

Early Childhood Special Education (ECSE) Updates

Myths & Facts about Inclusionary Practices- Preschool

Early childhood special education has its fair share of myths and facts about the inclusion of students receiving special education services. These common misconceptions often lead to situations where preschoolers are denied their right to receive instruction in Regular Early Childhood Program (RECP) settings or to spend the maximum amount of time possible playing and growing with their same-aged peers. OSPI Special Education, local Educational Service Districts (ESDs), and the UW Haring Center worked in collaboration to develop this resource to challenge those myths and highlight the facts of why inclusionary practices can work for each and every preschool student.

While there is no roadmap or “one size fits all” process to achieving inclusive education, the intent is for providers to use this document to engage in conversation and inquiry to better understand what best practice and implementation of inclusion looks and feels like. The document is in its final stages of development and is coming soon!

Learn more about the Myths & Facts about Inclusionary Practices [here](#).

Assistive Technology Devices and Services for Children with Disabilities Under the IDEA

New guidance on [Assistive Technology Devices and Services for Children With Disabilities Under the IDEA](#) helps increase understanding of the Individuals with Disabilities Education Act (IDEA) requirements for assistive technology (AT) devices and services. These resources from the Office of Educational Technology (OET) and the Office of Special Education Programs (OSEP) also dispel common AT misconceptions and provide examples of how to use AT devices and services for children with disabilities. Providing children with disabilities with the tools needed to succeed can help break down barriers and create a more inclusive and equitable educational system for all.

Fact Sheet: Advancing Racial Equity in Early Intervention and Preschool Special Education

This [fact sheet](#) provides key information and supporting evidence about racial disparities and inequities for young children with a disability, and questions for state and local leaders seeking to advance equity for all children with disabilities and their families. What we know about equity, or lack thereof, for early intervention ([Part C](#)) and early childhood special education ([Part B, Section 619](#)) authorized under the Individuals with Disabilities Education Act (IDEA) needs



further research. We have intentionally included research on school-age children with disabilities and school-age workforce knowing there are insights and lessons for the early years.

Office of Head Start: Big 5 for All and Children with Disabilities Who are Dual Language Learners (DLLs)

This set of resources helps education staff plan highly individualized culturally and linguistically responsive learning experiences. Explore practices to support children's skills around:

- [Alphabet knowledge and early writing](#)
- [Background knowledge](#)
- [Book knowledge and print concepts](#)
- [Oral language and vocabulary](#)
- [Phonological awareness](#)

Individualizing Instruction for Children with Disabilities Who Are Also DLLs

Watch this 60-minute [webinar](#) to learn about culturally and linguistically responsive environments and individualized teaching practices for children who are DLLs and have a disability.

Transition to Kindergarten

Are you planning to open a TK classroom in the 2024–25 school year? OSPI is in the process of drafting permanent rules for TK programs. Visit the [OSPI TK website](#) for updated guidance and resources.

Please refer to the [Emergency Rules](#) for planning purposes. Permanent rules include additional requirements for notifying OSPI of plans to offer a TK program, a new process for determining community need before expanding or opening TK classrooms, as well as guidance on facilities, curriculum, and professional development. For specific questions, please contact the OSPI [Early Learning department](#).

If you do not receive updates from OSPI, use the link below to sign up today!

- [Sign up for the Early Learning Newsletter](#)

Professional Development Opportunities

[Infant and Early Childhood Conference](#) Registration opens soon!

Much happens during the kindergarten and preschool years that make it special, including welcoming families into the K–12 system, facilitating student success in a developmentally appropriate, standards-based environment, and forging "school readiness" partnerships with

the early learning community. *Celebrate Early Learning!* is offering two days of content targeted specially for kindergarten, Transitional Kindergarten (TK), and preschool. [ESD 123 Celebrate Early Learning! Conference](#)