Early Childhood Special Education and Inclusion

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OSPI Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

OSPI Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

OSPI Values:

• Ensuring Equity
• Collaboration and Service
• Achieving Excellence through Continuous Improvement
• Focus on the Whole Child
OSPI Equity Statement:

Each student, family, and community possesses strengths and cultural knowledge that benefit their peers, educators, and schools.

Ensuring educational equity:

• Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.

• Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.
OSPI Priorities:
Improving Outcomes for Students with Disabilities

Leadership
Growth Mindset
Evidence-Based Practices
Professional Development
Resource Allocation
Recruitment & Retention

Source: OSPI Priorities for Improving Outcomes for Students with Disabilities, Office of Superintendent of Public Instruction
The Golden Circle

Simon Sinek, Start with the Why, How Great Leaders Inspire Action.
The Why
Over 80 years of research has shown that placement in the general education setting positively impacts outcomes!

Carlberg & Kavale (1980)
50 research studies from 1932 – 1970

Wang & Baker (1985)
Meta-analysis from 1975 – 1984

Oh-Young & Filler (2015)
Research studies from 1980 – 2013

Theobald, et al. (2018)
WA Study on CTE & Outcomes
2018 Percentage of WA Students with Disabilities, by Eligibility

- **Autism:** 10.7%
- **Communication Disorders:** 15.0%
- **Deaf-Blindness:** 31.5%
- **Deafness:** 39.2%
- **Developmental Delays:** 12.3%
- **Emotional/Behavioral Disability:** 3.6%
- **Health Impairment:** 18.9%
- **Hearing Impairment:** 7.5%
- **Intellectual Disability:** 0.6%
- **Multiple Disabilities:** 3.4%
- **Orthopedic Impairment:** 2.1%
- **Specific Learning Disability:** 0.6%
- **Traumatic Brain Injury:** 0.6%
- **Visual Impairment:** 1.0%
- **0%**

**Students with Disabilities, Ages 3-21:** 147,630

**Students with Disabilities, Ages 3-8:** 46,312

Source: Special Education Federal Child Count (Draft), Office of Superintendent of Public Instruction, November 1, 2018.
### 2018 Special Education Data: Indicator B6 Early Childhood Settings

<table>
<thead>
<tr>
<th>A. A regular EC setting &amp; receiving majority of special education services in that setting</th>
<th>Total # of children with IEPs age 3 to 5</th>
<th>FFY 2016 Data</th>
<th>FFY 2017 Data</th>
<th>FFY 2018 Data</th>
<th>FFY 2018 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,335</td>
<td>24.8%</td>
<td>23.8%</td>
<td>25.3%</td>
<td>29.2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Separate special education class, separate school, or residential facility</th>
<th>Total # of children with IEPs age 3 to 5</th>
<th>FFY 2016 Data</th>
<th>FFY 2017 Data</th>
<th>FFY 2018 Data</th>
<th>FFY 2018 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,978</td>
<td>40.9%</td>
<td>41.8%</td>
<td>40.7%</td>
<td>37.8%</td>
<td></td>
</tr>
</tbody>
</table>
**Indicator 6A.** Percent of children aged 3-5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. *(Results Indicator)*

<table>
<thead>
<tr>
<th>Year</th>
<th>PK and K</th>
<th>PK Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>24.9%</td>
<td>21.6%</td>
</tr>
<tr>
<td>2016-17</td>
<td>24.8%</td>
<td>21.3%</td>
</tr>
<tr>
<td>2017-18</td>
<td>23.8%</td>
<td>20.3%</td>
</tr>
<tr>
<td>2018-19</td>
<td>25.3%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Target</td>
<td>29.2%</td>
<td></td>
</tr>
</tbody>
</table>

*OFFICE OF SUPREINTENDENT OF PUBLIC INSTRUCTION* 

8/5/2019
Indicator 6B. Percent of children aged 3-5 with IEPs attending a separate special education class, separate school or residential facility. (Results Indicator)
Readiness in All 6 Areas
WaKIDS Fall 2018

- 0 of 6 Areas: 6.1%
- 1 of 6 Areas: 6.1%
- 2 of 6 Areas: 7.1%
- 3 of 6 Areas: 8.4%
- 4 of 6 Areas: 10.5%
- 5 of 6 Areas: 16.1%
- 6 of 6 Areas: 45.7%
Readiness in All 6 Areas by Program & Characteristic
WaKIDS Fall 2018

- English Language Learners: 30.0%
- Non-English Language Learners: 49.4%
- Homeless: 24.7%
- Non-Homeless: 40.2%
- Low-Income: 30.5%
- Non-Low Income: 56.5%
- Migrant: 8.9%
- Non Migrant: 45.7%
- Students with Disabilities: 18.0%
- Students without Disabilities: 48.6%

Performance Gap: 30.6%
Gaps Persist

WaKIDS 2014-15 & Smarter Balance 2017-18

Percent of students who met standard on the 3rd grade ELA and math assessments by number of areas of development and learning

Development & Learning Standards

<table>
<thead>
<tr>
<th>Number of Areas Met</th>
<th>ELA (%)</th>
<th>Math (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 of 6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 of 6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>2 of 6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3 of 6</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4 of 6</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>5 of 6</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>6 of 6</td>
<td>67%</td>
<td>70%</td>
</tr>
</tbody>
</table>

67% Proficient in ELA & 70% Proficient in Math

Percentage of students who met standard in math or ELA
The State of the State of Special Education:

• Less than 4% of students are identified with an intellectual disability.
• Upwards of 90% present with average to above-average intellectual functioning.
• Yet only 59% are placed in general education for 80-100% of the day. [For students of color, that total falls to 49%]
• 2017-18 Outcome Data:
  ▪ Achievement gap for ELA: 30% in 3rd grade ➞ 50% in 10th grade

The How
Franklin Pierce Early Learning Center
EDWIN PRATT EARLY LEARNING CENTER

Funded by February 2017 Bond
Opened on January 7, 2019
Our vision is to eliminate the opportunity gap by optimizing the foundational early learning years in an inclusive, equitable community where every child belongs and is supported in developing friendships and becoming a lifelong learner.

Our mission is to provide high quality early learning experiences to all Shoreline and Lake Forest Park preschool aged children. Our mission prioritizes:

- Underserved populations
- Inclusive learning
- Culturally responsive teaching
- Working together with all families
EDWIN PRATT ELC
VISION AND MISSION

**Equity and Inclusion**
- Tuition Assistance
- Meeting National/State Standards and Licensing
- Universal Design for Learning
- Blended/Inclusive Environments
- Advocacy for Sustained Funding
- Growing ECEAP and Head Start Capacity
- Trauma Informed Practices
- Braided Funding/Shared Resources
- Diverse Hiring Practices

**Teaching and Learning**
- Professional Development (high quality, time, aligned across programs, coaching)
- Collaboration and Planning (across programs)
- Evidence-Based Curriculum and Assessment
- Emphasis on Social-Emotional Development
- Strengths-Based Approach

**Family Engagement and Outreach**
- Single, Streamlined Application
- Natural Leaders
- Family Education and Engagement
- Responsive to Linguistic and Cultural Diversity
- Family Advocates
- Collaborate with Community Providers
EDWIN PRATT ELC PROGRAMS

Head Start

Children’s Center

Early Childhood Education/Special Education
The What

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Definition of Early Childhood Inclusion:

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.
Recommendations for applying this position statement to improve Early Childhood Services & Outcomes:

1. Create high expectations for every child to reach his or her full potential.
2. Develop a program philosophy on inclusion.
3. Establish a system of services and supports.
4. Revise program and professional standards.
5. Achieve an integrated professional development system.
6. Influence federal and state accountability systems.
Early Childhood Special Education **Initiatives for Inclusion**

Improving Outcomes for Students with Disabilities

State Systemic Improvement Plan

- **LRE**
  - Universal Design for Learning practices to promote success to all children
  - High expectations for children and their families
  - Highest outcomes children can achieve (reinforced by data)

- **UDL**
  - Practitioner fidelity through evidence base practices that align with DEC and other curricula
  - Cognitive skill growth
  - Individualized educational goals for children

Indicator 6 Data

State-Wide Leadership Collaboration Teams
Classroom/District Implementation Teams
Parent Partner Programs

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What are indicators of high quality inclusion?

Three sets of indicators being developed are:

- **State indicators.** These will support leaders in state and federal programs in their efforts to provide assistance to local programs.

- **Local programs leadership indicators.** These indicators will address what is needed to support program staff in providing high-quality inclusive practices.

- **Early care and Education Environments indicators.** These are for front-line early care and education personnel and will detail critical practices to use in classrooms based on evidence-based practices.
Coming soon!

The National Early Childhood Inclusion Initiative is co-led by the Early Childhood Technical Assistance Center and the National Center for Pyramid Model Innovations.

The aim of the initiative is to improve and increase inclusive opportunities through systems review, refinement of current practices, and implementation of new strategies.
Special Education Funding Updates

The Governor’s 2019-21 Operating Budget includes:

- State K-12 special education funding: additional $33M for 2019-20 and $55M for 2020-21 (plus increases in safety net funding)

- Inclusive Practices: Tiered multiplier, based on services provided in the general education setting!
Foster collaboration between general & special education and community partners!

Build Multi-Tiered Systems of Supports (MTSS)
- Framework of tiered interventions & supports
- Data-informed (culturally-responsive!) pre-referral interventions

Mindset matters!
- All students are capable of achieving with the right supports
- Student needs (academic, social/emotional, etc.) ≠ disability
- Addressing structural inequality must be part of the discussion
Any Questions
Tools and Resources

• Early Childhood Least Restrictive Environment Decision Tree:
  http://www.k12.wa.us/specialed/Data/Forms/EC_LRE_Decision_Tree.pdf

• LRE Verification Calculator:
  http://www.k12.wa.us/specialed/Data/Forms/LRE_Verif_Calculator.xls

• Web page with technical assistance resources for LRE:
  http://www.k12.wa.us/SpecialEd/ProgramReview/Monitoring/Placement.aspx#6
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“Our ESSA Plan addresses opportunity gaps in the education system, and it works to promote equitable access and opportunity for all Washington students. Our responsibility as educators is to prepare every student – regardless of background, household income, race/ethnicity – for post-secondary aspirations, careers, and life.”

DEC Recommended Practices

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

We recommend the following practices to support interaction:

Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.

A home visitor models positive interactions for the parents by commenting on what a great helper the child is when he joins her in gathering up the toys they have been using.

An early interventionist is responsive to the child's initiations by "reading" and interpreting her nonverbal cues, anticipating her desires and waiting for her to give a clear signal of that desire, and then following her lead in play.

An early childhood teacher smiles frequently at children, shows genuine pleasure to be in the company of children, and shows authentic approval of each child's accomplishments.
ESSA Alignment with Pre-K Early Literacy Anchor Resource:

The Early Literacy Pathway was created to support educators, caregivers, and families in understanding and supporting Washington children’s development in literacy and beyond.

Three Bands which combined, represent the Learning Pathways in Early Literacy:
1. Birth to Three Years Old Acquiring the foundations of literacy.
2. Three to Six Years Old Using individual literacy foundations to learn specific literacy skills.
3. Six to Nine Years Old Using literacy skills to learn and communicate effectively.
## Reaching Potentials through Recommended Practices

**Observation Scale-Classrooms**

<table>
<thead>
<tr>
<th>Items</th>
<th>All indicators seen or reported</th>
<th>Two or three indicators seen or reported across most but not all routines</th>
<th>One or two indicators seen or reported sporadically</th>
<th>One indicator seen or reported but many opportunities missed</th>
<th>No indicators seen or reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Practitioners promote the child’s social-emotional development by observing, interpreting, and responding contingently to the range of the child’s emotional expressions. (INT1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practitioners use appropriate language to identify, label and respond to a range of child’s emotions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• Practitioners encourage children to identify and label emotions in self and others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practitioner responds contingently to child’s expression of emotions by labelling emotion and providing supportive responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Practitioners promote the child’s social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, and/or other types of guided support. (INT2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practitioners use strategies to promote children’s initiations and sustained social interactions when appropriate.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• Practitioners establish embedded, routine specific, peer social interaction opportunities across the day to promote children’s social interactions.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Practitioners join children’s social interactions to extend and sustain play interactions with peers.</td>
<td></td>
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</tr>
</tbody>
</table>
Recommended Practices Performance Checklists

Adult-Child Interaction Checklist

This checklist includes practices that can be used to engage a child in acut-child interactive episodes to promote and support child competence. The main focus of the practice is responding promptly and positively (contingently) to a child’s behavior to elicit or maintain child interactions with an adult during everyday activities and play. Adult contingent responsiveness is characterized by sensitive, prompt, positive, and an appropriate amount of acut responses to maintain and not interrupt child interactions.

The checklist indicators can be used by a practitioner to develop a plan to use the practice with a child or to promote a parent’s or other family members’ use of the practice. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent’s use of the practices.

Practitioner: ___________________________ Child: ___________________________ Date: _____________

Please indicate which practice characteristics you were able to use as part of interactions with a child:

<table>
<thead>
<tr>
<th>Practice Description</th>
<th>Seldom or Never (0-25%)</th>
<th>Some of the Time (25-50%)</th>
<th>As Often as I Can (50-75%)</th>
<th>Most of the Time (75-100%)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observe the child’s participation in everyday activities and social play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify the focus of the child’s attention or engagement in the activities (e.g., child interests)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Follow the child’s lead and interests or preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Local District Preschool Inclusion Self-Assessment

**Rating Scale:**
1. Not yet  
2. Planning but not implemented  
3. In process and/or partially implemented  
4. In place/fully implemented

<table>
<thead>
<tr>
<th>Rating</th>
<th>Evidence What does it look like?</th>
<th>Comments (e.g., Next Steps, Status, Prioritization)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1. Partnering with Families

1a. Do your schools and early childhood programs intentionally plan and assess how they are partnering with families?

1b. Do your schools and early childhood programs ensure all families are knowledgeable about the benefits of inclusion, understand their rights and how to navigate the systems that serve their children?

1c. Do your schools and early childhood programs know how to connect families to the parent training and information centers (PTIs) and other family support programs?

1d. Do your schools and early childhood programs provide specific resources on:
   - Inclusion in early childhood programs?
   - Individualized supports and services to support children’s unique needs?

1e. Do your schools and early childhood programs make the information in 1d. available and accessible to all families, including those with limited English proficiency?
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