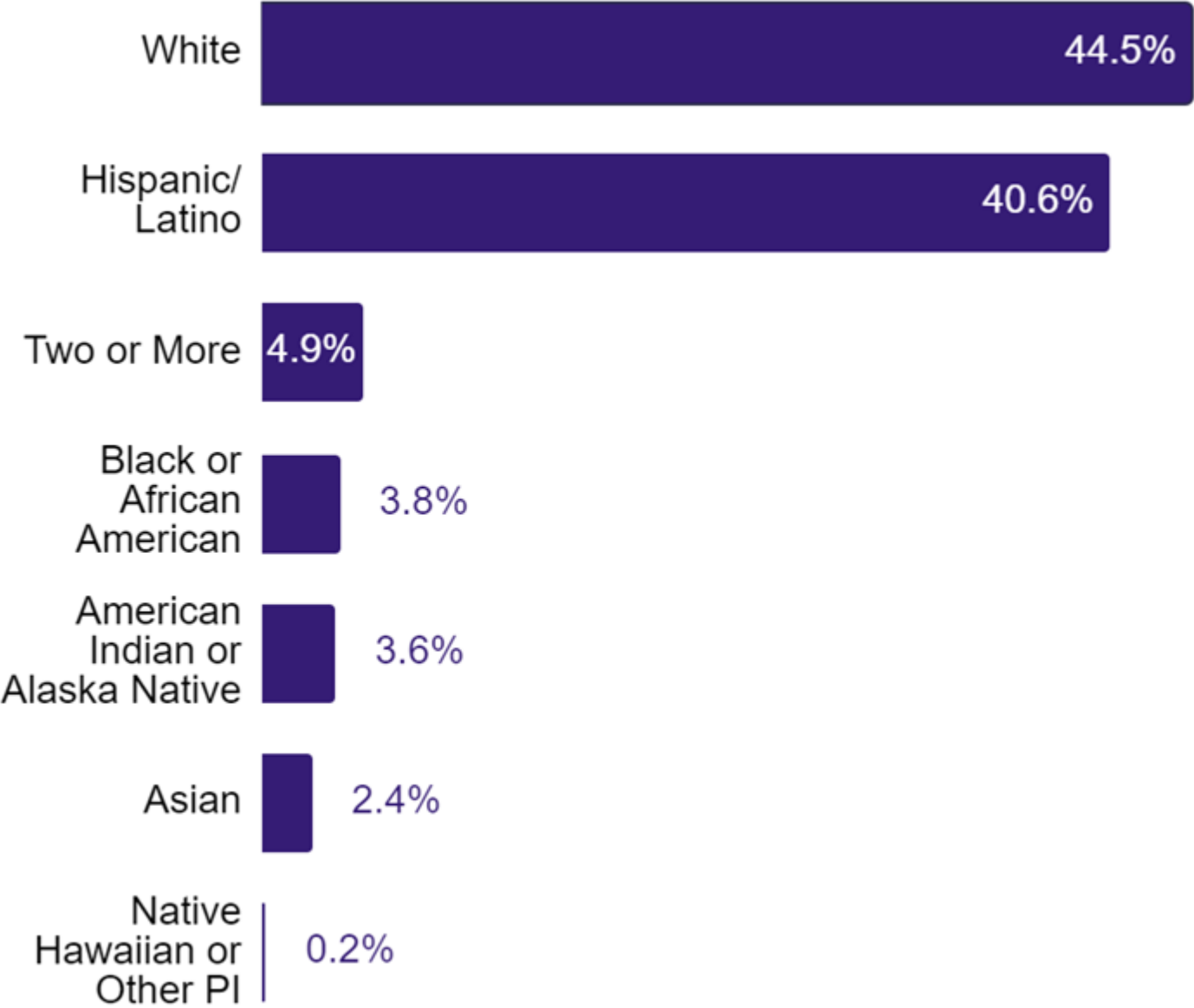
Disability	Percent
Developmental Delay	42.12%
Speech Language Impairment	33.39%
Preschool Severe Delay	22.31%
Hearing Impairment	1.66%
Visual Impairment	0.53%



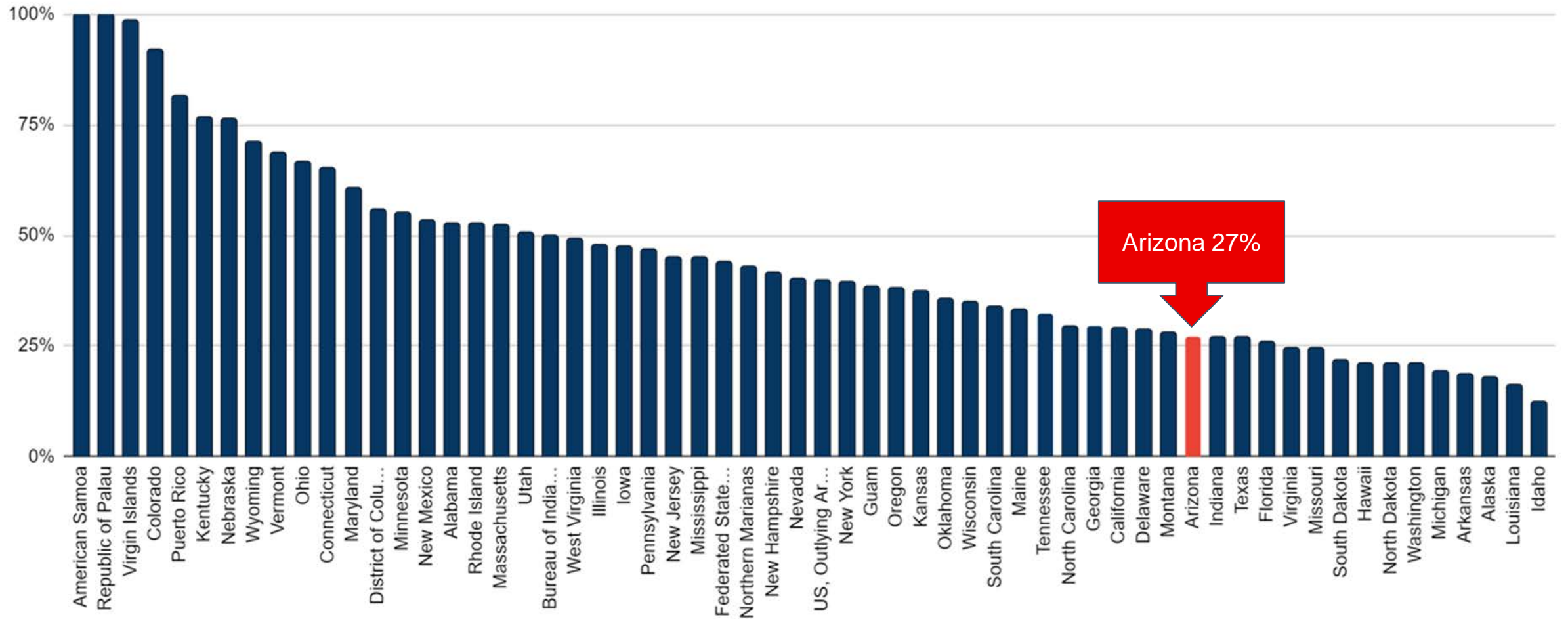
Preschool Race/Ethnicity Data

Percentage of Preschool Children with Disabilities in Arizona by Race/Ethnicity: SY 2020–21

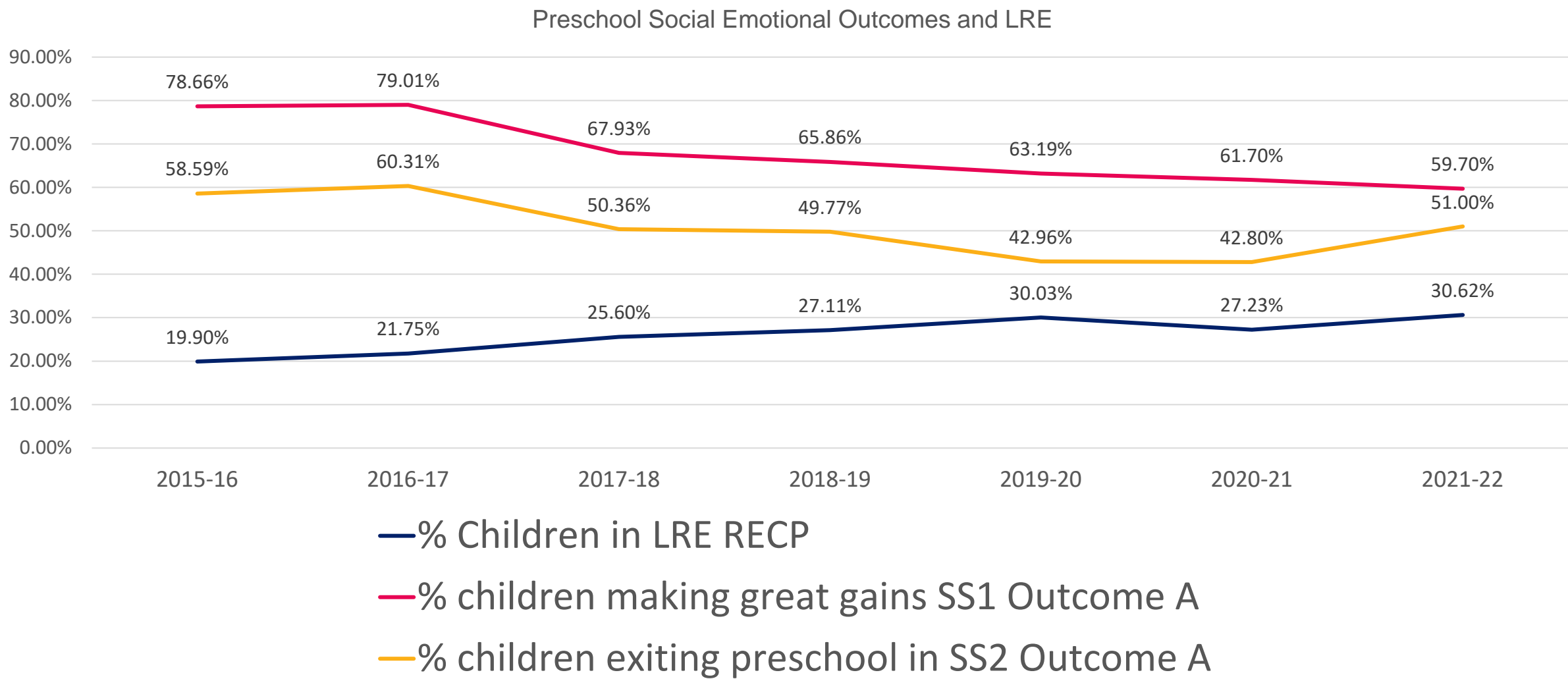
Race/Ethnicity	Percent
White	44.5%
Hispanic/Latino	40.6%
Two or More Races	4.9%
Black/African American	3.8%
American Indian	3.6%
Asian	2.4%
Native Hawaiian/PI	0.2%



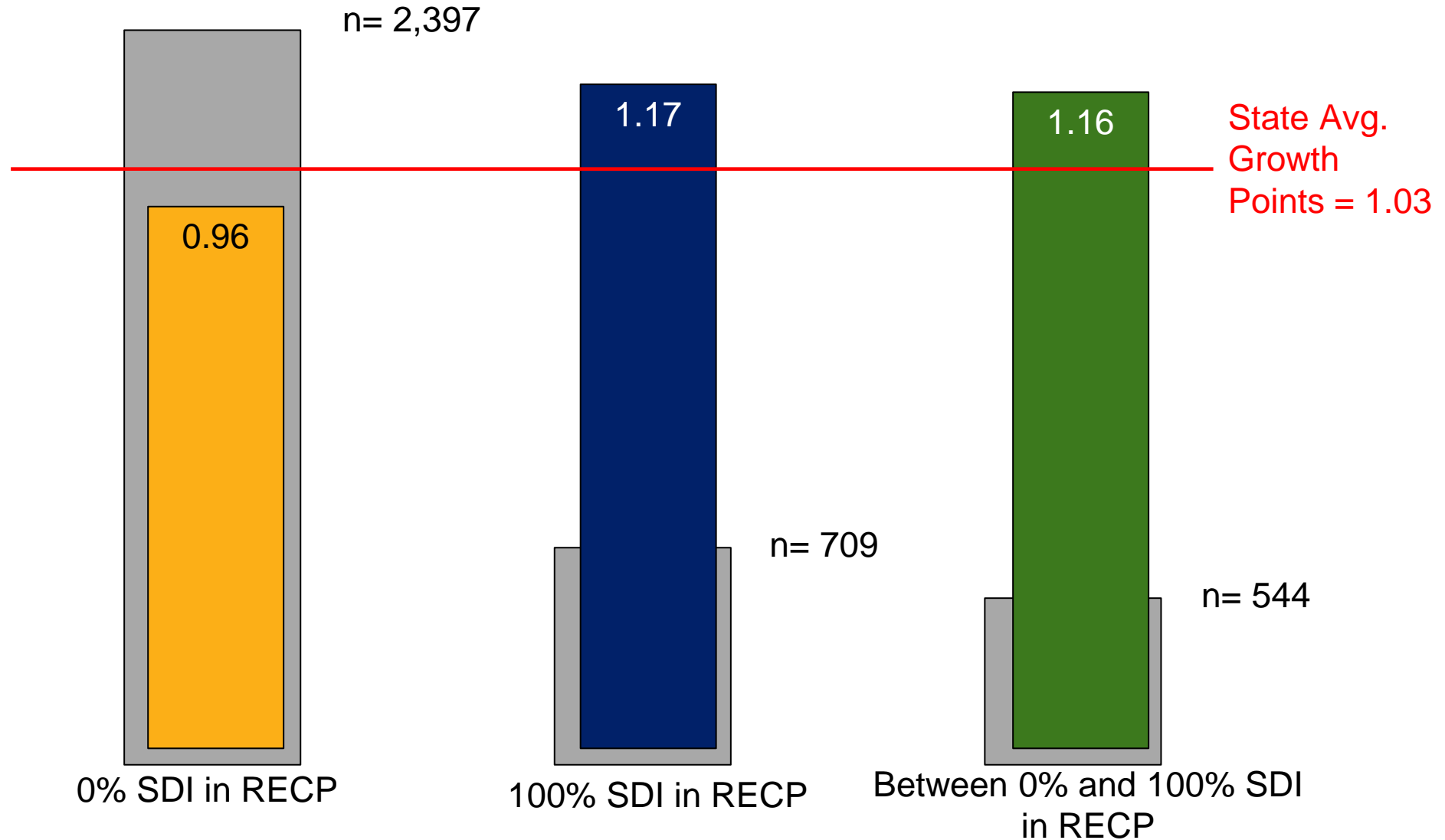
RECP Participation by State: SY 2020–21



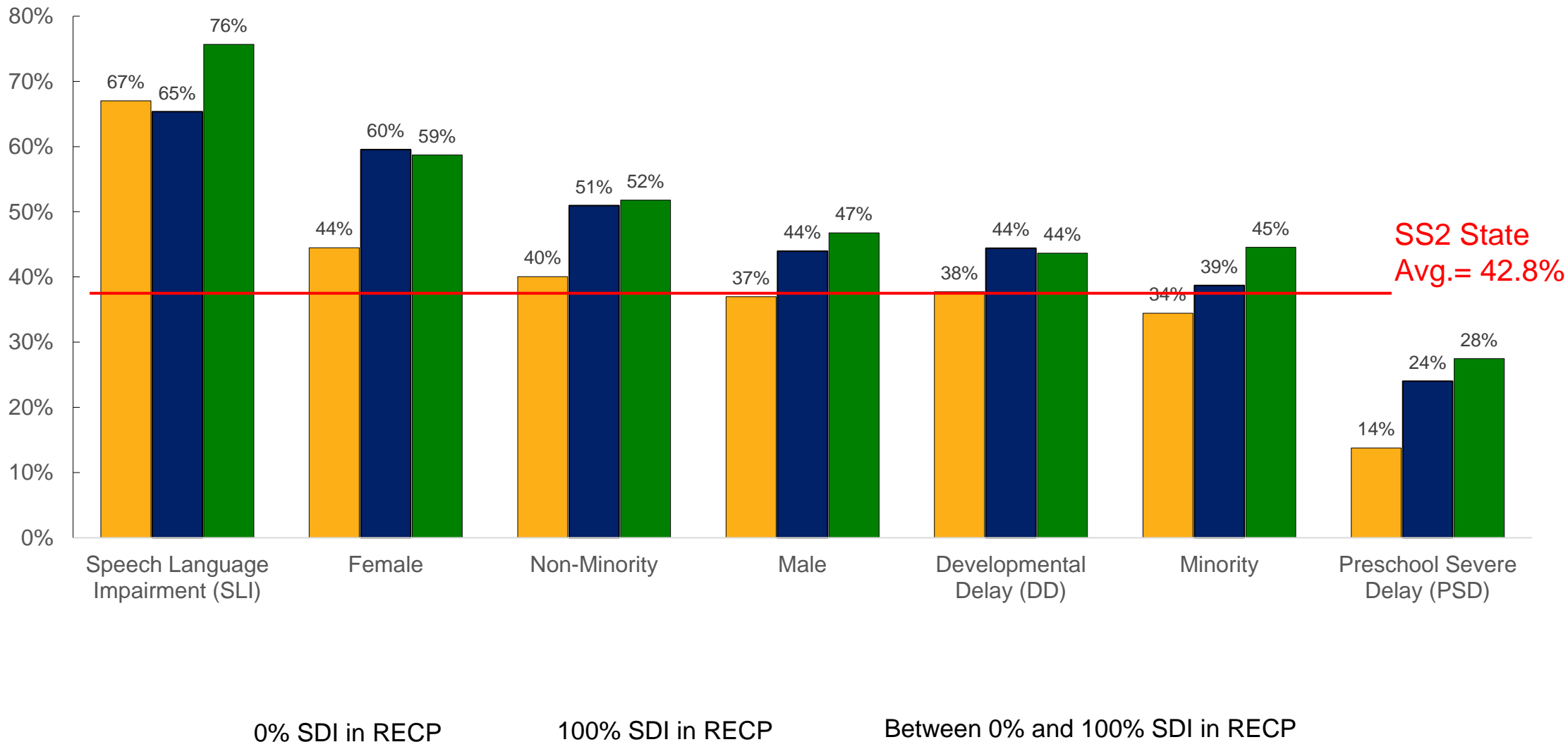
Arizona's 7 Year Trend: Preschool Students with Disabilities Outcomes and Percentage of Students in the Regular Early Childhood Program (RECP) for Outcome A (Social/Emotional Skills)



Total Number of Preschool Children with Disabilities vs. Total Point Change (1-7 pt. scale) in Different LREs, Outcome A: SY 20–21



Percentage of Children with Disabilities Exiting at Age-Expectations (SS2) by Subgroups and Environments, Outcome A: SY 20–21



Training and Technical Assistance

- Free training on Teaching Strategies Gold, the child outcomes assessment tool
- Low-cost Annual Summit with Part C and ECE
- Free Itinerant Model Training- to support collaboration between general and special education teachers





Early Childhood Special Education Program Specialists

- Assigned to each LEA
- Offer ongoing Technical Assistance and Professional Development
- Conduct Data Review meetings
- Have weekly office hours
- Access our fantastic web site!
 - <https://www.azed.gov/specialeducation/early-childhood-special-education>



Call to Action

LEAs

- Continuum of Placement Options provided
- Make individualized decisions-based needs of child
- Consider moving currently placed children to less restrictive settings, in with typical peers

IHEs

- Inclusive practices/skills Based on Pyramid, LEAP, UDL model
- Share info on EBPs and developmental progressions
- Provide IEP experience time as well as classroom practice time

Families

- Describe the current strengths and needs of the child
- Identify and share child's responses when involved with typically developing children
- Ask for support when needed and have it written into the IEP

Child Care

- Make referrals to school districts
- Be prepared to describe ability of the child to participate in the RECP
- Know that transportation is a related service and children can be delivered to and from LEA programs if necessary