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

# Agenda

- EI/ECSE Overview
- Developmental Screening to Referral
- Services
- Outcomes
- Parent Perspective



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# EI/ECSE: What is it?



Special education for young children with a

- Developmental Delay;
- Disability; or
- Condition likely to result in developmental delay (children under age 3)



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# EI/ECSE Services

- Provided to:
  - All areas of the state
  - All children who qualify
- Coordinated with
  - Early childhood partners
- No cost to families



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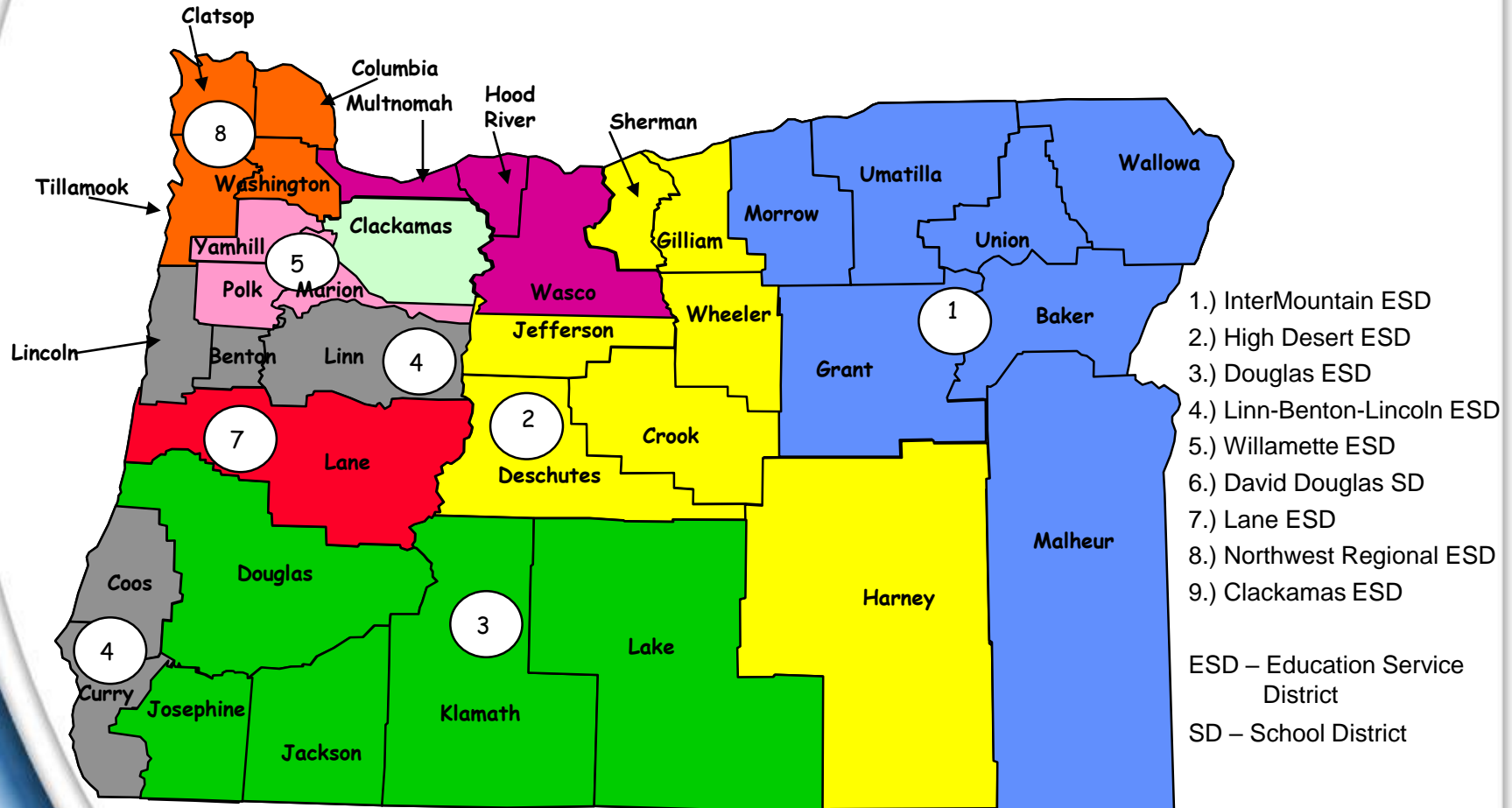


# How are Services Provided in Oregon?



- Oregon Department of Education, Student Services Office
- Oversees special education for **all** of Oregon's students with disabilities

# EI/ECSE Service Areas



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# Where are Services Provided?

- Homes
  - Parent consultation and support
- Community Preschools
  - Consultation & Support
- Specialized Preschools
  - Direct instruction



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# What Services are Provided?



## Types of Services

- Speech and language therapy
- Behavior and social skills training
- Specialized equipment and materials
- Occupational therapy
- Physical therapy

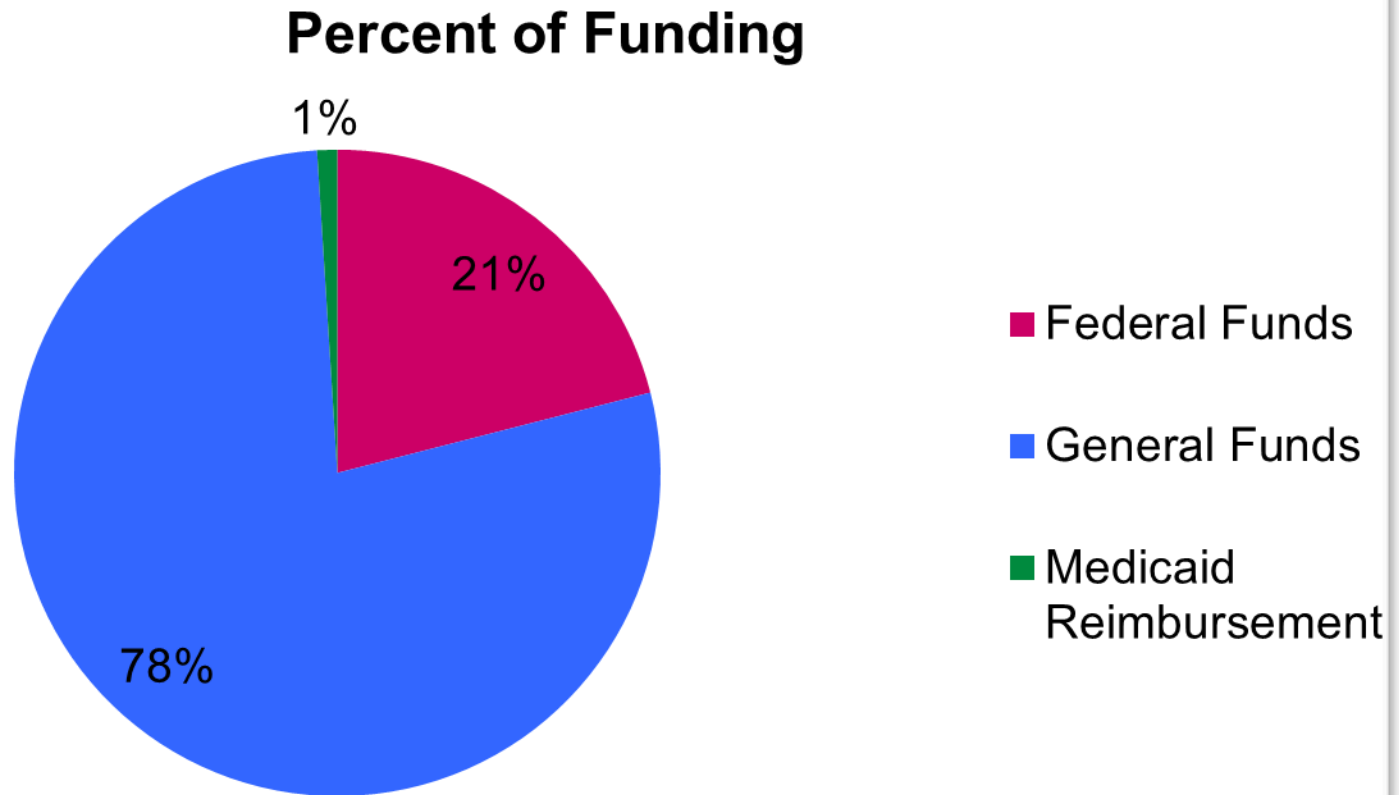


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# How are Services Funded?

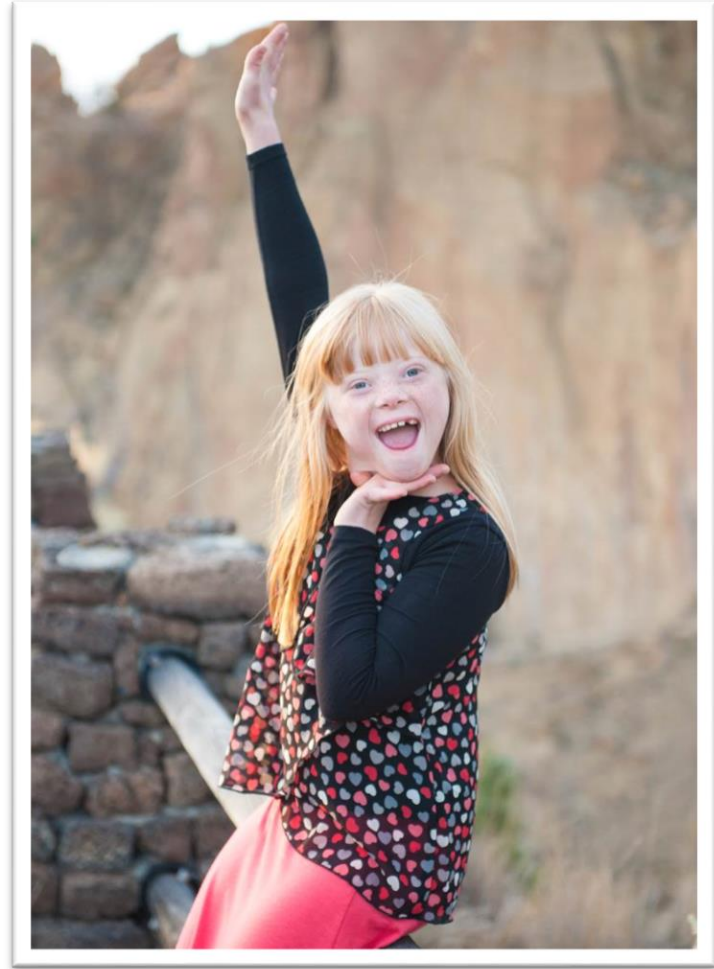


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# Services Make a Difference

- Increases school readiness
- Increases potential for success
- Prevents need for more costly education in the future



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# Child Outcome Data

- Collected at program entry and exit
- At least six months in the program
- Collected for EI & ECSE

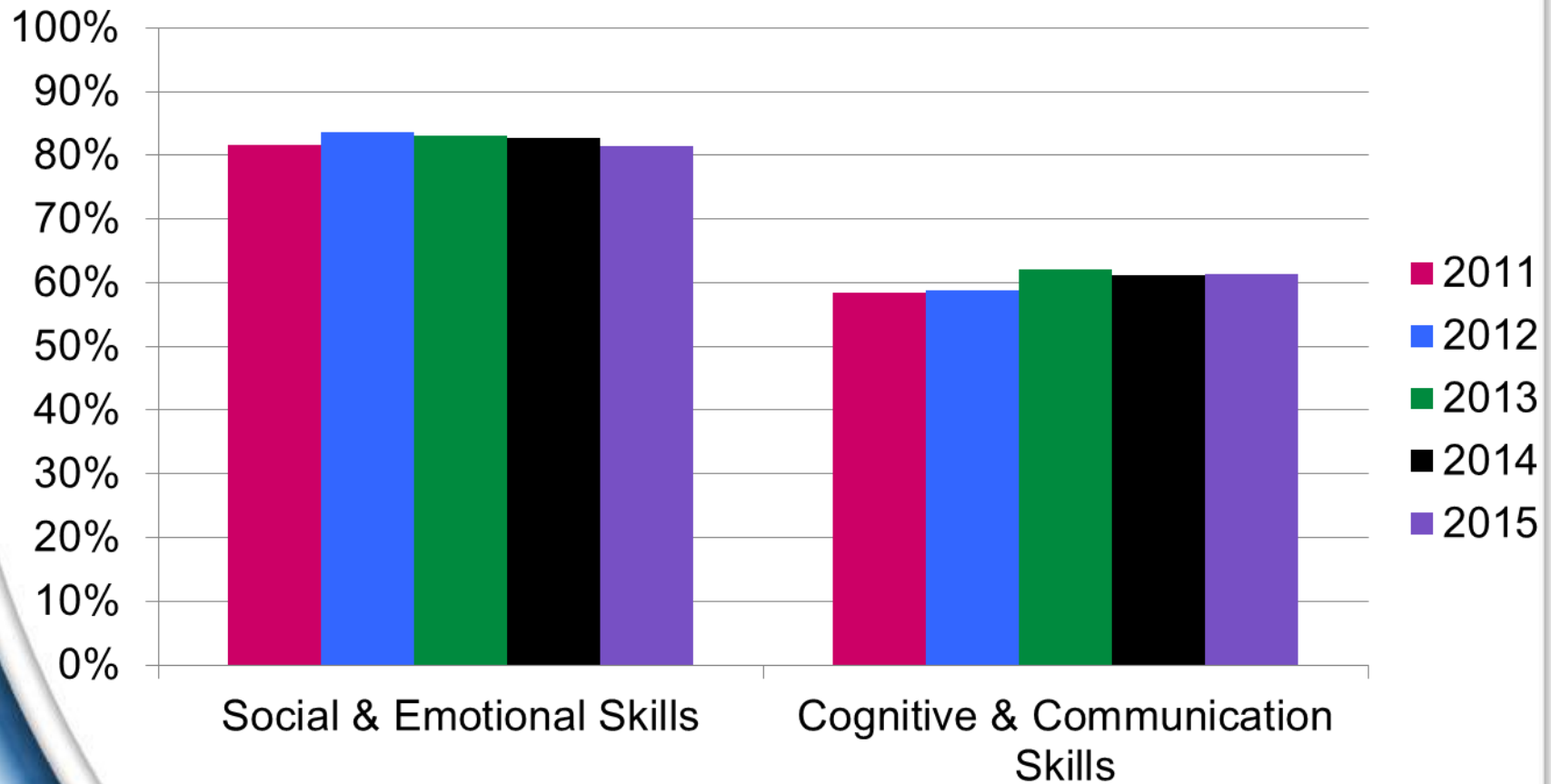
# EI Child Outcomes

- Assessment items (examples)
  - Responds appropriately to parent's interaction
  - Points to objects, person
  - Demonstrates functional use of reading materials (turns pages in a book)



# EI Child Outcomes

% Narrowed or Closed the Developmental Gap



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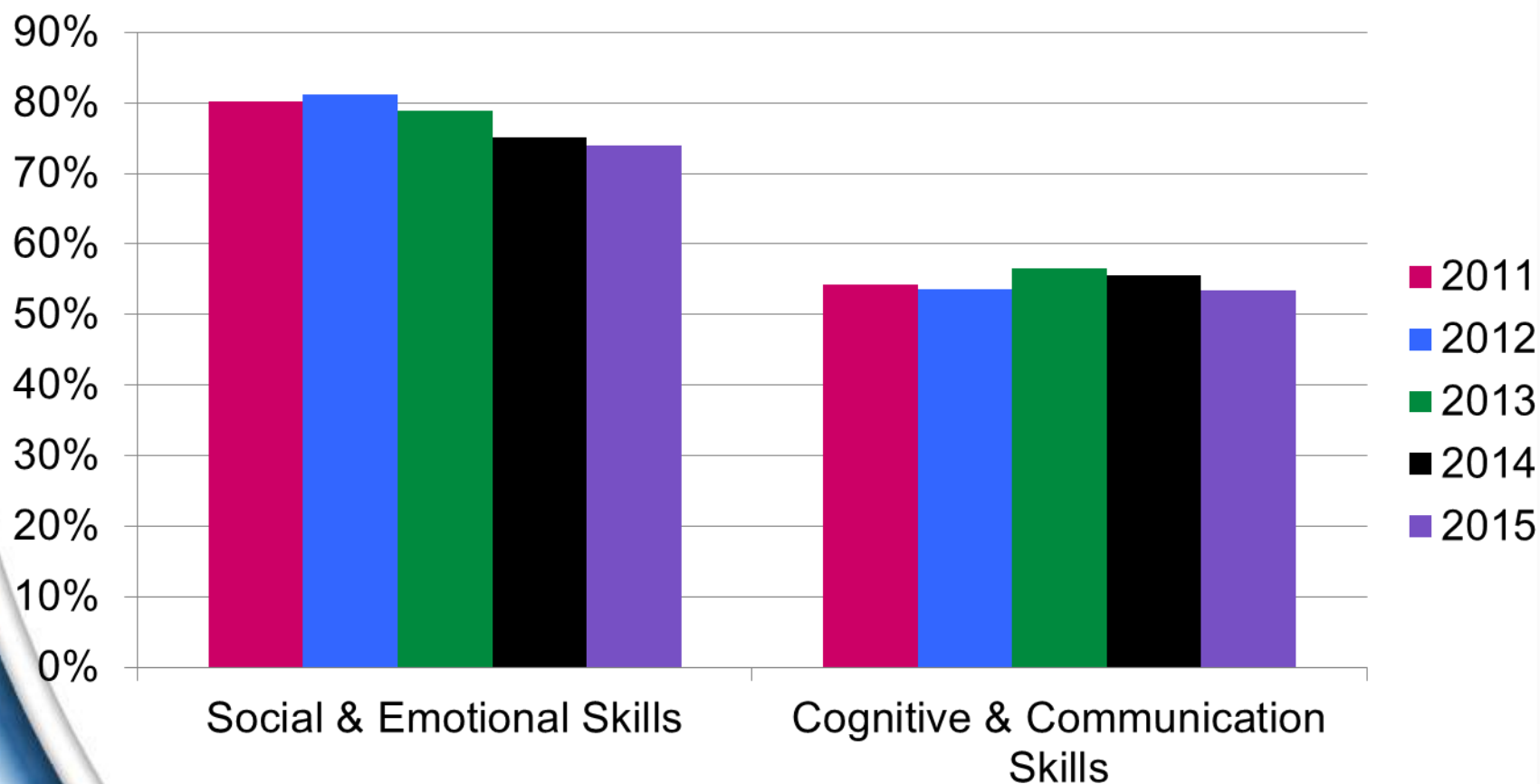
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# ECSE Child Outcomes

- Assessment items (examples)
  - Resolves conflict by using an effective strategy (moves away)
  - Watches, listens, and participates during large group activity (story time)
  - Understands color, shape and size concepts

# ECSE Child Outcomes

% Narrowed or Closed the Developmental Gap



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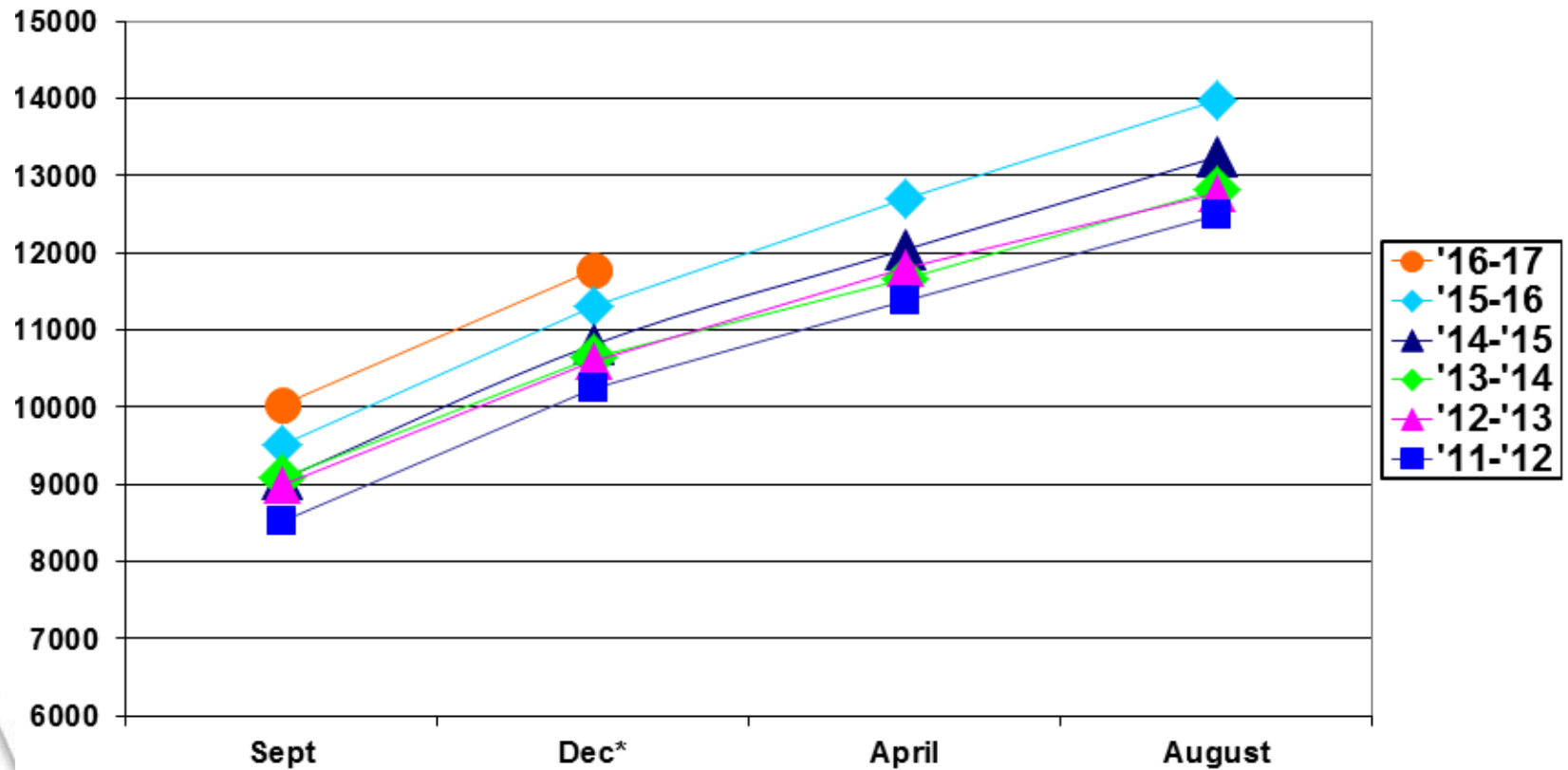
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# Mandated by Federal and State Law

- Every child who qualifies receives services
- Number of children who qualify continues to increase
- No wait lists



# Program Growth



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# Recommended Service Levels

- 2009 Legislative request
  - Calculate cost of providing adequate EI/ECSE services
- Considerations
  - Wide differences in special education needs for each child
- Result
  - Development of a framework of services to calculate the costs

# Service Level Groupings

- Children Birth to age 3
  - Same service level
- Children age 3 – K
  - Low Need
  - Moderate Need
  - High Need

# Early Intervention

- 1 x week EI service at child's home or child care



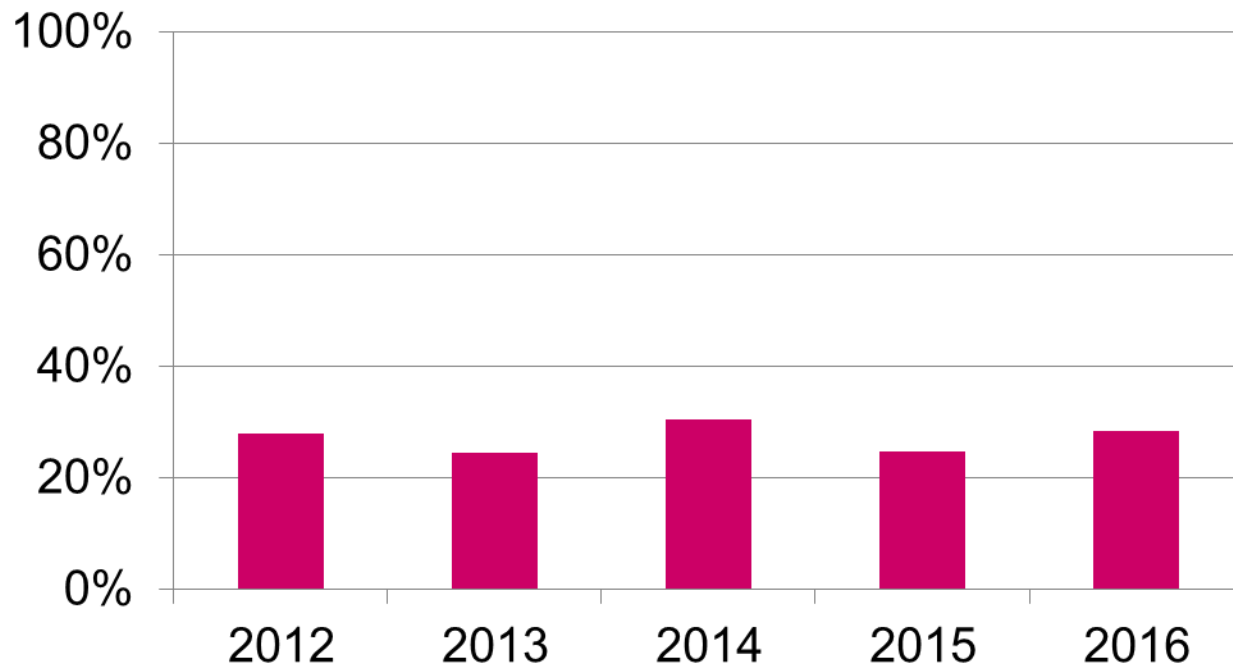
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# Early Intervention

## Percentage of children meeting service level standards



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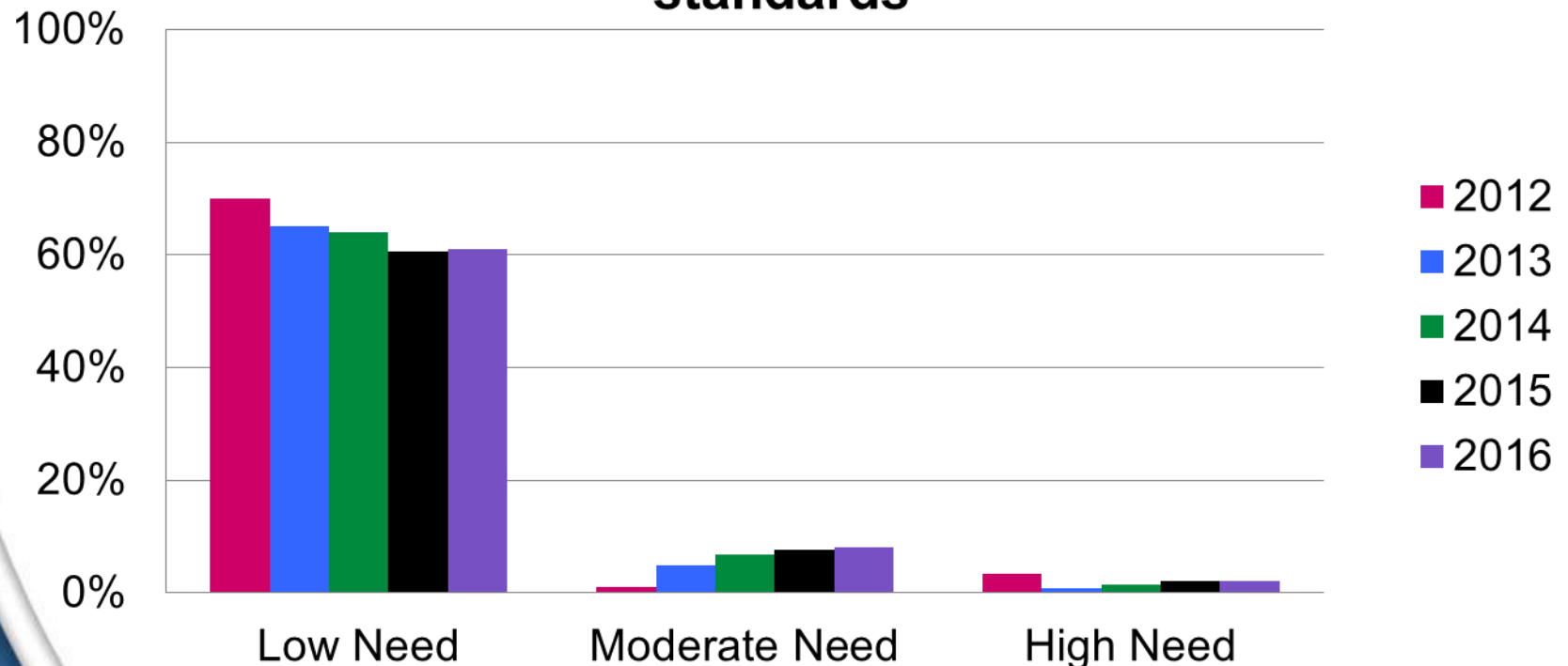
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# Early Childhood Special Education

- Low Need
  - 1 x week special education service
- Moderate Need
  - 3 x a week or 12 hours week preschool
  - 1 x week preschool consultation
  - 1 x month family education service
- High Need
  - 15 hours week preschool
  - 1 x week preschool consultation
  - 1 x month family education service

# Early Childhood Special Education

## Percentage of children receiving service level standards



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# Cost and Funding Implications

Funding has not kept pace with costs

- Adequate service level funding
  - \$10,153 per child
- Services
  - Below recommended levels

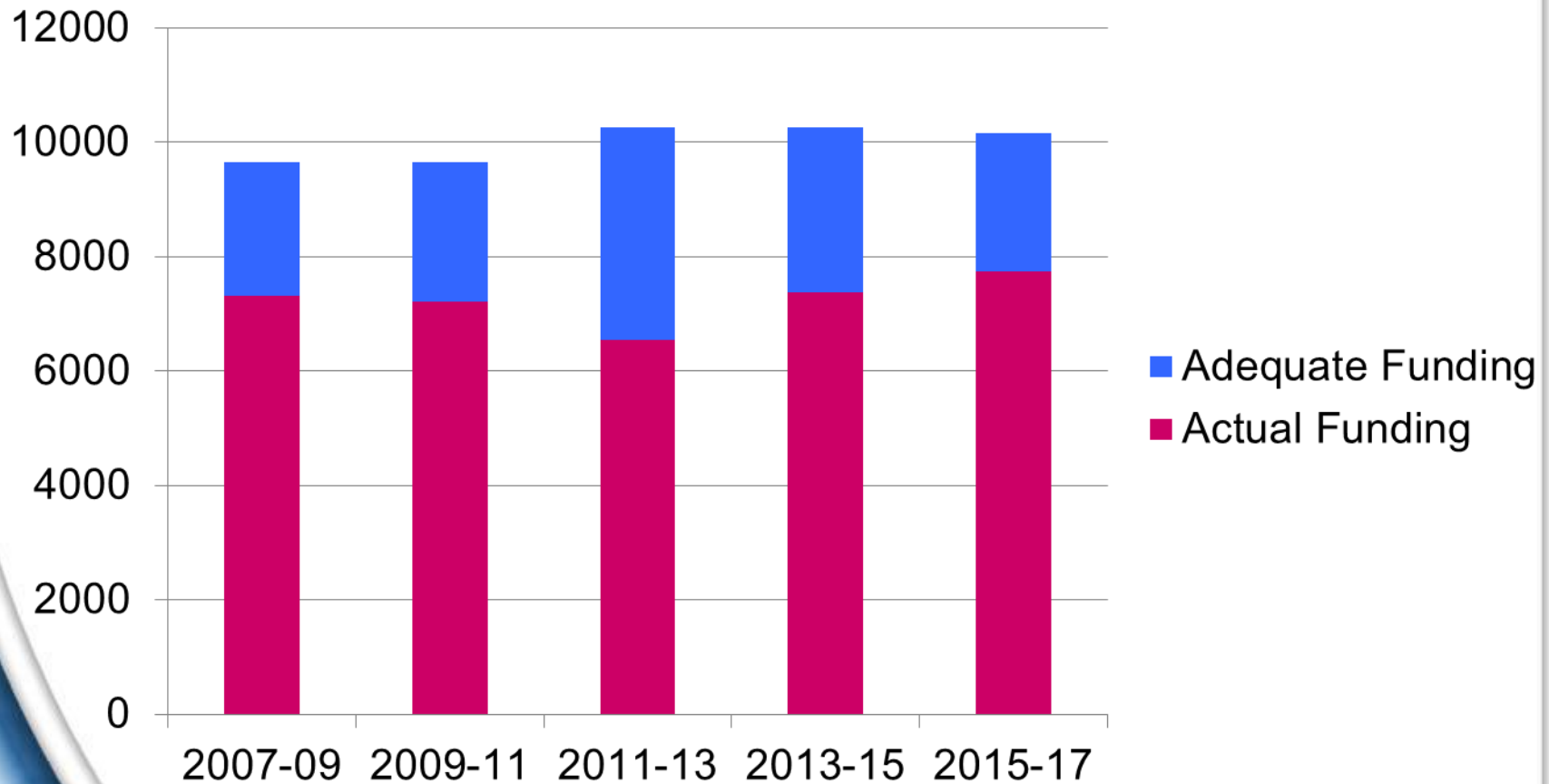


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# Actual vs Adequate Funding



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# Early Childhood System Improvements

- Improved screening & referral = more children eligible for EI/ECSE services
- More about screening & referral.....

# Judy Newman

## Early Childhood CARES



# Child Find – Natural Touch Points

- Average 145 referrals a month
- Top referral sources:
  - Parents
  - Physicians
  - Child care providers
  - Head Start / OPK / Early Head Start
  - DHS / Child Welfare
  - Public health programs
  - Other early childhood programs such as Relief Nursery, Public Health programs, Pearl Buck



**Referrals of birth to 3 year old children to Early Childhood CARES increased by 10% in one year.**





**Trillium, our local CCO, dramatically increased developmental screenings under 3 years of age.**

2011- 2014  
developmental  
screenings of  
birth to 3 year  
old children on  
the OHP  
increased by  
58% .



# **A referral is made to Early Childhood CARES**

- **Many come in with a developmental screening**
  - **Pediatricians**
  - **Head Start / Oregon Prekindergarten**
  - **Child care providers**
  - **Relief Nursery**
- **Others come in with concerns and no developmental screening**
  - **A developmental is completed by the program**
  - **Directed to ASQ online**

**The developmental screening and other information is reviewed with the parent by a qualified professional.**

- Health Hearing and vision information gathered
- Parent concerns are noted
- Parents' questions are addressed
- What to expect next.....

**An in- depth developmental assessment is completed in the home.**



# **Eligibility is determined.**

- Developmental Delay
- Communication Disorder
- Autism Spectrum Disorder
- Orthopedic Impaired
- Hearing Impaired
- Visually Impaired
- Other Health Impaired
- and more.....



# **An Individual Family Service Plan (IFSP) is written**





# Services begin!



# **Strict timelines are required in federal and state regulations**

- For children birth to 3 years of age we have 45 calendar days from referral until services must begin.
- For children 3 to 5 years of age we have 60 calendar days from referral until eligibility for services must be determined.
- Waitlists are not allowed under federal and state regulations.

# Dr. Monique Carroll

- A Pediatrician with the Community Based Health Clinics

Lisa Grotting

Program Director for Early  
Intervention and Early Childhood  
Special Education for  
Multnomah Early Childhood  
Program



# Multnomah Early Childhood Program (MECP)

- Our agency provides services to children birth to age five through out Multnomah County that encompasses 8 school districts.
- MECP currently serves 2600 children with disabilities
- 35% of the children receive Early Intervention
- 65% of the children receive Early Childhood Special Education

# Highly Qualified Staff

- Master Level teachers
- Speech Language Pathologist
- Occupational Therapist
- Physical Therapist
- Autism Specialists
- Mental Health Therapists
- Positive Behavior Intervention Specialists
- Nurse
- Interpreters
- Community Health Worker

# Where Services are Provided for Early Intervention

- 83% in the home
- 5% in Early Head Start
- 12% in childcare and relative care

# Research Tells Us

- Parents know what works best for their family and the opportunities for learning occur during their child's daily routines, such as eating, dressing, toileting, and playing
- Children learn through repeated interactions with parents and caregivers
- Stress on family lives and schedules is lessened

# Example of EI Services

- Services in the home by a Speech Language Pathologist (SLP)
- Success and challenges for the week
- Work with materials already in the home
- Model play interventions
- Parent practices play intervention
- Team sets goals for the following week



# Where Services are Provided for Early Childhood Special Education (ECSE)

- 30% in Head Starts and Oregon Head Start Pre-Kindergarten (OPK)
- 30% in community preschools, including Preschool Promise classrooms
- 6% is in ECSE classrooms (includes at least 50% peers from their neighbor home school)
- 5% in speech clinics
- 21% in homes

# When Children are Ready for Social Opportunities

- Help families connect with children for social opportunities in different settings
- Head Starts, community preschools, and Oregon Preschool Promise classrooms
- Services are individualized for every child and family needs

# MECP ECSE Model

- One professional serving the child
- Collaborative consultative support from other MECP professionals
- Collaborative support from the other professionals ensures all the child's goals are addressed with instructional modifications and adaptations, so the child can be successful in a preschool setting.
- Visual schedule

# An Example of ECSE Services

- Child with autism in a Head Start
- Complicated needs with goals in the areas of sensory, communication, social skills and with behaviors that impede on his/or her ability to interact with others
- ECSE teacher interacts with a group of students that also includes the student with autism
- Students are playing in the dramatic play area. The ECSE teacher demonstrates different play schemes while also encouraging all students to use positive behavior/friendship skills. Positive peer modeling helps to increase appropriate social skills. While interacting with all the students, the provider models play and social skills while the preschool staff observe the modeling

# Example Continued

- Monthly collaboration meeting the provider discusses with the preschool staff about what they saw and what they can do to continue the positive social interactions for all children. The provider also consults with the related staff such as the autism specialist, speech language pathologist, and occupational therapist to support this child's developmental goals
- Entire team works together to develop supplemental supports, accommodations, and modifications that support this child's success in the preschool environment.



# Transition

- Many children who receive Early Intervention and Early Childhood Special Education services may not need services once they enter kindergarten
- If children continue to need special education, MECPP works with the families and the home school transition team for a smooth hand off to the school age team
- Parents will be with their child throughout their lifetime and Early Intervention and Early Childhood Special Education services support children and parents until their child goes to Kindergarten and finish their educational journey.

# Questions?

# Outcomes

- Next Diane Tipton will speak to the outcomes from providing early intervention and early childhood special education services.

# Outcomes for Early Intervention Early Childhood Special Education



# Quality of Instruction

- EI/ECSE specialists have the same teaching licenses as K-12 teachers (TSPC).
- Specialists must hold a professional board license, same as needed to work in a medical setting.

Over 200 studies suggest:

The most critical factor affecting student achievement is a knowledgeable, skillful teacher.



# Elias



# Data Driven

- ◆ Every child has an individualized plan
- ◆ Data is collected and documented on a database for the entire team to view.

# Statewide outcome data

Curriculum Based Assessment tracks all areas of development for each child additional to individual plan goals.

76% of our 3-5 year olds made substantial progress in social emotional skills.

60% of these children were functioning within age expectations when they exited the program.

# Return on Investments

- ◆ Return on investments in early learning are between 7:1 and 8:1 for every dollar. Estimates are higher for early learning in special education.
- ◆ To realize the 40 40 20 goal, we need to start with students at risk before kindergarten.

# Example of economic impact before kindergarten

Each year, between 20 -25% of all Early Childhood Special Education students qualify in articulation (speech clarity) only.

**Articulation errors are correlated with sound errors when learning to read.**

In 2012, 100% in Redmond and 93% in Bend Lapine of these former ECSE students met or exceeded their 3<sup>rd</sup> grade reading bench mark test.



# Ready for Kindergarten?



**In the last 4 school years in Lane County, almost 25% of all Early Childhood Special Education students did not need special education services when they entered kindergarten.**

# Questions?

