

# Early Childhood Special Education Services

Office of Special Education  
Division of Technical Assistance

# Early Childhood Special Education

---

Eligibility for special education through local education agencies can begin as early as three years of age. State law mandates free appropriate public educational services and equipment for exceptional children in the age range of three (3) through twenty (20) for whom the regular school programs are not adequate.

Miss. Code Ann. § 37-23-1

# Early Childhood Special Education

---

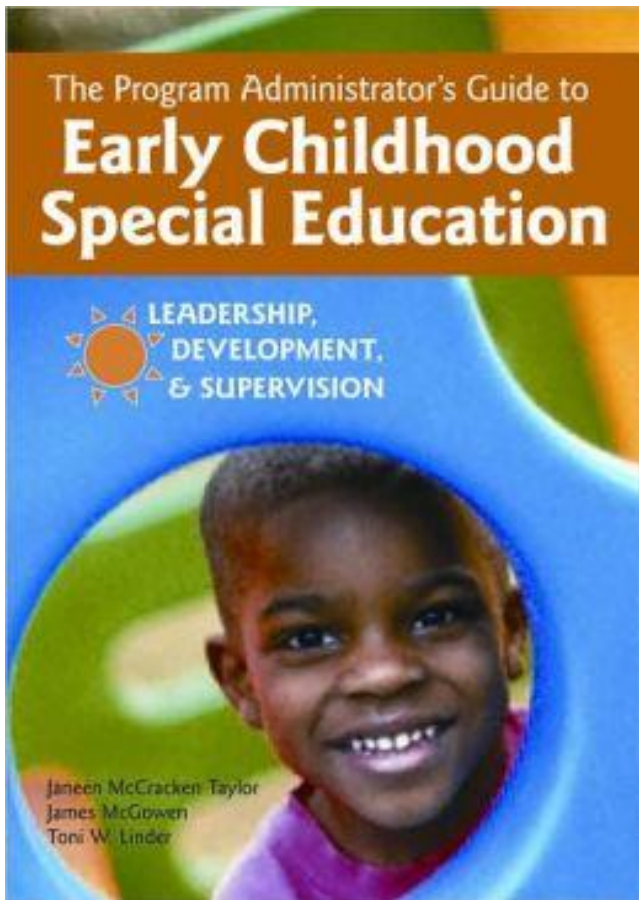
- Services for children between the ages of three to five years are referred to formally as *619 services* as this is the section in IDEA where these services are described.
- In the research literature you may see the terms: *619 services*, *early childhood special education (ECSE) services*, or *preschool services*.
- In Mississippi we most often use the term *preschool services*.

# Indicators for ECSE

---

- Indicators that specifically relate to ECSE:
  - Indicator 6: Preschool Settings
  - Indicator 7: Preschool Outcomes
  - Indicator 12: Part C to Part B Transition
- Additional Indicators that may include ECSE:
  - Indicator 4: Suspension and Expulsion
  - Indicator 8: Parent Involvement
  - Indicator 9: Disproportionality, Special Education
  - Indicator 10: Disproportionality, specific disabilities
  - Indicator 11: Child Find

# ECSE Resources



Taylor, J., McGowan, J., & Linder, T. (Eds.). (2009). *The program administrator's guide to early childhood special education: Leadership, development, and supervision*. Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/The-Program-Administrators-Guide-to-Early-Childhood-Special-Education-P197.aspx>

# Child Find for Young Children

## LOCATE

Family members or other informed people/entities request a comprehensive evaluation.

The school locates children through Child Find activities (e.g., mass screenings, collaborative efforts with Head Start).

Part C (First Steps Early Intervention) informs the school of a child who is soon to turn three who may be eligible for Part B services.

## IDENTIFY

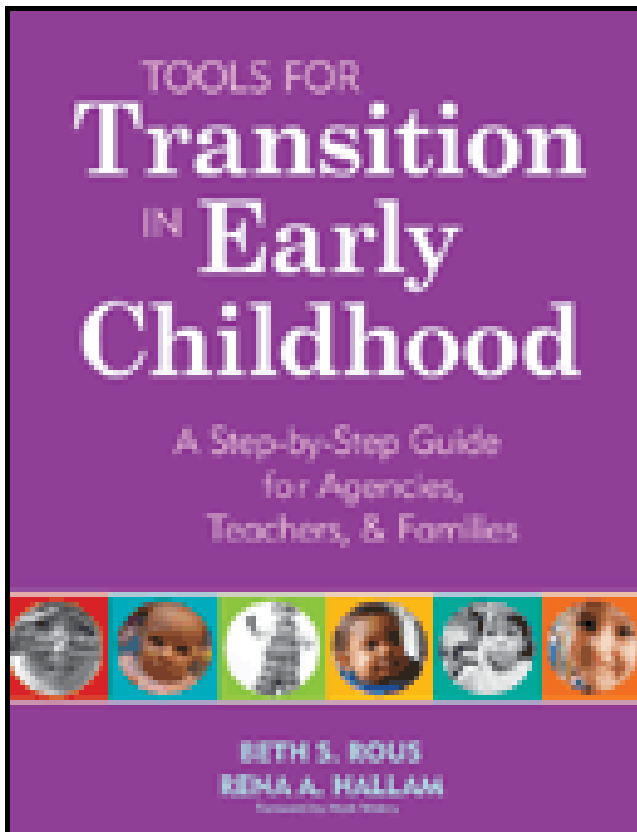
The school-level Multidisciplinary Evaluation Team (MET) meets with the family to determine if there is a reason to suspect the child has a disability.

The school meets with the family and Part C staff at the transition meeting to get consent & plan the comprehensive evaluation.

## EVALUATE

The school's MET conducts a comprehensive evaluation.

# ECSE Resources



Rous, B. S., & Hallam, R. A. (2007). *Tools for transition in early childhood: A step-by-step guide for agencies, teachers, and families*. Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/Tools-for-Transition-in-Early-Childhood-P189.aspx>

# Who is Responsible for Child Find for a Preschool Child?

---

The **district of residence** is responsible for conducting Child Find and, if eligible, providing a Free Appropriate Public Education (FAPE) in the child's Least Restrictive Environment (LRE):

- Even if the child attends a early childhood program in another district.
- Even if the child attends a private school (as preschool is not currently included in the Mississippi definition of an elementary school).
- Even if the child is kept at home.



# University-Based Programs

---

- University-Based Programs are defined in MS Code Sec. 37-23-31 and State Board Policy 7208.
  - *When 5 or more children under 21 years of age who, because of deafness, aphasia, emotional disturbance and/or other low-incidence conditions, are unable to have their educational needs met in a regular public school program and a special education program in their particular areas of exceptionality is not available in their respective local public school districts, a state-supported university or college shall be authorized and empowered, in its discretion, to provide a program of education, instruction and training to such children, provided [they] shall operate under rules, regulations, policies and standards adopted by the State Dept of Education.*
- Current University-Based Programs are:
  - T.K. Martin Center for Technology and Disability (MSU)
  - The Children’s Center for Communication and Development (USM)
  - The DuBard School for Language Disorders (USM)

# University-Based Programs

---

- UBPs are **not** responsible for Child Find and **must** refer any child suspected of having a disability to the appropriate Child Find agency (i.e., district of residence).
- UBPs should **not** enroll a student with an exceptionality when there is an organized program for that student in their local school district except if:
  - The student is enrolled on a private tuition basis; or
  - The IEP Committee places the child in the university-based program based on their determination that the district program is not appropriate for the child but the university-based program is an appropriate placement for the child. In these situations, the local school district must decide each year to place the student in the university-based program.

State Board Policy 7208 (1991)

# University-Based Programs

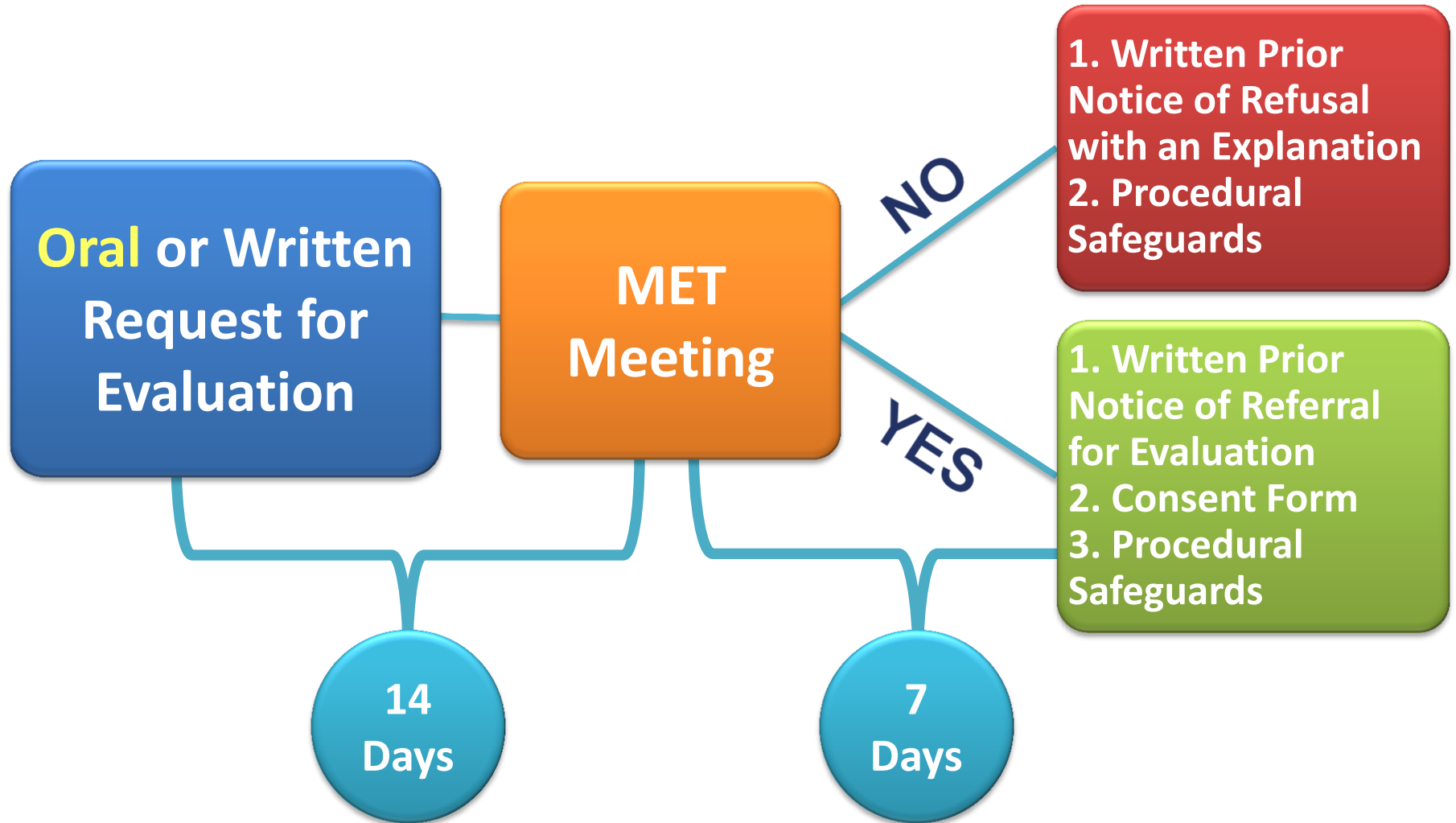
---

If a parent requests a UPB to serve their child with a disability:

- In a district with an organized program for that exceptionality, the UPB staff should notify the parent they are prohibited by state law from duplicating the program available in the district and should inform the district of the child's need for educational service.
- In a district without an organized program for that exceptionality, the child may be enrolled in that UPB. In that case, the UPB is totally responsible for the education of that child including development of the IEP. It is suggested that local school district special education staff be kept abreast of the progress of this child and is permissible for UPB staff to invite district staff to IEP meetings.

State Board Policy 7208 (1991)

# Referral Process



# Who Serves on a Preschool Child's MET?

---

- Parent
- 2 or more professionals with knowledge of typical/ atypical development and who are qualified to administer individual assessments and interpret the results:
  - Special education teacher;
  - Regular education teacher qualified to teach preschool children;
  - Speech language pathologist;
  - School psychologist or psychometrist;
  - School health nurses;
  - School counselors;
  - School social workers; and
  - Other professionals (e.g., occupational therapists, physical therapists, healthcare providers, mental health providers)

# Who Serves on a Preschool Child's MET?

---

*The MET cannot pre-determine a child's disability before the evaluation; however, some disability categories require specialized personnel to participate on the MET.*

*Therefore, the composition of the MET must be flexible and change over time, as needed, to conduct any assessments necessary for determining eligibility and educational needs.*

# What Information Does the Preschool Child's MET Consider?

---

- Existing records, such as medical, mental health, educational, and other relevant records
- Results evaluation results or screener results from a mass screening
- Information from the parent and/or other primary caregivers
- Information from the referring party, if not the parent

# Evaluation Process





# Evaluation for Part B Services in Early Childhood

---

A comprehensive initial evaluation:

- May be initiated by a parent or public agency.
- May not be limited by the number per year or the time of year the request is received.
- Must be completed within 60 days of consent.
- Must determine if the child has a disability and, if so, the special education needs of the child.
- Must be conducted before the initial provision of special education and related services

State Board Policy 7219 §300.301

# Evaluation for Part B Services in Early Childhood

---

The evaluation must meet criteria for Part B.

- Trained personnel should administer a variety of technically-sound, non-discriminatory assessment tools and measures:
  - Using the child's native language or mode of communication.
  - To collect academic, functional, and developmental data; and
  - To collect information from the family.

State Board Policy 7219 §300.304

# Evaluation for Part B Services in Early Childhood

---

- A variety of assessments should be considered and selected to provide information about the child's functioning in all developmental areas.
- When informants are used to gather information, they must have sufficient knowledge of the child's functioning in the areas in which they provide input.
- A description of all the methods and informants used must be included in the report and must meet the administration guidelines and standardized procedures for each instrument.

# Early Childhood Assessments

---

## Norm-Referenced Tests

- Bayley Scales of Infant Development, 3rd Ed.
- Boehm-3 Preschool
- Brigance Inventory of Early Development, 3rd Ed.
- Developmental Assessment of Young Children, 2<sup>nd</sup> Ed.
- Developmental Indicators for the Assessment of Learning, 3<sup>rd</sup> Ed.
- Developmental Profile II
- Preschool Evaluation Scale

## Criterion-Referenced Tests

- Brigance Inventory of Early Development, 3rd Ed.
- Early Screening Inventory-Revised
- Metropolitan Readiness Tests, 6<sup>th</sup> Ed.
- Work Sampling System, 4<sup>th</sup> Ed.

## Adaptive Measures

- AAMR Adaptive Behavior Scale-School 2
- Scales of Independent Behavior-Revised
- Vineland Adaptive Behavior Scales, 2<sup>nd</sup> Ed.

# Early Childhood Assessments

---

## Academic Measures

- Woodcock-Johnson Psycho-educational Battery III
- Wechsler Individual Achievement Test-III
- Woodcock Diagnostic Reading Battery 3
- STAR Early Literacy
- Test of Early Mathematics Abilities
- Test of Early Reading Ability, 3<sup>rd</sup> Ed.
- Young Children's Achievement Test

## Cognitive Measures

- Kaufman Assessment Battery for Children, 2<sup>nd</sup> Ed.
- Leiter International Performance Scale-Revised
- Peabody Picture Vocabulary Test-IV
- Stanford-Binet Intelligence Scale, 5<sup>th</sup> Ed.
- Wechsler Preschool and Primary Scale of Intelligence-III
- Woodcock-Johnson III Tests of Cognitive Abilities

# Early Childhood Assessments

---

## Curriculum-Based Measurement

- Dynamic Indicators of Early Literacy Skills (DIBELS)
- Individual Growth and Development Indicators (IGDIs)

## Perceptual-Motor Measures

- Developmental Test of Visual-Motor Integration (Beery-VMI)

## Social-Emotional Measures

- Child Behavior Checklist/1.5-5
- Behavior Assessment System for Children, 2<sup>nd</sup> Ed.
- Early Childhood Behavior Scale
- Gilliam Asperger's Disorder Scale
- Gilliam Autism Rating Scale, 2<sup>nd</sup> Ed.
- Social Skills Improvement System Rating Scales

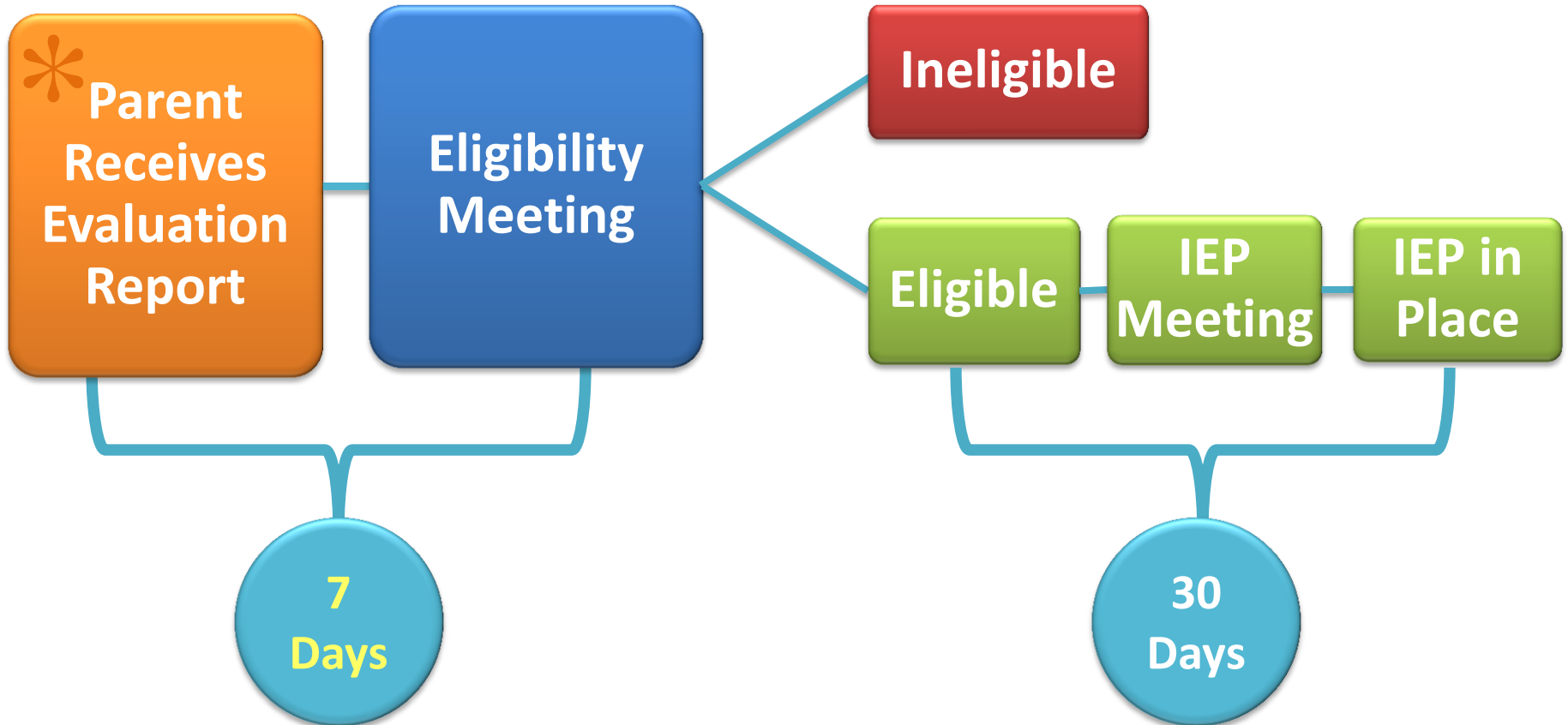
# Early Childhood Assessments

---

## Speech/Language Measures

- Comprehensive Assessment of Spoken Language
- Comprehensive Receptive and Expressive Vocabulary Test, 2<sup>nd</sup> Ed.
- Goldman-Fristoe Test of Articulation, 2<sup>nd</sup> Ed.
- Oral and Written Language Scales
- Preschool Language Scales, 5<sup>th</sup> Ed.
- Test of Auditory Comprehension of Language, 3<sup>rd</sup> Ed.
- Test of Language Development: Primary, 4<sup>th</sup> Ed.

# Eligibility Determination





# Early Childhood Special Education

---

Children in Mississippi receiving ECSE services may fall in any of the disability categories:

- Orthopedic Impairment
- Other Health Impairment
- Developmentally Delayed
- Traumatic Brain Injury
- Intellectual Disability
- Specific Learning Disability
- Language/Speech
- Autism
- Deaf-Blind
- Hearing Impairment
- Visually Impaired
- Multiple Disabilities
- Emotional Disability

# Developmentally Delayed (DD)

---

- A child 0-9 who is experiencing significant delays in 2 or more of the following areas:
  - Cognitive development;
  - Fine and gross motor development;
  - Communication development;
  - Social, emotional, and behavioral development; and
  - Adaptive behavior; and
- Needs special education and related services due to these delays that adversely impacts the child's ability to participate in developmentally appropriate activities.

# Developmentally Delayed (DD)

---

- The criteria for DD could also be met if the child has a diagnosed disorder of known etiology which affects development in a negative fashion and has a high probability of resulting in a developmental delay. For diagnosed disorders, a diagnosis from a physician and research that supports the predicted developmental delays are required.
- DD applies to the age range 0-9 years. A new eligibility determination must occur before the child's 10th birthday.

# Developmentally Delayed (DD)

---

- DD is for non-categorical identification when a child has a disability and needs special education and related services, **but does not clearly fit one of the eligibility categories not including language/speech.**
- If the eligibility criteria **are clearly met** for one or more of the eleven eligibility categories **not including language/speech** (i.e., AU, DB, EmD, HI, ID, MD, OI, OHI, SLD, TBI, or VI), **DD should not be used.**

# ECSE Services and Least Restrictive Environment

---

*“...the least restrictive environment (LRE) requirements in section 612(a)(5) of the Individuals with Disabilities Education Act (IDEA) apply to the placement of preschool children with disabilities.”*

OSEP Dear Colleague Letter – Feb. 29, 2012

# ECSE Services and Least Restrictive Environment

---

*“...special classes, separate schooling, or other removal of children with disabilities from the regular educational environment may occur only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”*

OSEP Dear Colleague Letter – Feb. 29, 2012

# ECSE Services and Least Restrictive Environment

---

*Regular Early Childhood Program: a program that includes a majority (at least 50%) of nondisabled children and may include, but is not limited to:*

- *Head Start*
- *Kindergartens*
- *Preschool classes in the public school system*
- *Private Kindergartens or preschools; and*
- *Group child development centers or child care.*

OSEP Dear Colleague Letter – Feb. 29, 2012

# ECSE Services and Least Restrictive Environment

---

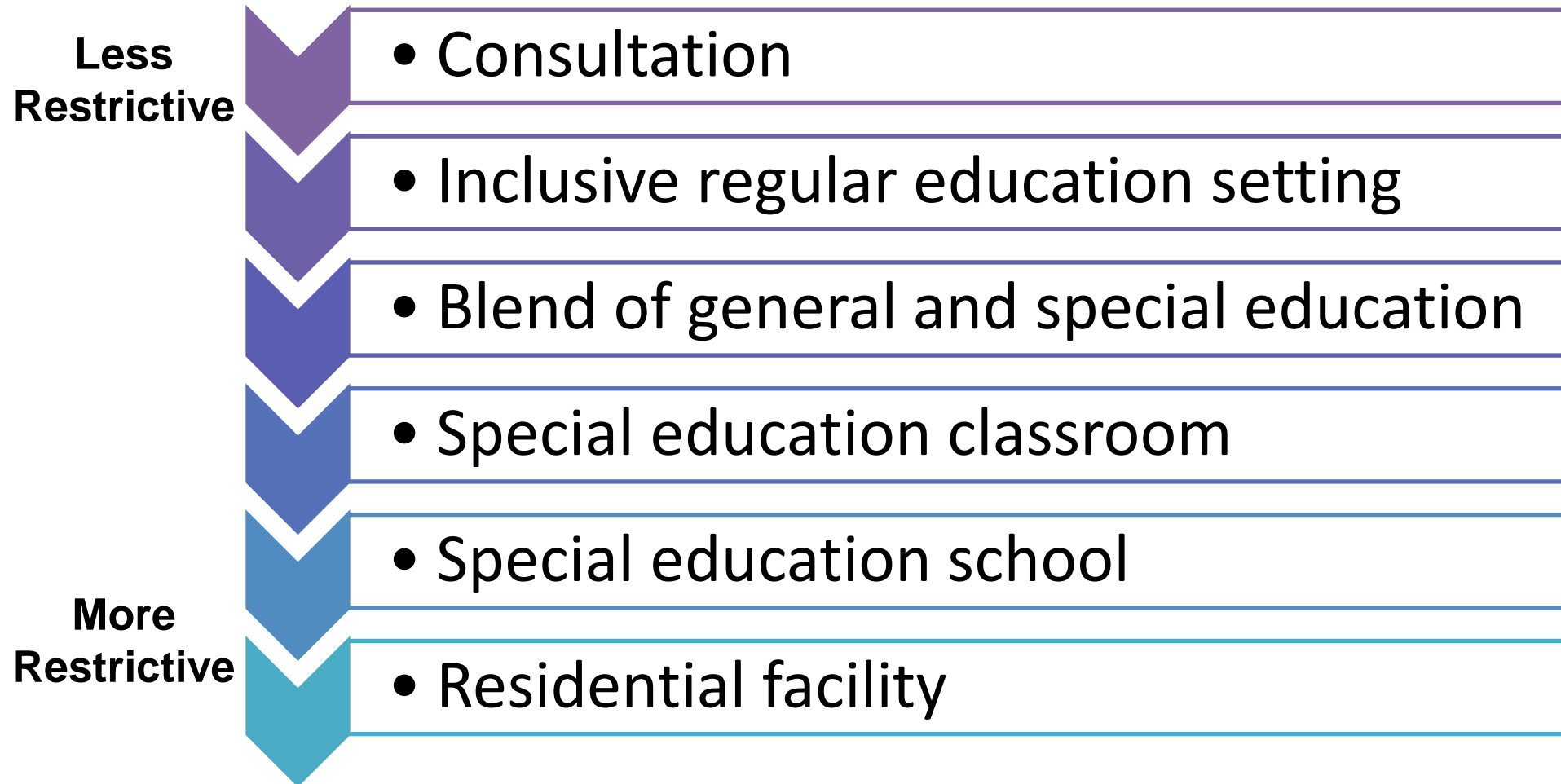
*Districts without public preschool programs that can provide all the appropriate services and supports must explore alternative methods to ensure LRE:*

- *Provide opportunities for participation in other public preschool programs;*
- *Enroll preschool children with disabilities in private preschool programs for nondisabled children;*
- *Locate classes for preschool children with disabilities in regular elementary schools; or*
- *Provide home-based services.*

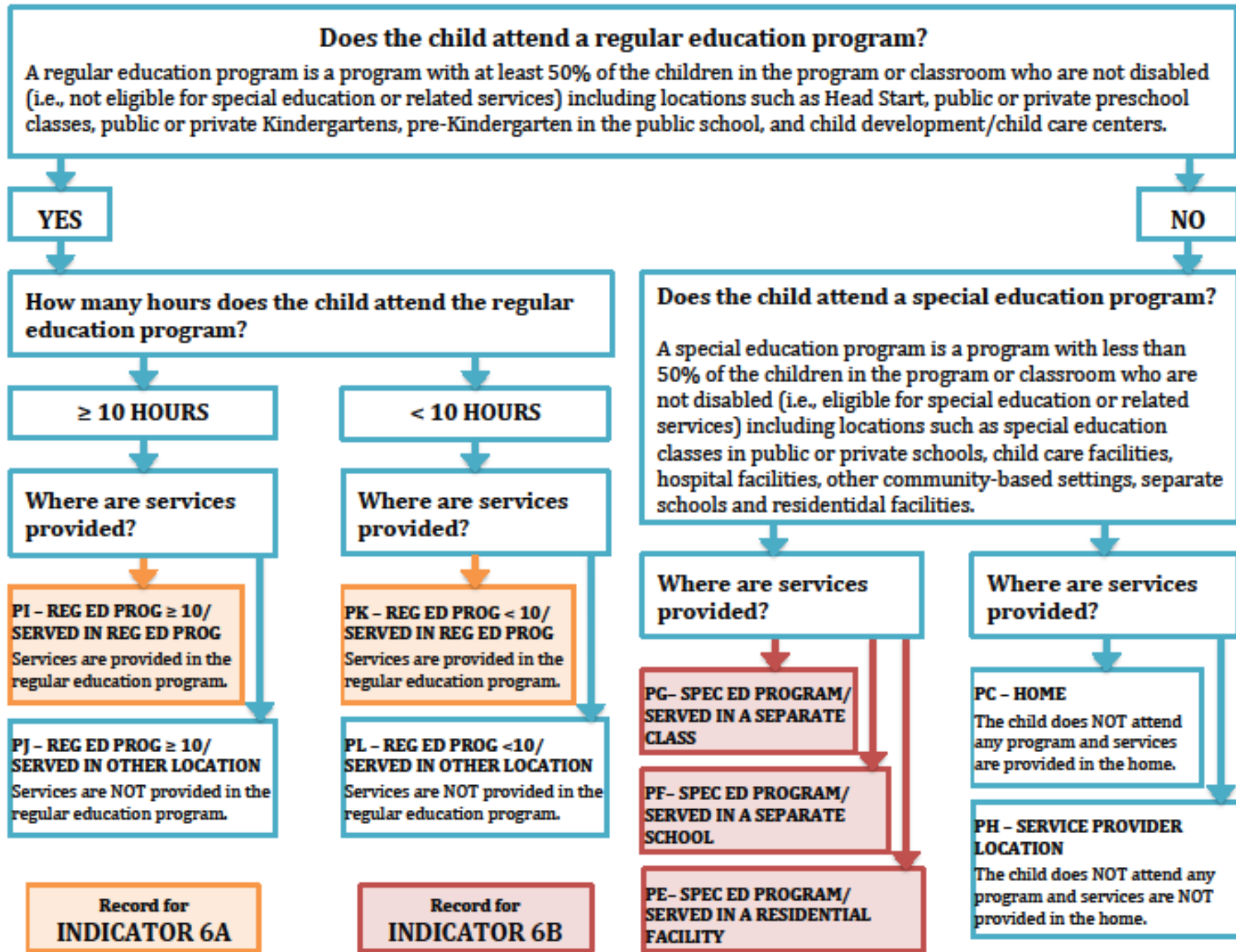
OSEP Dear Colleague Letter – Feb. 29, 2012



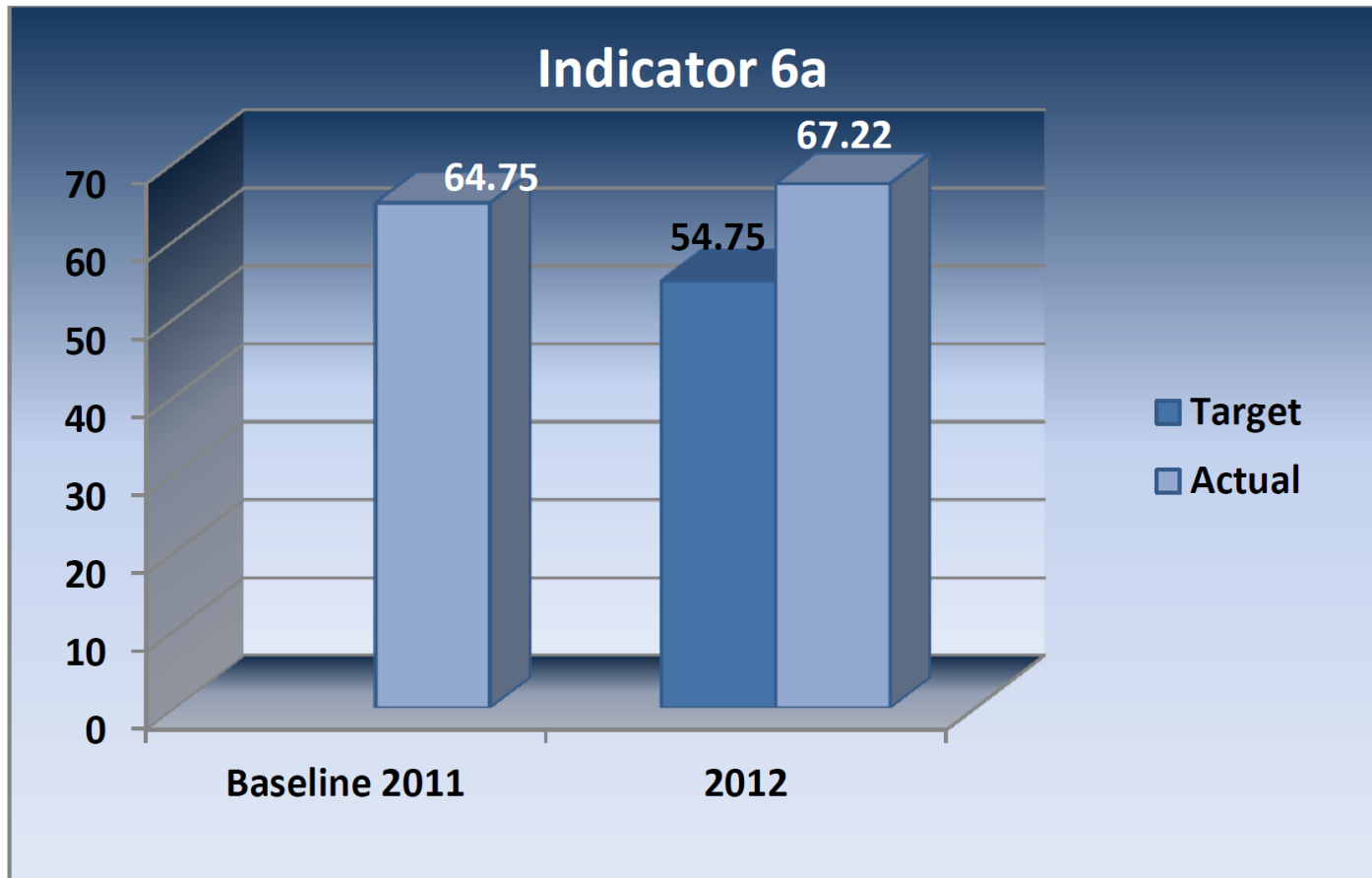
# Service Continuum in Early Childhood



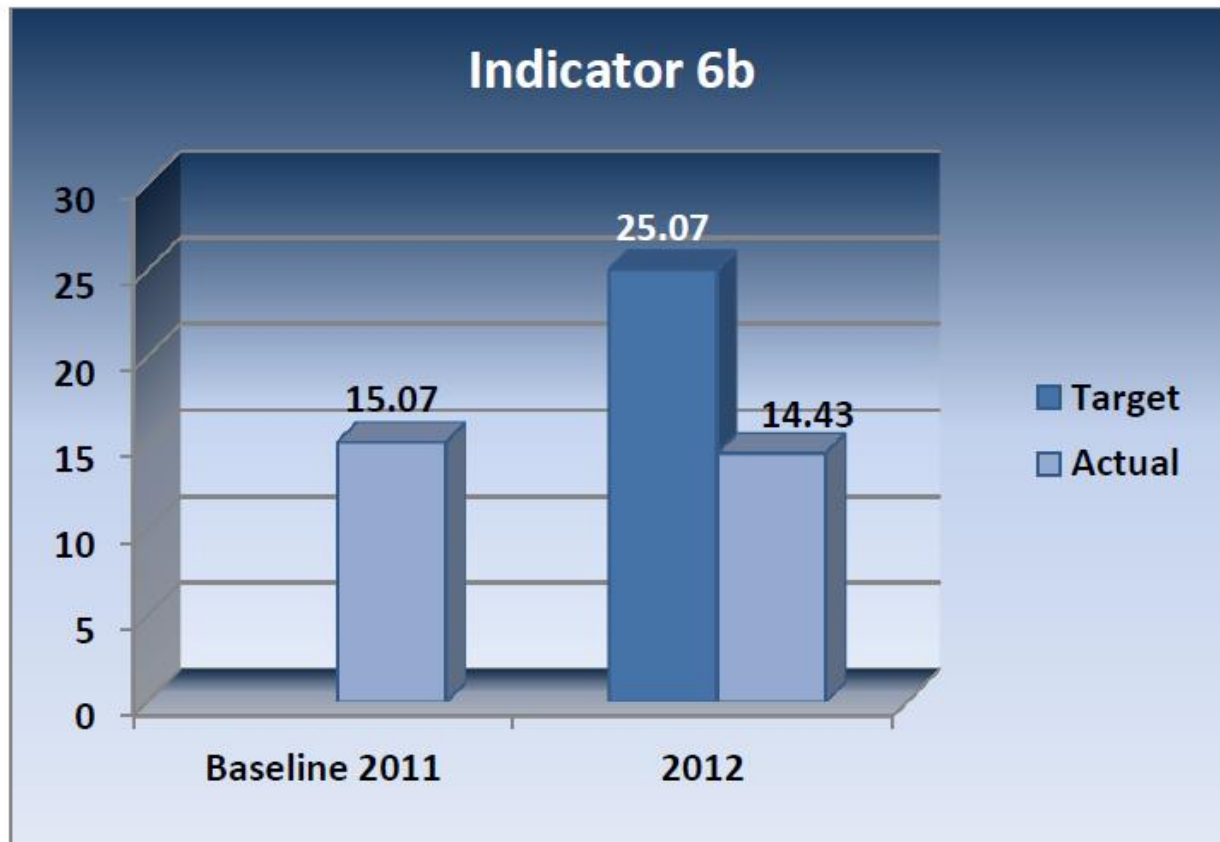
# INDICATOR 6 DECISION TREE



# Mississippi – Indicator 6a



# Mississippi – Indicator 6b



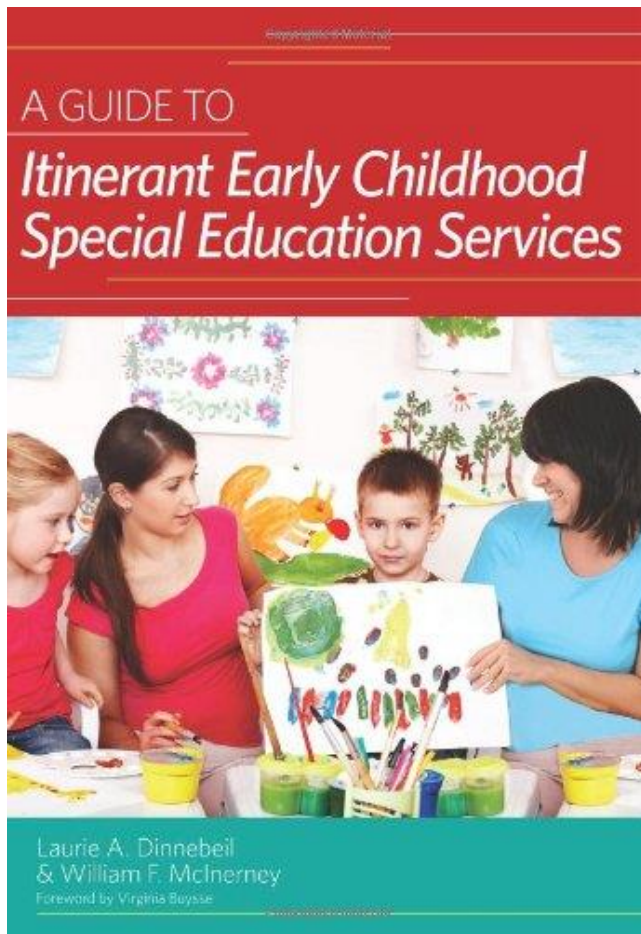
# ECSE Itinerant Services

---

Itinerant services may be delivered in the home, in a public preschool program, or in a community-based preschool or child care program. Itinerant special educators:

- Implement their children's Individualized Education Programs (IEP).
- Collaborate with caregivers (e.g., parents, preschool teachers, and child care providers) to meet the child's needs.
- Coordinate their children's educational goals with other providers and therapists.

# ECSE Resources



Dinnebeil, L., McInerney, W., & Buysse, V. (2011). ***A guide to itinerant early childhood special education services.*** Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/A-Guide-to-Itinerant-Early-Childhood-Special-Education-Services-P567.aspx>

# Influencing Learning:

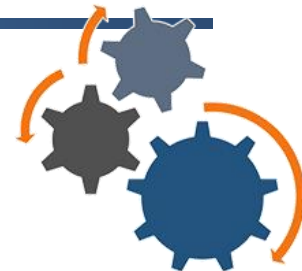
## Importance of Parents and Caregivers

- What happens **between** itinerant visits is most critical for learning.
- The **consistent adults in a child's life have the greatest influence on the child's learning and development** – *not service providers or teachers.*
- All families/caregivers have **strengths and capabilities that can be used to help their child** develop and learn.



# ECSE Services Focus on Successful Participation

---



- Services should strengthen caregivers capacity to **use multiple routines and activities as learning opportunities.**
- Successful participation ► learning and practice ► mastery of skills
- Services should also help caregivers figure out **how to address challenging activities** by improving the child's skills, making adaptations so s/he can be more successful.



# ECSE Resources

---



Milbourne, S. A., &  
Campbell, P. H. ***CARA's  
Kit: Creating  
Adaptations for  
Routines and Activities***  
– ***Teacher version***

[http://bookstore.dec-  
sped.org/product-  
p/001.htm](http://bookstore.dec-sped.org/product-p/001.htm)

# CARA's Kit

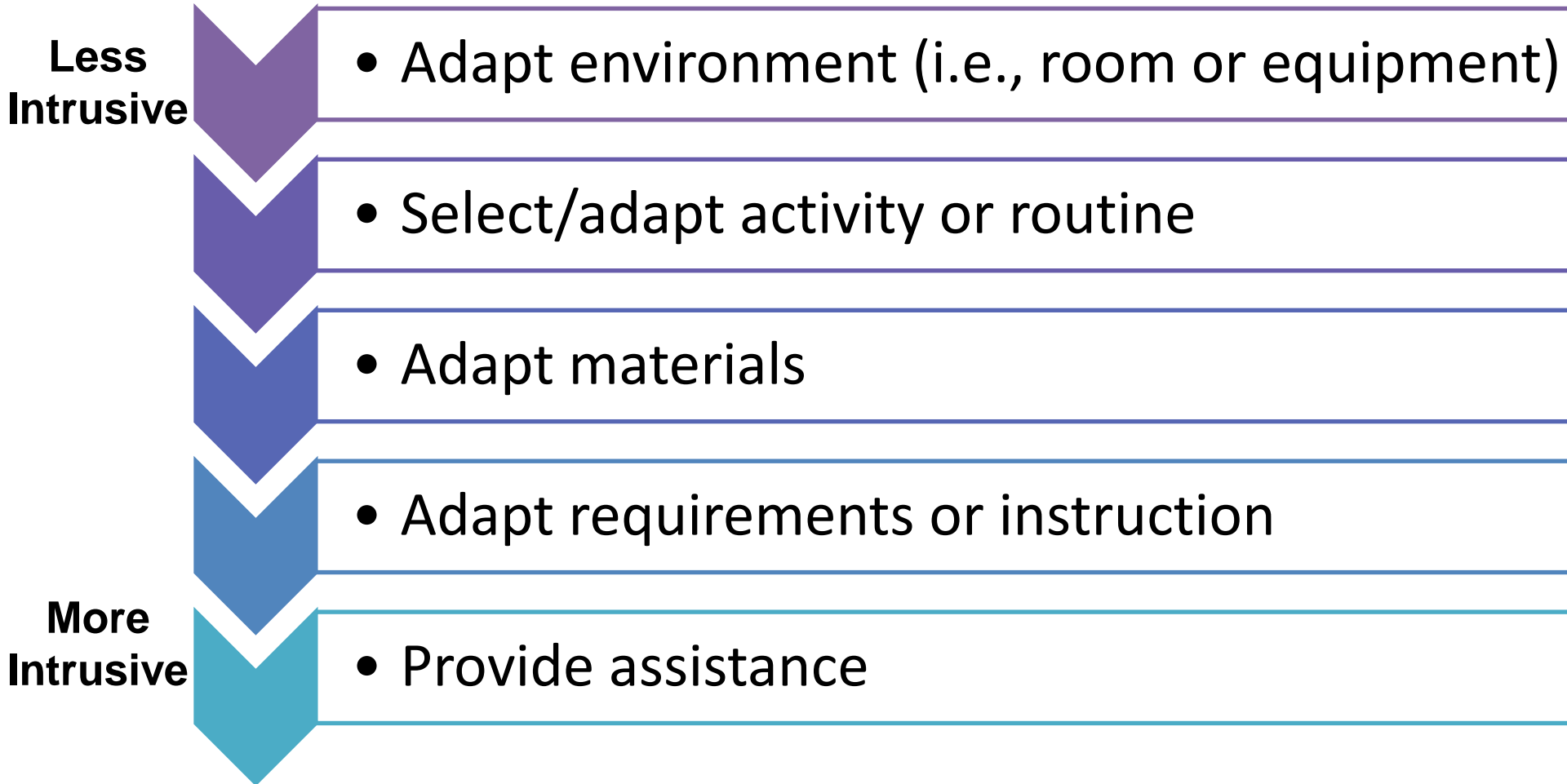
---

Adaptations is not teaching children to perform particular skills. Rather, adaptations promote children's **successful participation** in everyday routines and activities through the use of:

- Environmental accommodations.
- Adjustments to activities and routines.
- Materials and instructional modifications.

# CARA's Kit: Adaptation Continuum

---



# CARA's Kit: 6-Step Adaptation Decision Making Process

---

1. Understand children's needs using CARA's *Checklist of Priorities and Concerns*.
2. Decide what you want to happen.
3. Consider adaptations using CARA's *Here's the Situation-Try this Adaptation*.
4. Select adaptation you will use.
5. Plan for implementation.
6. Try the adaptation for one week then evaluate.

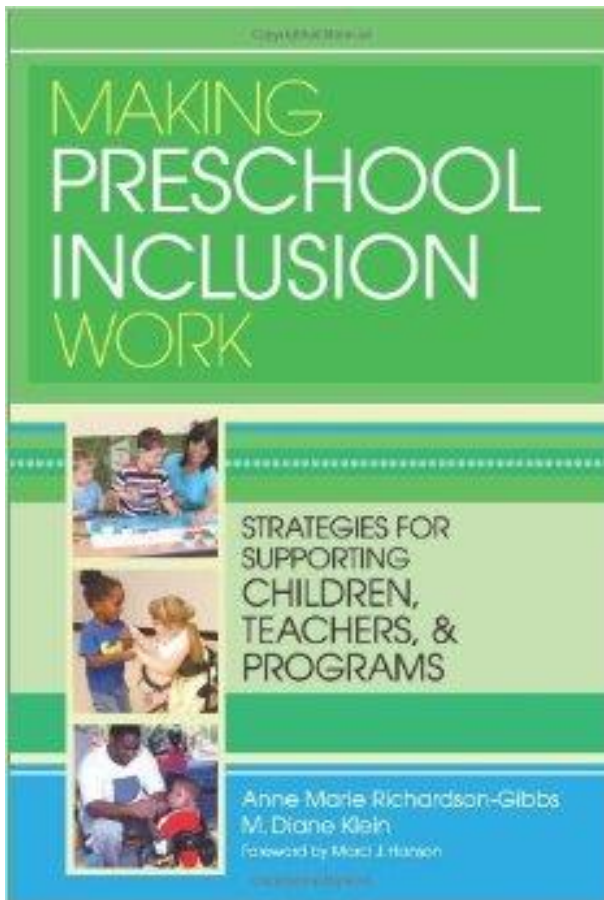
# Inclusion in Regular Settings

---

Successful inclusion is a result of:

- Applying a strength-based approach;
- Implementing child-centered planning;
- Establishing expectations through participation-based outcomes;
- Teaching and providing therapeutic interventions; and
- Using DEC Recommended Practices.

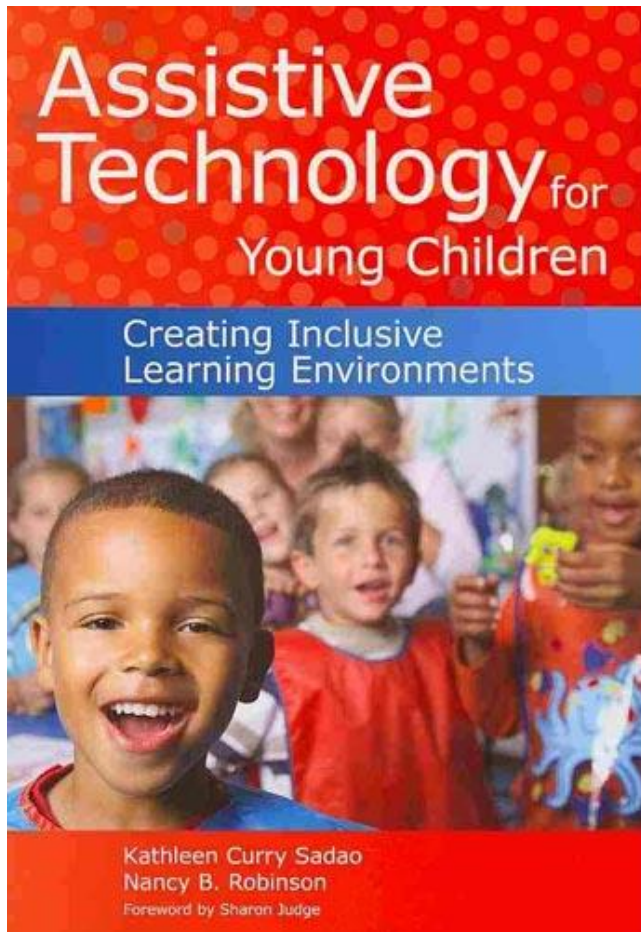
# ECSE Resources



Richardson-Gibbs, A. M., & Klein, M. D. (2014). *Making preschool inclusion work: Strategies for supporting children, teachers, and programs*. Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/Making-Preschool-Inclusion-Work-P728.aspx>

# ECSE Resources



Sadao, K., & Robinson, N. (2010). *Assistive technology for young children: Creating inclusive learning environments*. Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/Assistive-Technology-for-Young-Children-P126.aspx>

# Early Childhood Special Education

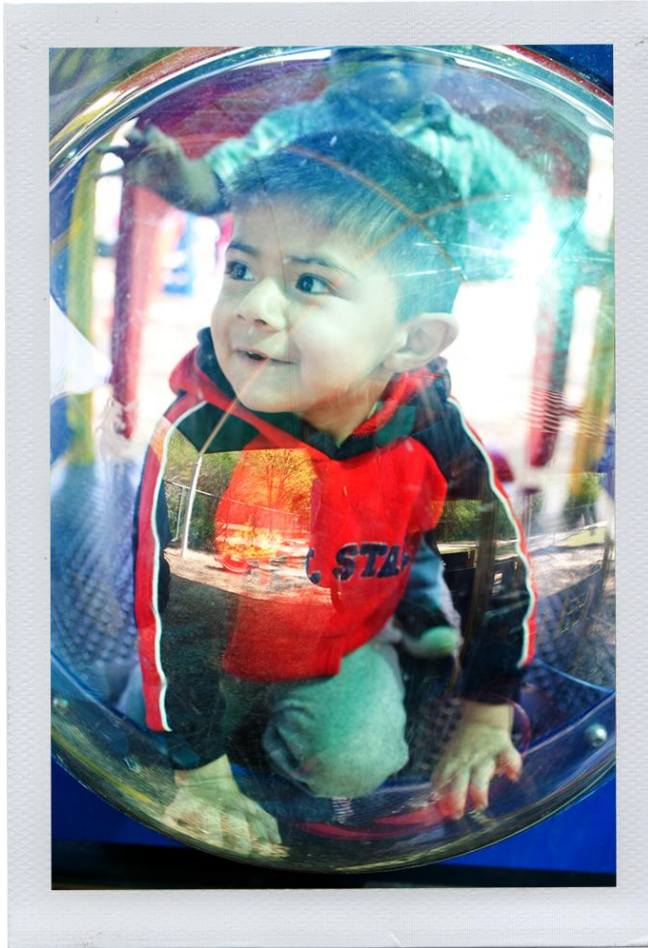
---

The goal of ECSE services is to enable young children to be active and successful participants in ***developmentally appropriate activities*** now and in the future in a variety of settings – in their homes, schools, and communities – resulting in positive outcomes for children and their families.

Key Principles Underlying the IEP Process:  
Supporting Family Participation, Inclusive Practices and  
Positive Outcomes for Preschool Children with Disabilities, 2012



# How Young Children Learn

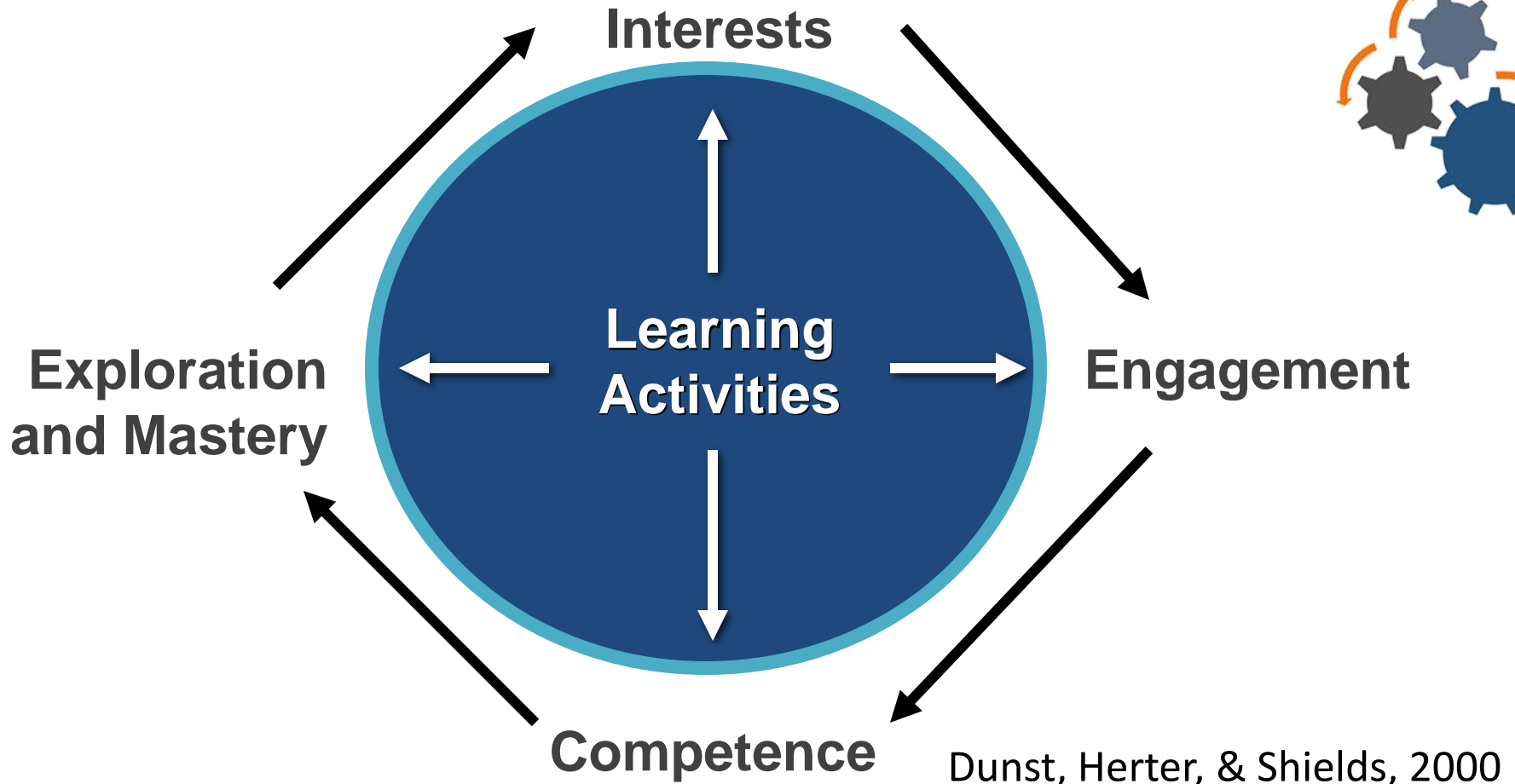


- Natural learning opportunities
- Every day routines and activities of young children and their families
- Within family and community life



Dunst, Bruder, Trivette, Raab, & McLean, 2001; Shelden & Rush, 2001

# Context for Learning

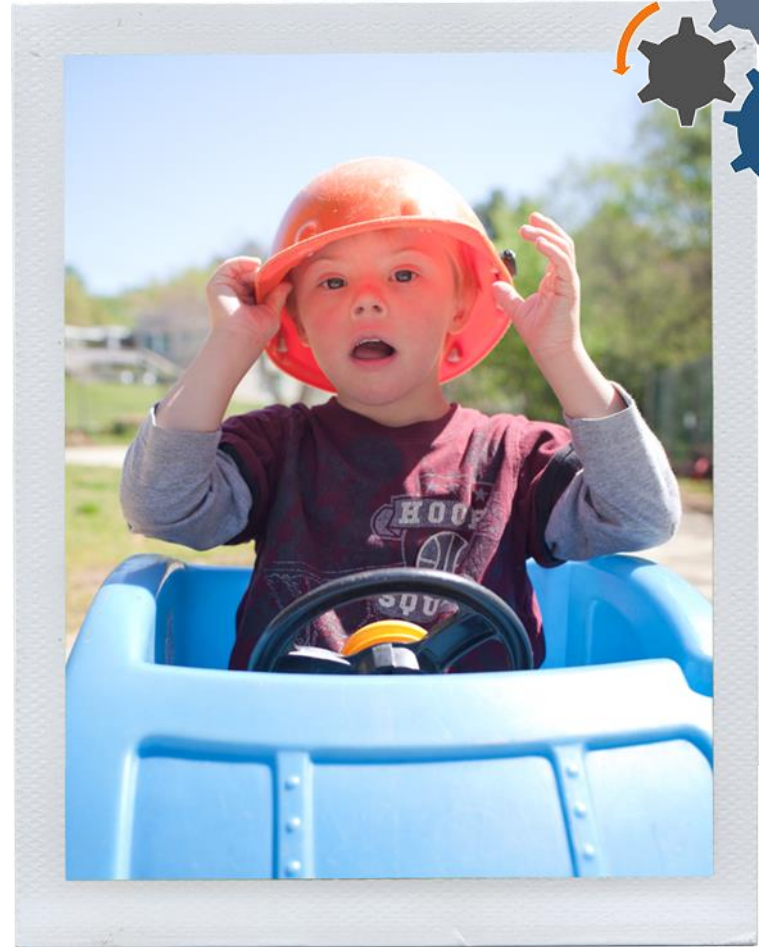


# Interest-based Learning

Young children's interests influence:

- Participation in activities
- Level of engagement in activities
- Amount of practice of new skills
- Development of new competencies
- Sense of mastery

Raab, 2005



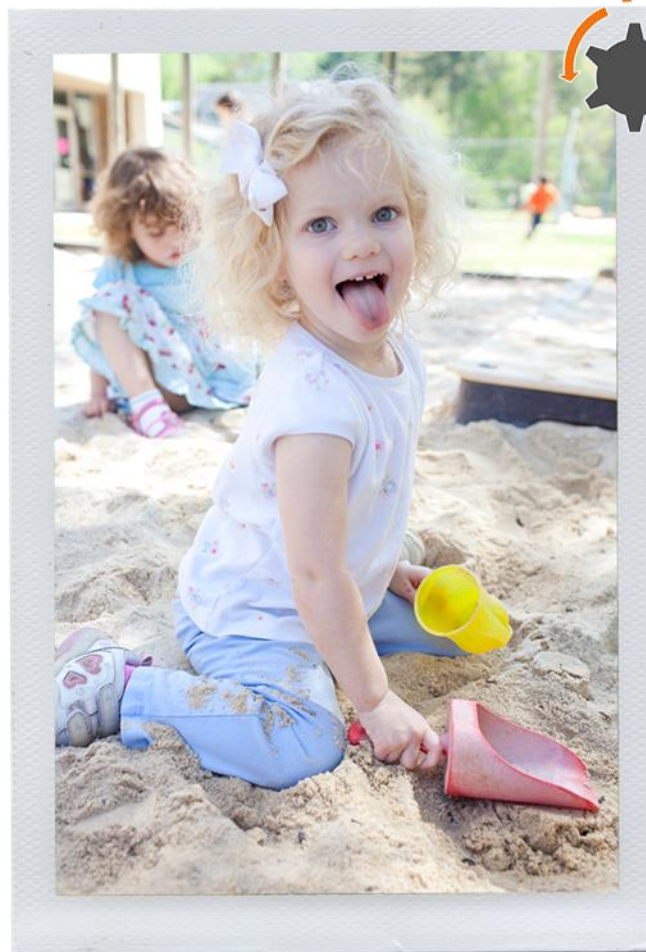
# Engagement of Young Children with Disabilities

Engagement is the “amount of time children spend interacting appropriately with their environment.”

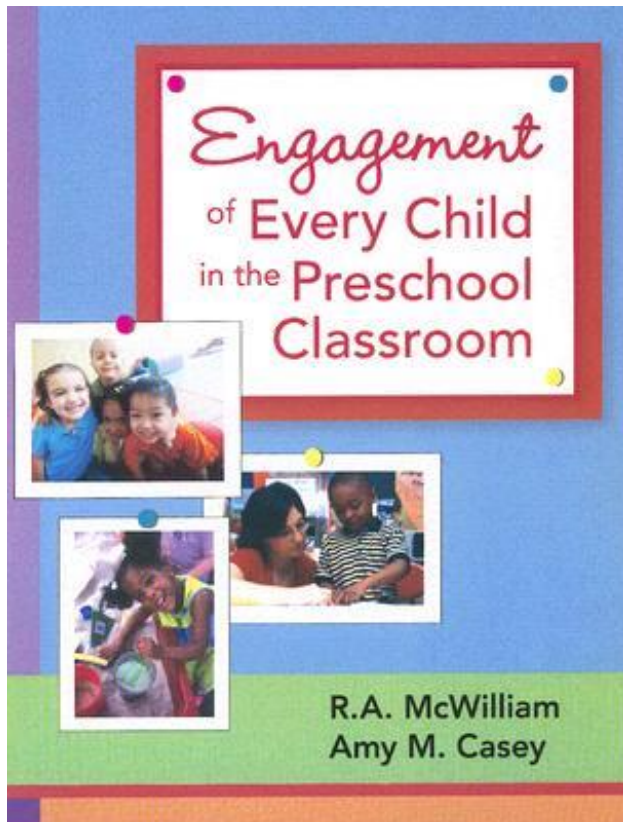
McWilliam, 2010

“Children with disabilities spend more time non-engaged (e.g., wandering around, crying or waiting) than do their typically developing peers.”

McWilliam, n.d.



# ECSE Resources

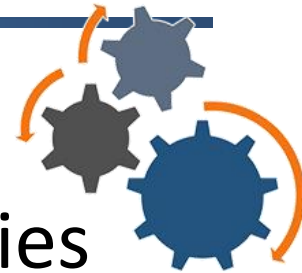


McWilliam, R.A., & Casey, A. (2007). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H Brookes.

<http://products.brookespublishing.com/Engagement-of-Every-Child-in-the-Preschool-Classroom-P205.aspx>

# Practice for Young Children with Disabilities

---



- Research on young children with disabilities tells us they need even more practice: **twice as much for 50% delay**
- They need **opportunities** to learn **in context**
  - Provide instruction, coaching and most of all. . . ***practice!***

Mahoney, 2008

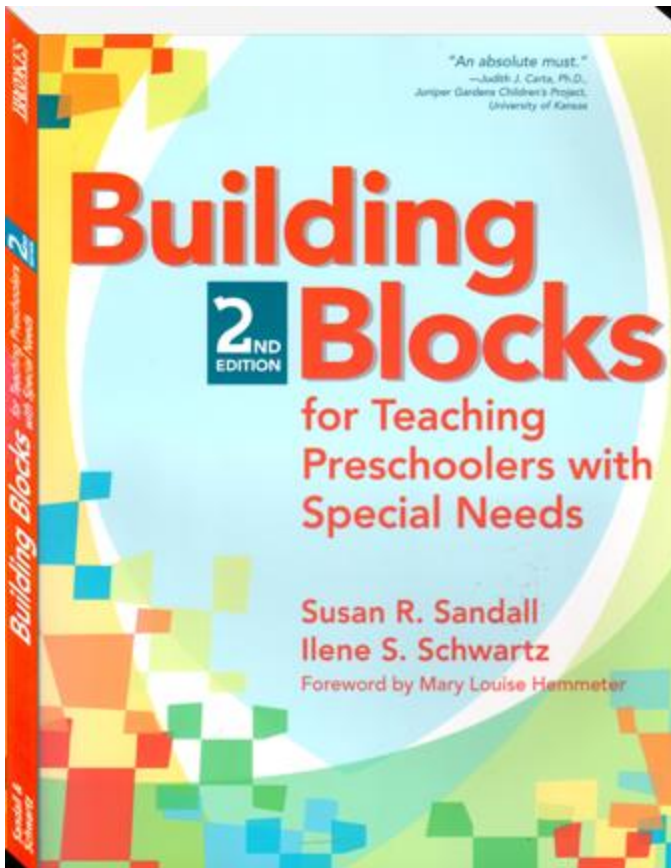
# Mastery for Young Children

Mastery of functional skills occurs through high-frequency, naturally occurring activities in a variety of settings that are consistent with family and community life.

Shelden & Rush, 2001; Dunst & Bruder, 1999; Dunst, Bruder, Trivette, Hamby, Raab, & McLean, 2001; Dunst, Bruder, Trivette, Raab, & McLean, 2001; Dunst, Hamby, Trivette, Raab, & Bruder, 2002



# ECSE Resources



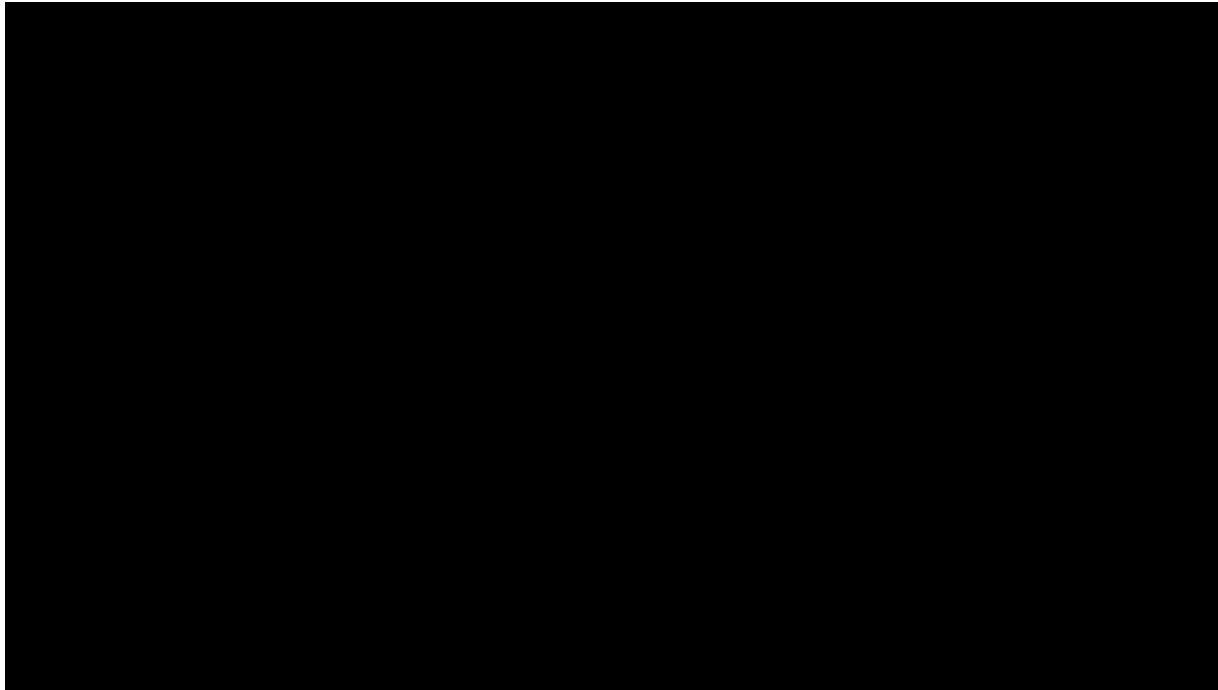
Sandall, S. R., & Schwartz, I. S. (2008). *Building blocks for teaching preschoolers with special needs (2nd Ed.)*.

Baltimore, MD: Paul H Brookes.  
<http://products.brookespublishing.com/Building-Blocks-for-Teaching-Preschoolers-with-Special-Needs-Second-Edition-P223.aspx>



# DEC Recommended Practices

---



Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014.*

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

# DEC Recommended Practices 2014

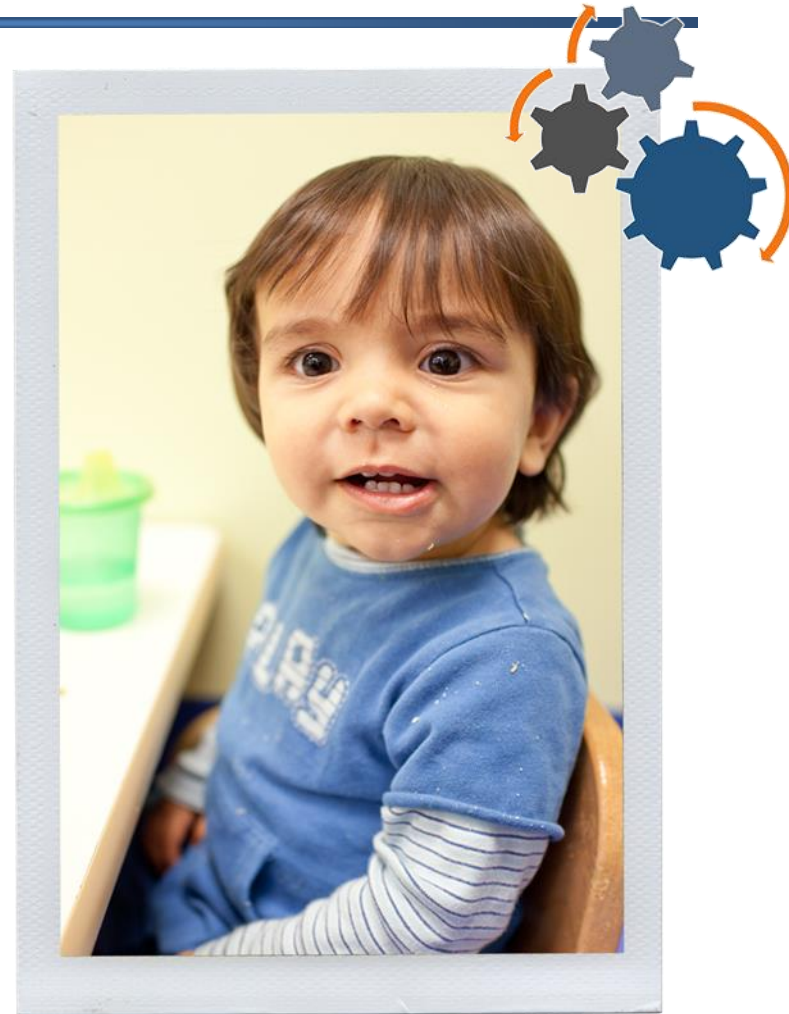
---

- Leadership Practices
- Assessment Practices
- Environment Practices
- Family Practices
- Instruction Practices
- Interaction Practices
- Teaming and Collaboration Practices
- Transition Practices

# 3 Global Child Outcomes

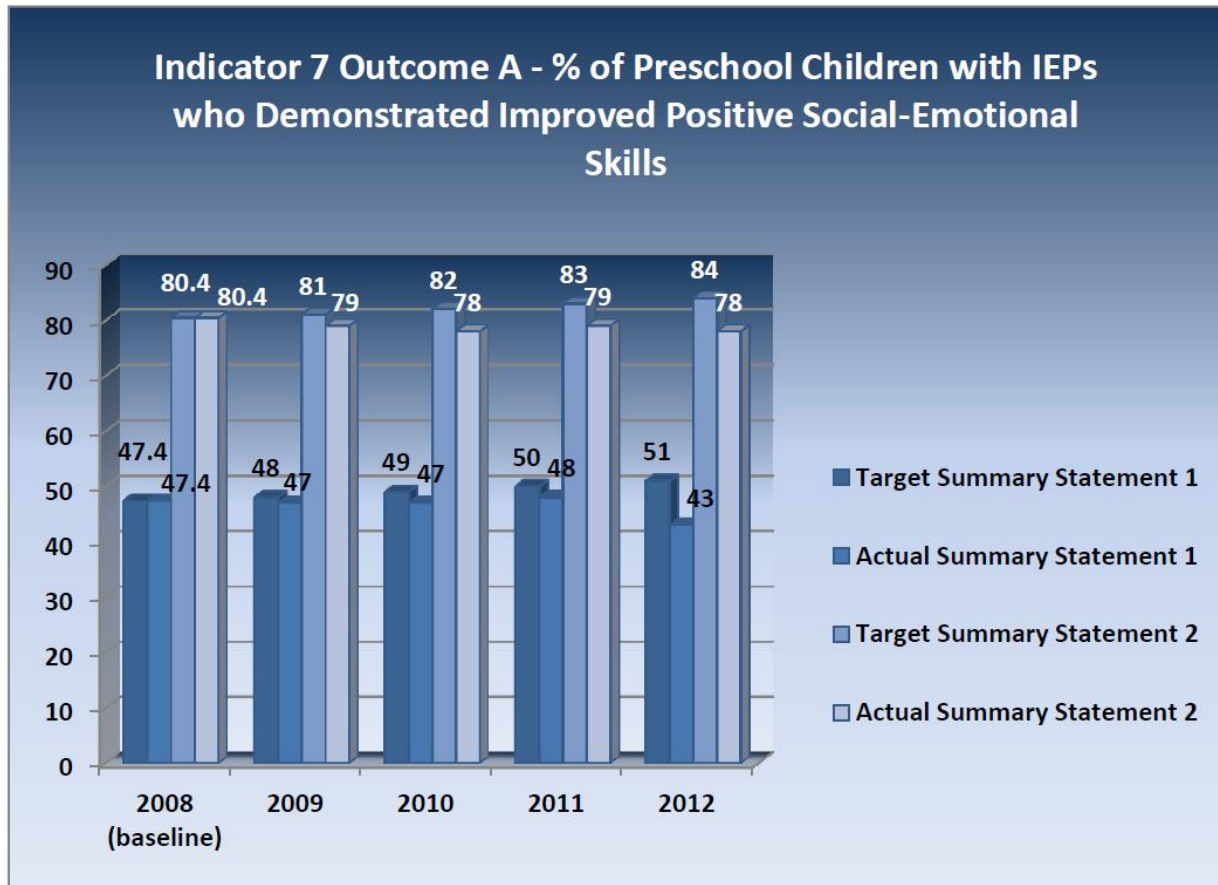
1. **Positive social emotional skills**  
(including positive social relationships)
2. **Acquisition and use of knowledge and skills** (including early language/ communication and early literacy)
3. **Use of appropriate behaviors to meet their needs**

These are intended to be **functional** rather than domain-specific!

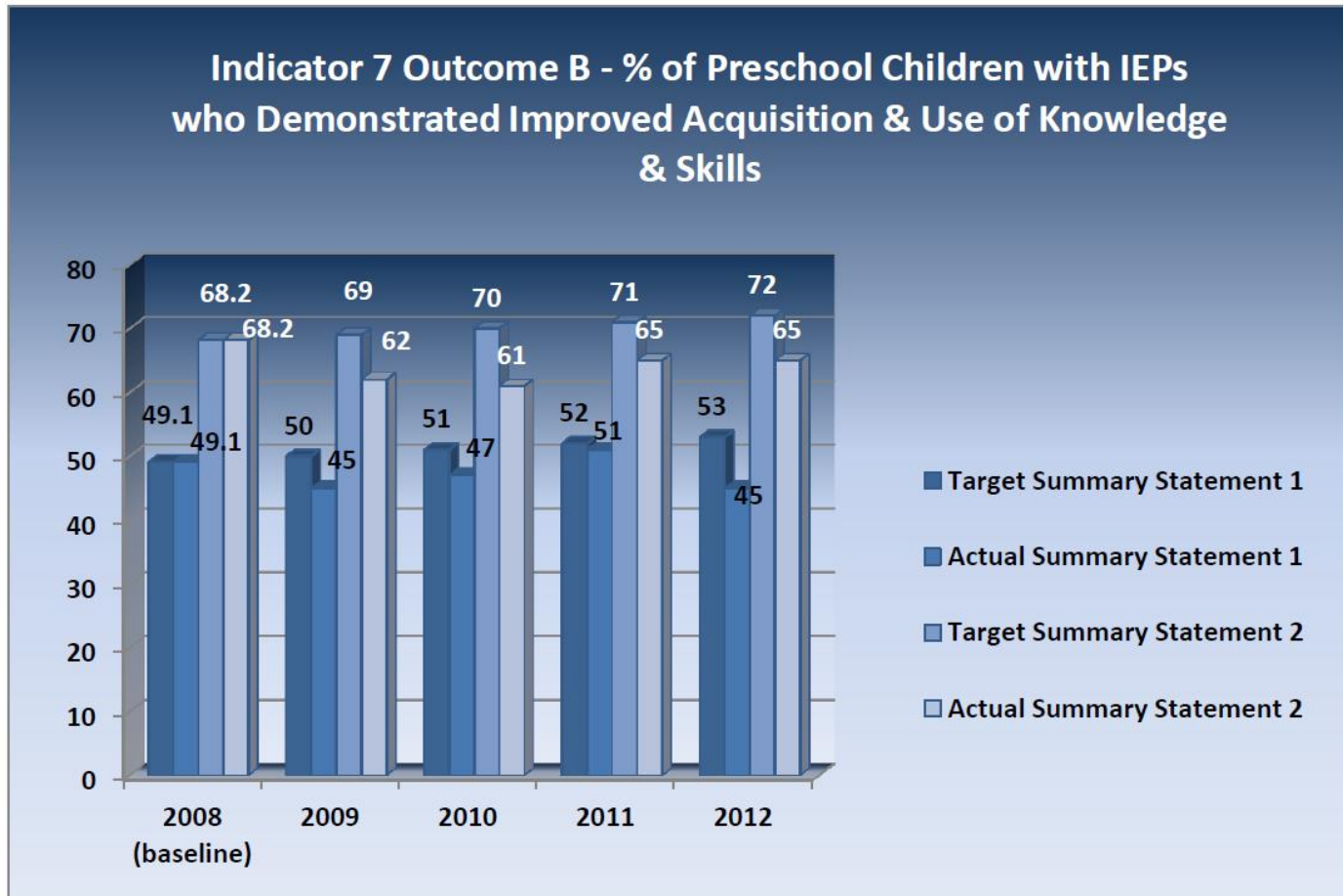


# Mississippi Indicator 7

## Outcome A (1)

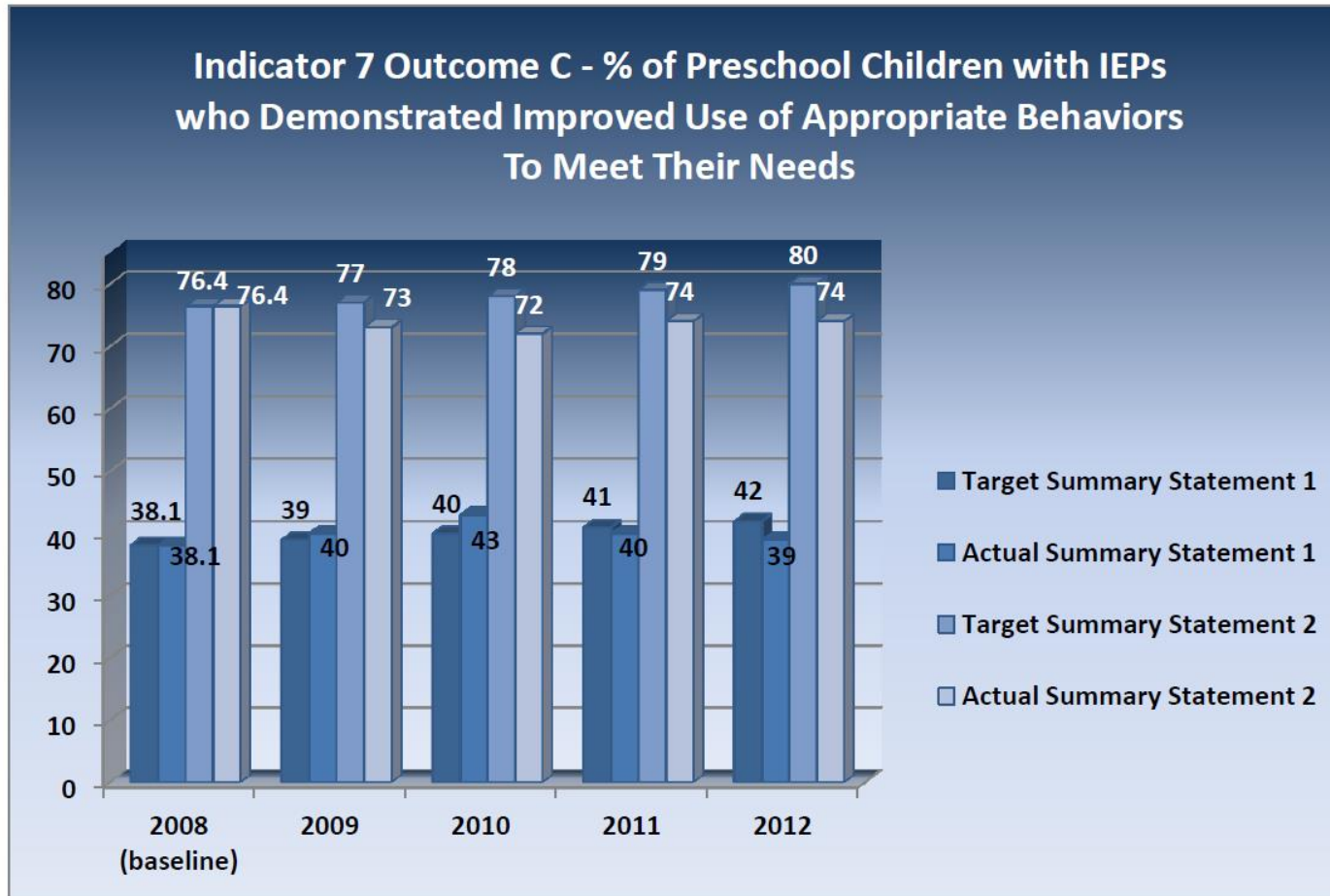


# Mississippi Indicator 7 Outcome B (2)



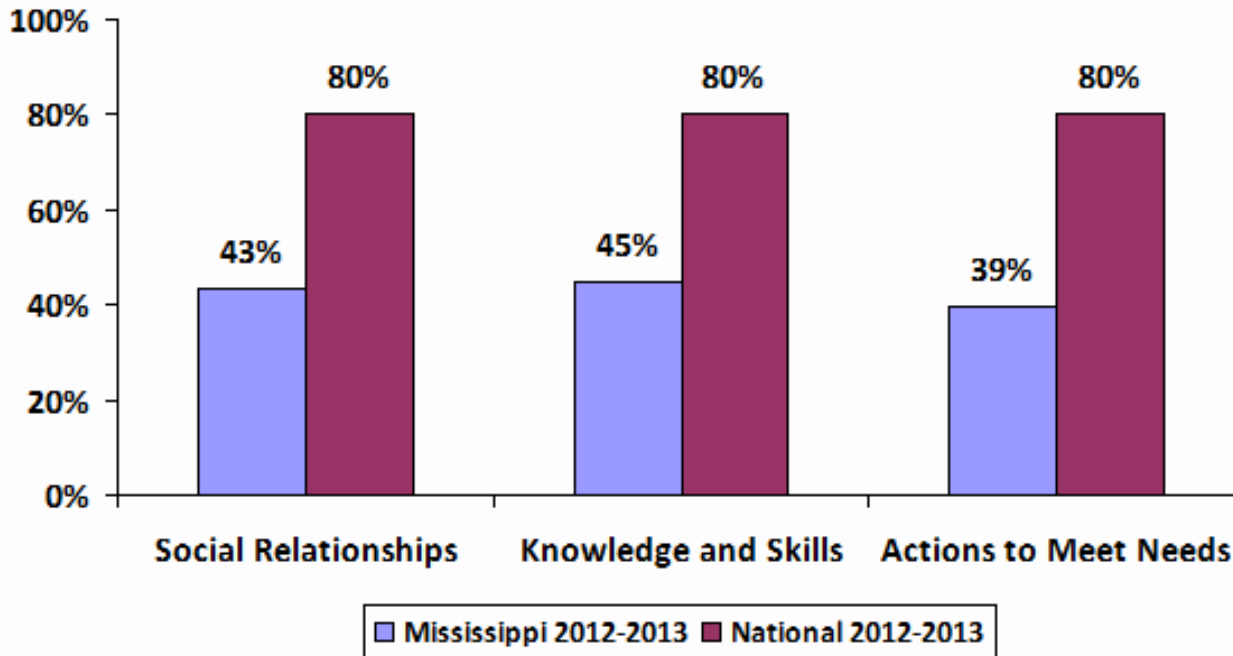
# Mississippi Indicator 7

## Outcome C (3)



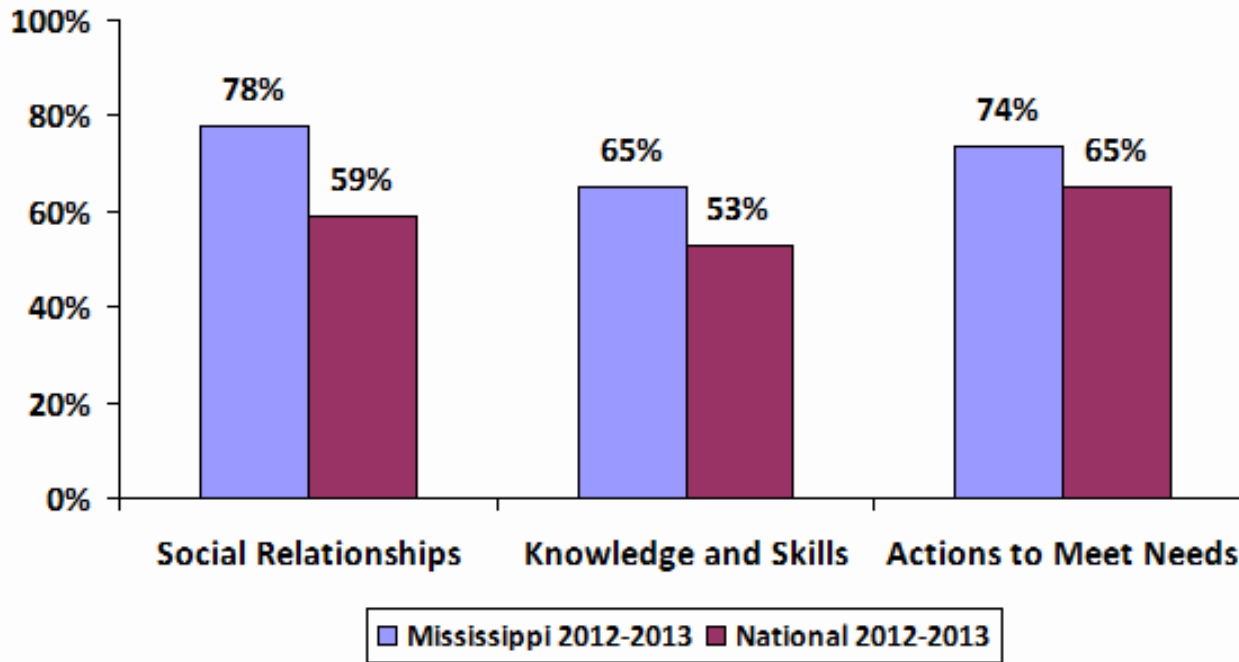
# Comparison of MS and US Data

Section 619- Preschool Special Education National and State Percentages for Summary Statement 1



# Comparison of MS and US Data

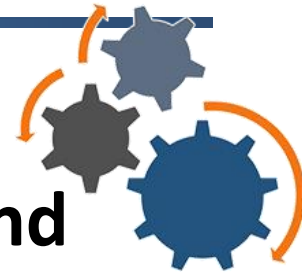
## Section 619- Preschool Special Education National and State Percentages for Summary Statement 2





# ECSE IEPs: IDEA Requirements

---



## 1. Present levels of academic achievement and functional performance, including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), or
- For preschool children, how the disability affects the child's participation in ***developmentally appropriate activities***

34 CFR §300.320-324

# ECSE IEPs: IDEA Requirements

---

## 2. Measurable annual goals, including academic and functional goals:

- Related to the **child's academic needs** that result from the disability to enable the child to be involved in and make progress in the general education curriculum
- Meet the **child's other educational needs** that result from the child's disability
  - To enable the child to be involved in developmentally appropriate activities
- Short-term instructional objectives/benchmarks must be included



34 CFR §300.320-324

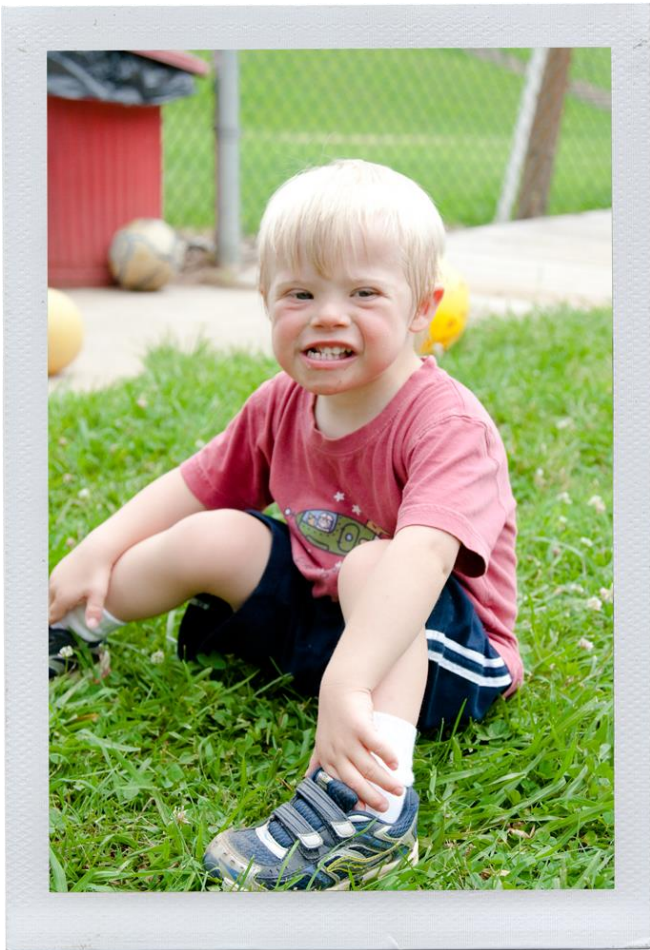
# ECSE IEPs: IDEA Requirements

**3. A description of how progress will be measured and when progress reports will be provided**

34 CFR §300.320-324

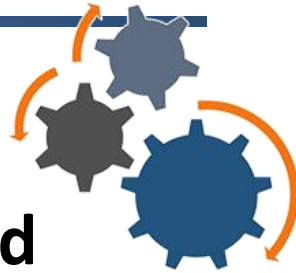


# ECSE IEPs: IDEA Requirements



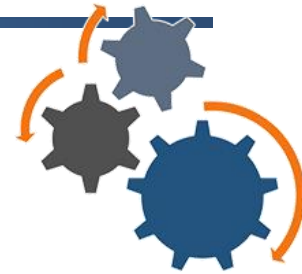
## 4. A statement of:

- special education and related services
- supplementary aids and services
- program modifications and supports for school personnel



34 CFR §300.320-324

# ECSE IEPs: IDEA Requirements



**5. The projected beginning service date including the anticipated frequency, location, and duration**

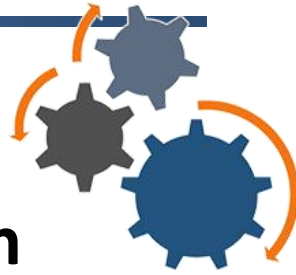


34 CFR §300.320-324

# ECSE IEPs: IDEA Requirements



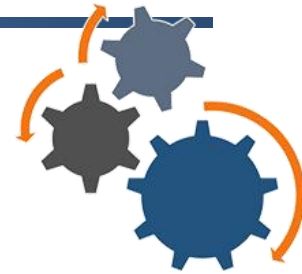
**6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and activities**



34 CFR §300.320-324

# ECSE IEPs: IDEA Requirements

---



**7. Individually appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments**

34 CFR §300.320-324

# Early Learning Standards

---

MDE's Office of Curriculum & Instruction (OCI) has *Early Learning Standards* for 3 and 4 year olds in **English language arts\***, **mathematics\***, **physical development**, **social/emotional development**, **approaches to learning**, **social studies**, **science**, & **creative expression** (by age):

- **3 YR OLDS:**

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/3-year-old-standards.pdf>

- **4 YR OLDS:**

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-standards.pdf>

\*Aligned to the Common Core State Standards



# Early Learning Standards

---

- State expectations for what young children are expected to understand and be able to do
- Address a variety of developmental domains
- Support play-based classroom environments
  - Not targeted for home-based child care providers or family, friend, or neighbor care
- Based on typical early childhood development

# College and Career Ready Standards

---

MDE has *College & Career Ready Standards* for 5 year olds in Kindergarten:

- **English language arts\***: <http://www.mde.k12.ms.us/curriculum-and-instruction/english-language-arts>
- **Mathematics\***: <http://www.mde.k12.ms.us/curriculum-and-instruction/mathematics>
- **Physical education**: <http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/mississippi-physical-education-framework.pdf?sfvrsn=0>
- **Contemporary health**: [http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-\(k-8\).pdf?sfvrsn=0](http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-(k-8).pdf?sfvrsn=0)
- **Social studies**: <http://www.mde.k12.ms.us/curriculum-and-instruction/social-studies>
- **Science**: <http://www.mde.k12.ms.us/curriculum-and-instruction/science/2010-mississippi-science-framework>
- **Visual and performing arts**: <http://www.mde.k12.ms.us/curriculum-and-instruction/visual-and-performing-arts>

\*Common Core State Standards

# High-Quality ECSE IEP Goals

- Describe how the child will demonstrate what s/he knows
- Are written in plain language; are jargon free
- Describe the child's involvement in age-appropriate activities to address academic and functional areas (outcomes)
- Emphasize the positive
- Describe conditions in which the child will demonstrate progress
- Are measurable and observable



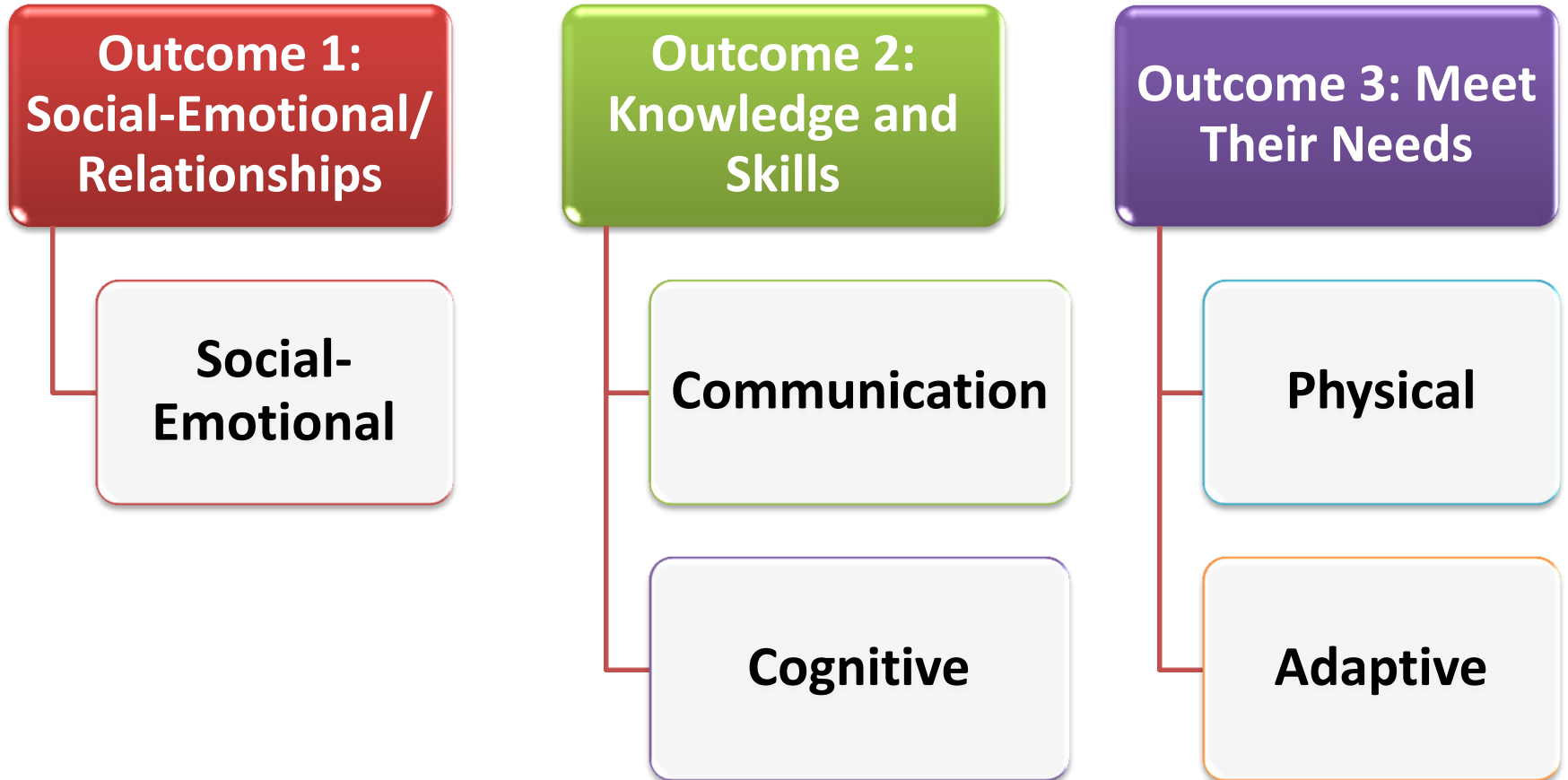
# Mississippi Early Learning Teaching Strategies

---

- Companion to *Mississippi Early Learning Standards*
- Provide practical teaching strategies related to the standards
- Provide concrete examples of what young children should be able to say and do to assist teachers in identifying mastery of skills.

# Indicator 7: Early Childhood Outcomes Assessment

---



# Outcomes-Based Goals

---

Which child outcome(s) do these IEP goals support?



- *When given two items or tasks, Nathan will choose by reaching for the object or picture he wants 3 of 4 times each day.*
- *Using cards or pictures, Jordan will play games with an adult and one other child to both ask and answer questions (such as – “I am round and red and you eat me – what am I?”).*
- *When asked what he wants, Nathan will use words and/or gestures, including refusals (no, don’t like it) to convey needs and wants most of the time (4 of 5 times) each day.*

# Promising Practices: Resources and Training Online

---

- The Early Childhood Outcomes Center:  
<http://projects.fpg.unc.edu/~eco/index.cfm>
- *Understanding Young Children's Development Series*
  - Focus on Positive Social Emotional Skills  
<http://ucpnet.acrobat.com/p59659093/>
  - Focus on Children's Acquisition & Use of Knowledge & Skills  
<https://ucpnet.adobeconnect.com/a47435447/p9bq60bntyx/>
  - Focus on Taking Appropriate Action to Meet Needs  
<https://ucpnet.adobeconnect.com/a47435447/p6jrkxrbqip/>

# Outcome 1: Positive Social Emotional Skills & Personal Social Relationships

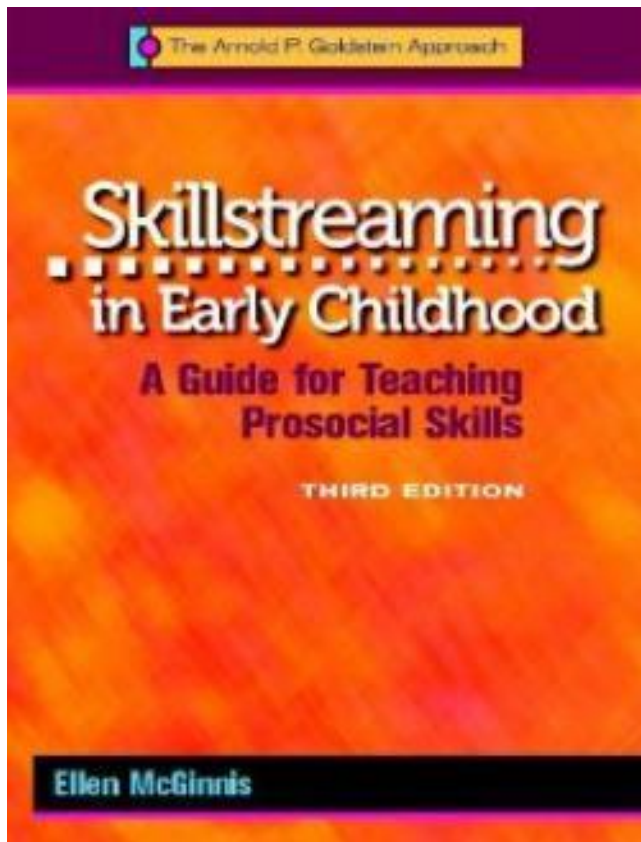


- AI's Pals
- Emotions Course
- Preschool PATHS
- Second Step
- Social Skills in Pictures, Stories, and Songs
- Preschool I Can Problem Solve
- Incredible Years: *Dina Dinosaur Child Training and Class Curriculum*
- First Step to Success
- Skillstreaming in Early Childhood



# ECSE Resources

---



McGinnis, E. (2011). ***Skillstreaming in early childhood: A guide for teaching prosocial skills, 3rd Edition (with CD)***. City, ST: Research Press.

<https://www.researchpress.com/books/716/skillstreaming-early-childhood>

# Outcome 1: Positive Social Emotional Skills & Personal Social Relationships

---

## Parenting Programs

- Pathways to Competence for Young Children
- Incredible Years: Parent Training
- Triple P Standard/ Stepping Stones
- Dare to Be You
- Parent-Child Interaction Therapy
- PreK FAST: Families and Schools Together



# Outcome 2: Acquisition & Use of Knowledge & Skills (Language & Literacy)

---

- Interactive shared book reading
- Phonological awareness plus letter knowledge training
- Dialogic reading
- Building Blocks for Math (SRA)
- Pre-K Mathematics
- Headsprout® early reading
- Literacy Express
- Doors to Discovery
- DaisyQuest
- Bright Beginnings



Photo by John McDonnell

# Outcome 2: Acquisition & Use of Knowledge & Skills (Language & Literacy)

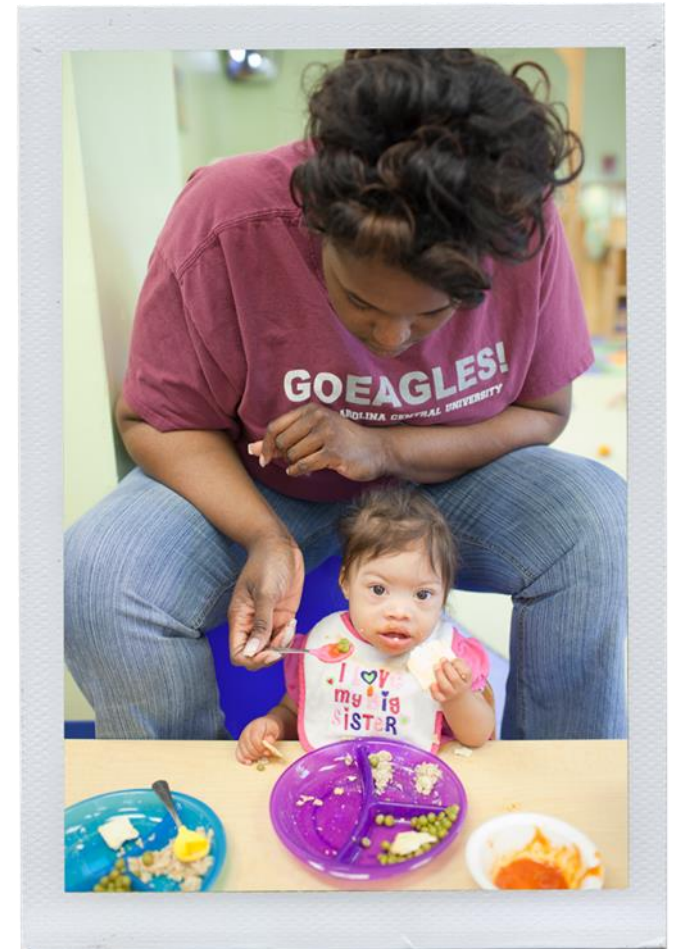
---

## Early Literacy links:

- Big Ideas in Beginning Reading: [reading.uoregon.edu](http://reading.uoregon.edu)
- Florida Center for Reading Research: [www.fcrr.org](http://www.fcrr.org)
- Literacy Information & Communication System: [lincs.ed.gov](http://lincs.ed.gov)
- National Reading Panel: [www.nationalreadingpanel.org](http://www.nationalreadingpanel.org)
- Oregon Reading First: [oregonreadingfirst.uoregon.edu](http://oregonreadingfirst.uoregon.edu)

# Outcome 3: Use of Appropriate Behaviors to Meet Their Needs

There is very little research and limited curricular programs. Most instruction for skill development for this outcome is highly individualized for the child. Applied Behavior Analysis (ABA) is one of the few research-based practices that has shown promise in helping children with disabilities learn to meet their own needs.



# Questions?

---

Thank you for all of your work with our young children with disabilities!

We also want to thank these partners who provide guidance on ECSE!



# References

---

- Dunst, C. J., & Bruder, M. B. (1999). Family & community activity settings, natural learning environments, & children's learning opportunities. *Children's Learning Opportunities Report*, 1(2).
- Dunst, C. J., Bruder, M. B., Trivette, C. M., Hamby, D., Raab, M., & McLean, M. (2001). Characteristics & consequences of everyday natural learning opportunities. *Topics in Early Childhood Special Education*, 21(2), 68-92.
- Dunst, C. J., Bruder, M. B., Trivette, C. M., Raab, M., & McLean, M. (2001). Natural learning opportunities for infants, toddlers, & preschoolers. *Young Exceptional Children*, 4(3), 18-25. (Erratum, *Young Exceptional Children*, 4(4), 25)
- Dunst, C. J., Hamby, D., Trivette, C. M., Raab, M., & Bruder, M. B. (2002). Young children's participation in everyday family and community activity. *Psychological Reports*, 91, 875-897.

# References

---

- Dunst, C. J., Herter, S., & Shields, H. (2000). Interest-based natural learning opportunities. Young Exceptional Children Monograph Series No. 2: Natural Environments and Inclusion, 37-48.
- Key Principles Underlying the IEP Process: Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities, 2012 (Workgroup on Principles and Practices for the IEP Process). [http://www.nectac.org/~pdfs/knowledgepath/ifspoutcome-s-iepgoals/Key\\_Principles\\_IEP\\_Process.pdf](http://www.nectac.org/~pdfs/knowledgepath/ifspoutcome-s-iepgoals/Key_Principles_IEP_Process.pdf)
- Mahoney, G. (2008). The critical role of practice in the early childhood curriculum. Presentation at South Carolina Early Intervention Conference for Families and Providers.



# References

---

- McWilliam, R.A. (n.d.) Engagement. Siskin Children's Institute. Retrieved August 2012 from <http://www.siskin.org/www/docs/112.181>
- McWilliam, R.A. (April, 2010). Enhancing Services in Natural Environments [webinar]. Retrieved from <http://www.nectac.org/~pdfs/calls/2004/partcsettings/mcwilliam.pdf>
- Raab, M. (2005). Interest-based child participation in everyday learning activities. CASEinPoint, 1(2). Retrieved from <http://www.fippcase.org/index.php>
- Shelden, M. L., & Rush, D. D. (2001). The ten myths about providing early intervention services in natural environments. *Infants & Young Children*, 14(1), 1-13.

# Contact Information

---

Office of Special Education  
Bureau of Monitoring and Technical Assistance

MS Dept. of Education  
Office of Special Education  
359 N. West Street  
P. O. Box 771  
Jackson, MS 39205  
(601) 359-3498