

Early Childhood Special Education (ECSE) Updates

Update: [Indicators for High Quality Inclusion](#) Re-released

The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families through system and practice refinements. To that end, we developed indicators that address inclusive policies and practices at the state level, with local program leadership, and early care and education environments.

The initiative is co-led by the Early Childhood Technical Assistance (ECTA) Center and the National Center for Pyramid Model Innovations (NCPMI) and includes partners from across the early care and education system. Additionally, a cross-sector partner group of early childhood stakeholders was formed with representation from national TA centers funded by the Offices of Child Care, Head Start, Special Education Programs, and Elementary and Secondary Education, national early childhood professional associations, national organizations, and state agencies. This cross-sector approach brings together different perspectives of the early care and education system in the development and dissemination of the work.

Supporting resource: [POLICY STATEMENT: Inclusion of Children with Disabilities in Early Childhood Programs \(November 28, 2023\) - Individuals with Disabilities Education Act](#)

Think Inclusive Podcast

Lori Miranda, an advocate for inclusive education and the Director of Pre-K Exceptional Student Education (ESE) in Palm Beach County, Florida has been instrumental in implementing inclusive practices for young children with disabilities in their school district, Head Start programs, and community centers. She is featured on a recent episode of the [Think Inclusive](#) podcast: [Palm Beach County's Journey Towards Inclusion for Young Learners with Disabilities](#).

Childhood Outcomes Instrument Crosswalks

The Early Childhood Technical Assistance (ECTA) [instrument crosswalks](#) reference the functional skills assessed by various published instruments with the three child outcomes required by OSEP for IDEA Part C and Part B, Section 619 programs. This resource is a list of all instrument crosswalks requested by states. The crosswalks were generated for instruments based on the frequency of informal requests from states. The list is organized by the date the crosswalk was completed, starting with the most recent. The ECTA Center does not endorse the use of any specific assessment instrument. The two most recent crosswalks are:

- [Early Childhood Development Chart-Third Edition](#)
- [Measure of Engagement, Independence, and Social Relationships \(MEISR\)](#)



ECSE Inclusion Champions Resource Corner:

National Center of Early Childhood Development, Teaching and Learning

In Head Start, we call this ongoing cycle, Teach-Assess-Adjust! Join us to explore how disabilities services coordinators can help education staff to use the Teach-Assess-Adjust process to use highly individualized instruction. Discover resources - including a brand-new mobile app! - that can support ongoing use of the Teach-Assess-Adjust cycle. Join the [Inclusion Series: Teach, Assess, and Adjust for Individualized Instruction at the link.](#)

Upcoming National Early Childhood Conferences

As [conference](#) season gears up in early childhood, we offer this listing of dates to help you plan.

- [National Head Start Association \(NHSA\)](#), April 15–18, Portland, Oregon.
- [National Training Institute on Effective Practices: Addressing Challenging Behavior \(NTI\)](#), April 15–19, Tampa, Florida, *Building Pathways to Belonging*.
- [International Early Childhood Inclusion Institute](#), May 7–9, Chapel Hill, North Carolina and virtual; *All Means All: Embracing Disability and Intersectionality*.

Read more [here](#).

National Deafblindness Resources Available

[The National Center on Deafblindness \(NCDB\)](#) is part of a network of projects for children and youth (birth through 21) with deafblindness. It supports state deafblind projects. States assist educators, agencies, and organizations in acquiring the knowledge and skills to help children with deafblindness learn, access the general education curriculum, and successfully transition to adult life.

To learn more on the [national deafblind child count report](#), processing for [assessing dual sensory loss](#) and more, click [here](#).

Bringing Social, Emotional, and Behavioral Teaching Practices to Pre-K and Kindergarten Classrooms: Implementing the Pyramid Model

It is critical that preschool and kindergarten teachers are intentional about teaching social and emotional skills and intervening when there is challenging behavior. Early educators have identified addressing challenging behavior as one of their greatest needs for professional development. National data suggest that teachers are struggling with addressing young students' behavioral concerns with alarming rates of children being suspended and expelled from preschool classrooms. For more information, visit NCPMI [here](#).