



Building of Early Childhood Intervention System and Preschool Inclusive Education in Georgia

Achievements and Challenges

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Facts About Georgia

Caucasus Region

- Neighbor

Countries: Russia,
Turkey, Armenia,
Azerbaijan

- Area: 27,000 (sq mi)
- Official language:

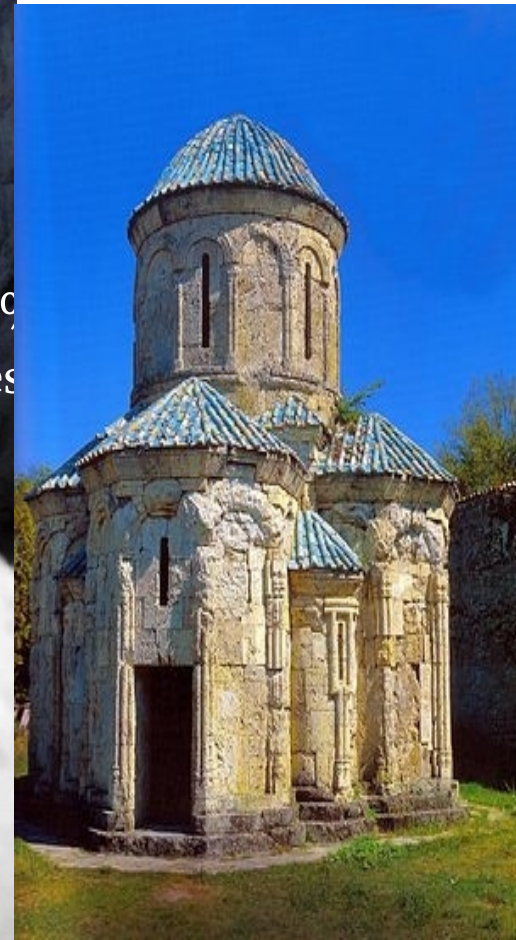
Georgian

- State Religion:

Orthodox Christianity

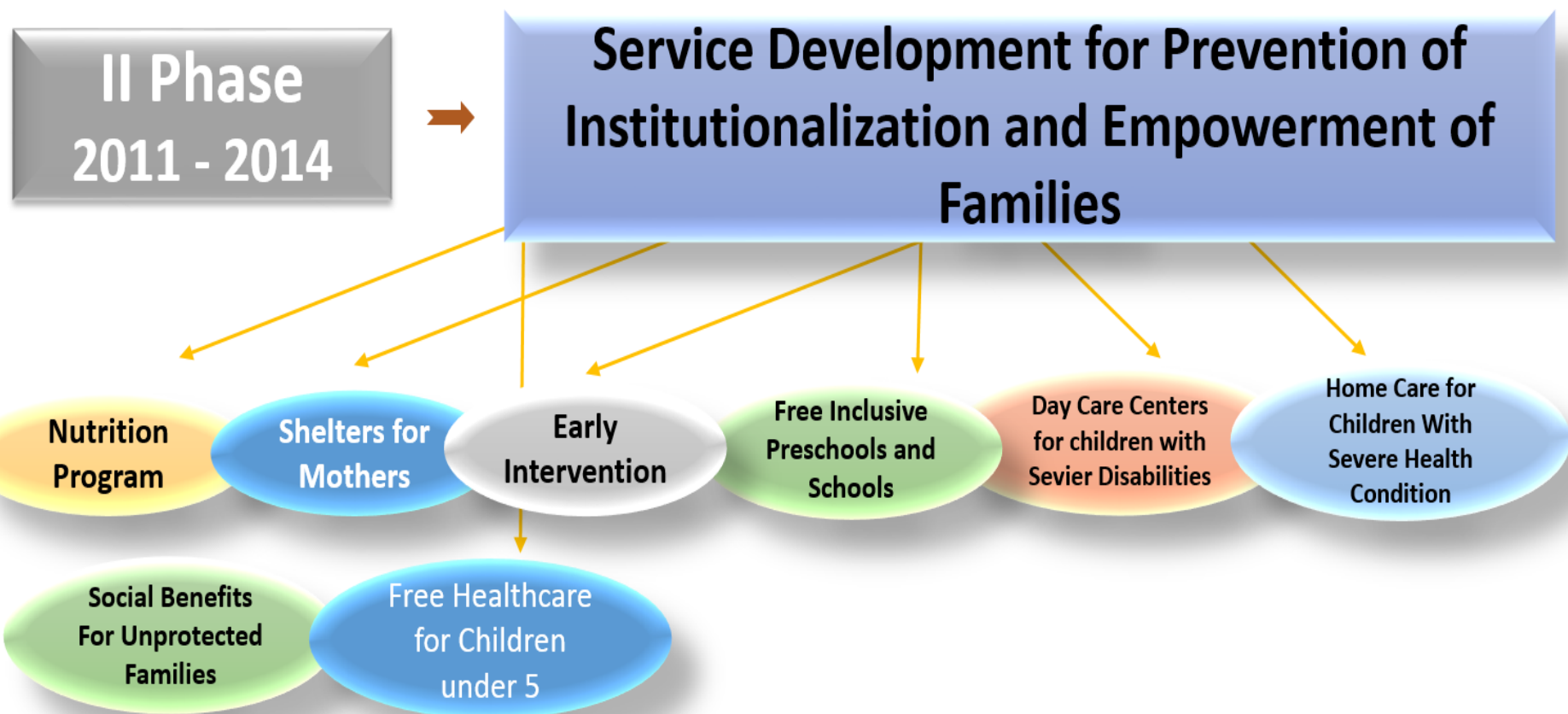
- Population 3.7 M
- Children – 23%
- Women – 52.1
- Men – 47.6
- Population Average annual growth rate 0.1 %
- Poverty (leaving on less than \$3.2 a day) – 25%

Georgia has rich natural and cultural heritage



The State Child Care Reform

I Phase - Support the deinstitutionalisation of thousands of young children in orphanages. The number of orphanages and boarding schools for children decreased from 72 to two big institutions.



Why Early Childhood Intervention

Nutrition Programs

Screening and Surveillance

Intervention in Natural Environment

Inclusion

Intervention with Children at Risk

Effective Investment for Government



Improved Mother – Child Health condition



Prevention of institutionalisation
Prevention of Developmental Delay



Developed Child's Full Potential
Strengthened and Well Equipped Parents



Smooth Transition to the Kindergartens – Guarantees the better learning outcomes



Better psycho – social development and achievements at School, University, Job



Less expenses on health and Special Education

Benefits of Early Intervention

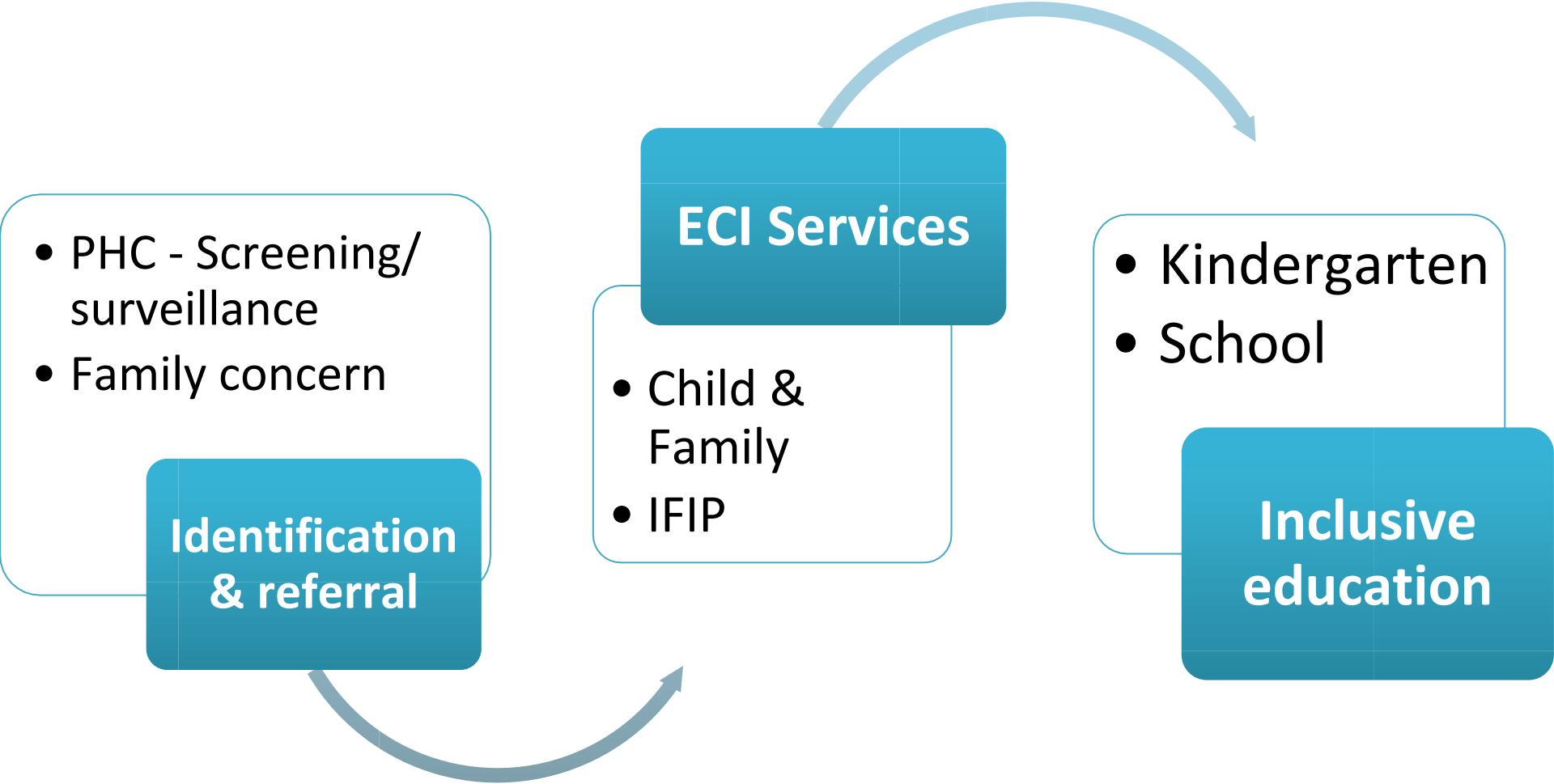
ECI Service Provision in Georgia

ECI Service Provision

- In 7 regions out of 10
- 25 service provider organizations
- More than 1000 children are covered

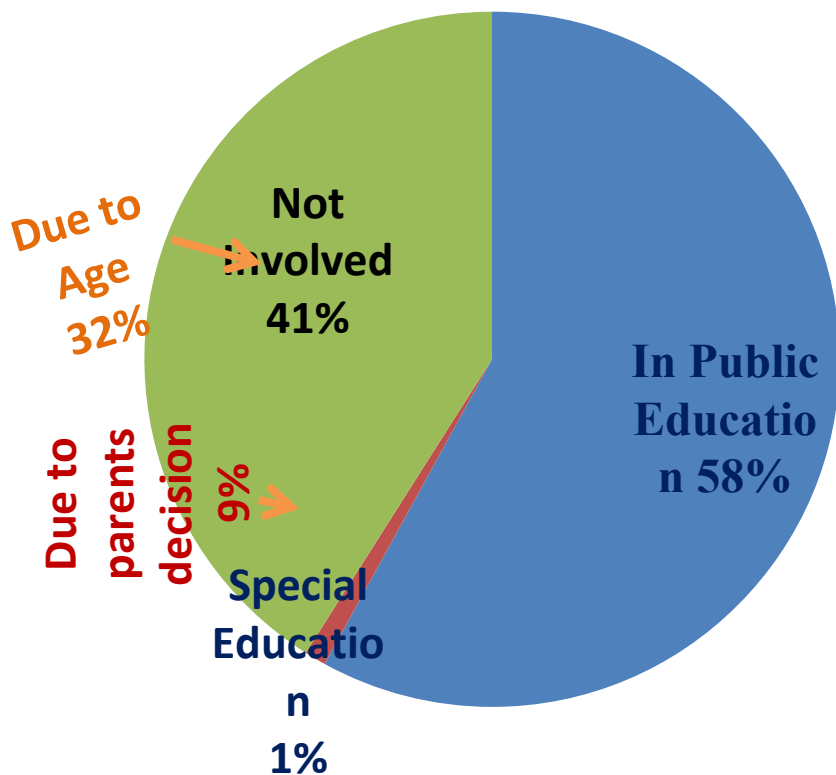


Intersectional Referral System



ECI promotes Enrollment of Children with Special Needs in Mainstream Preschool Education System and decreases expenses on special Education, 2016

ECI place a unique role in a transition of children in mainstream education. 1 GEL invested in Early Intervention saves 5 GEL in special education.



Children in Early Intervention

Public Education
19 \$ per month

Children without Early Intervention

Specialized Day Care Centers –
92\$ per month

Disability Pension –
62.5\$ per month

Preschool Teachers' opinion regarding children with special needs and their parents who have been involved in ECI services

Children are more independent, are functionally and socially in a higher level. Their academic skills are more developed

Parents are familiar with their children's abilities: strengths and difficulties

Parents are informed about their children's rights, inclusive education and individual approaches

They have appropriate expectations...

More Outcomes of Early Childhood Intervention

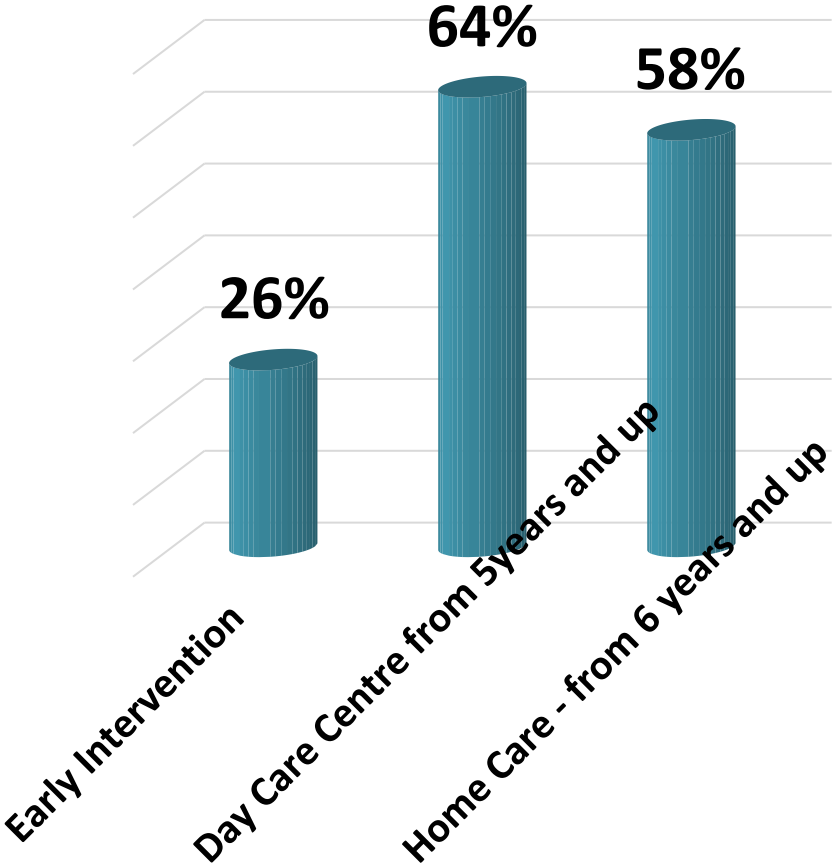
Empowering of Parents

Families having children with disabilities face higher risks for divorce, unemployment, and poverty. In many cases parents avoid to have second child.

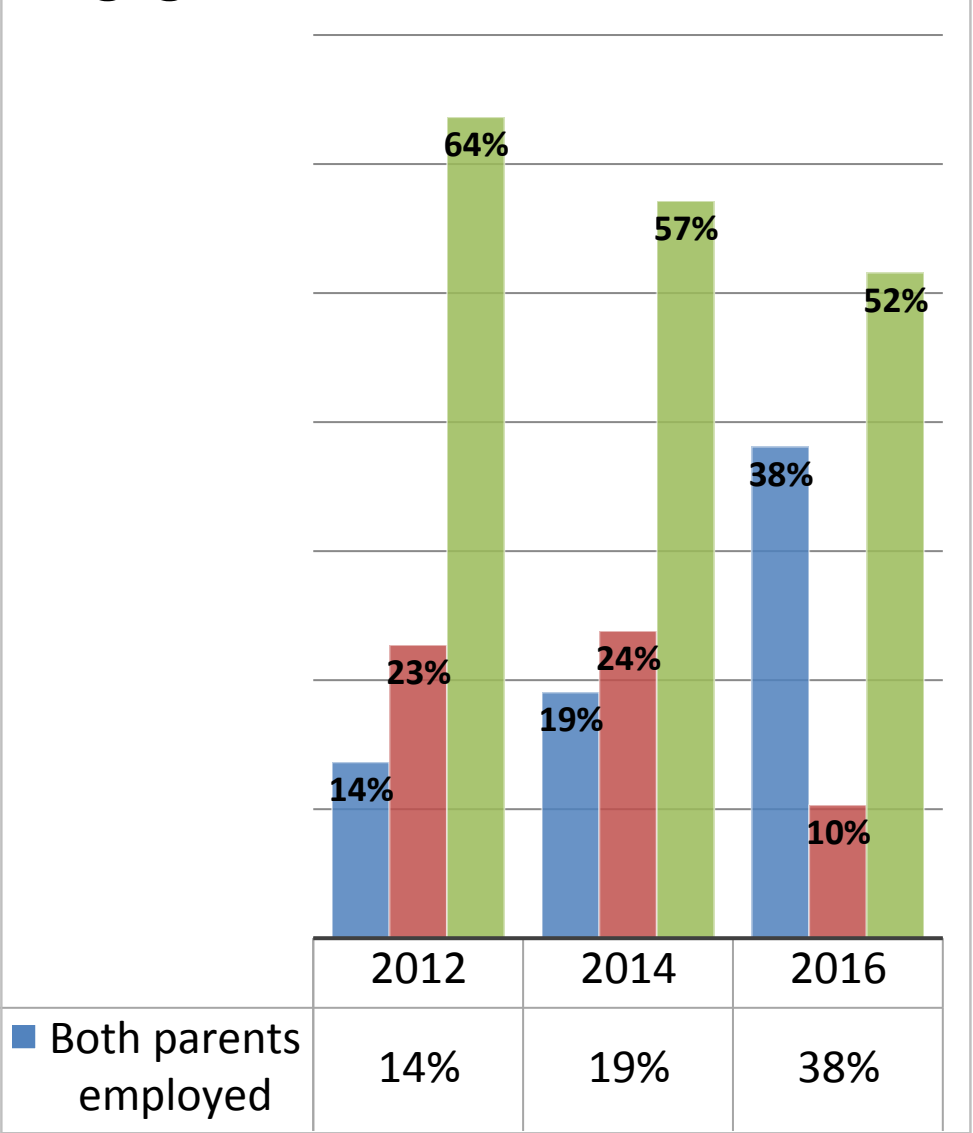
Early Childhood Intervention helps families to:

- See strengths and a future for their children
- Deal with obstacles and concerns together
- Remain or Become employed
- Keep their social lives
- Have more children
- Empower other parents

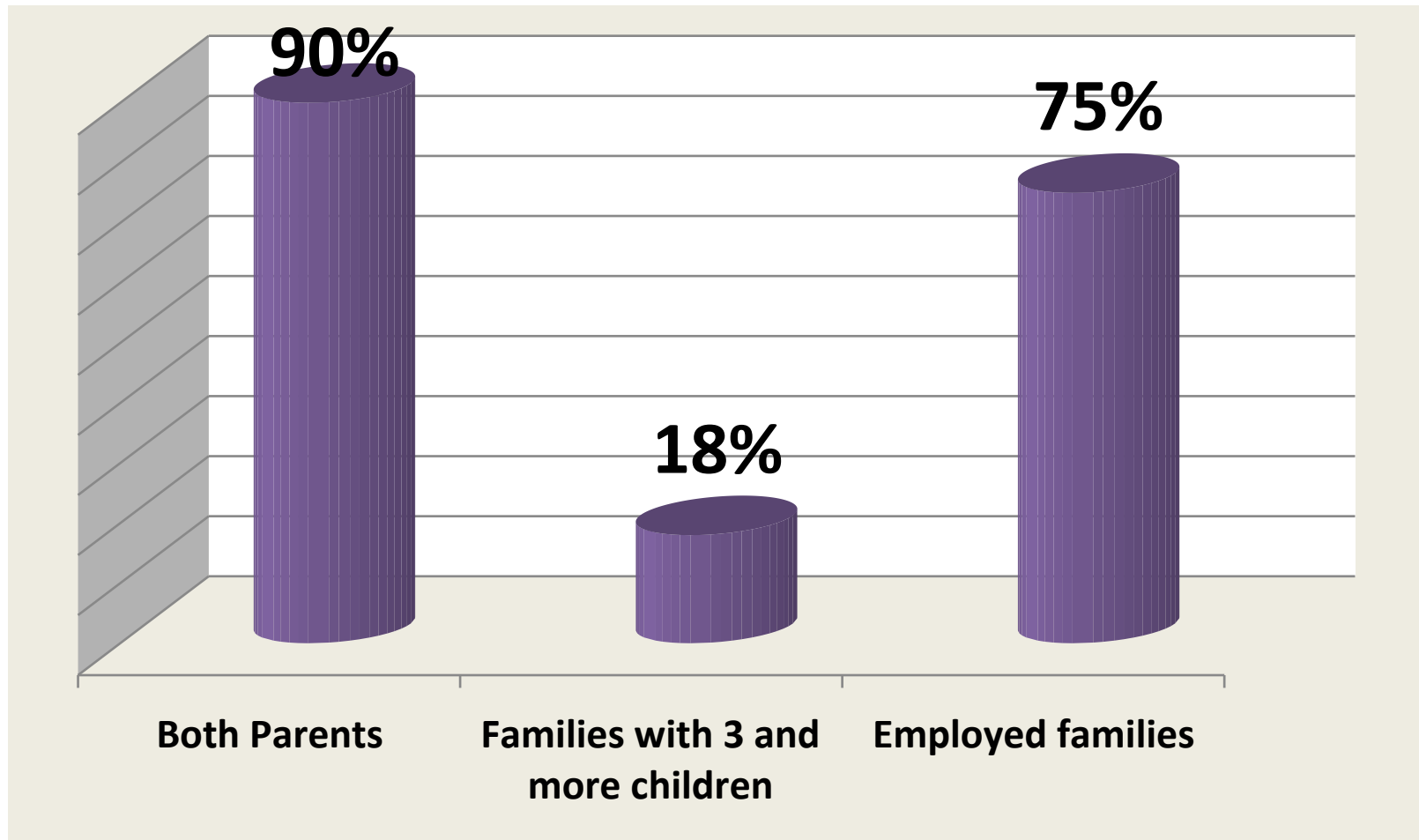
Socially Unprotected Families in Different Services, 2016



Employment within the Families of Children with Special Needs engaged in ECI Services



Demographic Information of Families involved in ECI service, 2016



ECD System challenges

Implementation of protocol in all PHC

- PHC - Screening/ surveillance
- Family concern

Identification & referral

ECI

- Child & Family
- IFIP

High number of children in groups
Limited number of Educated Practitioners

- Kindergarten
- School

Inclusive education

Limited number of specialists

BA and MA Program at State Universities (ISU and TSU)

- From 2004 has been developed Bachelors program on Occupational Therapy
- From 2013 has been developed Masters program on Special Education instead of Defectology
- From 2017 - Masters program on Communication, Language and Speech therapy instead of logopedy
- Masters program on Early Childhood Development at the initial stage of preparation

Training programs:

- Training program for Early Childhood Intervention Specialists – 2015
- Training program for special teachers
- Training programs for parents



Inclusive Preschool Education in Georgia

Inclusive education

EPE Law

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graph TD; A[EPE Law] --- B[ ]; B --- C[Early Childhood Care and Education State Standards]; B --- D[Guideline on transition];
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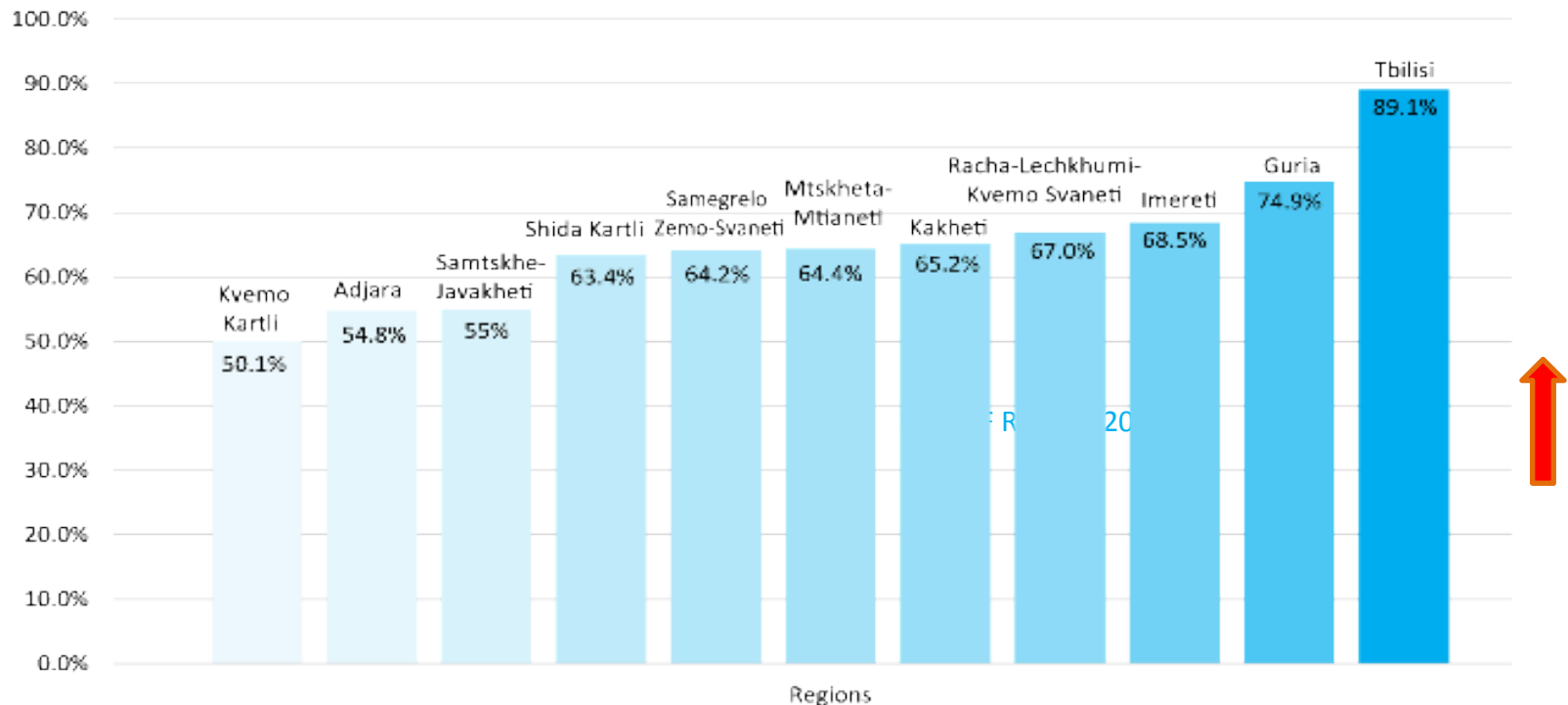
**Early Childhood
Care and
Education State
Standards**

**Guideline on
transition**

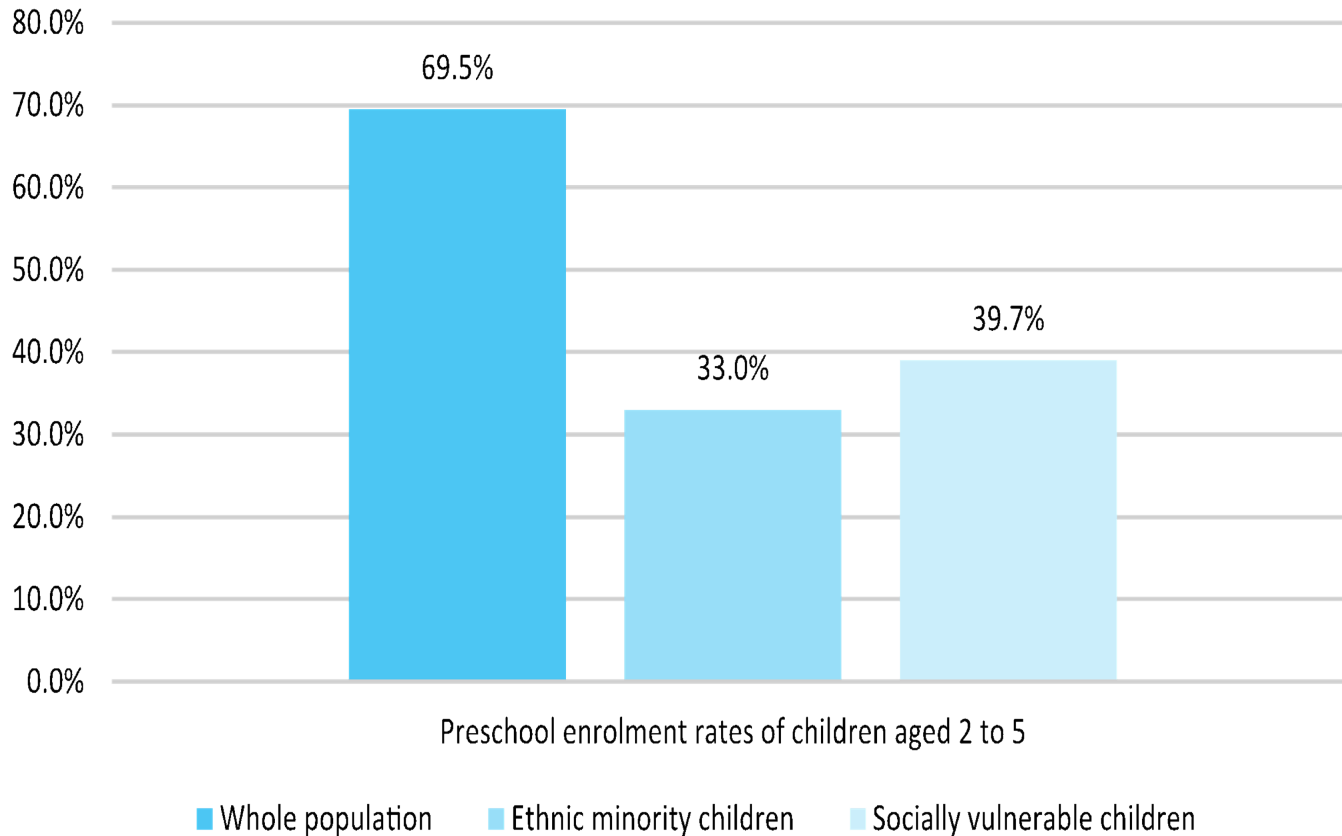
BACKGROUND HISTORY

- No research on costs of high quality Inclusive education or needs.
- Only 50 children with some special needs out of 10 000 were officially included in mainstream preschools in 2015.
- Preschools are funded by local municipalities.

Preschool enrolment rates of children age 2 - 5 across regions

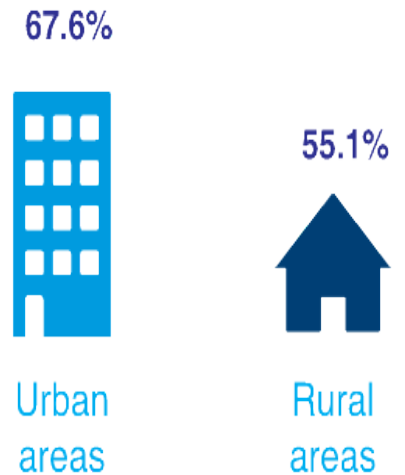


Preschool enrolment rates among different groups of children



UNICEF Report, 2018

Preschool attendance



UNICEF Report,
2015

The model of post-soviet practice in Georgian kindergartens

- Transition period: decreased enrolment rate (from 44.6% (1989-90) to 28.3% (2001-02)*, destroyed infrastructure, limited resources
- Attitudes and program practice in kindergartens **
- The practice of logopedes and defectologists in kindergartens has been replaced with modern approaches

The role of early intervention in development of inclusive preschool education

- 2006 – First early childhood intervention program started
- Rapid Inclusion of children with SEN/D in kindergartens from 2007
- Early interventionists as SENCOs in pilot kindergartens
- Projects enhancing early inclusive education supported by OSI and other local and international organizations

- Multidisciplinary team - trained psychologists, speech and language therapists and SENCOs in every kindergarten in Tbilisi
- A view of learning as a process - not content based
Individualization
- Observation and Assessment
- Supporting the social-emotional development
- Teams of professionals plays crucial role in development of state regulations and standards that reflects the values and best practice of early inclusive education

Preschool inclusive education in Regions of Georgia

GENERAL FACTS about Preschools:

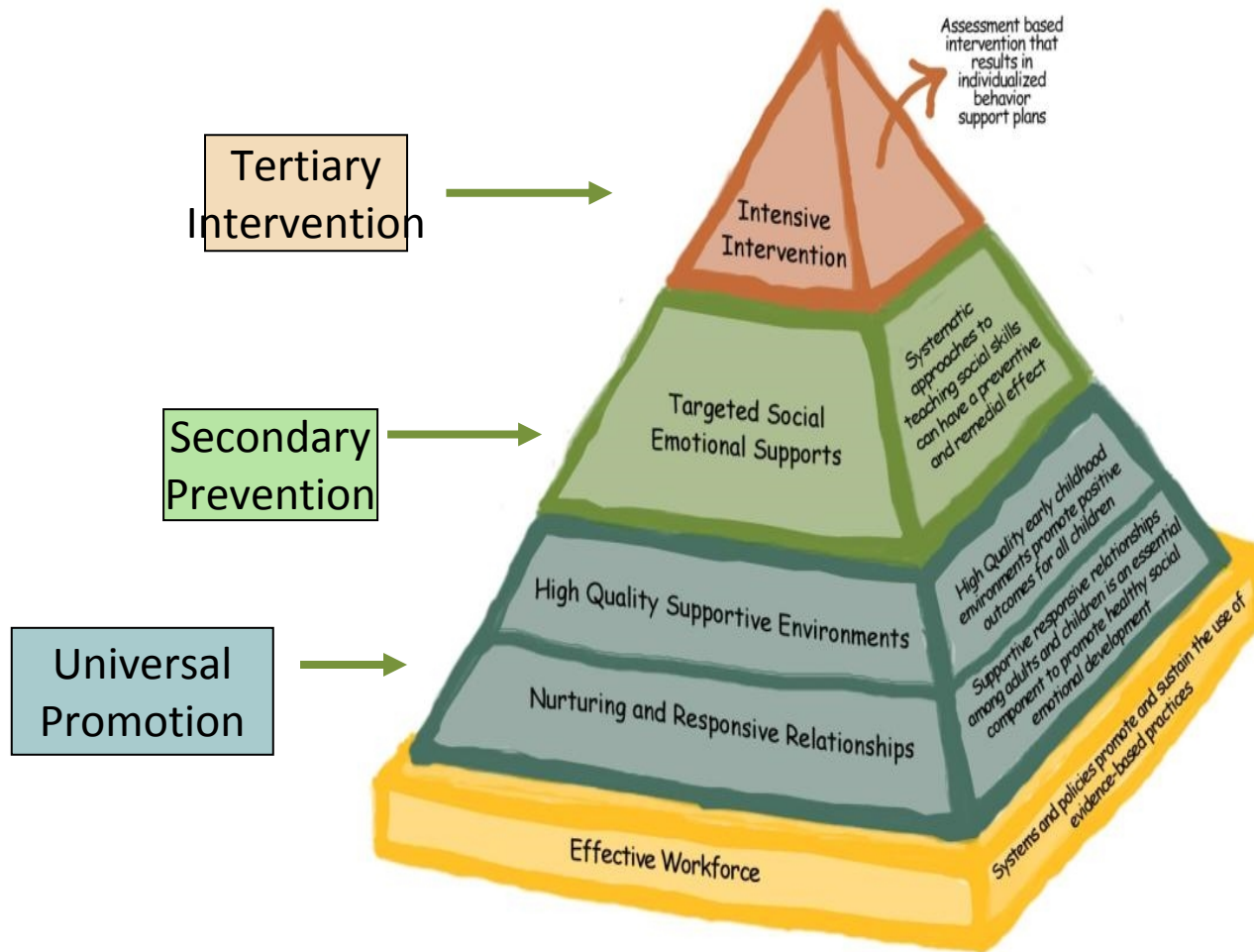
- Approximately 10% to 15% of typically developing preschoolers have behavior problems when they enter kindergarten (Campbell, 1995; West, Denton, & Germino-Hausken, 2000).
- The percentage is higher for children living in poverty and for children with disabilities (Hemmeter, Ostrosky, & Fox, 2006).
- Longitudinal researchers showed that about 50% of children who displayed externalizing behaviors in preschool continued to display these problem behaviors in later school years (Campbell, 1995).

The Pyramid Model

- The Pyramid Model, is a comprehensive, multi-tiered framework of evidence-based practices that promote the social, emotional, and behavioral development of young children (Hemmeter, Ostrosky, & Corso, 2012).
- The following strategies are emphasized in the effective practices:
 - *Acknowledging and reinforcing positive child behavior,*
 - *Directly teaching social skills, expectations, and behaviors to children related to different environments,*
 - *Monitoring children's challenging behaviors, and*
 - *Teaching positive replacement behaviors.*



Pyramid Model



A Framework of Evidence
-Based Practices

Capacity Building on Pyramid Model/PBIS:

- Invited international PBIS Expert, BCBA psychologist, Professor of Colorado University Elizabeth A. Steed has done TOT training for 34 leading specialists from Georgia in PBIS and Pyramid Model.
- PBIS Training Module for Georgian Preschools was created, which targets: Parents, Preschool Administration, Preschool Teachers and Preschool Multidisciplinary Team Members
- 180 preschool specialists from 7 preschools (with more than 3500 children in total) and more than 60 parents were trained about importance of Child's social-emotional development and PBIS methodology, Supporting Positive Behaviour Intervention planning through pyramid teaching model.

•

Training Module for Preschool Multidisciplinary Teams

I Module: PBIS Model Effectiveness at
Research Studies

II Module: Importance of Early Childhood
Social-Emotional Development

III Module: Importance of Early Childhood
Nurturing and Responsive Relationships

IV Module: Developing a Behavior Support
Plan

V Module: Essential Leadership for PBIS

Additionally:

- Observation
- Reflective
Supervision
- Direct
Coaching



ChallengingBehavior.org



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CSEFEL

Pyramid Model



TACSEI



National Center for
**Pyramid Model
INNOVATIONS**

When great things come together, amazing happens. [About Us](#)

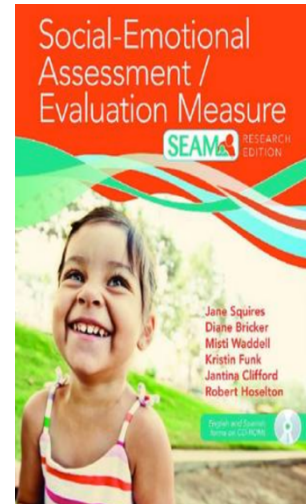


Assessment and Evaluation

Methodology

For Children:

- **Ages and Stages questionnaire (ASQ) for children developmental screening**
- **The Assessment, Evaluation, and Programming System (AEPS) (Measurement for Three to Six Years), Second Edition (2003)**



- * Parent- or caregiver-completed screening tool that encourage parental/caregiver involvement
- * Series of questionnaires for children ages 1 months to 5 ½ years
- * Tool to accurately identify children at risk for developmental delay



Referral system and Individual Intervention for children with additional or special needs in Pilot Preschools

Referral

- Child Screening with ASQ-3 and ASQ-SE
- Filling out Referral
- Referral is sent to Preschool Union, Preschool Union updating Referral el. databases

Assessment

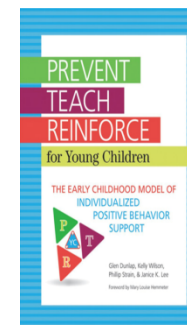
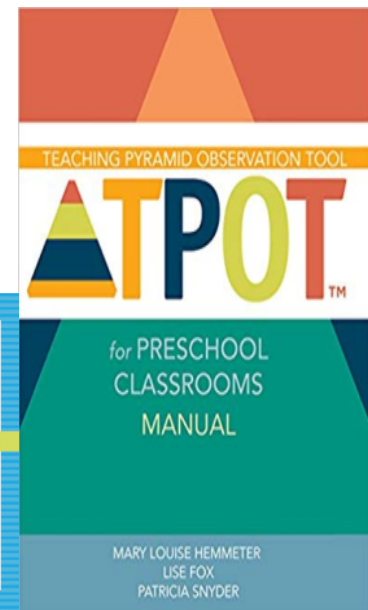
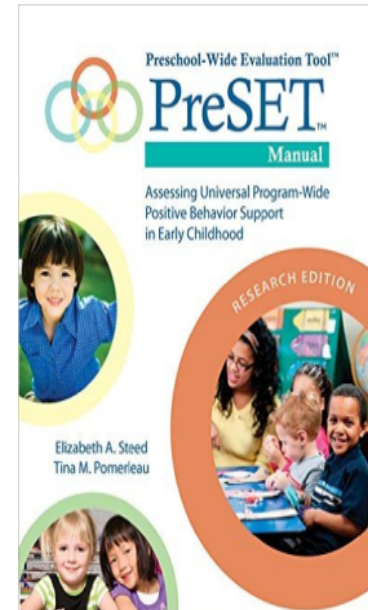
- ECI Multidisciplinary Team Specialist appointed to conduct Assessment (AEPS)
- Assessment results and report is shared with Preschool Union

IP implementation

- IP is created and implemented by kindergarten teacher under supervision of ECI Multidisciplinary Team
- IP Monitoring

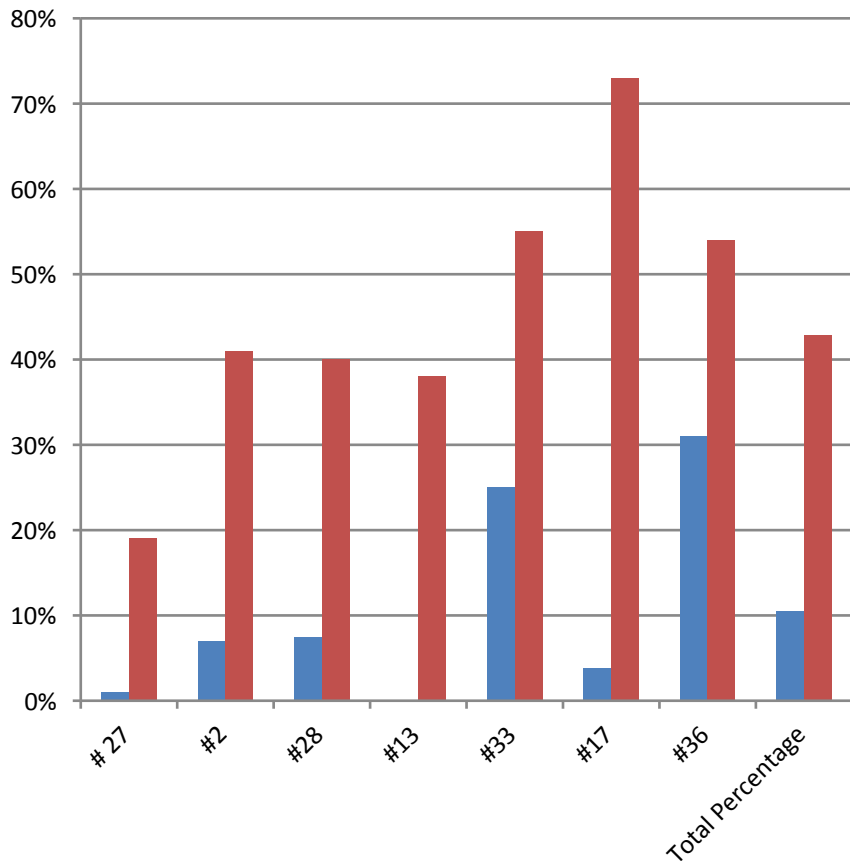
Assessment and Evaluation Methodology

- **Preschool Wide Evaluation Tool (PRE-SET) for assessing Program wide PBIS in all types of early childhood settings across 8 key categories:**
 - Taught behavioral expectations
 - response to appropriate and challenging behavior
 - organized and predictable environment
 - monitoring and decision making
 - family involvement
 - management
 - program support
- **Teaching Pyramid Observation Tool (TPOT) for preschool teachers implementing Pyramid Model Practices:**
 - Teacher behaviour expectations;
 - Teacher Social Skills and Emotional competences;
 - Teaching problem-solving;
 - Interventions for children with persistent challenge;
 - Teaching expectations;
 - Connecting with families;
 - Teaching children express their emotions and
 - Transitions between activities .

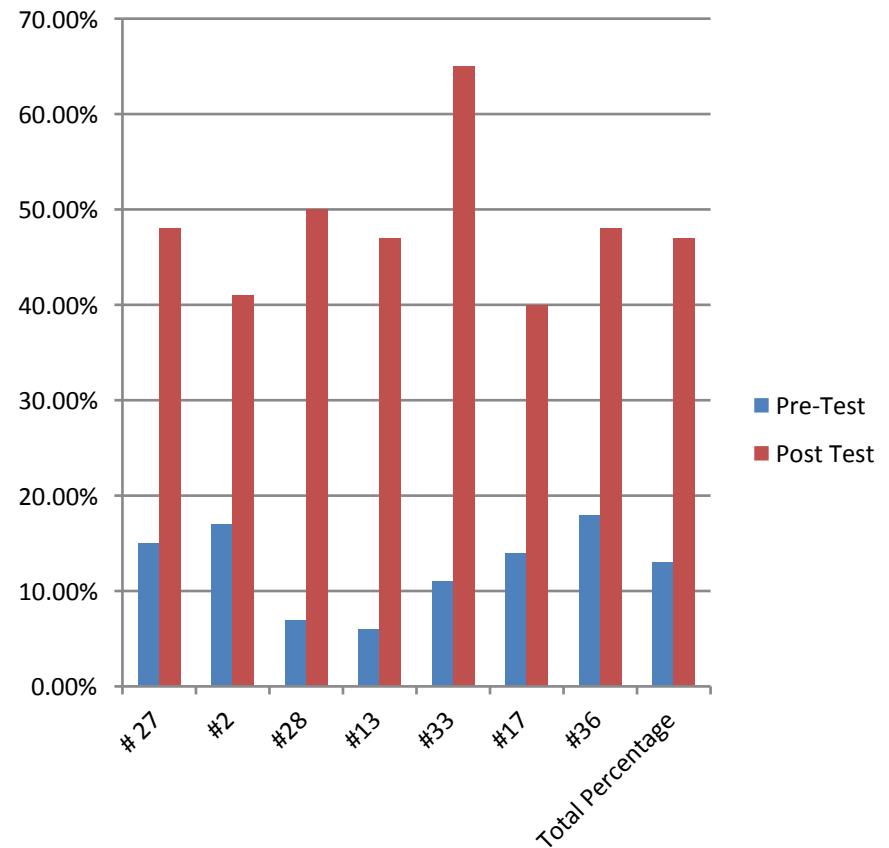


Overall In-service Training Results for Preschool Specialists 2016 - 2017

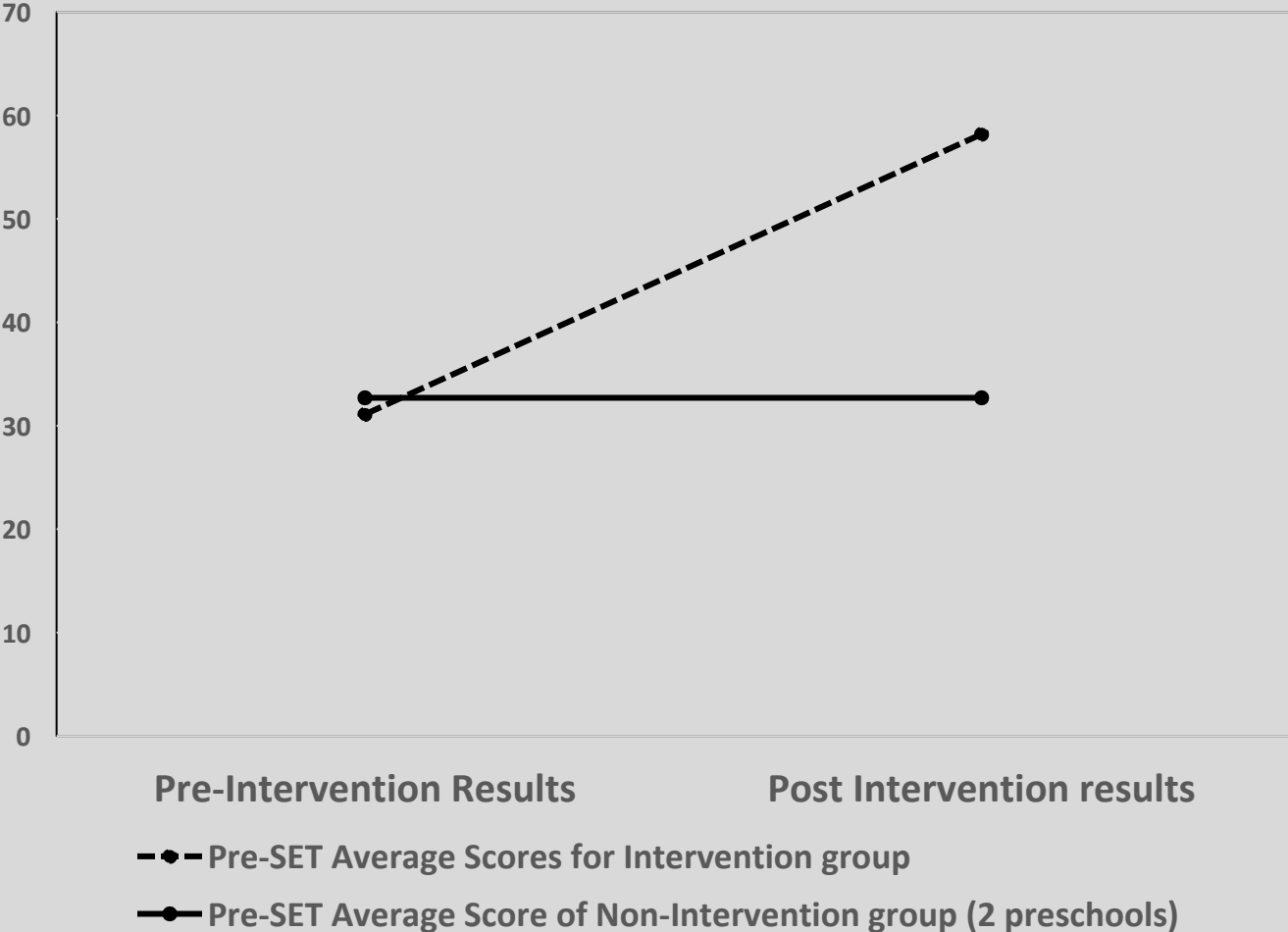
Positive Behaviour Intervention and Support Planning Training Results



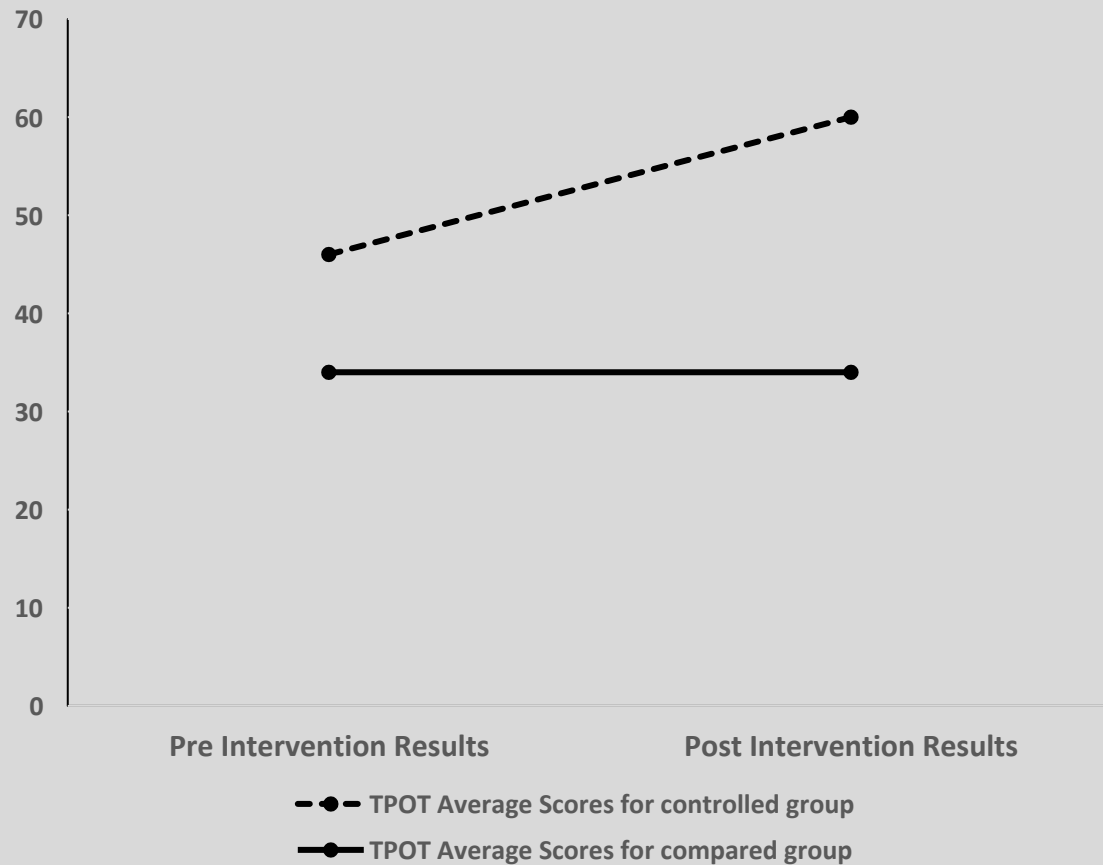
Targeted Social-Emotional Support Training Results



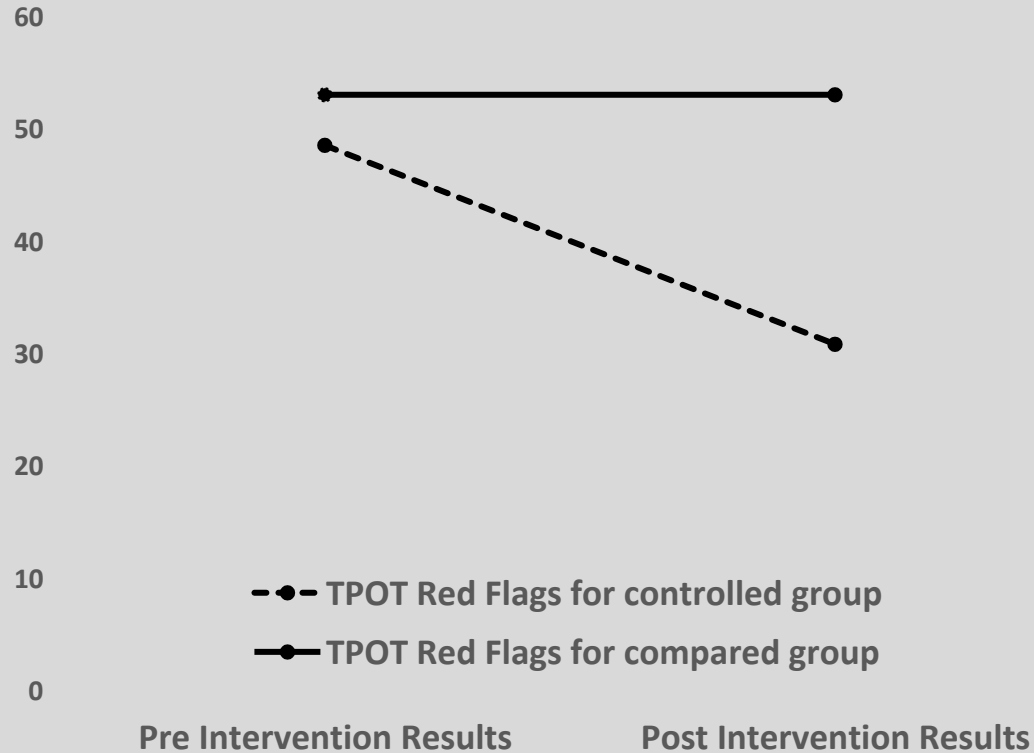
**Pyramid Model/PBIS implementation Project
Results in Kutaisi (Georgia) for Year One
Results, Pre-SET 2017-2018**



Pyramid Model/PBIS implementation Project in Kutaisi, Georgia - Year One Results, TPOT



Pyramid Model/PBIS Implementation Project Results in Kutaisi (Georgia) for Year One - TPOT RED FLAGS



Anecdotal Notes from Reflective Feedback of PBIS project in Kutaisi, Georgia by BRIDGE for Social Inclusion

- “We really loved PBIS model and it has helped to manage such large groups of children but we would be more affective in intensive individual teaching if we had less kids in the classroom.”
- “I would love to participate in writing perhaps a handbook of activities of PBIS for Georgian preschool teachers.”
- I’ve been using “bucket filling” activities in my classroom as an example and I loved how children are falling in love in similar stories that makes it easier for us to teach friendship, thank you words, appreciation, etc.
- “Our children are not ready for changes nor are we, also we don’t have enough materials or resources and the support we are getting through ECI interdisciplinary team during trainings or supervisions is first most practical and effective that led us through the most overwhelming challenges. And yet there are so much to do.”

FUTURE PLANS:

- Continue work on PBIS MODEL especially for children who need more individual behavior intervention plans;
- Model Replication in other Regions
 - TOT trainings for leading ECI teams from different regions with updated Training Module and effective practices;
- Promotion of Project with Local Municipalities and Ministry of Education through meetings, workshops.





THANK YOU