Preschool Inclusion for Students with Disabilities

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EL-TAI
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Today We Will:

★ Explore what high-quality inclusive practices look like.

★ Explore how families can facilitate the access, participation and appropriate support needed in preschool inclusion for their student.

IDEA POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs (September 18, 2015)

This policy statement, released jointly by the Departments of Education and Health and Human Services, states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

Inclusion = Least Restrictive Environment

IDEA regulations provide the requirements for Least Restrictive Environment:

"Each public agency must ensure that—

i. 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 nondisabled; and

ii. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

— IDEA Regulations. ↗ *34 CFR § 300.114(a)(2)*

Oxford Dictionary:

1. the action or state of including or of being included within a group or structure.

2. the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

INCLUSIVE EDUCATION

CREATED BY DR. JULIE CAUSTON AND DR. KRISTIE PRETTI-FRONTCZAK

INCLUSIVE EDUCATION MEANS we no longer accept that separate classrooms, separate schools, and separate lives are in the best interest of any student. Separating people by ability disadvantages everyone. Belonging is a human need. Our educational system, practices, and spaces need to be reimagined.

INCLUSIVE EDUCATION MEANS every student is valued because of their strengths, gifts, and even challenges. As disability is simply... diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed.

IT IS POSSIBLE TO CREATE INCLUSIVE SCHOOLS WHERE ALL STUDENTS FLOURISH!

Benefits of Inclusive Services

★ So that children will learn the skills they need in the places they will use them
★ So that children have increased practice opportunities
★ So that a child does not miss out on any classroom activities
★ So that teachers can see what therapists do to help children and expand their skills
★ So that teachers and therapists focus on skills that will be immediately useful for the child
★ **Because it is the right thing to do!**

Life Long Friendships!

High Quality Inclusion

IS:

- When a student with an IEP is a valued member of the classroom and school community
- Where preschoolers with disabilities are meaningfully engaging and participating with their peers
- Attitudes, beliefs and culture

IS NOT:

- A space or place
- Something the student has to earn

Family Role in Inclusion

Assessment

IEP Development Step 1

College and Career Ready-Individual Education Program (CCR-IEP)
A Guide to the Family's Role

Step 1: Understanding Achievement
(Present Levels of Academic/Functional Performance)

The IEP team will discuss your child's strengths and needs. The team will talk about how your child is doing in school including academics, routines and behavior. The Team will review test scores, classroom work, and observations of your child. Your team will talk about how your child compares to age and grade level standards.

Family Role in this Step:
- Ask questions about anything that may be new or unfamiliar
- Share details about your child including, but not limited to, your hopes and dreams for her/him/them.

Be prepared to share:
- Student strengths, interests, likes, dislikes
- Hopes and dreams for your child.
- Information on how your child participates within the community
- Where you feel they need support
- What is easy and what is hard academically, emotionally, and physically throughout their days
- Family/cultural information to help understand student concerns, fears, and questions

I want to share this about my child:

IEP Development Step 2

College and Career Ready-Individual Education Program (CCR-IEP)
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Step 2: Identify Effects of Disability and Disability-Related Needs
The IEP team will talk about how your child's disability affects their school activities in the areas of general education, reading, and participation. Then the team will determine how the disability affects their progress in school and meeting grade level standards. After this discussion, the team will make a list of your child's disability related needs.

Family Role in this Step:
- Participate in conversation to determine the underlying needs
- Describe or explain how your child engages at home and in the community
- If your child has an invisible disability (such as hearing loss, autism, ADHD, etc.), please share with what you understand about the behaviors associated with it and describe what that looks like

Be prepared to share:
- How your child's disability, physically and behaviorally, affects:
  - Learning
  - Peer and adult relations
  - Independence in the home and the community
- Academic success you are seeing at home
- Observations that support or are different than those shared by school staff

I want to share this about my child:

IEP Development Step 3

College and Career Ready-Individual Education Program (CCR-IEP)
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Step 3: Develop Ambitious and Achievable Goals

The IEP team will write goals that will support your child's unique strengths and needs. These goals will address each of the disability related needs that were listed in the last step. The goals should reflect high (ambitious) expectations and your child should be able to meet them within a year. Each goal will state the skill, how the skill will change, how it will be measured and what success will look like. The team will also include how they will update families on the progress students are making towards reaching their goals.

Family Role in this Step:
- Identify priorities for the school year
- Keep your child's strength at the forefront of the discussion.
- Maintain high expectations for goals written
- Be open to hearing and understanding ideas from the school. You never know, they may come up with something even better than what you were looking for.
- Ask questions on how these goals will get your student to the standard set for his/her peers.

Be prepared to share:
- Concerns and successes of past goals
- What you would like to see your child achieve in the upcoming year
- Ideas you may have for a self advocacy goal
- What your child wants for their future and how these goals will get your child to their hopes and dreams
- How/when you would like to receive updates on your child's progress.

I want to share this about my child:

IEP Development Step 4

College and Career Ready-Individual Education Program (CCR-IEP)
A Guide to the Family's Role

Step 4: Align Specially Designed Instruction, Services, Supports, Accommodations and Modifications

The IEP team will determine the special education and services needed to help meet your child's disability related needs, access the general curriculum, and reach their goals. These services will be documented in the Program Summary and include a statement of when and where the services will be provided.

Family Role in this Step:	Be prepared to share:
• Ask questions about the proposed services and supports. Ask what it is, what it looks like, where it happens, why it is being used. • Make sure you have a clear picture about what your child's day will look like and how they will be supported at school. • Engage in the conversation about what family participation might look like in obtaining goals. • Ask what school can do to support your participation in reaching goals at home (such as strategies and resources.)	• What accomodations are used at home and in the community to support your child • What services, supports, accommodations and modifications have, or have not, been effective and why • What your child needs to participate in extracurriculars and field trips

I want to share this about my child:

IEP Development Step 5

College and Career Ready-Individual Education Program (CCR-IEP)
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Step 5: Analyze Progress

Your school-based IEP team members are responsible for regularly measuring your child's progress towards meeting their goals. This helps them determine if your child is on track to meet their goal within the desired amount of time. If your child is not making progress towards their goal, the team can meet to discuss the support and services provided in the plan. Progress will be communicated to families on a regular basis.

Family Role in this Step:
- Ask questions to understand progress reports, progress data, or proposed IEP changes
- State a preference of which school staff you are most comfortable communicating with along with your preferred way to have progress communicated
- Ask what would indicate growth and progress towards the goals and how it is monitored

Be prepared to share:
- To share how you view progress toward goals at home and in the community
- Your preferred communication platform for two-way communication
- The best way to update you on your child's progress
- How often you want to be updated
- How you would like to be involved in helping the school to monitor your child's progress
- Share questions you may have about accessing the school's management system and classroom applications

I want to share this about my child:

You are the most important person in your child's life.

Partner with your school district and be an advocate for your child.
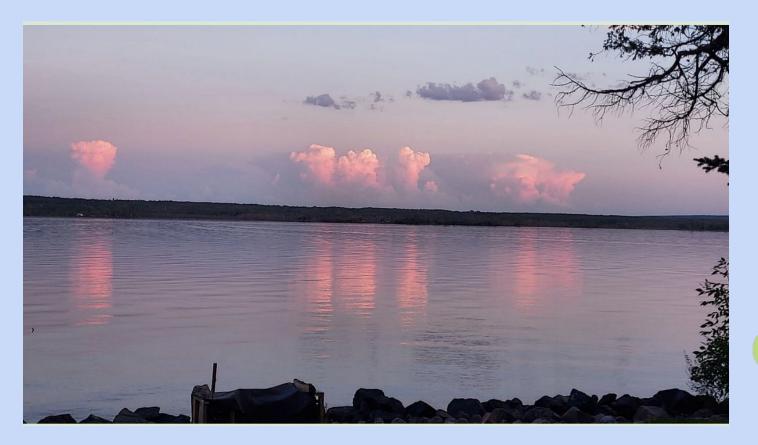
Meaningful Inclusive Services

Resources

- [ECTA Center-Early Childhood Technical Assistance Center](#)
- [Special Education in Plain Language](#)
- [CCR-IEP 5 Step Guide for Families](#)
- [Least Restrictive Environment: What Parents Need to Know](#)
- [Communicating with Your Child's School](#)

Reflection

Early Learning- Technical Assistance & Implementation Services and Supports

State ECSE Professional Learning

- Webinars
- Trainings
- Cohorts
- EC Connections

State ECSE Technical Assistance

- Early Learning Technical Assistance Request
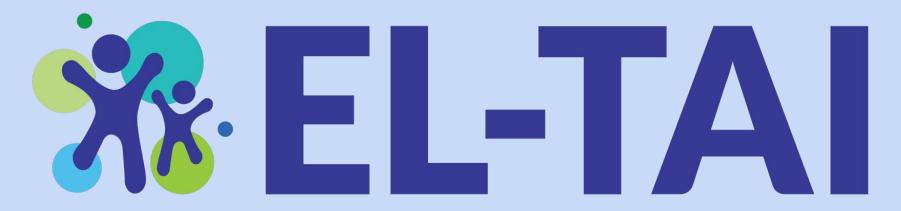- Early Learning Menu of Supports and Services

State ECSE Email List

Subscribe to the state ECSE email list subscribe-ecse@lists.dpi.wi.gov

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