

Early Childhood Special Education

CONTINUUM *of* SERVICES



SELF CONTAINED (MRE)

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



PRE-K DUALY CERTIFIED (LRE)

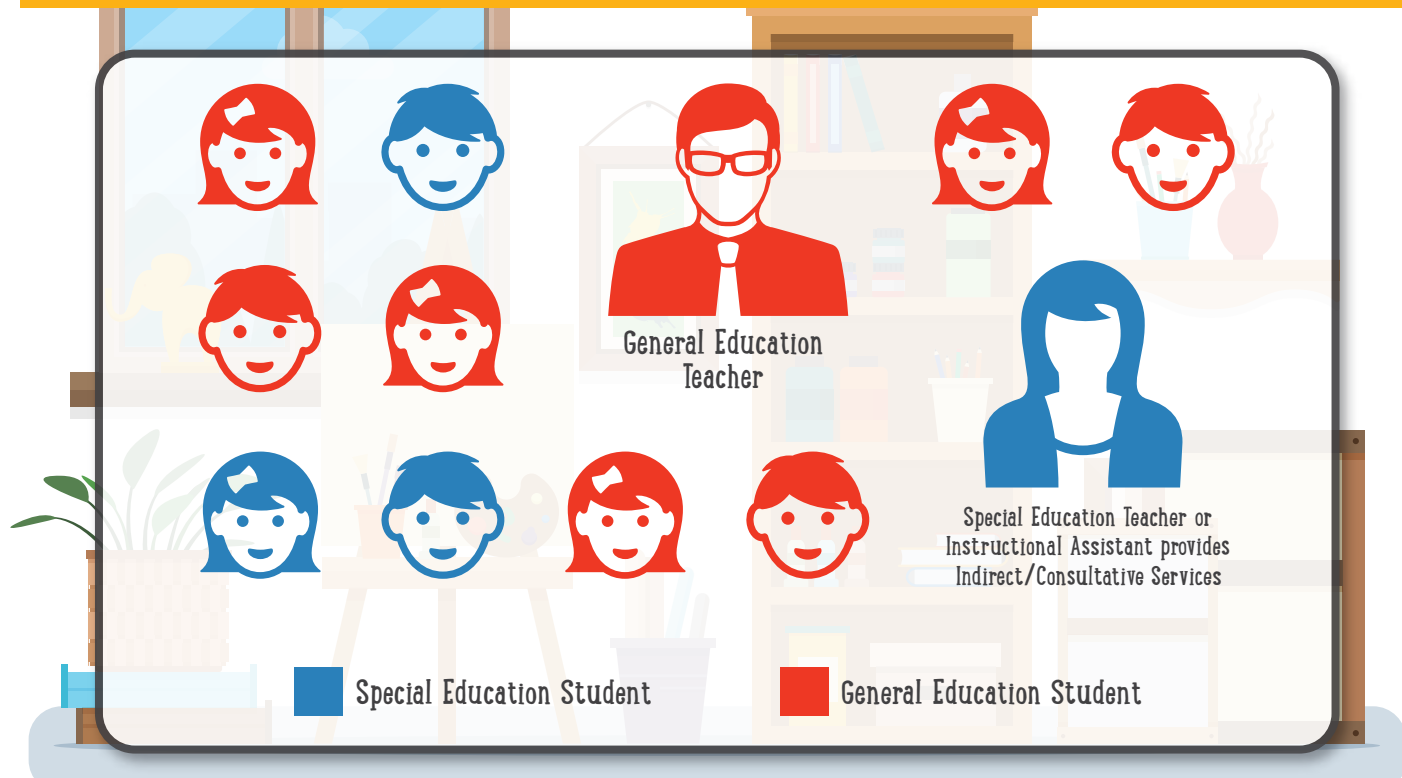
*3-4 Year Olds Only

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



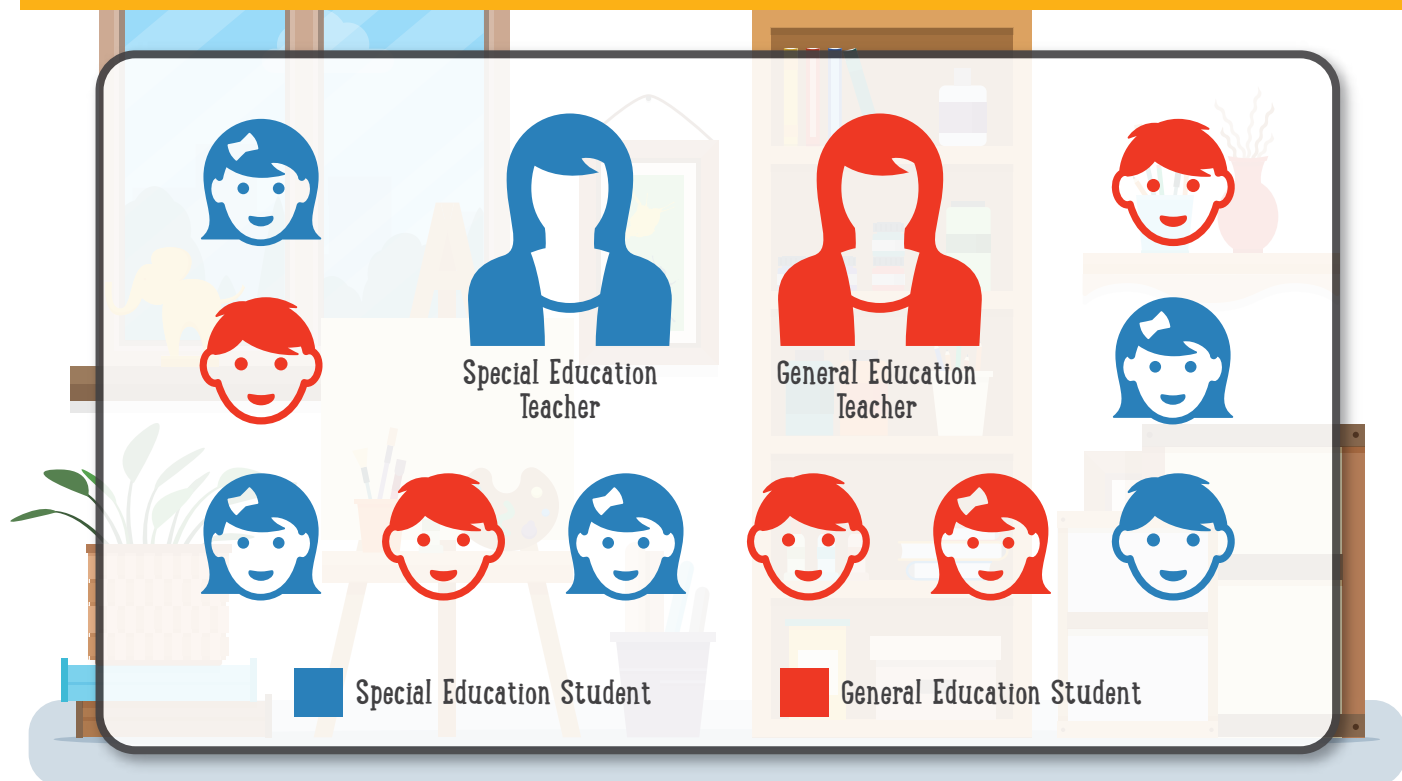
PRE-K WITH INDIRECT SERVICES (LRE)

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



PRE-K OR KINDER CO-TEACH (LRE)

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





Benefits of Educating Children in the Least Restrictive Environment

“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

US Dept. of Health and Human Services & US Dept. of Education - Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs:

<https://bit.ly/3H5B0Az>

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

<https://bit.ly/32cslwZ>

DEC NAEYC Early Childhood Inclusion

<https://bit.ly/3GN8XFI>

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

<https://bit.ly/3p3Yv6R>

ECSE PLRE Document

<https://bit.ly/3DXj2xT>



FOR MORE INFORMATION, PLEASE CONTACT:

Sarah Ford
Educational Specialist
sarah.ford@esc20.net
(210) 370-5613

Priscilla Molina
Educational Specialist
priscilla.molina@esc20.net
(210) 370-5255



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