Who are we talking about?

Children with disabilities served as mandated by IDEA

Laws and Regulations

**Section 504**
- Prohibits discrimination on the basis of a physical or mental disability.
- This legislation applies to every program or activity in the country that receives federal money.

**American with Disabilities Act (ADA)**
- 1990
- Comprehensive civil rights protections to individuals with disabilities in areas of employment, public accommodations, state and local government services, and telecommunications.
- Extends requirements of Sec. 504 to all public and private programs
- Provides a mandate to end discrimination against individuals with disabilities
- All children with disabilities ages 0-21 have right to free, appropriate, public education (FAPE) in the least restrictive environment (LRE)
- Children are eligible for services if they are professionally diagnosed as having a disability according to one or more of IDEA’s categories.

Rights and Protections under the law

How do these laws impact children and their families?

**Nondiscrimination**
- Children 0-21 have right to
  - Comprehensive and nondiscriminatory testing and evaluation
  - Building and materials that are accessible
  - Support as needed
  - Be considered for admission to the program – no matter what their disability
- All persons with disabilities have the right to:
  - Equal employment opportunities
  - Access to all public accommodations and public transportation
  - Access to all public buildings. Physical barriers must be removed or alternatives offered.
  - All state and local services and telecommunications

**Confidentiality**
- Parents of children with disabilities have right to
  - Confidentiality of records and conversations about their child’s condition
  - Explanations of information and copies of records
  - Inspection and review of educational records.
Individualized Education plan (IEP) or Individualized Family Service Plan (IFSP)

- Free, appropriate education (FAPE) that meets their needs according to the IEP or IFSP.
- Services without labels: diagnosis must meet IDEA criteria, but states are not required to report children ages 0-5 by category of disability.
- Annual IEP or IFSP
- Coordinated, multi-agency approach to services
- Variations in service delivery models

Least Restrictive environment (LRE)

- An education in an integrated setting with children without disabilities whenever possible and beneficial.

Parents as Co-decision makers

- Parents have right to:
  - Involvement in developing IEP or IFSP. Parent signature required
  - Written notification of and participation in IEP and IFSP meetings
  - Due process: Parents can contest the school’s actions.

Early Childhood special education

A look at recommended Practice

Early Childhood Special Education

ECE + SE = ECSE
Recommended practice ECE
(PI = pg 29-30)

Developmentally Appropriate Practice:

The outcome of a process of teacher decision making that draws on at least 3 critical, interrelated bodies of knowledge:

- What teachers know about how children develop and learn;
- What teachers know about individual children in their group;
- Knowledge of the social and cultural context in which those children live and learn.

- Domains of development are interrelated
- Development is sequential
- Children develop at different rates
- Early experiences have long-term effects on children's development
- Development progresses toward greater complexity, organization, and internalization
Development is influenced by social and cultural contexts
Children are active learners
Development is a product of both heredity and environment
Development advances when children can practice recently learned skills and experience challenges
Children learn in different ways and have different ways of representing what they have learned
Children's well-being affects their development

**Recommended Practice in ECSE**
- Assessment activities should be used to make specific decisions
- Services should be family centered
- Services should focus on outcomes
- Services should be normalized but effective and efficient
- Services should be monitored regularly and adjusted as needed
- Services should be provided in mainstreamed settings
- Transition to other programs should be planned
- Services should involve several disciplines
- Services should be based on research

**Partnership between ECE + SE**
- Collaboration
  - ECSE = collaboration
  - Interactive
  - Process
    - trust
    - Happens over time
  - Co-equal parties with diverse expertise
  - Mutually defined problems
    - All members agree
    - Work toward solutions
  - Common goals
  - Creative solutions
  - Shared decision making

**Barriers to collaboration**
- Different philosophies
  - **Special ed** – adult-directed learning, highly structured
  - **General ed** – specialized instruction too intrusive, child-initiated, child-directed play

- **Turf Issues**

- **Preparation Issues**
  - EC educators need to feel supported
  - Learn from each other