

# Early Intervention and Early Childhood Special Education (EI/ECSE) 2021

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**Early Intervention and Early Childhood Special Education is special education for young children before they enter kindergarten.**

For birth to 3 year old children it is called **early intervention or EI.**

For 3-5 year old children it is called **early childhood special education or ECSE.**

In Oregon services are **seamless** to maximize the benefit to children and families and to create the most efficiency. It is called EI/ECSE

## Natural Environments Requirement for EI -birth to 3 years

- + In the IDEA law since 1986: it is a core principle
- + *Every child in EI must have services designed to meet their developmental needs in a natural environment to the maximum extent possible.*

# Natural Environments for EI birth to 3 years

- + Natural environment means settings that are natural or normal for the child's same age peers who have no disabilities or developmental delays.
- + *Including but not limited to; home, child care and community settings in which children without disabilities participate.*

<b>Year</b>	<b>% in Natural Environment</b>
<b>2019-2020</b>	<b>98.7%</b>
<b>2018-2019</b>	<b>98.5%</b>
<b>2017-2018</b>	<b>98.2%</b>
<b>2016-2017</b>	<b>97.0%</b>

## Least Restrictive Environment (LRE) requirement for ECSE- 3-5 year olds

- + It is required in SPED Law from the beginning in 1975 and 1986 for ECSE: it is a core principle.
- + In IDEA least restrictive environment (LRE) means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

## For ECSE- 3-5 year olds

# Specially Designed Instruction in IDEA

- + Every eligible child and youth must need and receive specially designed instruction
- + In IDEA specially designed instruction means **adapting, as appropriate** to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the child resulting from the disability and to **ensure access to appropriate activities or general education curriculum** to meet the educational standards.

Year	ECSE in Regular Class	ECSE in Separated Class
2019-2020	48.2%	51.8%
2018-2019	45.6%	54.4%
2017-2018	44.2%	55.8%
2016-2017	43.9%	56.1%
2015-2016	48.6%	61.4%

**Note: Some definitions changes over the years**



# Inclusion for Preschoolers

Inclusion for preschool age children with developmental delays and/ or disabilities has increased from 36.8% in 1986 – 48.2% in 2020

which is only  
11.4% over 34 years.

# Benefits of Inclusion



# Brief Research Summary

- + Inclusion benefits children with and without disabilities.**
- + Children with disabilities can be effectively educated in inclusive programs using specialized instruction.**
- + Parents and teachers influence children's values regarding disabilities.**
- + Families of children with and without disabilities generally have positive views of inclusion.**

## Brief Research Summary –cont'd

- + Inclusion is generally not more expensive than having separate programs for children with disabilities.**
- + Successful inclusion requires intentional and effective collaboration and teaming.**
- + The individual outcomes of inclusion should include access, membership, participation, friendships, and support.**

## Brief Research Summary –cont'd

- + Individualized embedded instruction can be used to teach a variety of skills, related to early learning and educational standards, and promoting participation in inclusive preschool and school programs to children with and without disabilities.
- + Children with disabilities do not need to be “ready” to be included. Programs need to be “ready” to support all children.

## National Survey: Barton and Smith, 2015

- + 32 states and 1 territory
- + Cities, suburban, rural and remote areas

# Challenges

- + Attitudes/Beliefs
- + Fiscal/Contracting Policies
- + Approval of Private/non-public school Policies
- + Transportation Policies

## Challenges Cont'd

- + Differing Curricula
- + Program Quality- *training, salaries, professional development opportunities, child to teacher ratios, etc.*
- + Time to plan and collaborate and learn new skills
- + Conflicting Policies between programs-personnel



## Joint Policy Statement on Inclusion of Preschool age children with Disabilities- May 2015

- + 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 appropriate support in meeting high expectations.
- + The purpose of this policy statement is to set a **vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs**, from the U.S. Departments of Education (DOE) and Health and Human Services (HHS), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.

# What is Needed?

- + **Partnerships and Collaboration across programs:** Early Childhood providers and EI/ECSE providers working together to best support kids - set this vision and these expectations. *This is happening locally in many places in Oregon now.*
- + **More high quality placements** that are accessible for all supported and have adequate supports to meet their needs- public and private.
- + **Professionalize early learning** , training pay and benefits.
- + **Establish expectations and requirements** that all publicly funded early learning programs enroll and serve a minimum % of kids with delays and disabilities.