



North Carolina Office of Early Learning & Exceptional Children Division

PRESCHOOL SERVICE DELIVERY MODELS

A group of children in a grassy field flying a kite. The kite is green and red. The children are running and looking up at the kite. The background shows trees and a clear sky.

NC Early Learning Network

<http://nceln.fpg.unc.edu>

Statewide Professional Development & Technical Assistance System

<http://nceln.fpg.unc.edu/>



NC EARLY LEARNING NETWORK IS A JOINT PROJECT OF THE NC DEPARTMENT OF INSTRUCTION, OFFICE OF EARLY LEARNING
AND UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE



Objectives



- Understand the service delivery models
- Understand why embedded instruction is important in preschool
- Understand preschool settings and accountability requirements

Continuum of Service Delivery Models



- Individual pull-out
- Small group pull-out
- One-on-one in classroom
- Group activity in classroom
- Individual during classroom routines
- Consultation

“The Why” of Embedded Intervention



Based on...

- Research
- Laws
- Benefits to children, families & teachers

“The Why” of Embedded Intervention



Based on ...

- Least Restrictive Environment
- Accountability (Indicator 6)

Where do we serve them?



In the Least Restrictive Environment.....

- Inclusive classes are called “regular early childhood program” or RECP
- Self Contained Settings
- Home
- Service Provider Location

Understanding IEP Preschool Settings



Decision Tree for Preschool Educational Environments

Is the child attending a regular early childhood program?

YES

NO

If YES, determine the following:
How many hours does the child attend a regular early childhood program?

If NO, determine the following:
Is the child attending a special education program?

At least 10 hours per week

Less than 10 hours per week

If at least 10 hours per week:
Where does the child receive the majority of hours of special education and related services?
A1 = In the regular education program
A2 = In some other location.

If less than 10 hours per week:
Where does the child receive the majority of hours of special education and related services?
B1 = In the regular education program
B2 = In some other location

If YES,
C1 = Special Education Class
C2 = Separate School
C3 = Residential facility

If NO,
Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

A Special Education Classroom includes a majority (at least 50%) of children with disabilities (i.e., children on IEPs).

Separate school designed for children with disabilities.

Residential school or medical facility, inpatient

If YES,
D1 = Home

If NO,
D2 = Service Provider location or some other location that is not in any other category

A Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children not on IEP's).

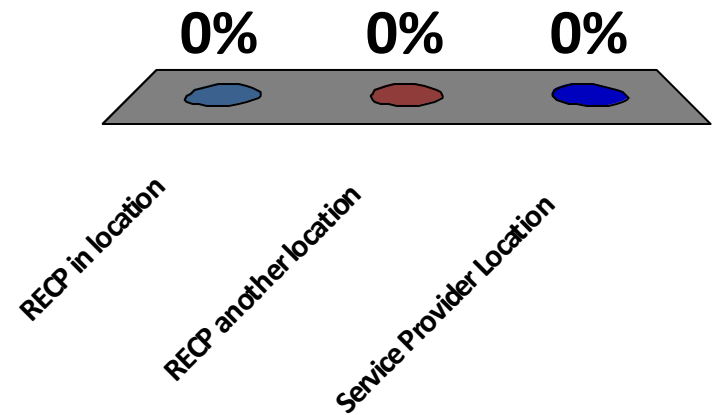
This category may include, but is not limited to:

- Kindergarten, public or private
- Preschool classes, public or private
- Group child development center or child care

What is the child's setting?

Child attends NC PreK class and receives speech therapy only; clinician removes child from class most of the time.

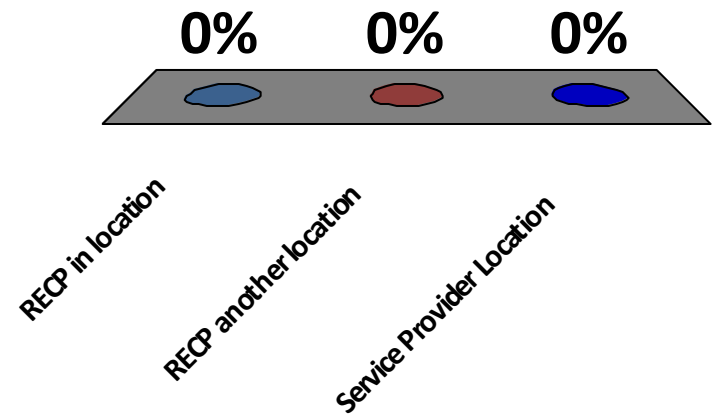
- A. RECP in location
- B. RECP another location
- C. Service Provider Location



What is the child's setting?

Child attends child care and parents drive child to speech therapy session at an elementary school two days a week for 30 minute sessions.

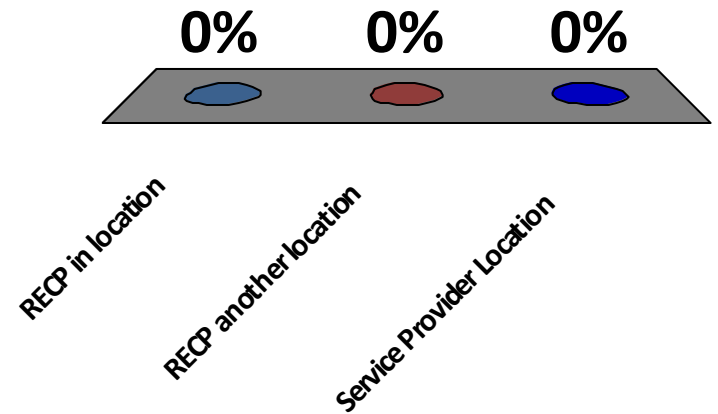
- A. RECP in location
- B. RECP another location
- C. Service Provider Location



What is the child's setting?

Child attends faith based PreK class and receives speech therapy only; clinician removes child from class some of the time to practice new skills, but works in class most of the time

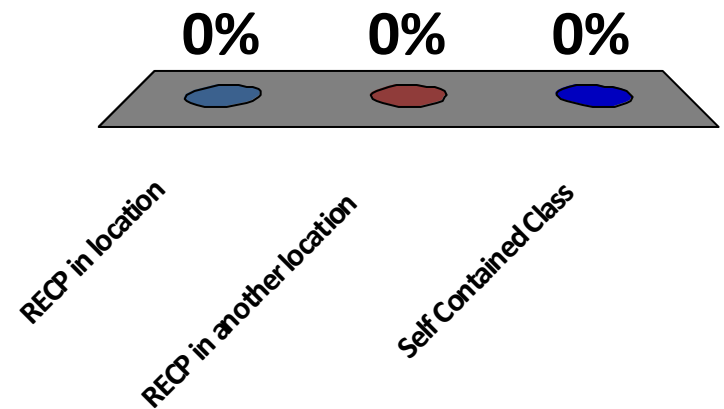
- A. RECP in location
- B. RECP another location
- C. Service Provider Location



What is the child's setting?

Child attends a part day special ed. class in the morning (4 hours) and then goes to a child care program for the afternoon (3 hours).

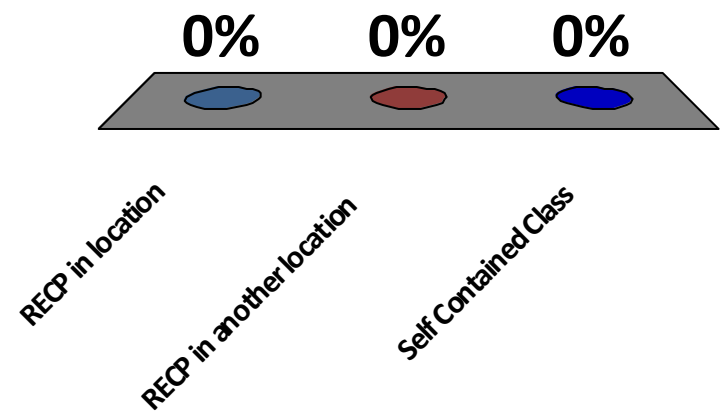
- A. RECP in location
- B. RECP in another location
- C. Self Contained Class



What is the child's setting?

Child attends an NC PreK class 5 days a week. Special education services provided in class 3 hours a week. Speech therapy service provided for 1 hour a week in the speech therapy room.

- A. RECP in location
- B. RECP in another location
- C. Self Contained Class



Accountability for LRE



For children who are 3, 4, and 5 years of age*:

1. What percentage receive the **majority of their services** in a regular early childhood setting?
2. What percentage are served in separate early childhood settings?

Performance Indicator= State sets targets

How do we measure our progress?



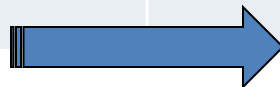
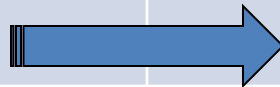
By determining the total number of children in each of the settings and calculating two summary statements based on the December 1st headcount.

*Federal government requires that we include 5 year olds in Ktg. who have not turned 6 by December 1st.

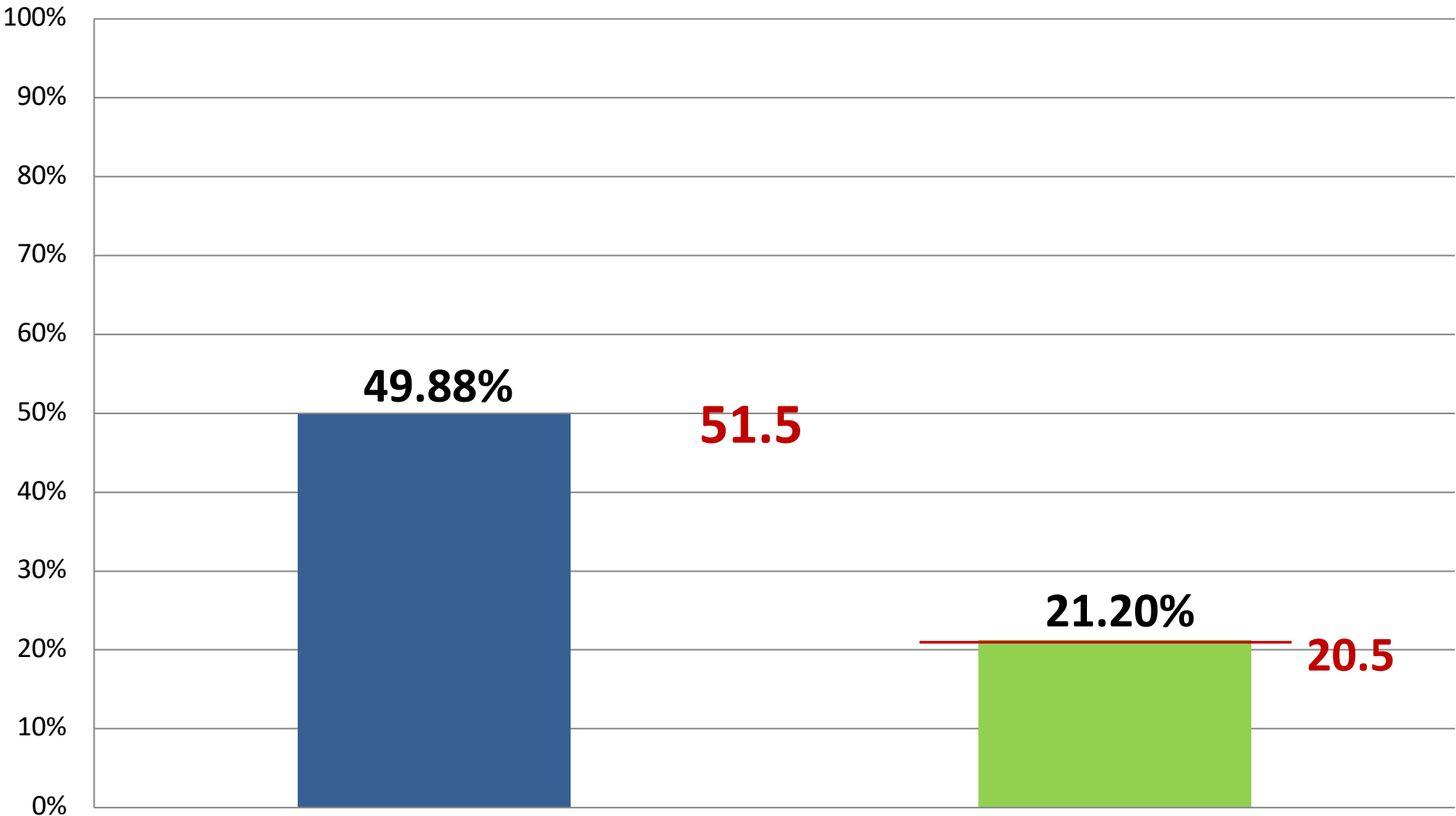
Cross-walk school aged setting to PreK settings for 5 yr. olds/Ktg.?



Kindergarten Setting	Preschool Setting
Regular- 80% or more of the time with nondisabled peers	Regular early childhood setting (RECP) with majority of services in the RECP setting
Resource- 40% to 79% of the time with nondisabled peers	Regular early childhood setting (RECP) with majority of services in another location



Educational Environments Ages 3-5, December 1, 2012
All Children 3-5 Including 5 year olds in Kindergarten
Indicator 6, Percent of Children:

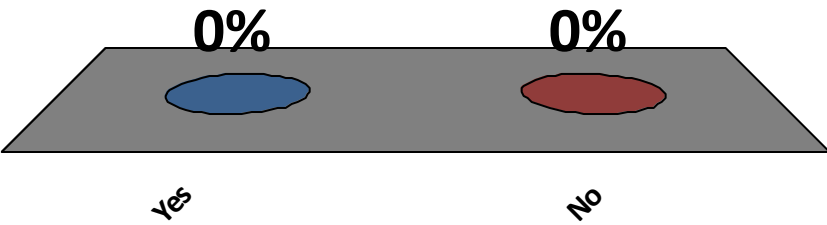


A. A Regular Early Childhood Program (RECP) and receiving the majority of special education and related services in the regular early childhood program.

B. A separate special education class, separate school or residential facility.

Did the state meet the targets?

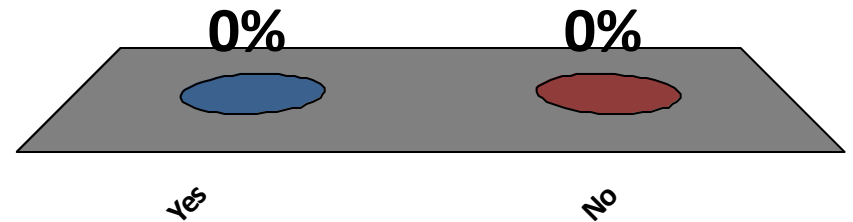
- A. Yes
- B. No



Did your LEA meet the targets?

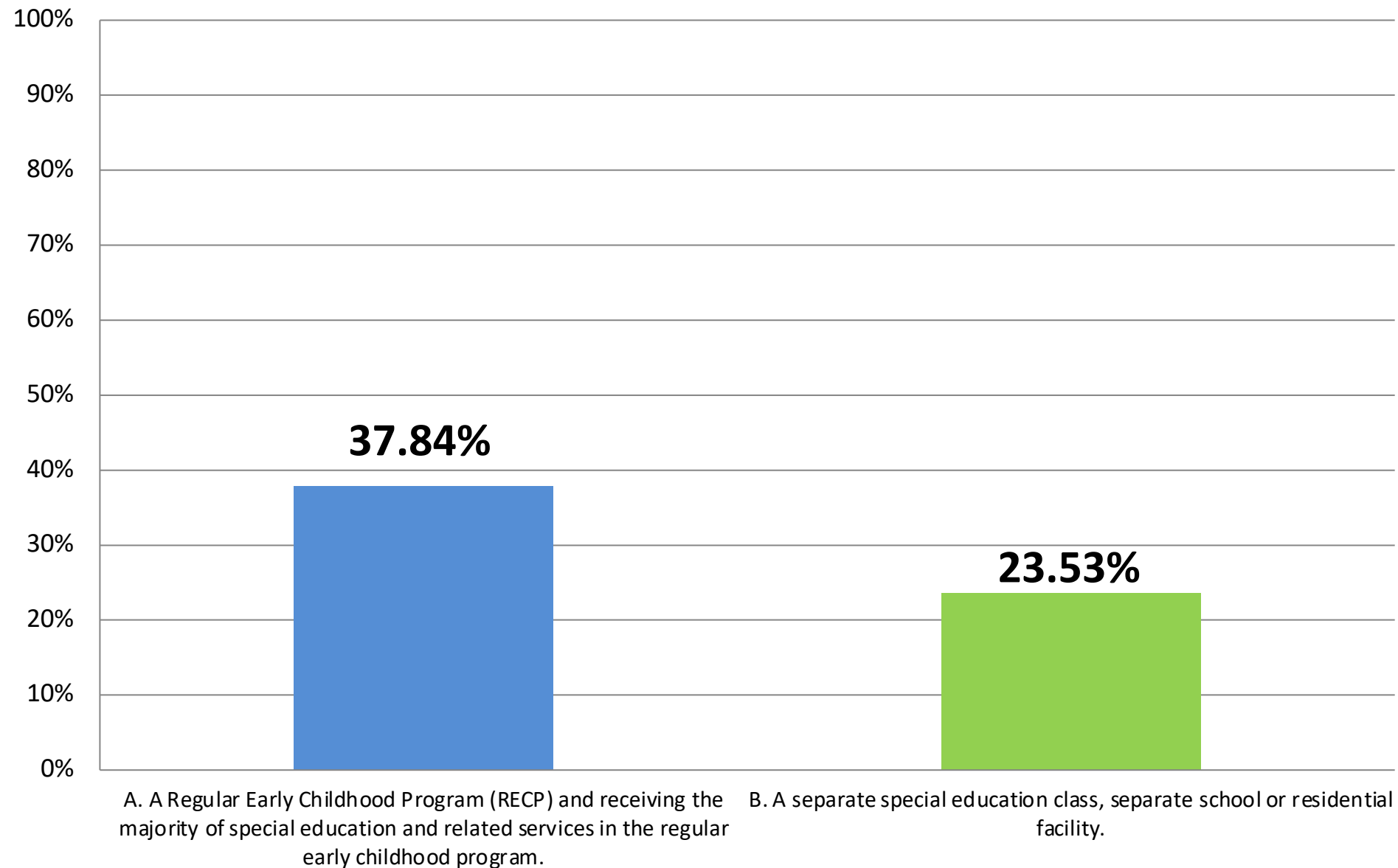
A. Yes

B. No



North Carolina

Educational Environments Ages 3-5, December 1, 2012 Children in Pre-K Excluding Children in Kindergarten Percent of Children:

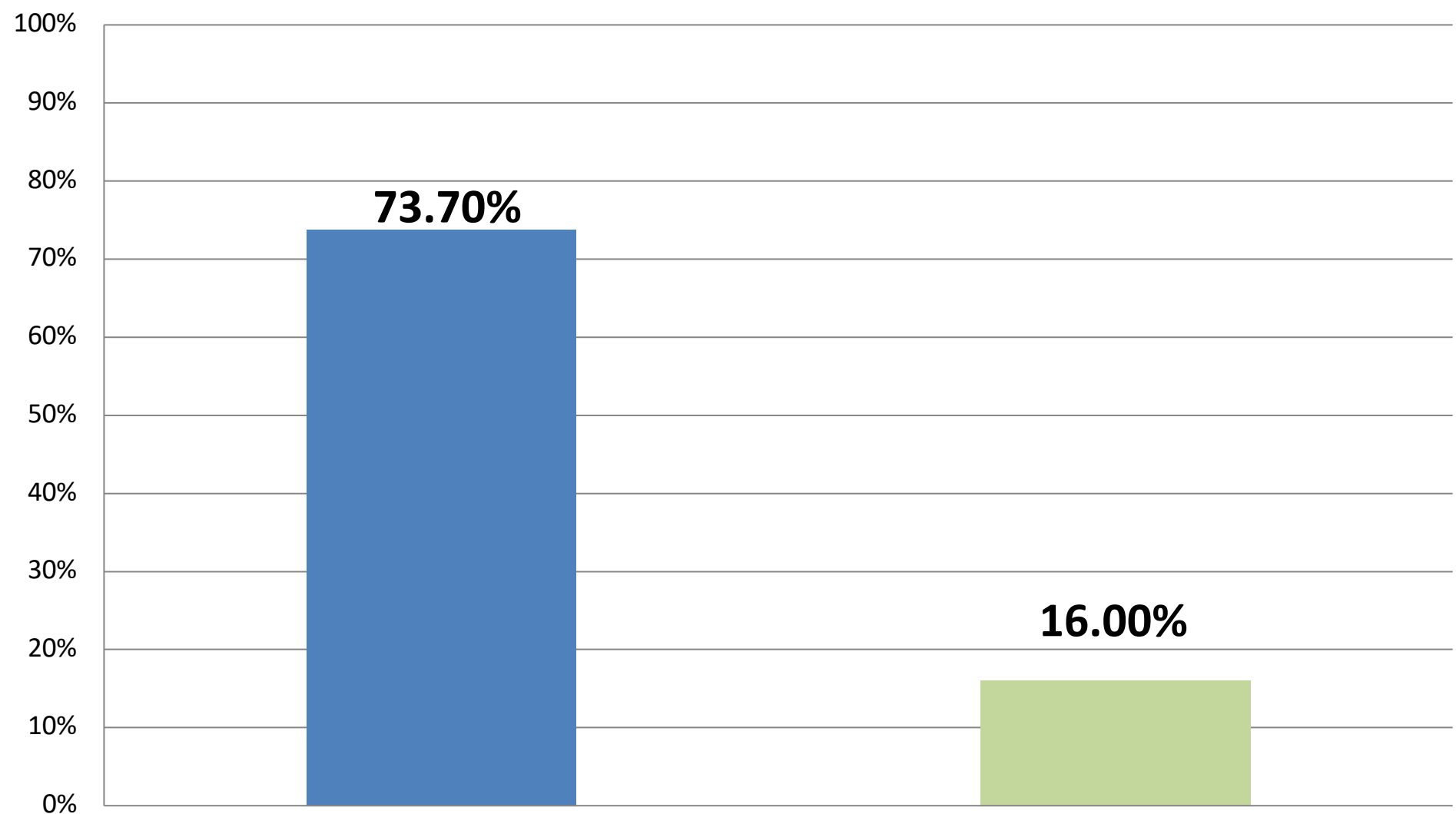


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Educational Environments Ages 3-5, December 1, 2012

5 year olds in Kindergarten

Percent of Children:



A. A Regular Early Childhood Program (RECP) and receiving the majority of special education and related services in the regular early childhood program.

B. A separate special education class, separate school or residential facility.

Recap



When possible, providing the majority of your services in a regular early childhood setting is:

- Good for children,
- Good for classroom teachers,
- Good for families, and
- Satisfies accountability requirements.

Questions?



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