

TABLE 3 - RE5 (Race/ethnicity reporting categories as used prior to 2007 guidance)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

Child Count Date for 2009

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS

2009

OMB NO.: 1820-0517
FORM EXPIRES: 7/31/2010

STATE: HI

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT:	AGE				Total
	3	4	5		
(A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM	(A1) IN THE REGULAR PROGRAM AT LEAST 80% OF TIME	45	89	248	382
	(A2) IN THE REGULAR PROGRAM 40% TO 79% OF TIME	26	67	247	340
	(A3) IN THE REGULAR PROGRAM LESS THAN 40% TIME	262	308	210	780
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM OR KINDERGARTEN	(B1) ATTENDING A SPECIAL EDUCATION PROGRAM: SEPARATE CLASS	310	365	224	899
	(B2) SEPARATE SCHOOL				
	(B3) RESIDENTIAL FACILITY				10
	(B4) NOT ATTENDING A SPECIAL EDUCATION PROGRAM: HOME				2
(B5) SERVICE PROVIDER LOCATION					16
(C) TOTAL (OF ROWS A1 - B5)		658	850	947	26
					2455

TABLE 3

2010

STATE: Hi - Hawaii

SECTION A. DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

COLUMN 1	EDUCATIONAL ENVIRONMENT:		AGE			
	COLUMN 2		3	4	5	TOTAL
Row Set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK, ...	(A1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM (A2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION		377	473	633	1483
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK, ...	(B1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM (B2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION					
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT in any regular early childhood program), ...	(C1) ...specifically, a SEPARATE SPECIAL EDUCATION CLASS (C2) ...specifically, a SEPARATE SCHOOL (C3) ...specifically, a RESIDENTIAL FACILITY		289	356	237	882
Row Set (D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME (D2) ...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any other category			0		11
TOTAL (OF ROWS A1 - D2)			676	843	879	2398

ED FORM: 869-4

PRESCHOOL LRE

Data for the reporting of Least Restrictive Environment (LRE) for preschool students aged 3-5 comes from Table 3 (Educational Environments) of the 618 Data reported to OSEP in February of each year.

The Part B Data Dictionary defines *educational environment* as, "...a classification that indicates the extent to which students and children with disabilities who are receiving services under IDEA Part B, attend educational programs with their nondisabled peers. For children and students who do not attend educational programs with a majority of nondisabled peers, the educational environment reflects the setting in which they receive special education and related services."

For SY 2010-2011, OSEP changed the categories for reporting educational environments for preschool students. The directions for this data collection included the definitions of the following educational environments:

Regular Early Childhood Program. A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's). This category may include, but is not limited to:

- Head Start;
- kindergartens;
- preschool classes offered to an eligible pre-kindergarten population by the public school system;
- private kindergartens¹ or preschools; and
- group child development center or child care.

Special education program. A Special Education Program includes less than 50 percent nondisabled children (i.e., children not on IEP's). Special education programs include, but are not limited to:

- special education classrooms in
 - regular school buildings;
 - trailers or portables outside regular school buildings;
 - child care facilities;
 - hospital facilities on an outpatient basis;
 - other community-based settings;
- separate schools; and
- residential facilities.

Description of Row A1 in Table 3: The child is receiving the majority of hours of special education and related services in the Regular Early Childhood Program (and the child attends a Regular Early Childhood Program at least 10 hours per week)

Note from Special Education Section: Because states were not given sufficient time to change their data systems prior to the 618 reporting deadline, states were given the option to collapse their data in certain fields. That's what Hawaii did. There is not way to compare it to previous data or any data going forward.

Conditions Necessary for Desirable Outcomes in Inclusive Classrooms

By Mark Wolery, Professor of Special Education, Vanderbilt University

Research and experience support serving young children with and without disabilities in the same class; however, inclusion alone does not guarantee desirable outcomes. Desirable outcomes occur when two important conditions exist:

1) The classroom should be a high-quality environment for young children. Low-quality classrooms are inappropriate places to include young children with disabilities; inclusion should only occur in high-quality classrooms. Classroom quality can be measured with the:

- Infant/Toddler Environment Rating Scale (Harms, Cryer, & Clifford, 1990)
- Preschool Assessment of the Classroom Environment Scale-Revised (Raab & Dunst, 1997)
- Early Childhood Environment Rating Scale-Revised (Harms, Clifford, & Cryer, 1998)
- Practices in Early Elementary Classrooms (Hemmeter, Maxwell, Ault, & Schuster, 1997).
- Accreditation Criteria and Procedures of the National Association for the Education of Young Children,(NAEYC, 2008) (PDF: 58kb) .

2) The classroom staff need supports for using individualized instruction with children who have disabilities. Several supports are necessary:

- The teacher must have training about teaching individualized goals in ongoing activities and about children with disabilities.
- The teacher needs frequent assistance from specialists and experts, which involves the specialist observing the class, providing suggestions, showing the teacher how to use interventions, and giving feedback.
- The teacher needs regular time to talk with specialists and plan activities and interventions.
- The child-to-staff ratio must be low, either by reducing the number of children or adding in-class adult assistance.
- Teachers must use individualized intervention strategies for the children with disabilities and monitor the child's progress frequently and adjust the strategies as needed.
- The class must have the adequate space, equipment, and materials and be accessible to the child with disabilities.
- Finally, parental participation must be encouraged and welcomed.

Without individualized intervention in the context of inclusion, children with disabilities will not acquire their goals. These two conditions must characterize all inclusive early childhood classes if we expect desirable outcomes to occur.

Source: http://www.nectac.org/inclusion/research/RS_conditions.asp?text=1

Early Childhood Inclusion: A Summary

A Summary of the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

Background

Today an ever-increasing number of infants and young children with and without disabilities play and learn together in a variety of places—homes, early childhood programs, and neighborhoods, to name a few. Promoting development and belonging for every child is a widely held value among early education and intervention professionals and throughout our society. Early childhood inclusion is the term used to reflect these values and societal views. However, the lack of a shared national definition has created some misunderstandings about inclusion. The DEC/NAEYC joint position statement offers a definition of inclusion. It also includes recommendations for how the joint position statement can be used to improve early childhood services for all children.

Definition of Early Childhood Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The

desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

What is meant by Access, Participation, and Supports?

Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.

Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.



Division for Early Childhood of the
Council for Exceptional Children
27 Fort Missoula Road | Missoula, MT 59804
Phone 406.543.0872 | Fax 406.543.0887
Email dec@dec-spced.org | Web www.dec-spced.org



National Association for the Education of Young Children
1313 L Street NW, Suite 500 | Washington, DC 20005-4101
Phone 202.232.8777 Toll-Free 800.424.2460 | Fax 202.328.1846
Email naeyc@naeyc.org | Web www.naeyc.org