Revisiting Inclusion in 2014: Increasing Early Childhood Placement Options

Session Objectives

Participants will
- Understand the legal requirements for EC/LRE
- Understand the Indicator 6 measurement for EC/LRE
- Identify changes in the 2013-2014 data dictionary for coding EC service settings
- Begin the action planning process for expanding the continuum of EC placement options in our state

Research and Practice Recommendations

FAPE in the LRE
Free Appropriate Public Education in the Least Restrictive Environment

LRE: A CONTINUUM OF PLACEMENT OPTIONS

To help schools make the full continuum available, K.S.A. 72-967 identifies and authorizes the options that districts have for meeting the LRE requirement by providing services within its schools; in the home, hospital, or other facilities; through a contract with another district; through a cooperative agreement with one or more districts; or through a contract with a private nonprofit or a public or private institution. (KSDE, 2011)

LRE FOR EARLY CHILDHOOD

For preschool children ages 3-5 with disabilities, placement and LRE requirements are the same as for school-aged children (K.A.R. 91-40-21(b)(c)). This means that preschool children with disabilities are to have a continuum of placement options available and have the right to be educated with their peers without disabilities to the maximum extent appropriate. As with school-aged children, the needs of preschoolers are to be considered individually, and the individual needs of the child would determine the most appropriate setting for services to be provided. Most preschoolers benefit from placement in a preschool program with typically developing peers.
Measuring and Reporting Preschool LRE: Indicator 6

Indicator 6 is
• One of 20 indicators reported to the Office of Special Education Programs annually
• A “results” indicator, meaning states set targets with stakeholder input
• Being publicly reported in 2014 for the first time in several years using new definitions of early childhood educational environments and new state targets

Current Early Childhood Educational Environments Data Collection

What and Where?

What Program Type
• Regular early childhood program
• Special education program
• Neither regular or special education program

Where are the majority of special education and related services delivered?

Current Early Childhood Educational Environments Data Collection

• New definitions:
  – Early childhood program. A program that includes at least 50 percent nondisabled children.
  – Special education program. A program that includes less than 50 percent nondisabled children.

  AND

  – Where majority of services are delivered

Determining Educational Environments of Children ages 3-5

KSDE uses two sources of data for Indicator 6

1) The service setting codes reported on each child’s IEP
2) The time in service for each service code
IEP Service Setting Codes

A - Home-Based
B - Early Childhood Locations
G - Special Ed Direct Services Outside Regular Ed Classrooms/Locations
K - Early Childhood Program Time Without Services
R - Integrated Special Education
W - Reverse Mainstream ECSE Classroom
X - Indirect Services

For more information see the KSDE 2013-2014 Data Dictionary
http://www.ksde.org/Portals/0/SES/MIS/MIS%20DD.pdf

K Time

- Early Childhood Program Time without Services
  - Include the amount of time the child spends in regular early childhood programs, excluding time when special education services are delivered.

For more information on K-time calculations and data collection see the KSDE webpage
http://www.ksde.org/Agency/DivisionofLearningServices/EarlyChildhoodSpecialEducationandTitleServices/SpecialEducation/KTimestudentdata.aspx

Reporting EC/LRE Data to OSEP

Indicator 6 EC/LRE data is reported in two categories to convey the percent of 3-5 year olds with IEPs attending:

6A – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program;

6B - Separate special education class, separate school or residential facility.

Reporting EC/LRE for FY 2012

- As required by OSEP, using FY 2011 data, Kansas established baseline and targets for Indicator 6. District EC/LRE data on targets met for Indicator 6 will be included in FY 2012 public reports released in March 2014.

- State and district data for the FY 2012 reports will come from the December 1, 2012 measurement of education environments described in 6A and 6B compared against state targets.

- Districts are able to locate their FY 2011 indicator 6 data and compare with upcoming state targets to determine if educational settings are accurately reflected, including K-time. Technical assistance is available at www.ksdetasn.org

Kansas EC/LRE Data FY 2011

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Current Year Baseline Rate</th>
<th>Current Year Data # of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>LCSE 3-5, Reg EC</td>
<td>39.30%</td>
<td>4980 / 1289</td>
</tr>
<tr>
<td>6B</td>
<td>LCSE 3-5, Sep EC</td>
<td>52.24%</td>
<td>3015 / 2198</td>
</tr>
</tbody>
</table>

*The percents above convey the relative percentage of students who were enrolled in each setting
What’s Working Now?

• Identify practices currently in place to support increasing inclusive placement options for 3-5 year-olds with IEPs (large group/5 minutes).

What’s Not Working?

• List barriers that sometimes interfere with your efforts to increase inclusive placement options for 3-5 year-olds with IEPs (large group/10 minutes).

Brainstorming Solutions

• Brainstorm (“list without discussing”) at least 5 potential solutions to specific barriers identified. You may list solutions to 5 different barriers or multiple solutions for a single barrier (small group/5 minutes)

Operationalizing A Solution

• From your brainstorming list, select the 1 potential solution you believe has the best chance of bringing about positive change in your program and others.
• Identify the steps it will take to implement the solution, available resources/supports, new resources/supports needed to implement the steps, and possible sources of those supports.
• Use the template provided and be ready to share your solution and action steps with the large group (small group/10 minutes).

Identify Priorities

• Listen to the #1 solutions identified by each small group.
• Prioritize solutions in rank order (large group/10 minutes).

References

• National Professional Development Center on Inclusion. (2011). Research synthesis points on practices that support inclusion. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at http://npdci.fpg.unc.edu
Resources

• Inclusive Practices in Early Childhood Special Education/Early Intervention: Selected Links to Online Resources Promoting Evidence-Based Practices (2014).
• Kansas Community Assets Profile-Revised (Revised 2013)
• Early Childhood Program Partner Questionnaire (Revised 2013)

A Family Perspective on Inclusion

• http://www.specialquest.org/sqtm/videos/drew.mp4

Thought for the Day

To do great important tasks, two things are necessary: A plan and not quite enough time.

-Aonymous

Questions?

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