

Webinar 5: Determining Services and LRE for Early Childhood Students



Developing A High-Quality IEP
March 2017

Objectives

Early Childhood Special Education Professionals will increase skills in:

- Identification of appropriate IEP services for students in Early Childhood settings
- Determination of the least restrictive environment

Path to Services

Ways students may be identified for support:

- District screening process
- Transition from Infant Toddler Program
- Transfer from another district (already found eligible)
- Parents bring child to school, child has not had services before

Thread from Eligibility to Services



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Laurie's Thread

- Eligibility Category: Developmental Delay
- Areas of delay: social, cognitive, motor/sensory, communication
- SDI Statement:
 - Repeated teaching of skills
 - Modeling
 - Direct instruction

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Laurie's Thread: ECO 1

- Social-Emotional Skills
- Student Need: increase her ability to play cooperatively with peers
- IEP Goal: Given playtime, Laurie will play cooperatively with peers including initiating, taking turns, and using vocal exchanges in 3 out of 4 opportunities over 2 consecutive weekly observations.

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Laurie's Thread: ECO 2

- Knowledge/Skills, including Communication
- Student Need: state a preference when presented with options
- IEP Goal: Given visual options (items or pictures), Laurie will state her preference using a 3-4 word phrase on 80% of opportunities per week for two consecutive weeks.

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Laurie's Thread: ECO 3

- Taking Appropriate Action to Meet Needs
- Student Need: ask for help across multiple activities and environments
- IEP Goal: Given a task or activity that she cannot complete independently, Laurie will ask for help with no more than two prompts on 75% of opportunities per week for two consecutive weeks.

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Thread from Eligibility to Services



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Key Principles Underlying the IEP Process

Key Principles Underlying the IEP Process:
Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities
 Developed by the NECTAC Workgroup on Principles and Practices for the IEP Process
 May 2012



The overarching goal statement is intended to reflect the broad purpose of services provided under Part B, Section 619 of IDEA to support positive outcomes for children with disabilities, ages three through five, and their families. The principles are the foundation necessary to support the system of services and supports and are intended to reflect key values for the Individualized Education Program (IEP) process.

Goal	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.
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.

Ways to Increase Typical Peer Exposure

- Kindergarten inclusion practices
- Collaborative programs between special education services and Head Start
- Tuition/fee-based program
- Community Preschool Programs
- Use of federal funds



Determining IEP Services

- Special Education Services vs. Related Services
- Professional Staff Responsible
- Location of Services
 - Ask parents: "Where does your child spend their time?"
- Start/End Date
 - Start date is next school day following the student's birthday

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Breaking down the day

Guiding Questions to Consider:

- What areas of need are addressed in the student's IEP?
- How might the team address each area of need across the school day?
- What environments will the student require services in?

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Implementation of Services

Guiding Questions to Consider:

- Who will ensure services are implemented?
- How will data be collected?
- Who will provide services and supports to the student?



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Optional Statement

- Provides the team with information regarding how the student's services will be implemented.
- Should include enough detail that an IEP Team who is receiving the student's IEP would be able to implement as the current team had intended
- Teams should refrain from using "blanket statements" within the Optional Statement of Service Delivery.

Laurie's Service Grid

IEP SERVICES 34 CFR 300.320(a)(6) and (7)
The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service <small>34 CFR 300.320(a)(1)</small>	Title of Professional Staff Responsible <small>34 CFR 300.320(a)(4)</small>	Frequency of Special Education/Related Services <small>34 CFR 300.320(a)(7)</small>			Location <small>34 CFR 300.320(a)(7)</small>	Date <small>34 CFR 300.320(a)(7)</small>	
		<small>Use OME column only per identified service</small>	Per Week	Per Month		Start	End
		Per Day					
☑ ECO 1: Social-Emotional	SPED Teacher		240		02 Sp Ed Classroom	2/28/17	2/27/18
☑ ECO 3: Self-Help	SPED Teacher		120		02 Sp Ed Classroom	2/28/17	2/27/18
☑ Speech Therapy	Speech/Lang. Pathologist		30		02 Sp Ed Classroom	2/28/17	2/27/18
☑ Transportation	Other: School District		240		05 Community	2/28/17	2/27/18
Total Amount of Time (minutes):			630				

Optional Statement of Service Delivery: 34 CFR 300.320
 Speech services will be provided by the SLP or a paraprofessional, under the supervision of the SLP, in an individual or group setting, based on Laurie's needs.

Samuel's Service Grid

IEP SERVICES 34 CFR 300.320(a)(6) and (7)
The information below is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and/or Related Service <small>34 CFR 300.320(a)(1)</small>	Title of Professional Staff Responsible <small>34 CFR 300.320(a)(4)</small>	Frequency of Special Education/Related Services <small>34 CFR 300.320(a)(7)</small>			Location <small>34 CFR 300.320(a)(7)</small>	Date <small>34 CFR 300.320(a)(7)</small>	
		<small>Use OME column only per identified service</small>	Per Week	Per Month		Start	End
		Per Day					
☑ ECO 1: Social-Emotional	SPED Teacher		240		01 Gen Ed	3/16/17	3/15/18
☑ ECO 2: Pre-Academic & Communication	SPED Teacher		180		01 Gen Ed	3/16/17	3/15/18
☑ ECO 3: Self-Help	SPED Teacher		120		01 Gen Ed	3/16/17	3/15/18
Total Amount of Time (minutes):			540				

Optional Statement of Service Delivery: 34 CFR 300.320
 Services will be provided by the Head Start Teacher, in collaboration with the Special Education Teacher. The Special Education Teacher and Head Start Teacher will meet bi-weekly to review data, discuss training needs, and adjust practices, based on Samuel's needs.

Determining the Least Restrictive Environment

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Regular Early Childhood Program

- Includes majority of students not on IEPs
- May include, but are not limited to:
 - Head Start
 - Kindergarten
 - Preschool classes within the school system
 - Private kindergarten or preschool
 - Group child care centers

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Determining Education Environments

This document can be found as a pdf that accompanies this webinar.

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Educational Environment

Educational Environment for Ages 3-5 34 CFR 300.226(a)(5) and 300.114

- (44) SEPARATE SPECIAL EDUCATION CLASS: Student attends a special education program in a class with a majority (at least 50%) of children with disabilities (i.e., children on IEPs). (This category may include but is not limited to programs in regular school buildings, portables, child care facilities, out-patient hospital facilities, or other community based settings.)
- (45) SEPARATE SCHOOL: Student receives education programs in a public or private day school designed for children with disabilities.
- (46) RESIDENTIAL FACILITY: Student receives education program in publicly or privately operated residential school or medical facility on inpatient basis.
- (47) SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION: Student receives the majority of special education and related services in a service provider location or some other location not in any other category. (This category includes but is not limited to clinicians' offices located in school buildings, private clinicians' offices, and hospital facilities on outpatient basis.)
- (48) HOME: Student receives the majority of special education and related services in the principal residence of the child's family or caregivers (includes babysitters). (Include children who receive special education both at home and in a service provider location or other location not in any other category.)
- (49) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (50) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) at least 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.
- (51) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority (at least 50%) of Special Education and related services in the Regular Early Childhood Program.
- (52) The student attends a public or private REGULAR EARLY CHILDHOOD PROGRAM that includes a majority (at least 50%) of non-disabled children (i.e., not on IEPs) less than 10 hours per week. The student receives majority of Special Education and related services in some OTHER LOCATION.

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Placement Considerations

1. Is this placement based on the student's educational needs documented in this IEP?
2. Is the student able to be satisfactorily educated in the general education environment (*environment where 3 year olds spend their time*) for the entire school day?

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Placement Considerations

3. If removal from the regular environment is necessary, is it based on the nature and severity of the student's disability and not the need for modifications in the general curriculum?
4. Is the educational placement as close as possible to the student's home?



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Placement Considerations

5. Is the educational placement in the school the student would attend if the student did not have a disability?
6. Did the IEP team consider any potential harmful effect of the educational placement?
7. Does the student have the opportunity to participate in extracurricular and nonacademic events with nondisabled students?

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Transition to Kindergarten

During the spring that the student becomes Kindergarten eligible:

- Hold a transition meeting
 - Complete ECOs exit ratings
 - Update services grid for kindergarten
 - Change LRE to kindergarten
 - Include statement in written notice that clarifies that LRE reflects kindergarten status



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