

Early Childhood Program Codes



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Overview

Professional development modules developed by the OSDE-SES (Oklahoma State Department of Education-Special Education Services) are intended to assist Local Education Agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, Professional Learning Community meeting). Presenters are free to use the module in whichever way they choose.

This module will explain Oklahoma's Early Childhood Program Codes and give examples of each.

Each slide has suggested presenter dialogue. There is space for the presenter to note any additional information related to the LEA expectations or procedures.

Background Information

The Office of Special Education Programs (OSEP) monitors States based on Indicators. Early Childhood Program Codes is Indicator 6. The OSDE-SES collects data on each program code to submit to the USDE. Each program code indicates the environment in which children ages 3 through 5 receive special education and related services.

Materials/Resources

Copies of materials needed for the presentation are found in a separate file.

PowerPoint

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to Local Education Agency/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities.

Presentation Length

For general training on early childhood program codes, the PowerPoint presentation should take about 30-45 minutes.

Additional time needed for activities are listed below.

Activities

Pretest

This 5-minute pretest can be given orally prior to the presentation as an ice-breaker and to assess audience knowledge.

1. On what information are the early childhood program codes based?

The percentage of students on IEPs

2. Which group of codes is typically more restrictive?

The C and D codes

3. For what ages are the early childhood program codes used?

3-5

4. Does in-home child care count as a regular early childhood program?

Yes

5. Can a child's code change during the school year?

Yes

Early Childhood Program Codes Matching Game

Using the matching game handouts located in the Materials packet, cut apart one set of cards for each table and place in sandwich baggies (do not include the answer sheet). Upon completion of the PowerPoint presentation, this game may be used for review and practice coding. Hand out baggies and let table teams work together to match the scenario with the proper code. This game will take about 15-20 minutes, followed by a discussion. The discussion led by the presenter should address any questions raised during the game and provide the proper answers for participants. Discussion time will vary.

Handouts

You will need to make copies of the Early Childhood Program Codes Tree, Early Childhood Program Codes chart, and prepare the matching game. These items can be located in the Materials packet.

Slide 1



Presenter:

Today we will be talking about Early Childhood Program Codes, sometimes called Preschool Environment codes.

Notes:

Slide 2

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))

Presenter:

This is the federal definition of the Indicator and the two areas measured. The Office of Special Education Programs (OSEP) has outlined indicators by which States will be measured. This indicator is specifically for Early Childhood environments. It is separate from the Least Restrictive Environment percentages for students 6-21, which is Indicator 5.

Notes:

Slide 3

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.

Presenter:

When we are thinking about preschool environments, we need to consider the children. What is the makeup of the children in the environment? To be considered a regular early childhood program, 50% or more of the children are typically developing. This means 50% or more of the children are not on IEPs. Try not to think of it as the general education class or regular preschool. It is not a room or a place.

Notes:

Slide 4

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.)

Presenter:

Here is a non-comprehensive list of some of the settings that would constitute regular early childhood programs (as long as 50% or more of the children are typically developing).

Notes:

Slide 5

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	A1
	And receives the majority of special education and related services in some other location.	A2
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	B1
	And receives the majority of special education and related services in some other location.	B2
Child attends a special education early childhood program...	In a separate special education class.	C1
	In a separate school.	C2
	In a residential facility.	C3
Child does not attend a preschool program (none of the above)...	And receives the majority of special education and related services at home.	D1
	And receives the majority of special education and related services at the service provider location or some other location not in any other category.	D2

Presenter:

This chart lists Oklahoma’s Environment Codes for Data Reporting. It will help you determine which code to use. There is also a hard copy of this in your handout packet (called the Early Childhood Program Codes chart). Additionally in your handouts is a decision tree as an alternate format (called the Decision Tree for Early Childhood Program Codes).

Notes:

Slide 6

A1

- 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.

Presenter:

Here is an overview of A1. This child attends a regular early childhood program at least 10 hours a week. This may be a parentally chosen (placed) program, or an IEP team decision. 50% or more of the children in the setting are typically developing.

Notes:

Slide 7

A1 ~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.

Presenter:

There are many ways this may look. The speech therapist may travel to the Head Start, daycare center, or home daycare to provide services. The special education teacher may push in to the general education classroom. Again, the child is receiving the majority of their special education and/or related services in the regular early childhood program (50% or more of children not on IEPs).

Notes:

Slide 8

A2

- 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.

Presenter:

The regular early childhood program time requirement is the same as A1 (at least 10 hours/week), but for A2, the special education and/or related services are happening in a separate location.

Notes:

Slide 9

A2~ 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.

Presenter:

Again, this will look different depending upon the type of regular early childhood program the child attends. However, for A2, special education and/or related services happens in a separate location (parent brings child to school for speech therapy, child goes to the motor room for occupational or physical therapy, child goes to the special education room).

Notes:

Slide 10

B 1

- 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.

Presenter:

For B1 and B2, the child attends a regular early childhood program for less than 10 hours a week. The list of regular early childhood programs can be the same (District Pre-K programs, Private Pre-K or K, Childcare or Child Development Centers, HeadStart or Playgroups) but the child attends less than 10 hours. The special education and/or related services happen in the regular early childhood program.

Notes:

Slide 11

B1 ~What does it look like?

- A part-time structured 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.

Presenter:

Here are some examples of what B1 might look like.

Notes:

Slide 12

B2

- 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.

Presenter:

B2 is similar to A2, but the special education and/or related services happen in a separate location. So the child attends a regular early childhood program for less than 10 hours a week with 50% or more typically developing peers, and leaves that location to receive special education and/or related services.

Notes:

Slide 13

B2~What does it look like?

- A part-time structured Mother's Day Out program 2-3 days a week for 2 hours.
- Library story time 1 time 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.*

Presenter:

Here are our examples again. The only difference is that for B2, the child does not receive the special education and/or related services in these locations. They may come to the school or other provider location for their speech, OT and/or PT, and/or special education time.

Notes:

Slide 14

C1: 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.

Presenter:

Any time a child is in a C or D code, they attend a special education early childhood program or no early childhood program (for D1 and D2). Again we need to think about the makeup of the children, not the location. For C and D codes, the program includes less than 50% typically developing children (not on an IEP). 50% or more of the children in these settings are on IEPs.

Notes:

Slide 15

C1: 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.

Presenter:

Here is a list of what a special education early childhood program might look like. Consider the number of children on IEPs. Also, the child may attend a special education early childhood program for the majority of the day, but attend a regular early childhood program for another part of the day. For instance, the child may attend a DD preschool for 4 hours a day and then go to child care with 50% or more typically developing children for 2 hours. The majority of the child's time is in a special education early childhood program.

Notes:

Slide 16

C2: Separate School

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

Presenter:

C2 is if the child attends a special education early childhood program not at the home school's site. This is a separate facility.

Notes:

Slide 17

C2~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

Presenter:

Here are a few locations that fall into the category of a special school. This is where the child attends during the day.

Notes:

Slide 18

C3: Residential Facility

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

Presenter:

C3 is residential placement. The child attends a special education early childhood program at a facility at which he sleeps. This is where the child lays their head at night, a place at which they reside.

Notes:

Slide 19

C3~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

Presenter:

Here are some examples of residential placements. These may be short term. If the child lives (sleeps) at Oklahoma School for the Deaf (OSD) or Oklahoma School for the Blind (OSB) then it would be considered a residential placement, but preschoolers typically do not live in the dorms yet.

Slide 20

D1: 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).

Presenter:

D codes are for children who do not attend a regular early childhood program nor a special education early childhood program, and receives special education and/or related services in the home. We also consider Grandma's house or a babysitter (that is watching that one child and possibly a sibling, but NOT in-home daycare) 'home' for the purposes of coding D2.

Notes:

Slide 21

D1-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.

Presenter:

Here is an example of D1. It could be any service provider that is going into the child's (or caregiver's) home to provide the special education and/or related service.

Notes:

Slide 22

D2: 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.

Presenter:

D2 is the same as D1 in that the child attends neither a special education nor a regular early childhood program. However, for D2, the child is brought to a service provider location to receive special education and/or related services.

Notes:

Slide 23

D2~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.

Presenter:

The child is brought by the parent or caregiver to the service provider's location to receive special education and/or related services.

Notes:

Slide 24

Thoughts

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

Presenter:

Remember, like any other student, preschool aged children may change their placement during the school year based on their needs. Change the program code accordingly. Codes that begin with A and B are typically more restrictive in nature. If the majority of your students are in the C and D codes, think of alternative ways you can serve these children. When you get a new student, don't automatically place them based on programming availability simply because it is most convenient. The needs of the child should be considered first, then programming decisions made. If the only concerns are literacy, then weekly library story time might meet that need. If the only concerns are social, Mother's Day Out or Health Department Play groups may address that need. What is the Least Restrictive Environment? What is more fiscally responsible, for the SLP to be reimbursed for mileage or to send a bus to the Head Start or child care to bring the child to the school building for services? Think creatively, not in an automatic or prescribed way.

Notes:

Slide 25

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.

Presenter:

Remember the early childhood program codes are based on age. We use these (A-D) codes for children ages 3 through 5. When then child turns 6, you will change to use the Least Restrictive Environment codes. The way you code the child's environment may change during their Kindergarten year.

Notes: