Supporting Children Who Do Not Qualify for the Individuals with Disabilities Education Act (IDEA)

February 21, 2017

Presenters:

Valeri Lane

Sangeeta Parikshak

Beth Caron

Sharon Walsh

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

NCECDTL

Welcome!

Valeri Lane
NCECDTL

Sangeeta Parikshak
OHS

Beth Caron
NCECDTL

Sharon Walsh
ECTA

NCECDTL

Poll – Who is with us today?

- What is your primary role in your program?
  Program Director
  Disability Coordinator
  Education Manager
  Mental Health Consultant
  Teacher or Provider
  Home Visitor
  TA or PD

NCECDTL

Session Objectives

At the end of this presentation, you should be able to:

- Know the laws and regulations that are the foundation of services to children not eligible for IDEA.
- Understand the importance of individualizing services for all children.
- Discuss strategies for individualizing for all children who do not have an IFSP or IEP.
- Access resources to support individualization that are available to all.

NCECDTL

Session Agenda

Here's what we're doing today:

1. Welcome
2. Overview of applicable Head Start Program Performance Standards (HSPPS)
3. Review Section 504 of the Rehabilitation Act
4. The foundations of individualization
5. Strategies and resources that support individualization.

NCECDTL

Overview of applicable Head Start Program Performance Standards and Section 504 of the Rehabilitation Act

©RandySantos/dcstockimages

NCECDTL

Applicable Head Start Program Performance Standards (HSPPS)

- **§**1302.33 Child screenings and assessments.

  (a)(5) If...the child is not eligible for ... IDEA, the program must:

  (i) Seek guidance from a mental health or child development professional to determine if the ... evaluation shows... the delay ... is likely to interfere with development and school readiness; and,

  (ii) If the child has a significant delay, partner with parents to ... access services and supports to ... address the child's needs.

NCECDTL

Applicable Head Start Program Performance Standards (HSPPS)

- **§**1302.60 Full participation in program services and activities
- **§**1302.61 Additional services for children
  - (a) Additional services for children with disabilities.
  - (b) Services during IDEA eligibility determination.

NCECDTL

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 stipulates that individuals with disabilities *cannot be excluded for participation in any program or activity receiving federal financial assistance*.
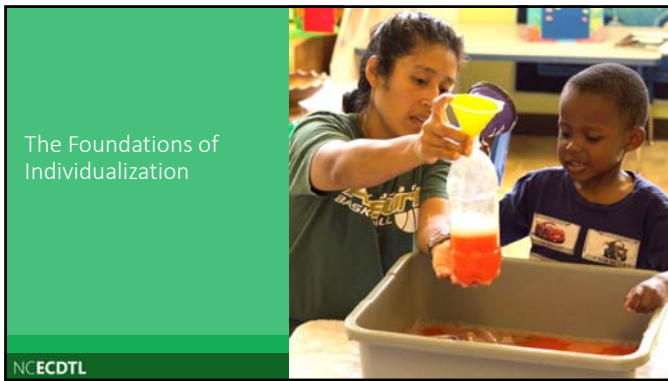Accommodations may be required under Section 504 to ensure that individuals are not excluded.

NCECDTL

The Foundations of Individualization

NC**ECDTL**

What Does a High-Quality Program that Supports <u>All</u> Children Look Like?

- Providers recognize that <u>all children are individuals</u> with special strengths and needs
- <u>Parents are actively involved</u> in planning their child's education and experiences.
- <u>Broad curriculum is used</u> (and emphasizes cognitive and functional development, as well as social and emotional development).
- <u>Planned/structured activities</u> are in place that promote social integration and friendship development.

NC**ECDTL**

What Does a High-Quality Program that Supports <u>All</u> Children Look Like? (cont.)

- Teaching <u>strategies are individualized</u> to meet the needs of every child.
- Providers <u>monitor children's development</u> and ongoing progress.
- <u>Creative modifications are made</u> to routines and activities so that each child benefits from participation.

NC**ECDTL**

Supporting Children with Delays or Possible Disabilities

How can you support children with delays or challenges with learning who are *not eligible* for IDEA services and children who *may* be eligible while you wait for eligibility to be determined?

NCECDTL

Supporting Children with Delays or Possible Disabilities

Consider the roof of the *Head Start Framework for Effective Practice: Supporting School Readiness for All Children*

Highly Individualized Teaching and Learning

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

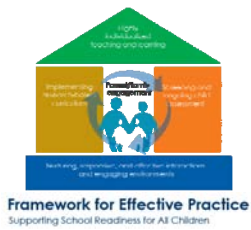## Build a Solid Foundation for All Children

Start with the foundation:

Nurturing, responsive, and effective interactions and engaging environments.

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

Build a Solid Foundation for All Children

Examine your classroom, setting, or program
- Identify where the environment can be made more engaging
- Identify where the interactions can be more nurturing, responsive and effective.
- Promote back-and-forth exchanges between adults and children regularly and provide emotional support to children
- Organize the environment to support positive behavior management and productivity

NCECDTL

Engage Parents and Families

Remember that family members are a child's first and primary teachers, and most important influence.

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

Provide Screening and Ongoing Assessment

Find out what is working and what is not:

- Identify developmental milestones
- Screen for developmental issues and challenges
- Assess progress on an ongoing basis

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

Implement Research-Based Curriculum and Instructional Strategies

Consider what and how children are learning.

Curricula should be:
- Developmentally appropriate
- Research-based
- Aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

Individualize Teaching and Learning

Individualize teaching and learning for children based on their unique needs through:

- Embedded instruction and naturalistic interventions
- Scaffolding strategies
- Use tiered models of instruction to target and individualize teaching for children who need additional supports

Framework for Effective Practice
Supporting School Readiness for All Children

NCECDTL

Using Tiered Models of Instruction to Support All Children

- Begin with a classroom structure and curriculum that supports all children
- Measure children's progress on an ongoing basis
- Layer a tiered instructional intervention on top of the core curriculum that targets children who are struggling with making progress
- Use data on children's progress to make decisions about changing strategies, adding supports, and making modifications
- Engage families in setting benchmarks and goals for children's progress
- Individualize further for those children who are still struggling despite the additional supports

NCECDTL

Supporting Children's Positive Behaviors

Program-wide positive behavior intervention and supports (PBIS)

For example, the CSEFEL Pyramid Model for Supporting Social Emotional Competence is a tiered intervention framework for supporting social-emotional and behavioral development for all children in the program.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/resources/strategies.html

NCECDTL

Supporting Children's Positive Behaviors

- **The foundation is the systems and policies** necessary to ensure the adults are able to adopt and sustain these evidence-based practices.
- **Tier 1: Universal supports** for all children through nurturing and responsive relationships and high-quality, supportive environments.
- **Tier 2: Prevention** includes practices that target social emotional strategies to prevent problems. Explicit instruction is given to some children who need more systemic help in social skills and emotional regulation.
- **Tier 3: Intensive, individualized intervention** for children with persistent challenging behaviors that are not responsive to interventions at other tiers.

Center on the Social and Emotional Foundations for Early Learning (CSEFEL) http://csefel.vanderbilt.edu/resources/strategies.html

NCECDTL

Where can you find help?

- **Online tools and resources**
  - ECLKC web resources https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities
  - House framework https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice
  - ELOF https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof
  - DEC Recommended Practices http://www.dec-sped.org/dec-recommended-practices
- **Tap the professionals in your midst**
  - Head Start Disability Coordinators
  - Mental Health Consultants
  - IDEA Part C and B, 619 staff working with your programs to support other children
- **PD/Training** for Disability Coordinators and Providers
- **TTA Disability Specialists**
- **Disability Coordinators Institute – April 5, 2017**

NCECDTL

Strategies and Resources that Support Individualization

NCECDTL

Priorities for This Discussion

- How do you identify strategies to assist you in individualizing for children with special needs, particularly children without an IDEA eligibility?
- How can you use the Division for Early Childhood Recommended Practices (DEC RP) to individualize for children with special needs?
- How can you use peers/partners to assist in this work and help families obtain direct services needed?

NCECDTL

Poll – Confidence with Individualization?

How confident are you in your ability to individualize/modify for children with special needs who are not IDEA eligible? (select one)

- I am confident. I individualize for most children, including those with special needs.
- I would benefit from additional information, supports and resources to help me individualize for children with special needs.
- I am not confident that I know enough about how to individualize practices for children with special needs.

NCECDTL

DEC Recommended Practices

- Designed for children-birth through kindergarten who have or are at risk for developmental delays and disabilities, including children who <u>are eligible</u> for IDEA and those that <u>are not eligible</u>.
- Are observable, written in active voice, and not disability specific
- Can be delivered in all community settings, especially Head Start.
- Practices build on, but do not duplicate, standards for typical early childhood settings (e.g. NAEYC Developmentally Appropriate Practices)
- Practices represent "highest impact practices"

NCECDTL

Where to Find the DEC RPs

http://www.dec-sped.org/recommendedpractices

NCECDTL

DEC RP: Eight Topic Areas; 66 Practices

- Leadership
- Assessment
- Environment
- Family

- Instruction
- Interaction
- Teaming and Collaboration
- Transition

NCECDTL

DEC RP – Topic: Family

The recommended practices in this topic focus on interactions with family members so that teachers and home visitors can support the family's confidence and ability to help their child learn and grow.

NCECDTL

Principles in the Family Topic of DEC RP

- **Parents are the constant** in the lives of young children with disabilities or developmental delays and so practitioners should provide families with the information they need and recognize the information they already have.

- **Practitioners need to respect** the unique characteristics of each family including ethnicity, culture, family structure and family goals and work in collaboration with the family to achieve these goals

NCECDTL

RP F5 (5th Practice in the Family Topic) and Examples

F5 - Practitioners support family functioning, promote family confidence and competence, and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.

- The Head Start provider focuses on sharing information and providing support so that the family feels confident they can assist their child's development in their home.
- The Home Visitor asks the family what types of activities they currently use to support their child's efforts to communicate at meal time and then provides the family with strategies they can use to increase the child's participation in those activities.
- The Home Visitor acknowledges a family's strengths and expertise in addressing their child's challenging behaviors and supports the family in using these skills to address the child's sleeping difficulties.

NCECDTL

DEC RP – Topic: Instruction

The purpose of the Instruction topic within the RPs is <u>to help children acquire the skills and behaviors</u> that will help them be <u>more independent and successful</u> as young children and throughout their lives.

NCECDTL

RP INS1 (1st Practice in the Instruction Topic) and Examples

INS1 - Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
- The teacher observes a child's preference for trains and turns the dramatic play area into a train station. She provides learning opportunities for the child to "purchase" train tickets, blow the train whistle, and help build a train station.
- A team composed of the teacher, Disability Coordinator and the child's parent conducts observations to gather information about toys a toddler prefers and to identify reinforcers. The team collects data about which toys and how long the toddler plays with each toy.
- A Home Visitor works with the family of a toddler to identify opportunities for the child to make choices during everyday routines at home and in the community.

NCECDTL

DEC RP – Topic: Interaction

From the DEC RP:

Sensitive and responsive interactions are the foundation for promoting the development of a child's language, cognitive, and emotional competence.

NCECDTL

RP INT1 (1st Practice in the Interaction Topic) and Examples

INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- A teacher helps peers respond to a child who uses gestures to communicate so the child does not become frustrated.
- A teacher 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.
- A teacher smiles frequently at children, shows genuine pleasure to be in the company of children, and shows authentic approval of each child's accomplishments.

NCECDTL

But Wait… There's More!

Yes, the DEC RP support individualization …

There are additional resources on the Early Childhood Technical Assistance Center (ECTA) website that support the use of the DEC RP.

NCECDTL

ECTA Center – DEC RP Resources

http://www.ectacenter.org/decrp/

Performance Checklists
for promoting the use of the RPs and for practitioner self-evaluation

Illustrations
links to video vignettes from our collection and others'

Practice Guides for Practitioners
in print and mobile formats

Practice Guides for Families
in print and mobile formats

NCECDTL

ECTA Center – Performance Checklists

There are checklists for each of the 8 topic areas in the DEC RP.

Instruction Checklists
- Naturalistic Instructional Practices Checklist — View Description
- Embedded Instructional Practices Checklist — View Description
- Systematic Instructional Practices Checklist — View Description

Instruction Practice Guides for Practitioners
- Embedded Instruction Practices | Mobile — View Description
- Following the Child's Lead | Mobile — View Description
- Naturalistic Instruction Practices | Mobile — View Description
- Systematic Instruction Practices | Mobile — View Description

Instruction Practice Guides for Families
- Embedded Instruction Practices | Mobile — View Description
- Following Your Child's Lead | Mobile — View Description
- Getting Specific | Mobile — View Description
- Learning Comes Naturally | Mobile — View Description

NCECDTL

ECTA Center – Performance Checklists – A Sample

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

	Seldom or Never (0-25%)	Some of the Time (25-50%)	As Often As I Can (50-75%)	Most of the Time (75-100%)
1. Observe the child's attempts to communicate or interact with you during everyday activities	☐	☐	☐	☐
2. Identify the social-communication behavior the child uses or attempts to use to initiate interactions	☐	☐	☐	☐
3. Follow the child's lead and interpret the child's behavior (e.g., visual attention, smiling, gestures) as an intent to communicate	☐	☐	☐	☐
4. Respond contingently to the child's social-communication behavior to sustain the child's interactions with you	☐	☐	☐	☐
5. Join in the child's social-communication interactive play by imitating the child's nonverbal and verbal behavior	☐	☐	☐	☐

NCECDTL

ECTA Center – Videos to Illustrate RPs

Building on Child Strengths

Early Social Communication

- Performance Checklists — *for promoting the use of the RPs and for practitioner self-evaluation*
- Illustrations — *links to video vignettes from our collection and others*
- Practice Guides for Practitioners — *in print and mobile formats*
- Practice Guides for Families — *in print and mobile formats*

NCECDTL

Systematic Strategies to Promote Child Learning

- **Identify a behavior or skill** you want a child to learn/use
- **Identify child's interests and preferences** to give the child opportunities to learn in a familiar context, or…
- **Identify existing or new activities or routines** to give the child opportunities to learn the new targeted behavior/skill
- **Use verbal or gestural prompts** as needed
- **Reinforce** the behavior or skill
- **Reduce the prompts** as you can and ensure multiple natural opportunities for the child to practice and use skill in new activities

NCECDTL

Systematic Strategies to Promote Child Learning

Strategies	Application
Preparation	
Identify behavior or skill	Sharing
Identify child's interests or preferences	Blocks/dinosaurs/baby dolls
Implementation	
Use verbal or gestural prompts	[Prompts…]
Reinforce	[Reinforcement…]
Reduce prompts	[Reduction of prompts…]

NCECDTL

Remember: You Already Individualize Everyday

- Provide high-quality, evidence-based practices for children
- Identify behaviors and skills child needs to learn
- Partner with child's family and your team on decisions
- Imbed strategies for skill development in daily routines
- Help families find and use daily opportunities to imbed these skills

Framework for Effective Practice

NCECDTL

Providing Services When a Child is Not IDEA Eligible

- Use expertise of Head Start program staff - Mental Health, Disability and other experienced teachers in the program to help locate resources
- Help parents use Medicaid to secure direct services needed for their child
- Assist parents in using private insurance to purchase services as needed
- Use Head Start funds to purchase direct services as budgets permit and at program discretion

NCECDTL

MyPeers

Reminder: Head Start Disabilities/Inclusion Network on MyPeers

NCECDTL

How to join the Network as a New MyPeers Member

- Click on the link provided in the chat box
  - Provide your name, email, and role
- Look for an invitation to join MyPeers via email
- Once you enter MyPeers, click on Communities
- Select Head Start Disabilities/Inclusion Network
  - We will automatically add you to the Community

NCECDTL
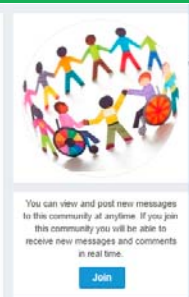

How to join the Network as a Current MyPeers Member

- Click on Communities
- Select Head Start Disabilities/Inclusion Network
- Click on "Feeds"
- Select "Join" on the right hand side of the screen

You can view and post new messages to this community at anytime. If you join this community you will be able to receive new messages and comments in real time.

Join

NCECDTL

Thank you!

Thank you for joining us today!

Valeri Lane – NCECDTL vlane@zerotothree.org

Sangeeta Parikshak – OHS Sangeeta.Parikshat@acf.hhs.gov

Beth Caron – NCECDTL beth.caron@aemcorp.com

Sharon Walsh – NCEDTL walshtaylo@aol.com

NCECDTL