

Preschool and Special Education

Presented by:

Members of the
DR access
Project and
CDE/SED

- What's happening
- What are the requirements
- What are the issues

Preschool Special Education

- Takes place in inclusive settings
- Takes place in special day classes
- Takes place in homes
- Takes place in private preschools

Special Education Services

- Take place in a variety of settings
- Offer a continuum of services based on the needs of the child
- Delivered through an Individualize Education Plan (IEP)

We have some Federal requirements:

IDEA 2004

State Performance Plan

The Law



How did we get here...?

1997	IDEA '97 – created the legal back drop for “access”
1998	New Superintendent with a new mantra – standards, assessment and accountability
2004	IDEA Reauthorization - continues to ensure participation and access to ‘regular preschool activities’
2004	State Performance Plan - Need to report developmental progress for all 3,4,5 in three broad outcome areas and more...

IDEA 2004

- Ensures access to regular preschool activities
- Ensures participation in state and district wide assessment
- Ensures accommodations
- Ensures documentation on the IEP
- Least Restrictive Environment

Access

...for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities...and to be involved in and make progress in general education curriculum 'regular preschool activities'...

Sec 614 (d)(1)(A)(I)(bb)

Sec 614 (d)(1)(A)(IV)(bb)

Assessments

...All children with disabilities are included in all general State and district wide assessment programs

Section 612, PL 108-446 (16)(A)

Accommodations

...a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the Child...

Section 614 (d) (1)(A)(VI)

Included in the IEP

Section 614 – P.L. 108-446

“(d) INDIVIDUALIZED EDUCATION PROGRAMS.—

“(1) DEFINITIONS.—In this title:

“(A) INDIVIDUALIZED EDUCATION PROGRAM.—

“(i) IN GENERAL.—The term ‘individualized education program’ or ‘IEP’ means a written statement for each child with a disability that is developed, reviewed, and revised

Least Restrictive Environment

children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled

Secs. 300.550-300.556

IDEA 2004 and the State Performance Plan



IDEA 04 and the SPP

- IDEA reauthorized in 2004 – requires an SPP for both Part C and Part B
- Includes 20 indicators for Part B including three preschool indicators

IDEA 04 and the SPP

Most sweeping is the new developmental progress indicator

- Need to report developmental progress between entry and exit for all 3,4,5 in three broad outcome areas
- Need to report progress in relationship to same age peers
- Need to establish baseline data and targets for six years
- Need to report to the public about the indicators for the state and for each LEA.

Preschool Measures Child Outcomes



Preschool Measures

Child Outcomes:

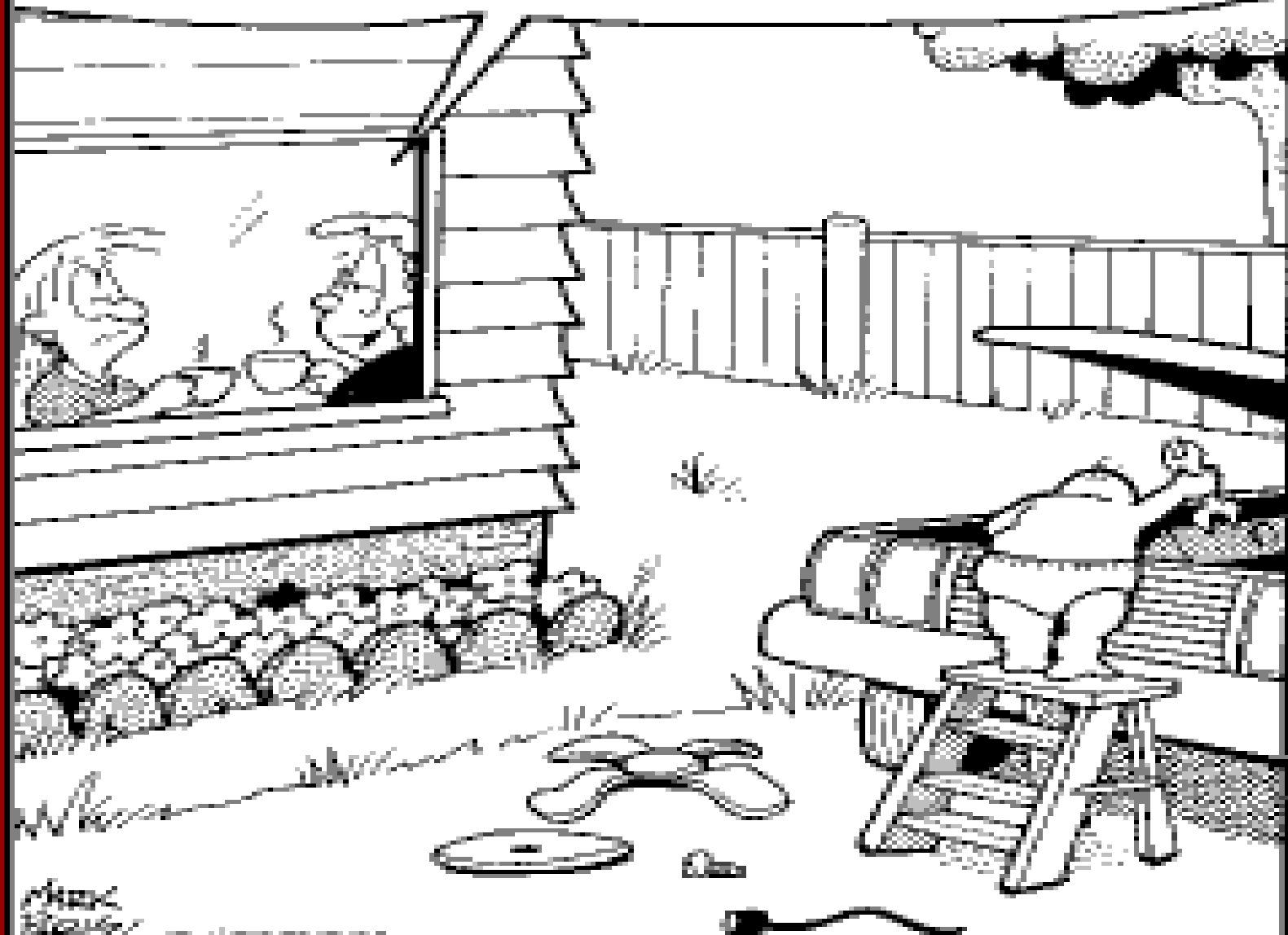
7. Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

IT'S VERY REWARDING... EACH DAY
YOU CAN SEE HIS MOTOR SKILLS IMPROVE...



Mark
Kings

ATLANTIC FEATURE © 1988 MARK KINGS

Measuring Child Outcomes

The DRDP-R and the DRDP *access*

- A Partnership to Serve All of California's Children



California Department of Education Desired Results for Children and Families

Child Development Division:

Desired Results

- Revised Preschool
Desired Results
Developmental Profile
(PS DRDP-R)

Special Education Division:

Desired Results Access

- PS DRDP-R for Children with IEPs
(three years to kindergarten)
- DRDP *access*
(birth to kindergarten)

Adaptations may be used with either instrument

DRDP

- Is a naturalistic observation tool
- Helps in considering individual strengths & needs
- Determine how children are benefiting from programs and acts as a framework for documenting progress
- Provides information to CDE/SED, providers, & families about the child's development

Child Outcomes and the DR System

OSEP Outcomes and DRDP access

**Children Have
Positive Social-
Emotional Skills**

**DR 1:
SELF, SOC, REG**

**Children
Acquire and
Use Knowledge
and Skills**

**DR 1: LANG
DR 2:
COG, MATH, LIT,
LRN**

**Children Take
Appropriate
Action to Meet
Their Needs**

**DRs 3 and 4:
MOT, SH**

PS DRDP-R and the DRDP *access* are Similar

The Preschool DRDP-R:

- Measures a child's development at different points in time.
- Measures a child's progress in the areas of four Desired Results along ten Indicators of development for preschool children.

The DRDP *access*:

- Measures a child's development at different points in time.
- Measures a child's progress in the areas of four Desired Results along ten Indicators of development for preschool children.
- Uses the same Desired Results and Indicators as the Preschool DRDP-R *and*
- Extends the age range of the measures from birth to kindergarten for preschool children who need a broader developmental range.

PS DRDP-R and the DRDP *access* also have some differences

- The two instruments differ in several ways including:
 - Page layout
 - Developmental age range
 - DRDP-R: (approximately) 3 through 5 years
 - DRDP *access*: (approximately) birth through 5 years

Where to obtain the instruments

- The PS DRDP-R is currently available at:
<http://www.sonoma.edu/cihs/desiredresults/training/> *
- The DRDP *access* will be available on December 11, 2006 at:
www.draccess.org

****Please note that separate instructions will be published regarding the use of the DRDP-R with 3, 4, and 5 year old preschool children with IEPs.***

Preschool Measures

LRE



Preschool Measures

Least Restrictive Environment (LRE):

6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

The Least Restrictive Environment

Least Restrictive Environment

LRE is...	LRE is not...
required by federal and state law	an “option”
where children with disabilities have the opportunity to attend their home schools (when appropriate)	educating children with disabilities without considering their home school (when appropriate)
placement based on an IEP Team decision appropriate for child	special education placement based on the disability placing only children with mild disabilities in regular preschool classrooms
consideration of the full array of service to meet the individual needs of the child, including supplementary aids and services provided in the regular preschool classroom	considering only one placement option within the array of services

The Least Restrictive Environment

Least Restrictive Environment

LRE is...	LRE is not...
placement of children with disabilities with same age peers	placement of children with disabilities with peers who are not of the same age
bringing supports and services to the child where they need them	making IEP Teams choose between needed services and placement
educating children in general preschool classrooms with appropriate supports and services	“dumping” children in preschool classrooms without services and supports
providing access to all areas of the general curriculum	providing a separate, unrelated curriculum to the general curriculum
collaboration and shared responsibility among general and special educators	special educators assuming sole responsibility for the education of children with disabilities

Preschool Measure Transition



Preschool Measures

Transition:

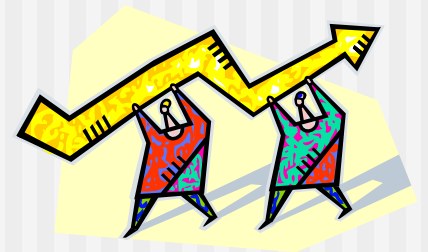
12. Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthdays.

Transition Tips

- Encourage them to use previous experiences to prepare for transitions
 - Identify the specific transition
 - Organize your thoughts
 - Gather information
 - Prepare yourself, your child and your family
 - Keep the lines of communication open

Issues

- Which children?
- Which districts?
- What measures will be used?
- What is included on IEPs?



Which Children?

- All 3,4, and 5 year olds
 - Regardless of setting or services received



Which districts?

- All LEAs
 - Requirements are not specific about district of residence or district of service – have requested to report at SELPA level.
 - All LEAs will enter system in Spring 2007 for 3,4 and 5 year olds with IEPs.

What measures will be used?

- DRDP-R and DRDP Access, depending on IEP team determination.
- Indicators values will be “rolled up” into composite score in federal outcome areas
- Scores will be reported in terms of progress relative to age peers.

What is on the IEP



- IEP Team decision
- It's not whether it's how -
DRDP-R or DRDP *access*

Document adaptations needed for the child to be able to participate in regular preschool activities

So what does this mean?

- All three, four and five year old preschoolers need to be assessed two times per year.
- Information about the assessment needs to be included in the IEP
- Training of 7500 assessors
- Data needs to be reported to CDE for reporting to OSEP and to the public
- The first assessment reporting date will be Spring 2007.

Training Information For Sacramento Region

- Sacramento – Jan 29-30
- Woodland – Jan 22-23
- Placer County – Jan 18 and 21
- San Joaquin – Feb 8-9 and 16
- Online Registration for Special Education assessors is available starting Dec 1

www.draccess.org

Who to contact:

- Special Education administrators, teachers and related services providers can contact their preschool program specialist or SELPA director in their area.

Before we go...

Questions/Comments

