

TATS eUpdate
Inclusion

Continuum of Special Education Supports and Services
October 2007

Best Practice:

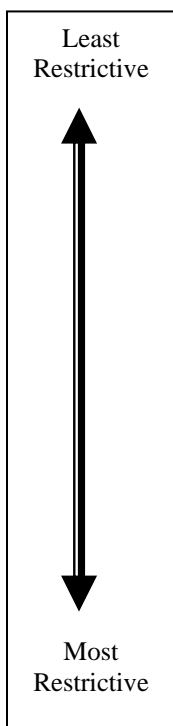
For young children with disabilities, there is “range of possible placements” (*An Introduction to Exceptional Student of Education* (Florida Department of Education, 2002, p.131) which is a broad continuum of educational settings, from least restrictive to most restrictive, in which special education supports and related services can be provided. Florida statute, however, states that “To the maximum extent appropriate, the educational assignment of prekindergarten children with disabilities shall be provided in the least restrictive environment which ensures interaction with children without disabilities or those with milder delays, or in natural environments. The opportunity for integration shall be specified in the IEP or family support plan”. 6A-6.03026)

This Least Restrictive Environment (LRE) is also defined as “the school setting, or placement, that allows a child to be educated to the greatest extent possible with children who do not have disabilities” (FL Department of Education, 2002, p. 134). It is the Individual Education Plan (IEP) or family support plan team which determines in which setting the child will be appropriately educated. Parents are members of these teams.

There are related services that provide support to children with identified disabilities, who are eligible and enrolled in Florida Department of Education (FLDOE) Exceptional Student Education (ESE) program(s). These related services help the child benefit from instruction and include, but are not limited to:

- Orientation and mobility services
- Transportation
- Interpreters for the deaf
- Student counseling services
- Evaluation services
- Parent counseling or training
- Social services
- Assistive technology devices
- Occupational therapy
- Physical Therapy
- Nursing services

Continuum of Services in Early Childhood



- Natural environment/general education:
 - Community-based child care
 - Head Start Program
 - Public School Early Childhood (VPK / Title 1)
- Inclusive services within the natural environment/general education program:
 - Collaboration or consultation
 - Co-Teaching or Team Teaching
 - Extension activities with ESE teacher support
 - Direct supports within the classroom (such as facilitated instruction)
- Inclusive services with pull-out special education services:
 - Itinerant level services
 - Resource level services
- Self-contained classroom on a public school campus
- Special School placement
- Hospital Homebound
- Residential placement

Reflection:

1. What does the continuum of services in your school district look like?
2. How many different service delivery options are available to young children with disabilities?
3. What are the service delivery options for children with disabilities out in the community?
4. Who would need to be involved in the decision making process in order to expand the continuum of services offered to young children with disabilities in your community and school district?

“Be the change that you want to see in the world.” – Mohandas Gandhi

References and Resources:

The Center for Inclusive Child Care (CICC)

A resource network for promoting and supporting inclusive early childhood and school-

age programs and providers.

<http://www.projectexceptional.org/>

Circle of Inclusion

For early childhood service providers and families of young children, which contains various resources related to inclusion for young children (to age 8). Spanish, Korean and Japanese in addition to English. Includes articles, adaptations and modification ideas, children's literature relating to disabilities, ideas for inclusive classrooms and links.

<http://www.circleofinclusion.org/>

Florida Department of Education. (2001) An introduction to exceptional student education for parents of Florida's students with disabilities. Bureau of Instructional Support and Community Services: Tallahassee, Florida.

Florida Rule 6A-6.03026 Florida Administrative Code (FAC) Special Programs for Prekindergarten Children with Disabilities and 6A-6.03027 (FAC) Special Programs for Children Three Through Five Years Old Who are Developmentally Delayed.

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062846&type=1&file=6A-6.03026.doc>

<https://www.flrules.org/gateway/readFile.asp?sid=0&tid=1062943&type=1&file=6A-6.03027.doc>

IDEA 2004 Web site

Provides searchable versions of the Individuals with Disabilities Education Act (IDEA) and the regulations, access to cross-referenced content from other laws (e.g., the No Child Left Behind Act (NCLB), the Family Education Rights and Privacy Act (FERPA), etc.), video clips on selected topics, topic briefs on selected regulations, links to OSEP's Technical Assistance and Dissemination (TA&D) Network and other resources related to the law. <http://idea.ed.gov/>

Technical Assistance & Training System (TATS)

Statewide project providing technical assistance and training to programs in Florida serving prekindergarten children with disabilities. Website provides information and resources on curriculum and instruction, evaluation and assessment, family involvement, inclusion, program effectiveness/quality, and transition, as well as, linking early childhood partners. www.tats.ucf.edu

U.S. Department of Education, information related to the continuum of services

<http://www.ed.gov/teachers/how/tools/initiative/summerworkshop/lincolncounty/edlite-slide009.html>



TATS eUpdates are a service of the Technical Assistance & Training System Communities of Practice. The TATS eUpdates are intended to provide current information related to best practices or trends in the education of young children with special needs in the areas of Transition, Program Effectiveness, Inclusion, Curriculum & Instruction, Evaluation & Assessment, and Family Involvement. For more information about the TATS Communities of Practice and the TATS eUpdates, please log on to <http://www.tats.ucf.edu/practice.php>.