Let's look at this form again. What are some of your ideas to help your district identification and referral process? What resources might you need or guidance developed.

After taking a few minutes to do this lets look at your district practices around Evaluation and Eligibility. Please take a few minutes and write down what your district is currently doing.

Lunch Time Activity

- Discuss at your table:
  - How is information about your district Special Education Services provided to parents?
  - Does your district have clear policies and procedures to inform parents of Special Education Processes?
  - Are your district policies and procedures presented to parent in a brochure, verbally, school website, other?
  - How can you look at your processes differently to be more parent friendly.

Report Out

Part 3
Child Evaluation and Assessment

Evaluation and Eligibility for Part B

The LEA is responsible for making decisions regarding evaluation, assessments and eligibility for Part B, not Infant Toddler Program staff. However, Part C and Part B staff should make use of and align available assessment/test information (i.e. test or cut off scores) needed for meeting eligibility criteria and to avoid duplication of efforts and additional time for assessment.

Evaluation refers to the procedure used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

Assessment is integral to the evaluation process and includes the formal or informal processes of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. Assessments and data may include standardized or non-standardized, criterion-referenced (e.g. curriculum-based measures), observations, interviews, medical reports, etc. LEA is responsible for ensuring the following:

The **evaluation team** includes the same membership as the individualized education program (IEP) team, although not necessarily the same individuals. Membership must include at least the parent, district administrator, special education teacher, general education teacher, individual who can interpret implications of evaluation results and other individuals who have knowledge or special expertise regarding the child.

Written notice is provided and informed written consent is obtained for an initial evaluation to determine eligibility for Part B services (even if no new assessments are being conducted).

- Gather parent concerns. **Probe for information on concerns in the three outcome areas.**
- Determine evaluations and information needed to establish if child is a child with a disability
- Determine academic, developmental and functional needs of the child
- Schedule evaluation at mutually agreeable time and place with family
- Provide prior notice and procedural safeguards.
- Utilize one ECO anchor assessment
- Utilize norm referenced and curriculum performance based assessment

Functional, Functional, Functional

- Embed functional authentic assessment into conversations with families, and observations of child.
- Probe family for functional information on child. Describe present levels of functioning in functional ways so it can be used for IEP development and the ECO rating.
- Document supporting evidence for ECO rating throughout assessment and evaluation process.
- Determine eligibility.

Let's look at this form again. What are some of your ideas to help your district Evaluation and Eligibility process? What resources might you need or guidance developed.

After taking a few minutes to do this lets look at your district practices around IEP development Please take a few minutes and write down what your district is currently doing.

Part 3
IEP Development

Incorporate evaluation/assessment data from eligibility into Present Level of Performance and goals.

In cooperation with the National Early Child Outcome Center, Other State 619 Coordinators, School Districts from across the State, Special Education Directors, and Consulting Teachers new preschool IEP/ECO forms were developed, piloted, and modified based on input. **THIS REQUIRES EARLY CHILDHOOD EDUCATORS TO DO NO ADDITIONAL PAPERWORK.** Rather than completing two sets of paperwork, the ECO requirements have ben embedding into our state IEP form.

IEP Goals with Early Childhood Outcomes
Students Ages 3-5

Document date: _____ Page _____ of _____

Student's Name:		District ID:		State ID:		Grade:	Sex:
Native Lang:		Ethnicity:		Birth Date:		Age:	
District:			School:				

Was this child served in the Part C – Infant Toddler Program? Yes _____ No _____
If yes, the Infant Toddler Program assessment(s), IFSP, and ECO data may be utilized as part of the IEP process.

This section will provide accurate overview of the student's current skills and functioning to serve as basis for student's program for the upcoming year. Describe the student's present level of educational performance including the student's pre-academic and functional performance, abilities, acquired skills and strengths related to standards (eGuidelines and Common Core) and age/grade level expectations.

Outcome 1: Positive Social-Emotional Skills, including Social Relationships
(i.e. Relating to adults, children, responding to others, expressing emotions, using appropriate social greetings and play skills, etc.)

1. **Present Level of Performance:**

   In sections a-e, report the child's specific skills and functioning as indicated by anchor and other assessments, observations and interviews with parents and other individuals in close contact with the child. This should include related service providers, Infant Toddler program staff, community child care provider/preschool providers, kindergarten teachers, Head Start staff, when appropriate.

In sections a-e, report the child's specific skills and functioning as indicated by anchor and other assessments, observations and interviews with parents and other individuals in close contact with the child. This should include related service providers, Infant Toddler program staff, community child care provider/preschool providers, kindergarten teachers, Head Start staff, when appropriate

- Incorporate evaluation/assessment data from eligibility into Present Level of Performance and goals.

a. **Parent Input:** (Related to strengths and concerns in child's functioning in this outcome area)

Use parent friendly formats (formal and informal) to gather and collect information from the parents about how their child functions in typical family activities and routines. Start with informal conversations, in addition to parent interview forms, Routine's Based interview, parent questionnaires, etc. Discuss child's functional routines, interaction with other children, where they spend their time, etc.

You might need to help the parent by asking more probing questions. Professional may have to interpret and check for understanding in identifying skill strengths and needs of their child. (for example if a parent shares that their child does not talk you might follow up with "does your child use one or two words utterances".

Information provided by the parent will be used to help identify whether the child is exhibiting specific skills that are similar to same age peers or the skills of a younger or a much younger child.

Parent information can be gathered in a variety of ways that include:

- Team conducts evaluation/assessment. Embed functional authentic assessment into conversations with families, and observations of child.
- Probe family for functional information on child. Describe present levels of functioning in functional ways so it can be used for IEP development and the ECO rating.

New Parent Brochure

b. State Approved Anchor Assessment and date completed:

List the State Approved Anchor Assessment and the date it was completed (i.e. Creative Curriculum, May 14, 2012)The actual results of how the child performed on the anchor assessment will be summarized in section c below.

- AEPS
- Battelle Developmental Inventory
- Bayley-III Scale of Infant Toddler Development
- Brigance Inventory of Early Development
- Carolina Curriculum for Preschoolers with Special Needs
- Creative curriculum GOLD
- DAYC – Developmental Assessment for Young Children
- Hawaii Early Learning Profile (HELP) for Preschoolers
- High Scope Preschool Child Observation Record
- Once Scale
- Work Sampling System®

List the State Approved Anchor Assessment and the date it was completed (i.e. Creative Curriculum, May 14, 2012)The actual results of how the child performed on the anchor assessment will be summarized in section c below.

This list is comprised of normed referenced as well as curriculum/criteria referenced assessments that ECSE staff should already be using for multiple purposes, assessing the student and collecting data on what a student can and cannot do, determining eligibility, and developing goals for the program.

If the student is in the ECSE program less than 6 months, a statement to this fact would be noted here and no ECO rating determined. All components of an ECO/IEP will be completed with the exception of section (1) b. State Approved Anchor Assessment and section (1) d. Early Childhood Outcome Entry, Exit, and Progress Data Outcome for each of the Outcome areas.

c. Summarize the specific skills this child has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews: *Person(s) completing this section must be familiar with typical child development and which specific skills are appropriate for a specific age. Professionals must be familiar with what is considered Age Appropriate (AA), Immediate Foundational (IF) and Foundational Skills (F). Teams can utilize developmental scales, the eGuidelines, formal assessments, criterion-referenced assessments, screening assessments to categorize a child's skills by AA, IF, or F. Following the screening, assessment, parent interviews, observations process, the team would determine whether the skills are AA, IF, or F. Teams and accurate ECO rating, teams must know how often the child uses skills that are AA, IF or F across setting and situations. Skills listed as Immediate Foundational and Foundational represents how the student's disability adversely affects their ability for involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities) and participation in age appropriate activities.*

Age Appropriate Skills (same age child): *Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.*

Immediate Foundational Skills (younger child): *Child shows functioning might be described as like that of a slightly younger child. They exhibit skills that are conceptually linked to later skills and immediately precede the later skills developmentally. IF team members must be familiar with the sequence of skill development. Example: child play along, skills one another before they interact and play should play provides cooperative play.*

Foundational Skills (much younger child): *Skills and behaviors that occur earlier in development and serve as the foundation for later skill development. IEP team members need to be familiar with the pre-requisite foundational skills for which later skills are built upon and needed to move to the next development stage.*

c. Summarize the specific skills this child has that are age-appropriate, immediate foundational, and/or foundational skills based on assessments, observations and interviews: Person(s) completing this section must be familiar with typical child development and which specific skills are appropriate for a specific age. Professionals must be familiar with what is considered Age Appropriate (AA), Immediate Foundational (IF) and Foundational Skills (F). Teams can utilize developmental scales, the eGuidelines, formal assessments, criterion-referenced assessments, screening assessments to categorize a child's skills by AA, IF, and F. Following the screening, assessment, parent interviews, observations process, the team would determine whether the skills are AA, IF, or F. To make and accurate ECO rating, teams must know how often the child uses skills that are AA, IF or F across setting and situations. Skills listed as Immediate Foundational and Foundational represents how the student's disability adversely affects their ability for involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities) and participation in age appropriate activities.

d. Early Childhood Outcome Entry, Exit, and Progress Data Collection (for State reporting purposes only) *Based on the Rating of ALL skills above, the IEP team will use the Decision Tree for Summary Rating Discussion to decide which rating (1-7) best describes the child's current functioning.*

Outcome Area	ECO Entry Rating	*Annual ECO Rating and Date	*Annual ECO Rating and Date	ECO Exit Rating	Progress at exit? Yes/No
Positive Social Emotional Skills	ECO Rating 1-7 at ENTRY into the Part B ECSE services	Based on the Present Level of Performance at the annual review the team will determine if the ENTRY ECO rating is still accurate or assign a new rating. NO NEW ANCHOR ASSESSMENT or REPORTING INTO THE STATE DATA SYSTEM is needed for this annual score.		ECO Rating 1-7 at EXIT from the Part B ECSE services	At EXIT enter YES. If the child moved up a point on the scale from ENTRY rating or they stayed at the same.

The ECO rating will be evaluated each year to see if the student is making progress towards typical development or not.
•Finalize ECO rating as IEP team discusses PLOP

Pull out the decision tree and Performance Descriptor Scale

Check one of the following.

* _____ The child's functioning is age-appropriate across all or almost all settings and situations (6 or 7).

  The child is functioning at age appropriate across all or almost all settings and situations. There might be someone with a concern about the child's functioning in this area that might require monitoring. No IEP goal is required.

* _____ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across settings (5 or lower), annual goals are below.

  The child is functioning with below age appropriate skills and the IEP team has determined an annual IEP goal(s) is needed.

* _____ The child uses a mix of age-appropriate, immediate foundational, and/or foundational skills across setting (5 or lower), team decided no annual goals will be developed this time.

  The child is functioning with below age appropriate skills and the IEP team has determined this will be addressed in the general ECI curriculum and NO IEP goal is needed during this IEP year. Note: There is an expectation that a student functioning below age expectation will improve functioning to a level nearer or comparable to same age peers.

- Parents' priorities and concerns
- Establishing functional and measureable goals.
- Identifying strategies
- Determining necessary services

e. Baseline data for all of the targeted skills identified in annual goal(s).

For all IEP goals within Skills Outcome area, you must have a baseline measurement. This is a measurement of how the child is currently performing on the specific measurable skill that is identified in Annual goal: A below. There must be a separate baseline for each goal in this area. Baseline Example for Goal:

During preschool observation, child initiates play with a peer 1 time with verbal prompting during a 4 day observation.

During preschool operation, child threw objects 23 times, grabbed 16 times and hit 8 times.
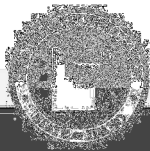
2. General Education Content Standard(s): (List all of the Idaho eGuidelines standards that related to the Annual goal(s) of need)

3. Annual goal: (Specific measurable skill(s) and the condition that would indicate improved functioning in general education curriculum and setting related to this outcome.)

Child will independently initiate play with peers 3 times per day for 4 consecutive preschool days.

4. Evaluation Procedure (criteria, procedure, and schedule): *3 times per day for 4 consecutive preschool days collected through checklist observation weekly.*

5. Assistive Technology (if needed): █████

6. How and When Progress Toward Goal Is Reported:

Enter report card dates in the 1st line below.					

Note: If the student is not progressing according to target dates, parents will be informed.
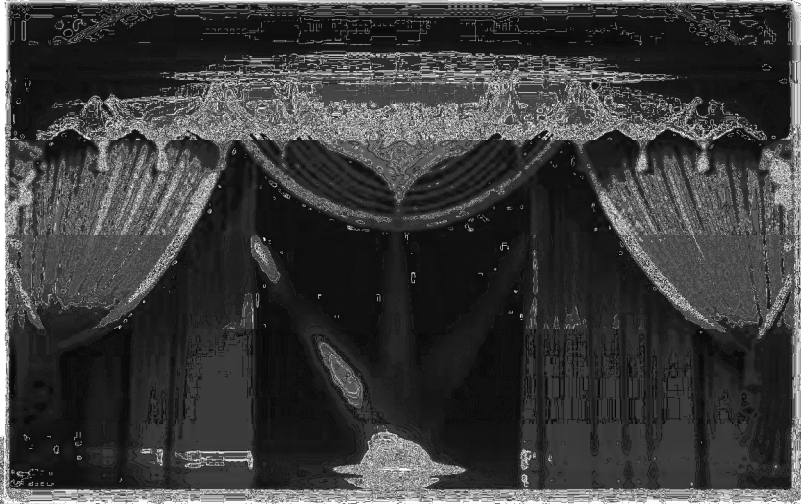
The National EC Technical Assistance (NECTAC) Workgroup developed a goal and 7 principles for Preschool Special Education. To set the stage and use the expertise of the group we want to have each table take a few minutes and decide how you could share one of the principles with the group. You could talk about it, act it out, draw it, etc.

Trainer: read the goal (next slide), then tell tables they have a card on the table in the envelope that tells them their principle. Give them 10 minutes to prepare, then have each table introduce one principle (5 minutes each). Proceed through the written principles on ppt when they present that principle.
-

Goal of Preschool Special Education

The overarching goal of preschool special education is to enable young children to be active and successful participants in home, school and community settings resulting in positive outcomes for children and their families.

This goal reflects the broad purpose of services provided under IDEA Part B, Section 619 of Part B. to support the positive outcomes for children with disabilities and their families.

Key Principles Underlying the IEP Process:
Supporting Family Participation,
Inclusive Practices
and
Positive Outcomes for Preschool Children
with Disabilities

There are 7 key principles that underlie the IEP Process and focus on supporting family participation, inclusive services and positive outcomes for preschool children with disabilities.

Principle 1

Preschoolers learn best through meaningful everyday experiences and interactions within developmentally, linguistically and culturally appropriate routines, play and activities in inclusive settings.

Principle 2

All families, with appropriate supports and resources, promote their children's learning and development.

Principle 3
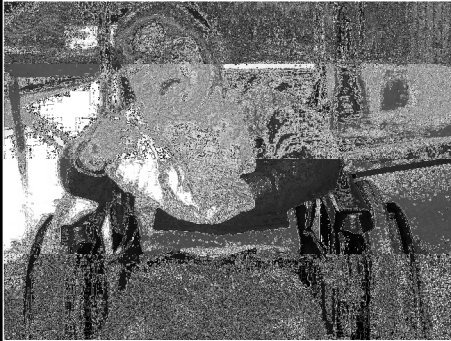
The primary role of preschool special educators and related service providers is to provide and support high quality services in collaboration with families, teachers and caregivers to promote positive outcomes for children and families.

Principle 4

Throughout the preschool special education process, the child's individual strengths and

needs, along with the family's culture, priorities, and preferences, are respected and reflected.

Principle 5

IEP goals based on multiple sources of information, including family concerns and authentic assessment, support and promote access to and participation in the preschool curriculum.

Principle 6

Professionals build partnerships with families and support them as the primary decision makers for their children.

Principle 7

Preschool learning experiences are developmentally appropriate, and based on recommended practices.

Let's look at this form again. What are some of your ideas to help your district with the new IEP process? What resources might you need or guidance developed.

After taking a few minutes to do this lets look at your district practices around service delivery and Least Restrictive Environment. Please take a few minutes and write down what your district is currently doing.

http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4

Importance of having the child visit the preschool program

http://community.fpg.unc.edu/connect-modules/resources/videos/video-2-4
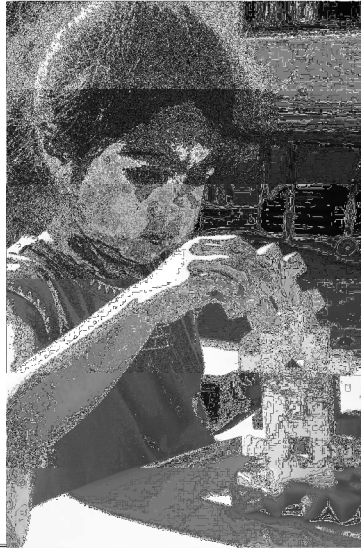
Service Delivery

Service Delivery

The school district must determine eligibility, have the IEP developed, and have services implemented according to the start date on the IEP (or IFSP if the parent agrees to adopt the IFSP) by the child's third birthday to ensure that the child does not lose services as a result of the transition.

When looking at service delivery it is also to start considering what would be the Least Restrictive Environment for that student to receive services.

Indicator 6

Sec. 300.114 LRE requirements.

(2) Each public agency must ensure that--

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Every State must report Indicator 6 data on their State's Annual Progress Report and State Performance Plan. This year will be the first year that States will need to look at their baseline data and set improvement targets.

Idaho is unique in that there is current State Legislature that prohibits the use of State dollars to provide preschool services. This requires schools to then look at how they might become creative to meet student needs.

One of our best partners is Head Start. Head Start has

What is Inclusion?

"Inclusion is the practice of educating all students together – students with disabilities –regardless of their abilities or readiness."

FloridaInclusionNetwork.com
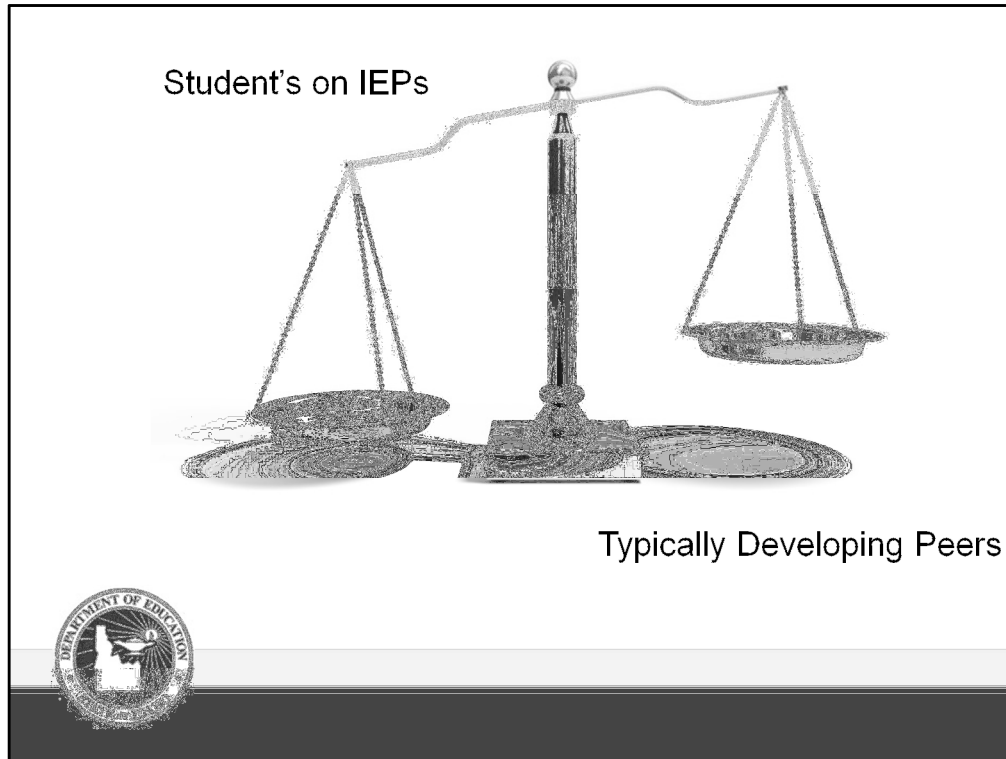
Why is inclusion important?

Districts have been collecting this information, however there is now the new requirement to set State baselines and growth targets in this OSEP indicator. In the 2012 Annual Progress Report, Idaho will report what our current baseline regarding the preschool environmental codes and be asked to discuss how much growth the State is looking to make in having special education student's interaction with typically developing peers.

I encourage you to go back to your district and have the conversation on does your district have typical developing peers in their preschool program using Title 1 funds, charging a tuition, or have access to a Head Start Program. Head Start has a federal mandate to serve 10% or more of their population with students on IEP's. Head Start is an ideal partnership for school districts to have student's with disabilities to have interaction with typically developing peers. It is important to remember that OSEP is looking at not only where students spend their time, but also, where they receive their special education services.

Student's Name:		District ID:	State ID:	Grade:	Sex:
Native Lang:		Ethnicity:	Birth Date:		Age:
District:	School:				

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Check one:

[ ] The student will participate entirely in the general education classroom, the general education curriculum, and nonacademic and extracurricular activities with nondisabled peers.

[ ] The student will participate in the general education classroom and curriculum, except for the following: *Check and explain all that apply.*

[ ] General education classroom _____

[ ] General education curriculum _____

[ ] Non-academic and extracurricular activities with non-disabled peers _____

How do you fill out this form:

This flow chart was developed by the National Early Childhood Technical Assistant Center (NECTAC) to help teachers code our 3-5 year olds regarding where they receive their Special Education services. Each State have been given the flexibility to determine how they define Regular Early Childhood Programs. Idaho will be using the Early Childhood Coordinating Council or EC3 to help develop these definitions and assistance in developing guidance regarding those definitions. This information is in process and available to district later this spring.
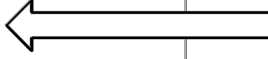
How do we increase our student exposure to typically developing peers. All of the resource supports that when student's with disabilities are educated with student without disabilities both groups benefit.

If you will take out this Integrated Outcomes sheet and finish filling out the section that discusses what might be your future plans to potentially increase your student's exposure to typically developing peer, what guidance or resource material you would like the SDE to help develop in this area, and any questions that you may have.

Contact Information:

Shannon Dunstan

Early Childhood & Interagency Coordinator

Idaho State Department of Education

Division of Student Achievement and School Improvement

Division of Special Education

(208) 332-6908

sdunstan@sde.idaho.gov