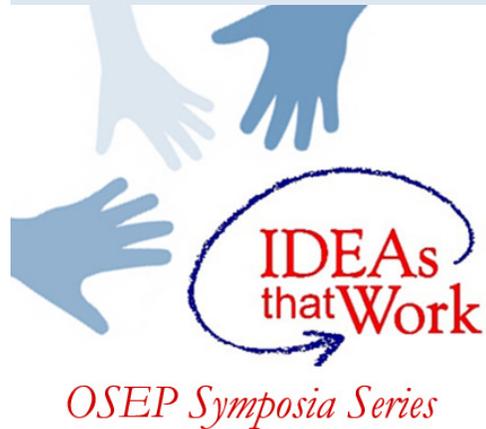
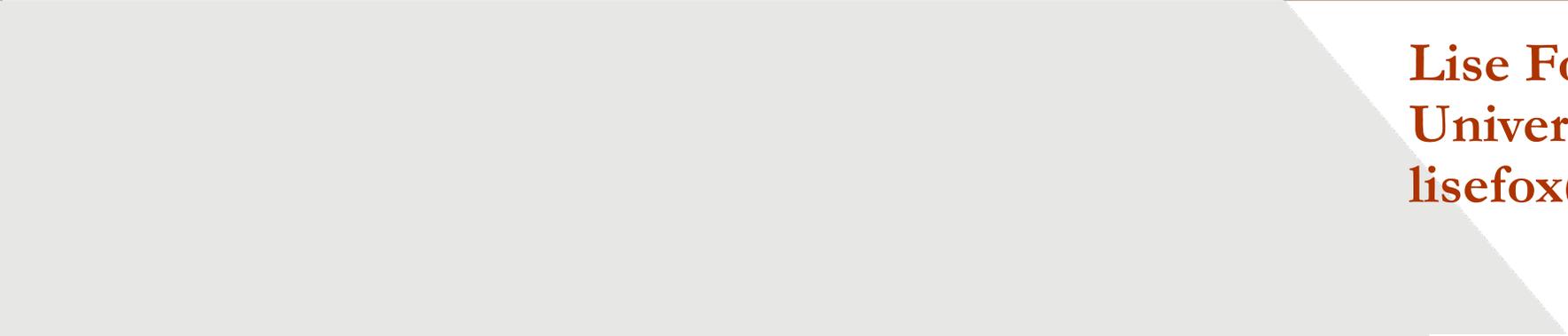


Welcome to the Virtual Symposium:



Creating Safe, Supportive Learning Environments for Children with Disabilities



Creating Safe Supportive Learning Environments for all Young Children

Lise Fox, PhD
University of South Florida
lisefox@usf.edu

Young Children with Challenging Behavior

- It begins early
 - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
 - Of children who have high levels of externalizing behavior challenges at 2; 63% continued at age 5
- Early problem behavior is predictive of future challenges
 - Young children with chronic antisocial behavior comprise 6-7% of the population; yet 50% of adolescent crime and 75% of violent crime



Preschool Expulsion Concerns

- OCR Report, 2014
 - Black children make up 18% of preschool enrollment, but 48% of preschool children suspended more than once.
 - Boys comprise 54% of the preschool population and 79% of those suspended once and 82% of all children suspended more than once.

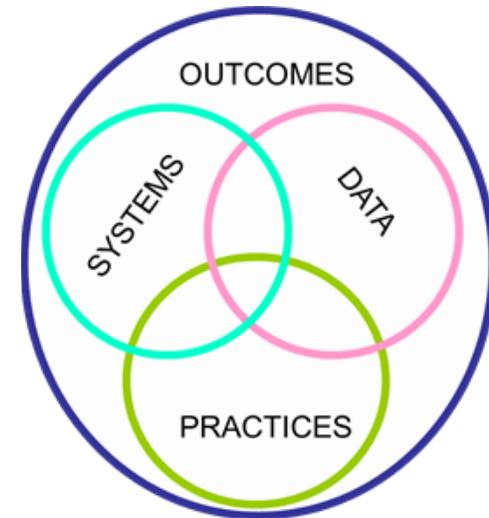


Ready to support:
All children, all families

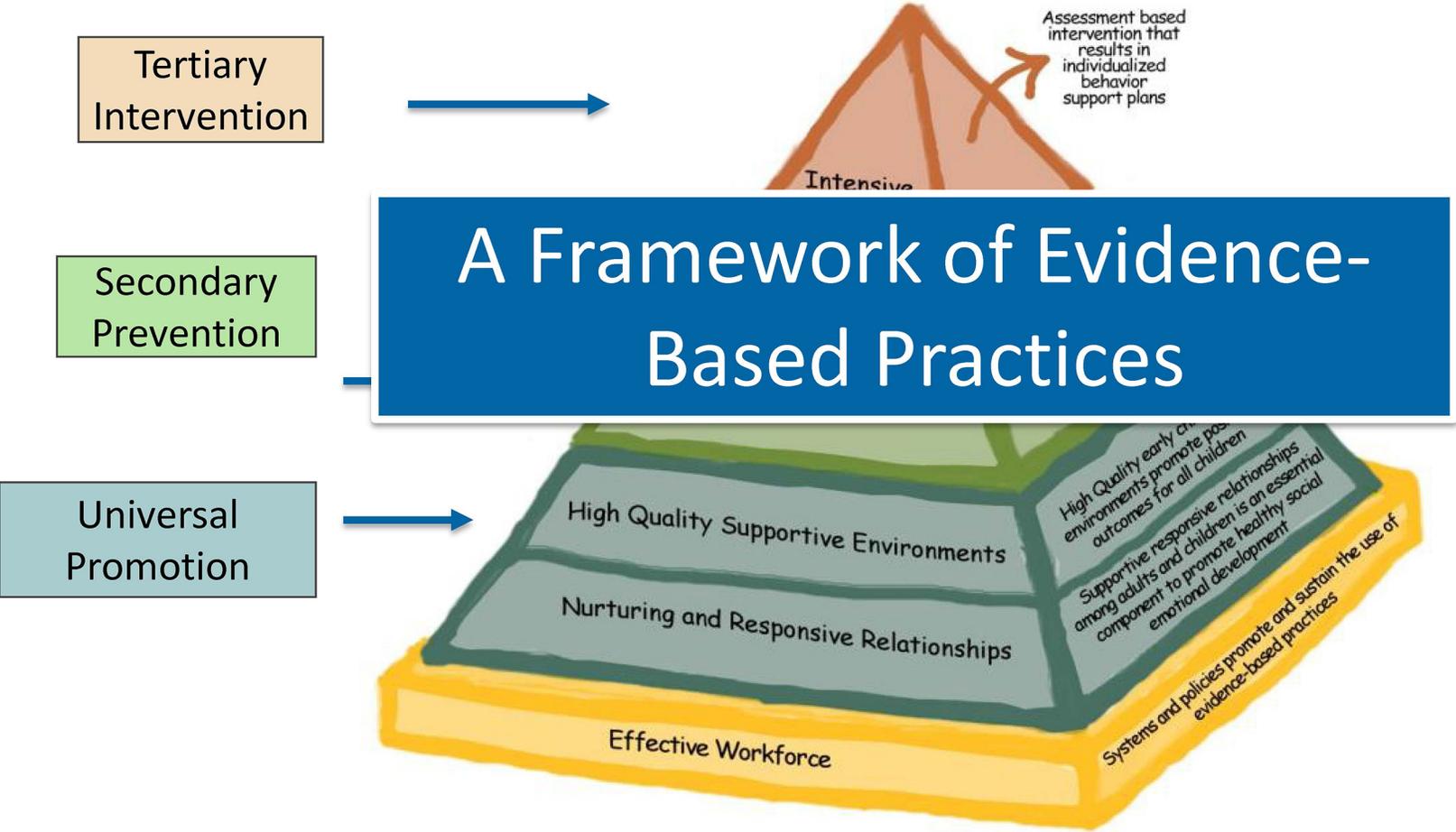


PW-PBIS

- Systems approach for establishing the program culture and individualized supports for supporting social emotional competence
- Measurable outcomes
- Data decision making
- Evidence-based interventions
- Systems supports



Pyramid Model





Nurturing and Responsive Relationships

- Foundation of the Pyramid
- Essential to healthy social development
- Includes relationships with children, families and team members





High Quality Environments

- Inclusive early care and education environments
- Comprehensive system of curriculum, assessment, and program evaluation
- Environmental design, instructional materials, scheduling, child guidance, and teacher interactions that meet high quality practices as described by NAEYC, HS, and DEC





Targeted Social Emotional Supports

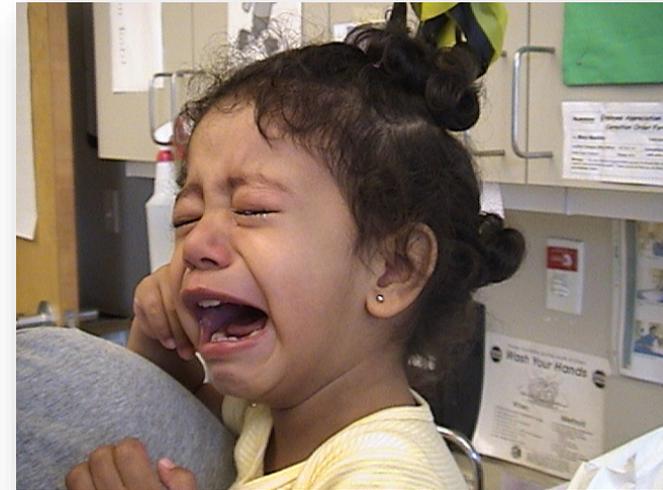
- Self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring and data-based decision-making

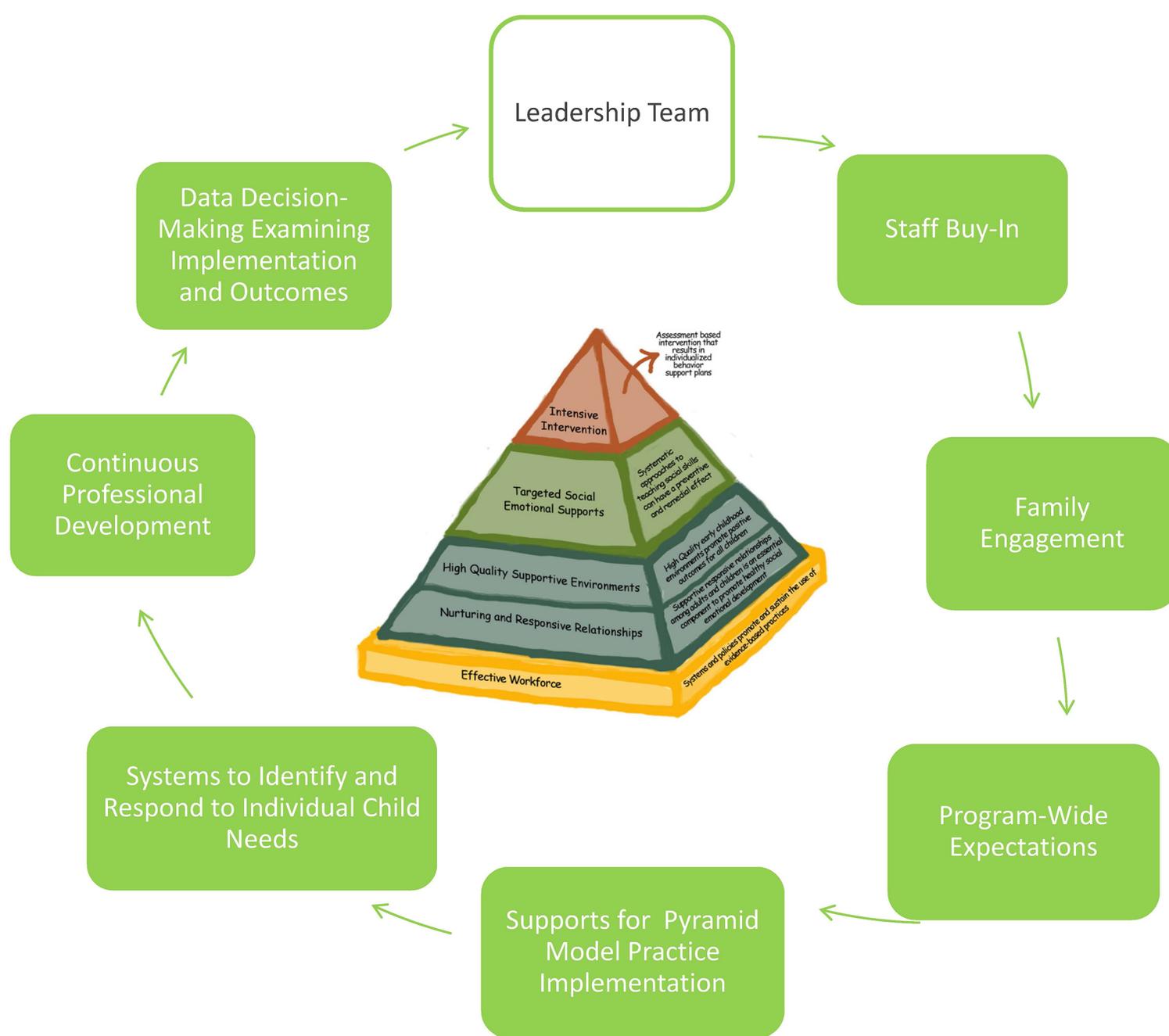




Individualized Positive Behavior Support

- Convene a team
- Conduct functional assessment
- Identify hypotheses
- Develop behavior support plan for all relevant environments





Early Care and Education Programs

- Community Early Care and Education program
- Public Preschool and Head Start Programs
- Early Intervention and Home Visiting Programs

**Supporting the Social
Emotional Development
of Infants and Toddlers
through Family Coaching**



**Promoting
Social Emotional
Competence**



Systems Model for Implementation and Scale-Up

- Incorporates best practice from:



- Systems Thinking
- Implementation Science
- Cross-Agency Collaborative Planning



Implementation Team

- State/District/Program
 - Establish implementation sites/programs
 - Review implementation status and success
 - Ensure provision of external coaching
 - Ensure access to ongoing training
 - Align effort with ongoing work of quality early education
 - Align effort with cross-sector systems building



Pyramid Model in MN

60 Sites Statewide

203 classrooms trained

Over 3000 children served

37 Pyramid Model Trainers

104 Internal Coaches



Pyramid Model Sites in MN

School Readiness Classrooms	41
ECSE Only Classrooms	14
Collaborative ECSE and Other	73
Early Childhood Family Education	30
Head Start classrooms	38
Center-Based Childcare	22
Home Visitor/Early Intervention	3
Other	17



A Vision for a Seamless System



*Symposium 2: Creating Safe, Supportive Learning
Environments for Children with Disabilities*

**Setting Foundation: MTSS
& Integrated Implementation for
Academic & Behavior Success**

George Sugai

22 March 2017

OSEP Center on PBIS

University of Connecticut

George.sugai@uconn.edu

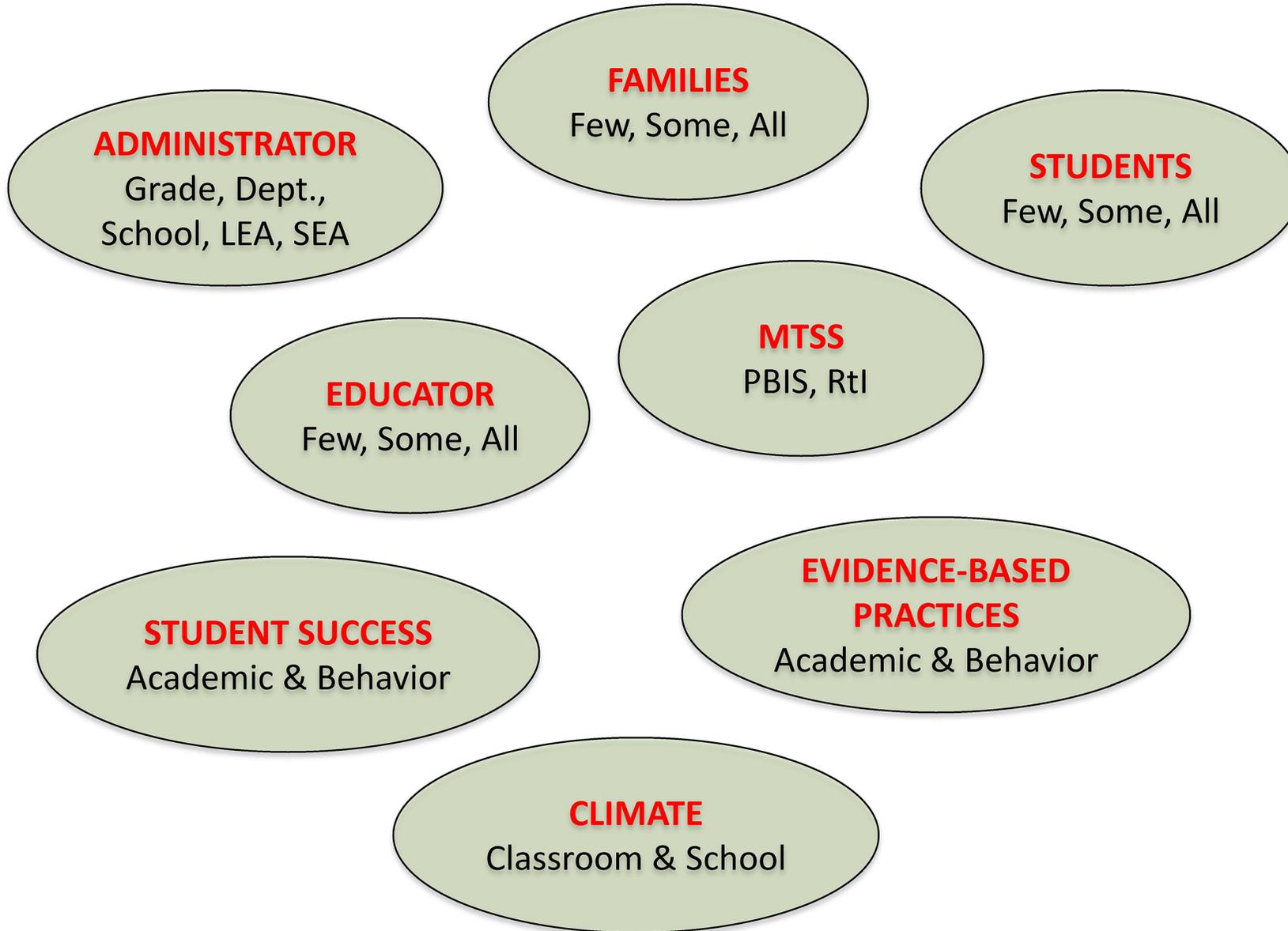
www.pbis.org

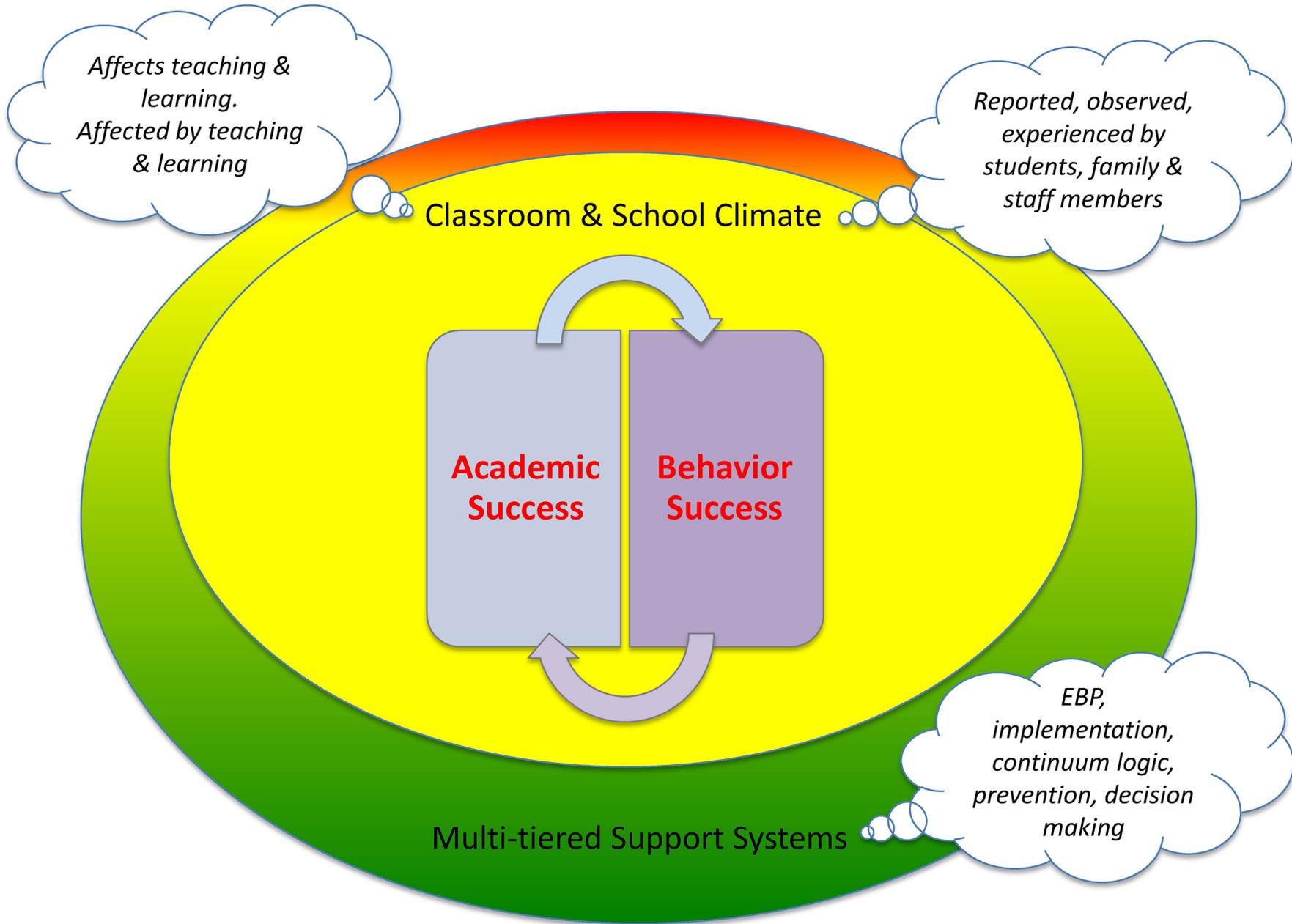
www.neswpbis.org

www.cber.org

Purpose

To share some thoughts about relationship between positive behavior & academic achievement in context of safe, respectful, responsible, & effective teaching & learning environments for all students, especially, for students with disabilities. Topics will include school climate, culture, evidence-based practices, MTSS, decision based data systems, implementation, & prevention.





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1. Climate is context for success

2. Climate generally measured by stakeholder report

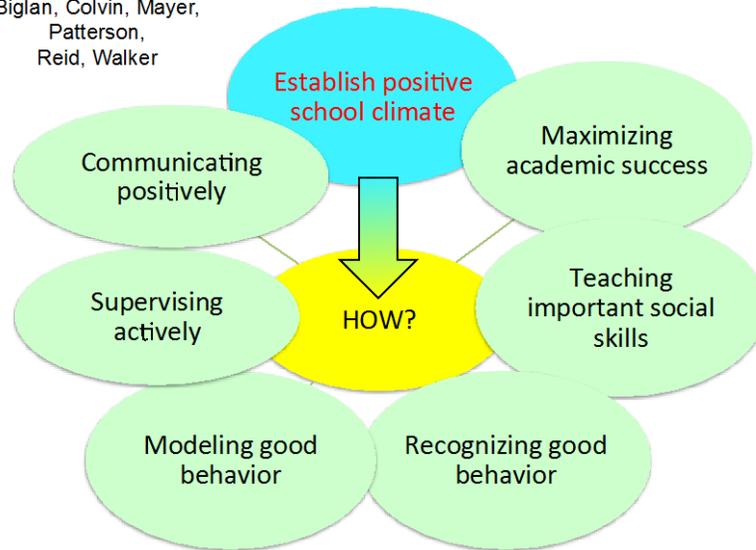
3. Academic & behavior success (failure) is interactive

4. Impact of evidence-based interventions affected by implementation context & fidelity

5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

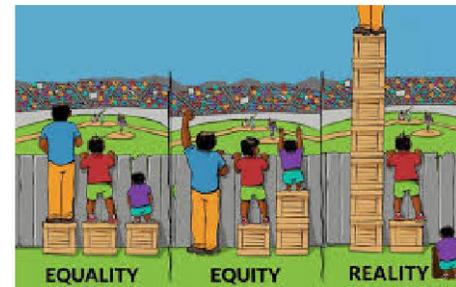
1. Climate is context for success

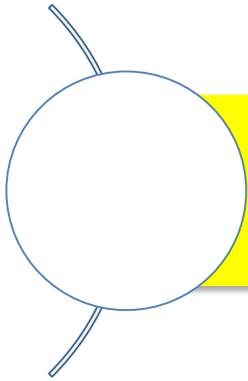
Biglan, Colvin, Mayer,
Patterson,
Reid, Walker



- Affects outcomes
- Affected by outcomes
- Climate is malleable

Bradshaw, CASEL, La Salle, et al.





2. Climate generally measured by stakeholder report

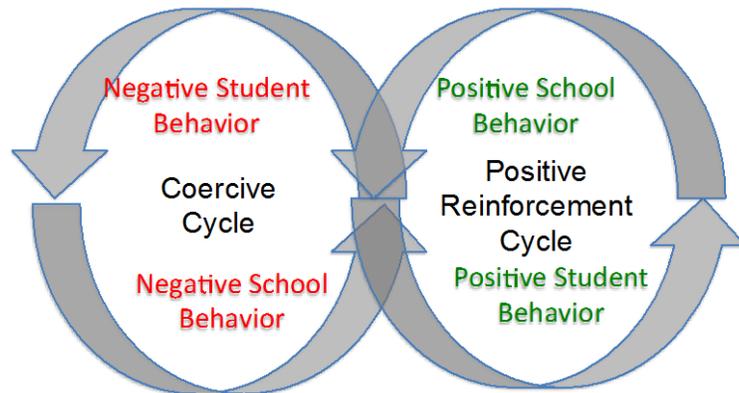
SCHOOL CLIMATE

- Individual & group level construct
- Refers to shared beliefs, values, & attitudes
- Shapes interactions between & among students, teachers, & administrators &
- Sets parameters of acceptable behavior & norms for school

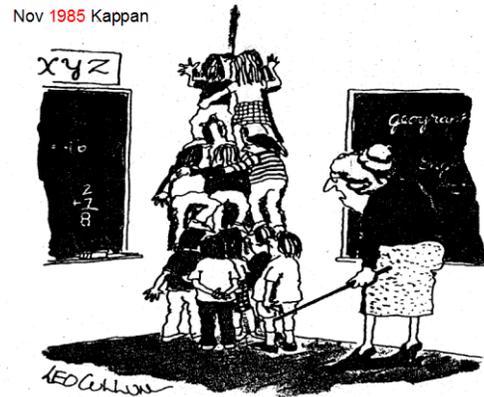
La Salle, et al. 2016

- Learning history & experiences
- Observations
- Others' reports
- Disciplinary sub-climate
- Verbal report & actions & experiences

Bradshaw, CASEL, La Salle, et al.



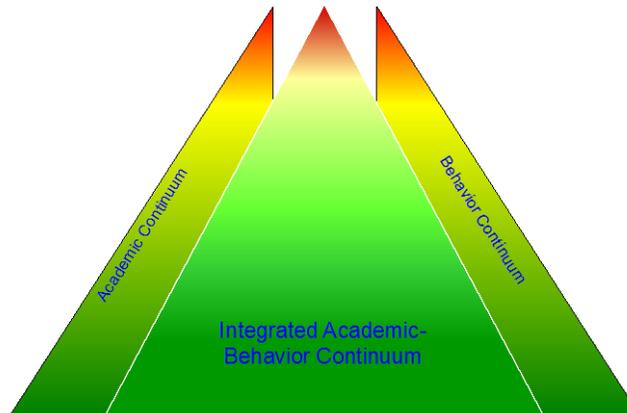
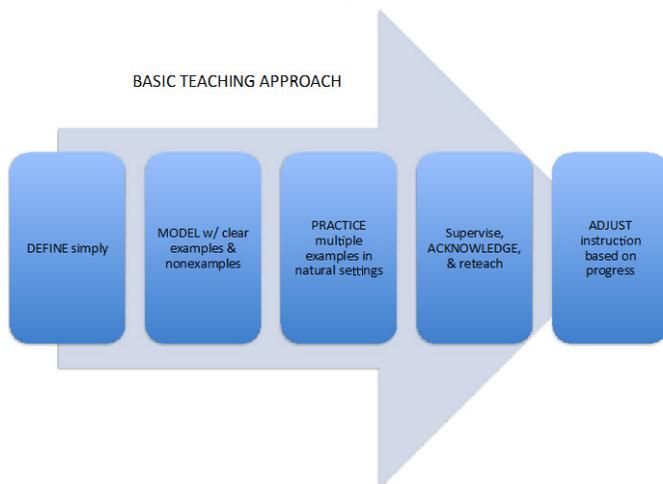
3. Academic & behavior success (failure) is interactive



"This is the worst class I've ever had."

- Behavior affects academic
- Academic affects behavior

Algozzine, Bradshaw, Cartledge, Kame'enui, Nelson, Wehby, et al.



Mar 10 2010

4. Impact of evidence-based interventions affected by implementation context & fidelity

		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	<i>Maximum Student Benefits</i>	
	Not Effective		

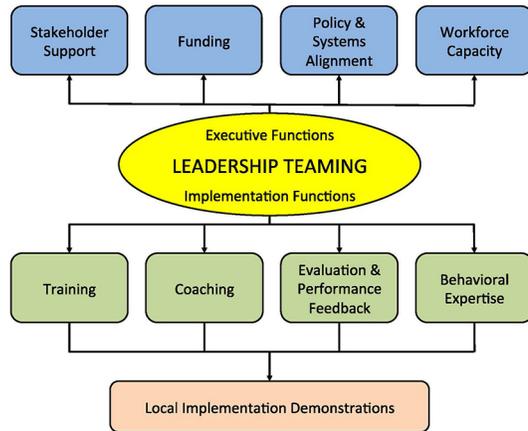
Fixsen & Blase, 2009

- Climate
- Implementation fidelity
- Contextual/cultural responsiveness

CULTURE is extent to which group of individuals engage in overt & verbal behavior reflecting shared behavioral learning histories, serving to differentiate the group from other groups, & predicting how individuals within the group act in specific setting conditions.

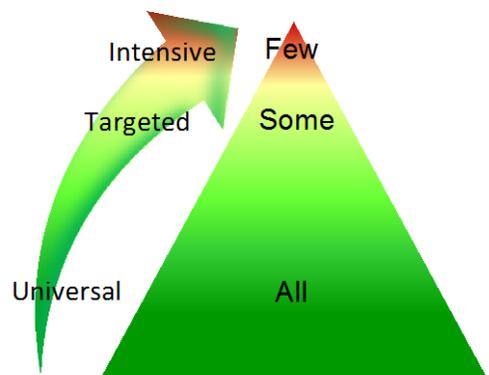
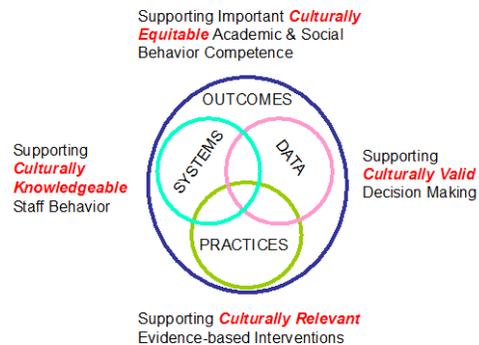
Fallon, Kratochwill, McIntosh, O'Keeffe, Sanetti, Vincent

5. MTSS is systems framework logic for organizing selection & implementation of evidence-based practices

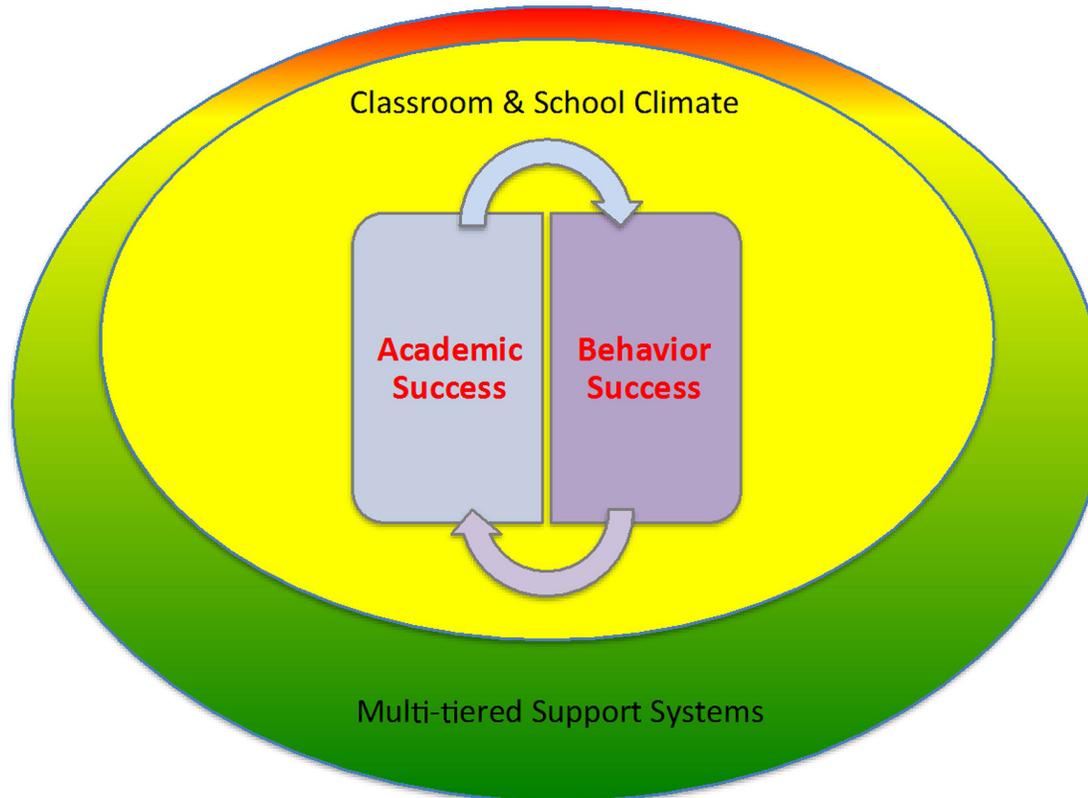
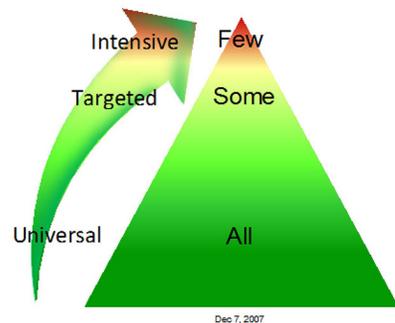
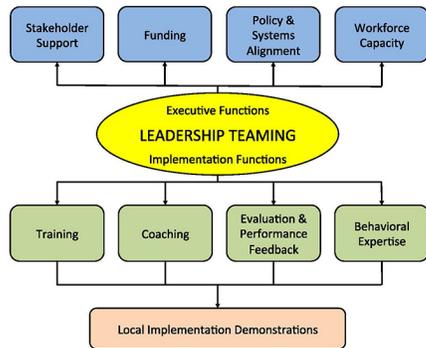


- Decision-based data system
- Team facilitated
- Sustained through administrator priority & policy

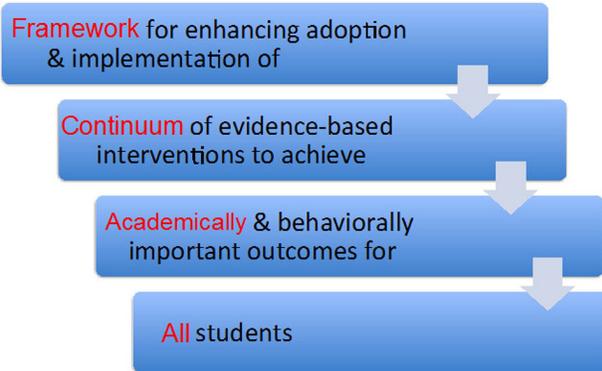
Blase, Fixsen, Goodman, Horner, McIntosh, Walker, et al.



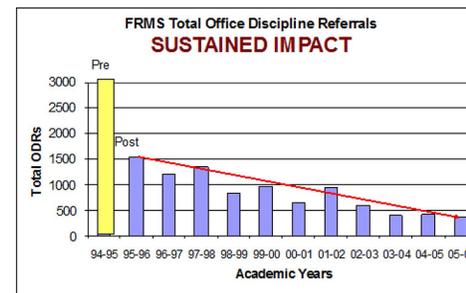
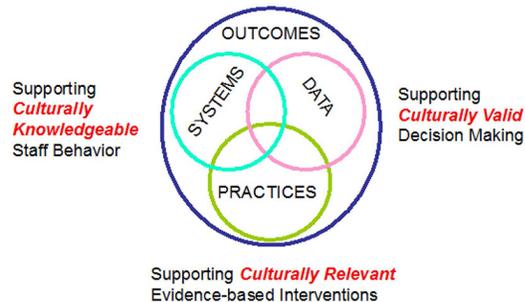
Dec 7, 2007



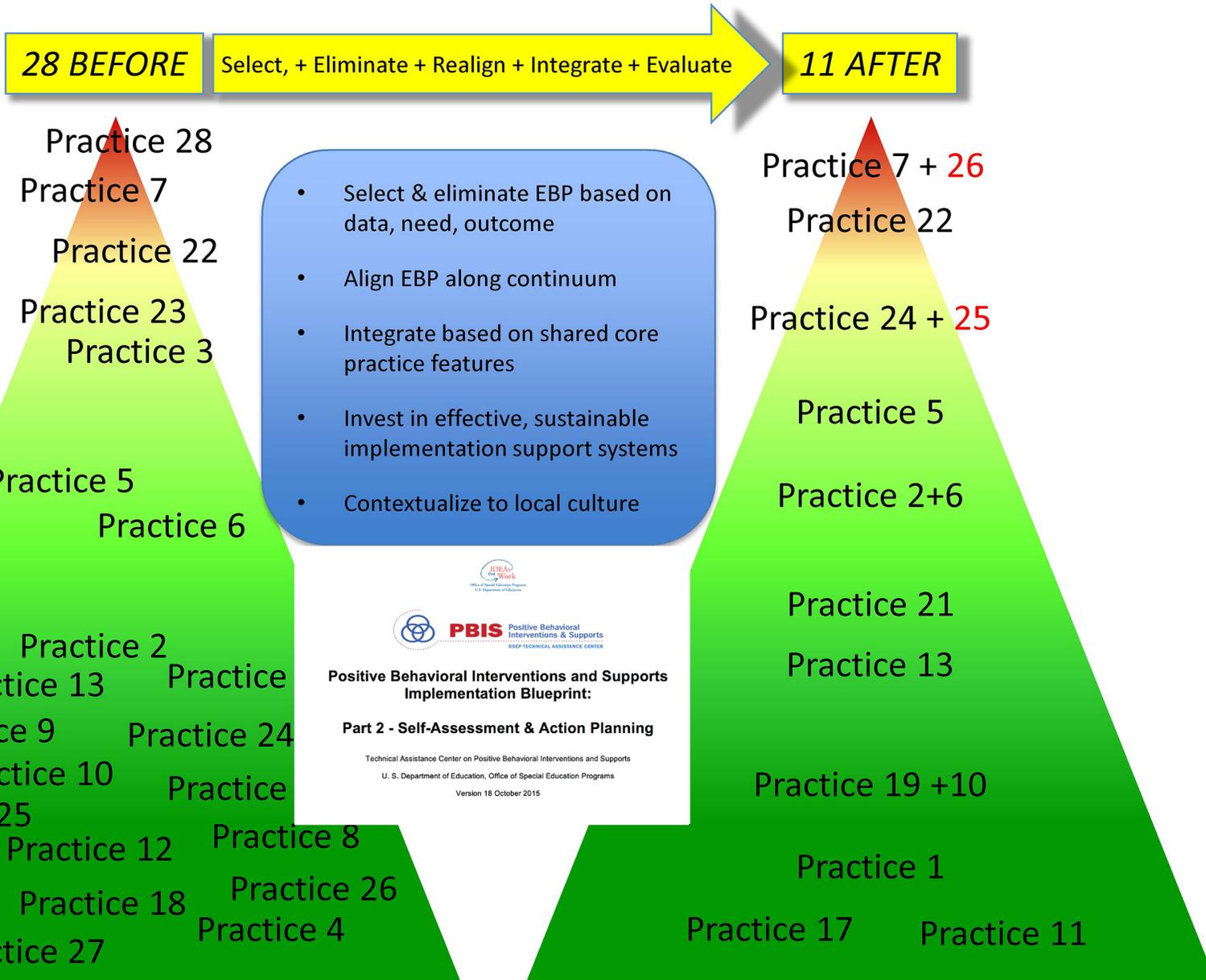
MTSS aka PBIS, SWPBS, MTSS-B, MTBF, RtI-A, RtI-B...



Supporting Important **Culturally Equitable** Academic & Social Behavior Competence



Unexcused absence
 Dropout
 Bullying
 Discrimination
 No homework
 Bus safety
 Violence
 Malicious intent
 Property destruction
 Dress code
 Not prepared
 Hate
 Excessive noise
 Skipping detention
 Tardy
 Noncompliance
 Disrespect
 Vandalism
 Dealing drugs
 Lying
 Stealing
 Harassment
 Fighting
 Language
 Excluding
 Gangs
 Using r
 Cigare
 Cell
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 W
 T
 Sexually inappropriate
 Bribery
 Mocking visitors



Red = data indicated

Climate Change Equity
 Alignment Family Engagement
 ESSA TFI Bullying/Hate
 Academic + Behavior MTSS

PBIS PRACTITIONER'S GUIDE¹
National Climate Change: 5 Ways Schools Can Positively and Proactively Support ALL Students^{2,3}
 OSPE Center on Positive Behavioral Interventions and Supports
 Center for Positive Behavioral Interventions and Supports
 University of Connecticut
 January 23, 2017

National Climate Change
 Recent headlines have highlighted the dangerous side effects of a divided nation, where hate is not only being modeled and reinforced on a national stage, but also spilling into classrooms and schools. Reports of bullying incidents and hate crimes have sharply increased in schools and communities during and following this election season — presenting educators with

September 2014

PBIS Positive Behavioral Interventions & Supports
www.pbis.org

SWPBIS Tiered Fidelity Inventory
 version 2.1

Technical Brief
School Climate: Academic Achievement and Social Behavior Competence¹
 Center for Positive Behavioral Interventions and Supports²
 September 14, 2016

1. What is the purpose of this technical brief on school climate?
 The purpose of this technical brief is to provide an operational and applied overview of school climate that can guide decisions related to policy, professional development, and practice and systems implementation at the classroom, school, district, and state levels.

PBIS and Equity in School Discipline

ACHIEVING EQUITY IN SCHOOL DISCIPLINE
 PBIS AND EQUITY IN SCHOOL DISCIPLINE

A PROMISING AND PRACTICAL MULTI-COMPONENT APPROACH
 Kent McInosh, Rob Horner, George Sugai
 OSEP Center on Positive Behavioral Interventions and Supports

Racial/ethnic disproportionality in school discipline has been evident for decades and has been increasing over time. Common approaches (e.g., one-time cultural sensitivity events) have been ineffective, and many existing programs may raise consciousness but do not provide educators with specific strategies to use in their classrooms. An approach that has been effective is embedding equity work within a PBIS framework.

No single intervention will be effective in achieving disciplinary equity. Instead, our current research indicates a 5-point multicomponent approach:

More information:
www.pbis.org/school/equity-pbis

UConn Today

Get Ahead of Bullying and Hate Speech, Says Education Expert
 January 17, 2017 - Loretta Waldman - UConn Communications

Technical Brief
Every Student Succeeds Act: Why School Climate Should Be One of Your Indicators
 Center for Positive Behavioral Interventions and Supports¹
 November 29, 2016

1. What is purpose of this FAQ?
 With the new Every Student Succeeds Act (ESSA), state education agencies (SEA) have a great opportunity to revisit and update their state-wide school improvement plans. A particularly important emphasis of ESSA is school climate and safety, which are so integrally linked to academic achievement, active student and teacher engagement, and tiered systems of support for all students, but especially students with high failure risk (e.g., students with disabilities English language learners, students from disadvantaged and diverse backgrounds and environments).

Because of the importance of school climate and safety to the academic enterprise, a number of questions and answers are presented to guide SEAs and local education agencies (LEAs) in considering School Climate and Safety as one of their ESSA indicators.

2. What does ESSA require for SEA plan indicators?
 The Every Student Succeeds Act (ESSA), signed into law on December 10, 2015, reauthorized the Elementary and Secondary Education Act of 1965, which provides Federal funds to improve elementary and secondary education in the Nation's public schools. 20 U.S.C. 6301. Under ESSA, States set their own ambitious goals, and measurements of student progress for academic outcomes. ESSA also requires States

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)
 Concepts and Strategies for Families and Schools in Key Contexts

Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts

Introduction

As educators work to implement the Every Student Succeeds Act (ESSA), states and school districts will be working with increased focus on school climate, social behavioral health, school safety and the impact of an integrated whole child approach on academic outcomes. In many districts and schools, educators are faced with the challenge of having to implement, sustain, and evaluate several different innovations, many districts, various approaches to promote social-emotional competence (e.g., PBIS, mental health, bullying & violence prevention, restorative practices, and trauma-informed care to name a few) are being concurrently implemented and/or new ones are being adopted without recognition of the potential for redundancy, misalignment, ineffective implementation, and/or cost (financial and effort). In some instances

without a formal process to guide decisions about selecting new initiatives or abandoning existing programs. McInosh et al., (2013) has reported one of the primary variables impeding sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.

In the absence of a clear system-wide response to (for example) students' social-emotional competence needs, a district cannot ensure that its initiatives, programs and practices, are adequately aligned, prioritized, and integrated. Implementing various initiatives in silos can strain the limited resources of any district, resulting in less than acceptable levels of fidelity and impact for each initiative. Therefore, district and school leaders



PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

www.pbis.org

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SCHOOL FAMILY COMMUNITY EVALUATION RESEARCH TRAINING



The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Implementing PBIS in over **23363** schools and counting!

current topics

What's New

What's NEW?

Check all of our latest updates

Aligning and Integrating Family Engagement

Concepts and Strategies for Families and Schools

Technical Guide for Alignment

Alignment of Initiatives, Programs and Practices

School Climate: Academic and Social Behavior

School climate and related school decisions

ESSA: Why School Climate Should Be One of Your Indicators

A technical brief about school climate and ESSA

Supporting and Responding to Behavior Guide

Evidence-based classroom strategies for teachers

school climate transform grants

PBIS Materials for School Climate Transformation Grants (SCTG) awardees. Webinar videos, contact information, events, and TA reports are available.

[SCTG materials >](#)

presentations

Slides handouts from Training & Conference Presentations. Please check our new 2016 Leadership Forum materials. Archived old forum materials are accessible via left-side menu.

[Presentation Materials >](#)

pbis blueprints

Blueprints for implementation, professional development, and evaluation of PBIS. Please check our updated 'Training and Professional Development Blueprint' (updated on Aug 10, 2016)

[Blueprints for success >](#)

getting pbis in my school

PBIS State Coordinator Network: Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS.

[Find my state coordinator >](#)

videos

Please visit our video page for the newly posted 'Systematic Screening' video clips.

[Watch PBIS videos >](#)

upcoming events

Please check our upcoming SCTG webinar series & 2017 National PBIS Leadership Forum (PBIS: Starting, Scaling, & Sustaining).

[View all events >](#)

Sample of Evidence base of PBIS & Academic-Behavior Studies

- Algozzine, B., Wang, C., & Violette, A. S. (2011). Reexamining the relationship between academic achievement and social behavior. *Journal of Positive Behavioral Interventions, 13*, 3-16.
- Bradshaw, C. P. (2015). Translating research to practice in bullying prevention. *American Psychologist, 70*, 322-332.
- Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.
- Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion 5*, 177-193.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.
- Bradshaw, C. P., Waasdorp, T. E. & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics, 130*(5), 1136-1145.
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- Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.
- McIntosh, K., Chard, D. J., Boland, J. B., & Horner, R. H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavioral Interventions, 8*, 146-154.
- McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., and Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education, 42*, 131-147.
- Nelson, J. R., Johnson, A., & Marchand-Martella, N. (1996). Effects of direct instruction, cooperative learning, and independent learning practices on the classroom behavior of students with behavioral disorders: A comparative analysis. *Journal of Emotional and Behavioral Disorders, 4*, 53-62.
- Sorlie, M., & Ogden, T. (2015). School-wide positive behavior support Norway: Impacts on problem behavior and classroom climate. *International Journal of School and Educational Psychology*, DOI: 10.1080/21683603.2015.1060912.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156
- Wang, C., & Algozzine, B. (2011). Rethinking the relationship between reading and behavior in early elementary school. *Journal of Educational Research, 104*, 100-109.



OSEP

Office of Special Education Programs

Policy Update

- Early Learning Joint Policy Statements;
- Head Start and CCDF regulations;
- January 9, 2017 DCL addressing least restrictive environment in preschools;
- August 1, 2016 DCL addressing the inclusion of behavioral supports in IEPs.





OSEP

Office of Special Education Programs

Early Learning Policy Statements

*A Focus on Supporting All Children
in High-Quality Early Learning Settings*





OSEP

Office of Special Education Programs

Policy statements

- Suspension and Expulsion (released December 2014)
- Inclusion in Early Childhood (released September 2015)
- Family Engagement (released May 2016)
- Dual Language Learners (released June 2016)

Available on ED's early learning website:

<https://www2.ed.gov/about/inits/ed/earlylearning/partnerships.html>





OSEP

Office of Special Education Programs

Policy Statement Goals

- Raise awareness
- Review the research base and legal foundation
- Provide State and local recommendations
- Disseminate free resources





OSEP

Office of Special Education Programs

Policy Statement Suspension and Expulsion in Early Childhood Settings

www.ed.gov/early-learning

www.acf.hhs.gov/eed/child-health-development/reducing-suspension-and-expulsion-practices



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Department of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.¹ Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.^{2,3,4} This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.^{5,6} In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children.^{2,3,4} These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.⁷

This joint HHS and ED policy statement aims to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/ethnic and gender disparities and negative outcomes for children associated with expulsion and suspension in the early years;
- Provide recommendations to early childhood programs and States on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination;
- Provide recommendations on setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings;
- Highlight early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies;
- Identify free resources to support States, programs, teachers, and providers in addressing children's social-emotional and behavioral health, strengthening family-program relationships,

¹ Early childhood programs or early childhood settings include any program that provides early care and education to young children birth through age five, including but not limited to private child care, Head Start, and public, private, and faith-based Pre-K preschool programs.

² Gilliam, W. E. (2015). Disparities in early childhood suspension and expulsion rates by race and gender. *Journal of Applied Behavior Analysis*, 48, 101-110.

³ U.S. Department of Education Office for Civil Rights (2015). *Data Snapshot: Early Childhood Education*.

⁴ Gilliam, W. E., & Nishida, D. (2016). Preschool not child care suspension and expulsion rates and practices in six states. *Infant & Young Child Development*, 31, 228-241.

⁵ Lunner, J. E., Devere, C. D., Alkon, M., Aucutt, R., Darnell, S. E., Gauthier, E., ... & Young, T. (2015). Out-of-school suspension and expulsion. *Behavior*, 51(1), 100-107.

⁶ Perna, L., Mayer, K. P., Durlak, J. A., Jorgens, N. S., & Kathan, S. (2011). Who is most at risk for school success? A multilevel discrete-time survival analysis of individual and contextual influences. *Journal of Educational Psychology*, 103, 222-232.

⁷ American Psychological Association. (2016). *Zero Tolerance: The Case for Restorative Practices in Schools*. <http://www.apa.org/press/releases/zero-tolerance>. It should be noted that a long-standing and continuing practice in Head Start is to not expel or suspend any child.



UNITED STATES

UNITED STATES

December 10, 2014

Dear Colleagues,

Today, we are issuing a policy statement on preventing and severely limiting expulsion and suspension practices in early childhood settings. Recent data indicate that expulsions and suspensions occur at high rates in preschool settings, a problematic trend that can influence a number of adverse outcomes for children, including negative educational and life outcomes. In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled at much higher rates than other children. These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.

The earliest years of a child's life are critical for future success in school and in life, and are heavily influenced by their experiences, particularly in the early years. We are committed to ensuring that all of our young children have the opportunity to succeed and prosper in life, and we are committed to ensuring that we are not only providing the best possible early learning experiences for all children, but also ensuring that we are providing the best possible early learning experiences for all children, and we are committed to ensuring that we are providing the best possible early learning experiences for all children.

We are committed to ensuring that we are providing the best possible early learning experiences for all children, and we are committed to ensuring that we are providing the best possible early learning experiences for all children.

The policy statement we are releasing today is one in a series of federal actions that aim to prevent and severely reduce expulsion and suspension in early childhood settings, and more broadly, improve school climates and discipline across the educational spectrum. This statement follows the 2014 release of a Guidance Package (<http://www2.ed.gov/about/offices/list/oeis/oeislettercollaps201404.html>), developed by the U.S. Departments of Education and Justice, which provides recommendations and resources for improving school climate and discipline in K-12 school settings.

Together, we can make progress in addressing this issue, by partnering with families and communities, investing in the early childhood workforce, and establishing appropriate policies and applying those policies consistently. An important step in closing the "opportunity gap" is ensuring that all of our youngest children are afforded the experiences they need to thrive, from day one. We hope you find these resources helpful in your efforts, as we partner together to provide all children with high-quality early education. Thank you for the work you do on behalf of children and families across America.

Sincerely,

/s/

Sylvia M. Burwell
Secretary of Health and Human Services

/s/

Arne Duncan
Secretary of Education





OSEP

Office of Special Education Programs

Recommendations for Early Childhood Programs

1. Develop and clearly communicate preventative guidance and discipline practices
2. Develop and clearly communicate expulsion and suspension policies
3. Assess technical assistance in workforce development to prevent expulsion and suspension
4. Set goals and analyze data to assess progress





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Office of Special Education Programs

Recommendations for States

1. Develop and clearly communicate expulsion and suspension policies
2. Set goals for improvement and analyze data to assess progress
3. Invest in workforce preparation and development
4. Establish and implement policies regarding program quality





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Office of Special Education Programs

Policy Statement Inclusion of Children with Disabilities in Early Childhood Programs

www.ed.gov/early-learning/inclusion

www.acf.hhs.gov/ecd/inclusive-high-quality-early-childhood-programs





U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS**
September 14, 2015

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.¹

It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to advance this position by:

- Setting an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and
- Identifying free resources for States, programs, early childhood personnel², and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society.

¹ Early childhood programs refer to those that provide early care and education to children birth through age five, where the majority of children in the program are typically developing. These include, but are not limited to, private or publicly funded center or family-based child care, home visiting, Early Head Start, Head Start, private preschool, and public school and community-based pre-kindergarten programs, including those in charter schools.

² Early childhood personnel refer to professionals who provide early care and education services to children birth through age five, including public or private preschool teachers, home and center-based child care providers, Head Start and Early Head Start teachers, home visitors, early interventionists, early childhood special educators, and related services personnel.

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UNITED STATES DEPARTMENT OF EDUCATION

Dear Partners:

On September 14, 2015, we States, local educational agencies, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs. It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to advance this position by:

Despite a strong legal foundation, many children with disabilities are not included in high-quality early childhood programs. Through the policy statement, we hope to encourage States, local educational agencies, and schools, to take action to increase the inclusion of young children with disabilities in early childhood programs. We will work with our partners in the States to ensure that all children have access to high-quality early childhood programs and that all people be meaningfully included in all facets of society.

Together we can make progress in increasing the inclusion of young children with disabilities, and in doing so, achieve greater outcomes for all children. We hope that States and local communities will share the Departments' vision that all people with disabilities be meaningfully included in all facets of society, starting at birth, and partner with us to build a stronger and more comprehensive early childhood system that sets a trajectory for their inclusion and positive outcomes across the course of their lives. Thank you for the work you do on behalf of children and families across America.

Sincerely,

/s/
Arne Duncan, Secretary
U.S. Department of Education

/s/
Sylvia Matthews Burwell, Secretary
U.S. Department of Health and Human Services





OSEP

Office of Special Education Programs

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

A high-quality early childhood program and system is one that is inclusive of children with disabilities and their families and ensures that policies, funding, and practices enable their full participation and success.





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Office of Special Education Programs

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

The need to focus on inclusion in early childhood:

- Children with disabilities continue to face significant barriers to accessing inclusive early childhood programs
- Too many preschool children with disabilities receive special education services in settings separate from their peers without disabilities
- While States have worked to expand access to high-quality early learning programs, there has not been a proportionate expansion of inclusive early learning opportunities for young children with disabilities





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Head Start & Child Care and Development Block Grant (CCDBG)





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Head Start Program Performance Standards -Children with Disabilities or Delays

Subpart F: Additional services for children with disabilities (1302.60 - 1302.63)

- Full inclusion of and supports for all children with disabilities and delays (in other words, Full Participation in Program Services and Activities)
- Additional services for children
- Additional services for parents
- Coordination and collaboration with the local agency responsible for implementing IDEA





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Child Care Reauthorization

- In 2014, Congress passed the bipartisan Child Care and Development Block Grant (CCDBG) Act of 2014 and it was signed into law on November 19, 2014.
- The reauthorization was **an historic re-envisioning** of the Child Care and Development Fund (CCDF) program.





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Office of Special Education Programs

Child Care
Reauthorization
Addresses 4
major topical
areas:

Protect the
**health and
safety** of
children in
child care

Help parents
make informed
**consumer
choices and
access
information** to
support child
development

Provide **equal
access** to
stable, high
quality child
care for low-
income children

**Enhance the
quality** of
child care and
the early
childhood
workforce





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Office of Special Education Programs

OSEP - Least Restrictive Environment (LRE) Dear Colleague Letter (DCL)

- Reaffirms ED's position that all young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with individualized and appropriate supports to enable them to meet high expectations.





OSEP

Office of Special Education Programs

DCL on Behavior

- Clarifies the **responsibility of IEP teams to include behavioral interventions and supports on IEP's** of students whose behavior impedes their own learning or the learning of others to prevent the unnecessary removal of a student
- A focus on **developing IEPs to address behavioral supports and services** and expands on the responsibility of IEP teams to address behavioral supports in the IEP and **ensure those supports and services are being implemented.**





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Office of Special Education Programs

DCL on Behavior

- IDEA requires IEP Teams to **consider the use of positive behavioral interventions and supports** for children with disabilities whose behavior interferes with their learning or the learning of others.
- When a child displays **inappropriate behavior**, such as violating a code of student conduct or disrupting the classroom, this **may indicate that behavioral supports should be included in the child's IEP**; this is especially true when the child displays inappropriate behavior on a **regular basis** or when the behavioral incidents result in suspensions or other disciplinary measures that **exclude the child from instruction**.





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Office of Special Education Programs

DCL on Behavior

- If a child displays inappropriate behavior despite having an IEP that includes behavioral supports, **this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the child.** In these situations, the IEP Team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.





OSEP

Office of Special Education Programs

DCL on Behavior

- IDEA requires that needed behavioral supports in the IEP, whether provided as special education, related services, or supplementary aids and services, **be based on peer-reviewed research** to the extent practicable. The supports chosen should be **individualized to the child's needs**.
- Some examples of supports that schools may use include instruction on, and reinforcement of, school expectations for behavior, violence prevention programs, anger management groups, counseling for mental health issues, life skills training, social skills instruction, meetings with a behavioral coach, or other approaches.





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Office of Special Education Programs

DCL on Behavior

- It is important for schools and agencies to keep in mind that, in general, placement teams may not place a child with a disability in special classes, separate schooling, or other restrictive settings outside of the regular educational environment **solely due to the child's behavior if the child's behavior** can be effectively addressed in the regular education setting with the **provision of behavioral supports**.
- The **failure to make behavioral supports available throughout a continuum of placements**, including in a regular education setting, could result in an inappropriately restrictive placement and **may violate IDEA's LRE requirements**. Doing so may constitute failure to provide the child with access to the LRE.





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Office of Special Education Programs

DCL on Behavior

- Schools should exercise caution in using disciplinary measures that remove a child from his or her current placement, such as suspension. Research has shown that exclusionary measures, in general, are not only ineffective at reducing or eliminating the reoccurrence of the misbehavior but may even be harmful to the child, possibly leading to lower academic performance, disengagement from school, and the decision to drop out.





OSEP

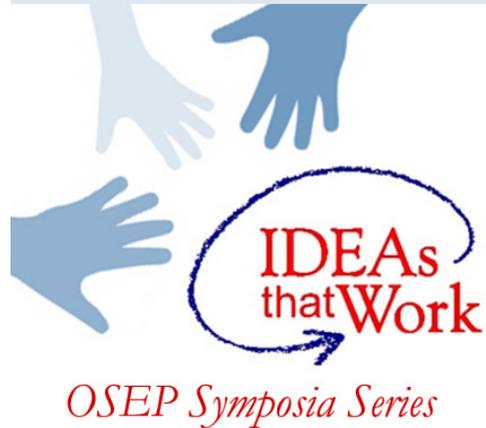
Office of Special Education Programs

DCL on Behavior

- While the IDEA and its implementing regulations recognize that school officials need some reasonable degree of flexibility when disciplining children with disabilities who violate a code of student conduct and that school safety is paramount, the Department cautions that the use of short-term disciplinary removals from the current placement may indicate that a child's IEP, or the implementation of the IEP, does not appropriately address his or her behavioral needs. This, in turn, may result in the child not receiving a meaningful educational benefit, which could constitute a denial of FAPE.
- Although the Department considers this DCL to be significant guidance, it does not add any new legal requirements. Further, it does not change any of the existing discipline provisions of the IDEA.

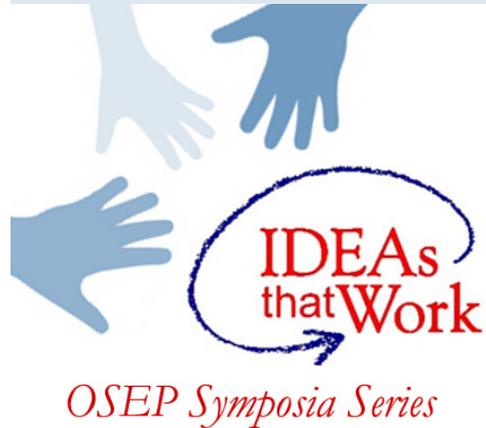


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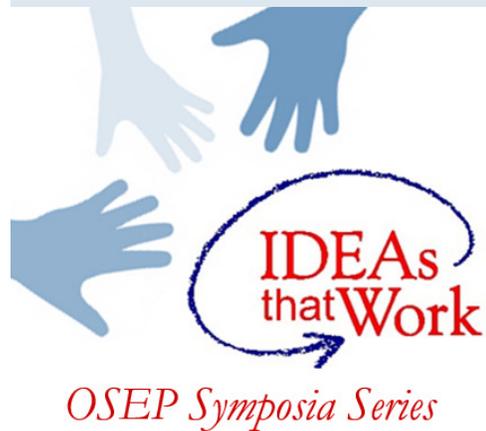


Why Positive Learning Climates Matter

Get Georgia Reading



Three Classroom Practices to Build Positive Social Emotional Engagement with Early Learners



QUESTIONS & ANSWERS