

LRE Considerations for Preschool-Age Children Eligible for SPED

When making placement recommendations for preschool-age children eligible for special education, the IFSP/IEP team is required by law to consider the Least Restrictive Environment that the child could be placed in. This means that the team is required to consider providing special education services in a setting where age-appropriate peers without disabilities are typically found. These considerations must be made prior to recommending the provision of special education services in a setting which includes only preschool-age children with disabilities. The rubric provides a guide that is rooted in observable behaviors to help teams, including parents, consider their options. The rubric should be done annually during the preschool years.

In developing the recommendation, the team should consider the following continuum of special education services:

A. **NO SERVICES:** The child is not eligible for special education.

B. **RELATED SERVICES:** Student would receive PT, OT, SW, and Speech or other related service only. Student's IEP would reflect that he is receiving only a related service.

C. **EARLY CHILDHOOD SPECIAL EDUCATION SERVICES (1755): RELATED SERVICES WITH THE ADDITIONAL SUPPORT OF AN EARLY CHILDHOOD SPECIAL EDUCATION TEACHER:** Student would attend a preschool program designed for typically developing children such as Head Start, GSRP and/or a private preschool program and a special education teacher as well as the related staff would work together to provide services and support the child in the general preschool setting. The student's IEP would reflect that the child was in a non-classroom program (R340.1755) for the itinerant teacher services and related services also would be recorded on the IEP.

D. **EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM:** Student would be placed in an ECSE program (R340.1754) that is designed to provide more specific and intensive intervention for children who are eligible for special education. Related services also would be indicated on the IEP.

E. **SEGERATED FACILITY OR CLASSROOM:** Student would be potentially placed in a segregated facility and/or a separate specific classroom (e.g. ASD preschool program) with the appropriate related services.

Considerations for Interpreting the Rubric:

There are a multitude of factors that need to be considered when determining the frequency, duration, intensity and location of special education programs and/or services for a preschool-age child. The rubric was developed to serve as a guide to help the team and family understand all the options and make a recommendation that is best for each child. The parent's preference and the availability of programs in the community that the child may be able to access must also be considered. The more 1's and 2's that are circled suggest that the child could be supported via either related services and/or in a general ed. setting with special education related services. The more 2's and 3's that are circled may indicate that the child would require a more intensive program that may be met in a general education setting with early childhood special education services or an ECSE setting. As "general education" opportunities are limited for preschool age children, staff must make the best decision possible at the time. As preschool age children can demonstrate dramatic changes from year to year, this rubric should be utilized annually to see if the child can be supported in a more inclusive environment.

The Importance of a Preschool Program

Attending a high quality child preschool program is very important to prepare a child for kindergarten regardless of the level of need for special education services. There is significant research to support that there are favorable outcomes in the early elementary years for children who have attended preschool. Regardless of the child's eligibility and/or special education services proposed, the importance of attending preschool and local community resources should be shared with families. The common preschool recruitment form should be provided to families who want to be considered for a free or low-cost preschool program.

Date: _____

Child Factors

Name: _____

Age: _____

Child Factor Considerations

	1	2	3	Comments
Health History/Status (allergies, diagnosed conditions, medication needs, feeding concerns, middle ear issues, hearing/vision problems)	<ul style="list-style-type: none"> • General good health • May require some limited health care procedures (e.g. EpiPen) 	<ul style="list-style-type: none"> • Mild or occasional health concern or chronic health issues that are controlled • May require specialized health care procedures 	<ul style="list-style-type: none"> • Chronic health issues • Specialized health care procedures required (e.g. regular medications, tube feedings, etc.) 	
Cognitive/Learning Skills, Play Skills (use of toys and materials appropriate for age, symbolic/pretend play, ability to follow directions in play – feed the baby, give me the red block)	<ul style="list-style-type: none"> • Participates, stays on task, follows directions and home/class routines with minimal or no promptings • Age-appropriate, spontaneous, and varied play skills 	<ul style="list-style-type: none"> • Needs frequent prompts to participate in group activities, stay on task, and follow directions • Requires more small group instruction • Appropriate play skills but limited variety; can follow directions during play and imitate play actions with prompts 	<ul style="list-style-type: none"> • Needs 1-1 support and constant prompting to participate in activities, stay on task and follow directions • Curriculum modifications needed for participation in class activities • Uses toys in inappropriate/non-functional ways or needs specific instruction to learn new play skills 	
Communication System (expressive)	<ul style="list-style-type: none"> • Uses sentences to communicate • Some mild language and/or intelligibility issues that may require remediation 	<ul style="list-style-type: none"> • Has a functional or alternative communication system (gestures, words, or pictures) • Combines words • May be difficult to understand due to multiple articulation errors • Uses alternative system effectively 	<ul style="list-style-type: none"> • No words. • Single words • Some word combinations • Significant intelligibility issues (limited phonemes, simplification processes present) • Does not have an alternative communication system or is developing an alternative/augmentative communication system 	
Verbal Imitation	<ul style="list-style-type: none"> • Readily imitates words/phases overhead in conversation 	<ul style="list-style-type: none"> • Requires initial prompts to imitate but they can be faded quickly • Will imitate a variety of words/phrases. 	<ul style="list-style-type: none"> • Requires a high level of prompting to imitate and/or does not imitate at all 	
Motivation (initiation, independence and persistence during tasks/activities, level of enjoyment)	<ul style="list-style-type: none"> • Makes choices and persists at tasks/activities independently • Enjoys activities and is satisfied with performance 	<ul style="list-style-type: none"> • Requires some adult assistance or prompting to engage/participate in tasks/activities • May not sustain interest for long 	<ul style="list-style-type: none"> • Dependent on adult for beginning and completing tasks • Requires high level of prompting • May be low level of enjoyment/interest 	

<p>Coping Strategies (seek help, handle frustration, tolerate changes in routines)</p>	<ul style="list-style-type: none"> • Many strategies that are effective, • Copes with frustration in age-appropriate manner 	<ul style="list-style-type: none"> • Some effective strategies • Occasional frustration that interferes with performance or participation 	<ul style="list-style-type: none"> • Few to no effective strategies • Frequently frustrated (makes performance of tasks and participation difficult) 	
<p>Social/Emotional (interacting with adults and peers, behavior toward self and others, feelings)</p>	<ul style="list-style-type: none"> • Cooperates with adults • Initiates interaction with peers; cooperative play • Few behavioral concerns • Wide range of appropriate emotions 	<ul style="list-style-type: none"> • Occasional difficulty cooperating with adults • Interested in peers and will join in play others initiate; more parallel than cooperative play • Some behavioral/emotional concerns but can be managed by classroom staff with strategies and support 	<ul style="list-style-type: none"> • Frequent and significant difficulty interacting with adults and peers • Little interest in peer interaction • Anxiety, withdrawal, or atypical emotional responses • Aggressive or self-injurious behaviors; support from SSW/psych needed to address challenging behaviors • Safety issues due to behaviors 	
<p>Self-Help Skills (feeding, dressing, toileting, assisting with daily chores)</p>	<ul style="list-style-type: none"> • Age appropriate with respect to areas in () 	<ul style="list-style-type: none"> • Age appropriate or has 1 area that is below age level 	<ul style="list-style-type: none"> • Significantly below age level in 2 or more areas 	
<p>Sensory (the way a child registers and responds to sensory stimulation: sounds, touch, movement, taste/texture, smells, and vision)</p>	<ul style="list-style-type: none"> • Uses and manages sensory input to gather information needed to support participation in play and classroom activities. 	<ul style="list-style-type: none"> • May seek sensory input in ways that can be disruptive or interfere with participation in play and classroom activities but can regulate with minimal supports in the classroom (i.e. Child may have difficulty sitting still or sitting upright for floor or table tasks. May touch, smell or mouth classroom materials.) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • May fail to notice important sensory input that would be helpful for participation. (E.g. Delayed or no response when spoken to, doesn't participate much in finger play songs/ gym/ playground tasks, may not follow routine well or is the last to move from activity to activity. Clumsy or uncoordinated movements.) <p style="text-align: center;">OR</p> <p>May purposefully avoid sensory input and withdraw from it. (E.g. May avoid messy play or be bothered when clothes get wet/dirty. May cover ears with loud noises. May dislike being touched and avoid playing with other kids or wants to be at the end of the line.)</p>	<ul style="list-style-type: none"> • May seek sensory input so frequently/excessively that it significantly interferes with participation in play or classroom activities. (E.g.. Child can't sit still and attend to a task. Child constantly touches other kids and may be too rough with people and toys.) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Becomes so overwhelmed by sensory input that it interferes with play and participation. (E.g. Child may attempt to flee the classroom. Child may get overly upset and take a long time to recover. Child may over-respond to sensory stimulation so that they are a danger to themselves or others. Child has more difficulty in busy, loud, unstructured environments.) 	

Length of time in early intervention services	6 months to 1 year	1 to 1.5 years	1.5 to 2+ years	
Rate of progress	High to Average	Average to Moderate	Moderate to Slow	
Delay/Disability/Atypical development	Delay (following normal progression but behind peers)	Disability	Disability or Atypical development	
Number and scope of IEP goals	Single Domain (e.g. expressive language)	1-2 domains	2+ domains	
Need for practice/repetition and consistency in learning environment to develop, maintain, and generalize skills	<ul style="list-style-type: none"> Minimal need Good generalization 	<ul style="list-style-type: none"> Minimal to moderate need Generalization skills require prompting ABLA-R Level _____ 	<ul style="list-style-type: none"> Moderate to high need High degree of prompting to generalize skills ABLA-R Level _____ 	
Need for supplementary aides and services (e.g. health care aide or adaptive equipment, switches, communication boards, standers, sensory etc.)	None	Minimal (e.g. toileting, sensory break; short-term or limited communication/equipment needs)	Moderate to high (e.g. daily assistance with personal care, sensory, health needs, and/or management of equipment or communication devices)	
VB-MAPP Transition Assessment	5	4, 3	3, 2, 1	

Summary: _____

Parent Priorities/Input:

- ___ Parent understands child is eligible for Special Education services but is not interested in any special education services at this time.
- ___ Parent desires related services only - no preschool program at this time
- ___ Parent desires a typical preschool program with additional related services
- ___ Parent desires intensive intervention preschool program
- ___ Other: _____

If parent desires a typical preschool program, consider the following questions:

What opportunities has the child had to interact with typically developing peers (daycare, church, community programs)?

What are some home routines/activities that the child needs assistance with that might be addressed in the preschool classroom?

Placement and Service Considerations:

Eligibility: SPED Services:

	Related Services within Private Preschool/Daycare Setting	Related Services in HS/GSRP	Related Services Only (Local School Building)	ECSE Classroom	Center-Based Program (SXI/ASD classrooms)
Does the child have access to this environment?					
Based upon child factors how will he participate in the curriculum (e.g. routines, activities, peers?) How will the child benefit from this setting?					
What barriers exist that would prevent the child's participation in this environment? In what activities/routines would the child need support?					
What additional supports, modifications, and accommodations would be necessary and why are they important for the child to be successful in this environment? (e.g. HCA, R340.1755 PECS, visual schedule, behavior plan)					
Based upon the child factors and placement considerations, indicate with a Y what settings would be potential LRE options for this child.					

Please complete this page following the IEP.

Program/Service Options for Child:

In order to receive special education programs and services, a child must receive them from the local school district in which they reside. At a preschool level there is no legal option of “school of choice.” However, in some cases districts within the Mecosta-Osceola ISD and outside of the Mecosta-Osceola ISD local districts have provided services to children. If that is an option parents are interested in, the desired school district must be contacted and the child must be accepted in order to pursue this option. A family could also pursue a private preschool out of district but then receive related services at a local elementary school within in the district of residence.

This child’s home district is: _____

_____ Related services _____ @ _____ (location)

_____ Head Start/GSRP (income requirements apply—collaborative requirement application must be completed)

_____ Private Preschool Options: (Parent Choice. The cost will be the responsibility of the family. Dosage will vary)

_____ R340.1755 Early Childhood Special Education Services (must include ISD representative input)

_____ R340.1754 Early Childhood Special Education Program

_____ Center Program: _____

_____ Other: _____

Comments:

Date: _____ **Team Representative:** _____

