

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 obtained, 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.

Eligibility is determined at an Individualized Education Program (IEP) meeting. The IEP team consists of parents, teachers, and other professionals. A child may be eligible if the assessment identifies needs that correspond with the following areas:

- Multiple disabilities
- Specific learning disability
- Speech and language impairment
- Hearing and/or vision impairment
- Orthopedic/other health impairment
- Intellectual disability
- Serious emotional disturbance
- Autism
- Established medical disability
- Traumatic brain injury

The team develops a written Individualized Education Program (IEP) that includes a child's strengths and needs; identifies goals and objectives; and offers supports and services in order to ensure progress.

PROGRAM STAFF

Service personnel may include:

- Special education teachers
- Special education assistants
- General education teachers
- Social workers
- School psychologists
- Speech/language pathologists
- Occupational therapists
- Physical therapists
- Adapted physical education teachers
- Low incidence specialists
- School nurses

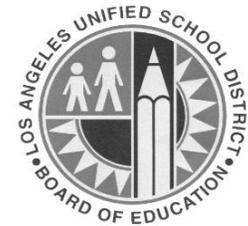
LEGAL MANDATES

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

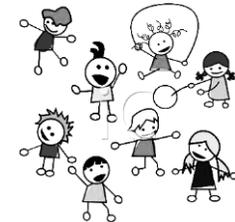
- Identification and assessment of children with potential special education service needs
- Development of an Individualized Education Program (IEP)
- Implementation of supports and services

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Special Education



Early Childhood Special Education Supports and Services



A summary of services provided by
Early Childhood Special Education
Division of Special Education
Los Angeles Unified School District
333 S. Beaudry Ave. 17th Fl.
Los Angeles, CA 90017

213-241-4713 phone
213-241-8932 fax

<http://sped.lausd.net/>

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 service personnel:

- 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.

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.



PRINCIPLES OF EARLY CHILDHOOD EDUCATION

CURRICULUM, what a child is taught, encompasses a child's total experience and environment. Preschool curriculum is designed to promote learning suitable to the child's age and experience.

PLAY is considered the natural way of learning for young children. Play provides opportunities for concrete experiences, decision making, use of imagination, and skill acquisition. When a child's development of play is of concern, activities are designed to promote positive and functional play skills.

The **PHYSICAL ENVIRONMENT** must be safe and organized to encourage exploration, problem solving, and the use of social skills. The environment should have easy access to appropriate materials, yard, and restrooms.

The **LEARNING ENVIRONMENT** should provide rich activities, that are intentionally designed, to promote language, socialization and pre-academic skill building opportunities.

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

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 include:

- Infant/preschool transition program
- Intensive language education program
- Preschool phonological groups
- Designated instruction and services in areas such as:
 - * Adapted physical education
 - * Deaf and hard of hearing
 - * Speech and language
 - * Visually handicapped
 - * Occupational therapy
- Itinerant special education service to:
 - * Community preschools
 - * Head Start
 - * District preschool programs
 - * District early education centers
- Collaborative classrooms with District preschool programs and early education centers
- Preschool mixed special day classes
- Preschool intensive special day classes
- Categorical preschool special day classes
- Intensive therapy clinics
- Behavior intervention consultation
- Non-public school or agency programs
- Itinerant support for transition to kindergarten

