Early Childhood Special Education

CONTINUUM of SERVICES
SELF CONTAINED (MRE)
Instructional Setting Code is based on amount of time in the General Education Setting with non-disabled peers.

Special Education Teacher

Special Education Instructional Assistant

Special Education Student

PRE-K DUALLY CERTIFIED (LRE) *3-4 Year Olds Only
Instructional Setting Code is based on amount of time in the General Education Setting with non-disabled peers.

Dually Certified Teacher

Special Education Student

General Education Student
PRE-K WITH INDIRECT SERVICES (LRE)

Instructional Setting Code is based on amount of time in the General Education Setting with non-disabled peers.

General Education Teacher

Special Education Teacher or Instructional Assistant provides Indirect/Consultative Services

Special Education Student

General Education Student

PRE-K OR KINDER CO-TEACH (LRE)

Instructional Setting Code is based on amount of time in the General Education Setting with non-disabled peers.

Special Education Teacher

General Education Teacher

Special Education Student

General Education Student
“It is the Departments’ position 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 in early childhood programs can set a trajectory for inclusion across the life course, making it critical that we include individuals with disabilities in all facets of society from birth.”

“Like all children, it is critical for children with disabilities to be exposed to a variety of rich experiences where they can learn in the context of play and everyday interactions and engage with their peers with and without disabilities.”

“States and communities have made progress in expanding early learning opportunities for young children […] however, despite these expansions in the availability of early childhood programs, there has not yet been a proportionate expansion of inclusive early learning opportunities for young children with disabilities.”

“Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.”

“Children with disabilities, including in those with the most significant disabilities and the highest needs, can make significant development and learning progress in inclusive settings.”
Resources

https://bit.ly/3H5B0Az

ECTA Center – Determining Least Restrictive Environment (LRE) Placements for Preschool Children with Disabilities: Reference Points and Discussion Points

DEC NAEYC Early Childhood Inclusion

ECTA Center—Considerations for Developing State Policy and Guidance on Inclusion of Children with Disabilities in Early Childhood Programs:
https://bit.ly/3GQs1TC

ECTA Center—Local District Preschool Inclusion Self-Assessment
https://bit.ly/3yz4sM1

US Department of Education Office of Special Education and Rehabilitative Services—Dear Colleague Letter related to Preschool Least Restrictive Environments (LRE)
https://bit.ly/3GMgXqz

ECTA Center—Team Decisions for Preschool Special Education Services Guiding Questions

ECSE PLRE Document
https://bit.ly/3DXj2xT
FOR MORE INFORMATION, PLEASE CONTACT:

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