

Early Childhood Special Education Overview

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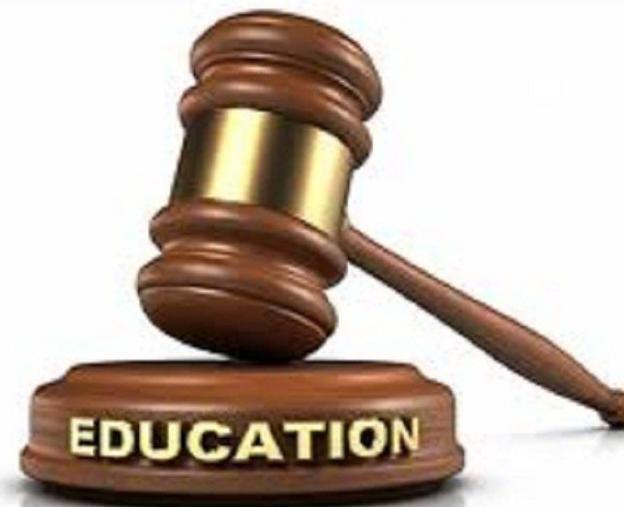


Indiana
DEPARTMENT OF
EDUCATION

Working Together for Student Success

Special Education

- Article 7
- Navigating the Course
- Procedural Safeguards



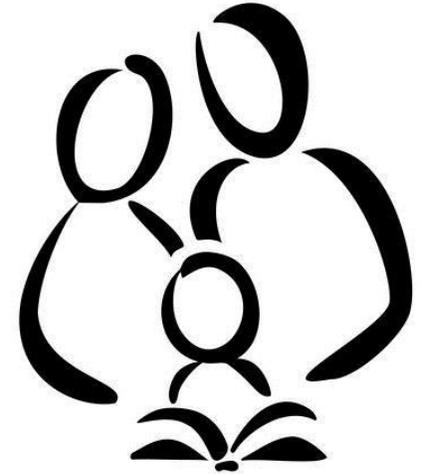
Types of Referrals

- Parent referral
- First Steps referral



Parent referral

- Parent request for evaluation
 - Verbally
 - In Writing
- School has 10 (business) days to decline or accept evaluation request
 - Screening
- After Permission signed: Timeline -- 50 instructional days
- Case Conference Committee Meeting
 - Determine eligibility/services
- IEP implemented
 - Annually reviewed
 - Can request a meeting at any time
 - Progress reports sent home as stated in IEP



First Steps referral

- Transition meeting
 - Information from school
 - Permission to evaluate
- Evaluation, Case Conference Committee Meeting, Implementation of IEP on or before 3rd Birthday
- IEP implemented
 - Annually reviewed
 - Can request a meeting at any time
 - Progress reports sent home as stated in IEP



Evaluation Process

- Permission for Evaluation
- Evaluation
- Case Conference Committee Meeting



Permission to Evaluate Special Education Eligibility Categories

- Autism spectrum disorder
- Blind or low vision
- Cognitive disability
- Deaf or hard of hearing
- Deaf-blind
- Developmental delay
- Emotional disability
- Language or speech impairment
- Multiple disabilities
- Other health impairment
- Orthopedic impairment
- Specific learning disability
- Traumatic brain injury



Assessment Domains to be Investigated

Academic Achievement Assessment of Current Academic Achievement
Academic Achievement: Assessment of Progress and Interventions
Academic Achievement: Observations of Academic Progress and Behaviors in Areas of Difficulty
[Any Other Assessments or Information Necessary to Determine Eligibility and Inform the CCC](#)
[Available Educationally Relevant Medical Information](#)
Behavior Interventions and Progress
Assessment of Cognitive Ability and Functioning (Norm or Criterion Referenced)
Communication: Assessment of Articulation, Fluency, and Voice
Communication: Assessment of Communication...in mode of student
Communication: Assessment of Functional Literacy
Communication: Observation of Student's Speech by an SLP
Communication: Student's Receptive, Expressive, Pragmatic, and Social Communication
[Developmental: Assessment of Developmental Areas](#)
Functional Performance/Adaptive Behavior: Assessment of Emotional and Behavioral Functioning
Functional Performance/Adaptive Behavior: Functional Behavior Assessment (FBA)
[Functional Performance/Adaptive Behavior: Systematic Observation Across Various Environments](#)
Functional Skills or Adaptive Behavior: In Various Environments from Multiple Sources
Language Information
Language Proficiency
Motor and Sensory: Assessment of Functional Vision
Motor and Sensory: Assessment of Motor and Sensory Response
Motor and Sensory: Assessment of Motor Skills Including Travel Skills
Motor and Sensory: Statement from a Physician if an Organic Cause Suspected
[Motor and Sensory: Vision and Hearing Screening](#)
Motor and Sensory: Written Report from an Optometrist or Ophthalmologist
Motor and Sensory Abilities: Written Report from Audiologist, Otologist, Otolaryngologist
[Social and Developmental History](#)
Testing Observations

Depending on the chosen eligibility categories, a portion of the listed assessment areas are required to be completed. For example, for Developmental Delay, the areas listed in blue are required to be assessed. However, other areas to be assessment can be marked manually.



Evaluation

- 50 Day Timeline (Instructional Days) or by 3rd Birthday
- Multidisciplinary Team
- Arena Evaluation vs Individual Evaluation



Case Conference Meeting

- School Representative, Multidisciplinary Team, Parent
- Discussion of Evaluation Results/Report
- Create IEP if student is eligible



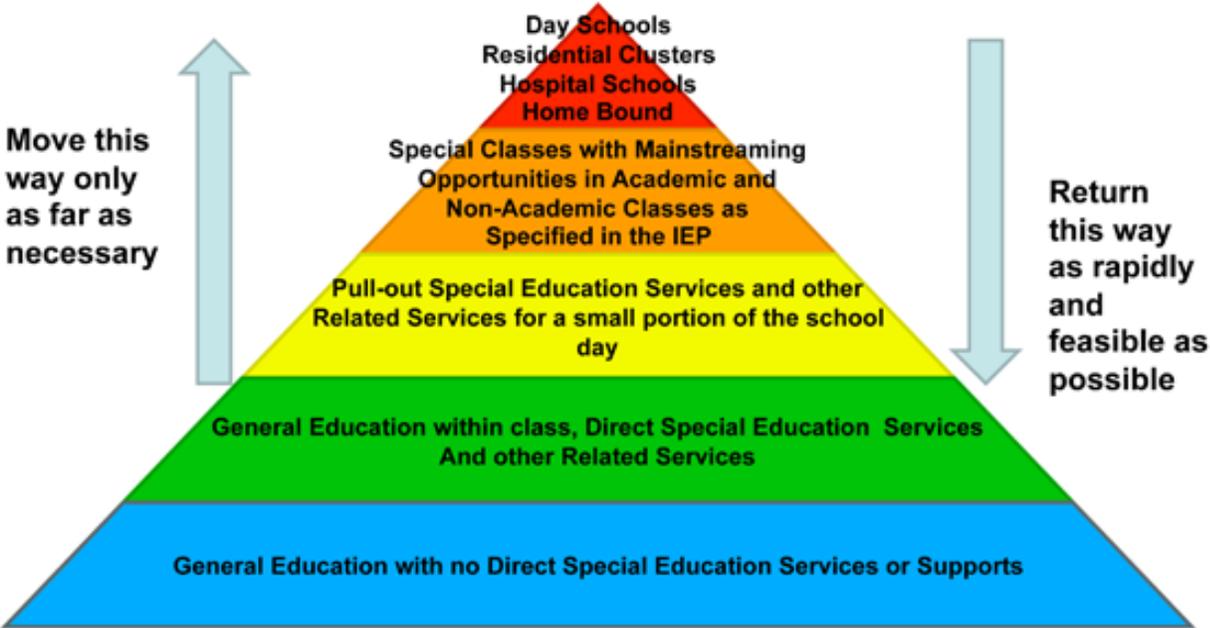
Preschool Special Education Guidance

- *ALL students age 3-5 (preschool age) are offered a free appropriate public education (FAPE) through an individualized education program (IEP) if found eligible by the case conference committee (CCC). The CCC should determine goals, services, and modifications/accommodations needed in the Least Restrictive Environment (LRE) so that the student will not only improve, but reach age appropriate Social Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to Meet Needs by kindergarten as assessed through ISTAR-KR.*



Least Restrictive Environment Continuum

Least Restrictive Placement in the Continuum of Services



Revised 09/29/2011



Preschool Special Education Guidance

When the preschool aged student is **initially eligible** for special education services as well as during annual case reviews, documentation in the IEP should include discussion of the following outcomes:

- The Student's **Social Emotional Skills** and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness;
- The Student's **Acquisition and Use of Knowledge and Skills** and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness;
- The Student's **Use of Appropriate Behaviors to Meet Needs** and what special education services, accommodations and/or modifications are needed to achieve kindergarten readiness;

High quality early childhood services play an integral role in improving these outcomes. Accurate progress monitoring of these skills can determine the appropriateness of the type of services and program the student is receiving. This data will assist in determining the possible need for a change in services, placement, and/or eligibility.



Definitions of Preschools

Public preschool: A preschool program that is under the guidance of a local education agency (LEA).

Nonpublic preschool: A preschool program attached to and regulated by a nonpublic school including a religious school or facility providing elementary or secondary education as determined under Indiana law.

Community based preschool: A preschool program regulated by the Office of Child Development and Out of School Learning within Family and Social Services Administration (FSSA) which could be in a: child care center, child care home, child care ministry, Class I child care home, or Class II child care home.

Head Start is also included as a community based preschool.



Scenario

The school corporation of legal settlement must convene the CCC to develop an IEP. If the CCC determines a preschool program is the appropriate placement in order to provide the special education services, the school corporation may provide those services in a variety of ways, including placement in its own preschool program, placement in a preschool program operated by another entity (community-based preschool or a non-public preschool), or “walk-in” speech/language therapy.



Scenario

If the offer of a FAPE by the school corporation of legal settlement is rejected by a parent that has enrolled the student in a non-public preschool program, then the school corporation where the nonpublic school is located must convene the CCC and offer services under a Service Plan (SP).

- **This situation (parents have enrolled their child in a nonpublic school and reject a FAPE) is the only time a SP is created.**



Scenario

If the parents elect to enroll the student in an ABA center, they are rejecting a FAPE. A service plan would not be offered since the facility does not meet the definition of a non-public school as stated in Article 7.



Developmental Delay Law

Indiana General Assembly recently passed legislation that permits schools to include children with developmental delay in its nonduplicated count of pupils in programs for mild and moderate disabilities, effective July 1, 2018. The State Board of Education is directed to amend the definition of developmental delay, effective July 1, 2018, to provide that developmental delay is a disability category solely for students who are at least 3 years of age and less than 9 years of age.



Scenario

The student who is currently identified with DD who will be kindergarten eligible for the 2018/2019 school year:

A. The Case Conference Committee and other qualified professionals as appropriate determine if additional assessments are needed.

B. If the team determines that the student continues to be eligible for DD and no new assessments are needed (as indicated in the IEP), then no reevaluation is required and the student may continue eligibility after July 1, 2018.

C. If the team suspects the student is no longer eligible for DD, and does not suspect another disability category, the team determines what, if any, additional assessments are needed and initiates the reevaluation process.

D. If the team suspects a different or additional eligibility area or wants additional information, then the team determines what additional assessments are needed and initiates the reevaluation process.



Scenario

An initial referral for DD for a student not yet kindergarten eligible but who will be eligible for kindergarten at the start of the 2018/2019 school year.

A CCC can determine DD eligibility using already established procedures prior to July 1, 2018. If determined DD eligible, the student will remain eligible after that date.



Kindergarten Enrollment

As each student reaches the age of kindergarten eligibility, a FAPE should be offered through an IEP which includes the services/accommodations/modifications needed for him/her to be successful in the appropriate LRE in kindergarten. The Office of Special Education recognizes that all parents have the right to delay kindergarten enrollment for their child. If the parents of a child with a disability elect to delay enrollment, special education services appropriate for a kindergarten aged student may be provided for one additional year at the preschool level. The provision of these services would be determined by the case conference committee.



Questions, Concerns, Comments



Additional Resources

[Early Childhood Preschool](#)

[Laws, Rules, Interpretations](#)

[Early Learning](#)



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