Supporting Participation for All Children: Essential Features of High Quality Inclusion

Series on High Quality Inclusion
Webinar #2

ECTACenter

Early Childhood Development, Teaching and Learning

Partnership for Inclusion

This is the second webinar in a webinar series focusing on building high quality inclusion through collaboration:

ACCESS

PARTICIPATION

SUPPORTS

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Introductions

Presenter: Sangeeta Parikshak
Office of Head Start

Presenter: Christy Kavulic
Office of Special Education Programs

Moderator: Pam Winton
National Center on Early Childhood Development, Teaching & Learning & FPG Child Development Institute

Presenter: Laura Duos
Office of Special Education Programs

Presenter: Julia Martin Eile
Office of Special Education Programs

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DEC/NAEYC Position Statement on Early Childhood Inclusion

naeyc

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Federal Policy Statement

Inclusion of Children with Disabilities in Early Childhood Programs

www.ed.gov/early-learning
www.acf.hhs.gov/programs/ecd

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Definition of Participation

*"…holding high expectations and **intentionally promoting participation in all learning and social activities by making individualized accommodations and using evidence-based services and supports to foster children's development** (cognitive, language, communication, physical, behavioral, and social-emotional), to **foster friendships with peers**, and to **create a sense of belonging.** This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities."*

(Federal Policy Statement on Inclusion, 2015)

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Learning Outcomes

- Understand the Head Start Performance Standards and other federal policies and laws related to providing services and supports for children with suspected or identified disabilities.

- Know about evidence-based practices that promote **active engagement, participation and sense of belonging** in home, community and educational settings for children with suspected or identified disabilities.

- Know about resources associated with policies and practices that support the engagement, participation and sense of belonging for children with suspected or identified disabilities.

- Understand each sector's basic role in ensuring that young children with diagnosed or suspected disabilities experience evidence-based practices, and appropriate services and supports they need to learn and develop to reach their maximum potential.

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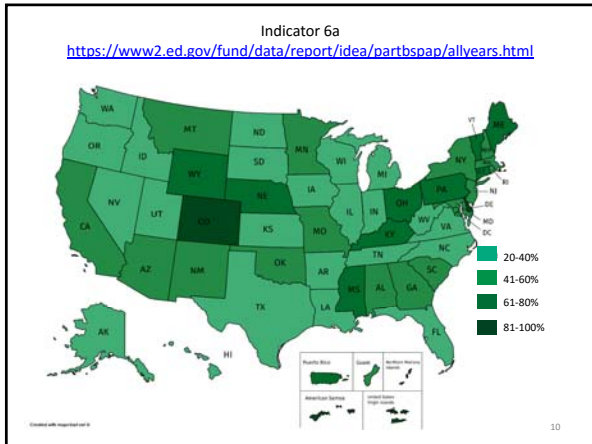## WHAT DOES INCLUSION LOOK LIKE ACROSS THE NATION?
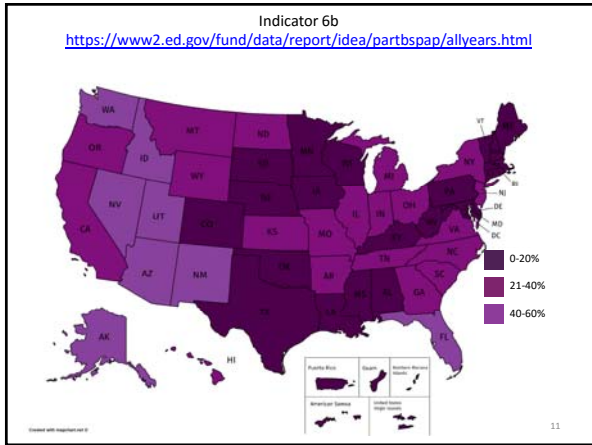
WHAT DOES IT TELL US ABOUT PARTICIPATION?

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What data does OSEP collect?

- Indicator 6a-Percent of children who attend a regular early childhood program and receive the majority of special education and related services in the program
  – National data- **45%**
- Indicator 6b-Percent of children who attend a special education classroom, separate school or residential facility
  – National data- **25%**

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Indicator 6a
https://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html

20-40%
41-60%
61-80%
81-100%

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Indicator 6b
https://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html

0-20%
21-40%
40-60%

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Dear Colleague Letter related to Preschool Least Restrictive Environment (LRE)

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

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Least Restrictive Environment (LRE)
Dear Colleague Letter (DCL)

- OSEP Issued the DCL on January 9, 2017 to reaffirm the position of the 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.

- The LRE requirements have existed since passage of the Education for all Handicapped Children Act (EHA) in 1975 and are a fundamental element of our nation's policy for educating students with disabilities (the EHA was renamed the Individuals with Disabilities Education Act (IDEA) in 1990). These requirements reflect the IDEA's strong preference for educating students with disabilities in regular classes with appropriate aids and supports.

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Least Restrictive Environment (LRE)
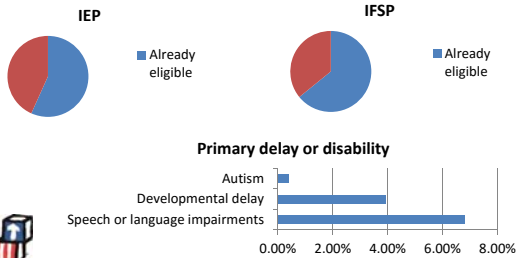## Dear Colleague Letter (DCL)

- Placement decisions regarding a preschool child with a disability who is served under Part B of IDEA must be **individually determined** based on **child's abilities and needs as described in the child's individualized education program (IEP).**

- Before a child is placed **outside the regular education environment**, the group of persons making the placement decision must **consider whether supplementary aids and services could be provided that would enable the education of the child, including a preschool child with a disability, in the regular educational setting to be achieved satisfactorily.**

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Head Start and Early Head Start Data on Children with Disabilities

HS Program Information Report (PIR) 2015-2016 program year
12.4% of children enrolled in HS and migrant programs have an IEP
11.99% of children enrolled in EHS and migrant programs have an IFSP

IEP
■ Already eligible

IFSP
■ Already eligible

Primary delay or disability

Autism
Developmental delay
Speech or language impairments

0.00%   2.00%   4.00%   6.00%   8.00%

Head Start and Early Head Start Data on Children with Disabilities

Collaboration agreements and community engagement
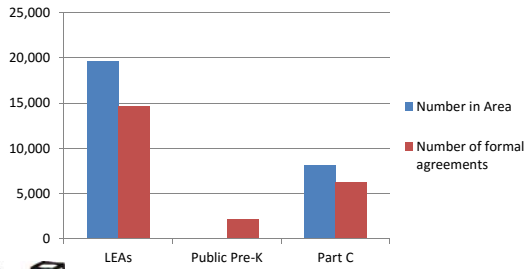
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Head Start Early Learning Outcomes Framework: Ages Birth to Five

- The *Head Start Early Learning Outcomes Framework*: *Ages Birth to Five* describes the skills, behaviors, and knowledge programs must foster in all children.

- The Framework guides programs in decision-making related to curriculum, assessment, quality improvement, and implementing evidence-based teaching practices that promote strong positive child outcomes.

- Programs use the Framework to plan instruction and design opportunities for children to learn, play, explore, discover, and form relationships in a positive and stimulating environment.

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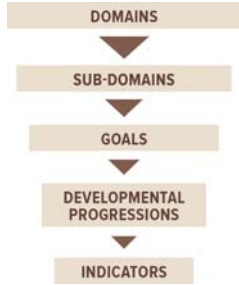## Head Start Early Learning Outcomes Framework: Ages Birth to Five

Guiding principles:
1. Each child is unique and can succeed.
2. Learning occurs within the context of relationships.
3. Families are children's first and most important caregivers, teachers and advocates.
4. Children learn best when they are emotionally and physically safe and secure.
5. Areas of development are integrated, and children learn many concepts and skills at the same time.
6. Teaching must be intentional and focused on how children learn and grow.
7. Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

DOMAINS
↓
SUB-DOMAINS
↓
GOALS
↓
DEVELOPMENTAL PROGRESSIONS
↓
INDICATORS

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication / Literacy	Mathematics Development / Scientific Reasoning	Perceptual, Motor, and Physical Development

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

Children with Disabilities

- Individualized instruction in order to develop and learn the skills described in the Framework may be needed.
- Use the Framework in collaboration with specialists identified on the child's IFSP, IEP, or 504 plan.
- Identify children's strengths and abilities to ensure that learning opportunities are maximized and that children are fully included in all educational experiences and activities.

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OSEP Early Childhood Outcomes

- In 2005, the Office of Special Education Programs (OSEP) began requiring State Early Intervention and Preschool Special Education programs to report on child outcomes and the family indicator.
- For child outcomes, States are required to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Programs (IEPs) who demonstrate improved:
  - Positive social-emotional skills (including social relationships);
  - Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
  - Use of appropriate behaviors to meet their needs.

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Early Childhood Outcome	What does it mean?
Positive social emotional skills (including social relationships).	Making new friends and learning to get along with others is an important accomplishment of the early childhood years. Children develop a sense of who they are by having rich and rewarding experiences interacting with adults and peers.
Acquisition and use of knowledge and skills (including early language/ communication [and early literacy*]).	Over the early childhood period, children display tremendous changes in what they know and can do. The knowledge and skills acquired in the early childhood years, such as those related to communication, pre- literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years.
Use of appropriate behaviors to meet their needs.	As children develop, they become increasingly more capable of acting on their world. With the help of supportive adults, young children learn to address their needs in more sophisticated ways and with increasing independence. They integrate their developing skills, such as fine motor skills and increasingly complex communication skills, to achieve goals that are of value to them.

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Outcomes Data

In 2014-2015, for Part C (birth through age 2),

♦ The percentage of children who showed greater than expected growth was between 67% and 75% across the three outcomes. These children were acquiring skills at a faster rate when they left the program than when they began it.
♦ The percentage of children who exited the program functioning within age expectations ranged from 50% for knowledge and skills to 59% for social relationships.

In 2014-15, for Part B Preschool (ages 3 through 5)

♦ The percentage of children who showed greater than expected growth was between 77% and 79% across the three outcomes.

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2014 DEC Recommended Practices
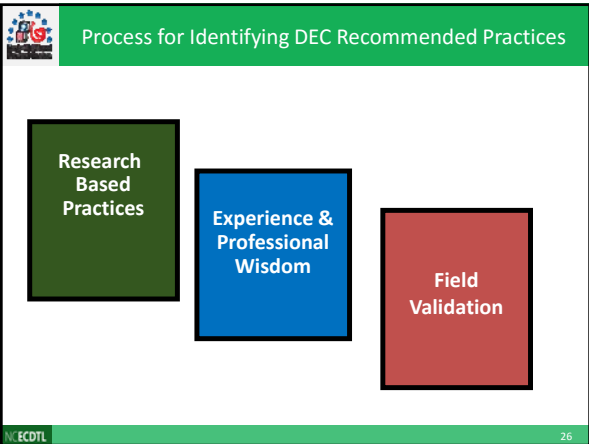
http://www.dec-sped.org/recommendedpractices

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Goal of the DEC Recommended Practices

- The goal of the Recommended Practices is to inform and improve the quality of services provided to young children with or at risk of disabilities or delays and their families.
- The Recommended Practices bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

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Process for Identifying DEC Recommended Practices

Research Based Practices

Experience & Professional Wisdom

Field Validation

NCECDTL

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2014 DEC Recommended Practices

8 Topic Areas:

- Environment
- Instruction
- Interaction
- Assessment
- Teaming
- Family
- Leadership
- Transition

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DEC Recommended Practices Parameters

- Supported by research, values and experience
- Represent breadth of topic
- Observable
- Not disability specific
- Delivered in all settings (natural/inclusive environments)
- Build on and are not duplicative of other standards (such as NAEYC DAP)

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Response to Intervention (RTI)

Framework that helps practitioners link assessment to instruction

- Assessment Component (Formative) where information is gathered to inform the instruction
- Instructional Component that includes the core curriculum and layered on top is the tiered interventions to help support the student
- Data is used for data based decision making
- Family engagement – ways for teachers and parents to work together – setting benchmarks and goals

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Head Start Program Performance Standards

Strong, Targeted Services for Children with Disabilities

- Ensure that programs include all children including those with an IEP and IFSP.
- Providing supports for children with significant delays who are not eligible for IDEA
- Transition services to support children with disabilities moving to Kindergarten
- Coordinated approach to serving children with disabilities and their families

Head Start Program Performance Standards

Additional Services for Children with Disabilities

- Provide individual services and supports to the maximum extent possible to children awaiting determination of IDEA eligibility
- Parent engagement

Individualized Education Program (IEP)

- Assessment of child needs
- Child centered goals
- Services and strategies for meeting goals
- Settings for which the services are provided in the least restrictive environment for Part B preschool (Head Start, public preschool)

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To post your ongoing questions:
Online Disabilities/Inclusion Network
https://mypeers.mangoapps.com/mlink/post/NzA0NDE

Upcoming Events

- The National Early Childhood Inclusion Institute – May 9-11, 2017 in Chapel Hill, NC. Information & registration at http://inclusioninstitute.fpg.unc.edu

- The Head Start Disabilities Coordinator Institute – April 5, 2017 in Chicago, IL (Registration will open soon)

Webinar Link

- The last webinar in the series, *Partnerships for Inclusion: Ensuring Access to High Quality Evaluations and Services* can be found at:
  https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/quality-inclusion.html

Resources

- Resources to help with the implementation of the DEC Recommended Practices:
  - DEC Recommended Practices:
    http://www.dec-sped.org/dec-recommended-practices
  - ECTA Performance Checklists and Practice Guides:
    http://ectacenter.org/decrp/
  - CONNECT Modules:
    http://community.fpg.unc.edu/connect-modules/
- Resources on the Early Childhood Outcomes:
  - http://ectacenter.org/eco/index.asp
- General resources on inclusion:
  - http://ectacenter.org/topics/inclusion/default.asp

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Resources

- OSEP Dear Colleague Letter (DCL) related to Preschool Least Restrictive Environment (LRE):
  https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/preschool-lre-dcl-1-10-17.pdf
- Head Start Early Learning Framework:
  https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof
- Head Start Program Performance Standards:
  http://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf

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Thank You!

Please stay tuned for the following webinars in this series on **High Quality Inclusion**:

➢ **Support** – April 2017

We want to partner to build a culture of inclusion!

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https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching
www.ectacenter.org

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