

INDICATOR 6-PRESCHOOL ENVIRONMENT CODES

Indicator 6-Preschool Environment Codes

- Percentage of children ages 3 through 5 with IEPs attending a:
 - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
 - B. Separate special education class; separate school, or residential facility.
 - (20 U.S.C.1416(a)(3)(A))

Regular Early Childhood Program

- The majority of children (50% or more) are typically developing children or children without IEPs.
- It's not a room, a place, or the title of the school. It's the children.

Regular Early Childhood Programs

- District Pre-K programs;
- Private Pre-K or K (including faith based or parochial schools);
- Childcare or Child Development Centers (commercial, such as Kindercare, La Petite, etc. **or** home based childcare);
- HeadStart;
- Playgroups (health department, Mothers of Preschoolers, etc.)

E1

- Regular EC Program ≥ 10 hrs/wk (majority sped/related svcs in reg EC)
- Child attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services hours in the regular early childhood program.
- Parentally placed or IEP team placement.

E1 ~What does it look like?

- The child receives the majority of special education and related services, at least 50% or more in the regular early childhood program.
- A preschool program that is 2.5 hours a day/5 days a week AND the majority of services are integrated in the program.

E2

- Regular EC Program ≥ 10 hrs./wk (majority sped/related svcs in other location)
- Child attends a regular early childhood program at least 10 hours per week and receives the majority of special education and related services in some other location.

E2~ What does it look like?

- Child attends a regular early childhood program.
- The majority of special education and related services occurs in another location.
- The child receives 30 minutes a day of special education in the resource room and 60 minutes a week of speech in the speech therapy room.

E3

- Regular EC program < 10 hrs/wk (majority sped/related svcs in reg. EC program)
- Child attends a regular early childhood program less than 10 hours a week and receives the majority of special education and related hours in the regular early childhood program.

E3~What does it look like?

- A part-time Mother's Day Out program 2-3 days a week for 2 hours.
- Library story time once a week for 1.5 hours.
- Playgroups at the Health Dept. on T/Th for 1.5 hours.
- Special education and related services are integrated into these settings.

E4

- Regular EC program <10hrs/wk (majority sped/related svcs in other location).
- Child attends a regular early childhood program less than 10 hours per week and receives the majority of special education and related services hours in some other location.

E4~What does it look like?

- A part-time Mother's Day Out program 2-3 days a week for 2 hours.
- Library story time 1time a week for 1.5 hours.
- Playgroups at the Health Dept. on T/Th for 1.5 hours.
- Special education and related services happen at the provider location.*

B1: Separate Class



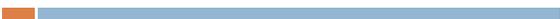
- Child attends a special education early childhood program in a special education class.
- A program that includes less than 50% non-disabled or typically developing children.
 - ▣ Ex: more than half of the children in the program have disabilities or IEPs. Again, not the classroom, but the children.

B1: Separate Class



- Special education early childhood programs include, but are not limited to:
 - ▣ Special Education Classrooms in regular school buildings (Developmentally Delayed preschool classroom in elementary school).
 - ▣ Childcare facilities for children with disabilities.
- There may be some regular early childhood program time.

B2: Separate School



- Child attends a special education early childhood in a separate school.

B2~What does it look like?



- Child receives special education and related services at a separate school.

- Where they attend during the day.
 - ▣ Special Care
 - ▣ Little Lighthouse
 - ▣ Day attendance at Oklahoma School for the Deaf or Oklahoma School for the Blind

B3: Residential Facility



- Child attends a special education early childhood program in a residential facility.

B3~What does it look like?



- Child is in a residential placement.

- A residential placement is where the child sleeps at night.
 - ▣ Shadow Mountain
 - ▣ JD McCarty Center
 - ▣ St. Anthony's behavioral health
 - ▣ Camelot

B4: Home

- Child attends neither a regular early childhood program nor a special education program and receives the majority of special education and related services at home or caregiver's residence (babysitter or Grandma).

B4-What does it look like?

- Child is found eligible under the category of Developmentally Delayed, but requires only language therapy. The Speech-Language Pathologist goes into the child's home (or caregiver's home) and provides services.

B5: Service Provider Location

- Child attends neither a regular early childhood program nor a special education program and receives the majority of special education and related services hours at the service provider location or some other location not in any other category.

B5~What does it look like?

- Child requires only some behavioral interventions, but does not attend a preschool program. Parent transports the child to the school to receive behavioral intervention and training.

Location	SPED services	Code
Child attends a regular early childhood program at least 10 hours a week....	And receives the majority of special education and related services in the regular early childhood program	E1
	And receives the majority of special education and related services in some other location.	E2
Child attends a regular early childhood program less than 10 hours a week...	And receives the majority of special education and related services in the general education early childhood program	E3
	And receives the majority of special education and related services in some other location.	E4
Child attends a special education early childhood program...	In a separate special education class.	B1
	In a separate school.	B2
	In a residential facility.	B3
Child does not attend a preschool program (none of the above)...	And receives the majority of special education and related services at home.	B4
	And receives the majority of special education and related services at the service provider location or some other location not in any other category.	B5

Thoughts

- A child may change from one placement to another during the school year.
- If the majority of your early childhood codes are B codes, you may want to explore options.
- Don't think automatically or in a prescribed way.

Thoughts

- Five year olds in Kindergarten
 - Remember: Environment codes are determined by the age of child not grade. For Oct. 1 Child Count, all 5 year olds will be reported with Indicator 6 preschool environment codes, 6 year olds will be coded use Indicator 5 LRE codes.

Example 1

- Alexis is a 3 year old student with Down Syndrome. She receives all her instruction in a Preschool classroom for children with Developmental Delays. The DD class is full time. She also receives speech, OT, and PT.

- What is Alexis's program code?

Example 2

- Landon is a 4 year old who attends a general education preschool classroom full day. The special education teacher pulls him into her resource room for 30 minutes a day, and the speech therapist pulls him to her room 2 times a week for 30 minutes.
- What is Landon's program code?

Example 3

- Henry is a three year old who receives speech only services. The SLP is itinerant, serving children in daycares, Head Starts, and in their homes. She sees Henry three times a week in his home to train the family on how to increase Henry's language skills.

- What is Henry's program code?

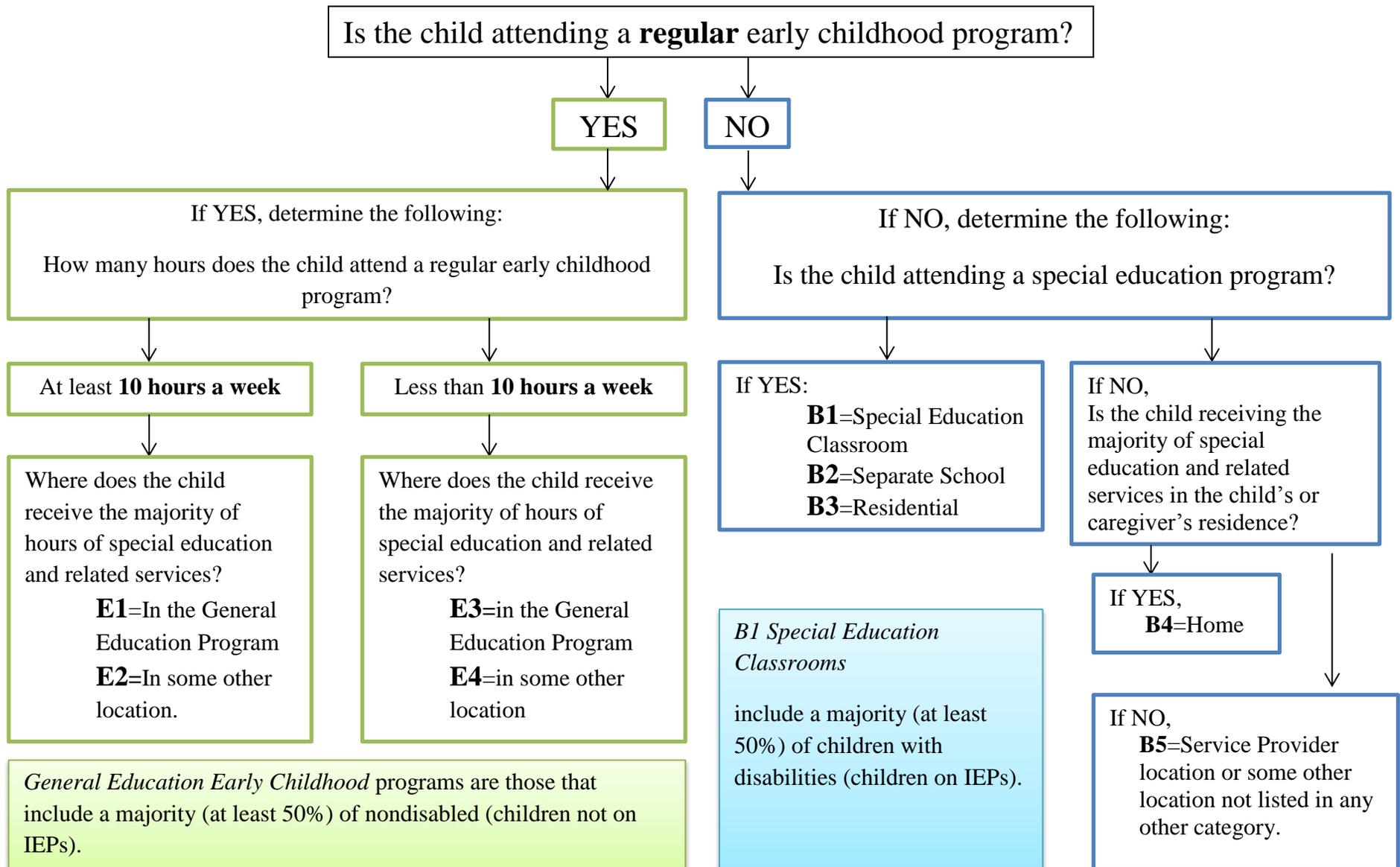
Example 4

- Ella is a 4 year old who attends a general education preschool class for half day. The speech therapist goes into the general education classroom to conduct a work center for all students a total of 30 minutes a week.

- What is Ella's program code?

Location	SPED services	Code
Child attends a regular early childhood program at least 10 hours a week....	And receives the majority of special education and related services in the regular early childhood program	E1
	And receives the majority of special education and related services in some other location.	E2
Child attends a regular early childhood program less than 10 hours a week...	And receives the majority of special education and related services in the general education early childhood program	E3
	And receives the majority of special education and related services in some other location.	E4
Child attends a special education early childhood program at least 10 hours a week...	In a separate special education class.	B1
	In a separate school.	B2
	In a residential facility	B3
Child does not attend a preschool program (none of the above)...	And receives the majority of special education and related services at home.	B4
	And receives the majority of special education and related services at the service provider location or some other location not in any other category.	B5

Decision Tree for Early Childhood Program Codes



Titus

Titus attends Happy Days child care in his neighborhood 3 hours a day. Upon completion of the evaluation, the team determined Titus only required Speech Language Therapy services at this time. The SLP travels to Happy Days to provide Titus speech therapy twice a week.

Hudson

Hudson has cerebral palsy and requires OT and PT services. He does not yet attend a preschool program, but Mom takes Hudson to the school twice a week for his OT and PT services.

Caleb

Caleb attends his church's Mother's Day Out program two mornings a week. He is on a monitor IEP for cognitive skills, so the special education teacher consults with the Mother's Day Out providers via the phone weekly.

Bryson

Bryson attends play groups at the local Health Department three mornings a week for an hour each. His Grandmother watches him the rest of the time dad is at work. Grandma takes Bryson to the local elementary school for speech therapy twice a week.

William

William has Down Syndrome. The team decided his needs would best be met in the DD preschool program full time. He attends the general education preschool for an hour a day during calendar and center rotations.

Jocelyn

Jocelyn was born blind. Her parents decided to move the family to Muskogee so that Jocelyn could attend the Oklahoma School for the Blind where she receives all her special education and related services. She attends the OSB preschool 5 hours a day.

Violet

Violet attends a full time Head Start program that is housed on the elementary school campus. She has some emotional problems, and goes to the school counselor's office three times a week for the counseling services outlined in her IEP.

Alivia

Alivia has Rett's syndrome and is currently in residence at JDMcCarty for a month. They will conduct a full evaluation and provide intensive services to Alivia during her time there.

Sophie

Sophie was born premature. She received SoonerStart services, but seems to be almost at age level developmentally at this point. The IEP team decided to monitor her in all areas, so the special education teacher travels to Sophie's residence twice a month to visit with the family and ensure Sophie stays on track.

Chloe

Chloe has a hearing impairment, but is doing well with her bilateral cochlear implants. She attends KinderCare 5 hours/day while her mom is at work. The hearing impaired itinerant teacher visits Chloe at KinderCare three times a week for an hour each. Chloe's mom takes her to the school for speech therapy twice a week for 20 minutes each.

E1

E1

E2

E3

E4

B1

B2

B3

B4

B5

Answer Sheet

Titus: E1

Jocelyn: B2

Hudson: B5

Violet: E2

Caleb: E3

Alivia: B3

Bryson: E4

Sophie: B4

William: B1

Chloe: E1