

# Early Childhood Inclusion in Indiana: A State of the State

October 5, 2017  
2017 Fall ICASE Conference



---

---

---

---

---

---

---

---

## Our Outcomes for this Presentation

- To what extent do Indiana’s preschoolers:
  - receive inclusive services
  - Make substantial improvement
- For above average Indiana school districts:
  - Services models and EBPs implemented
  - Practices associated with impact

---

---

---

---

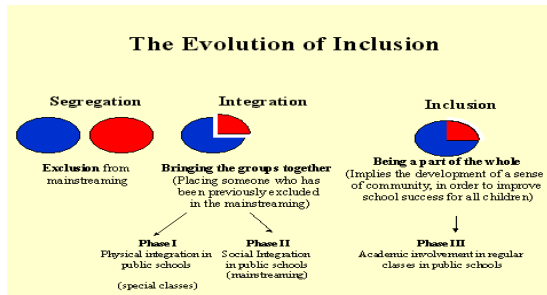
---

---

---

---

K-12



---

---

---

---

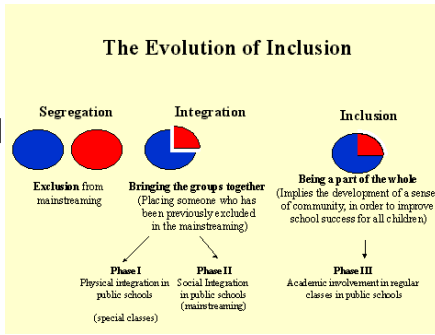
---

---

---

---

Where is  
Preschool  
in Your  
District?




---

---

---

---

---

---

---

---

How well are we providing accessible and equitable services for preschoolers with disabilities?




---

---

---

---

---

---

---

---

Contracted with:



- Analyze December 1/LRE and ISTAR-KR data
- Identify Evidence-Based Practices
- Examine current practices in Indiana
- Identify challenges and needed resources

---

---

---

---

---

---

---

---

Analyses of LRE Data

LRE Code	Placement	Location of Special Education Services	2015	2016
26	Regular early childhood setting ≥10 hrs./week	General Ed classroom	2,941	2,916
27		Special Ed setting	1,021	1,152
28	Regular early childhood setting < 10 hrs./week	General Ed classroom	798	788
29		Special Ed setting	583	578
33	Non-General Ed Setting	Separate special education class	5,042	4,982
34	Non-General Ed Setting	Separate school	345	401
35	Non-General Ed Setting	Residential facility	3	2
36	Non-General Ed Setting	Walk-in- special education setting	1,838	1,787
37	Non-General Ed Setting	Homebound	56	54
38	Private School	Parentally placed in Private Preschool	246	297
50-57	School-age codes	Varies	17	25

---

---

---

---

---

---

---

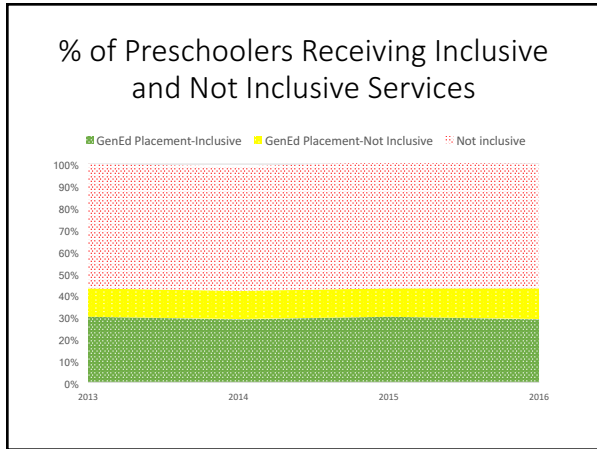
---

---

---

---

---




---

---

---

---

---

---

---

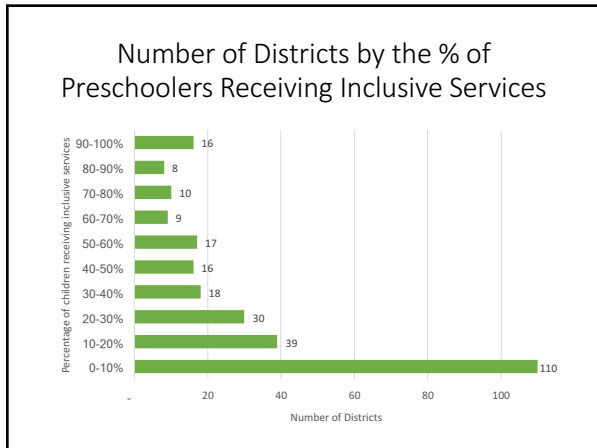
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

---

---

### Analyses of ISTAR-KR Data (matched by Dec. 1 child count)

OSEP Outcomes	Progress	2012	2013	2014	2015
<b>A. Positive social-emotional</b>	A. No progress	380	332	274	186
	B. Improved but	1,379	1,274	1,176	926
	C. Improved, Near	2,496	2,488	2,269	1,824
	D. Improved, Age Level	611	674	509	462
	E. Maintained Age Level	181	236	189	133
<b>B. Acquisition/use of knowledge &amp; skills</b>	A. No progress	287	248	204	139
	B. Improved but	1,081	1,045	898	698
	C. Improved, Near	3,236	3,224	2,934	2,353
	D. Improved, Age Level	375	410	318	282
	E. Maintained Age Level	68	77	63	59
<b>C. Use appropriate behaviors to meet needs</b>	A. No progress	298	263	215	139
	B. Improved but	940	897	782	596
	C. Improved, Near	3,312	3,312	2,986	2,401
	D. Improved, Age Level	423	456	352	321
	E. Maintained Age Level	74	76	82	74

---

---

---

---

---

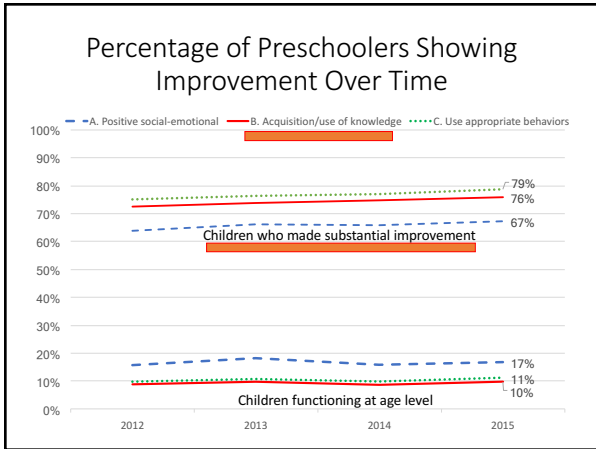
---

---

---

---

---




---

---

---

---

---

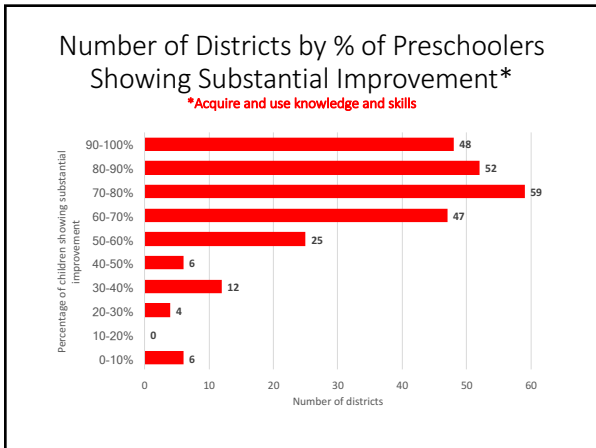
---

---

---

---

---




---

---

---

---

---

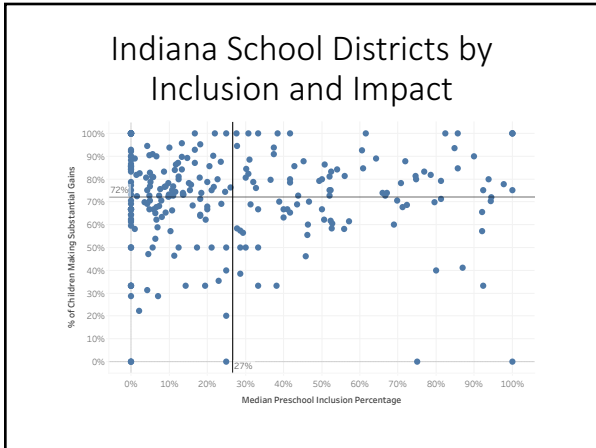
---

---

---

---

---




---

---

---

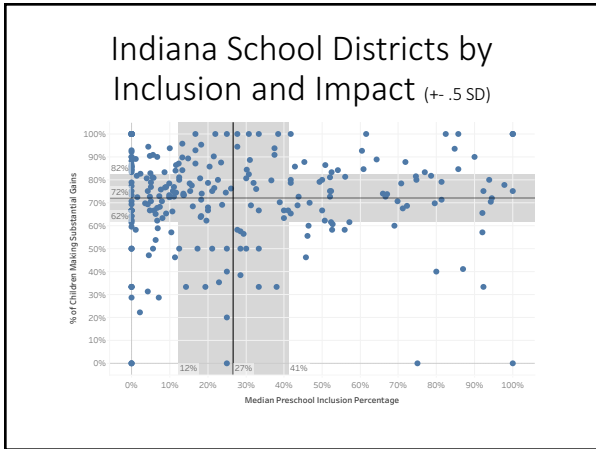
---

---

---

---

---




---

---

---

---

---

---

---

---

### Number of Districts by Level of Inclusion and Impact

		Positive Impact			Total
		Above	Average	Below	
Inclusion	Above	20	38	13	71
	Average	26	34	19	79
	Below	37	49	23	109
	Total	83	121	55	259

---

---

---

---

---

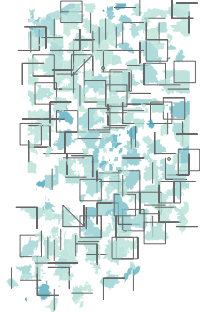
---

---

---

### Examining Indiana Schools with Varying Levels of Inclusion and Impact

1. What inclusive models and practices are used?
2. What contributes to greater impact on learning?
3. What are the challenges; and what helps?




---

---

---

---

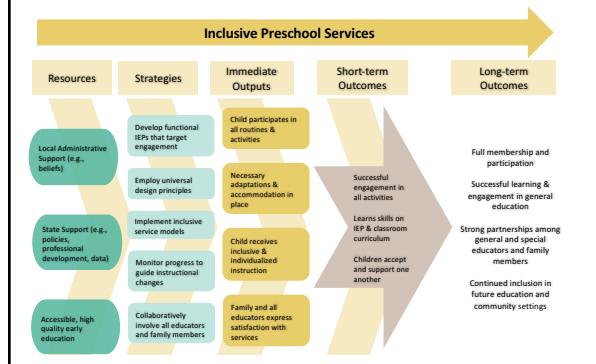
---

---

---

---

### Lit Review & Theory of Action




---

---

---

---

---

---

---

---

### Inclusive Service Models & Practices



- Embedded services
- Co-teaching
- Consultative

---

---

---

---

---

---

---

---

... But Some Rely on Pull-Out Services



---

---

---

---

---

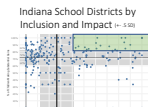
---

---

---

Practices Leading to Greater Impact

- Embedded instruction
- UDL
- Data data data
- Collaborative decisions



---

---

---

---

---

---

---

---

Inclusion is Challenging



Will we have the staff and time to meet everyone's needs?

---

---

---

---

---

---

---

---

### Inclusion is Challenging



What about children with intense behavioral and educational needs?

---

---

---

---

---

---

---

---

### Inclusion is Challenging



Do we have all the skills to do this successfully?

---

---

---

---

---

---

---

---

### Our Recommendations

1. Improve current data collection efforts
2. Articulate needed changes across Indiana
3. Identify innovative early education practices
4. Establish & test via *Transformation Zones*
5. Explore kindergarten & kindergarten transition




---

---

---

---

---

---

---

---