



IDAHO
STATE DEPARTMENT OF EDUCATION

Building Bridges of Learning: Empowering Early Childhood Special Education

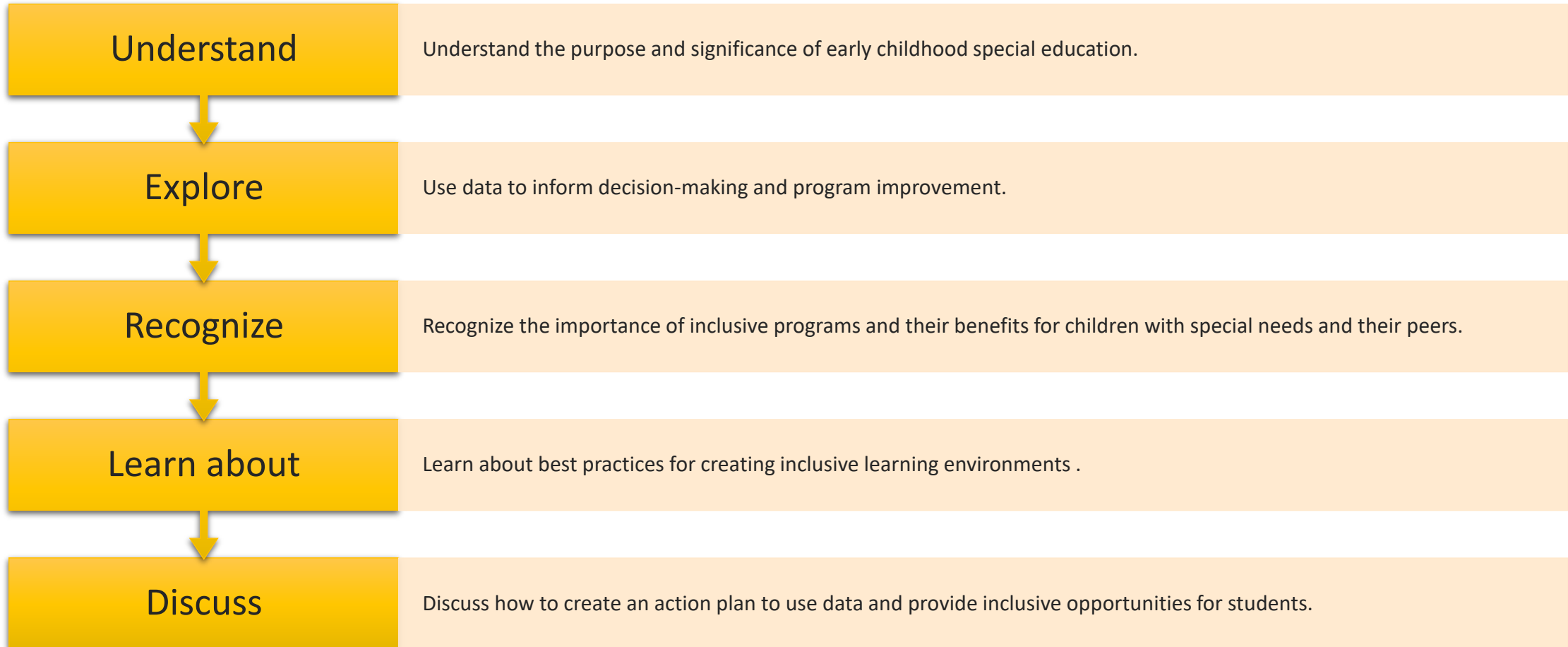
ESEA and IDEA Directors Meeting



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

Session Objectives:





How does Early Childhood Special Education prepare students for Kindergarten?

Shannon Dunstan, Early Childhood Coordinator



Question:

What is the purpose of Early
Childhood Special Education?

The Purpose of Early Childhood Special Education and Early Intervention



- “Providing services early helps children catch up and increases their chances for success in school and life overall.” Annie Stuart (Understood.org)
- The purpose of early intervention is to lessen the effects of the disability or delay. (Wrightslaw.com)
- The goal is that services, provided early, *will help any delays in development* so that the child will not need services later on.

How are we measuring GROWTH?



Least Restrictive
Environment

Early Childhood
Outcomes

Timely Transitions
from Part C to Part B



How are we doing?



Idaho - Least
Restrictive
Environment

6% special education in RECP – 10+ hours

6% special education in other location RECP – 10+ hours

4% special education in RECP – 10 hours less

3% special education in other location RECP – 10 hours or less

65 % special education in separate location

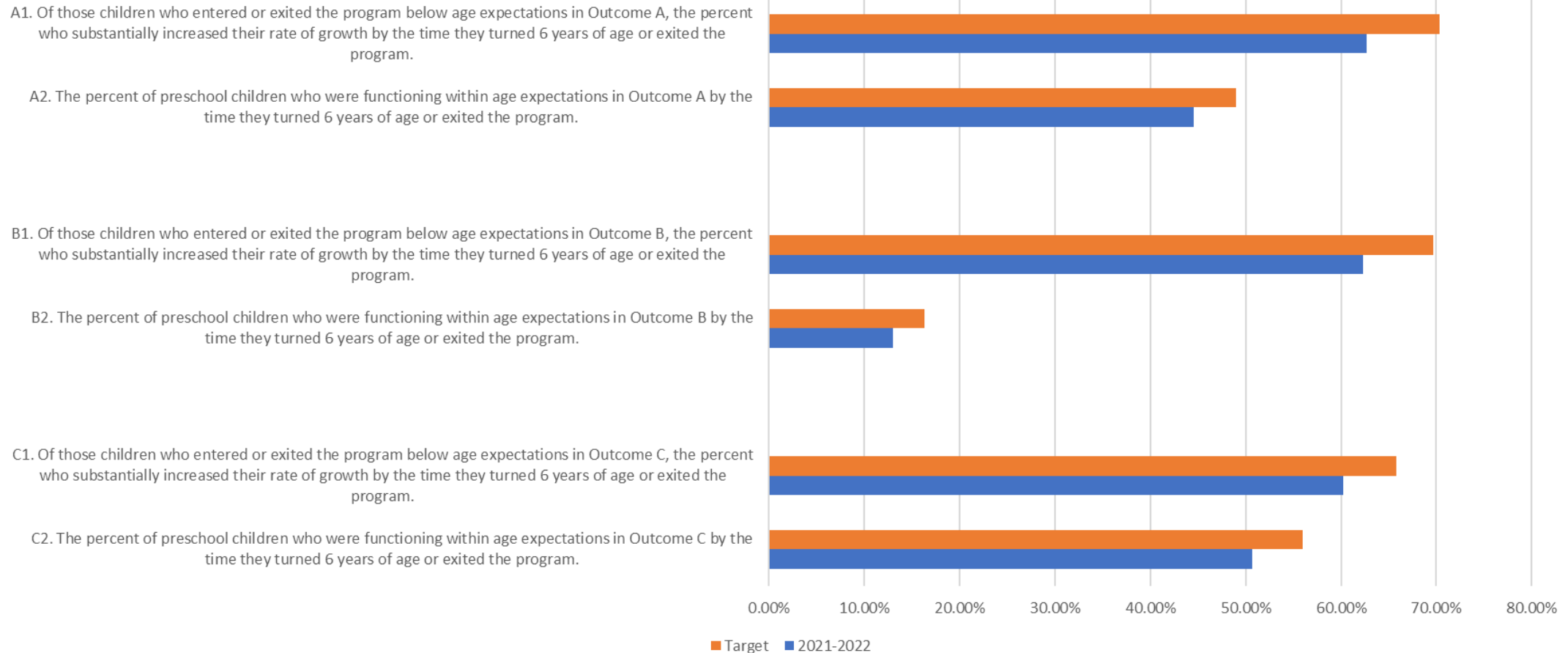
9% separate school

7% service provider location

Missing the Mark



State of Idaho Early Childhood Outcomes 2021-2022



Transition from Part C to B



Category	Count
a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	966
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	26
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	299
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied	602
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	N/A
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	299	333	99.24%	100%	89.79%	Did not meet target	Slippage

Statewide Early Childhood Data



1. At each table, participants review the data through the lens:
 - Administrator
 - Early childhood education staff
 - Parent of a child in a local preschool program
2. Assign a facilitator, note-taker, and timekeeper
3. Follow the protocol steps 3 to 5 for the data provided.

Early Childhood Data



3. Discuss Observations of the Data

- What do you see?
 - What are your initial thoughts or reactions?
 - What do these data not provide?

4. Discuss Interpretations of the Data

- What do the data tell you?
 - What answers are you getting for our original evaluation questions?
 - What do these data confirm?

5. Discuss Implications of the Data

- What are the implications?
 - So what? Why does this matter?
 - What does this mean for the work?

Activity - Brainstorming



Question:

How do you know what you are doing is working or **not working**? What is observable, measureable, documented?

Typically Developing Peers



How is learning a foreign language similar to an Inclusive preschool setting?



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What does this say? Now Let's Practice



Elevene lærer best av
jevnaaldrende modellering
av typisk atferd.

Let's compare



[https://youtu.be/V4iZWb2XanQ?
si=Fm2_9rahHQ_VbPEY](https://youtu.be/V4iZWb2XanQ?si=Fm2_9rahHQ_VbPEY)

How likely are you to learn a foreign language if you are never exposed to it??



Elevene lærer best
av jevnaldrende
modellering av
typisk atferd.

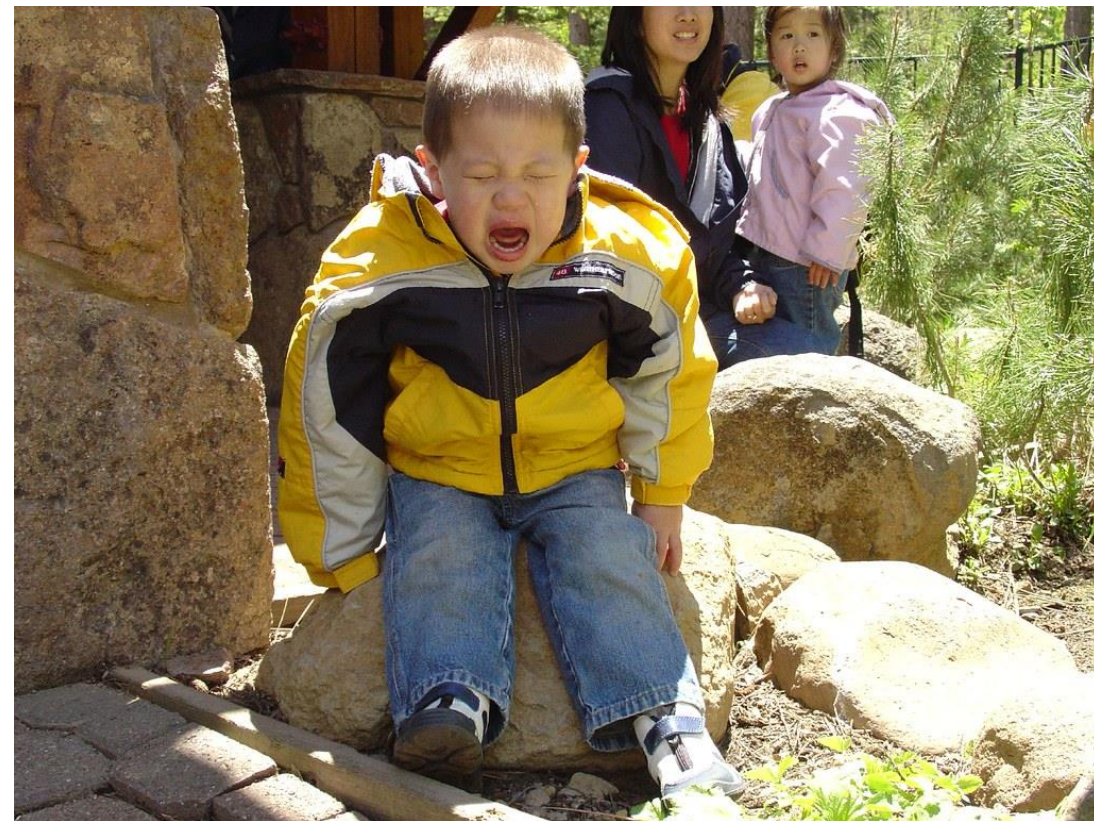


Let's Compare



Students learn best from peer modeling of typical behavior.

Elevene lærer best av jevnaldrende modellering av typisk atferd.



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Typically Developing Peers



What opportunities do students have to be with non-disabled peers?

Who are the positive behavioral models?

Action Plan



Questions?

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