

Developmental Screening in Early Care and Education Settings

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Presentation Objectives

- To emphasize the critical importance of the early years
- To discuss early identification and intervention for social emotional and other developmental challenges
- To describe the importance of AAP recommended practices around developmental screening and referrals
- To identify the many roles that childcare plays in developmental screening and referrals
- To develop a plan of action for improving current development screening practices



Importance of Early Identification and Intervention

- **9.5-14.2%** of US children, ages 0-5, experience social-emotional problems that negatively affect their functioning, development, and school readiness (Brauner & Stephens, 2006)
- **12-18%** of US children have developmental or behavioral disorders
 - Speech and language impairments
 - Mental retardation and learning disorders
 - Emotional/Behavioral Disturbances
- **70%** of children with developmental disabilities and mental health problems are not identified until school entry (Glascoe, FP, MRDD Research Reviews, 2005)



Importance of Early Identification and Intervention

85% of brain development occurs **before age 3**



Research shows the best time to intervene to optimize development and eliminate disparities is in **the first five years of life**



Why Developmental Screening Matters

- Identifies problems that otherwise go unnoticed at point of maximum impact
- Identifies children in need of further assessment
- Enables qualifying children, ages 0-5, access to needed services
 - Early Intervention and Preschool Special Education through IDEA (special education, OT, PT, counseling, family training)
 - ◆ Children qualify based on delays in 5 Domains of Development:
 - ✓ Cognitive
 - ✓ Language
 - ✓ Motor
 - ✓ Social-Emotional
 - ✓ Adaptive
 - Mental Health Services



The Important Role of Early Care and Educators

- Early Care and Education providers are in an ideal position to assess children's development and often are the first one to observe potential delays
- Providers have relationships with the parents and can partner with them in monitoring and celebrating their child's development



Why Social Emotional Health Is Important

Social emotional health provides an essential foundation that supports all other aspects of a child's development from;

- o the formation of friendships
- o the ability to cope with adversity
- o the achievement of success in school, work, and community life.

- If young children are not provided appropriate help, emotional difficulties that emerge early in life can become more serious disorders over time



Brain Research: *What Science Tells Us*

- Neuroscientists have discovered that the quality of early childhood relationships affect brain architecture. Brain scans of young children with strong nurturing primary relationships were very different from those of children with disorganized attachments to primary caregivers, or children with trauma or toxic stress
- The quality and consistency of early relationships impacts young children's ability to learn, their sensory processing, their ability to self-regulate, and their ability to form relationships



Trauma In Young Children: A Huge Problem Hiding In Plain Sight and How You Can Help

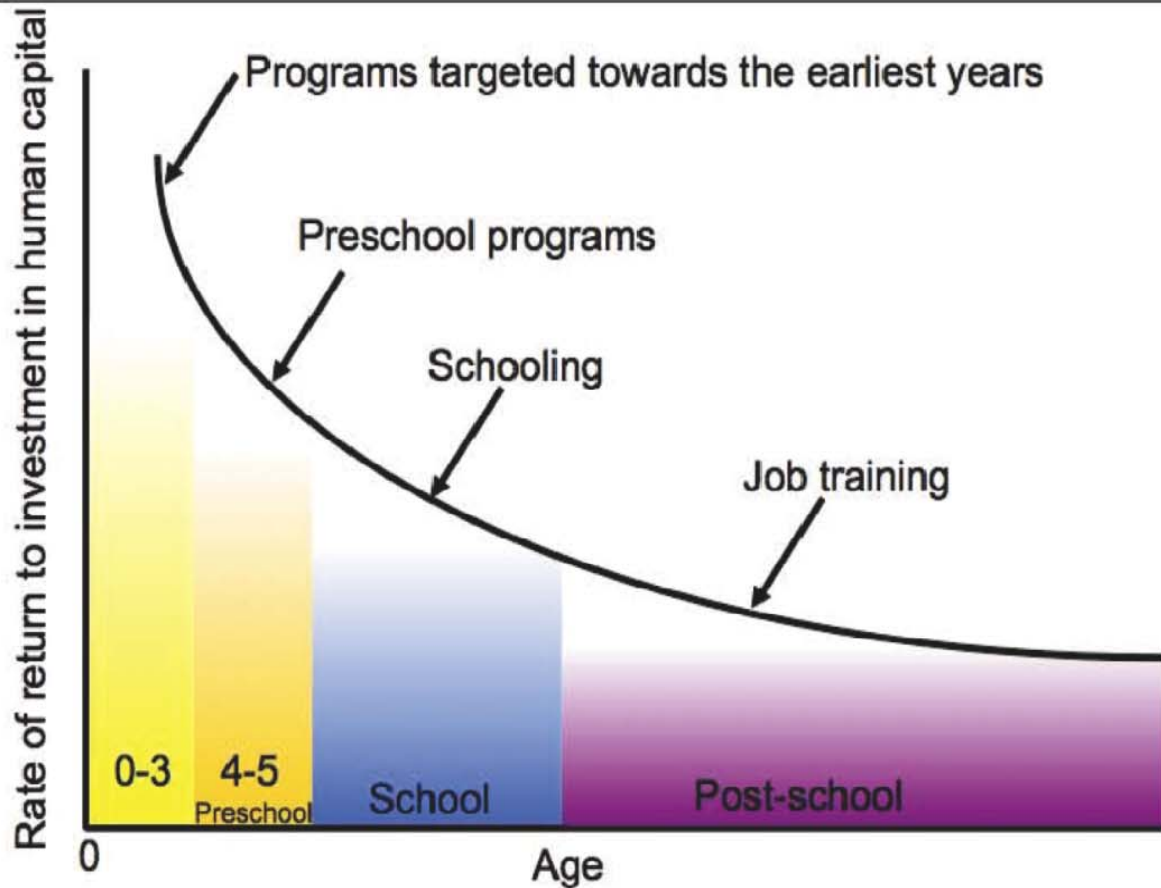


Economic Incentives to Intervene Early

- James Heckman, Nobel winning economist, analyzed the return on investment for human capital at various life stages
- **Early interventions have much higher economic returns.** The highest are in 0-3.



Figure 9: Rates of Return to Human Capital Investment at Different Ages: Return to an Extra Dollar at Various Ages



5/11/11



Early Identification and School Readiness

- Behavior problems in preschool years predict continued behavior problems, poor peer standing, and academic difficulties in Kindergarten
- Some preschoolers enter early education with severe behavioral problems, limiting their ability to fully participate in and benefit from the experience and frequently resulting in expulsion



Identifying Children with Potential Delays/Problems

- ✓ SURVEILLANCE
- ✓ SCREENING
- ✓ EVALUATION



Surveillance

The process of recognizing children at risk of developmental delays

- Observe children's behaviors
 - Learn the signs. Act early.
 - Discuss parent observations and concerns, problems at home, child's behavior, and areas the child is lagging behind
- Captures about 30% of problem children



Screening

Use of standardized tools to identify children at risk of a developmental delay or disorder

- Ask questions about a child's development, including language, motor, cognitive, and social/emotional
- Involve parents and focus on positive development
- Rely on standardized screening instruments over clinical impressions/observations
- Include all children in the screening program
- Identify children with possible delays



Evaluation

A formal process aimed at identifying specific developmental disorders affecting a child

- Usually done by a trained specialist (i.e., psychologist, pathologist, developmental pediatrician)
- Involves child observation, parent/caregiver interviews, and standardized tests
- Refers diagnosed children for early intervention, preschool special ed, or mental health services
- NOTE! Following-up with families and early care providers is important!



Engaging Parents

- Parents are the experts on their children, and children develop in the context of relationships
- The early years set the stage for sturdy or fragile existence. Development depends on the quality and reliability of their relationships (Shonkoff, National Scientific Council on the Developing Child)



Helping Families and Providers

- **CELEBRATE MILESTONES!** Every family looks forward to their child's first smile, first step, and first words. Regular screenings raise awareness of a child's development, making it easier to anticipate and celebrate milestones
- **PROMOTE UNIVERSAL SCREENINGS!** Much as hearing and vision screenings assure children can hear and see, developmental and behavioral screenings assure language, social, and motor developmental progress
- **IDENTIFY DELAYS AND CONCERNS EARLY!** Children get the supports they need, as early as possible
- **ENHANCE DEVELOPMENTAL SUPPORTS!** Combine family love with expert tools, guidance, and tips to make the most of children's developmental support



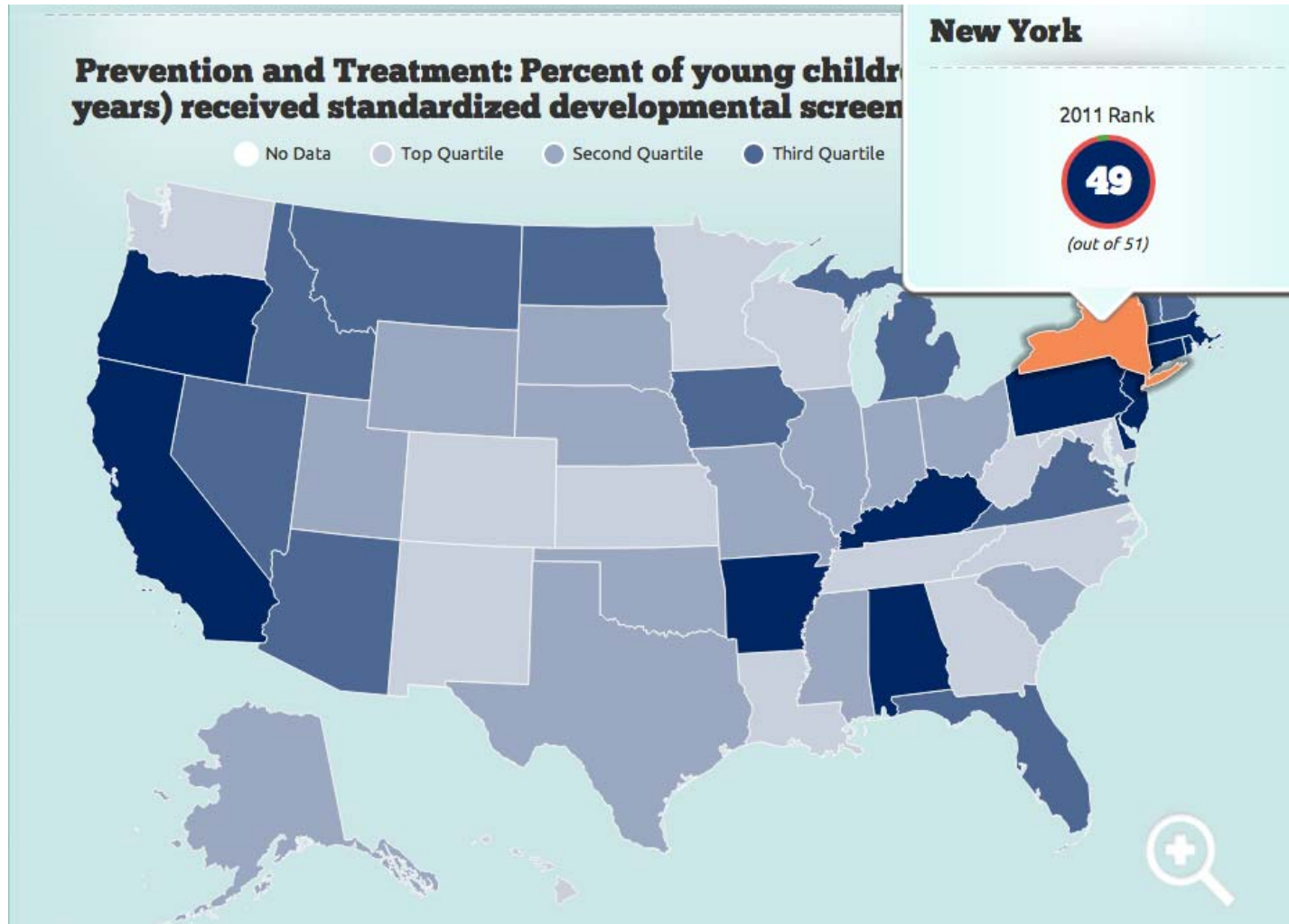
Birth to Five, Watch Me Thrive

- A screening passport allows parents to monitor developmental progress
- It tracks screening results and shares information with providers

(Available on Birth to Five; Watch Me Thrive Website)



New York Ranking of percent of young children (10 months-5 years) that received a standardized developmental screening, 2011. WE CAN DO BETTER!



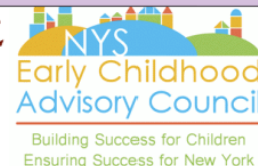
Surveillance and Screening Guidelines: AAP 2006

Developmental surveillance at every well-child visit – if concerns then formal screen

Developmental screening using a standardized screening tool at 9, 18, and 30* months or when concern is expressed

If results are concerning, refer for developmental and medical evaluations and early intervention services

Follow up on referrals made and continually track child's developmental status



Early Educators : uniquely poised

- Keen observers and window to child development
- Innate “surveillance”
- Making surveillance intentional
- Communicating with families to celebrate and anticipate milestones
- Promoting Screening: families to expect from wcc
- Implementing screening
- Communicating with medical home
- Communicating and linking with community resources



BRIGHT FUTURES: A VISION



Screening Works

Detection Rates

Without

standardized, valid, reliable tool

- 30% of developmental disabilities identified
(Palfrey et al. JPEDS. 1994; 111:651-655)

With

standardized, valid, reliable tool

- 70-80% with developmental disabilities correctly identified
(Squires et al., JDBP 1996; 17:420-427)



What is the ASQ? VM1

- The Ages & Stages Questionnaires® (ASQ) Third Edition is questionnaire designed to help parents check their child's development
- Parents can use the results of the ASQ to help talk with pediatricians, teachers or other professionals if they have concerns about their child's development.
- The core of ASQ is a series of 20 questionnaires that correspond to age intervals from birth to 6 years.
- Each questionnaire contains simple questions for parents to answer about activities their child is (or is not) able to do.
- The answers are scored and help to determine whether the child's development is on schedule or whether the child should be referred for a developmental checkup with a professional.
- Activities discussed in each questionnaire reflect developmental milestones for each age group.
- Parents can learn more about what to expect their child to be able to do at each stage of development.

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Slide 25

VM1

I know this is a lot of info... delete what you don't need

Vera Miles, 4/7/2014

Comparison

ASQ


- Appropriate for ages 2 months-5½ years
- Assesses skills in language, personal-social, fine/gross motor, problem solving
- Parent-completed
- Requires 6th grade reading level
- 30 items/10-15 minutes to complete
- Identifies children requiring further evaluation to determine need for referral or intervention

PEDS


- Appropriate for ages birth to 8 years
- Identifies children as low, moderate or high risk for various disabilities and delays
- Indicates when to refer, conduct additional screen, provide parent education or monitor
- Approximately 10 items/10 minutes to complete
- Parent completed
- Available in many languages



Sample ASQ Tool


ASQ-3 Ages & Stages Questionnaires®

9 9 months 0 days through 9 months 30 days
Month Questionnaire



Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Baby's information

Baby's first name: _____ Middle Initial: _____ Baby's last name: _____

Baby's date of birth: _____

if baby was born 3 or more weeks prematurely, # of weeks premature: _____

Baby's gender: Male Female

Person filling out questionnaire

First name: _____ Middle Initial: _____ Last name: _____

Street address: _____

Relationship to baby:
 Parent Guardian Teacher Child care provider
 Grandparent or other relative Foster parent Other: _____

City: _____ State/Province: _____ ZIP/Postal code: _____

Country: _____ Home telephone number: _____ Other telephone number: _____

E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program Information

Baby ID #: _____ Age at administration in months and days: _____

Program ID #: _____ if premature, adjusted age in months and days: _____

Program name: _____

P101090100 Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker
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COMMUNICATING WITH FAMILIES



Describing screening to parents

- “This tool is a way that you can check your child’s development”
- “Your child will be able to do some of the items, but not all of the items”
- “You can help your child practice these skills”
- “Your answers help show your child’s strengths and any areas where your child may need support or more practice”



Communicating screening results

- Provide clear, accurate information.
- Listen carefully to parents' questions and concerns.
- Consider developing a script that can be adapted, such as:
 - *“Your responses to the screening questions agreed with the concerns you shared with me about your child’s development. The results indicate that further evaluation is recommended.”*
- Ensure that parents understand the information shared.

Communicating screening results

- Encourage parents to recognize child's strengths.
- Have concrete, written plans for next steps to share with parents.
- Following a screening, this might be making a referral for a diagnostic assessment.
- Provide parents with resources for obtaining additional information, services and supports (e.g., web sites, written materials, a phone number for a resource center).
- Be culturally sensitive, use easily understood words, beware of culturally loaded words.



Addressing positive screens

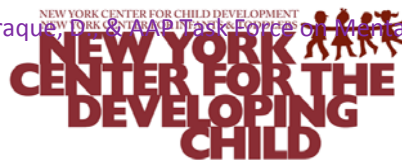
- Create directory of community resources.
- Establish systematic protocols for parent education, consultation, referral and intervention.
- Engage community network of linked service providers.
- Refer for additional evaluation.
- Document in medical record.
- Include follow-up activities (follow-up visits), interventions.



Community Resource Guide

Resource guide of community mental health and early childhood resources should include:

- ✓ Location of service delivery site
- ✓ Ages served
- ✓ Specialization
- ✓ Waiting time until appointment
- ✓ Forms of accepted payment
- ✓ Contact person



Foy, J.M., Kelleher, M., Laraque, D., & Task Force on Mental Health. (2010). *Pediatrics*, 125(Supplement 3), S87-S108.



CURRENT FLOW



**CENTER FOR THE
DEVELOPING
CHILD**

Early Childhood
Advisory Council
Building Success for Children
Ensuring Success for New York

Imbed Screening in Current Flow

- Add screening information, release of information, and referral protocol to existing forms
- Build on existing relationships with medical home or plan to improve
- Include screening forms in mailed, pre-visit questionnaires to parents.
- Include milestone logs/ routine parent communication
- Parent and staff education
- Map workflow for staff, orient staff to screening tools and procedures.
- Incorporate screening documentation into records
- Develop and document referral and follow-up protocols.



Keep in rhythm with your growing child...

**The early years set
the stage for healthy
development.**

Make sure:

- ✓ You discuss your child's development at every visit with your health care provider
- ✓ Your child receives a developmental assessment (or 'screen') during the check up at:
____ 9 months; ____ 18 months; ____ 30 months and anytime you have concerns



For more information and materials on child development and screening go to: cdc.gov/ActEarly

Because their futures are in your hands...

Are you:

- ✓ Looking for and encouraging developmental milestones?
- ✓ Discussing strengths and concerns with families?
- ✓ Communicating with the child's health provider?
- ✓ Ensuring that each child has received a developmental screen at 9 months, 18 months, 30 months and if there are concerns?
- ✓ Making necessary referrals with follow up?



For more information and materials on child development and screening go to: cdc.gov/ActEarly



**NYC PROJECT
LAUNCH**

Building Success for Children
Ensuring Success for New York

Because their futures are in your hands...

Have you:

- ✓ Discussed child development, including social and emotional health, with the parent at each visit
- ✓ Done a formal developmental screening at:
 - 9 months
 - 18 months
 - 30 months
- ✓ Done a formal developmental screening if any concerns arise
- ✓ Made necessary referrals and provided follow up if needed*



For more information and materials on child development and screening go to: cdc.gov/ActEarly

*Standard of Care of all children

CONNECTING WITH THE MEDICAL HOME

*Free the child's potential,
and you will transform him
into the world.*

- Maria Montessori



CONNECTIONS: BRIDGING

- Linkages/Referrals
- Communication around a particular child
- Advisory around health issues
- Episodic/training/information
- Longitudinal advisory
- Shared Vision
- Collaboration and Partnership

