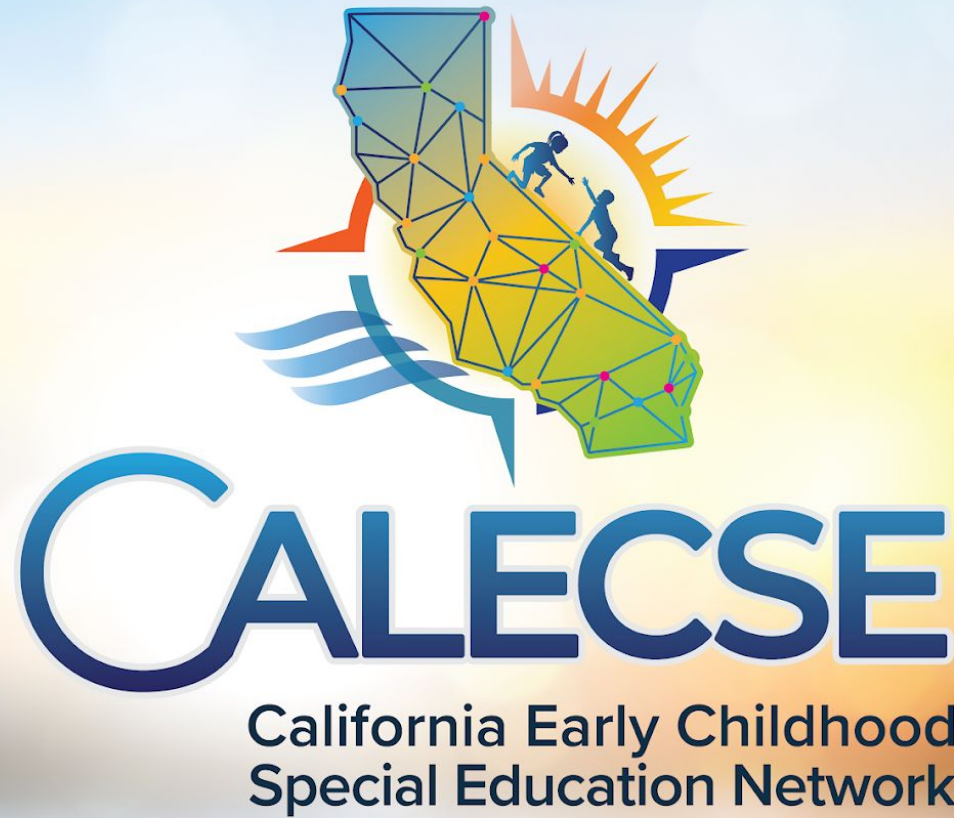




Early Childhood Speech and Language Assessments Best Practices Panel

**October 26, 2023
12:00 - 1:00 p.m.**



Today's Presenters

Carrie Rodrigues, M.S., LEP, NCSP

**CalECSE Exemplar Lead, Assessment Practices
School Psychologist
Preschool Program Specialist
Piedmont USD**

Linsey Sandrew, M.S. CCC-SLP

**Speech Pathologist
Piedmont USD**

Anu Joy, M.S. CCC-SLP

**Research Associate CalECSE
EdD Student, Concordia University Irvine
Speech Language**

Thank you to

DHH Interpreter Elisabeth Brambila!



Christina Zavala, M.S., LEP, ABSNP

**Senior Director, Imperial County SELPA
Improving Outcomes for Multilingual Learners
with Exceptional Needs (MuSE)**

Vanessa Lopez, M.A.

**Assistive Technology & Adapted PE Specialist
Inclusion Coordinator
Imperial County SELPA
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with Exceptional Needs (MuSE)**





CaIECSE

California Early Childhood Special Education Network

Funded by the CDE



Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director-Melanie Hertig, Irvine Special Education/SELPA
Project Coordinator-Marion Springett, Saddleback Valley USD



CalECSE

California Early Childhood Special Education Network

Funded by the CDE

CalECSE.org



CalECSE is a new technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CalECSE Network will *leverage collaboration* amongst agencies, *disseminate resources*, *highlight existing exemplar practices*, and *provide direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.

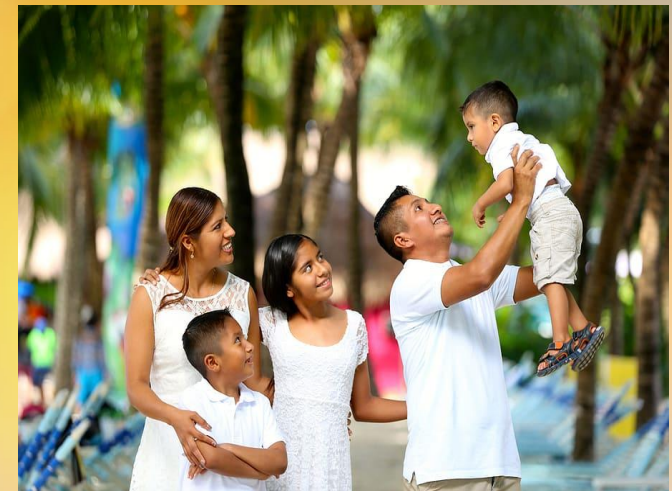
What We Will Be Covering Today



- The Why
- Typical Speech & Language Development
- Components of a Comprehensive Assessments
- Gathering Parent Input
- Play-Based Assessment and Collecting Language Samples
- Observations: Clinical & Naturalistic
- Oral Motor Examination
- Speech Sound Production Assessment
- Receptive & Expressive Language Assessments
- Pragmatic Language and Social Skills
- Voice & Fluency
- Assessing English Language Learners
- Ed Code & Educational Impact for Early Childhood
- Questions

The Why

- **Early Identification and Intervention Changes Lives and Long-Term Outcomes**
- **Improve:**
 - **IDEA Part C to B Transitions**
 - **Preschool Assessment Practices**
 - **Preschool Child Find**



Brain development during first 5 years

Simulation



75%

90%

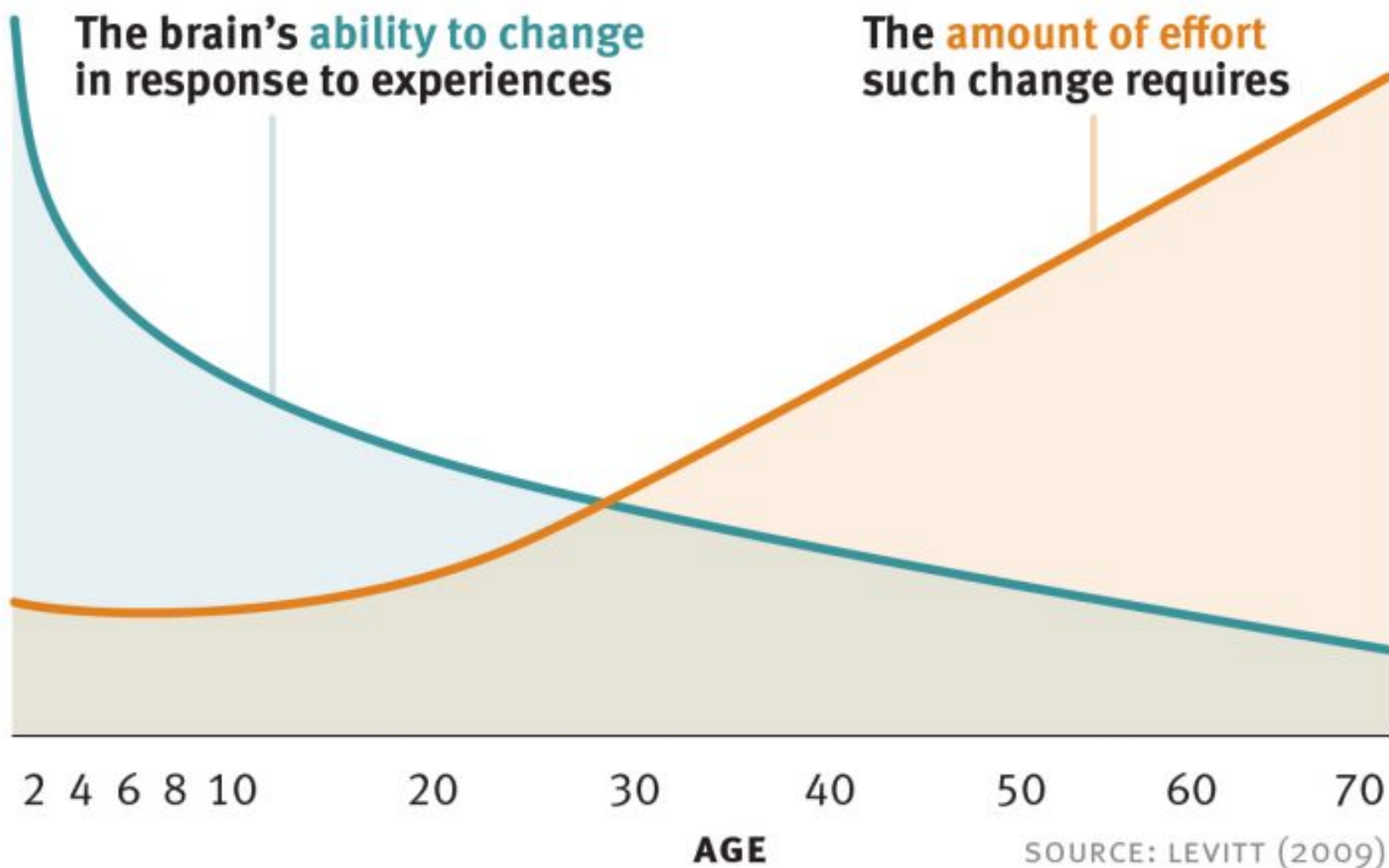
25%

Birth

2 Years

5 Years





- ✓ Different from assessments of older children
- ✓ Dynamic, flexible, creative, play-based, standardized measures may not work
- ✓ Parents/caregivers important source of information/integral to assessment



Know Typical Early Childhood Development

First: Know the Speech Milestones

CDC Developmental Milestones

Tracker

[Learn the Signs. Act Early.](#)

[Checklist](#)

[Resources for Early Childhood](#)

[Educators from the CDC website](#)

[Communication Sample Videos](#)

MILESTONES MATTER: LET'S TALK ABOUT THEM!

MILESTONES AT 4 MONTHS

- ✓ Begins to babble
- ✓ Responds to affection



MILESTONES AT 6 MONTHS

- ✓ Likes to play with others
- ✓ Responds to own name



MILESTONES AT 9 MONTHS

- ✓ Has favorite toys
- ✓ Understands "no"



MILESTONES AT 1 YEAR

- ✓ Tries to say words you say
- ✓ Waves "bye-bye"



MILESTONES AT 2 YEARS

- ✓ Begins to run
- ✓ Begins to sort shapes, colors



MILESTONES AT 3 YEARS

- ✓ Knows name and age
- ✓ Climbs and runs well



Get free milestone checklists for these ages and more at www.cdc.gov/Milestones or by calling 800-CDC-INFO (800-232-4636).

Learn the Signs. Act Early.

Developed in partnership by the University of Missouri and the US Department of Health and Human Services, Centers for Disease Control and Prevention.



Speech & Language Milestones



7-12 months

- Babbles longer strings of sounds such as mimi upup babababa.
- **Says 1 or 2 words around first birthday.** Such as hi, dog, dada, mama, or uh-oh.



1-2 years

- Use many new words.
- **Puts 2 words together, such as "More apple." "No bed", and "Mommy book".**



2-3 years

- Follows 2-part directions such as "Get the spoon and put it on the table."
- **Puts 3 words together to talk about and ask for things.**



3-4 years

- **Puts 4 words together.**
- Talks about what happened during the day.

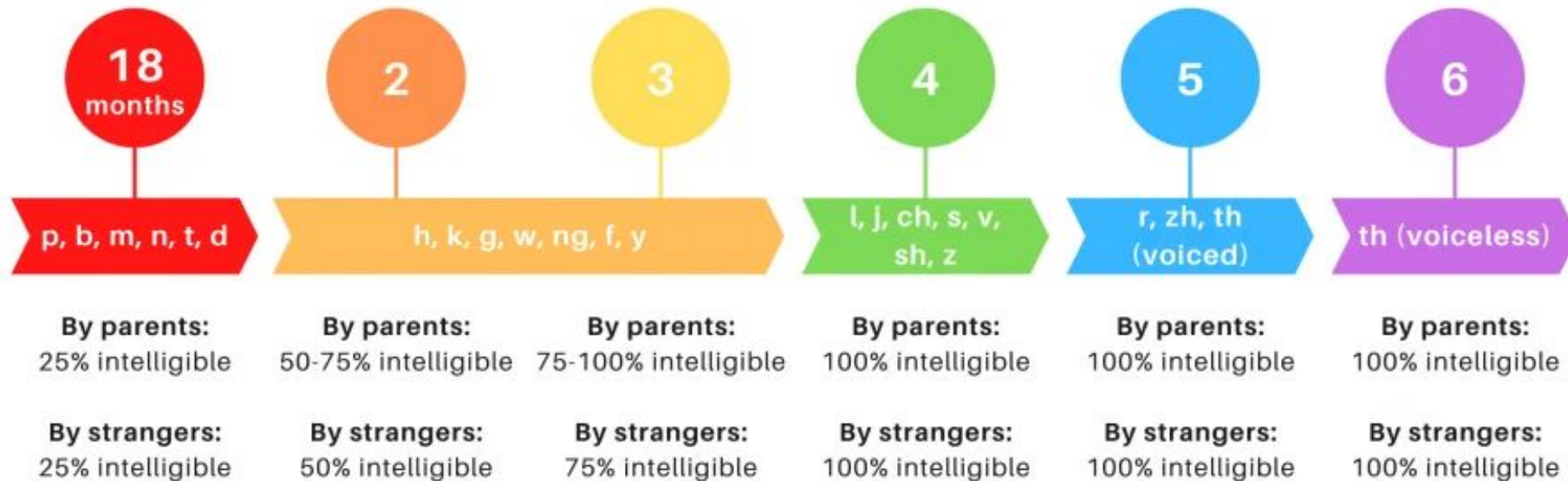


4-5 years

- Follows longer directions such as "Get the box of crayons, find some paper, and pick out three colors."
- **Tells a short story.**



Speech sound ages of acquisition



Source: sandiegooccupationaltherapy.com

Collected and averaged by McLeod and Crowe (2018) and Bowen (2011)

Additional Information: https://pubs.asha.org/doi/10.1044/2018_AJSLP-17-0100
https://pubs.asha.org/doi/10.1044/2018_PERS-SIG1-2018-0014

Additional Speech and Language/ Developmental Milestones Resources



- American Speech Language Hearing Association
<https://www.asha.org/slp/schools/prof-consult/norms/>
- National Institutes of Health
<https://www.nidcd.nih.gov/sites/default/files/Documents/health/voice/NIDCD-Speech-Language-Dev-Milestones.pdf>
- Ages & Stages Questionnaire, 3rd Edition
<http://www.bestkc.com/wp-content/uploads/2017/05/3-year-ASQ-ENGLISH.pdf>

How Referrals Come In

Early Childhood referrals come in from many sources:

- **Regional Center Part C to Part B referral (32-34 months) or Family Resource Center**
- **Parent referred due to concerns with an area or areas of development/may have no diagnosis**
- **Teacher referred—new influx of Transitional Kindergarten referrals**
- **Pediatrician referred**
- **Medical/private diagnosis triggers a request for assessment**
- **Community developmental screenings**

Speech and Language Stats



- **Nearly 1 in 12** (7.7 percent) U.S. children ages 3-17 has had a disorder related to voice, speech, language, or swallowing.
- **Boys ages 3-17 are more likely than girls** to have a voice, speech, language, or swallowing disorder (9.6 percent compared to 5.7 percent).¹
- **The prevalence of voice, speech, language, or swallowing disorders is highest among children ages 3-6** (11.0 percent), compared to children ages 7-10 (9.3 percent), and children ages 11-17 (4.9 percent).

From [National Institute on Deafness and Other Communication Disorders](#)

Components of a Comprehensive Speech & Language Assessment

- ☐ [Health & Developmental History](#)
- ☐ Parent/Caregiver Report
- ☐ Review and Consideration of Outside Reports/Diagnoses
- ☐ Preschool Teacher/Daycare Provider Reports (if applicable)
- ☐ Assessment/Clinical Observations
- ☐ Naturalistic Observations (preschool, home, park, etc.)
- ☐ Language Sample
- ☐ Standardized Assessments
 - ☐ Expressive and Receptive Language
 - ☐ Speech Sounds
 - ☐ Voice & Fluency
 - ☐ Pragmatics
- ☐ Statement of Validity
- ☐ Summary of Findings
- ☐ Discussion of Eligibility Recommendations under Education Code

[Speech and Language Assessment Report Template](#)

[Multi-Disciplinary Report Template](#)



Parents/Caregivers

- Know their children and are essential to the assessment process
- Parents can sometimes understand and translate unintelligible speech during assessment
- Can be helpful to elicit language for a language sample
- First introduction to the school system: use it as an opportunity to build trust
- Explain the process and explain it again
- Define acronyms and “SPED speak” terms, first defining all acronyms
- During assessment, explain what you are doing and why, especially wait time and observing



Tips on Taking Language Samples

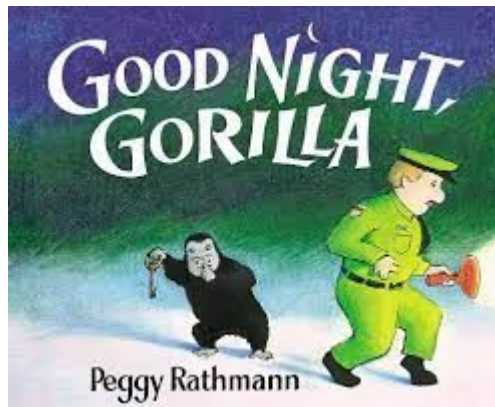
- Take a language sample while playing, looking at wordless book, having a conversation, or while observing child play with parent.
- Elicit language through commenting rather than asking questions.
- Record and transcribe later.
- What to look for: Depends on the concerns
 - If there are intelligibility concerns, transcribe speech errors.
 - If looking at pragmatics, look at social responsiveness.
 - Syntax and morphology.
 - Type token ratio for semantic diversity
- The PLS-5 has a guide for what to look for in a language sample.
- SALT - Systematic Analysis of Language Transcripts Software can be helpful.

Play-Based Assessment



- Start with play on the floor to develop rapport
 - Toys that children will need help with or require interaction with SLP.
 - Toys that will elicit comments.
 - Provide a variety of age-appropriate toys and see what the child gravitates to without leading play.
-
- Bubbles
 - Rocket balloons
 - Pull-back cars
 - Stomp Rockets
 - Wordless Books
 - Wind-Up Toys
 - Cause and Effect Toys
 - Baby Dolls/ Farm Animals (Pretend Play)

Your Preschool Play Kit...



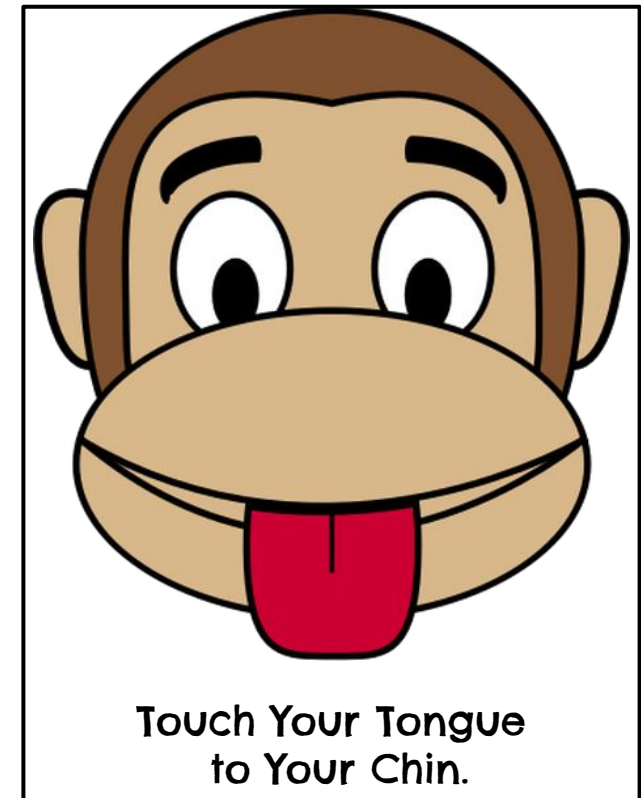
Play-Based Assessment, Continued

- How do they ask for help or problem solve?
- How do they protest?
- Does the child show you toys?
- Does the child try to involve you in their play?
- Do they show *joint attention*?
- Do they share enjoyment (smiling at you or a caregiver?)
- Do they play with their toys the way intended?
- Do they respond to their name?
- Do they engage in make believe play (feeding a baby, doctor)?
- Do they point to show you things?
- Can they state their name/age when asked?
- Will they request more of a fun activity such as bubbles or balloons being blown up? How do they request?
- Will they engage in games like peek a boo, rolling a ball back-and forth?



Oral Motor Examinations

- Appeal to child's sense of imagination: Make connections to animals, light sabers, or pretend their tongue is getting ready to throw a party to encourage different movements
- Use visuals (ipad filters, mirrors, picture cards)
- Observe movement through the OM exam and when they are talking and eating.



Naturalistic Observations

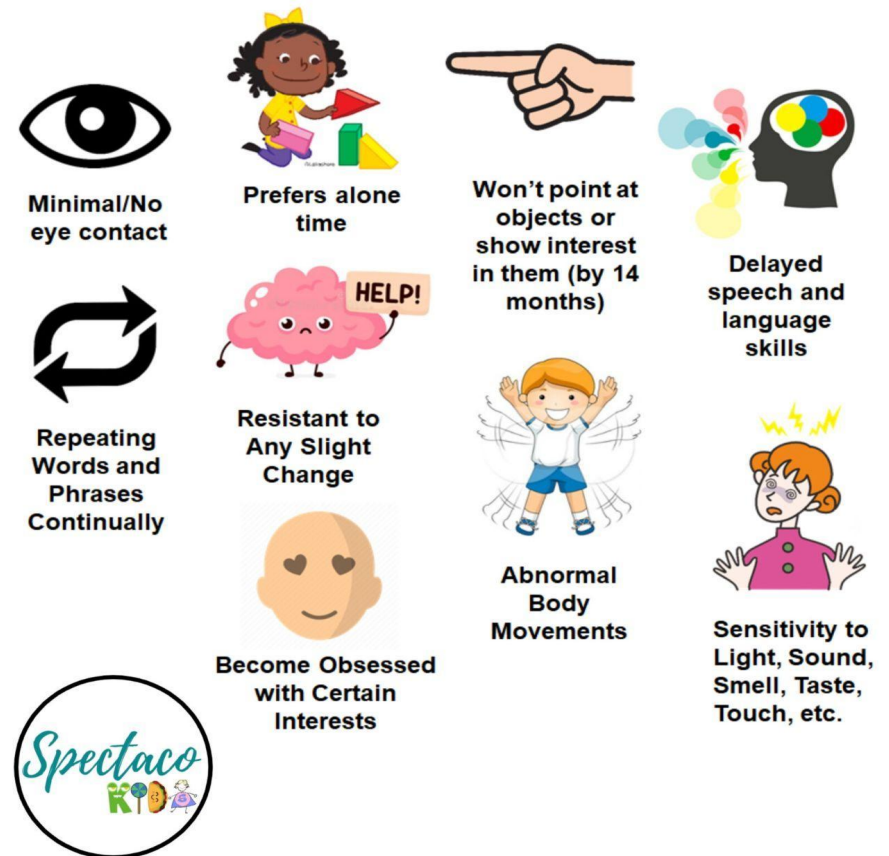
- Whenever possible observe in natural setting (preschool, daycare, home, park).
- Best way to evaluate educational impact and pragmatic skills.
- Ed code and case law: most legally defensible stance is to observe in child's natural environment / outside assessment setting
- Things to look for:
 - General Use of Language/Communication
 - Joint Attention
 - Echolalia/Scripting
 - Prosody/Intonation
 - Voice Volume
 - Topic Maintenance
 - Fluency
 - Gesturing
 - Use of Eye Contact/Joint Attention
 - Response to Name
 - Other Early Signs of Autism (wonderful video to watch on your own time)



Making a Referral

If you suspect a child may have additional areas of need beyond speech and language or other eligibility categories such as Autism/Intellectual Disability should be considered, refer to Sped Director/Program Specialist/School Psychologist for additional assessments.

EARLY SIGNS OF AUTISM



Expressive and Receptive Language



Receptive and Expressive One Receptive Picture Vocabulary Tests- 4 (ROWPVT-4, EOWPVT-4)

Age range 2-70+

2010

Available in Spanish.



Peabody Picture Vocabulary Test-5 (PPVT-5)

Age range 2.6-90+

2018

Available in Spanish.



Clinical Evaluation of Language Fundamentals Preschool-3 (CELF P-3)

Age range 3-6:11

2020

2nd Edition available in Spanish.



Expressive and Receptive Language, Continued



Preschool Language Scales, 5th Edition (PLS-5)

Age range Birth-7:11

2011

Available in Spanish.



Receptive Expressive Emergent Language-4 (REEL-4)

Age range Birth-36 months

2020



Pragmatic Assessments



SRS-2

Parent/Teacher Forms Age Range 2:6-4:6

2012

Social Awareness, Social Cognition,

Social Communication, Social Motivation, and Restricted Interests and Repetitive Behavior.

Spanish available



Speech Sound Production



Goldman Fristoe Test of Articulation-3 (GFTA-3)

Age Range 2-21:11

2015

Spanish Version Available



Kaufman Speech Praxis Test (KSPT)

Age Range 24-72 months

1995

Looks at speech patterns rather than articulation of single sounds





Stuttering Severity Instrument - Fourth Edition (SSI-4)

Age range 2-10+

2009



Assessments that Look at Whole Child

DP-4

Age Range Birth-21
Recently Updated-2020



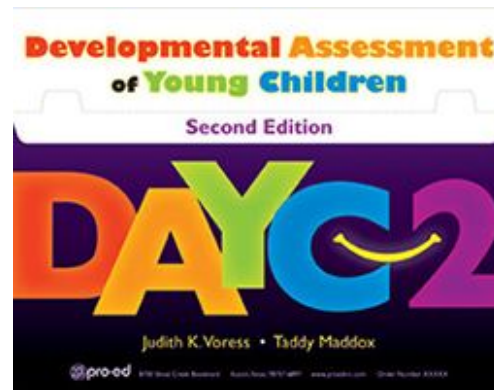
Bayley-4

Age Range 16 Days-3:6
Recently updated-2019



DAYC-2

Age Range Birth-5
2012



Battelle-3

Age Range Birth-7:11
Recently updated-2020
Spanish version available
Academic Assessment portion for 3:6-7:11



What are some possible challenges of assessing preschoolers ?



While challenges may exist, they can also yield pertinent assessment and diagnostic information:

- Time it takes to warm to a new environment or people
 - May take multiple assessment sessions
- Separation difficulties - child and/or parent may be unwilling to separate
- Performance when parents/caregivers are present
 - Child may perform differently
- Attention - some preschool age children may not be able to sit, attend
- Behavior/Refusal to participate
 - Tantrums

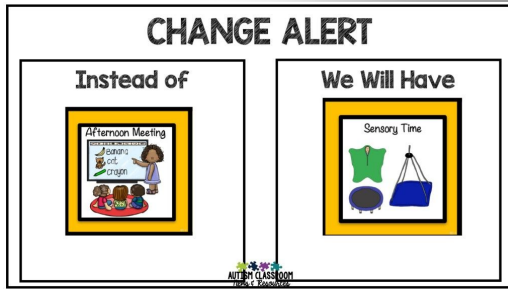
Possible Challenges of Assessing Children with Autism & Intellectual Disabilities



Consider limiting factors to conducting valid standardized assessments

- Language impairments - verbally loaded assessments may not be valid
- Limited engagement with non-preferred tasks
- Limited joint attention (limited ability to look at what you are looking at and share attention)
- Limited ability to respond when spoken to
- Difficulty with change in routine (testing in an unknown setting, with unknown person, or disruption to normal schedule may cause upset/low scores)
- Inability to point to indicate answers affects scoring

Standardized Assessments with Supports



Create a supportive setting

- Have parent/teacher prep child about change to routine
- Use a visual schedule of tests/breaks/reward time



Build rapport/Use the child's interests

Use token boards/reinforcers: consult w parents/ABA providers/teachers

You may have to conduct testing on the floor and intersperse subtests with "first...then" play breaks



Never rely on a single measure for eligibility or never rule out eligibility because of single measure: Use your clinical judgement looking at the whole picture and always cross reference all information that the intake and assessment yields.



The Individuals with Disabilities Education Act (IDEA) requires that all students referred for assessment to determine eligibility for special education receive an assessment that meets the requirements found in the IDEA ([Title 34, Code of Federal Regulations \[CFR\] sections 300.304–305](#)) **& in state statute** ([California Education Code \[EC\] sections 56320–56330](#)).



Bilingual Assessments

While planning to conduct & during the process of conducting a comprehensive assessment consider the following for ELs:

- The normal process of English language development, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition ([5 CCR 3023\[b\]](#)).
- Testing and assessment materials and procedures used for the purposes of assessment and placement of an individual with exceptional needs are selected and administered so as to not be racially, culturally, or sexually discriminatory ([EC 56320\[a\]](#))
 - Are used for the purposes for which the assessments or measures are valid and reliable ([EC 56320\[b\]\[2\]](#))
 - **Are selected and administered to best ensure that when administered to a pupil with impaired sensory, manual, or speaking skills produce test results that accurately reflect the student's aptitude, achievement level, or any other factors the test purports to measure and not the student's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure** ([EC 56320\[d\]](#))



Appendices & Data Gathering Tools

California Practitioners' Guide for Educating English Learners with Disabilities



Appendix 3.2: Cumulative File Check

Please use date format: mm/dd/yyyy

Student: _____

Teacher: _____

Home Language(s): _____

English Learner: ☐ Yes ☐ No

ELPAC Scores: Date: _____

Listening: _____ Speaking: _____

Person Filling Out Form: _____

Check cumulative file for the following:

Cumulative File Present: ☐ Yes ☐ No

Schools Attended: _____

Registration Clerk: _____

IEP Exists: ☐ Yes ☐ No Contact: _____

Education Specialist/Administrator: _____

Evidence of Problem Solving Team/Support: _____

School Counselor/Administrator/Parent: _____

Hearing/Vision/Health Concerns: ☐ Yes ☐ No

Nurse/Parent: _____

Attendance/Tardiness Concerns: ☐ Yes ☐ No

Attendance Clerk/School Counselor: _____

Fine/Gross Motor Concerns: ☐ Yes ☐ No

Occupational Therapist/Adapted PE: _____

section Appendices |

Appendix 3.3: English Learner Extrinsic Factors

Please use date format: mm/dd/yyyy

Student: _____

Date: _____ Home Language: _____

School: _____

Teacher: _____

English Learners (ELs) frequently have unique lives and consequently their participation in school. A small percentage of ELs have differences they experience in their academics. These differences may be regional, and other influences, while Therefore, it's imperative to investigate and interventions.

Staff is to complete information in a attendance at pre-referral meetings using an interpreter when necessary contributors to academic, behavior Document interventions and their outcomes.

SECTION A: Physical and Psychological

Yes	No	Investigating	Does the student have any physical or psychological concerns?
☐	☐	☐	Does the student have any physical or psychological concerns?
☐	☐	☐	Are there any physical or psychological concerns?
☐	☐	☐	Do the student's physical or psychological concerns affect their academic performance?
☐	☐	☐	Does the student's physical or psychological concerns affect their social interactions?
☐	☐	☐	Does the student's physical or psychological concerns affect their behavior?
☐	☐	☐	Does the student's physical or psychological concerns affect their academic achievement?
☐	☐	☐	Does the student's physical or psychological concerns affect their social skills?
☐	☐	☐	Does the student's physical or psychological concerns affect their behavior management?
☐	☐	☐	Does the student's physical or psychological concerns affect their academic progress?

California Practitioners' Guide for Educating English Learners with Disabilities

section Appendices |

Appendix 3.4: English Learner Intervention Summary

Please use date format: mm/dd/yyyy

Student: _____

Date: _____ School: _____

Teacher: _____

Student strengths: _____

Area of concern: Extrinsic factors (refer to EL extrinsic factors form)

Academic concerns in comparison to peers (when possible, from similar backgrounds)

Behavior concerns that impact achievement of Grade-level standards (observable and measurable)

Comprehensive Evaluation Process
Gavi-ris/Jones/Tipton Revised

California Practitioners' Guide for Educating English Learners with Disabilities

Appendix 4.3: English Learner Student Questionnaire: Language-Use

Please use date format: mm/dd/yyyy

Student: _____

Student L1 (Language other than English): _____

Age: _____ Grade: _____

Examiner Name: _____

1. I first learned to speak in: _____
2. I feel more comfortable speaking: _____
3. If I had to tell what I did over the weekend, would it be easier in: _____
4. If someone told me a story, would it be easier for me to understand in: _____
5. At home, with my parents, I speak most of the time in: _____
6. At home, with my brothers and sister, I speak most of the time in: _____
7. In the neighborhood, with my friends, I speak most of the time in: _____
8. At school, in the classroom with my teacher, I mostly speak: _____
9. At school, in the classroom with my friends, I mostly speak: _____
10. At school, on the playground with my friends, I mostly speak: _____
11. When I watch TV, I like to watch TV shows in: _____
12. I think to myself (for example, count) in: _____
13. Do you miss things the teacher says because you do not understand what was said? ☐ Yes ☐ No
14. Does the teacher speak too fast for you to understand the assignment/directions? ☐ Yes ☐ No

California Practitioners' Guide for Educating English Learners with Disabilities

section Appendices |

Appendix 4.2: English Learner-Parent Questionnaire

Please use date format: mm/dd/yyyy

Student: _____ ID: _____

School: _____ Grade: _____

Parent/Guardian: _____ Date: _____

Student L1 (Language other than English): _____

Language Development

1. Which language did your child first learn to speak? ☐ English ☐ L1 ☐ Both

2. Was your child's language development in his/her first language similar to that of... his/her siblings? ☐ Yes ☐ No If no, please explain: _____

other children his/her age? ☐ Yes ☐ No If no, please explain: _____

3. Describe any difficulties, if any, your child experiences with language: _____

Language Usage

1. What is the primary language used by adults in the home? ☐ English ☐ L1 ☐ Both

2. What language do you use most often to speak to your child? ☐ English ☐ L1 ☐ Both

3. What language does your child use most... when speaking to adults in the home? ☐ English ☐ L1 ☐ Both when speaking to his/her siblings? ☐ English ☐ L1 ☐ Both when speaking to friends in the neighborhood? ☐ English ☐ L1 ☐ Both

4. Does your child understand when you speak to him/her in the L1? ☐ Yes ☐ No

“Assessments are administered in the **child’s native language** or **other mode of communication** and in the form, most likely to yield **accurate information** on what the **child knows** and **can do academically, developmentally, and functionally**, unless it is clearly not feasible to do so”.**[34 CFR §300.304 (c)(ii)]**



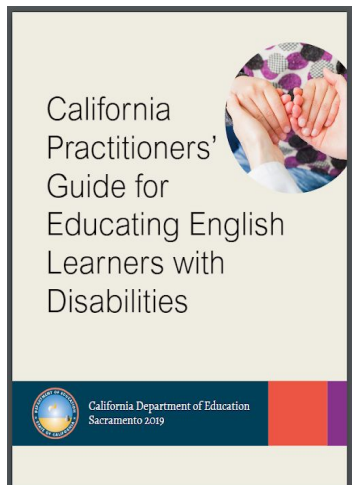
First Best Option

- **First administer cross-cultural, non-discriminatory assessments that align to the referral concerns regardless of language difference in a standardized manner in English.**
- If analysis of the data indicates the student is performing in the average or above-average range, there is likely no disability; however, **assess the student in the primary language in relative or suspected areas of weakness to confirm scores using fully bilingual assessors.**

Language of Assessment Options (2)

Based on the requirements in the regulations to assess students in their primary language, the following hierarchy of best practices is recommended when conducting assessment of English Learners to determine eligibility for special education:

If the student does not perform in the average or above-average range in English, engage in primary language assessment in all areas of concern.



- Engage in structured interviews with parents and staff.
- Engage in observation of the student in varied environments.
- Collect data from curriculum-based and criterion-based assessment measures to validate potential areas of concern and strength as compared to like peers.

If it is not feasible to engage in the first best assessment option for ELs because no assessor is available in the primary language:

- **2nd option**: Use a **trained interpreter**, administer the **primary language assessments** under the **supervision of a licensed assessor** and **document the limitations in the assessment report** of the student.
- **3rd option**: Use an **interpreter who speaks the primary language** to provide an **oral translation of assessments** normed and written in **English**. Be sure to **document any limitations** due to this condition in the **assessment report** and **do not report the standardized test scores** but **document the patterns of strengths and weaknesses**.

California Education Code Speech & Language Impairment Definition



A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

A. Articulation disorder:

1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.
2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

California Education Code Speech & Language Impairment Definition, Continued



(B) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(C) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.



California Education Code Speech & Language Impairment Definition, Continued



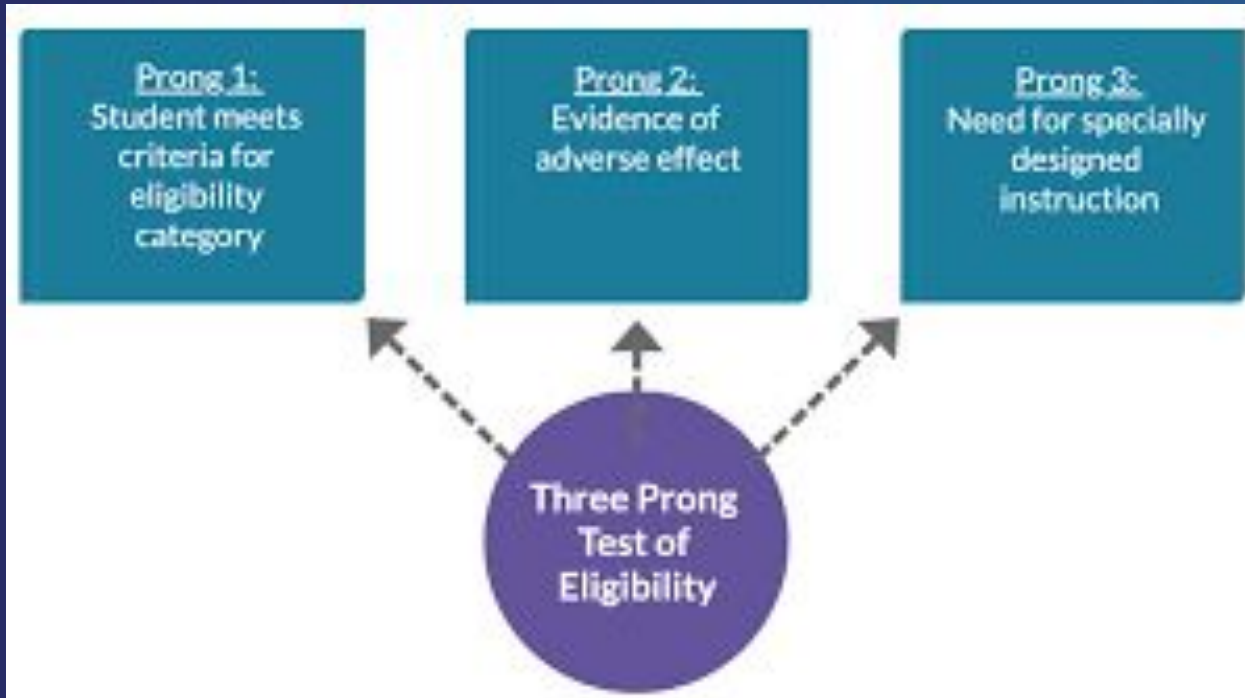
D. Language Disorder: The pupil has an expressive or receptive language disorder when they meets one of the following criteria:

1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan

or

2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

Determining Eligibility



Educational Impact in Early Childhood = participation in age-appropriate activities (play, communication at home and at school, preschool activities, peer interactions, self-care, making needs known)

Recommendations are made by assessors.

Questions?





MuSE
Multilingual Students
with Exceptional Needs



California Early Childhood
Special Education Network

Thank you for attending!

Follow us for updates on
training opportunities:



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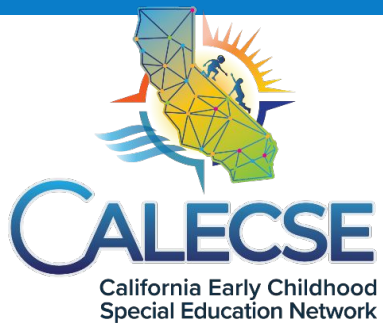
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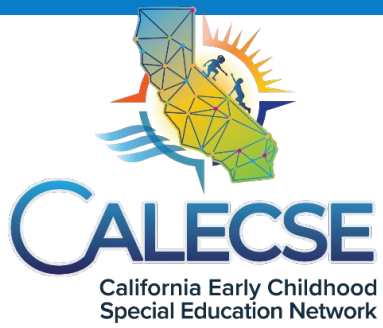
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