

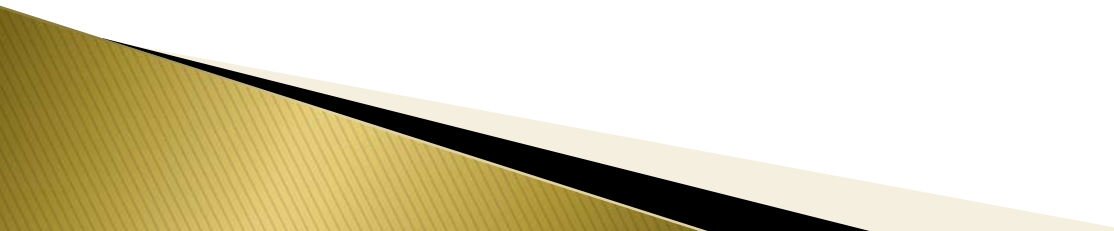


Los Angeles Unified School District
Division of Special Education

Early Childhood Special Education Support Services Overview

333 South Beaudry Avenue 17th floor
Los Angeles CA, 90017

Early Childhood Special Education Vision

- Maximize student achievement through the provision of a robust instructional program for all children in the Least Restrictive Environment.
 - Increase the number of students exiting special education services prior to kindergarten.
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Legislative Rationale for Early Childhood Special Education Services

- Significantly reduces the impact of the disabilities
- Produces substantial gains in development
- Reduces the need for long term special education when children reach school age

- California Education Code

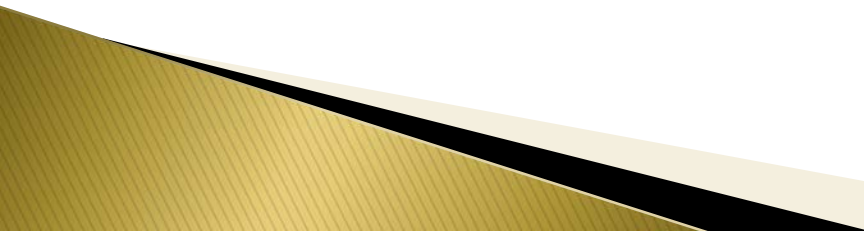


Individuals with Disabilities Education Act (IDEA 2004, 2011)

Part B:

- * Ages 3 through 21 (2004)
- * Specific references to preschoolers
- * Defines Individualized Education Program (IEP)
- * Mandates curriculum-oriented services
- * Stresses Least Restrictive Environment

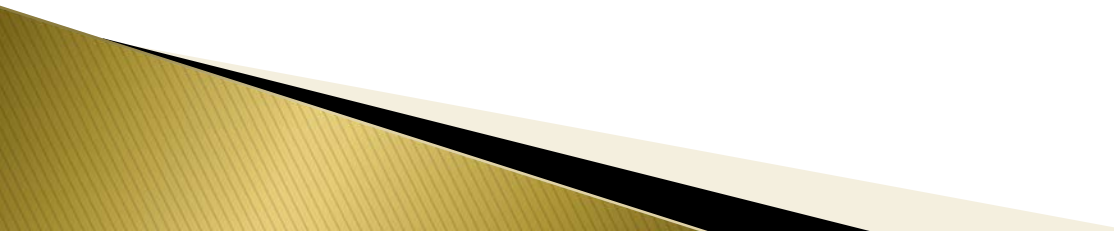
Part C:

- * Birth to 3 (2011)
 - * Content is focused on this age group
 - * Defines Individualized Family Service Plan (IFSP)
 - * Mandates use of outcomes for child and family
 - * Provides services to both child and family
 - * Mandates steps for transition to Part B services
 - * Stresses natural environments
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Referral and Identification Procedures

Preschool

- Child Find
 - Referral and Identification Procedures
 - Assessment process
 - IEP
 - Transition from preschool to Kindergarten
 - Programs and service options
(Description of each program/service)
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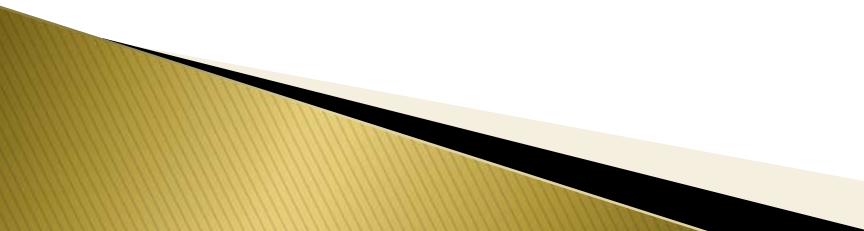
Referral of Children Not Enrolled in District General Education Preschool Programs*

ECSE accepts referrals for children from two years, 8 months to five years of age prior to kindergarten or transitional kindergarten from:

- Regional Centers
- Parents / family members / foster parents
- Community preschools
- Head Start agencies
- Community agencies
- Health centers
- Department of Social Services

**District school of attendance accepts referrals for children enrolled in their District general education preschool program.*

Preschool Assessment

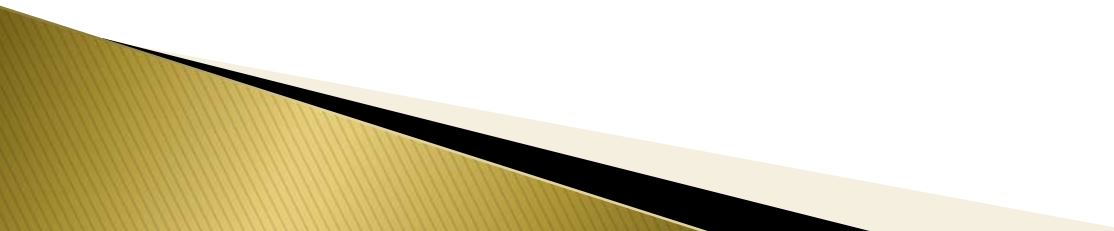
- A *transdisciplinary* team approach utilizing valid assessment tools while engaging children in developmentally appropriate, *play-based* activities
 - On average 150 assessments occur weekly
 - Teams comprised of staff including teachers , school psychologists, social workers and related service providers based upon child need
 - Specific timelines govern all work
 - Multiple variables effect assessment process
 - A myriad of assessment tools utilized
 - Assessment results culminate in IEP development
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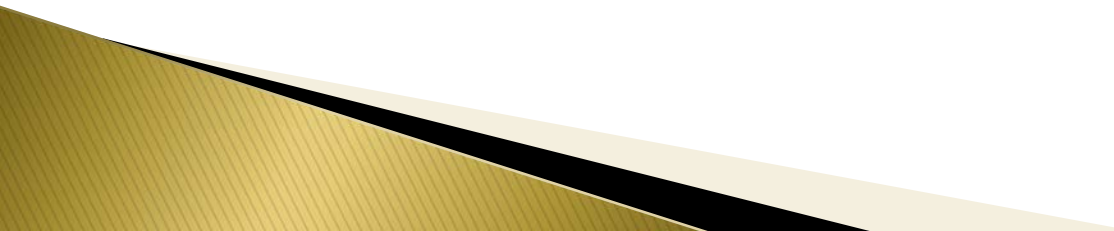
Program Services



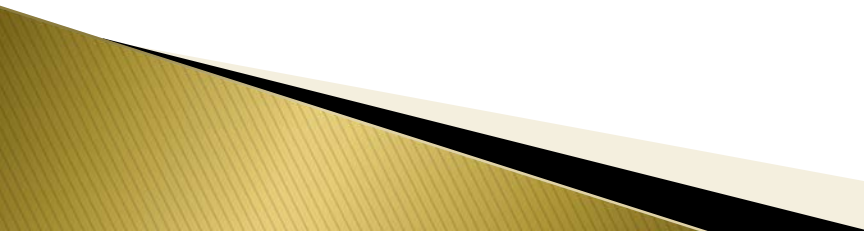
Infant Support Services

- Serves children birth to three with visual, hearing, or severe orthopedic impairments
 - Coordinates the provision of early intervention services and other community services that the child and family are being provided (Service Coordination)
 - Offers family support in the home and family support centers
 - Provides the required early intervention services, in natural settings, based on the Individualized Family Service Plan (IFSP)
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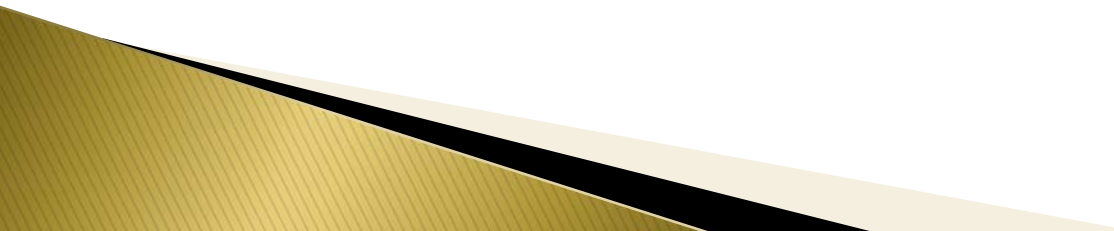
Infant and Preschool Transition Service

- Links the Part C (Infant) and the Part B (Preschool) systems
 - District facilitators guide families through referral, assessment, IEP and placement
 - Process begins when children are 2 years 6 months and concludes with commencement of special education services on their third birthday
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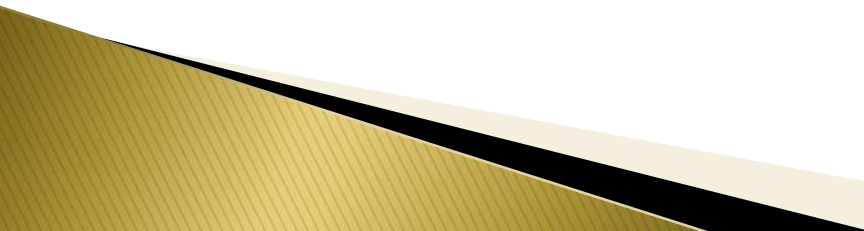
Preschool Collaborative Classrooms (PCC) with California State Preschool Program (CSPP)

- Located at four of the District's CSPP general education programs at elementary schools
 - Team teaching model with a general education preschool teacher, general education assistant, special education preschool teacher and a special education assistant/trainee
 - Programs meet five days a week for 3 hours in morning and 3 hours in afternoon (2 sessions)
 - Serves 19 general education children and 5 children (each session) with a range of eligibilities both moderate and severe levels of need
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Preschool Collaborative Classrooms (PCC) with California State Preschool Program (CSPP)

- Located at one District CSPP full day program general education program at an elementary school (pilot)
 - Team teaching model with a general education preschool teacher, general education aide, special education preschool teacher and a special education assistant/trainee
 - Full day program Monday through Friday serving 14 general education children and 6 children with a range of eligibilities both moderate or severe levels of need.
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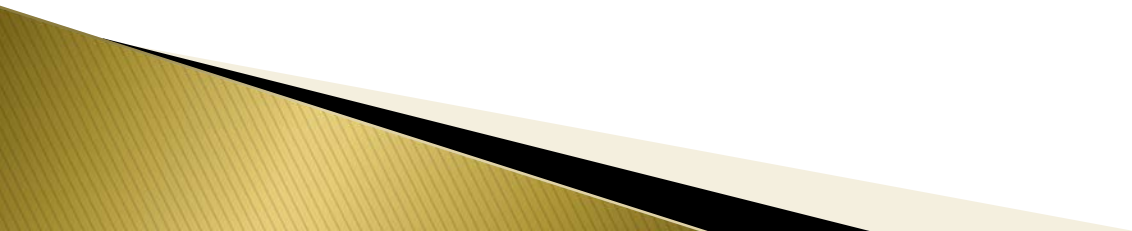
Preschool Collaborative Classrooms (PCC) at Early Education Centers (EEC)

- Located at one of the District's Early Education Centers (EEC) in general education classroom
 - Team teaching model with a general education preschool teacher, general education assistant, special education preschool teacher and a special education assistant/trainee
 - Programs meet five days a week for 4 hours and 30 minutes
 - Serves 24 general education children and 10 children with a range of eligibilities both moderate and severe levels of need
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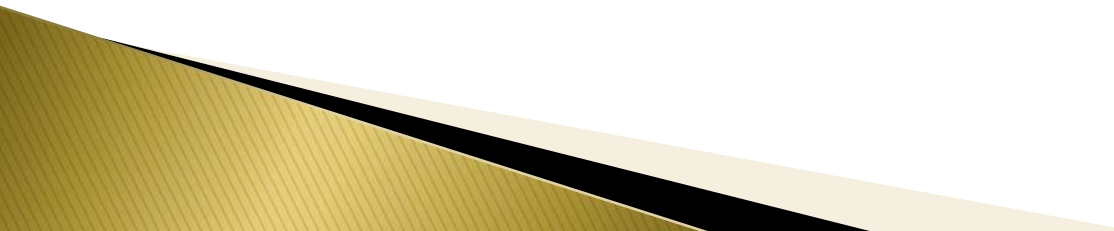
Preschool Collaborative Classroom (PCC) with Expanded Transition Kindergarten (ETK)

- Located at District's ETK general education programs at elementary schools
 - Team teaching model with a general education teacher, general education assistant, special education preschool teacher and special education assistant/trainee
 - Full day program Monday – Friday
 - Serves a total of 24 students who meet the ETK age eligibility (turn 5 between December 3 and June 30)
 - Serves 16 typically developing children and 8 children with a range of eligibilities both moderate and severe levels of needs
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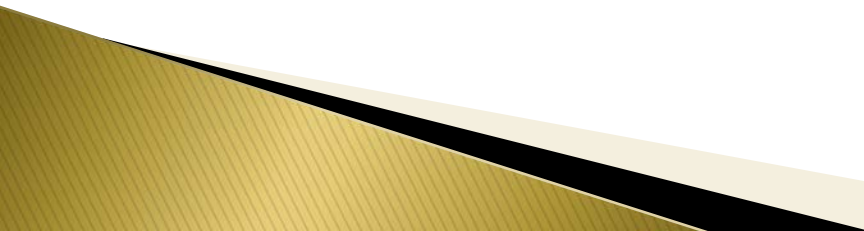
Preschool Collaborative Classroom (PCC) with Head Start

- Located at various Head Start general education locations in District
 - Team teaching model with a Head Start general education teacher, Head Start general education assistant, special education preschool teacher, and special education assistant/trainee
 - Programs meet Monday – Friday for 5 hours and 30 minutes
 - Serves a total of 17 students enrolled in Head Start: 10 general education children and 7 children with a range of eligibilities both moderate and severe levels of needs.
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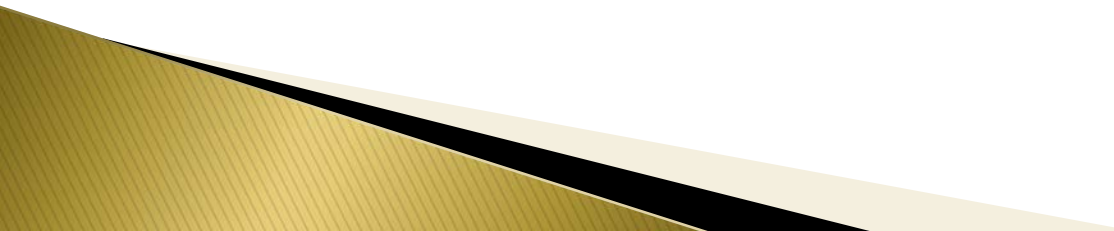
Preschool for All Learners (PAL)

- Preschool special day programs located at designated District sites with special education teacher and 2 special education assistants
 - Serves 10 children with a range of eligibilities and both moderate and severe levels of need
 - Program meets for 4 hours 30 minutes, five days a week
 - Program includes regularly scheduled interactions with typical peers served in preschool and kindergarten classes
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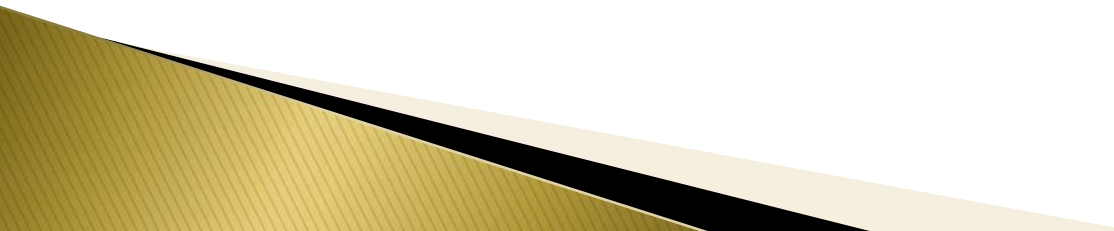
Preschool Comprehensive (PSC)

- Collaborative Team Model with a special education teacher and 1 special education assistant/trainee, 1 speech/language pathology assistant and 1 behaviorist
 - Serves 8 children with a range of eligibilities and severe level of need
 - Evidenced-based therapies delivered via developmentally appropriate activities (Discrete Trial Training (DTT), Pivotal Response Training (PRT), and Auditory Verbal Behavior (AVB) Therapy)
 - Program meets five days a week, (Full Day Program
 - Monday-Thursday; ½ Day Program Friday)
 - Related services delivered via direct service as well as collaboratively within classroom structure
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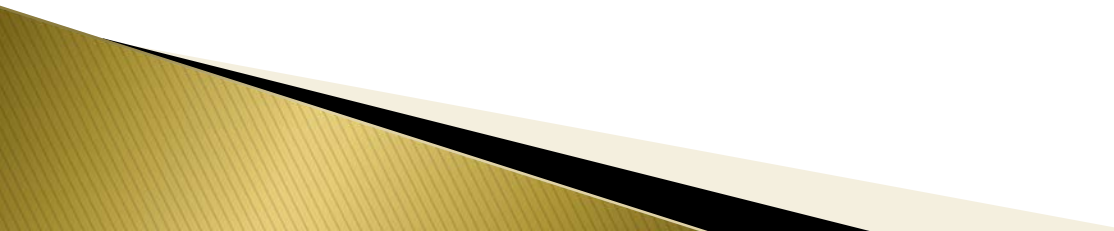
Preschool Phonological Groups

- Family participation program
 - Meets once a week for 90 minutes after regular school hours
 - Instruction focuses on speech needs in the area of articulation
 - Located in preschool/primary classrooms at elementary schools
 - Staffed by team of speech pathologist, special education teacher, and special education assistant/trainee
 - Provides parent/child activities and strategies to use throughout the week
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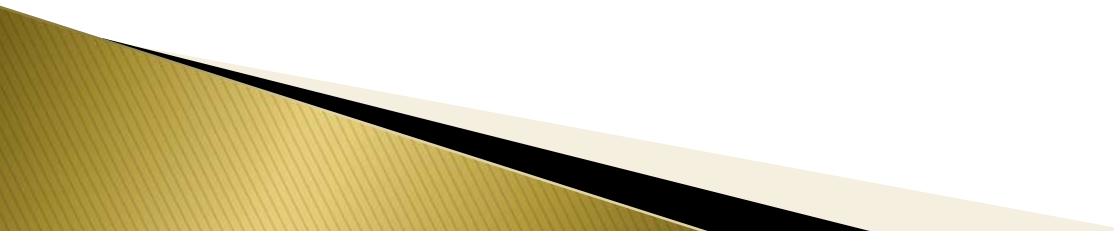
Intensive Language Education Afterschool Program (ILEAP)

- Family participation program
 - Meets once a week for 90 minutes after regular school hours
 - Instruction focuses on intensive language needs
 - Located in preschool/primary classrooms at elementary schools
 - Staffed by team of speech pathologist, early childhood special education teacher, and special education assistant/trainee
 - Uses Hanen Program principles. Parents given strategies to use throughout the week
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Itinerant Teacher Support Services

- Pre-Kinder Itinerant Teacher (PKIT) Service
 - Behavior Intervention Consultation (BIC) Service
 - Home/Hospital Instruction
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Preschool Kindergarten Itinerant Services (PKIT)

- Itinerant service for eligible children in District general education preschool programs and community preschools
 - Provides support to classroom staff on instructional strategies and modifications to curriculum
 - Provides case management for preschoolers not enrolled in a District preschool program
 - Staffed by fully credentialed early childhood special education teachers
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**What the best and
wisest parent
wants for his own
child, that must be
what the
community wants
for all its children.**

-John Dewey

