

Determining Placements for Early Childhood Students in the Least Restrictive Environment

When there is no Universal Preschool

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What is LRE in ECSE?

- General LRE Requirements: Each public agency shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities.....
- How is the “maximum extent appropriate” determined in ECSE?

ECSE Placements

- Early Childhood Setting - Curriculum designed for children without disabilities. Taught by an Early Childhood General Education Teacher.
- Early Childhood Special Education - Curriculum modified for children with disabilities. Taught by an Early Childhood Special Education Teacher. This model can include typically developing children 50% or less of the total students.

ECSE Placements

- Part-Time Early Childhood/Part-Time Early Childhood Special Education - The student receives some of the special education services in a special education setting and some of the special education services in a general education setting.
- Itinerant Services Outside the Home - All special education services are in a provider location. Student is brought up to a site. Services do not exceed 3 hours per week.

ECSE Placements

- Home - All special education services are provided in the child's home.
- Separate School - Children with disabilities receive all their special education services in a school designed only for children with disabilities. Can be public or private
- Residential Facility - Children with disabilities who receive all of their special education in a residential school or medical facility. Can be public or private.

Where to Start

Determining LRE through the IEP Process

Initial placement:

- Diagnosis and areas of eligibility
- Access to the curriculum statement
- Where First Steps services are being delivered
- Number of goals
- Nature of goals
- Related services
- Where the child currently spends his/her day
- If the child is in a preschool/daycare, the quality of the environment

Initial Placement

- Level of team collaboration
- Level of consultation needed to support the teacher
- Support of general education preschool director
- How much time is that child going to need special education in the day?
- Should there be support outside of an ECSE placement?

Services and Placement

- In determining services and placement for ECSE students it is generally not possible to separate these two components of the IEP.
- Look at all the factors listed in the previous slide to help the team determine services and placement.
- Try to keep in mind the level of “support” a student will need to be “successful” without giving too much!

IEP Scenarios

- What to do when not all placements on the continuum are available
 - Continue paying for preschool programs
 - Contractual services
 - Drop in groups

Part-Time EC/Part-Time ECSE

- Different ways that can be interpreted



How to fit ABA services into ECSE Placements

- ABA room
- ECSE room
- General Education Preschool Classroom



How to Problem Solve for More Involved Students

- Does the child need peers
- How does the child respond to sensory input
- How does the child respond to large groups
- Medical issues
- Accessibility

Children Transition from First Steps

- Look at where the child is currently receiving services
- Look at the goals (need for access to peers)
- Look at the learning style of the student

What to do with students with mild or one disability

- Speech only
- Children with very mild disabilities and no opportunity for preschool
- When to consider paying for tuition

What not to do for students with mild disabilities

- Place “speech only” students in a special education classroom setting.
- Automatically offer to pay for tuition if the parent has enrolled the child in preschool.
- Automatically put a child in an ECSE classroom. If the student is not enrolled and the goals require peer interaction, look at social skill groups.

Continuation IEPs- Determining LRE Again!

- Look at progress
- Look at what the next steps are for the student
- Look at age and how close to kindergarten
- Look at where parents have enrolled the child
- Look at what the team is predicting for school age placement
- Look at school age placement options
- Look at level of support needed for student
- ABA

ESY

How do districts (IEP Teams) determine who needs ESY programming as well as what the programming looks like?

- Typical peer?
- How much?
- How long?
- Staffing
- Transitions

QUESTIONS/DISCUSSION

