

# Louisiana Believes

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## Early and Accurate Identification: Early Learnings

February 2020 Collaborations

# Vision for Students with Disabilities

Louisiana believes that all students, including those with the most significant cognitive disabilities, deserve an education that prepares them to be independent and successful in life after high school.

Through quality and clear alignment of standards, instructional resources, and assessments, our students can achieve academically and leave high school with the skills for lifelong success.

# Supporting Students with Disabilities

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Research and best practices identify four proven strategies to improve the academic achievement of students with disabilities.

*Improving Outcomes for*  
STUDENTS WITH DISABILITIES



# Session Objectives

## Participants will

- deepen their understanding of practices related to early and accurate identification of students with disabilities;
- hear from pilot participants identifying ways to improve coordination and collaboration of early childhood screening, intervention, and referral with families and partners; and
- reflect on their current implementation and prioritize key actions for improvement.

# Agenda

- IDEA overview
- Early and accurate identification best practices
- Early ID Lighthouse Pilot early learnings
- Next steps
- Resources and closing

# IDEA

The Individuals with Disabilities Education Act (IDEA) requires states to identify, locate, and evaluate all children with disabilities (Child Find).

<b>Part C</b> (children age 0-3 years or 36 months) <b>Role of Early Steps</b>	<b>Part B</b> (children ages 3-5) <b>Role of LEA</b>
<ul style="list-style-type: none"><li>• A referral is made to EarlySteps by contacting <a href="#">System Point of Entry</a> (SPOE) in their region.</li><li>• Eligibility is determined based on current definition of developmental delay.</li><li>• EarlySteps provides early intervention services (EIS) to eligible students.</li><li>• Services are driven by Individual Family Service Plan (IFSP) and provided to the child in their natural environment.</li></ul>	<ul style="list-style-type: none"><li>• The LEA must have a comprehensive process to identify, locate, and evaluate every child with a disability in the district, regardless of where, or if, the child attends school.</li><li>• There are thirteen (13) disability categories defined in <a href="#">Bulletin 1508</a> (chapter 7).</li><li>• The LEA must provide free and appropriate special education services to eligible students.</li><li>• Services are driven by the Individual Education Plan (IEP) and provided in the least restrictive environment (LRE).</li></ul>

Due to the difference in eligibility categories, a child may qualify for special education services even if s/he did not qualify for early intervention services through EarlySteps.



# Early and Accurate Identification Best Practices

# Early and Accurate Identification

**Early identification** leads to early intervention, which improves student achievement.

Students who receive early and appropriate support are less likely to experience persistent academic difficulties.

Schools and school systems must also identify students **accurately** in order to recommend and provide the right kind of services and supports.

One challenge is determining if learning differences and delays are temporary, the result of inadequate instruction, or the result of a true disability.



# Early ID Lighthouse Pilot

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Sabine

Lafayette

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The LDOE is supporting 5 school systems in building their capacity to improve the early and accurate identification of developmental delays for children ages 3-5 and the delivery of effective support and intervention.

## Goals:

- Coordinate screening, assessment, referral, and evaluation systems for children ages 3-5
- Use data systematically to improve special education services for children ages 3-5
- Engage families and community partners through effective outreach and collaboration to support students across key transition points

# Coordinate Screening, Intervention, and Referral: Who Should Be Screened?



→ **Publicly-funded children attending a publicly-funded early childhood program (ECP)**



→ **Privately-funded children attending a publicly-funded ECP**



→ **Children attending a privately-funded ECP or attending no program at all**

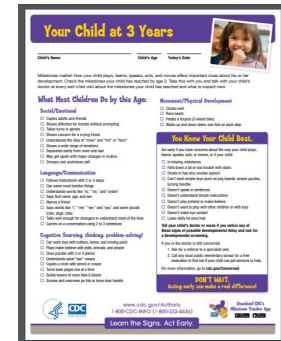
# Coordinate Screening, Intervention, and Referral

Universal Screening Processes	Developmental Screening Processes	Formal Evaluation Process
<ul style="list-style-type: none"><li>● Understand developmental milestones</li><li>● Early Learning and Development Standards (ELDS)</li><li>● Tier 1 curriculum</li></ul>	<ul style="list-style-type: none"><li>● Family partnerships</li><li>● Administered by trained professional</li><li>● Developmental domains include cognitive; SE; FM/GM; speech/lang.; vision/hearing</li></ul>	<ul style="list-style-type: none"><li>● Requires prior and informed consent of the parent or guardian</li><li>● Administered by trained pupil appraisal team</li></ul>
<p>Screen all students and identify specific student needs. Use GOLD and curriculum-based assessments to monitor student progress.</p>	<p>Refer for developmental screenings when concerns persist despite classroom-based interventions and supports.</p>	<p>Use results of developmental screener to determine eligibility for special education services.</p>

# Communication with Families

- Host events to educate parents on developmental milestones and the screening process.
- Use traditional methods and social media to provide parents with referral, screening, and evaluation information.
- Set up regular meetings with the parents of identified students to share results and identify next steps.

**Learn the Signs. Act Early.** is a federally funded program through the CDC that provides free resources and materials to support the early identification and screening processes for children birth to five.



# L TSAE - Learn the Signs. Act Early.

- The Early ID Pilot cohort is utilizing the resources and collecting findings to support early identification efforts across the State
- Collaboration with LDOE/LDOH provides the ability to customize and co-brand resources for your District

## Learn the Signs. Act Early.

Learn the signs of your child's development and act early if you ever have a concern.

To complete a milestone checklist, **download CDC's FREE Milestone Tracker app** or visit [cdc.gov/Milestones](http://cdc.gov/Milestones), and talk to your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

### YOU KNOW YOUR CHILD BEST.

If your child is not meeting milestones or you are concerned about the way your child plays, learns, speaks, acts, or moves, talk with your child's doctor, share your concerns, and ask about developmental screening. Don't wait.

If you or the doctor is still concerned

1. Ask for a referral to a specialist and,
  2. Call for a free evaluation to find out if your child can get services to help:
- **If your child is under age 3:**  
Call your state or territory's early intervention program. Learn more and find the phone number at [cdc.gov/FindEI](http://cdc.gov/FindEI).
  - **If your child is age 3 or older:**  
Call any local public elementary school.

For more on how to help your child, visit [cdc.gov/Concerned](http://cdc.gov/Concerned).

### DON'T WAIT.

Acting early can make a real difference!



For more information about your child's development and what to do if you have a concern, visit

Insert URL  
OR CALL:  
Insert PHONE NUMBER

to get help finding resources in your area.



Centers for Disease Control and Prevention  
[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)  
1-800-CDC-INFO

Developmental milestones adapted from Caring for Your Baby and Young Child: Birth to Age 5 (AAP, 2009) and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents (AAP, 2008).

## Track Your Child's Developmental Milestones



### Milestones Matter!

How your child plays, learns, speaks, acts, and moves offers important clues about his or her development.



Learn the Signs. Act Early.

[Learn the Signs. Act Early](#)

Meet regularly as a coordinated early childhood team, including:

- Head Start/Early Head Start
- Early Childhood Coordinators
- Lead Agency Representatives
- Special Education Coordinators
- EC Pupil Appraisal Team Members

## Improve Collaboration with Community Agencies

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- Use Community Network Meetings as an opportunity to provide professional development on the screening and intervention process and strategies to support identified student needs.
- Collaborate with EarlySteps to share resources and identify outreach opportunities.
- Partner with community agencies to cultivate referral sources and develop family supports.
- Collaborate with early childhood programs and other community agencies so that the full continuum of placement options is available for students who qualify for services, including serving them in their current ECP or in their home.



# Early ID Lighthouse Pilot Early Learnings

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# Key Recommendations for Improving Early Identification

Key Area to Improve	Recommended Action
Improve your process for <b>identifying</b> young children with disabilities	1. Implement a coordinated screening, intervention, and referral process for all children age 3-5
Improve your ability to <b>find</b> young children with disabilities	2. Communicate details of the screening, intervention, and referral process with families, community partners, and early childhood stakeholders
Improve the alignment and delivery of early childhood <b>instruction, supports, and services</b>	3. Increase collaboration with community agencies to improve service



# Next Steps

# Next Steps

- Review key recommendations for improving early identification.
- Discuss and identify key resources that school systems need in order to effectively implement screening, intervention, and referral processes.
- Attend the Teacher Leader Summit to learn more about pilot findings.

For questions related to early and accurate ID, email [brittany.braun@la.gov](mailto:brittany.braun@la.gov).

# Resources and Closing

[Early Childhood Developmental Screenings Guidebook](#)

Simple steps to help providers and families make the important decisions on how to help children achieve the fundamental building blocks preparing them for entry into kindergarten

[Early Childhood Transition Process](#)

Guidance to help families of children with special needs prepare for smooth and effective transitions

[Louisiana's Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)

Resources for principals and school system leaders to create strong support plans; organized around four proven strategies for improving the academic achievement of students with disabilities