

Principles of Early Childhood Education



CURRICULUM, what a child is taught, encompasses a child's total experience and environment.



PLAY is the natural way of learning for young children. Play provides opportunities for concrete experiences, decision making, use of imagination, and skill acquisition.



PHYSICAL ENVIRONMENT must be safe and organized to encourage exploration, problem solving, and the use of social skills.



The **LEARNING ENVIRONMENT** is strategically designed to develop language, socialization, and academic skills building through supplemental activities.



HOME is an essential part of partnership. A cooperative support system between the family and educators will advance a child's development and skill mastery

Instructional Strategies

Instructional principles are based on knowledge that children learn through activities and materials that are concrete and relevant to their lives. Children benefit from exploration and play with real objects before they are able to understand symbols such as letters and numbers. Developmentally appropriate activities are designed to provide rich instruction.

Language, socialization, motor, and pre-academic readiness skills are developed through activities that are appropriate to the child's age and individual needs.



Division of Special Education *Early Childhood Special Education: Supports and Services*



An Overview of Early Childhood Special Education Services

For questions, concerns, or to make a referral for a child within LAUSD boundaries, call us at (213) 241-4713.



333 S. Beaudry Ave., 17th Fl.,
Los Angeles, CA 90017
Phone: (213) 241-4713
Fax: (213) 241-8932

Legal Mandates

Federal laws and California Education Code mandate special education services for children age three through five, including:

- Identification and assessment of children with potential special education service needs
- Development of an Individualized Education Program (IEP)
- Implementation of supports and services

Purpose of Special Education

The core purpose of special education is to provide specially designed instruction and intervention based upon a child's individual needs. Children must meet specific eligibility criteria in order to receive special education service.

In order to promote partnership between professionals and families, teachers and specialized personnel will:

- Identify a child's strengths and areas of need
- Design annual learning goals
- Provide targeted instruction
- Monitor progress

The intent is to provide early intervention within an educational arena in order to increase future school success.

Children Served

Any child between three to five years of age, residing in the District, may be referred to Early Childhood Special Education to initiate the assessment process to determine eligibility for special education services. This referral can be made by parents, private physicians, Regional Center, or community agencies.

After written parental approval is received, the child is assessed to determine the level of functioning in suspected areas of need. The assessments are conducted by qualified professionals who prepare a written report of the assessment results.

A child may be eligible if the assessment identifies needs that correspond with the following areas of eligibility:

- Multiple Disabilities
- Specific Learning Disability
- Speech and Language Impairment
- Hearing and/or Vision Impairment
- Orthopedic Impairment
- Other Health Impairment
- Intellectual Disability
- Serious Emotional Disturbance
- Autism
- Established Medical Disability
- Traumatic Brain Injury

After the completion of assessments, an Individualized Education Program (IEP) meeting will be held to discuss the assessment results, determine eligibility, construct goals, and identify support and services needed. The IEP team is a collaboration between parents, assessors, school personnel, and any other individuals deemed necessary by the IEP team.

Supports and Services

Early Childhood Special Education supports and services are designed to support the concept of a family and professional partnership while focusing on individual child need. Collaboration among parents, children, and a team of professionals and paraprofessionals is paramount to our success.

Supports and services may include:

- ❖ Infant/Preschool Transition Program
- ❖ Afterschool Early Education Program (AEEP)
- ❖ Designated Instruction and Services (DIS) in areas such as:
 - Adapted Physical Education
 - Deaf and Hard of Hearing
 - Speech and Language
 - Visually Handicapped
 - Occupational Therapy
 - Behavioral Intervention
- ❖ Itinerant Special Education Service to:
 - Community Preschools
 - Head Start
 - District Preschool Programs
 - District Early Education Centers
- ❖ Collaborative classrooms with:
 - District Preschool Programs
 - District Early Education Centers
 - Head Start sites
 - Expanded Transitional Kindergarten
- ❖ Preschool Special Day Class
- ❖ Non-Public School or Agency Programs