

QPAS PROGRAM REVIEW

Program Title: Preschool Special Education

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Period Covered: FY 2002–2003

Program Intent

Program Purpose

Preschool special education staff members identify, evaluate, and provide instructional services for children 20 months to 5 years of age who have been referred to Fairfax County Public Schools (FCPS) and who have been found eligible for special education. In addition, children who are deaf or hard of hearing receive services beginning in infancy. Program objectives are designed to (1) emphasize research-based, quality early childhood services to address individual child needs and to provide parent support; (2) focus on instructional strategies that promote learning and interaction with other children, adults, materials, and the environment/community; and (3) promote a partnership with parents/families, the school system, and the community preschool staff to meet individual child needs.

Goal 1: Preschool staff will provide a variety of instructional options that are responsive to the needs of individual preschool children.

Objective 1A: By June 2003, 100 percent of children will make progress on 80 percent of their IEP goals and objectives, as documented in end-of-the-year teacher surveys.

Objective 1B: By June 2003, the preschool teachers will provide suggestions to the preschool/noncategorical elementary program specialist through a teacher survey about strengths and needs of preschool services for use in program development, as documented in end-of-the-year teacher surveys.

Objective 1C: By June 2003, the preschool staff will be provided opportunities to expand skills in meeting student needs through monthly staff development offerings, as documented by workshop announcements and by participant lists.

Objective 1D: By June 2003, post-test scores of preschoolers will show an increase over pre-test scores, as measured by the *Brigance Diagnostic Inventory of Early Development*, the *Learning Accomplishment Profile - Diagnostic*, or the *Battelle Developmental Inventory*.

Goal 2: Increase parents' knowledge and understanding about their children's needs and about developmentally appropriate ways to stimulate their children's skill acquisition.

Objective 2A: By June 2003, preschool staff (specialists and/or teachers) will provide an array of information and requested services (e.g., articles, workshops) for parents and community preschool staff members, as documented by individual home activity sheets, preschool specialists' logs, workshop announcements and agendas, and workshop participant data.

Objective 2B: By June 2003, preschool teachers will provide parents with opportunities for discussions about their child's individual instructional goals and objectives, as documented on teachers' individual parent contact grids.

Objective 2C: By June 2003, preschool staff will develop and disseminate newsletters to parents with early childhood special education information, including suggested home activities.

Goal 3: Increase communication, cognitive, motor, and social development skills of children with autism spectrum disorders in Preschool Autism Classes (PAC).

Objective 3A: By June 2003, all PAC teachers and instructional assistants will receive training and monthly support in incorporating discrete trial training into instructional activities, as documented by workshop announcements, participant lists, and logs maintained by preschool specialists.

Objective 3B: By June 2003, all PAC staff will maintain records of each child's progress, as documented in each child's student record book, to assist in planning instruction for each child.

Objective 3C: By June 2003, PAC staff will inform parents about their child's needs and progress toward IEP goals and objectives, as documented by anecdotal records, progress reports, and the student record book.

Objective 3D: By June 2003, preschool children receiving PAC services will demonstrate an increase in skills, as shown by pre- and post-test scores, using the *Brigance Diagnostic Inventory of Early Development*.

Objective 3E: In response to a June 2003 survey, 100 percent of parents of children in PAC classes will indicate satisfaction with the PAC model for meeting their children's needs.

Goal 4: Increase preschool children's skills in preparation for their transition to kindergarten-level services.

Objective 4A: By June 2003, monthly preschool workshops and teacher meetings will focus on important topics related to child development and developmentally appropriate activities, as documented by workshop announcements, teacher meeting agendas, and participant lists.

Objective 4B: By June 16, 2003, 90 percent of IEPs for transitioning preschoolers with continuing special education eligibility will be completed collaboratively by preschool and kindergarten teachers.

Objective 4C: By June 2003, resources and supports requested by teachers in a spring 2002 staff development survey and fall 2002 needs assessment will be provided, as documented by a preschool program listing of items purchased, documentation in preschool specialists' logs of supports provided during the year, and data on workshop participation.

The purpose, as well as the goals and objectives, for preschool special education services have remained the same during the two-year review period. However, services provided for preschool children with autism in a reduced ratio model (FY 2002) were redesigned and are referred to as Preschool Autism Classes (PAC) with implementation beginning in FY 2003.

Nature of the Program/Intervention(s)

Preschool services are designed to meet the needs of children from age two to five who have disabilities and from birth for children who are deaf and hard of hearing. Preschool services include child find, developmental screenings, evaluation, determination of eligibility for special education services, and a continuum of special education services for eligible students, as well as parent support and education.

Child Find. As required by the Individuals with Disabilities Education Act (IDEA) and Regulations Governing Special Education Programs for Children with Disabilities in Virginia, "child find" services actively reach out to the local community to assure public awareness about special education services available to preschoolers and their parents. Preschool teachers work with community agencies, more than 500 community preschools, and parents to identify children who may need special education services and then provide those services to children who are eligible. As part of child find responsibilities, teachers provide pre-intervention services in the community, including workshops on topics related to preschool development. Teachers also consult with community preschool teachers and parents about accommodations that may be made to assist children in having successful learning experiences. These supports often alleviate the need for further assessments that might lead to special education services. However, FCPS preschool staff provides developmental screenings.

Developmental Screenings/Eligibility. As a result of these screenings, some children with suspected developmental delays are referred for comprehensive evaluations to determine if special education services are required. An eligibility committee reviews the evaluations and determines if the child is eligible for special education services.

For students who are found eligible, an Individual Education Program (IEP) team determines goals and objectives as well as services to address the child's needs. Preschool services may be delivered in the home, in community preschools, or in full- or half-day class-based settings in FCPS elementary schools.

Preschool Special Education Services. Level 1 services (home-resource) may be provided in (1) the child's home, (2) Family and Early Childhood Education Program (FECEP) classes, and/or (3) community preschools or day care settings.

Level 2 services (class-based services) are provided in elementary schools, and include (1) self-contained classes serving preschoolers with a variety of developmental delays, (2) preschool children with disabilities integrated with FECEP in a collaborative model called the Early Childhood Integration Program (ECIP), (3) Preschool Autism Classes (PAC) for children with characteristics of an autism spectrum disorder, and (4) classes for children who are deaf or hard of hearing. Collaboration and staff development between special education and general education preschool teachers is encouraged. All preschool teachers use the *Preschool Program of Studies* and developmentally appropriate activities as the basis for instruction. Preschool teachers provide parent support including parent workshops, home visits, parent observations, and a variety of communication vehicles (e.g., notebooks, electronic mail, telephone, newsletters). There are several opportunities for integration of preschoolers with disabilities with typically developing peers. In addition to the ECIP model, eight preschool sites provide opportunities for children with disabilities to learn with typically developing peers from the community.

Additionally, a resource-level child was added to the caseload of each noncategorical, class-based teacher (120 children) assigned to half-day in-school teaching responsibilities and half-day home visit responsibilities.

Preschool Autism Classes. During the review period, two major changes occurred in preschool services. Preschool services for children with Autism Spectrum Disorders were redesigned for FY 2003 and are now provided through the PAC model.

Preschool Autism Classes (PAC) are full day and provide services to meet the needs of children with autism spectrum disorders. During the review period, services were redesigned for preschool children with autism through a collaborative effort involving preschool teachers, parents, and Office of Special Education staff. A comprehensive program, based on the principles of Applied Behavior Analysis (ABA), is provided to support each child's development. Discrete trial teaching is provided in one-on-one and/or small group settings as appropriate. Additional learning opportunities are available for children, including participation in activities with other preschool children.

During FY 2002 and FY 2003, intensive staff development was provided for all PAC staff on topics such as discrete trial teaching, assessment and data collection, communication, and addressing behavioral needs of preschoolers with autism. During FY 2003, FCPS contracted with Ronald B. Leaf, Ph.D., internationally recognized consultant and co-director of Autism Partnership (Seal Beach, California), to provide several workshops for staff and parents on ABA. During FY 2004, Dr. Leaf and Autism Partnership staff are scheduled to provide a series of

workshops for staff and parents, as well as ongoing consultations to staff regarding the instructional program for children with autism at the preschool and elementary levels. Teachers and instructional assistants in the 17 PAC classes also receive ongoing and intensive support from preschool and autism specialists who comprise a core team of individuals identified to help in assessing and responding to the children's needs. Preschool social workers also provided parent support groups to address the needs of families.

Deaf and Hard of Hearing. Preschool services for the deaf and hard of hearing are for children from birth to five years of age. These services are provided collaboratively with the Fairfax/Falls Church Infant & Toddler Connection, under the auspices of the Fairfax Community Services Board.

Number and Location of Sites

Locations for Preschool Child Find/Home Resource services for FY 2002 were Devonshire and Lorton Centers. During the two-year review period, the preschool program focused on increasing locations for preschool registration and screening to make Preschool Child Find services more convenient and accessible to parents. Services were added at Rocky Run. Registration and screening services were also provided at two Fairfax County Office for Children Head Start locations, at a community child care center, at homeless shelters, and in the homes of two-year-olds and of many Spanish-speaking families with children transitioning into school system services. In FY 2004, registration and screening services have been added at the Herndon Neighborhood Resource Center and at Seven Corners Day Care Center.

During the review period, preschool class-based classes, located at 32 elementary schools, have increased. These services are available in two of the new elementary schools (Colin Powell and Island Creek), which opened in FY 2004. Preschool Autism Classes are collocated with non-categorical preschool classes at 16 of 32 elementary schools. PAC classes increased from nine in FY 2002 to 17 for FY 2004. Based on the increasing preschool enrollment, additional classes (both class-based and PAC) will be required during FY 2004.

Three elementary schools (Camelot, Canterbury Woods, and Mantua) provide services for preschoolers (birth to 5 years of age) who are deaf or hard of hearing. Parent-infant services, provided collaboratively with staff from the Infant & Toddler Connection of Fairfax/Falls Church, exist at all three sites for children birth to two years of age who have been found eligible for services. The Infant & Toddler Connection provides the non-instructional services (e.g., service coordination and nutrition services) required by IDEA, while an FCPS infant educator provides instruction for the parent and child.

Since FY 2001, a Fairfax County Public Schools (FCPS)/Fairfax County Office for Children collaboration program has existed at Higher Horizons Head Start Center with registration, screening, and instructional services delivered by FCPS staff assigned to that site. Other locations are being considered for a similar integrated, community-based model. By increasing FCPS teacher time at these locations, which have a high number of children with IEPs who attend a class-based preschool for half a day, more children can have their needs met in the natural environment as required by federal and state laws. These integrated services support the

federal and state requirements for a seamless system of services for children and parents. FCPS staff members (administrative and teacher level) have met with administrative staff and teachers from these locations to plan these changes in service delivery.

Groups Targeted for Impact

The targeted group is all preschool children with disabilities, 20 months to 5 years of age, as well as infants and toddlers who are deaf or hard of hearing. In addition to the growth in the number of children with autism spectrum disorders, the number of children with multiple disabilities who are medically fragile has increased. Some of these children are healthy enough to participate in classroom settings and attend with a nurse or receive public health training-assistant support for their personal care needs.

In FY 2002, approximately 2,000 children received services from preschool staff. During FY 2003, approximately 2,100 received services. This includes children who received initial screenings only with no further services required, as well as children who were found eligible for and received special education services.

Program Organization

Program Staff

In FY 2003, preschool special education staff includes the following:

- School-based: 316.0 FTE, including teachers, instructional assistants, and public health training assistants, and an audiologist.
- Home-resource teachers: 62.5 teachers serving in home or community preschools
- Central office staff: 6.0 FTE, including 1.0 FTE preschool/noncategorical elementary program specialist, 2.0 FTE preschool specialists for the Preschool Child Find/Home Resource locations, and 3.0 FTE preschool specialists working with the 32 class-based locations
- Social workers: 3.0 FTE
- Full-time administrative and office assistants: 4.25 FTE at Child Find sites at Devonshire and Lorton and supporting the overall program at Belle Willard Administrative Center.

The preschool/non-categorical program specialist is required to have a postgraduate professional license with endorsement in a special education teaching field and in administration.

The total number of preschool teachers decreased from FY 2002 to FY 2003 as a result of adding a resource-level child to each class-based teacher's caseload. FY 2004 begins with 207.0 FTE teachers. All teachers must be endorsed in early childhood special education. Teachers of children who are deaf and hard of hearing also are endorsed in deaf education. Preschool specialists are endorsed in early childhood special education as well as administration and supervision and/or curriculum and instruction.

The pupil-teacher ratio for preschool class-based teachers changed in FY 2003 from 8 children to a teacher and an instructional assistant to 9 children (8 class-based children and one home resource child) to a teacher and an instructional assistant. The pupil-teacher ratio for PAC teachers is 5 children for a teacher and two instructional assistants. The pupil-teacher ratio for resource teachers is 12 children per teacher.

Organizational Structure

The preschool/non-categorical elementary program specialist reports to the coordinator for early childhood/elementary programs who reports to the director for early childhood/elementary programs in the Office of Special Education. The organizational structure has not changed during the review period.

All five preschool specialists are supervised and evaluated by the preschool/non-categorical elementary program specialist. Specialists meet weekly to collaborate and to ensure effective implementation of the program. At least monthly, the specialists meet with other staff members who work closely with preschool staff and children (preschool social workers, preschool diagnostic center representatives, Integrated Technology Services teachers, and therapy services and FECEP representatives). The preschool specialists distribute information at monthly preschool teacher meetings, with copies to principals who supervise preschool classes. Other means of communication include meetings with preschool site principals (at least twice a year), electronic mail, written guidelines, and an intranet preschool folder.

Principals evaluate preschool class-based teachers, with the preschool specialists providing ongoing curriculum support. The two preschool specialists who serve as program managers for the Preschool Child Find/Home Resource services evaluate preschool home resource teachers.

During FY 2003, the coordinator for early childhood/elementary programs, the preschool/non-categorical program specialist, and the preschool specialists met throughout the year to review and revise the preschool vision, mission, and goals and to develop additional ways to enhance services for preschool children and families. As a result of this work, preschool specialists and all preschool teachers will focus on increased collaboration and ways to bring more preschool services closer to home for children and families. These efforts will continue in FY 2004.

Training/Staff Development

Staff development is provided through (1) workshops on designated Mondays and on the designated in-service days in August and January, (2) in-service activities at monthly teacher meetings, and (3) school-based workshops.

The purpose of training is to (1) expand staff skills in meeting the needs of preschool children and their parents; (2) increase teachers' knowledge about specific educational strategies and assessment tools; and (3) provide information about federal, state, or local laws, regulations, and initiatives. Many workshops are mandatory because of the importance of the topic to program implementation. Workshop evaluation summaries are used to determine effectiveness of training,

as well as to help in planning for future topics and presenters. Preschool specialists follow up with preschool staff about workshop information as appropriate. Workshop topics for FY 2004 will continue to be selected based on (1) program and departmental emphases; (2) preschool specialists, principal, and other specialist observation; and (3) input from teachers, including end-of-the-year teacher surveys, as well as informal parent input.

Staff development purposes have remained the same over the two-year review period with topics focused on identified program needs (see Appendices A and B). During FY 2003, topics focused on increasing class-based teachers' skills in assessment and instruction for children with speech and communication delays. Ongoing, intensive staff development continued for all PAC staff (see Appendix C), as well as for other preschool special education staff, on topics related to autism spectrum disorders. The preschool emphasis on collaboration with FECEP teaching teams continued as well with the establishment in FY 2003 of learning communities studying collaboration and inclusion. For FY 2004, preschool and FECEP will provide staff development for ECIP teaching teams through Leadership Academy seminars. For FY 2004, a number of 195-day workshop offerings have been added. (Appendices are discussed in the Program Impact section of this document.)

A variety of workshop activities were provided during the review period. Workshops and support groups designed specifically for parents of children with autism spectrum disorders were offered. Parent workshop evaluations emphasized the value of these workshops and of the parent support groups led by preschool social workers.

Program Implementation

Preschool instructional services are individualized for each child. All teachers work very closely with parents, modeling ways to stimulate their children's development during typical home and community activities. Teachers make regular visits either to the home or to the community setting the child attends. Guidance on activities to foster skill development is provided. Teachers and instructional assistants work very closely with related services staff (physical and occupational therapists, speech/language clinicians, itinerant vision and hearing teachers, social workers) to meet individual child needs and to support parents.

Preschool classes that existed in FY 2002 and FY 2003 are at full implementation, with some new classes added in FY 2004. In FY 2003, the 13 Preschool Autism Classes were at initial implementation because of the redesigned instructional program. Over the course of FY 2003, four PAC classes were added. In FY 2004, the 17 classes are at full implementation. Extensive support through workshops, consultation, and preschool specialist visits is ongoing.

Teacher implementation of the preschool curriculum undergoes continuous review by preschool specialists to assure appropriate implementation for children. During FY 2003, to support program implementation, Dr. Ronald Leaf of Autism Partnership (Seal Beach, California) provided training in the principles of Applied Behavior Analysis, including the application of discrete trial teaching techniques in the classroom setting. This training by Dr. Leaf and Autism Partnership staff, as well as ongoing classroom guidance, will continue for preschool staff during FY 2004.

Program Impact

The impact of preschool services was measured by collecting a variety of data and information about services, visits to preschool sites, observations in homes or community preschools, presentations to staff and parents, and information from parents attending parent support groups.

Goal 1

One goal of the preschool program is that staff will provide a variety of instructional options that are responsive to the needs of individual preschool children. A review of the data follows:

- A sampling of teachers from each cluster and from each home-resource location showed that approximately 89.9 percent of children progressed on 80 percent of their IEP goals and objectives. There are a variety of reasons that some children did not progress on IEPs at the 80 percent level. These include (1) parent decision to access a less intensive level of service than the IEP team recommended, (2) child's sickness or low attendance, and (3) identification of additional disabilities or new areas of delay. Progress for all children continues to be a primary preschool program goal. (Objective 1A)
- Preschool teachers provided comments about FY 2003 preschool services strengths and needs on the end-of-the-year teacher survey. Strengths of preschool services reported in teacher surveys included (1) home visits; (2) working with community preschool staff; (3) the teacher-pupil ratio; (4) collaboration across disciplines (teacher, therapists, general education, and community preschool); and (5) inclusive activities with FECEP, community preschools, and Head Start centers. Suggestions included (1) less paper work, (2) fewer home visits for some parents and more for others, and (3) possible staff development topics (e.g., communication development, strategies for responding to behavioral delays). The preschool specialists are reviewing teacher survey suggestions to plan FY 2004 emphases and support. (Objective 1B)
- During FY 2002 and FY 2003 preschool staff members had various opportunities to expand their skills in meeting students' needs (e.g., workshops on designated in-service Mondays and the two full-day staff development days in August and January, staff development at monthly teacher meetings, and FCPS Academy course offerings). These are documented in Appendix A and Appendix B with numbers of participants (i.e., teachers, instructional assistants, specialists) listed for each. Workshop announcements and participant lists are available. (Objective 1C)
- Pre- and post-testing data collected in January and June 2003 showed that 97.37 percent of children receiving preschool services who were assessed with the *Brigance Diagnostic Inventory of Early Development* showed an increase on the post-test as compared to the pre-test scores. A sampling of children who were assessed in FY 2003 using the *Battelle Developmental Inventory* and the *Learning Accomplishment Profile – Diagnostic* showed that all children made progress between pre- and post-

testing. For FY 2004, the *Brigance* is the primary instructional assessment tool being used with preschool children for monitoring ongoing progress. For children with fluency and articulation delays, other measures will be used. (Objective 1D)

Goal 2

Another goal for the preschool program was to increase parents' knowledge and understanding about their children's needs and about developmentally appropriate ways to stimulate their children's development in all areas. A review of the data follows:

- During FY 2003, preschool staff members provided an array of services and supports for parents and community preschool staff. Examples include (1) home and school visits with activities suggested; (2) articles, books, videotapes, CDs, and web site information; (3) parent workshops and support groups; and (4) community preschool presentations. Documentation about home visits, workshops, and support groups led by preschool social workers is available. One hundred percent of participants in support groups indicated they were beneficial. End-of-the-year parent survey results commented on the importance of having the child's teacher visit in the home, having one-to-one time with the teacher, observing the teacher working with the child, and being able to ask questions of the teacher. Parents' suggestions included continued close work with the teacher, continuing with the same teacher year-to-year, and translating documents into their primary language. Parent survey information is available, as well as participants' lists and an evaluation summary for each workshop. (Objective 2A)
- During FY 2002 and FY 2003, preschool teachers provided numerous opportunities for discussions with parents about individual children's instructional programs and progress. Communication was facilitated by (1) summarizing home visit activities on the Preschool Home Visit Review sheet, (2) daily communication notebooks or summary sheets, (3) phone calls, (4) electronic mail, and (5) parent newsletters. Documentation or samples of all types of communication are available. (Objective 2B)
- During FY 2002 and FY 2003, preschool staff developed parent newsletters to provide information on specific school-based activities and on a variety of early childhood topics related to the instructional program. Often home and community activities were suggested. Sample copies of parent newsletters are available. (Objective 2C)

Goal 3

A third goal focused on increasing the communication, cognitive, motor, and social development skills of children with autism spectrum disorders in redesigned Preschool Autism Classes. A review of the data follows:

- During FY 2003, all teachers and instructional assistants in PAC classes received at least monthly training and on-site support in incorporating discrete trial teaching into instructional activities, as documented by workshop announcements, participant lists, and preschool specialists' notes. Appendix C lists the FY 2003 workshops and monthly support meetings. (Objective 3A)
- During FY 2003, all PAC staff kept individual record books detailing each child's progress on IEP goals and objectives to assist in planning the instructional program for children. Samples of data kept in student record books are available. (Objective 3B)
- During FY 2003, preschool teachers kept parents informed about their child's needs and about their child's progress on IEP goals and objectives through (1) daily communication notebooks, (2) parent observations in class, (3) phone calls and electronic mail, and (4) occasional home visits. PAC teachers suggested (1) shorter hours for PAC, (2) more home visits with parents, (3) more activities (particularly play) with class-based preschoolers, and (4) more planning time. Teacher feedback indicated that the decrease in the number of home visits necessitated by the full-day PAC model reduced their ability to support parents in structuring their home environment to foster skill development. (Objective 3C)
- During FY 2003, 96.55 percent of preschool children (28 of the 29 children who had pre-testing completed by December 20, 2002, and post-testing completed by June 2003) receiving PAC services showed an increase in post-test scores over pre-test scores, as measured by the *Brigance Diagnostic Inventory of Early Development*. (Objective 3D)
- The June 2003 parent survey was returned by 32 of 75 (43 percent) PAC families. These surveys confirmed parents' satisfaction with PAC services. In the surveys, parents responded positively with respect to the frequent reports on their child's progress, as well as the training and support groups provided for parents. In addition, 28 percent emphasized the value of parent workshops and parent support groups; 41 percent of those responding commented that they benefited from home visits and indicated that they would like more home visits; and 100 percent of support group participants commented that these groups were beneficial. Summaries are available for review. (Objective 3E)

Goal 4

A fourth goal was to increase preschool children's skills in preparation for their transition to kindergarten-level services. A review of the data follows:

- During FY 2002 and FY 2003, staff development was offered through monthly preschool workshops, monthly teacher meetings, Make-It/Take-It workshops, and FCPS Academy course offerings. Training focused on topics related to child development and developmentally appropriate activities. Appendix A and Appendix B include listings of

FY 2002 and FY 2003 offerings. Workshop announcements, teacher meeting agendas, and participant lists are available. (Objective 4A)

- By June 16, 2003, preschool and elementary school staff completed 85 percent of the 785 IEPs needed for students transitioning from preschool to kindergarten-level services. Of the children leaving preschool services because of age, 18 percent were ineligible for continuing special education services at the kindergarten level. The goal of 90 percent of IEPs completed by the end of the school year continues to provide an opportunity for parents and receiving schools to prepare collaboratively for each child's kindergarten placement. Preschool and kindergarten-level teachers work towards this goal in a number of ways: (1) workshops about the transitioning preschoolers, (2) school visits, and (3) student observations in preparation for IEPs. Generally, IEPs that were not completed by the end of the school year were the result of a parent request for a delay or the need for additional outside/private evaluation information. (Objective 4B)
- During FY 2003, 100 percent of resources (e.g., materials, equipment, professional books) and supports (e.g., targeted staff development, on-site consultation) requested by teachers was provided, as documented by a preschool program listing of items purchased, preschool specialists' notes of supports provided during the year, and data on workshop participation. These data are available for review. (Objective 4C)

Program Budget and Expenditures

Preschool Special Education

	FY 2002 Approved		FY 2003 Approved	
	School-Based	Nonschool-Based	School-Based	Nonschool-Based
FT Salaries	\$15,455,001	\$206,536	\$15,824,442	\$160,353
PT Salaries and OT	179,880	0	190,150	0
Employee Benefits	3,757,252	50,211	3,979,038	40,173
Operating Expenses	454,885	0	337,160	0
Total Cost	\$19,847,018	\$256,747	\$20,330,790	\$200,526
Positions	391.8	4.5	388.3	3.5
Program Total		\$20,103,765		\$20,531,316
Offsetting Revenue		\$1,333,752		\$1,186,070
Net Cost		\$18,770,013		\$19,345,246
Total Positions		396.3		391.8
Number of Schools/Sites		34		35
Number of Services		1,828		1,792

Preschool program expenditures totaled \$20,531,316 in FY 2003, an increase of \$427,551 over the prior fiscal year. The increase in expenditures was due to market scale and step increases for contracted personnel and the increased cost of employee benefits. The increases were offset by a decrease of 4.5 FTE in FY 2003. The decrease was due to a lower projection of the number of preschool students to be served during FY 2003 and to a revised staffing formula that allowed preschool class-based teachers to serve home-resource students.

Conclusions/Recommendations

Data collected during the review period show that the preschool program provides a variety of instructional options that are responsive to the needs of individual preschool children. In addition, parents are kept informed about their children's progress and about ways to support their development at home and in the community. A major focus of preschool services during the review period has been on increasing communication, cognitive, motor, and social development of children with autism spectrum disorders in Preschool Autism Classes (PAC). Beginning in FY 2003, FCPS staff received consultation from and training by Dr. Ronald B. Leaf, co-director of Autism Partnership of Seal Beach, California (Appendix C). This consultation and support will continue in FY 2004.

During the review period, teachers used one of three FCPS-approved assessment instruments to monitor child progress in areas of delay. To monitor child progress across all preschool service delivery options, the *Brigance Diagnostic Inventory of Early Development* will be used as the primary instructional assessment instrument during FY 2004. Pre- and post-test results will continue to be monitored across all preschool service delivery models. Progress on IEP goals and objectives will also continue to be monitored by teachers and preschool specialists in collaboration with principals.

During FY 2003, preschool teachers were asked to provide feedback on strengths and needs of preschool services. Preschool specialists will use this information as they review preschool program needs and make decisions about supports for individual sites, as well as program-wide supports. In FY 2004, in addition to surveying teachers, a survey of preschool instructional assistants will be conducted to identify training needs related to working with preschool children.

During the review period, training offered to preschool staff has focused on important topics related to child development and the provision of developmentally appropriate activities (Appendices A & B). This training will continue. There will also be an emphasis on training of staff and collaboration between preschool and kindergarten teachers to facilitate the transition process. Collaboration between these two groups of teachers has increased over the review period as children transitioned into kindergarten services. An emphasis on increased consultation will continue in FY 2004.

In FY 2004, preschool administrative staff will work closely with Dr. Ronald B. Leaf and Autism Partnership staff to ensure that necessary supports are in place for Preschool Autism Class teachers, instructional assistants, and related services staff to provide high quality services based on the principles of Applied Behavior Analysis for preschool children with autism spectrum disorders. These services include providing ongoing information to parents about their children's progress on their goals and objectives. The focus on implementing discrete trial teaching into instructional activities and ongoing data collection on students' progress toward IEP goals will continue.

Training by Autism Partnership will continue in order to ensure that staff has the knowledge and skills to implement effective instruction in the classroom for children with autism spectrum

disorders. Autism Partnership will also continue to provide training for parents on the principles of applied behavior analysis, so that parents gain knowledge about how to support their children more effectively in the home.

Preschool staff members will continue to work closely with community agencies and other FCPS departmental and elementary school staff members to ensure a seamless system of services for children and parents during the transition process into and out of preschool special education services. For FY 2004, topics for staff development activities will be selected that support staff in carrying out these responsibilities. Additionally, preschool specialists will continue to respond to individual school staff requests to determine what supports are needed for individual children and to carry out instructional responsibilities.

Appendix A**2001–2002 Preschool In-Services Summary**

Date	Topic
8/20/01	Planning for Full-Day Classes - Expanding Classroom Services
8/29/01	Foundations of High Scope Curriculum - Sharon Glynn
8/30/01	Heart Saver CPR
9/04/01	Dr. Phil Strain - Creating Positive Environments for Children - Dealing with Challenging Behaviors
9/04/01	Strategies for Working with Children with an Autism Spectrum Disorder
9/24/01	Monthly Meeting for Full-Day Staff
9/26/01	Training Topics: Universal hygiene, home visits, role of public health nurse, petty cash, travel reimbursements, classroom environment, and data collection
10/01/01	Woodcock Johnson and LAP-D Training
10/01/01	Instructional Strategies for Treating Preschool Fluency Disorders - Tara Tullius
10/22/01	Monthly Meeting for Full-Day Staff
10/22/02	Early Childhood and Integration Program (ECIP) Integration Training Series
10/23/01	IEP Training
10/30/01	Individual Family Service Plan Training - Virginia Forms; Individual Transition Conference Request Training
11/12/02	Early Childhood and Integration Program (ECIP) Integration Training Series
11/26/01	Monthly Meeting for Full-Day Staff
1/14/02	Strategies for Difficult Family Issues, Part I
1/14/02`	Monthly Meeting for Full-Day Staff

- 1/14/02 Early Childhood and Integration Program (ECIP) Integration Training Series
- 1/29/02 Using Music Therapy for Preschool Level
Basics of Discrete Trial Training (DTT) - Susan Wigton (a.m.)
Integrating Discrete Trial Strategies into the Instructional Program - Susan Wigton (p.m.)
Speech-Sound Intervention: Successful Strategies and Intervention Planning
Positive Behavior Programming for Young Children
Strategies for Dealing with Difficult Family Issues, Part II - Preschool Social Workers
- 2/15/02 Batelle Developmental Inventory Training
- 2/25/02 Monthly Meeting for Full-Day Staff
- 3/04/02 Early Intervention/FCPS Individual Transition Conferences for Parents of Two Year Olds Possibly Moving to School System Services
- 3/04/02 Early Childhood and Integration Program (ECIP) Integration Training Series
- 3/05/02 Brain Gym
- 3/18/02 Monthly Meeting for Full-Day Staff
- 4/15/02 Early Childhood and Integration Program (ECIP) Integration Training Series
- 4/22/02 Monthly Meeting for Full-Day Staff
- 5/13/02 Meeting the Needs of Diverse Families
- 5/20/02 Early Childhood and Integration Program (ECIP) Integration Training Series
- 5/27/02 Monthly Meeting for Full-Day Staff
- 6/28/02 Discrete Trial Training

Teachers of Twos Meetings

October 23, 2001

February, 2002

May 7, 2002

Appendix B

Preschool In-Services 2002–2003 School Year

Date	Title/Presenters	Participants
8-12-02	Preschool Principals Forum	3 PRS, 10 AP 11 principals, 1 spec 1 T/TAC
8-28-02	Emotional Development of Preschool Children – D. Thompson	81 T, 2 IA, 1 FECEP 1 parent-infant
8-28-02	Come On, Let's Sing – Integrating Music Throughout Your Day – A. Gardiner	30 T, 8 IA
9-30-02	Bridging into Home Services – AKA what the Bag Ladies Do – C. Donahoe, M. Wilkinson and M. Radke	54T, 2 IA, 1 spec
9-30-02	PS/CB Staff Working with PAC Classes – M. Blair and E. Barker	
9-30-02	Bridging into Home Instruction Services – M. Wilkinson, C. Donahoe, and M. Radke	14 T
10-4-02	New PS Teachers and IAs	10 T, 14 IA, 1 spec
10-8-02	Teachers of Twos	19 T, 3 spec, 1 SW, 1 ITS
10-25-02	Learning Accomplishment Profile – Diagnostic (LAP-D) Training – M. Jones	
10-28-02	Home Resource Training – Preschool and Kindergarten Behavioral Scale and Social Competency Behavioral Evaluation (SCBE)	32 T
11-4-02	IEPs and Progress Reports – Training for New Teachers – N. Conners	19 T
11-18-02	What's an Emotional Disability, What's a Conduct Disorder – Dawna Thompson	31 T, 2 IA, 2 psych 1 spec
11-18-02	Time Management – How Can I Possibly Get Everything Done and Remain Sane (T/TAC) – J. Fontana/C. Ganley	25 T

1-13-03	Woodcock-Johnson Revised (W-JR) Test Training – L. Vera, M. Jones	21 T
1-13-03	Administration of Preschool Language Scale – 3	
1-13-03	Do As I Do AND As I Say – Bonnie Czekanski	
1-27-03	Training on Eligibility Requirement for Community Educational Representative – M. Blair and S. Fahey	18 T, 2 SW
2-11-03	Teachers of Twos	12 T, 1 ITS
3-3-03	How to Get Started in Addressing Preschoolers' Articulation Delays – A. Wright and H. Wexler	59 T, 2 spec 2 interns
3-3-03	Administration of Preschool Language Scale – 3 J. Colton, R. Yount, M. Radke and J. Buffardi	
3-31-03	Systematic Behavioral Interventions – A. Wiley	53 T, 20 IA, 1 AP 4 spec, 2 SW, 1 resource
3- 31-03	Protocol Review and Scoring of Woodcock Johnson Revised – Part 2	4 T
5-12-03	End-of-Year Program Review	
5-13-02	Teachers of Twos	8 T, 2 spec, 1 ITS, 1 SW

Sept. – May Monthly preschool meetings with five preschool specialists

Fairfax Academy Courses

Spring 2003	Brain Gym – Colleen Small
Summer 2003	Intervention Strategies for Preschoolers with Delayed or Disordered Speech and Language – S. Porter
Fall 2003	Impact of Attachment on Development of Children – Part I – C. Wietz

Key: AP = Assistant Principal
IA = Instructional Assistant
T = Teacher
spec = Specialist
SW = Social Worker

Appendix C

PAC In-Service Schedule 2002–2003

<p>June 28, 2002 Friday, 8:30 a.m. – 3:30 p.m. Belle Willard Administrative Center</p>	<p><i>Implementing Discrete Trial Teaching in Preschool and Early Elementary Autism Classes</i> Registration sent to program contacts</p>
<p><i>August 12-16, 2002</i> Monday 1:30 – 3:30 p.m. Tuesday – Thursday, 8:00 a.m. – 4:00 p.m. Friday, 8:00 a.m. – 12:00 noon Gunston ES</p>	<p>Implementing the TEACCH Approach Across the Curriculum Registration forms sent to program contacts FCPS Academy Course, 2 credits/60 points</p>
<p><i>August 20, 2002</i> 8:30 a.m. – 3:30 p.m. Belle Willard Administrative Center</p>	<p><i>Program Implementation and Curriculum Design for Preschool Autism Classes</i> Intended for PAC Staff Registration forms sent to PAC staff</p>
<p><i>August 21, 2002</i> 8:30 a.m. – 3:30 p.m. Belle Willard Administrative Center</p>	<p><i>Data Collection and Discrete Trial Instruction By Bancroft Preschool Staff</i> Intended for PAC Staff Registration forms sent to PAC staff</p>
<p><i>August 28, 2002</i> Countywide In-Service Day Wednesday, 8:30 – 11:30 a.m. <i>NOVA, Ernst Cultural Center</i></p>	<p><i>Autism Spectrum Disorders: Social Skill Development and Its Effects on Behavior & Learning</i> Intended for staff working with students with autism spectrum disorders Roger Cox, Director of Training Division TEACCH, UNC Chapel Hill No registration required</p>
<p><i>August 28, 2002</i> <i>Countywide In-Service Day</i> Wednesday, 12:45 – 3:30 p.m. NOVA, Ernst Cultural Center</p>	<p><i>Autism Spectrum Disorders: Social Skills Assessment and Strategies – Early Childhood</i> Intended for staff working with preschool and primary elementary students with autism spectrum disorders Susan Boswell Division TEACCH, UNC -- Chapel Hill No registration required</p>
<p><i>September 11, 2002</i> Wednesday, 2:00 – 3:30 p.m. Eleven Oaks Center and Dunn Loring Center</p>	<p><i>Collaboration</i> Intended for PAC Staff Registration forms sent to PAC staff</p>

<p><i>*September 30, 2002</i></p> <p>Monday, 2:15 – 3:45 p.m. Belle Willard Adm. Ctr., Haramis Hall</p>	<p><i>Documenting Progress Through Data Collection</i></p> <p>Intended for PAC Staff Registration forms sent to PAC staff</p>
<p><i>November 4, 2002</i></p> <p>Monday, 1:00 – 3:30 p.m. FEA Conference Room</p>	<p>Discrete Trial Teaching: A Focus on Technique</p> <p>Intended for PAC staff <i>Registration forms sent to PAC staff</i></p>
<p><i>November 13, 2002</i></p> <p>Wednesday, 8:30 – 10:30 a.m. Belle Willard Adm. Ctr., Haramis Hall</p>	<p>Skill Progression: Selecting Skills for Individual Student Programs</p> <p>Intended for PAC staff <i>Registration forms sent to PAC staff</i></p>
<p><i>*November 18, 2002</i></p> <p>Monday, 2:00 – 4:00 p.m. Belle Willard Adm. Ctr., Haramis Hall</p>	<p>Picture Exchange Communication Training (PECS): Part I (Phases I–III)</p> <p>Intended for staff working with students who are functionally nonverbal and have limited communicative intent</p> <p>On-line registration http://fcpsnet.fcps.k12.va.us/ssse/ProgramSupport/data_base.htm</p>
<p><i>December 11, 2002</i> (rescheduled for January 8, 2003)</p> <p>Wednesday, 8:30 – 10:30 a.m. Belle Willard Administrative Center</p>	<p>Systematic Behavioral Interventions: Using a Systematic Approach to Analyze and Address Challenging Behaviors</p> <p>Intended for PAC Staff Registration forms sent to PAC staff</p>
<p><i>*January 13, 2003</i></p> <p>Monday, 2:00 – 4:00 p.m. Belle Willard Adm. Ctr., Haramis Hall</p>	<p>Picture Exchange Communication Training (PECS): Part II (Phases IV–VI)</p> <p><i>Intended for staff working with students who have begun using PECS and need to expand their communication skills</i></p> <p>On-line registration http://fcpsnet.fcps.k12.va.us/ssse/ProgramSupport/data_base.htm</p>

<p>Friday, January 31, 2003</p> <p>8:30 a.m. – 3:30 p.m.</p> <p>Countywide In-Service Day and</p> <p>Saturday, February 1, 2003</p> <p>8:30 a.m. – 12:30 p.m.</p> <p>Staff will receive a stipend for Saturday</p> <p>Daniels Run ES, Cafeteria</p>	<p>Systematic Instructional Strategies: A Framework for Teaching Children with Autism and Related Disorders</p> <p>Ron Leaf, Autism Partnership</p> <p>Intended for staff working with preschool and elementary students with autism and related disorders</p> <p>Registration forms sent to preschool autism and elementary autism program contacts</p>
<p><i>February 3, 2003</i></p> <p>2:00 – 4:00 p.m.</p> <p>Cluster in-service sites</p>	<p>Extended School Year Services</p> <p>On-line registration</p> <p>http://fcpsnet.fcps.k12.va.us/ssse/ProgramSupport/database.htm</p>
<p><i>February 12, 2003</i></p> <p>Wednesday, 8:30 – 10:30 a.m.</p> <p>Belle Willard Administrative Center</p>	<p>Responding to Sensory Needs of Children with Autism</p> <p>Intended for PAC Staff</p> <p>No registration required</p>
<p><i>March 11, 12, 13, 2003</i></p> <p>Onsite consultation at selected locations 3/11 3/13</p> <p>Training March 12 Belle Willard 8:30 – 3:30</p>	<p>Training</p> <p>Autism Partnership</p> <p>Intended for PAC Staff</p> <p>No registration required</p>
<p><i>March 31, 2003</i></p> <p>Monday, 2:00 – 4:00 p.m.</p> <p>Belle Willard Administrative Center</p>	<p>Instructional Strategies and Materials Share Fair</p> <p>Intended for PAC Staff</p> <p>No registration required</p>
<p><i>April 7, 2003</i></p> <p>8:30 a.m. – 3:30 p.m.</p> <p>Belle Willard Administrative Center</p> <p>April 8, 2003</p> <p>Onsite consultation at selected locations</p>	<p>Training and Consultation</p> <p>Autism Partnership</p> <p>Intended for PAC Staff</p> <p>No registration required</p>
<p><i>May 14, 2003</i></p> <p>Wednesday, 8:30 – 10:30 a.m.</p> <p>Belle Willard Administrative Center</p>	<p>Toilet Training</p> <p>Intended for PAC Staff</p> <p>No registration required</p>