

Serving Children with Disabilities: Futures of Collaborative Practices

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OHSAI October 8, 2009

Overview

- District Requirements for the Least Restrictive Environment
 - Federal Law: IDEA 2004
 - LRE Reporting Past, Present and Future
 - Understanding of OSEP's ECE setting definition
 - Implications of where the child is being served- holistic view
 - LRE and where special education and/or related services are provided
 - Impact on IEP discussions and collaborations
 - Relationships for special education and/or related services
 - Collaborative Options
- Head Start Act of 2007
- Impact on Current Practices

District Requirements for the Least Restrictive Environment

FEDERAL LAW: IDEA 2004



LRE

Preschool children with disabilities will receive special education and related services in settings with nondisabled peers.

Performance Measure

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily

IDEA P.L. 108-446 Section 614(a)(5)(A)

District Requirements for the Least Restrictive Environment

LRE Reporting Past, Present and Future

State Performance Plan

Annual Performance Report

Child Count Information for Congressional Report

OSEP'S DEFINITION OF LRE

Reporting Definitions

2008-2009 & 2009-2010

Early Childhood Setting

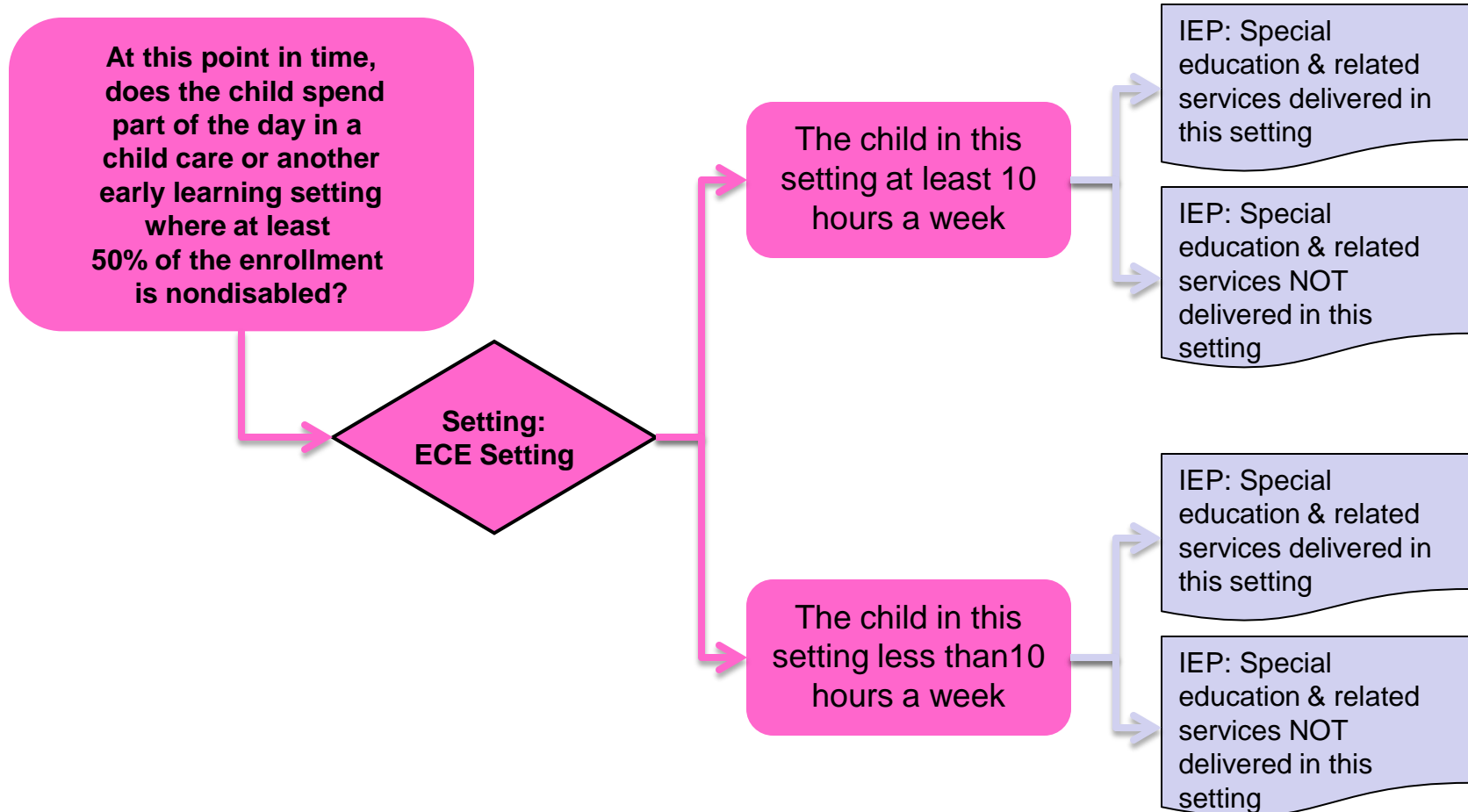
At least 50% of the enrollment are nondisabled peers

Child attends any time during the week; not limited to district programming.

NOT an ECE Setting

- Preschool Special Education
 - Classroom with less than 50% nondisabled peers
 - Separate facility
 - Residential facility
- Home
- Service Provider Location

LRE Reporting Beginning 2010-2011



Example: A Child's Day

AM	Community Program: Head Start or Child Care OR Public Preschool
PM	Preschool special education classroom

Example: A Child's Day

AM	Community Program: Head Start or Child Care OR Public Preschool
PM	Preschool special education classroom

- Reporting LRE
 - ECE setting
 - % of time or ≤ 10 hours a week
 - Are special education/related services delivered in this setting?
 - If not, why not?
Justify removal from the general setting.

Example: A Child's Day

AM	Community Program: Head Start or Child Care OR Public Preschool
PM	Preschool special education classroom

- Did the IEP team determine the least restrictive environment for the child?
 - Child can achieve satisfactorily in the early childhood setting without special education/related services.
 - Is the child truly a child with a disability?

Considerations for Determining LRE

IEP DECISIONS

Eligibility Discussion

For children with mild disabilities

- Question if disability or in need of intervention
 - Document intervention effectiveness

Discussion of Needs

For children with disabilities

- Present Level of Performance (Data)
- Measurable Goals
- **How does the disability affect the child's access, participation and progress in the general curriculum?**
- Range of severity in any disability category
- Type of services needed
- Intensity of services needed

LRE: IEP Discussion

- To determine services, the district must understand the child's day
 - Where is the child currently being served (if applicable)
 - If the child currently in a general early childhood setting, the team is to consider if services can be delivered in that setting OR
 - Justify removal from that setting
 - Continuity for the child
 - Program fits the child
 - Related to overall needs assessment to determine programming options, staffing, facilities

LRE: IEP Discussion

- To determine services, the district SHALL consider:
 - Child's ability to participate and progress in general early childhood curriculum
 - Child's socialization needs
 - Child's educational and developmental progress

LRE: IEP Discussion

- Where should the child be served on the continuum of service delivery?
 - Center-based Teacher
 - Itinerant Teacher

LRE: IEP Discussion

- Children should not be reported with both centerbased and itinerant services

LRE: IEP Discussion

- Is the child enrolled in any class that meets the definition of an ECE setting?
 - At least one option discussed regarding centerbased services must meet the ECE definition with at least 50% of children being nondisabled

LRE: Child

- Full time children (100% FTE)
 - Only if in centerbased program full day which is 20 hours or more per week
- If reported with both codes, child will only be counted as 50% FTE in one
 - Either centerbased OR itinerant
 - Warning then eventually a fatal error and data not reported to ODE
 - If fatal error, child not counted towards funding

LRE: Teacher

- **Center-based Teachers**
 - Provide services within a classroom setting 4 or 5 days a week
 - Half day or full day programming
 - If 4 days in class, then the 5th day
 - Home visits
 - Socialization activities
 - Consulting with family
 - Assessments
 - **SAME GROUP OF CHILDREN** throughout the week

Centerbased Half Day

A M	M	T	W	R	F
P M	M	T	W	R	F

4 HALF DAY CLASS +
1 DAY OTHER
INSTRUCTIONAL
ACTIVITY

A M	M	T	W	R	F
P M	M	T	W	R	F

5 HALF DAY CLASS

Centerbased Full Day

F	M	T	W	R	<i>F</i>
U					
L					
L					
D					
A					
Y					

4 DAY CLASS + 1 DAY
OTHER
INSTRUCTIONAL
ACTIVITY

F	M	T	W	R	<i>F</i>
U					
L					
L					
D					
A					
Y					

5 DAY CLASS

LRE: Teacher

- **Itinerant Teachers**
 - Provides preschool special education services wherever the child is:
 - Home
 - Child care
 - Head Start
 - ECE

LRE: Teacher

- **Itinerant Teachers**
 - Services may be provided
 - Directly with the child
 - In consultation with the staff and/or family
 - Indirectly by providing resources, plans, adaptations, etc.
 - Services should be integrated within the setting
 - If not, justify why the child is removed from the general preschool setting
 - If not, the amount of time the child is removed is deducted from percent of time in that setting

LRE: Teacher

- **Itinerant Teachers**

- Related service personnel are **NOT** itinerant teachers
- A preschool special education teacher in the same general preschool setting 100% of the time is **NOT** an itinerant teacher. The teacher, in this case, is a center-based teacher, team teaching in the same class (Report as a center-based teacher)

Itinerant Teacher

AM	M Class #1	T Class #2	W Class #6	R Class #3	<i>F</i> <i>Home visits</i>
PM	M Class #5	T Class #1	W Class #7	R Class #3	<i>F</i> <i>Class #4</i>

LRE: Teacher

- **Combination Teachers**
 - Provide both center-based and itinerant services to
 - **DIFFERENT CHILDREN**
 - Not dual services to the same children
 - Most likely center-based services 4 days per week and one day of itinerant services to children not enrolled in the centerbased program

Combination Teacher

A	M	T	W	R	F
M					
P	M	T	W	R	F
M					

A	M	T	W	R	F
M					
P	M	T	W	R	F
M					

Half-day
Centerbased and
Itinerant Services

	M	T	W	R	F
FULL DAY					

Full-day
Centerbased and
Itinerant Services

*ITINERANT ROLE
to different group of children than those
in centerbased setting*

District Requirements for the Least Restrictive Environment

RELATIONSHIPS FOR SPECIAL EDUCATION AND/OR RELATED SERVICES

Relationships:

Broader Early Learning Community

- 50% of PSE services delivered through a district
- 30% through an ESC
- 20% through and county board of DD

Relationships:

Broader Early Learning Community

Early Childhood Education (aka Public Preschool Grant)

- 205 districts/ESCs
 - 112 since early 1990s
 - 93 additional beginning in 2007-2008

Head Start

- 66 Agencies
- 86 counties

District Requirements for the Least Restrictive Environment

COLLABORATIVE OPTIONS

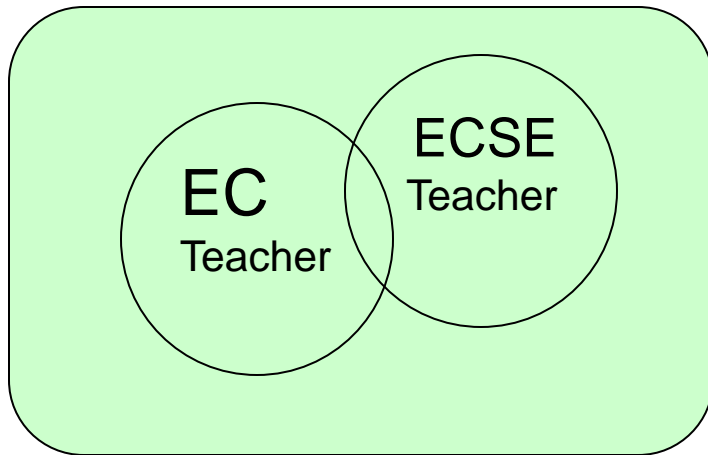
Models for EC and ECSE Teachers Function Together in Inclusive Settings

Consultation and Teamwork

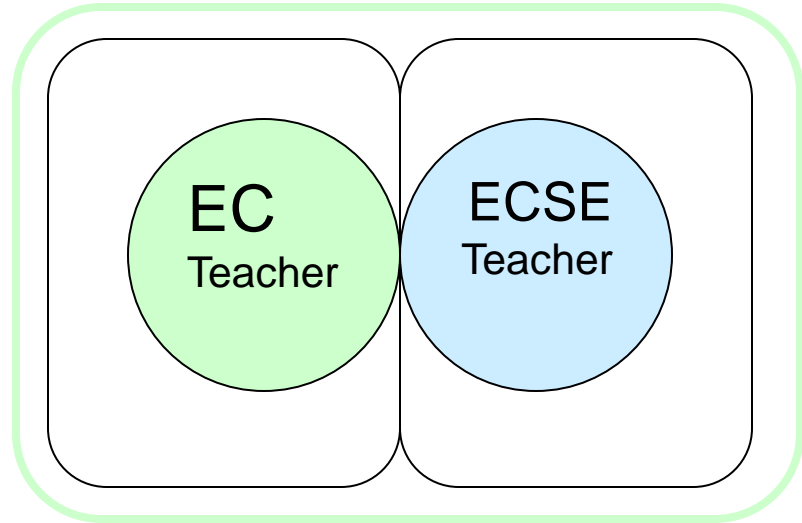
Variations on a Theme

- Nondisabled peers enrolled in preschool special education classroom
- Teachers teach in same space as blended program
- Team teaching in the same space with one group of children
- Itinerant teacher working in an ECE setting
- Collaborative consultation among staff

Teacher Perspective

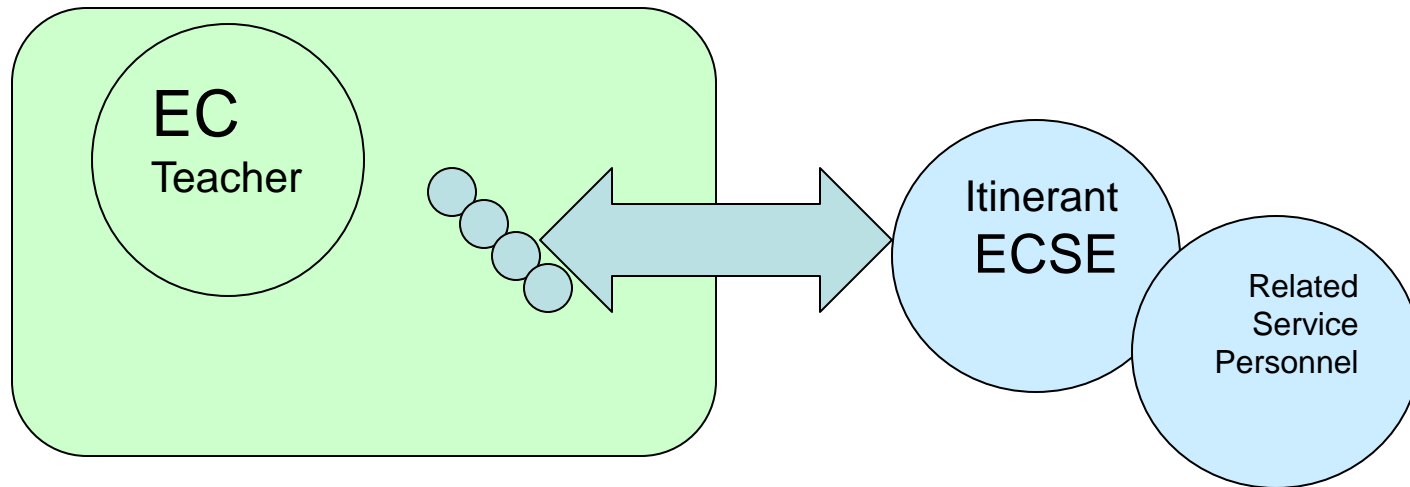


Two Teachers
Team Teach
Both are responsible
for implementation of
the IEP



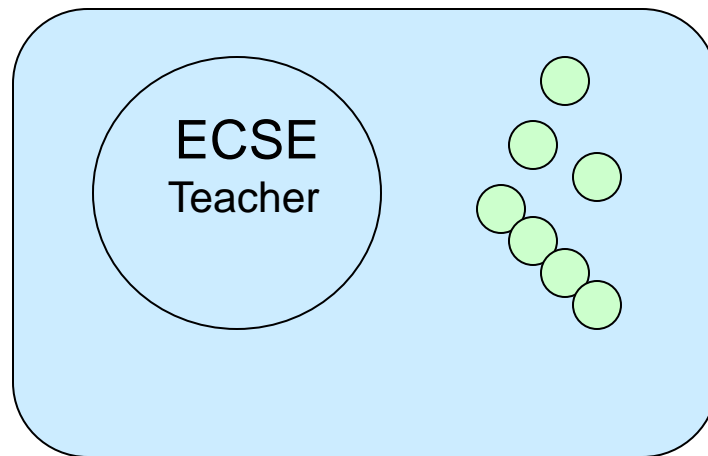
Two Teachers
Co-locate
ECSE teacher
responsible for the IEP

Teacher Perspective



Itinerant Teacher works in collaboration with EC Teacher in a general EC classroom for implementation of the IEP

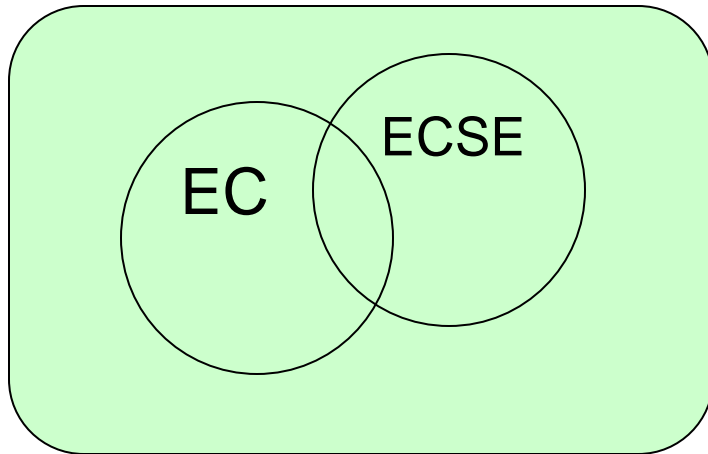
Teacher Perspective



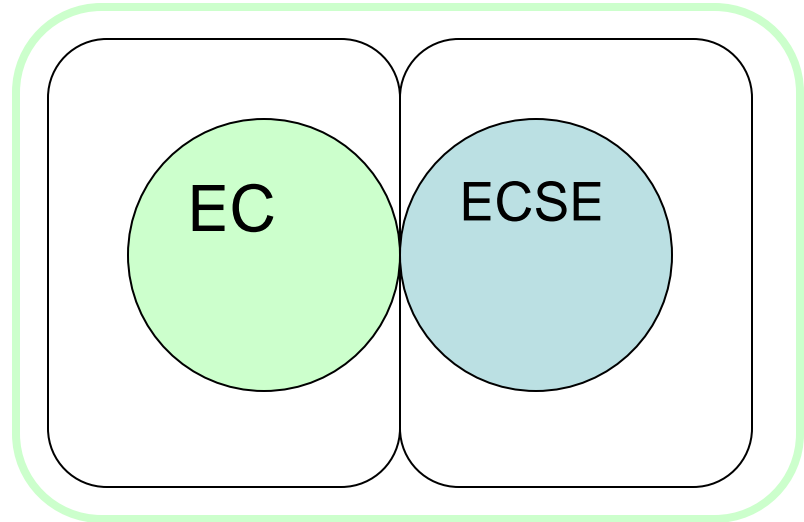
Preschool Special Education Classroom with ECSE Teacher having responsibility for preschool children with disabilities and nondisabled peers

Child Perspective

Educated with Nondisabled Peers



All children the responsibility of a team of teachers within one classroom

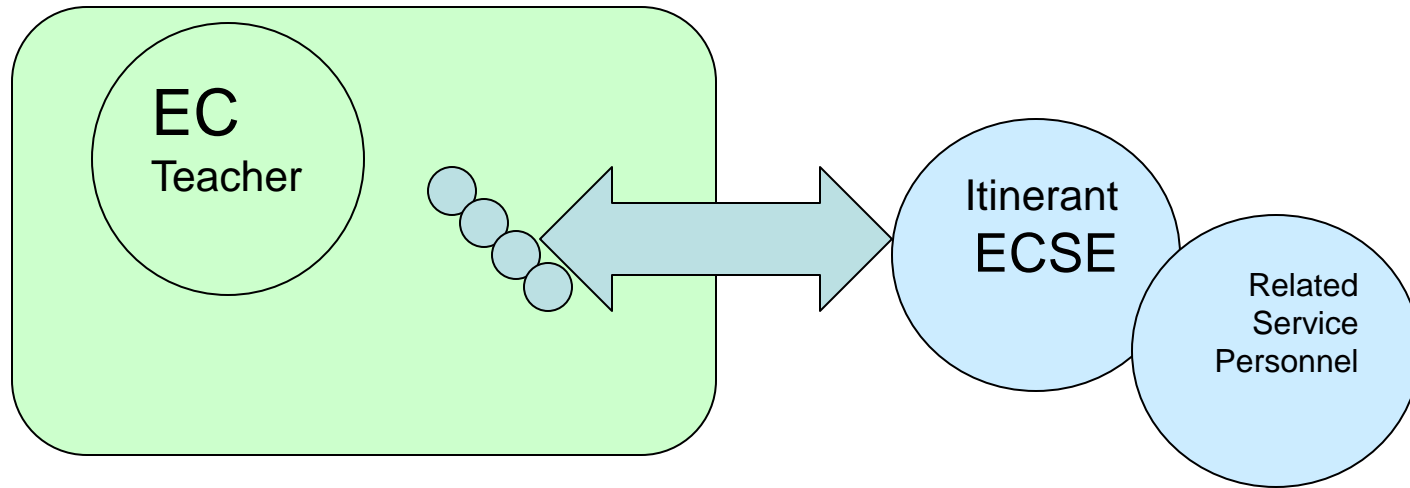


Children the responsibility of one specific teacher

- May be within one classroom or some shared activity
- May be within one building with some shared activity

Child Perspective

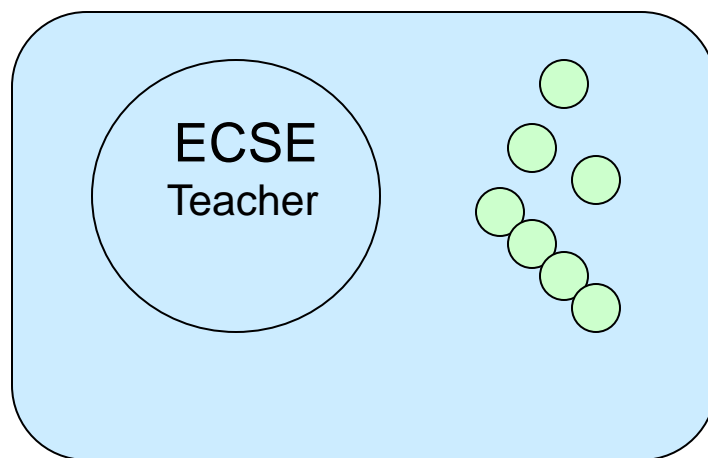
Educated with Nondisabled Peers



Children with disabilities are the joint responsibility of personnel providing services

Child Perspective

Educated with Nondisabled Peers



Preschool children with disabilities and nondisabled peers are the responsibility of the preschool special education teacher

LRE: Community Programs

Considerations

- Programs: Head Start, child care, community preschools licensed by ODJFS
 - BCII/FBI every 4 years
 - ODE Teacher licensure requires every 5 years
- Licensed by ODE or ODJFS
 - Medical every 3 years
 - 3 references
- District staff required to provide a signed assurance page

HEAD START ACT OF 2007

Head Start Disabilities Plan

- Current Head Start regulations found at 45 CFR 1305.6(C) have been superseded by the Head Start Act, U.S.C. 9837, Section 640(d)(1),
- Not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities
- Who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined by the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.),
- By the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (IDEA).
- Head Start programs should note that to be counted toward the 10% actual enrollment requirement, the children with disabilities they serve must, under Section 640(d)(1), have been determined eligible for special services under IDEA by the agency providing IDEA services in their community.