Early Childhood Special Education (ECSE) Updates

Child Find Self-Assessment Tool

OSEP, with the collaboration and support of the Early Childhood Technical Assistance Center (ECTA Center) and DaSy Center (for Sections II and III), developed this voluntary self-assessment tool to help Local Education Agencies (LEAs) strengthen their child find system with the goal of ensuring children eligible for special education and related services are referred and enrolled.

- OSEP Part B 619 Child Find Self-Assessment (CFSA) | DaSy Center

New Early Support for Infants and Toddlers (ESIT) Practice Guide—Late Referrals: Timelines and Transition Requirements

The new ESIT Practice Guide—Late Referrals: Timelines and Transition Requirements—is now available on the Practice Guidance page of the ESIT website under the dropdown titled *Transition*.

This Practice Guide was primarily written for ESIT professionals but may also be of help to school district special education personnel who work with children transitioning from IDEA Part C services to Part B services.

The Guide explains timelines, requirements, and strategies to expedite services and transition for children who are referred to ESIT close to their third birthday.

Highlights include:

- Criteria and requirements for each of the three categories of late referrals.
- Strategies to expedite transition for each of the three categories.
- Tips and requirements for communicating with families for each category of referral.
- Example scenarios.

For questions about the Practice Guide, please contact Laurie Thomas, ESIT Service Delivery/Technical Assistance Manager.

Washington Office of Superintendent of
PUBLIC INSTRUCTION

Washington Pyramid Model Implementation Practices Training: Implementing Inclusive and Equitable Pyramid Model Practices: WAPM Module 1 & 2 Training–Registration NOW OPEN

October 2nd & 9th, 2024 | 9:00 am-4:00 pm | Virtual

This intensive two-day training event is for Washington Pyramid Model classroom practitioners, practitioner coaches, implementation specialists, program coaches, administrators, and professionals facilitating the development of individualized behavior support plans.

This training will provide participants with a comprehensive overview of the Washington Pyramid Model. Modules 1 & 2 provide content to support programs serving preschoolers and/or infants and toddlers. The training content will cover each level of the Pyramid Model training. Training will be delivered to implementation practitioners and tailored to meet their needs. Additionally, this training provides participants with instructional strategies to support children identified with disabilities in inclusive settings.

Strategies are focused on: (1) relationship-building; (2) emotional literacy; (3) social skills; (4) calm down strategies; (5) problem-solving strategies; (6) building routines; (7) prompting; and (8) instructional practices such as embedded instruction.

The purpose of these trainings is to build participants' knowledge in developing high quality inclusive programs as well as promoting developmental growth, a sense of belonging, and meaningful friendships for all children. This two-day event is simply the first of many supports to practitioners in achieving high fidelity implementation of the Pyramid Model.

To register, visit the [pdEnroller page](). For more information, please contact [Apurva Wikstrom]().